

The Role of Contextual and Technology-Based Approaches in Supporting English Learning Tasks

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Abstract

This study aimed to explore the integration of Contextual Teaching and Learning (CTL) and Google Classroom in supporting English learning tasks. Specifically, it examined how teachers implemented CTL, how Google Classroom supported the management of learning tasks, and how teachers and students perceived the integration of contextual and technology-based approaches in English learning. This research used a qualitative case study approach, focusing on one English teacher and nine tenth-grade students from a senior high school in Sungai Raya. Data were collected through classroom observations, semi-structured interviews, and document analysis and were analyzed using thematic analysis. The findings revealed that the teacher implemented CTL by connecting learning materials to students' real-life experiences through discussion, questioning, collaborative learning, and reflection activities. Google Classroom was utilized to distribute learning materials, assign and collect students' work, and monitor task completion systematically. Both the teacher and students expressed positive perceptions of integrating CTL and Google Classroom because it promoted meaningful, flexible, and student-centered learning. However, challenges related to internet connectivity occasionally affected the implementation of technology-supported learning. Overall, the integration of contextual and technology-based approaches contributed positively to the implementation of English learning tasks and enhanced students' engagement in the learning process.

Keywords: *Contextual Teaching and Learning; Google Classroom; English Learning; Learning Tasks; Qualitative Case Study*

1. Introduction

Learning tasks play an important role in English as a Foreign Language (EFL) learning by providing students with opportunities to use the target language meaningfully to achieve communicative goals and develop their language skills (Ellis, 2003). Through Task-Based Learning (TBL), students engage in various tasks, such as reading, writing, discussions, and problem-solving activities, that encourage active language use and participation in the learning process (Ellis, 2003). These tasks can also help learners develop vocabulary, understand language structures, and improve their ability to comprehend and communicate meaningfully (Eskandari et al., 2024). To make such tasks more relevant to students' learning experiences, Contextual Teaching and Learning (CTL) can be integrated into TBL by connecting learning



activities and language materials with situations that students encounter in their daily lives (Faizin et al., 2025). Through this connection, students are encouraged not only to understand language forms and concepts but also to actively explore, apply, and transfer their knowledge to real-life situations (Daud, 2024). The principles of CTL, including relating, experiencing, applying, cooperating, and transferring, further support the implementation of meaningful learning tasks by encouraging students to connect classroom learning with their personal experiences and social contexts (Usman et al., 2025). Therefore, integrating TBL and CTL in EFL learning can provide students with meaningful and purposeful tasks that promote active participation, communicative language use, and the application of English in relevant real-life contexts.

The integration of technology has also become an important part of modern educational practices, in addition to contextual approaches. Integrating digital technology into education can enrich students' engagement with learning while enabling teachers to develop more dynamic and effective instructional practices in response to the changing demands of modern education (Siyam et al., 2025). Technology integration in education gives teachers greater flexibility in delivering instructional content, organizing student assignments, and maintaining communication with learners throughout the learning process (Nguyen et al., 2022). Consequently, the integration of technology can support the implementation of English learning tasks and increase students' engagement in the learning process (D. S. Sari et al., 2024). Learning media can also support a more effective learning process by facilitating the delivery of learning materials and improving students' understanding (Y. Sari et al., 2024). One of the platforms widely used in learning is Google Classroom. This platform allows teachers to share learning materials, assign tasks, and collect students' work in an organized manner (Penrad & Bayog, 2025). Thus, incorporating digital technology into English instruction can make learning activities more manageable and meaningful while motivating students to take a more active role in the learning process.

An initial observation at a senior high school in Sungai Raya showed that the English teacher had utilized Google Classroom in implementing English learning tasks. The platform was used to share learning materials, assign tasks to students, and collect students' work in an organized manner. The implementation of Google Classroom enhanced the flexibility of the learning process, allowing students to obtain instructional resources and submit their assignments at their own convenience, without being restricted by specific locations or schedules. This finding is in line with a study published in the *CoSciTech Journal*, which reported that digital technology can improve learning effectiveness, facilitate learning management, and support more flexible learning environments (Sawitri, 2025). In addition, Google Classroom allowed the teacher to monitor students' task progress and assignment completion more easily. More importantly, the use of Google Classroom was accompanied by the implementation of a contextual approach in English learning tasks, in which the teacher connected learning materials and activities with students' daily lives and experiences. This situation presents a relevant case for investigation because, although Google Classroom and contextual learning were utilized to support English learning tasks, how these contextual and technology-based approaches were integrated in actual classroom practices remained insufficiently understood. Therefore, this study was conducted to explore how the teacher implemented the contextual approach, how Google Classroom supported English learning tasks, and how the teacher and students perceived the integration of these approaches.

