

The Integration of Information and Communication Technology (ICT) in Teaching Reading: A Case Study of Vocational School in Tanjungpinang

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Abstract

This study aims to explore the integration of Information and Communication Technology (ICT) in the teaching of reading and its impact on students' learning outcomes. Specifically, it investigates the ICT tools used by an English teacher at SMKN 1 Tanjungpinang and how their application affects the teaching and learning process. Employing a qualitative embedded case study design, the research involved one English teacher and 15 vocational school students. Data were gathered through interviews, classroom observations, and document analysis. The findings reveal that various ICT tools such as laptops, projectors, speakers, and applications like Kahoot! and PowerPoint were frequently utilized to support reading instruction. The integration of these tools enhanced student engagement, concentration, reading comprehension, vocabulary development, and the ability to summarize texts. However, challenges such as distractions from students' personal devices were also noted. Overall, the study demonstrates that ICT integration positively contributes to more interactive, engaging, and effective reading lessons in the context of modern education.

Keywords: *ICT Integration; Teaching Reading; Vocational School; English Subject*

1. Introduction

Information and communication technology (ICT) is the important foundation of contemporary education since it provided a multitude of resources and technologies that facilitated teaching and learning processes. One important aspect of the integration of ICT in education was improving students' reading skills. ICT facilitated more interactive and engaging teaching reading, where teachers can use multimedia tools to explain complex concepts. With access to a variety of digital resources, students can explore a variety of materials that enriched their understanding. Use of integrating ICT in 21st century education improved learning either by making learning more effective or by giving teaching a previously unavailable dimension (Garg, 2021).

In order to properly prepare students for the age of technology, the integration of ICT more than just a trend. According to Hidayat & Silfiyana (2018), technology is being used more widely especially for educational purposes. This occurred as a result of technology offers a plethora of resources to raise the standard of teaching and learning reading quality in English. Related to this, UNESCO (2002) described ICT encompasses both informatics technology with communication technology and related fields.

There are a range of Information and Communication Technology (ICT) devices that can be applied in the educational field to support the teaching and learning process, including computers, CDs, DVDs, interactive videos, e-books, the Internet, multimedia systems, and video conferencing tools (Ramadan et al., 2015). In the context of 21st-century education, learning is no longer limited to direct interaction between teachers and students. Instead, it encompasses a variety of learning resources that enable students to acquire knowledge not only from their instructors but also from other digital sources. In this model, the teacher's role transforms into that of a facilitator or mediator who creates an environment conducive to knowledge construction.

In relation to this shift, ICT has also emerged as a valuable tool for teaching reading. One of the persistent challenges in reading instruction is the monotonous nature of traditional teaching materials, which can result in student boredom and lack of motivation. Furthermore, limited access to high-quality reading resources remains a common barrier. However, with the advent of the Internet and various ICT tools, a broad range of authentic reading materials is now accessible, offering new opportunities to improve engagement and comprehension (Alsied, 2013). The integration of ICT allows teachers to facilitate interactive learning environments, such as discussion forums and multimedia presentations, which can enhance student motivation and provide immediate feedback. Hafifah (2019), highlights that ICT encourages both teachers and students to seek, produce, and share content responsibly, thus fostering digital literacy.

While many studies have addressed the general role of ICT in English language teaching, there remains a lack of focused research on how ICT integration specifically enhances the teaching of reading in vocational high schools, particularly within the Indonesian context. Previous studies tend to explore ICT's role broadly across the four English language skills without isolating its impact on reading comprehension strategies, student engagement, or vocabulary acquisition. Moreover, the practical implementation of ICT by teachers in specific educational settings such as SMKN 1 Tanjungpinang has not been extensively documented.

This study seeks to fill that gap by investigating the specific ICT tools used by an English teacher at SMKN 1 Tanjungpinang and examining how these tools affect the teaching of reading. By doing so, the research provides deeper insight into how technology-supported instruction can be optimized in vocational education settings to improve student outcomes in reading.

The advantages of integrating ICT in teaching reading are numerous and impactful. It increases students' motivation, encouraged independent study, developing critical thinking skills, stimulating creativity and invention, creating interaction, improving communication, supporting research and cooperative learning in language classrooms, and improving student performance on written tasks (Azmi, 2017; Yunus et al., 2013). Likewise, Yuksel & Tanriverdi (2009) explored how watching a film segment with text affected the vocabulary development of English as a Foreign Language (EFL) learners. It can be concluded that watching a film segment with text helped the participants increase students' vocabulary, which aided in the reading process. Ultimately, the role of ICT in education continues to evolve, making it an integral component of modern teaching and learning practices.

