The Usefulness of Digital Media in Learning English Language: A Literature Review

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Article Info	ABSTRACT
	Internet has affected the preferred learning styles of young people wanting to learn English around the world, teacher can helps students to learn around the world by using technology. Learning English language using Digital media, including online platforms, mobile applications, and social media, have transformed traditional language learning methods by providing interactive, accessible, and personalized learning experiences, it give students more experiences and knowledge. This review highlights the benefits of digital media, such as increased learner engagement, improved language skills, and enhanced accessibility, it can improve student ability and knowledge. However, challenges such as the digital divide, lack of teacher training, and over-reliance on technology are also discussed. The findings suggest that while digital media is a powerful tool for language learning, its effective implementation requires careful planning and support.

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	Internet telah memengaruhi gaya belajar yang disukai anak muda yang ingin belajar bahasa Inggris di seluruh dunia, guru dapat membantu siswa untuk belajar menjelajahi dunia dengan menggunakan teknologi. Belajar bahasa Inggris menggunakan media digital, termasuk platform daring, aplikasi seluler, dan media sosial, telah mengubah metode pembelajaran tradisional dengan menyediakan pengalaman belajar yang interaktif, mudah diakses, dan personal, memberikan siswa lebih banyak pengalaman dan pengetahuan. Tinjauan ini menyoroti manfaat media digital, seperti peningkatan keterlibatan pelajar, peningkatan keterampilan bahasa, dan aksesibilitas yang ditingkatkan, yang dapat meningkatkan kemampuan dan pengetahuan siswa. Namun, tantangan seperti kesenjangan digital, kurangnya pelatihan guru, dan ketergantungan yang berlebihan pada teknologi juga dibahas. Temuan tersebut menunjukkan bahwa meskipun media digital merupakan alat yang ampuh untuk pembelajaran bahasa, penerapannya yang efektif memerlukan perencanaan dan dukungan yang cermat.

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Pendahuluan

Learning English as foreign language not easy for students in school it needs a strategy and tools to make student happy during learning process. English has been generally recognized as one of the most extensively used and preferred languages in the context of cultural globalisation (Laura-De La Cruz et al., 2022). In this era many ways to learn Englis, one of them is used digital technology, it has an immense impact on language learning and teaching. The emergence of the modern digital platform has resulted from the accessibility and availability of resources accessed through digital technologies (Sulaimani&Sarhandi&Buledi,2017). The last two decades change occurs from traditional media into new media that encompasses digital, computerized. the are some famous social networks e.g Instagram, twitter and TikTok offer opportunities for teacher to challenge method of learning by connecting, sharing and discussing idea with the students out of the class.

The growing access to the Internet and technology has led the transformation from traditional classroom to e-learning. E-learning includes online teaching and learning which engage the learners in the learning process through Internet and digital media (Stephenson, 2018) that can help students to understand English faster and easier. The term is developed into a term called ―new media. The name of new media itself, according to James, et al. (2009:6), ―Refer to the actual technologies that people use to connect with one another—including mobile phones, personal digital assistants (PDAs), game consoles, and computers connected to the internet. Refer to the actual technologies that people use to connect with one another—including mobile phones, personal digital assistants (PDAs), game consoles, and computers connected to the Internet. Through these technologies, young people are participating in a range of activities, including social networking, blogging, gaming, instant messaging, downloading music and other content, uploading and sharing their creations, and collaborating with others in various ways.

Technological developments have changed the educational paradigm through the utilization of digital media. In this context, learners and educators benefit significantly (Guan, Mou, & Jiang, 2020). The interactivity offered by digital media also increases learners' engagement in the learning process, while educators can present materials in a more engaging

way that suits individual learning styles (El-Sabagh, 2021). Learning by using social media made students more active out of the class and they have access to it then they may share subject related information to each other easily and they can get feedback from their class-fellows and especially from those teachers who use social media sources like youtube. It is basically students centred approach and beneficial for them because they can use their own knowledge, get new knowledge, get facilitation to express their own ideas without any hesitation with their connected instructors and teachers (Meenus&Questier&Derks, 2006).

The integration of digital media into education has revolutionized the way languages are taught and learned. In the context of English language learning, digital media offers innovative tools and resources that cater to diverse learning needs. This literature review explores the usefulness of digital media in enhancing English language acquisition, focusing on its benefits, challenges, and implications for educators and learners.

Metode

This study employs a literature review approach According to Hart (1998) as stated in (Al-Emran, Mezhuyev, & Kamaludin, 2018), information from books and online were both accepted when writing a literature review, analyzing peer-reviewed articles, books, and conference papers published between 2015 and 2023. The sources were selected based on their relevance to the use of digital media in English language learning. The review is organized into three main themes: (1) online platforms, (2) mobile applications, and (3) social media.

