



Utilization of Digital Application as English Learning Media

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Abstract The rapid development of 21st century technology forces students to accept various applications and social media platforms as a lifestyle that will become one of the media to show their existence and socialize with peers. The wider reach of the virtual world compared to the real world makes English have very varied functions, such as facilitating communication, capturing target markets/increasing the number of followers, increasing credibility and so on. This study aims to determine the new paradigm that has emerged from various applications and social media platforms that can be used by students to learn English. This study uses a descriptive qualitative method with the aim of analyzing the phenomenon of the existence of various social media applications and platforms used by students in everyday life and making them adapt to the English language in it. This study uses purposive sampling as a method of selecting the object of research, young people aged between 17 and 20, totaling 35 students. Data collection techniques used in this study were interviews with two expert sources and respondents, observation, and documentation. The results of this study indicate that the applications and social media platforms that they often use as media to learn English are: mobile legend game, Spotify music application, Instagram, Netflix, duolingo, cake application, twitter, and tik tok.

Keywords: *independent learning, digital learning media, learning English.*

Abstrak Pesatnya perkembangan teknologi abad 21 memaksa mahasiswa untuk menerima berbagai aplikasi dan platform media social sebagai gaya hidup yang akan menjadi salah satu media untuk menunjukkan eksistensinya dan bersosialisasi dengan teman sebaya. Jangkauan dunia maya yang lebih luas dibandingkan dengan dunia nyata menjadikan bahasa Inggris memiliki fungsi yang sangat variatif, seperti mempermudah komunikasi, menjangkau target pasar/menambah jumlah followers, meningkatkan kredibilitras dan lain sebaaginya. Penelitian ini bertujuan untuk mengetahui paradigm

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baru yang muncul dari berbagai aplikasi dan platform media social yang dapat digunakan oleh siswa untuk belajar bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif dengan tujuan untuk menganalisis fenomena keberadaan berbagai aplikasid an platform media social yang digunakan siswa dalam kehidupan sehari-hari dan membuat mereka beradaptasi dengan bahasa Inggris di dalamnya. Penelitian ini menggunakan purposive sampling sebagai metode pemilihan objek penelitian, remaja berusia antara 17 sampai 20 tahun yang berjumlah 35 siswa. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah wawancara dengan dua narasumber ahli dan responden, observasi, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa aplikasid an platform media social yang sering mereka gunakan sebagai media belajar bahasa Inggris adalah: game mobile legend, aplikasi music Spotify, Instagram, Netflix, duolingo, aplikasi cake, twitter, dan tik tok.

Kata Kunci: pembelajaran mandiri, media pembelajaran digital, pembelajaran bahasa Inggris.

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INTRODUCTION

The three main elements in learning are process, behavior change, and experience (Roberta Uron Hurit, Majidatun Ahmala, Tasdin Tahrim, Suwarno, Uswatun Chasanah, Dwi Maryani Rispatiningsih, Rahmawida Putri, Rachmat Satria, Moh. Isbir, 2019, p. 9). From these three elements, someone who learns can improve his quality both in terms of science, social life, and career.

English as an international language makes it have an important role in everything. Therefore, good mastery of English is very important for students, because under certain conditions, they will be faced with people who use English and deal with advances in technology and communication who also use English as an introduction. However, learning English also has its own difficulties for students. The internal factors that cause difficulties in learning English for students are the low level of intelligence, talent and interest in learning, while the external factors are the lack of support for the English-speaking environment and the lack of opportunities in English. (Sari, 2019, p. 95). In another study, it was stated that the English mastery factor of each student was the main cause of learning difficulties (Megawati, 2016, p. 155).

Therefore, utilizing technological advances that also use English as the language of instruction, will help develop students' abilities in learning English.

The growing progress of digital applications can be used by students to strengthen their ability to speak English, because digital learning designs are developed by applying the principles of independence, flexibility, contemporariness, mobility, and conformity to the level of need. (Azis, 2019, p. 316). This principle allows students to learn English according to their learning style without having to feel generalized by others.

The use of digital applications as a medium for learning English has an important role in assisting students while improving their English language skills. Therefore, researchers collected data for young people aged 17-20 years to find out more about what digital applications are used to deepen their English competence and how they respond to the application as a medium for learning English independently.

