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TEACHERS' PERSPECTIVE ON USING MULTIMEDIA TECHNOLOGY FOR TEACHING ENGLISH

Rosita Izlin[1*] and Elok Widiyati[2]
[1,2]Sultan Agung Islamic University, Indonesia
rositaizlin12@std.unissula.ac.id[1] and widiyati@std.unissula.ac.id[2]
*correspondence: rositaizlin12@std.unissula.ac.id
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Abstract
The rapid development of information and communication technology in this recent times has influenced the way the English language should be taught. This study aims to find out the use of multimedia as a technological device in English learning from the perspective of the teacher. This study involved 2 participants: the two 12th-grade English teachers of SMAN 2 Semarang. This study applied a qualitative approach with a phenomenological approach. Data werecollected through observation and in-depth interviews based on three categories; kinds of multimedia, advantages, and disadvantages, and how the teacher uses the media. A thematic analysis design is used in this study. This started at the data collecting phase and lasts through the transcription, reading and re-reading, analysis, and interpretation stages of the data. It is concluded that the teachers have a positive perspective toward using multimedia technology in the classroom to teach English. The use of multimedia technology has had a major impact on the advancement of education, especially English learning.

Keywords: multimedia technology, teachers' perspective, teaching English

Introduction
Learners understand that lifelong learning became their norm. The idea of learning English was a ticket for advanced jobs or international students. Nowadays, English knowledge had become one of many skills that can help individuals obtain meaningful employment opportunities and obtain better job or career development. As English teachers in the 21st century, it was more important than ever for us to learn to use multimedia technology in the classroom, model its extensive use, and seek relevant and purposeful teaching strategies to attract learners and learn to the maximum (Fatimah & Santiana, 2017).

The implementation of Indonesia's advanced multimedia technology in education was still at an early stage and had not been fully utilized. According to the Ministry of Finance Republic of Indonesia (2020), the obstacles and problems in the application of multimedia technology in the education field were due to: underdeveloped infrastructure in Indonesia, the application of these technologies in Indonesian schools; and insufficient human resource preparation. The

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implementation also supports multimedia application school technology. Therefore, in the process of teaching English to the learners, it was very important to apply multimedia technology to education in Indonesia so that they would not be left behind by students from other countries.

Multimedia was very important for teachers to help students understand English as a foreign language. Even teachers could use a variety of multimedia in the process of English teaching and learning, especially in the process of teaching English to learners. According to Kemala (2016), creating an enjoyable context in teaching English to learners was essential for teachers to maintain the student's attention. It meant the role of the teacher was very important in motivating the students' interest in the English teaching-learning process and also in maintaining the relationship between the teacher and students.

Therefore, multimedia technology was the best solution to the problems mentioned above. Because it had also been proven in math and science learning. According to Gartika et al. (2019), the use of multimedia in the mathematics learning process has caught the interest of both students and teachers. Using multimedia in science learning could assist students in solving difficulties and improving their comprehension of subjects (Sukariasih et al., 2019). From the teacher's viewpoint, this paper explored the use of multimedia as a technical instrument in English learning. Audio multimedia, visual multimedia, audio-visual multimedia, and the teacher as a model are all examples of multimedia that a teacher could use while teaching English (Rahmi, 2014). Those kinds of multimedia could make the learning activities more enjoyable as mentioned by Kemala (2016), providing an enjoyable background in teaching English to the learners was necessary for teachers to retain the students' attention.

The use of multimedia technology in teaching English

Multimedia technology was seen as important in educational institutions to keep education relevant in the twenty-first century (Selwyn & Gorard, 2003). The use of multimedia mentioned here involves the use of a Laptop or Computer, Smart Application Creator (SAC), Canva, Microsoft Teams, Padlet, Quizizz, Kahoot, Internet, LCD Projector, and Powerpoint. The multimedia teaching device would completely activate the students' audio-visual and other sensory organs, resulting in the best cognitive impact possible (Zhen, 2016). One of the ultimate aims of multimedia language teaching was to enhance students' enthusiasm and interest in learning, which can be a valuable way to engage them in language learning (Sagar, 2017). The multimedia teaching device would completely activate the students' audio-visual and other sensory organs, resulting in the best cognitive impact possible.

