



Integrating Technology in Teaching and Learning Process: The Implementation of Triple E Framework in Teaching Writing Argumentative Essay

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ABSTRACT

The aims of this study are to find out the lecturer's perception on integrating technology in teaching and learning process and evaluate integration of technology in teaching writing argumentative essay. This research applied a case study method that focused on an individual lecturer at Universitas Mahasaraswati Denpasar. The subject of this study was a single subject that was selected purposively since that lecturer actively integrating technology in the teaching and learning process, especially in writing class. This research employed interview to know lecturer' perception about integrating technology and classroom observation to get authentic data of integrating technology in writing class using Triple E framework rubric. Triple E Frameworks is one of framework that can be used to analyze and evaluate the effectiveness of technology integration in the teaching and learning process that focuses on how the integration of technology can help students to achieve learning goals. Based on the interview, it was revealed that the lecturer has positive perception toward the integration of technology in teaching and learning process. The results of observation indicate there was very strong connection between technology, instructional moves and learning goals. In detail, the technology integrated in teaching writing argumentative essay can engage students in learning and also enhance student learning to achieve learning goals. However, the integration of technology is still fairly less maximal for the purpose of extending the learning goals.

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1. INTRODUCTION

In this 21st Century era, the development of technology is very rapid. The technology grows and changes in accordance with the development of the times and needs in an increasingly modern era. In

everyday life, technology is no longer a sophisticated thing that has become a necessity. Technology is used in all sectors, including the education sector. Although the use of technology in teaching is not a novel concept in the world of education, the period of Industry Revolution 4.0 makes it even more vital in order to assist students in preparing themselves to confront the future as graduates. The integration of technology in education is consensual nowadays, especially during the Covid 19 Pandemic ([Akram, Yingxiu, Al-Adwan, and Alkhalifah, 2021](#); [Hakim, 2020](#); [Hermanto, & Srimulyani, 2021](#)). Technology in the process of teaching and learning is used as a tool, media, and also teaching and learning instruction. Basically, technology integration means the use of technology in the process of teaching and learning to support learning strategies, improve the quality of learning, and achieve learning goals. By integrating technology, students and teachers can access recent source material, build a deeper understanding of content, collaborate with other students, teachers, and experts around the world, express and publish students' understanding of new knowledge via multimedia, conduct authentic assessment ([Rathore and Sonawat, 2015](#)). [Sadiyoko \(2017\)](#) also highlighted the following nine features of education 4.0: anywhere-anytime, personal, flexible delivery, peers and mentors, why/where not what/how, practical application, modular & project, student ownership, evaluated not examined. Integrating technology also promotes several new skills and concepts such as digital literacy skills, 21st century skills, computer literacy, or digital native ([Gunuc, 2017](#)). Related to 21 century skills, integration of technology improves students' creativity, curiosity (critical thinking, communication, and cooperation ([Corales, 2019](#); [Shyamleel and Phil, 2012](#); [Sabzian, Gilakjani, and Sodouri, 2013](#); [Ahmadi, 2018](#)). Technology makes learning become fun, interesting, and interactive that promotes students' motivation and encouragement ([Baytak, Tarman, and Ayas, 2011](#); [Shyamleel & Phil, 2012](#); [Godzicki, Godzicki, Krofel, and Michaels, 2013](#); [Rathore and Sonawat, 2015](#); [Gunuc, 2016](#); [Corales, 2019](#)). The integration of technology changes the learning from teacher center learning to student centered learning ([Corales, 2019](#)) where teachers become facilitator that guide the students' learning ([Riasati, Allahyar, and Tan, 2012](#); [Mollaei and Riasati, 2013](#))