METHOD

This study uses a qualitative method in which the data is compiled based on information about digital applications used by students so as to shorten the use of these applications.

The data collection techniques used are 1) observation which is used to observe various digital applications used by students; 2) interviews were used to clarify the data that had been obtained, namely the effectiveness of learning English by students with various applications used. The interview was conducted by researchers to two sources, namely Mr. Agus Arandy Fikri, S.HUM. as English teachers at Ulul Albab High School and Mrs. Rosmala Adi Wijayanti, M.Pd.I., as English education experts from UIN Sunan Ampel Surabaya; 3) documentation used in documenting various applications used by students in helping to learn English, in addition;

The data analysis process begins by reviewing all data, both from sources, respondents from youth aged between 17-20, totaling 30, and documents from all applications used by respondents. Researchers reduce data that is not related to the research focus, namely the use of digital applications in improving English language skills. Data compilation is done by grouping all data on each application used. Then the researcher checked the validity of the data and

interpreted the data that had been obtained from all respondents' responses and all applications used.

RESULT AND DISCUSSION

Digital Applications as Learning Media

Digital learning media is a learning media that works with digital data or can produce a digital image that can be processed, accessed, and distributed using digital devices.(Coal, 2021, p. 3). Digital data that has been designed, both for learning and not using an intermediate language, namely English. The use of English in various digital applications can be used by students to communicate. When students feel able to understand the meaning of digital applications in English, they will feel happy and proud. This is because the ability to communicate using English is not just knowledge because students will be motivated by what they learn if what they learn is useful and used in language.(Maduwu, 2016, p. 6). Therefore, advanced technology used in the learning process will support to strengthen English learning.

As many as 60% of respondents have difficulties in memorizing English vocabulary

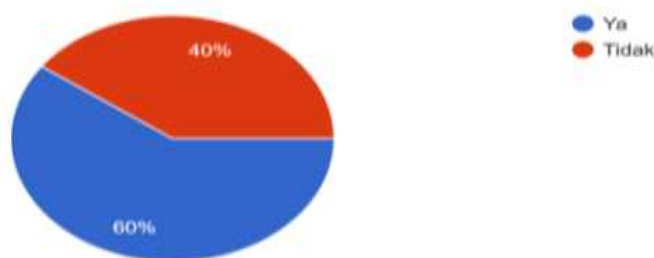


Diagram 1. Respondents' responses in English

Based on the data above, it is found that learning English by listening is more desirable than learning by other means. Respondents said that learning by listening is more fun and interesting. From this data it is concluded that the use of digital platforms will support respondents in learning English.

Students who are very familiar with digital applications will make them independent in learning. Mr. Agusta said that students can also learn English independently by utilizing various digital application platforms and getting used

to being in an environment that uses English, one of which is by changing after the cellphone to English. Students who learn without being burdened and teachers who enjoy teaching are characteristics that learning is going well.

However, learning to use digital applications is also not something that will automatically make students learn, because there are two important aspects in learning, namely the aspect of a strong intention of students to learn and the aspect of students who learn leisurely and happily. Digital applications may make students happy and relaxed because of the many facilities there, but the lack of a strong intention to learn will make the existing applications not used optimally. For example, the task is to find English idioms by watching movies on YouTube or other applications, but the students get carried away with the storyline of the film and forget their assignments. This is the cause that students' intention to learn plays an important role in the learning process.

The data obtained from respondents about their enthusiasm in watching English films are as follows:

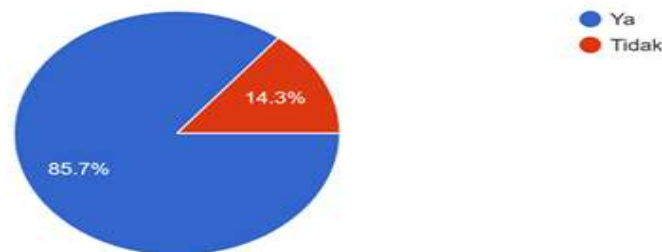


Diagram 2. Respondents' responses to digital applications used in learning English

As many as 85.7% of respondents like to watch English films, 57.1% of respondents watch English films without Indonesian translation, and 60% of respondents can understand English films even without Indonesian translation. This shows that the use of digital applications in which there are English films is more attractive to students, but teachers need to redesign their learning methods so that the digital application facilities used are able to optimize English learning.