As a result, multimedia teaching was crucial, especially in English lessons; only successful multimedia coordination could better complete the teaching mission. Teachers should do everything possible to titillate students' interest in a feel comfortable point and encourage them to engage in class with a deep sense of excitement and enthusiasm.

Multimedia technology in teaching English

According to Munir (2020), multimedia technology is a blend of computer technology both hardware and software with electronic technology. A range of

hardware and software tools can be used to create applications. The application is therefore a component of multimedia technology. It included various multimedia, such as:

1. Laptop

The educational sector has started providing laptops to teachers through several programs (Moses et al., 2009). The favorable effects of laptops on teachers' professional and personal growth, as well as the tools, knowledge, and circumstances that made it easier for them to incorporate ICT into their daily life, were proven by Rutledge et al. (2007). To enhance better that the usage of computers leads to greater student learning, professional development for teachers must place a strong emphasis on the pedagogical elements of laptop implementation (Inan & Lowther, 2010). In conclusion, the adoption of laptops has a positive effect on teaching design and the learning environment.

2. Smart Application Creator

One of the applications that can be utilized as a teaching tool is Smart Application Creator (SAC). Smart Application Creator (SAC), according to Azizah (2020), is a desktop tool used to create apps for ios without using any programming languages. SAC could be used as an alternative tool for offline learning because it doesn't require Internet limits. Additionally, it contains features like PowerPoint and e-book presentations that make it simpler for students to comprehend the material being presented. It might have interactive images, videos, music, and a menu. In short, the students happily accept this straightforward performance.

3. Canva

According to Wijayanti (2022), Canva is a great tool for teaching English. Canva is another simple-to-use application for teaching English that enhances the teaching and learning process and is simple to disseminate. Canva is simple to use because it offers all the requirements needed for teaching and learning, including videos, images, and colors. Additionally, Canva develops into an engaging app and a practical solution for the teaching and learning process.

4. Microsoft Teams

Microsoft Teams, according to Barus et al. (2021), is indeed an integrated collaboration and communication platform that incorporates work discussions, video meetings, storage services (including file sharing), and application integration. This application integrates with Office 365 licenses and can also be used with non-Microsoft products. Furthermore, it enables the students to experiment with informal discussions, make quick changes to tasks, work with team documents, and collaborate with others in the creation of a final result (Fernando & Calvo, 2021). It can be concluded that Microsoft Teams is regarded as an innovative platform with unique features that enable English teachers to manage increased engagement and create a positive learning environment.

5. Padlet

According to Lysunets & Bogoryad (2015), Padlet is used to cooperate in collecting ideas, discussing, and more. Padlet also aims to gather website inquiry

hyperlinks and data by keeping the wall accessible to comments, solicit feedback, discussion, or student perspectives. Padlet was the main platform used by students to cooperate, communicate, and share opinions with their classmates and the teacher (England, 2017). Implementing Padlet in teaching English classes has been shown to enhance student engagement and motivation.

6. Quizizz

Quizizz, according to Zuhriyah & Pratolo (2020), is a popular assessment tool in practically all stages of education. Quizizz offers multi-player games that make classroom sessions more involved and enjoyable, such as giving answers. Students can use their mobile devices to participate in interactive classroom activities with this application, enhancing their experiential learning. Quizizz is extremely beneficial to both students and teachers because the student pace appears on each student's screen, allowing them to answer questions at their leisure and check their answers at the end. The teacher also received detailed class and student-level insights for each quiz and could export the report as an Excel file (Lestari, 2019). It is a fantastic way because teaching often does not rely on textbooks and paper as the media.

7. Kahoot

According to (Lestari, 2019), Kahoot is a tool or platform that may be used to play a game, quiz, have discussions, and as assessments. It has since emerged as a substitute for using interactive game tests to encourage competition. Susanti (2017) mentions that Kahoot has three components-the quizzes, surveys, and discussions can be used as an evaluation tool, a conversation starter, and a tool to encourage students' discussion of any particular English topic. The Kahoot mode that teachers choose to utilize in the classroom is entirely up to them. Theoritical courses like linguistics, grammar, reading, and other topics can be taught through quiz.