[Rathore and Sonawat \(2015\)](#) stated that if technology is effectively integrated, technology tools can extend learning in powerful ways. In addition, effective technology integration must happen to deepen and enhance the learning process by supporting the four key components of learning: a) active engagement, b) participation in groups, c) frequent interaction and feedback, and d) feedback and connection to real-world experts ([Corales, 2019](#)). To find out how effective the integration of technology, it must be done to the way teachers choose and apply technology in the classroom. Recently, identifying appropriate and effective uses for technology have focused more on the pedagogically sound use of technology to accomplish specific learning objectives ([Davies & West, 2014](#)). Generally, technology integration efforts could be evaluated by the degree to which teachers and students have access to educational technologies, use technology for instructional purposes, and implement technology effectively to facilitate learning ([Davies, 2011](#)). There are some frameworks of integrating technology that can be used to analyze and evaluate the effectiveness of technology integration in the teaching and learning process. There is Substitution, Augmentation, Modification, and Redefinition model (SAMR) that proposed by [Puentedura \(2006\)](#). This framework focuses on the level of technology integration in the class. The other framework is Technological, Pedagogical and Content Knowledge (TPACK) by [Mishra & Koehler \(2006\)](#). The focus of this framework is on content, pedagogy, and technology. One of the latest frameworks in integrating technology is Triple E Frameworks by [Kolb \(2011\)](#). Triple E consists of Engagement, Enhancement, and Extension. This framework focuses on how the integration of technology can help students to achieve learning goals.

Related to the integration of technology in language learning, some researches have been conducted ([Richards, 2015](#); [Ürün, 2016](#); [Kowinkoonlasate, 2019](#); [Hartman, Townsend, & Jackson, 2019](#); [Liang, 2021](#)). The studies mostly discuss about the definition, effect, benefit, and problem of the integration of technology in language learning. The studies also focus on teachers' and students'

believe, attitude, or perception toward the integration of technology in language learning. However, there are limited study that focus on evaluating the integration of technology in specific language skills. Therefore, this study was intended to examine to what extent a teacher integrate technology in English writing skill in the class by using Triple E framework by [Kolb \(2011\)](#). Moreover, this study also tried to investigate the teacher's perception about the integration of technology in teaching learning process.

2. METHODS

The objective of this study is to find out the lecturer's perception and evaluate the practice on integration of technology. There are two research questions to guide this research:

1. What is EFL lecturer's perception on integrating technology in teaching and learning process?
2. To what extent is technology integrated in teaching writing argumentative essay?

Since the intention of this study is to get deep understanding on lecturer's perception and practices on integrating technology in classroom, this research applied a case study method that focused on an individual lecturer. This study was conducted at Universitas Mahasaraswati Denpasar in 2021. The subject of this study was a single subject that was selected purposively since that lecturer actively integrating technology in the teaching and learning process, especially in writing class. Moreover, the lecturer was considered can provide data to answer the research questions. This research employed interview and classroom observation as research instruments. Interview was conducted to have understanding and idea about lecturer' perception about integrating technology in classroom. Moreover, classroom observation was employed in two meetings to get authentic data of integrating technology in writing class. The integration of technology was evaluated during observation using observation sheet based on Triple E framework rubric.

The Triple E Rubric has three components: engagement, enhancement, and extension. each containing three questions in relation to learning goals ([Kolb, 2017](#)). Each component containing three points in relation to learning goals.

1. Engagement
 - a. The technology allows students to focus on the assignment/activity/goals with less distraction (Time on Task).
 - b. The technology motivates students to start the learning process.
 - c. The technology causes a shift in the behavior of the students, where they move from passive to active social learners (through co-use or co- engagement).
2. Enhancement
 - a. The technology causes a shift in the behavior of the students, where they move from passive to active social learners (through co-use or co- engagement).
 - b. The technology creates supports (scaffolds) to make it easier to understand concepts or ideas (e.g. differentiate, personalize or scaffold learning)
 - c. The technology creates paths for students to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools.
3. Extension
 - a. The technology creates opportunities for students to learn outside of their typical school day. (24/7 connection)
 - b. The technology creates a bridge between student's school learning and their everyday life experiences (connects learning goals with real life experiences).
 - c. The technology allows students to build authentic life soft skills, which they can use in their everyday lives.

The category and score of each point are No = 0 point, somewhat =1 point, and Yes = 2 points. The highest score would be a total of 18 points. The score between 13-18 (green light) means the evaluation

is exceptional or very strong connection between technology, teaching and learning instruction and learning goals. The score between 7-12 (yellow light) means the lesson meets some connection between learning goals and tool. The score between 0 and 6 (red light) means low connection between learning goals and technology.

3. FINDINGS AND DISCUSSION

3.1. Findings

The aims of this study are to find out the lecturer's perception and evaluate the practice on integration of technology. Interview was conducted to know lecturer's perception toward the integration of technology in teaching and learning process. The result of the interview is presented descriptively by conveying directly what the lecturer said and also the interpretation produced based on what was reached by the lecturer. Furthermore, the result of the observation is presented in table form. This table is a Triple E rubric table used when evaluating technology intervention in writing classes. In the rubric there is an evaluation scores for three observations for each category. These scores were summed and interpreted based on the categories of values that have been assigned.