Mrs. Rosmala said that the varied learning methods were able to encourage students to have a strong intention/determination in learning. As in Khausar's research which says that varied learning methods will make it easier

for students to understand the lesson and even be able to improve the competence of students who previously scored below the Minimum Completeness Criteria (KKM).(Khausar, 2014, p. 81). This is also reinforced by the opinion of Pak Agusta who said that technology can help teachers create more varied learning models and reduce student boredom during learning.

Learning English independently using a digital application platform can be started by getting used to an English-speaking digital environment, such as changing mobile phone settings in English, starting with simple things will make students accustomed to creating an English-speaking environment starting from the technology used in daily life and then proceed to the use of applications that support English learning to the fullest.

Various Digital Applications Used by Students in Learning English

Here are some digital applications used by respondents in learning English:

Mobile Legends Games



Figure 1: mobile legend display

In the picture that has a black circle mark above is a quick chat, which is a command in the mobile legend game when the game is played during "play in game".

Gamers are already familiar with the language sentences in the picture, when playing mobile legends. The purpose of sounding or showing the sentence above is to make it easier for players to communicate with their teammates during the game. This is because the mobile legend game cannot be paused, so it is impossible for players to chat with their team players using the keyboard.

Quick chat in this legend mobile game makes players required to understand English commands when playing games so they are not confused when communicating. In addition to the quick chat feature, Della Nur Wijiarti in her research said that online games have a social function that can improve students' English skills, namely when they interact with gamers from abroad.(Wijiarti, 2016, p. 11).

Spotify Music App



Figure 2. Display of the Spotify music application

Spotify is an application that is used to download or play songs on mobile phones. The spotify app is available on the playstore for android users and on the app store for IOS users. This spotify application displays song lyrics when the song is playing. If the song being played is an English song, then both pronunciation and writing can be mastered well by students. Although the drawback of this application is that it does not display the Indonesian translation,

if students want to know the meaning of each lyric, students can search for the meaning independently outside the Spotify application.

Utilizing English songs as learning media has been widely used by teachers, therefore Sari Dewi Noviyanti in her service activities provides assistance to teachers to develop English songs which produce 50 English songs as English learning media for early childhood (Noviyanti, 2020, p. 51). And this Spotify application can be used by students to develop their English language skills, both in listening, speaking, reading, and writing skills.

Instagram



Figure 3. Instagram view

Instagram is a social media application that is used to share photos and videos. An English term that is often used in Instagram is "follower", which is "followers" or the number of people who follow an Instagram account. The use of the term "follower" is even more popular than "follower". In addition, there are also other English terms on Instagram such as "activity", "close friend", "others people", "profile", "likes your post", and others.

The existence of terms that use English on Instagram makes students learn English by interacting directly with the target language in meaningful situations or what is often referred to as the direct method of learning a second language. (Saifudin Mahmud, 2019, p. 137).