In the Indonesian context, some scholars have researched the integration of ICT in the process of teaching and learning English Language process, focusing on the use of ICT in teaching and learning listening, writing, and speaking skills. Evaluating the effectiveness of technology-based media in developing listening skills, describing the role of web blogs in teaching writing in the digital era, and analysing various types of modern technology applied in teaching English speaking (Maulina et al., 2022; Utari, 2012; Kuning, 2019). This underscored the diverse ways technology is utilized to enhance English language in various skill areas.

Based on a previous interview, the English teacher at SMKN 1 Tanjungpinang, the selected research site, has integrated ICT in teaching reading. However, the teacher still struggles to combine traditional methods with modern technology in teaching reading, facing challenges such as unstable internet connectivity, which contributes to a lack of student motivation. These challenges result in an ineffective teaching reading process. Although the integration of ICT in education has been widely discussed, particularly in the teaching and learning of language skills, the study specifically addressing the impact of integration ICT in teaching reading remains limited. Therefore, this study aims to explore teachers' integration of ICT in teaching reading at SMKN 1 Tanjungpinang, focusing on identifying the ICT tools commonly integrated by English teacher and explore the impact of integrating ICT tools in teaching reading. The researcher formulated the research questions as follow:

1. What ICT tools are commonly integrated by the English teacher in teaching reading at SMKN 1 Tanjungpinang?
2. How does the integration of ICT by English teacher impact in teaching reading at SMKN 1 Tanjungpinang?

(Conceptual of ICT)

Information and Communication Technology (ICT) in education can be utilized in teaching English as a Foreign Language (EFL) to enhance the four primary skills, which were reading, writing, listening, and speaking. ICT is frequently used to enhance teaching and learning activities, such as that use of the internet, computer equipment, and digital applications (Hafifah & Sulisty, 2020). Similarly, Davronjon (2023) stated that multimedia in ICT significantly enhances the quality and efficiency of teaching.

In addition, Alemu (2015) showed several principles related to ICT include student-centered learning, fostering critical and ethical awareness, encouraging collaborative learning, wide access and participation, strengthening ICT literacy skills, progress evaluation and monitoring, and enhanced student motivation and engagement. These principles were considered significant because promoting active student contact, enhanced access and involvement, and progress monitoring, all of which were required in the context of researchers' study.

According to Pratama et al., (2023), some types of media that can be applied in the field of information and communication technology (ICT) such as mobile phones, laptops, and internet connections have become integral to our teaching and learning processes. Furthermore, Putri (2023) stated that PowerPoint is a presentation medium often used by teachers to convey important points in the form of slides, making learning more structured and easier to understand. With the help of an LCD projector, images or videos from a laptop can be projected onto a larger screen so that the entire class can see them, especially when using PowerPoint or showing videos. Also, speakers support audio delivery in learning, such as sound in videos or direct instructions from the teacher, making it clearer for all students to hear.

(Teaching Reading)

Teaching reading involved developing critical reading skills, guiding students beyond mere literal comprehension to evaluate arguments, assess evidence, and reflect on diverse perspectives (Serravallo, 2015, p.10). According to Ariandika & Kartikawati (2018) argued that teaching reading in English can be conducted using the guided reading method or guided reading. This approach was essential for enhancing critical thinking and analytical skills.

The principles may be utilized as guidance for teaching reading (Kamal & Effendi, 2021). They argued that principles of teaching reading such as reading for comprehension and effective reading techniques. Moreover, teaching reading has principles include: reading as an active activity, the importance of student interaction with the text, encouraging responses to both the content and language of the text, using prediction to enhance engagement, selecting relevant tasks to make reading more meaningful, and fully utilizing reading materials with follow-up activities to create engaging learning experiences (Harmer, 2007, p.70).

(Integration of ICT in Teaching Reading)

According to Lisniyanti et al., (2023), the Kahoot! Platform is used as a game learning tool to help students' reading comprehension. The integration of Kahoot! in several processes like Kahoot! is integrated into teaching reading by creating interactive quizzes that test students' comprehension of reading texts. Students answer the quizzes live, competing with their friends within a time limit set in Kahoot! with instant feedback, teachers can immediately see the level of student comprehension, identify areas for improvement, and provide more targeted guidance. Furthermore, Sari (2018) explained that use of interactive multimedia in teaching reading such as text, audio, video, and graphics were all used in this multimedia to improve students' reading skills.