The Lecturer's Perception in Integrating Technology in Teaching and Learning Process

The teachers' perception toward the integration of technology obviously will influence the process of teaching and learning. The teachers' values, beliefs and level of confidence are factors in the adoption of new technologies and pedagogies ([Hartman, Townsend, & Jackson, 2019](#)). In addition, an educator's beliefs about using technology become a factor in the ability to adopt the new technology into their pedagogy. A positive attitude toward using technology was a significant factor in the intention to use educational technology. Moreover, Positive attitudes have a major influence on the acceptance or rejection of the new technology integration. If the transition was smooth and the process was positive, educators may be more open to accepting the new technology integration. If the transition was not positive, it may produce negative feelings and doubt related to new technology integration ([Kilinc et al., 2017](#); [Reid, 2017](#)). Integrating technology as innovation or change in education that fit with core beliefs are more likely to succeed ([Demirbağ and Kılınç, 2018](#)). Teachers are less likely to put the reforms into practice if the innovation contradicts their belief system; as a result, they become resistant to the change. Teachers will feel more confidence in the transition process and will be more likely to adopt technology as a result of the alignment. Based on the interview with the lecturer, it was revealed that the lecturer has positive perception toward the integration of technology in teaching and learning process. The lecturer explained that:

"It is something like making such a tool, modern tool, in our teaching and learning process. Personally, for me it is beneficial system. In this system I choose or select suitable application that I am going to use in my teaching and learning. I instruction that I am going to deliver to my students that later on they are able to learn something through joining that application."

Moreover, the lecturer also argued that integrating technology is very important nowadays, especially after covid 19. Technology help teacher to conduct the class as online class in term of synchronous learning and asynchronous learning. Covid 19 required educators to utilize technology in conducting their class. It is in line with [Cabrera-Solano et al \(2021\)](#) that stated that "EFL teaching and learning have also faced certain challenges due to the Covid-19 pandemic, which are mainly caused by the abrupt transition to online instruction."

“In the past before Covid 19, I am not really familiar with web-based application. In the past I used to teach by using power point only, accompanied by my laptop, and I had lcd around me. Those are beneficial for me to deliver the content and when I want to interact my students. But after Covid 19, technologies are primary.”

The lecturer believed that integrating technology is innovation in education since technology make teaching and learning process more effective, meaningful, and attractive. Technology help teacher to deliver the content in meaningful and interesting way by utilizing web-based application in internet. The lecturer also utilize technology to motivate students to be more engage in class activities. Enhancing students learning also can be done by utilizing technology by joining them in learning application. By utilizing technology, students can access various learning sources in internet. It helps them to have better understanding about the content that they learn. Technology also provides students learning experience outside the class that assist them to learn 24/7. It means that technology give opportunity to the students to learn more flexible by learning anytime anywhere. Besides, the lecturer also use technology to assess students' learning. As the lecturer stated that:

“As digital native, students are familiar with technology. So, integrating technology in their learning can catch their interest and attention then motivate them to engage in class activities. They also have interest in explore and learn new application that enhance their learning. Technology also provides flexible learning to the students that can help them in learning the content anytime anywhere. Besides teaching and learning, technology is also beneficial to conduct any kinds of assessment. There are many kinds of web-based application that can be used to deliver test to the students”

In line with this, the lecturer also believed that integration of technology in teaching and learning process can promote students 21st century skill that is creativity, critical thinking, communication, and collaboration (4C). By easily accessing learning sources in internet makes students being active to find, gather, analyze, and evaluate information that can promotes their critical thinking. This is what makes them active learners. Technology also helps students to be more creative in doing the tasks or projects. Technology also promotes students' collaboration by doing the task or project using any kinds of web-based application in group work. Learning in group work also help students improve their communication skills. The lecturer argued that:

“In 21st century learning that technology has important role in teaching and learning process, the educators here take role as facilitator in order that the learning can be conducted as students-center learning. This situation effects students' 21st century skills”