Several previous studies have examined the integration of technology, particularly Google Classroom, into English language learning. This qualitative study examined how students perceived Google Classroom in supporting English reading activities (Y. Sari et al., 2024). The results showed that students had positive perceptions of the platform because it facilitated access to learning materials, assignment submission, and supported learning flexibility. In addition, another study reported favorable student perceptions of Google Classroom as a platform for English writing instruction. The platform was considered helpful for students in managing assignments, improving learning independence, and facilitating communication between teachers and students (Nugroho & Lestari, 2021). Meanwhile, another study employed a quasi-experimental design to investigate how the integration of Google Classroom into blended learning influenced students' English proficiency. The findings indicated that integrating Google Classroom into the learning process contributed to higher English proficiency among students than conventional instructional methods (Warman, 2021).

Despite growing evidence supporting the integration of Google Classroom into English language learning, several research gaps remain. Earlier research has largely examined the role of Google Classroom in enhancing students' academic performance, with many studies adopting quantitative research methods. In addition, some studies have focused only on students' perceptions without simultaneously considering teachers' perspectives. Previous research has also tended to focus on specific language skills, such as reading or writing. However, most previous studies primarily examine the effectiveness of Google Classroom or focus solely on students' perceptions separately. Studies that investigate how contextual approaches and the use of technology are integrated simultaneously to support the implementation of English learning tasks, particularly from both teacher' and students' perspectives, are still limited. This indicates a research gap regarding how these two approaches are integrated in classroom learning practices. Accordingly, this research explores how the teacher and students perceive the role of Google Classroom in facilitating English learning tasks through a qualitative approach.

Although previous studies have explored Contextual Teaching and Learning (CTL) alongside technology integration in English language learning, most have examined these areas independently or have mainly emphasized learning outcomes. Limited attention has been given to how CTL and Google Classroom are integrated in supporting English learning tasks within actual classroom practices. Furthermore, only a limited number of studies have investigated this topic through a qualitative case study involving both teachers and students. To address the identified gap, this study

investigates how Contextual Teaching and Learning (CTL) is implemented alongside Google Classroom, with the aim of exploring more comprehensively how these approaches support English learning tasks based on the experiences and viewpoints of both teachers and students. The research questions in this qualitative study are as follows: (1) How do teachers implement the contextual approach in English learning tasks? (2) How is Google Classroom used to support English learning tasks? (3) How do teachers and students perceive the use of contextual approaches and technology in supporting English learning tasks?. The objectives of this study are: (1) To describe how teacher implement the contextual approach in English learning tasks. (2) To identify how Google Classroom is used to support the implementation of English learning tasks. (3) To explore teacher's and students' perceptions of the use of contextual approaches and technology in supporting English learning tasks.

2. Research Method

Research Design

A qualitative case study was conducted to investigate the role of contextual and technology-based approaches in supporting English learning tasks. Qualitative research is an approach designed to explore social phenomena comprehensively by examining how individuals or groups experience, interpret, and assign meaning to events within their natural settings, using non numerical data obtained through interviews, observations, and documentation (Makateng & Mokala, 2025). A case study enables researchers to understand a phenomenon in depth within its real life context and to explore participants' experiences and perspectives related to the phenomenon being investigated (Nur'aini, 2020). This approach facilitates a comprehensive examination of how participants experience, interpret, and perceive the learning activities and instructional practices implemented in the classroom.

Research Site And Participants

This study was conducted at a senior high school in Sungai Raya. The school was selected as the research site because the English teacher at this school has utilized Google Classroom to support the implementation of English learning tasks. The study involved one English teacher and nine students drawn from three classes, specifically X5, X2, and X1. The participants were deliberately recruited using purposive sampling, with their selection determined by how well their characteristics and experiences aligned with the research focus and objectives. Purposive sampling is a participant selection strategy in which the researcher intentionally recruits individuals whose backgrounds or experiences align with the focus of the study, ensuring that the information collected is pertinent to the research objectives (Campbell et al., 2020). In this study, three students were selected from each class, resulting in a total of nine student participants. The selected students were those who actively participated in English learning and had experience using Google Classroom in completing English learning tasks.