Netflix

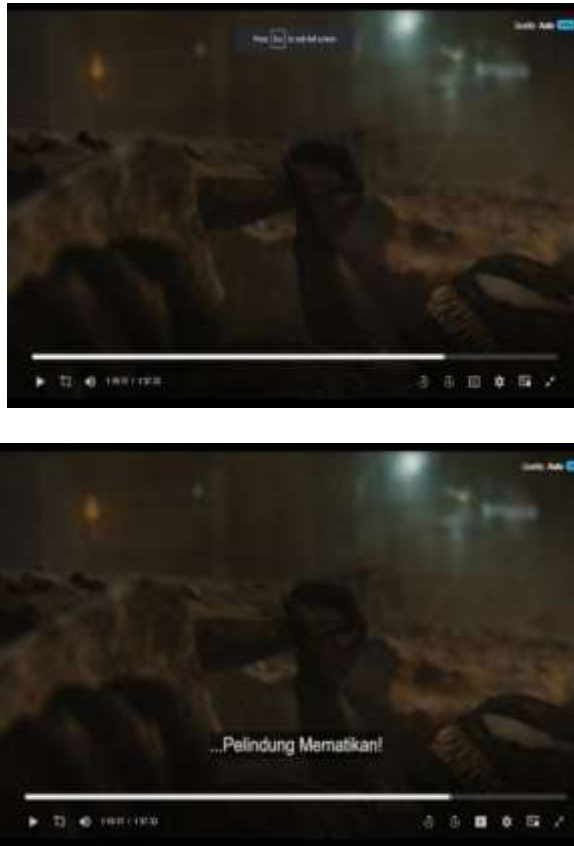


Figure 4. netflix view

Netflix is a subscription service for streaming TV shows and movies, with devices connected to the internet. Watching English films using Netflix will hone students' listening skills which will improve their English speaking skills, especially for students who already have a lot of English vocabulary, who are able to understand the contents of the film without needing to be translated into Indonesian. The subtitle facility in it makes it easier for users to understand the dialogue when an English-language film is playing. Siti Nurrahmah, et al in their research said that the use of films with English subtitles helped students get a lot of new vocabulary, was fun, interesting, and motivated students to learn English vocabulary. (Siti Nurrahmah, Romdanih, 2020, p. 6). Netflix users who are already proficient in English can choose not to use this subtitle facility, because this facility is a choice, which users can use or not. The facilities provided in these paid applications have their own fans, because some prefer other applications that are free and have similar facilities to Netflix.

Duolingo



Figure 5. Duolingo application display

Duolingo application is one application that is used to facilitate language learning. In the picture above, it can also be seen that the Duolingo application displays the user's learning progress which displays funny and interesting icons that increase the enthusiasm for learning and reduce the boredom of its users. Learning using the Duolingo application cannot be done randomly but must be done sequentially like playing a game that allows users to level up or move from one unit to another, so the progress of learning English with the Duolingo application can be seen.



Figure 5. Display of various languages in the Duolingo application

The facilities provided in this application are not only for learning English but also various other foreign languages as in the picture above. Another advantage of this application for users from Indonesia who want to learn English is that there are Indonesian tutors available, while for users who want to learn

other foreign languages only an English tutor is available as a companion. The tutor facilities in the Duolingo application are very beneficial for users both from Indonesia and from all over the world who want to learn a foreign language.



Figure 6. The display of learning to translate on the Duolingo application

There are many ways to learn languages in the Duolingo application, such as: translating, listening, arranging words, and others. The picture above shows one learning to translate, after students work on the questions above, students will know the answer directly, whether the answer is correct or still wrong by clicking the check button at the bottom. The existence of this answer facility makes the user understand the truth of the answer, in addition, the user can repeat the questions until he gets the correct answer on all questions and can proceed to the next level.

The number of facilities that exist in the Duolingo application, several studies have shown that the Duolingo application is able to increase students' vocabulary (Matra, 2020, p. 5; Rifdinal, 2021, p. 703), can improve speaking skills (Herlina et al., 2021, p. 252; Wanto, 2021, p. 98), and improve the ability to communicate using English (Nuralie, 2019, p. 54)

Cake App



Figure 7. Display the cake application

The cake application is a special application for learning English which can be downloaded on the playstore. On the homepage of the application there are various interesting lessons, such as: idioms, phrases, correct English pronunciation, tenses, audio/video tutors, and others.



Figure 8. The display of learning expressions on the cake application

Daily expression lessons in the cake application, as shown above, allow users to learn everyday English expressions complete with meaning and pronunciation through audio. Users can also access it for free for three days, which will be able to trigger the enthusiasm of users to be active in learning English.



Figure 9. Display access lessons on the cake application

In the picture above, it can be seen that cake application users can choose English lessons according to their abilities, namely basic skills, beginners, intermediate beginners, and intermediate. The freedom of students in choosing

subjects according to their abilities will make students know their own abilities and create a desire to learn from others for self-development independently.

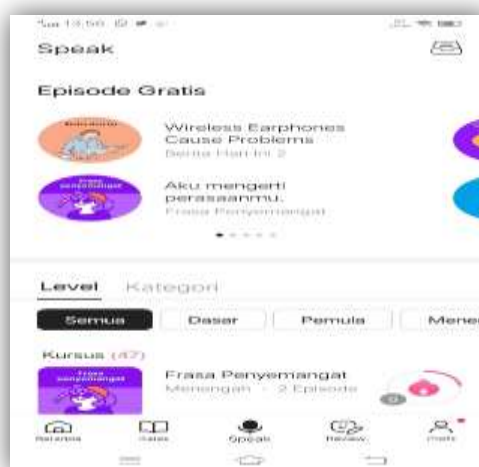


Figure 10. Display of conversation variations on the cake application

The picture above shows that in the cake application there are various kinds of conversations in the form of English text, complete with meaning, audio and practice microphone. The English conversation text will make it easier for students to know the correct form of writing in each phrase. The meaning of the sentences in it will make it easier for students to understand the intent and purpose of the conversation. Audio will make it easier for students to get the right pronunciation, and the practice microphone feature will train students' courage in practicing conversations according to the right pronunciation.