In order to be able to integrate technology in teaching and learning process, the lecturer argued that the educators need to have pedagogy competence and digital competence. Teacher needs to be able to design the teaching and learning process based on the content that is going to teach. Teacher designs the strategies or activities based on the content. The digital competence of the teacher is used when teacher selecting appropriate technology that can make the strategy or activities more effective, meaningful, and also interesting. Besides, the lecturer also believed that teacher needs to have digital literacy skills in order that the teacher is being able to utilize the technology effectively in good manner. In addition, the lecturer said that:

“Digital competence and pedagogy competence must be balanced so that technology integrated into teaching and learning process becomes effective and meaningful so that learning goals and learning outcomes can be achieved. I honestly don't master a lot of technology. I'm not a master of technology. But I'm using the technology to the fullest. Technology should not be viewed as a fancy thing. Simple technology is also able to help

students achieve their learning goals as long as they know how to utilize the technology. I give you an example. In making power points I still use Microsoft Power Point where in this day and age there are many more sophisticated power point applications such as Prezi. Even so, I make the most of this power point. I create a power point with an interesting template that I get from the internet, I put interesting pictures and that can help students understand content more clearly, and also, I present content at the power point with writing style and language that is interesting and easy to understand. Assisted by a clear and interesting way of delivery makes students interested in paying attention and learning the content presented at the power point."

At the end of interview, the lecturer advised the educators to utilize technology in their teaching and learning process. The lecturer also suggested the educators to improve their pedagogy competence, digital competence, and also digital literacy in order that they can integrate technology in their teaching and learning process effectively and wisely.

The Evaluation of Technology Integration in Teaching Writing Argumentative Essay

Based on the results of observations, the total score of all category was 14 points out of 18 points (Table. 1). Generally, it indicates that there was very strong connection between technology, instructional moves and learning goals. The category of "Engagement in the learning" and "Enhancement of the learning goals" get the same total score of 5 points, while the category of "Extending the learning goals" gets a total score of 4 points. It can be seen that from the three categories in the rubric, the category of "Extending the learning goals" gets the lower score. This shows that the technology integrated in teaching writing argumentative essay can engage students in learning and also enhance student learning to achieve learning goals. However, the integration of technology is still fairly less maximal for the purpose of extending the learning goals.

In "Engagement in the learning" category, the sub category of "technology allows students to focus on the assignment/activity/goals with less distraction" and also the sub category of "technology motivates students to start the learning process" received 2 points. The sub category of "technology causes a shift in the behavior of the students, where they move from passive to active social learners" received only 1 point. Within category of "Enhancement of the learning goals", the variation scores of the sub categories are same with the sub categories in category "Engagement in the learning". The sub category of "technology tool allows students to develop or demonstrate a more sophisticated understanding of the learning goals or content" and the sub category of "technology creates supports (scaffolds) to make it easier to understand concepts or ideas" received 2 points. However, the sub category of "technology creates paths for students to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools" only received 1 point. According to the sub category in the category of "Extending the learning goals", the variation of the scores is different from the sub category in the category of "Engagement in the learning" and the category of "Enhancement of the learning goals". The sub category of "technology creates opportunities for students to learn outside of their typical school day" received the higher score in the category of "Extending the learning goals" that is 2 points. The sub category of "technology creates a bridge between student's school learning and their everyday life experiences" and the sub category of "technology allows students to build authentic life soft skills, which they can use in their everyday lives" received 1 point for each.

Table 1. The Score of technology integration in teaching writing argumentative essay using Triple E Rubric

Engagement in the learning	0=No	1=Somewhat	2=Yes
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The technology allows students to focus on the assignment/activity/goals with less distraction (Time on Task).			2
The technology motivates students to start the learning process.			2
The technology causes a shift in the behavior of the students, where they move from passive to active social learners (through co-use or co- engagement).		1	
Enhancement of the learning goals	0=No	1=Somewhat	2=Yes
The technology tool allows students to develop or demonstrate a more sophisticated understanding of the learning goals or content (using higher-order thinking skills).			2
The technology creates supports (scaffolds) to make it easier to understand concepts or ideas (e.g. differentiate, personalize or scaffold learning)			2
The technology creates paths for students to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools.		1	
Extending the learning goals	0=No	1=Somewhat	2=Yes
The technology creates opportunities for students to learn outside of their typical school day. (24/7 connection)			2
The technology creates a bridge between student’s school learning and their everyday life experiences (connects learning goals with real life experiences).		1	
The technology allows students to build authentic life soft skills, which they can use in their everyday lives.		1	
TOTALS			14/18

3.2. Findings

An observation had done to evaluate the integration of technology in teaching and learning process using Triple E rubric. The observation was done in writing class of English Education Study Program in Universitas Mahasaraswati Denpasar. The content that was delivered in this class was about argumentative essay. Since the lecturer has positive perception toward the integration of technology in teaching and learning process, the lecturer integrates some technology in teaching writing. The observation was done in two meetings and the result of the observation that is reported and discussed based on the real situation happen in that meeting.