Multimedia is integrated into teaching reading by compiling learning materials in multimedia format that includes various digital elements such as text, images, audio, and video. These elements were arranged in one interactive media that allows users to interact directly with the material. This implementation is done in the form of software or digital media, such as interactive CDs or computer-based platforms, which were designed to facilitate learning and improve understanding (Wijaya, 2015).

In teaching reading, Chai et al. (2013) argued that the procedures for integrating ICT involve several steps: analyzing needs and objectives, selecting appropriate ICT resources and tools, incorporating ICT into every lesson and the curriculum, implementing it in the classroom, encouraging active student interaction during the learning process, conducting assessments and providing feedback, and reflecting on and improving the process. Besides, integration of ICT in teaching has an impact on the teacher and students. Teachers can access teaching material easily, engaging lesson delivery through multimedia, enhanced student motivation, effective feedback, and improved planning and organization. It also increases teaching effectiveness, fosters social interaction, and shifts the teacher's role to a facilitator, encouraging student independence (Poudel, 2022; Yusuf & El-Yakub, 2020).

Furthermore, Haryadi et al. (2023) stated that learning through multimedia, features like photos, videos, music, and animations improve the appeal, motivation, and engagement of educational materials. These help students to learn by using visual and audio representations. Similarly, Zuhria et al., (2022) stated that the digital era has a major impact on students' reading interest such as, (1) ICT can have a positive impact on students because of the ease of smartphone to access information needed by students. (2) The negative impact caused by students' reading interest is because of ICT with various information, entertainment and games made students more interested in these things. Then, students' interest in reading decreases because it is considered less interesting.

2. Method

In this research, the embedded case study approach, as part of the case study method, was employed to provide a more in-depth and comprehensive understanding of teaching practices within the context of qualitative research. An embedded case study design is used when there is more than one unit of analysis within the same case, enabling an in-depth investigation into the components or sub-units of the phenomenon being studied (Yin, 2014, p. 97). This case study specifically explores how an English teacher integrated ICT tools at each stage of teaching reading in the classroom. The research was conducted at SMKN 1 Tanjungpinang, Tanjungpinang City, focusing on an English teacher who taught grade XI students in the Business Retail Department. This school was selected because it actively integrates technology into the learning process across all subjects, making it highly relevant to the aim of this research.

The researcher employed several instruments to collect data. Interview was conducted to gain a deeper understanding of thoughts, experiences, and perspectives (Iba & Wardhana, 2023). The structured interviews, designed to gather specific information (Syamil et al., 2023). Following a guide consisting of 10 questions divided into two parts. The collected interview transcripts were translated into English for analysis. Observation was also used as a data collection tool to systematically document information throughout the process (Sukendra & Atmaja, 2020, p. 12). The researcher conducted direct observations, explicitly informing the participants while systematically recording phenomena (Abdussamad, 2021, p. 147). Additionally, documentation was utilized to gather data from written materials related to the research topic, such as students' reading assignments. These assignments served as supporting data to address the second research question, focusing on the impact of ICT integration in teaching reading. Rahmadi (2011) explained that official

documents are typically owned by social institutions or organizations and include materials like memos, meeting records, policies, proposals, and student records. In this study, 15 student assignments, representing 50% of the class of 30 students were analyzed. These assignments provided insights into the role of ICT in the reading lessons.

The researcher analyzed the data using the interactive model developed by Miles and Huberman, which includes data collection, data reduction, data display, and conclusion drawing or verification (Miles and Huberman, 1994; Sugiyono, 2013). Data collection involved conducting interview with the English teacher, observing classroom activities during the teaching and learning process, and documenting students' reading assignments. During data reduction, the collected data were carefully recorded, filtered, and summarized to emphasize relevant information while discarding unrelated content. This process facilitated a clear display of the data in narrative form, which was organized based on the research questions. The findings were then synthesized into conclusions, presented in narrative text supported by data collected directly from the research site. These conclusions highlighted the commonly integrated ICT tools and their impact in teaching reading.

To ensure validity, the study employed triangulation techniques. Haryoko et al. (2020) stated that triangulation in credibility testing combines various data and sources to strengthen the validity of findings. Susanto et al. (2023) explained that data validity checking techniques include method triangulation, researcher triangulation, data source triangulation, and theory triangulation. This research focused on data source triangulation, comparing data from interview with observation report and students' reading assignments. This approach ensured the consistency and reliability of the findings, confirming that the data obtained aligned with the research objective.