Respondents said that this application really helped them in learning English. In addition, this application also makes learning English interesting and not boring.



Figure 11. The review display on the cake application

The review page on the cake application above makes it easy for users to re-access the lessons that have been learned. In addition, users can also look back at phrases, idioms, or interesting phrases that were saved while learning English. This will increase the enthusiasm of users in learning English because users can recall expressions, idioms, or phrases that have been saved to be spoken, or rewritten elsewhere. Regarding the fulfillment of aspects related to humans, the cake application is evaluated as 0 or a scale of 0 which means the usability category is good or the application is not problematic (Kaffah & Anshori, 2021, p. 297). Based on previous research, it was shown that the cake application was able to improve vocabulary mastery skills (Wilson & Sutrisno, 2022, pp. 268–269).

Twitter



Figure 12. Display of various languages on twitter

The Twitter application is a social media application that allows users to access the latest news, hobbies, and quotes from around the world. In learning English this application can be a supporting medium for learning English. The language selection facility as shown in the picture makes it easy for users to choose English as the main language in the application.



Figure 13. Display of language selection on the twitter application

The learning process starts from self-accustoming by using English settings as shown in the picture. By choosing English, users will also get interesting information in English which will make them more trained to understand the meaning of the information as a whole. Learning English using twitter can be done with various activities, such as: 1) posting tweets; 2) retweeting; 3) replying to tweets; 4) stalking English accounts; 5) finding topics by hashtags(Utimadini et al., 2015, p. 14). By maximizing these four activities while learning English using Twitter, students can develop their English competence to the fullest. For students who like to learn English using Twitter, they will establish communication with Twitter users from other countries to hone their listening, speaking, reading, and writing skills so that they are able to master vocabulary, new terms, be careful in the use of grammar, be able to recognize sounds or words. good conversation and pronounce vocabulary correctly and correctly(Bandjar, 2018, p. 13).

Tik Tok

The tik tok application is an application that displays various kinds of short videos, such as: entertainment, quotes, education, health, and others. Videos presented with music accompaniment and various creative content creators will keep the audience entertained and not bored. The amount of content related to learning English in this application can be searched by users through the search feature as shown in the image above.





Figure 14. Display of English content

When an English sentence is written in the search field, various kinds of English learning videos will appear, including one of them learning about the past simple as shown in the picture above.



Figure 15. Display of song lyrics on the tik tok application

The existence of song content that displays lyrics and their meanings allows users to learn English through the songs sung, which will further hone proper English pronunciation and understand the meaning and writing. There are many more English materials in the Tik Tok application. However, in his research, Almaidah Bahri et al said that the grammer category had the highest engagement on tik tok because this category helped speakers to use and understand the structure of English in a real and accurate manner.(Bahri et al., 2022, pp. 1128-1129).

Respondents said that the Tik Tok application was widely used by them to learn English outside the classroom because it was interesting, fun and not

boring. In addition, in a study it was said that simple, attractive English material, text editing filters, time, emoji), and comments made Tik Tok users have its own charm as an English learning medium.(Ni Luh Warini, Ni Putu Sukma Dewi, Putu Chris Susanto, 2020, p. 6).

CONCLUSION

Learning English in the digital era can be done independently by students by utilizing various digital applications that are familiar to students. Mobile legend games, Spotify music applications, Instagram, Netflix, Duolingo, cake applications, Twitter, and Tik Tok are the respondents' preferred applications that they can use as intermediaries for learning English outside of classroom learning due to its attractive, fun, and easy nature. understood.

Suggestions from the researchers from this study, namely: 1) students must have a strong intention to take advantage of various applications around them to learn English; 2) teachers must always adapt to digital technology in order to take advantage of various existing digital media to create a learning process that is easy to understand and fun for students.

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