The lecturer conducted the writing class that was integrated with technology. In order to motivate students to start the class, the lecturer have sent the material for that meeting in Google Classroom before the class begin. Students are asked to read the materials in order that they have knowledge about the content that will be discussed in the class later on. It can make students feel safe since they already know what will be discussed. At the beginning of the class meeting, students are guided to understand about the topic by given many questions related to the topic of the material. The lecturer asked about “what is argument?”, “What is opinion?”, and “What is the difference between argument and opinion?”. It was done to catch the students’ attention and make them focus to their learning. Indirectly, this activity also promotes students' critical thinking. Lecturer allowed students to surf some website, blog, and social media to find the ideas that can be elaborated in their answer.

Lecturer also allowed students to discuss with their friends. Surfing the internet and discussing with friends promote students being active learners. Lecturers realize that not all students are brave enough to verbally come up with their ideas, opinions. Therefore, teachers utilize interactive whiteboard applications in *mentimeter.com* to accommodate ideas, answers, or opinions from students. In interactive whiteboard applications, students can freely post their ideas, answers, or opinions without put their identity. Lecturer praised and gave feedback for all answers and responds even if what is stated by the students is not appropriate. It is one way to make students have motivation to learn more about the content. Based on students' ideas and opinion, lecturer made conclusion supported with some related theories. Based on what has been described, it can be seen that lecturer does not directly provide material just like that, lecturer invites students to actively find out about things related to the material they will learn.

To enhance students understanding about argumentative essay, lecturer conducting discussion about the different between arguing, debating, and fighting using Power Point that was created by using Canva. The power point that was presented was not power point that full of sentences. The lecturer created creative power point that catch students' attention and interest. There are some pictures in power point that gave illustration related to the topic being explained. The pictures were also as clues for students to get the idea and have more understanding about arguing, debating, and fighting. The lecturer also gave some examples about arguing, debating, and fighting in order that students easily differentiated between arguing, debating, and fighting. The lecturer also invited students to share their idea about arguing, debating, and fighting. Here students actively find out related idea about arguing, debating, and fighting in internet. Based on the ideas that they got from internet, students elaborated their opinion about arguing, debating, and fighting. After a brief explanation about arguing, debating, and fighting, lecturer continued to talk about issues in society as topic in argumentative essay. Students actively share issues in their society and lecturer gave positive feedback to them. Lecturer also helped students to construct a statement related to the issue that were able to be argument.

Students were assigned to create their own argumentative essay with the general topic was "Education in Indonesia". In Google Classroom, the lecturer provided many kinds of materials related to the topic. The materials were in written form and also as YouTube video. These materials were provided by the lecturer to help students to analyze and evaluate the general topic in order that they can decide their own topic related to the general topic. In order to help students to write their argumentative essay, lecturers taught them how to find information for their writing in various sources on the internet. Lecturers also introduced several web-based applications that could help them produce good argumentative essays, such as Mendeley and Grammarly. When students completed their argumentative essay draft, they were required to conduct peer assessments and evaluations with their friends. There, students gave each other their opinion about the draft argumentative essays they made. This was done to perfect their draft. When their argumentative essay was completed, lecturers checked their essay using Turnitin to find out the originality of the essay they made. At the end, students posting their argumentative essay in Book Creator. By putting their essays there, all students can see and read essays made by each person. Even lecturers can open access so that people outside the classroom can read the essays.