Data Collection Techniques

To gather relevant and detailed information, the researcher utilized three primary methods of data collection: observing classroom activities, conducting semi-structured interviews, and examining relevant documents (Creswell & Poth, 2024). Drawing on various sources of information allowed the researcher to examine the phenomenon from different perspectives while strengthening the trustworthiness of the results through the process of data triangulation. Triangulation in qualitative research is a strategy used to enhance the validity and credibility of data by utilizing more than one data source, method, researcher, or theoretical perspective to examine the consistency and accuracy of research findings (Campbell et al., 2020). This approach enables researchers to examine the phenomenon from multiple perspectives while minimizing bias in data interpretation. In the present study, triangulation was conducted by cross checking information gathered through interviews, classroom observations, and document analysis to develop a clearer and more reliable interpretation of the phenomenon under examination (Campbell et al., 2020).

Observation

Classroom observation served as one of the primary techniques for collecting data on how Contextual Teaching and Learning (CTL) was practiced and how Google Classroom was incorporated into English learning tasks. The observation sheet was developed based on seven fundamental elements of CTL, covering knowledge construction, inquiry-based learning, questioning activities, collaborative learning, instructional modeling, reflective activities, and authentic evaluation, along with indicators concerning the use of Google Classroom in classroom activities. The observation concentrated on four key aspects of the learning process, which are presented in Table 1.

Table 2.1 Observation Indicators

Aspect	Observation Indicators
Implementation of CTL	Constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment
Teacher Activities	Explaining learning materials, assigning contextual tasks, facilitating classroom discussions, and managing Google Classroom

Student Participation	Participating in discussions, questioning, collaboration, reflection, and task completion
Google Classroom Implementation	Distributing learning materials, assignment submission, providing feedback, and classroom communication

Through classroom observation, the researcher gathered evidence on how the identified aspects were implemented throughout the teaching and learning process. In qualitative studies, observation sheets function as systematic instruments for documenting teachers' and students' behaviors, participation, engagement, and interactions in authentic classroom settings, including their involvement in discussions, responses to classroom questions, and participation in learning activities (Amalia & Mukarromah, 2025). Throughout the observation sessions, the researcher documented classroom events and interactions by preparing detailed field notes. This technique is considered valuable in qualitative research because it provides direct evidence of participants' natural behaviors and interactions, allowing the researcher to gain a comprehensive understanding of classroom practices in real learning situations (Hamri et al., 2024).

Semi-Structured Interview

Semi-structured interviews constituted the main source of information in this research, providing insights into how the teacher and students experienced and perceived the application of contextual learning alongside Google Classroom when carrying out English learning activities (Tisdell et al., 2025). The interviews were conducted with one English teacher and nine students from three different classes, with three students selected from each class as participants. The interviews were conducted using an open-ended interview guide, recorded, and subsequently transcribed for analysis. The interview protocol contained 12 open-ended questions intended to investigate participants' views and personal experiences concerning the application of contextual learning principles and the incorporation of Google Classroom into English learning activities. The interview findings were compared with classroom observation data and learning documentation as a form of triangulation to enhance the credibility and validity of the research findings (Chand, 2025). Through these interviews, the researcher obtained information about how the teacher implemented the contextual approach in English learning tasks, how Google Classroom was used in the learning process, and how the teacher and students perceived the use of these two approaches.

Document analysis

Document analysis was conducted to complement and strengthen the data obtained from classroom observations and interviews, as document analysis allows researchers to interpret written materials and supports data triangulation to enhance the validity and reliability of the research findings (Jannah et al., 2025). The documents analyzed in this study included lesson plans, English learning materials uploaded to Google Classroom, assignment instructions, students' submitted assignments, and screenshots of classroom activities on Google Classroom. These documents were used to support and validate the findings obtained from the interviews and classroom observations. The purpose of the document analysis was to provide an overview of the types of English learning tasks assigned by the teacher and how Google Classroom was used in managing these tasks. Through document analysis, the researcher was able to identify patterns, themes, and information relevant to the learning context (Al-shehri, 2025). In addition, document analysis was used as supporting data to better understand the learning context related to teachers' and students' perceptions of the use of contextual approaches and technology in the implementation of learning tasks.