3. Findings and Discussion

(ICT Tools Commonly Integrated by English Teachers in Teaching Reading at SMKN 1 Tanjungpinang)

The findings revealed that the English teacher at SMKN 1 Tanjungpinang actively integrated a variety of ICT tools to enhance reading instruction. The hardware most frequently used included a laptop, projector, and speakers, while software applications such as Kahoot!, Mentimeter, and PowerPoint complemented these devices. As the informant explained, "In addition to asking students to use their own smartphones, I also prepare ICT tools such as a laptop, speakers, and applications like Kahoot! and Mentimeter to support reading lessons." A flexible ICT tool is an effective aid in fostering student engagement and improving reading comprehension.:

"In addition to using their own smartphones, I also prepare ICT tools such as laptop, speaker, and several applications like Kahoot!, Mentimeter for teaching reading."

The integration of these tools aimed to make learning more interactive, engaging, and aligned with students' needs. Hafifah and Sulisty (2020) emphasized that ICT is frequently utilized to enhance teaching activities by incorporating digital applications and computer-based tools. ICT tools was flexible, and the teacher adjusted students' use depending on the nature of the reading materials, ensuring that ICT was used effectively to support learning. According to Poudel (2022), ICT can facilitate all preparation of teaching resources through access to various learning resources.

Furthermore, the informant showed that the motivation behind integrating ICT tools was to made students more interested in learning, as the informant said:

"What motivates me is to make students interested in learning. Because education nowadays requires teachers to always stay updated with applications, programs, and other tools. The current generation, as I know, was very quick to adapt to technology, so I feel it's important to use it."

This highlighted the informants' belief that staying current with ICT was essential in engaging students, especially as the new generation quickly adapts to digital tools, as outlined by Alemu (2015) that ICT can enhance student's motivation by offering richer learning settings, ICT may enhance learning and made it more relevant and engaging. Additionally, the teacher highlighted several advantages of using ICT tools, including ease of material delivery, improved student focus through visual and audio-visual elements, and enhanced effectiveness in evaluating students' learning outcomes. As a result, Davronjon (2023) multimedia in ICT significantly enhanced the quality and efficiency of teaching. This was confirmed in the observation report these where the teacher frequently used ICT tools to deliver materials in teaching reading.

(Integration of ICT by English Teacher Impact in Teaching Reading at SMKN 1 Tanjungpinang)

The integration of ICT tools in teaching reading at SMKN 1 Tanjungpinang revealed both positive and negative impacts on students and the teaching process, as evidenced through interview, observation and students' reading assignments. The planning process for integrating ICT in teaching reading by the English teacher, involved selecting engaging materials such as narrative text which is fairy tale with the titled "Red Shoes" using video from YouTube because the ATP (*Alur Tujuan Pembelajaran*) of grade XI is focus on narrative text to make all English teachers who taught in grade XI at school easily deliver material, and then preparing another ICT tools such as laptop, projector, and speaker to make more interactive. According to Chai et al. (2013) procedures for ICT in teaching reading include analyzing needs and objectives, selecting appropriate ICT resources and tools, incorporating ICT into every lesson and the curriculum, implementing it in the classroom, encouraging active student interaction during the learning process, conducting assessments and providing feedback, and reflecting on and improving the process.

Additionally, the approach to managing students during lessons that involve ICT tools is crucial. While teaching reading using ICT can foster student-centered learning, a balanced approach should be applied to minimize distractions

while promoting active participation in the classroom. Alemu (2015) outlined several principles related to ICT, including student-centered learning, fostering critical and ethical awareness, encouraging collaborative learning, ensuring wide access and participation, strengthening ICT literacy skills, evaluating and monitoring progress, and enhancing student motivation and engagement.

The integration of ICT in teaching reading had positive impact such as increasing interest, students was focused, and more comprehension. The informant said:

“It certainly has a significant impact because, for one, there was media involved. When I use ICT tools, the students were more interested, focused, and enthusiastic about doing assignments because they understand better, compared to when I teach using just textbooks.”

This indicated that ICT play a vital role in improving students’ comprehension and motivation in teaching reading. It particularly enhances students’ understanding and encourages active participation. Zuhria et al. (2022) stated that the digital era has a major impact on students’ reading interest like ICT can have a positive impact on students because of the ease of smartphone to access information needed by students.