8. The Internet

The internet, according to Gordon (1995), is the world's largest computer network, linking millions of computers. The Internet is very useful in the activities of teachers and learners in the education sector; using the Internet, they may develop their abilities, and they can search for and continue growing skills using the various features available on the Internet. Using the Internet for focal discipline research not only develops higher-order thinking abilities but also encourages critical and social literacy when learners engage in a range of material and integrate this through cooperation and collaboration with their peers.

9. LCD Projector

LCD projector is one of the media that can allow the teacher to present material on a large screen, such as material in the form of a graphic, text, PowerPoint, or video. By using this multimedia, all of the learners in the classroom can see the material that the English teacher has provided them, because it can make little text and small photos on the laptop appear larger when displayed on the screen (Agustia et al., 2017). Thus, the LCD projector is often used by the teacher in teaching English, as using the LCD projector makes it easier for the teacher to deliver the material.

10. PowerPoint

According to Barbara (2016), PowerPoint is the most well-known and widely used tool nowadays. Its popularity is expanding since it is thought to have a substantial impact on teaching and learning. PowerPoint contains animation, graphics, color, and fictitious elements. PowerPoint also enhances four language acquisition skills: listening, speaking, reading, and writing. This tool stimulates the imagination, aids comprehension, and enhances short and long-term memory.

Based on the description described above, it could be concluded that multimedia technology came in a variety of ways. Some of them included such hardware and software as laptops, the internet, LCD projector, and PowerPoint. Some of the others included in the application, such as Microsoft Teams, Padlet, Quizziz, and Kahoot. Each of them had a different function. However, knowing every type of multimedia technology made it easier for the teacher in teaching English.

Teachers' perspective on multimedia technology

According to Tanjung (2019), teachers' perspective toward multimedia technology has a significant impact on students' learning quality. Masruddin (2014) identified two patterns in the use of multimedia technologies in the teaching and learning process. First, teachers see that the use of multimedia technology causes a fundamental change in the classroom, which creates issues for teachers who see the change including at odds with broader educational paradigms. Second, teachers see teaching as an important part of implementing multimedia technology in the classroom. As a result, teachers have their perspectives on using multimedia technology. Teachers' and students' perceptions may differ; yet, the teacher's perspective is significant since it can be used as feedback to enhance the teaching learning environment.

There were several aspects of the teacher's perspective on using multimedia technology. The important aspects of the teacher's perspective were the types of media that could be used to teach English, their advantages and disadvantages, and how media were used. Using these aspects made it easier to instrument making and dig deeper into the teacher's perspective on multimedia technology.

Method

This study used a qualitative research method with a phenomenological approach. It aimed to find out teachers' perspectives on multimedia technology in teaching English. A qualitative research method called the "phenomenological approach" looks at people's statements of their experiences to understand how they feel (Katrina, 2005). The researcher used observation and in-depth interviews as the instruments to gather the data for this study. The researcher gained information on the learning situation in the classroom through observation, as well as the types of media the English teacher used, and the classroom activities that took place when they used media to teach English. The researcher learned more about how teachers utilize media to teach English by observing classroom activities. The English teachers at SMA N 2 Semarang were the subject of a part of the researcher's interview. To learn more about the advantages and disadvantages of using those media in teaching English, the researcher conducted an in-depth interview. By using

this instrument, the data loss could be prevented and the validity of the data was ensured. The research used expert judgment to validate the instruments.

Expert judgment was part of the content validity. Content validity was one of the assessments assessed by testing the worthiness or relevance of the test's content by rational analysis by the panel of competent or expert judgment (Crocker, 2015). The study applied triangulation. According to Sugiyono (2018), triangulation is a way or technique for data collection that can combine or join existing data collections and sources. this study used thematic analysis in qualitative research. Thematic analysis, as defined by Khokhar et al. (2020), was the process of locating patterns and themes in the data. This started at the data collecting phase and lasts through the transcription, reading and re-reading, analysis, and interpretation stages of the data.