Data Analysis

This study analyzed the data using Thematic Analysis (TA), a qualitative method that examines recurring patterns and meaningful themes within qualitative data (Ahmed et al., 2025). The data analysis process was conducted through several stages. First, the researcher performed data familiarization by carefully reading the observation notes, interview transcripts, and collected documents to gain a comprehensive understanding of the data (Bacolor, 2024). Second, the researcher conducted initial coding by identifying and labeling data segments that were relevant to the focus of the study (Ahmed et al., 2025). Third, the codes were grouped into several main themes related to the implementation of the Contextual Teaching and Learning (CTL) approach, the use of Google Classroom, and the perceptions of teachers and students regarding the implementation of English learning tasks. The resulting themes were then analyzed and interpreted to explain the phenomenon under investigation in greater depth. To strengthen the credibility of the findings, data triangulation was employed by integrating evidence from classroom observations, semi-structured interviews, and document analysis, allowing the phenomenon to be examined from multiple perspectives.

Trustworthiness

To ensure the trustworthiness of the research findings, this study applied the principles of trustworthiness, including credibility, transferability, dependability, and confirmability. The credibility of the findings was enhanced through the use of data triangulation, which involved integrating evidence from classroom observations, semi-structured interviews, and document analysis (Matlapeng et al., 2025). Transferability was supported by providing a clear description of the research context and the characteristics of the participants (Matlapeng et al., 2025). Dependability was ensured by

documenting the research process systematically (Ahmed, 2024). Meanwhile, confirmability was maintained by presenting the research data transparently through field notes, interview transcripts, and research document (Matlapeng et al., 2025).

3. Findings and Discussion

The interview excerpts in this section use participant codes to protect participants' identities. The code T represents the English teacher, whereas S1–S9 represent the student participants.

The Implementation of Contextual Teaching and Learning (CTL) in English Learning Tasks

Table 3.1 Themes Related to the Implementation of CTL

Theme	Codes	Data Sources
Implementation of CTL	Real-life connection, inquiry activities, questioning, collaborative learning, reflection.	Observation, Interview, Document analysis

The findings revealed that the teacher consistently implemented Contextual Teaching and Learning (CTL) throughout English learning tasks by integrating real-life connections, inquiry, questioning, collaborative learning, and reflection into every stage of classroom instruction. At the beginning of the lesson, the teacher activated students' prior knowledge by presenting familiar fractured fairy tale texts and encouraging students to recall stories they had previously read or heard. The teacher then guided students to identify the characters, compare the original and fractured versions of the stories, analyze the differences in plot and moral values, and relate the messages of the texts to situations they encountered in their daily lives. During the learning process, the teacher facilitated inquiry by encouraging students to search for additional information from learning resources, explore different interpretations of the stories, and justify their opinions using evidence from the texts. Questioning activities were implemented through teacher-guided and student-generated questions that stimulated discussion, clarified understanding, and promoted critical thinking. Students worked collaboratively in small groups to discuss story content, exchange ideas, solve learning tasks, and present the results of their discussions to the class, while the teacher acted as a facilitator by providing guidance, feedback, and encouragement whenever necessary. At the end of the lesson, the teacher encouraged students to reflect on what they had learned, evaluate the moral values presented in the stories, and explain how these values could be applied in their everyday lives. Classroom observations showed that these instructional activities encouraged students to participate actively, construct knowledge through meaningful interaction, and engage in English learning as an authentic and student-centered learning experience rather than simply receiving information passively.

Interview findings supported the observation data. The teacher explained that learning materials were deliberately connected to students' everyday experiences to make English texts easier to understand and to encourage active participation. As the teacher stated, "I connect the learning materials with students' daily lives so that they are easier to understand. Through fractured fairy tales, students can learn moral values that can be applied in their everyday lives" (T). The teacher also emphasized the use of questioning, independent inquiry, and collaborative discussion to stimulate students' critical thinking, explaining that "I encourage students to search for information through discussion and independent exploration so that they can better understand the texts" (T). Students expressed similar perceptions, stating that contextual examples helped them understand the lesson more easily. One student commented, "The teacher usually gives examples related to our daily lives, so the lesson is easier to understand" (S1), while another student stated, "CTL makes the lesson easier to understand" (S3). Students also highlighted the importance of inquiry and collaborative learning. As one student explained, "I usually search for additional information on the internet" (S3), while another remarked, "We often work together and discuss in groups" (S5). The consistency of responses across participants indicates that CTL created meaningful learning experiences in which students actively constructed understanding through interaction with learning materials, peers, and the teacher.