Literature Review

1. Online Platforms

Today learning English can access from many ways, one of them using online platform such as Coursera, Khan Academy, and British Council's Learn English have become popular tools for English language learners. Those platforms can accessed by students out of the class to increase their abilities in English language, These platforms also provide structured courses, interactive exercises, and opportunities for collaborative learning. According to Godwin-Jones (2019), online platforms offer flexibility and accessibility, allowing learners to study at their own pace. However, the lack of face-to-face interaction and personalized feedback can limit their effectiveness it means students more often learn English by it self. The effectiveness of online learning they can learn individually without face to face with teacher, and it also can

improve the quality of learning and the overall student outcome. Online learning can satisfy the needs of both active and passive learning. It aims to provide students with complete knowledge that can be accessed anywhere and anytime. Students and teachers can communicate and interact with each other outside the classroom. This management of learning and teaching goes beyond the classroom, allowing students to practice thinking and research skills, as well as obtaining new knowledge that can be transferred to innovation.

2. Mobile Applications

In this modern are students there are a lot of application that can be used by students in learning language such as mobile applications like Duolingo, Babbel, bamboozle and Rosetta Stone have gained widespread popularity due to their convenience and gamified learning experiences. Research by Viberg and Grönlund (2017) indicates that mobile apps enhance vocabulary acquisition and grammar skills through repetitive practice and instant feedback. However, Kukulska-Hulme (2018) notes that these apps often focus on receptive skills (listening and reading) rather than productive skills (speaking and writing), which are crucial for language proficiency. Mobil application most of it focusing on students listening skill and reading skill because of that students need to practice their speaking and writing by it self or with their teacher in their classes.

Mobile technologies and mobile applications (apps) are becoming an indispensable part of learning, including foreign language learning. In fact, mobile learning research shows that the use of cell phones and their applications continues to be Beneficial for learning the foreign language, thanks in particular to its special features (e.g. interactivity, Ubiquity, or portability) and encouragement and feedback from teachers. Klimova (2018) in his book Evaluation of the evectiveness of the use of a mobile application on students‟ study achievements mentions, The trend nowadays of using mobile phones in language learning is that they are mainly used as the language acquisition service. The Blended Learning (BL) approach, therefore (a combination of Face-to - face instruction and online learning) are mainly implemented for their use. In addition, the BL approach is especially suitable for distant students, who due to their work commitments cannot be involved in fulltime English language study.

3. Social Media

Social media platforms such as Facebook, Instagram, Twitter and Youtube are increasingly being used as informal learning tools. Blattner and Lomicka (2016) argue that social media fosters authentic language use and cultural exposure, making it a valuable resource

for learners. For example, YouTube channels dedicated to English lessons provide visual and auditory input in learning language, while Twitter enables learners to practice writing in a real-world context. However, the informal nature of social media can lead to inconsistent learning outcomes and distractions. social media may utilize and improve language skills. Yunus, Salehi, & Chenzi (2012) expressed that social media such as Facebook and blog will give students written language input so they will develop their writing skills. It also facilitates the students to learn new words and vocabulary which are suitable for them in writing (Khan, Ayaz, & Faheem, 2016). Social media also may inrease student speaking abilities through the conversations conducted with English native speakers (Ehsan & Nasri, 2019). Furthermore, Arumugam, Wan, Shanthi, & Mello, (2019) described that social media like Facebook and WhatsApp permits students and teachers to create a learning group. Then the activities in the group such as sharing reading material, reading aloud practice, and discussing a reading text allow students to be more involved in the reading exercise that helps to improve their reading skills.

Discussion

The review highlights the significant benefits of digital media in English language learning, including increased learner engagement, accessibility, and personalized learning experiences. Digital media also provides opportunities for authentic language practice and cultural immersion. However, several challenges must be addressed to maximize its potential. These include the digital divide, which limits access to technology for some learners, and the need for teacher training to effectively integrate digital tools into the curriculum. Additionally, over-reliance on technology may hinder the development of critical thinking and interpersonal skills.

Previous studies have highlighted discussion on learners' perceptions with the use of technology in learning English and factors influencing e-learning. The result from the systematic review shows that most of the users agreed with the use of technology does help in learning English (Sharma, 2019; Istifci, 2017; Chou et al., 2019; Abu-Ayfah, 2020).Learning with technology is believed to enhance speaking and listening skills as well as confidence of the learners (Mutambik, 2018; Nilayon& Brahmakasikara, 2018; Gyamfi& Sukseemuang,2017) Besides, most of the users agreed that e-learning does motivate learners' interest in learning English (Sharma, 2019; Abu-Ayfah, 2020).

However, in order to find out the usefulness of e-learning, there was a research model proposed by Sun et al. (2008) to know about the causes influencing learners' satisfaction toward e-learning (Chen& Yao,2016).

Conclusion

Digital media has proven to be a valuable tool in English language learning, offering innovative ways to engage learners and enhance language skills. However, its successful implementation requires addressing challenges such as accessibility, teacher training, and the balance between technology and traditional teaching methods. Future research should focus on exploring the long-term impact of digital media on language learning outcomes and developing strategies to overcome existing barriers.

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