In the Triple E rubric used to assess the effectiveness of integrating technology in these observations, lecturers scored highly in two aspects: engagement in learning and enhancement learning goals. Exposing materials using meaningful power points made students focus on their learning. In motivating students to start the learning, lecturer prepared materials in Google Classroom and interacted students' attention using the app in *mentimeter.com*. Allowing students to explore the internet to find ideas or information related to materials and changing ideas or information with their friends promoted students being active learners. Using technology to search, analyze, and evaluate about argument, opinion, arguing, debating, fighting, and issues in internet, students can develop their

understanding about the definition and characteristics of argument, opinion, arguing, debating, fighting, and issues. Technology also created scaffolds for the students during doing research education in Indonesia since students were able to use technology to search many resources of reasons or facts to support their argument. As technology native, the students could select where to go, what websites and digital resources to use to help aid in their development of argument. Scaffolding also occurred when students take advantage of apps that help them write essays such as Mendeley, Grammarly, and Turnitin. In addition, peer assessment and evaluation are also a form of scaffolding. By posting their essay in Book Creator it can be said that technology creates paths for students to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools. Technology also provides students with flexibility in learning. As the lecturer posted materials in Google Classroom, students could access and learn anytime and anywhere. By exploring education issues from various societies in Indonesia through internet, students connected with other communities that open up their insights into the outside world that is different from their daily lives. Through technology, students explored and learned issues in other society and they can compare and contrast their own society with others society. By exploring issues in internet, it can promote students critical thinking skills and problem-solving skills since they have to analyze the issue, state their claim of the issue, and give some reason to support their claim. Moreover, using technology regularly gives impact to students' digital literacy.

In short, it can be stated that inserting the technology in writing class by the lecturer is enough to help students to achieve learning goals ([Peterson-Karlan, 2011](#); [Yulia and Amirudin, 2021](#); [Isnani, 2019](#)). What interesting is technology that used by the lecturer was not high technology. The lecturer used technology that is very common in teaching such as Canva, PPT, and Mentimeter. These kinds of technology can be effective to help students achieve the learning goals due to the content skills and pedagogical skills of the lecturer. The lecturer is very master of the content being taught. Lecturers conveyed the material systematically so that students could understand the material given gradually. This makes it easier for students to explore the material provided. Lecturer also chose and applied strategies well. In addition, lecturer was also able to choose the technology used. As the lecturer stated that simple technology is able to help students achieve their learning goals as long as we know how to utilize the technology. It is seen that technology is only a tool, the most important thing is the mastery of materials, the appropriate application of strategy, and the selection of the right technology. It is in line with the focus of Triple E framework that "effective technology integration begins with good instructional strategies and not fancy tools" (tripleeframework.com).

4. CONCLUSION

The conclusion should answer the objectives of the research and research discoveries. The concluding remark should not contain only the repetition of the results and discussions or abstract. You should also suggest future research and point out those that are underway. The integration of technology in education is consensual nowadays. Technology in the process of teaching and learning is used as a tool, media, and also teaching and learning instruction. Basically, technology integration means the use of technology in the process of teaching and learning to support learning strategies, improve the quality of learning, and achieve learning goals. By integrating technology, teachers and students achieve beneficial effects. In short, technology that is effectively integrated will extend learning in powerful ways. There are some frameworks that can be used to evaluate the effectiveness of technology integration in teaching and learning process. One of the latest frameworks in integrating technology is Triple E Frameworks by [Kolb \(2011\)](#). Triple E consists of Engagement, Enhancement, and Extension. This framework focuses on how the integration of technology can help students to achieve learning goals.

Based on the results of observations in teaching writing argumentative essay, generally it indicates that there was very strong connection between technology, instructional moves and learning goals. The category of "Engagement in the learning" and "Enhancement of the learning goals" get the same total score of 5 points, while the category of "Extending the learning goals" gets a total score of 4 points. It can be seen that from the three categories in the rubric, the category of "Extending the learning goals" gets the lower score. This shows that the technology integrated in teaching writing argumentative essay can engage students in learning and also enhance student learning to achieve learning goals. However, the integration of technology is still fairly less maximal for the purpose of extending the learning goals.

The success of technology integration is inseparable from the role of educators themselves. The educators' perception toward the integration of technology obviously will influence the process of teaching and learning. As happened in this study, that the lecturer had positive perception toward the integration of technology in teaching and learning process. The lecturer believed that integrating technology is innovation in education since technology make teaching and learning process more effective, meaningful, and attractive. In addition, the lecturer believed that integrating technology in teaching and learning process can give positive impact to teachers and students. In conclusion, the teachers must aware of the up-to-date technology and utilize technology in their teaching and learning process to achieve the learning goals. What needs to be underlined here is technology is only a tool, the most important thing is the mastery of materials, the appropriate application of strategy, and the selection of the right technology. It is in line with the focus of Triple E framework that technology is effectively integrated with good instructional strategy, not because of fancy tools.

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