Document analysis further strengthened these findings by showing that Contextual Teaching and Learning (CTL) was systematically integrated into instructional planning and learning activities. The lesson plan (RPP) explicitly incorporated CTL principles by activating students' prior knowledge, encouraging inquiry, facilitating collaborative discussion, guiding students to compare original and fractured fairy tales, identify moral values, present discussion results, and reflect on their learning. The RPP also emphasized the teacher's role as a facilitator who guided students through questioning, discussion, and feedback rather than direct instruction. Similarly, the learning materials and assignments distributed through Google Classroom reflected CTL principles by requiring students to analyze story content, interpret moral messages, complete contextual tasks, and relate the texts to authentic situations in their daily lives. The assessment components also evaluated students' participation, collaboration, and understanding throughout the learning process. Overall, these documents indicate that CTL was consistently incorporated into lesson planning, teaching practices, learning materials, and evaluation procedures, thereby maintaining coherence between the planned instructional approach and its actual application in the classroom.

The integration of these findings suggests that CTL functioned as a student-centered instructional framework that promoted meaningful learning through authentic experiences. Rather than memorizing vocabulary or comprehending texts at a surface level, students interpreted story content, justified their opinions, collaborated with peers, and connected English learning with situations they encountered in everyday life. Inquiry, questioning, and collaborative discussion also encouraged students to analyze information, negotiate meaning, and solve learning tasks collectively, indicating the development of active engagement and higher-order thinking during the learning process (Loyens et al., 2025).

The integration of these findings suggests that CTL functioned as a student-centered instructional framework that promoted meaningful learning through authentic experiences, encouraging students to construct knowledge by connecting learning content with real-life situations (Mandalika et al., 2026). These findings support the constructivist perspective that knowledge is developed through learners' interaction with meaningful experiences rather than through direct transmission of information (Sugrah, 2020). They are also consistent with previous studies reporting that CTL enhances students' engagement and comprehension by connecting instructional content with real-life contexts (Haidar, 2025). Nevertheless, this research builds upon earlier studies by revealing the application of context-based learning in combination with Google Classroom, allowing meaningful instructional activities to persist beyond conventional face-to-face lessons and facilitating English learning tasks through the integration of pedagogical and digital methods.

Overall, the findings suggest that integrating Contextual Teaching and Learning (CTL) with Google Classroom supported the implementation of English learning tasks in a meaningful way. Students participated actively in analyzing fractured fairy tale texts, discussing ideas with classmates, connecting lesson content to everyday experiences, and reflecting on their learning. Google Classroom complemented these activities by providing flexible access to learning materials and assignment submission, allowing learning to continue beyond classroom meetings. These findings show that combining contextual learning with technology encouraged student engagement and helped students understand English learning materials more effectively.

The Use of Google Classroom in Supporting English Learning Tasks

Table 3.2 Themes Related to the Use of Google Classroom

Theme	Codes	Data Sources
Use of Google Classroom	Assignment distribution, online submission, task management, learning monitoring	Observation, Interview, Document Analysis

The findings indicated that Google Classroom functioned as an integral technology-supported learning platform that complemented classroom instruction and facilitated the implementation of English learning tasks. Its use extended beyond simply sharing learning materials by providing a centralized digital space where teachers could organize instructional resources, communicate learning objectives and assignment instructions, manage learning activities, and maintain continuous interaction with students. At the same time, students were able to access learning materials anytime and anywhere, complete learning tasks independently, submit assignments digitally, and review teacher instructions whenever needed. This integration created a more organized, accessible, and flexible learning environment that supported both teaching management and students' engagement throughout the learning process.

The findings revealed that Google Classroom played a central role in supporting English learning tasks by facilitating assignment distribution, online submission, task management, and learning monitoring (Widiyatmoko, 2021). Classroom observations showed that the teacher consistently used Google Classroom to distribute learning materials, provide assignment instructions, and collect students' work. Students accessed learning resources through the Classroom menu, completed individual assignments, and submitted their work digitally using the Assignment feature. Throughout the learning process, Google Classroom also enabled the teacher to monitor assignment completion and organize classroom activities systematically, creating a structured and flexible digital learning environment (Nguyen et al., 2022).