However, the informant also observed some negative impacts associated with ICT integration, as the informant showed:

“Yes, I have observed some negative impacts. For example, when students use their own devices and I cannot supervise them from the front, they might take the opportunity to play games or take pictures behind my back. However, I remain vigilant, especially with students seated at the back. That’s the only negative impact.”

These challenges arose when the use of smartphones for gaming outside the teachers’ supervision hindered the optimal integration of ICT and disrupted students’ reading interest. Zuhria et al. (2022), the negative impact caused by students’ reading interest is because the ease of ICT with various information, entertainment and games made students more interested in these things. Then, students’ interest in reading decreases because it is considered less interesting. Meanwhile, based on observation can be shown as following table:

Table 1. Observation Report

Teaching Stage	Criteria	ICT Made It Easier for Students to Access Information		ICT Caused a Decrease in Reading Interest in Students		Description
		Yes	No	Yes	No	
Pre-Teaching	Teacher opened the class and explain a bit about the previous lesson.	✓				
	The classroom provided ICT sources.	✓				
	Teacher integrated ICT as a medium in teaching reading.	✓				
	Teachers used hybrid method between ICT and traditional method in teaching reading.	✓				
	Teacher allowed students to use smartphone during the reading lesson.	✓				
Main Teaching	Teacher provided online classroom or discussion in teaching reading.		✓			
	Teacher provided ICT resources related to reading materials.	✓				
	Teacher gives clear instruction before doing reading task.	✓				
	Teacher observed and supervise the students during the learning reading process.			✓		

Teaching Stage	Criteria	ICT Made It Easier for Students to Access Information		ICT Caused a Decrease in Reading Interest in Students		Description
		Yes	No	Yes	No	
Post Teaching	Students submitted their task on ICT.		✓			

In the pre-teaching stage, ICT tool like Kahoot! was utilized to engage students through game-based learning, which is consistent with Lisniyanti et al. (2023), who highlighted the platform's effectiveness in improving reading comprehension. The use of digital tools helped prepare students for the lesson, enhancing their readiness and engagement. During the main teaching stage, ICT tools continued to play a pivotal role. Guided reading methods were employed to foster critical thinking and analytical skills, as emphasized by Ariandika & Kartikawati (2018). These tools, such as projectors and WhatsApp for the teacher send some questions that is discussion together in the classroom, facilitated the delivery of materials and assignments, making the reading process more interactive. Kamal & Effendi (2021) argued that principles of teaching reading such as reading for comprehension and effective reading techniques.

Furthermore, a negative impact was identified among students who were less focused and enthusiastic, especially those who were sitting at the back of the class. This indicated that while ICT made information access easier, technology alone was not enough to sustain students' interest and active engagement.

However, the post teaching stage showed that while ICT was not used for task submission, students maintained active participation in discussions. Reading as an active activity, the importance of student interaction with the text, encouraging responses to both the content and language of the text, using prediction to enhance engagement, selecting relevant tasks to make reading more meaningful, and fully utilizing reading materials with follow-up activities to create engaging learning experiences (Harmer, 2007, p.70).

Meanwhile, document analysis revealed that ICT played a significant role in supporting students' vocabulary acquisition and reading comprehension. Despite some challenges with classroom focus, an analysis of 15 student tasks showed that most students were able to identify unfamiliar words and provide accurate translations, indicating improved vocabulary mastery. In addition, students were able to summarize a story text that was accompanied by an illustrative image placed beneath the text, using their own words demonstrating their comprehension. Haryadi et al. (2023) emphasized that learning through multimedia with features such as photos, videos, music, and animations enhances the appeal, motivation, and engagement of educational materials. These multimodal resources help students learn more effectively by utilizing both visual and auditory representations.

4. Conclusion

The integration of ICT tools in teaching reading at SMKN 1 Tanjungpinang had a significantly positive impact on student engagement, focus, and reading comprehension. The English teacher effectively utilized ICT tools such as laptop, projector, speaker, and application like Kahoot! and PowerPoint to create a more interactive and engaging learning environment. These tools helped teacher and students better retain information, actively engage with the material, and fostered collaboration, leading to a deeper understanding of the reading content. The use of multimedia also made abstract concept more tangible and accessible to students. While some challenges, such as distractions from students' personal smartphones, were observed, the overall impact of ICT integration was overwhelmingly positive. It notably enhanced vocabulary acquisition and reading comprehension, particularly through assignments like the write unknown some vocabularies from the text that has been read and summarizing narrative text, which allowed students to express their understanding in their own words.

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