Findings and Discussion

This section consists of the finding and discussion related to the question of the study, which was about the teachers' perspective on using multimedia technology for teaching English. There are three sub-chapters, such as (1) Multimedia technologies used by English teachers, (2) The advantages and disadvantages of using multimedia technology, and (3) The teachers' perspective on multimedia technology use.

Multimedia technologies used by the English teachers

According to the descriptions in the sub-chapter, the two English teachers at SMA Negeri 2 Semarang who taught 12th grade already used multimedia technology in their teaching and learning process. The use of multimedia technology in teaching English is as important (Masruddin, 2014). The teachers taught English by using a variety of multimedia tools. This was proven when the researcher observed the students learning English in the classroom. The first teacher used SAC and Quiziz, whereas the second used Quiziz, Powerpoint, the LCD projector, and the laptop. This was consistent with the findings from the interview section:

> *"So many. SAC, Kahoot, Quizizt, Canva, Padlet, Powerpoint, Laptop, Internet, and LCD projector are used."*
>
> *"Canva, Kahoot, Quiziz, Padlet, Powerpoint, LCD projector, Laptop, and the Internet,. Microsoft teams used to be offered by the school."*

In conclusion, the two English teachers used a variety of media, including Smart Application Creator (SAC), Canva, Kahoot, Quiziz, Padlet, Powerpoint, LCD projector, laptop, the Internet, and Microsoft Teams. According to the subject matter and learning goals, they regularly used it in meetings.

The advantages and disadvantages of using multimedia technology

Based on the observation and the in-depth interview, the researcher concluded all the advantages and the disadvantages. The following are some of the advantages:

1. Some media, like SAC and Powerpoint, could be used even when the network was unavailable. The slides just needed to be slid to play the media. Therefore, using this media did not require access to the internet. This was

shown when the researcher observed the class using SAC and Powerpoint for learning. The teacher also stated the following in an interview:
"Yes, SAC itself can be utilized even when the network is down, therefore there are no quota concerns."

2. The use of media made it simple for English teachers to deliver the lessons. For instance, English teachers used PowerPoint presentations to teach English. Before the lesson was given in front of the class, the English teacher utilized Powerpoint to highlight the points. As a result, it made it easier for them to recognize what they need to teach their students.
3. The students excitedly and enthusiastically responded to the teachers' questions. For example, most of the students in the classroom actively participated in responding to the teachers' questions while the English teacher used tools like Quiziz or Kahoot to teach English. To enhance the student's interest, the English teacher added more images and recognizable sounds.
4. The application was simple to install. The students did not have any trouble utilizing the application because they only needed to install the application through the Link that had been prepared by the teacher, as the researcher observed during the class. The teacher listed the following in the interview: "*The application is equally simple to set up; all you have to do is click the apk file I supplied to the WhatsApp group to launch the main menu. Don't waste your time with the intricate lists found in other programs."*
5. Teaching was organized and one-way. It meant that teachers could be taught different classes by using the same media template that had been made before. Therefore, multimedia technology was needed desperately to help teachers organize them because it certainly is the same while teaching one class and another. The requirement of multimedia technology in the teaching process was due to the teachers' engagement in a variety of classes. Noted in interviews:
"Because we already have a template that has been created in the media, we teach from one class, and the other classes are identical. As a result, it continues to go in the same direction as it does in its lessons."
6. The laptop made it easier for English teachers to discover the information needed. By using a laptop that was connected to the projector, the English teacher could display PowerPoint, Kahoot, Quiziz, SAC, and Canva on a large screen. It enabled the students to see the materials specifically and clearly.
7. Students' attention could be caught through multimedia technologies. The observation demonstrated that multimedia had an attractive design. It boosted students' interest in learning English.
"Different application features are displayed in Quiziz, SAC apps, and PowerPoint with eye-catching text styles, interesting backdrops, and supporting animations that can grab students' attention. Applications like Quiziz and SAC have sound capabilities when the application is running."

Based on the discussion above, it could be concluded that multimedia technology had many advantages. As could be seen that each multimedia had its

benefits. It was all for making the teachers easier in the learning-teaching process and making the classroom more lively and sightly.