Interview findings reinforced the observation data. The teacher explained that Google Classroom simplified the management of English learning tasks by enabling the efficient distribution of learning materials and assignments while facilitating continuous monitoring of students' submission status. As the teacher stated, "I use Google Classroom to distribute learning materials and assignments to students." (T). The teacher further explained that the platform helped manage and monitor students' assignments more efficiently, making the submission process easier for both the teacher and students. Students shared similar experiences, reporting that Google Classroom made learning materials easier to access and assignment submission more practical. As one student explained, "I use Google Classroom to see the learning materials and assignments." (S1). Another student added, "It helps me submit assignments more quickly and easily." (S9). Despite these benefits, several students also mentioned technical challenges. One student noted, "Sometimes the challenge is an unstable internet connection." (S1). Overall, the consistency of participants' responses indicates that Google Classroom effectively supported English learning by improving access to learning resources, facilitating assignment management, and promoting more organized and flexible learning experiences.

Document analysis provided additional evidence supporting these findings. The lesson plan, learning materials, assignment instructions, screenshots of Google Classroom, and students' submission records demonstrated that the platform was systematically integrated into classroom instruction. Google Classroom was used not only to distribute materials and collect assignments but also to maintain digital records of learning activities, monitor submission progress, and facilitate communication between the teacher and students. These documents indicate that technology integration was intentionally embedded in lesson planning and instructional management rather than functioning solely as a submission platform.

The integration of observation, interview, and document data suggests that Google Classroom functioned as more than a digital repository for learning materials. Instead, it served as a learning management system that supported the organization, implementation, and monitoring of English learning tasks (Fadhila, 2021). The platform enabled teachers to manage classroom activities more efficiently while providing students with continuous access to learning resources, clear assignment instructions, and opportunities to complete learning tasks independently (Annurwanda & Winata, 2021). Consequently, students were able to organize their learning more effectively and assume greater responsibility for completing assignments within the designated timeframe (Annurwanda & Winata, 2021).

The results of this study also correspond with earlier research, which indicates that Google Classroom enhances learning management by simplifying assignment distribution, online submission, and communication between teachers and students (Nugroho & Lestari, 2021). Similar evidence has been reported in research published in the CoSciTech Journal, indicating that technology-based learning media can improve instructional effectiveness, enhance student engagement, and foster a more interactive learning environment (B. F. Sari et al., 2024). Incorporating digital tools into classroom teaching allows educators to manage instructional activities more systematically while giving learners greater flexibility in accessing educational materials. Nevertheless, this research builds upon earlier studies by showing that Google Classroom functioned not merely as a technological medium but also as a means of facilitating contextualized English learning activities. By complementing Contextual Teaching and Learning (CTL), the platform enabled students to continue accessing learning materials, completing contextual assignments, and maintaining learning continuity beyond face-to-face classroom sessions (Pitnelly et al., 2021).

Overall, the findings indicate that Google Classroom was consistently integrated into the teaching and learning process, supporting both instructional management and students' learning experiences. Evidence from classroom observations, interviews, and document analysis demonstrated that the platform facilitated the distribution of learning materials, assignment management, digital submission, learning monitoring, and teacher student communication in a systematic manner. Its integration also enabled students to access learning resources flexibly, complete assignments independently, and remain engaged in learning activities beyond face-to-face classroom sessions. The findings demonstrate that Google Classroom effectively supported the implementation of English learning tasks by providing an organized, flexible, and technology-supported learning environment (Albashtawi & Bataineh, 2020). Through systematic assignment management, digital learning records, and continuous learning monitoring, the platform enhanced instructional efficiency while encouraging students to participate actively and independently in the learning process (Khapre et al., 2021).

Teachers' and Students' Perceptions of CTL and Google Classroom

Table 3.3 Themes Related to Teachers' and Students' Perceptions

Theme	Codes	Data Sources
Positive Perceptions	Meaningful learning, flexibility, learning accessibility, student engagement	Interview
Challenges	Internet connection, limited internet quota	Interview

The findings revealed that both the teacher and students perceived the integration of Contextual Teaching and Learning (CTL) and Google Classroom positively in supporting English learning tasks. The teacher explained that CTL helped students understand English materials more easily by connecting learning activities with their daily experiences. As the teacher stated, "CTL helps make learning more meaningful and relevant to students' lives." (T). The teacher also explained that Google Classroom simplified the distribution of learning materials, assignment management, and monitoring of students' learning progress, stating that "Google Classroom makes learning more practical, flexible, and efficient." (T). Furthermore, the teacher observed that the combination of contextual learning and digital technology encouraged students to become more active during classroom discussions and more responsible for completing learning tasks.

Students expressed similar perceptions. Most participants reported that contextual examples, collaborative discussions, and questioning activities enabled them to understand learning materials more meaningfully because they could relate story content and moral values to real-life situations. As one student explained, "CTL makes learning easier to understand." (S1). Another student stated, "Google Classroom helps learning become more effective." (S8). Students also perceived Google Classroom as a practical and flexible learning platform that allowed them to access learning materials, review assignment instructions, and submit tasks anytime through a single digital platform. One participant commented, "Learning becomes more practical and well organized." (S9). These experiences encouraged greater participation, independent learning, and responsibility for completing English learning tasks (Khapre et al., 2021).

Despite these positive perceptions, participants identified several challenges during implementation. Both the teacher and students reported that unstable internet connections and limited internet quotas occasionally disrupted access to learning materials and delayed assignment submission. As one student noted, “The main challenge is the internet connection.” (S1). Similarly, the teacher explained that “The main challenges are limited internet access, students’ internet quotas, and their adaptation to technology.” (T). Although these challenges did not prevent the learning process, they influenced the effectiveness of technology-supported learning and highlighted the importance of adequate technological infrastructure for successful implementation.

The integration of these findings indicates that CTL and Google Classroom complemented each other in creating meaningful and student-centered learning experiences (Mubarak et al., 2022). CTL provided authentic learning contexts that promoted understanding and active participation, whereas Google Classroom extended learning beyond classroom meetings by improving learning accessibility, assignment management, and communication (Mubarak et al., 2022). These findings support previous studies reporting the positive contribution of contextual pedagogy and educational technology to student engagement and learning effectiveness (Khapre et al., 2021). However, this study further demonstrates that combining both approaches creates a more comprehensive learning environment in which pedagogical strategies and digital technology jointly support the implementation of English learning tasks.

Overall, the findings suggest that both the teacher and students perceived the integration of CTL and Google Classroom as an effective approach to supporting English learning tasks. They viewed CTL as helping students understand learning materials through meaningful real-life connections, while Google Classroom was perceived as improving access to learning resources, assignment management, and learning flexibility. Although technological constraints, particularly internet connectivity, remained a practical challenge, participants agreed that the combined use of contextual pedagogy and digital technology enhanced students' participation, independent learning, and responsibility throughout the learning process.

4. Conclusion

This study concludes that the integration of Contextual Teaching and Learning (CTL) and Google Classroom effectively supported the implementation of English learning tasks by providing meaningful, student-centered, and technology-enhanced learning experiences. CTL encouraged students to connect learning with real-life situations through inquiry, questioning, collaborative learning, and reflection, while Google Classroom facilitated the distribution and submission of assignments, access to learning materials, and monitoring of students' learning progress. The findings also indicate that both the teacher and students viewed the integration positively because it promoted greater engagement, responsibility, accessibility, and participation, although internet connectivity occasionally affected the learning process. These findings suggest that combining contextual learning with digital learning platforms can enhance the quality of English instruction in secondary school settings. This study also adds to the existing literature by providing qualitative evidence of how CTL and Google Classroom complement one another in supporting English learning tasks.

The findings of this study should be interpreted in light of several limitations. Because the research was carried out in a senior high school in Sungai Raya with one English teacher and nine students, the results represent a particular classroom context and may not be applicable to all educational settings. Moreover, the use of a qualitative case study design emphasized an in-depth exploration of teaching and learning practices instead of generating findings for wider generalization. Second, the study adopted a qualitative case study design that focused on obtaining an in-depth understanding of classroom practices rather than producing findings that can be generalized. Future research may involve participants from different schools and educational levels or employ mixed-methods and quantitative approaches to examine the effectiveness of integrating Contextual Teaching and Learning (CTL) and Google Classroom across broader learning contexts.

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