The use of media in teaching English had certain disadvantages, including:

1. Media took up a lot of space on a cellphone. In contrast to typical teaching tools like PowerPoint, LCD projectors, and laptops, media in the form of applications used more RAM on a phone. In the interview, the first respondent stated:
   "It takes phone memory, especially if it is limited. The problem is that since it is an application form, thus, more RAM space is needed."
2. On occasion, the English teacher was unable to manage all of the students in the classroom because they were too focused on the media being used. According to the researcher's observations, when the English teacher employed the media, several students engaged in conversation with other friends or cracked a joke.
3. The usage of multimedia had technical limitations. As stated in the interview by the second respondent:
   "My shortcoming is that I occasionally run into technological issues when one media does not always connect to another. It is not a big deal, though. For instance, you can connect Quiziz or Powerpoint to the LCD projector and speakers, though sometimes the connection takes a while.
4. The creation of teaching tools like PowerPoint, Canva, and SAC took a lot of time for English teachers since they need to create them as creatively as possible to get students' attention.

It was clear from the discussion above that there were a few disadvantages to multimedia technology. It was just about how the teachers could organize the learning process. Therefore, the teachers did not see this to be a significant concern because they had the solution to that difficulty. Rahmi (2014) stated that the use of media in the teaching-learning process had some benefits and weaknesses.

The teachers' perspective on multimedia technology use

Based on the researcher's observations and interviews, there were also numerous ways that the English teachers used the media to teach English. Smart Application Creator (SAC) was the first media. This media was being used by the teacher to teach the subject "song". By using this media the English teacher allowed the students to read the material on their application, then they could do some evaluations that the teacher had been prepared in the media. It helped the students grasp the material better. The second medium was Quiziz. The teacher used this media to warm up the students because this media was game-based, starting with a few questions so that the students were enthusiastic about learning first. This media was very exciting because the student's scores could be seen. The students participated more actively as a result.

PowerPoint was the third material that was displayed on the screen. One of the media that was being considered to be used in teaching English was Powerpoint. The English teacher created slides for this media that included images, texts or paragraphs, and videos. While presenting texts and images, the English teacher employed this format. By using PowerPoint, the teacher explained the subject. Additionally, the teacher requested that the students described anything they could remember about the Powerpoint slide pictures. A laptop was the fourth type of

media. It enhanced the capacity to show texts, images, powerpoints, and movies. The LCD projector was the final media. When the teacher needed to show various types of material, such as images, texts, videos, and PowerPoint slides, the English teacher used this media. Agustia et al. (2017) stated that English teachers used media in a variety of ways to teach English.

Conclusion

It could be concluded that the English teachers at SMA N 2 Semarang used ten media to teach English to students in the 12th grade. These media included Smart Application Creator (SAC), Canva, Kahoot, Quiziz, Padlet, Powerpoint, LCD projector, laptop, the Internet, and Microsoft Teams. The first teacher used SAC, Kahoot, Quizizt, Canva, Padlet, Powerpoint, Laptop, the Internet, and LCD projector, whereas the second teacher used Canva, Kahoot, Quiziz, Padlet, Powerpoint, LCD projector, Laptop, the Internet, and Microsoft teams. The teachers utilized multimedia technology in a variety of ways, it depended on the material being delivered. Teachers perceived that the use of media in teaching English had some advantages and disadvantages. Each multimedia had its benefits, such as SAC and Powerpoint could be used even when the network is unavailable, the application was simple to install, the laptop made it easier for the English teachers to discover the information needed, the use of media made it simple for English teachers to deliver the lessons, the students excitedly and enthusiastically responded to the teachers' questions, teaching was organized and one-way, and students' attention could be caught through multimedia technologies. Furthermore, if such media were used improperly, the media became ineffective. For instance, employing that media could be time-consuming. The teacher was unable to manage all of the students in the classroom. It was because they were too focused on the media being used, the usage of multimedia had technical limitations, and the media took up a lot of space on a cellphone. In short, the study's conclusive finding demonstrated that the teachers perceived the use of multimedia technology as extremely beneficial in teaching-learning in the classroom. Multimedia technology had so significantly contributed to the progress of education, especially in learning English.

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