
DIGITAL-BASED LEARNING MEDIA FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE TO EMERGE EFFICACY OF PERFORMING ART STUDENTS

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Abstract: In the information and technology era, learning media has transformed, particularly in the process of English language learning and teaching. About 96.8% of 60 performing art students taking English class prefer to involve digital media for learning English. This data shows that digital learning media play such a highly essential role. This study aims to describe the varied digital-based learning media in English as Foreign Language to performing art students and to identify the impact toward the students' efficacy. The author selected performing art students as the sample and implemented purposive sampling to determine the sample. To collect the data, the author surveyed digital platforms, observed the class, spread efficacy questionnaire, and interviewed some of the respondents. The results shows there are eight digital-based learning media which are effective to be applied in English learning and teaching, i.e. Heyzine, Kahoot, Quizizz, Linoit, Wordwall, Mentimeter, Youtube, and Duolingo. All of those media do emerge the students' efficacy in learning English. The diagrams of the results display that all of the students provided with digital media during the learning process have high and highest efficacy as they responded the questionnaire questions with high proportion of agree and strongly agree statement. Therefore, applying digital media to millennial is obviously effective to enhance their efficacy in learning English as foreign language.

Keywords: digital-based learning media; Teaching English as Foreign Language; Performing art students

MEDIA PEMBELAJARAN BAHASA INGGRIS SEBAGAI BAHASA ASING BERBASIS DIGITAL UNTUK MENINGKATKAN EFIKASI SISWA SENI PERTUNJUKAN

Abstrak: Pada era informasi dan teknologi, media pembelajaran telah mengalami transformasi, khususnya dalam proses pembelajaran dan pengajaran bahasa Inggris. Sekitar 96,8% dari 60 siswa seni pertunjukan yang mengambil kelas bahasa Inggris lebih memilih menggunakan media digital untuk belajar bahasa Inggris. Data ini menunjukkan bahwa media pembelajaran digital mempunyai peranan yang sangat penting. Penelitian ini bertujuan untuk mendeskripsikan variasi media pembelajaran Bahasa Inggris sebagai Bahasa Asing berbasis digital kepada siswa seni pertunjukan dan untuk mengetahui dampaknya terhadap efikasi siswa. Penulis memilih mahasiswa seni pertunjukan sebagai sampel dan menerapkan purposive sampling untuk menentukan sampel. Untuk mengumpulkan data, penulis melakukan survei pada platform digital, mengamati kelas, menyebarkan kuesioner efikasi, dan mewawancarai beberapa responden. Hasil penelitian menunjukkan ada delapan media pembelajaran berbasis digital yang efektif diterapkan dalam pembelajaran dan pengajaran bahasa Inggris, yaitu Heyzine, Kahoot, Quizizz, Linoit, Wordwall, Mentimeter, Youtube, dan Duolingo. Semua media tersebut memang menunjukkan

kemajuan siswa dalam belajar bahasa Inggris. Hasil diagram menunjukkan bahwa seluruh siswa yang diberikan media digital selama proses pembelajaran mempunyai efikasi yang tinggi dan tertinggi karena mereka menjawab pertanyaan angket dengan proporsi pernyataan setuju dan sangat setuju yang tinggi. Oleh karena itu, penerapan media digital pada generasi milenial dapat meningkatkan keefektifan dalam mempelajari bahasa Inggris sebagai bahasa asing.

Kata kunci: media pembelajaran berbasis digital; Mengajar Bahasa Inggris sebagai Bahasa Asing; Siswa seni pertunjukan

INTRODUCTION

In the era of 5.0 where Information and Technology has spread all over the fields of human life, education is not an exception. Teaching and learning has gradually transformed becoming something sophisticated especially after the pandemic. It is undoubtedly influenced by the fact that today university students are digital generations, leading to the essence of educator to design an effective learning environment by incorporating digital resources (Kawaguchi, 2021). Since learning media function as a tool for teaching and learning, teachers use media to convey their meaning related to materials and learners perceive the meanings through them (Brinton, 2001). A survey conducted Gutierrez et al (2023) in Australia, 85.9% of 201 English teachers depict positive views on the use of learning media in the form of digital game. The importance of enhancing technological media in teaching and learning processed is proven by Bećirović et al (2021) that it is emphasized to raise teachers' awareness of the support to be given to students to increase their self-directed usage of technology. It means that the effectiveness of teaching and learning process can be defined by the media the teachers use in the classroom. The more supportive the media, the more ease the students will obtain in mastering the materials.

Learning media, which have been developed for all subjects, also meet improvement in the process of language teaching and learning. Teaching and learning language by using media can help students to be more motivated as they can capture complete communicative context in real life as well as provide them with cultural context in the classroom (Brinton, 2001). Besides, modern media can be effectively exploited for curricular purposes and assist in developing both language skills, particularly in modern universities today (Kodrle, 2021). This fact is in line with what Kaur (2023) said that in Asia the needs for Artificial Intelligence-based media in learning language to develop vocabulary skill is increasing. This finding is actually correlated with the previous study by Duong et al (2021) that the students using Technology-Enhanced Language Learning employ high level vocabulary skill. Thus, the development of technological media is in line with the needs of today millennial students.

In this study, initial surveyed was conducted by the author that most of performing art students, about 96.8% favored the use of digital media to learn English. The students' preferences are not just nonsense since a study conducted by Kasuma et al (2021) reveals that the students perceive a high positive attitude and

decent motivation in online English learning using digital media. This kind of phenomenon is closely related to kinds of digital media, such as what have been proposed by Gabarović & Ivanović (2020). The authors provided several Computer-Assisted Language Learning media as well as building cyber culture in language learning. Considering the results showed by previous researchers, it is highly essential for the author to also conduct a study about digital media for English learning.

However, English language teaching and learning for art students, particularly performing art students, has its own challenges. Most students face some problems when learning English. The fundamental problem is that the students have low interest in learning English since this subject is completely not related to their major and they consider that English is difficult to master. As a result, they take English class just because it is a mandatory course offered by the campus curriculum and most of the students lack efficacy in terms of English. This led to a drive for the author to conduct a study about language teaching and learning media and its impact on students' efficacy.

The study of language teaching and learning media has been conducted for such a long time since variety always develops by the time the enhancement of education system and curriculum. First, a study conducted by Hasan et al (2022) about the effect of technology-assisted language program on learning of English vocabulary on Foreign Language (EFL) students. Second, a similar study about technology-enhanced-gadgets in teaching English as a foreign language to young learners conducted by

Acevedo (2016) focused on the impact of the technology-based media implementation in the form of gadgets.

Apart from the conducted studies focusing on the learners, several current studies focusing on the teacher have also been developed more and more. First, a study by Zhang et al (2023) about teaching with social context in instructional video as facility of second language vocabulary learning. The results show that video-based media make adult learners have better learning performance. Second, Dokukina & Gumanova (2020) proposed a study about the use of chatbots as personal assistants in foreign language learning. The authors state that the availability of chatbots help to create a new educational scenario for foreign language learners. It also allows multitasking for EFL teachers and creates a more effective way in teaching language.

Those previous studies in technological-based language teaching and learning lead to a similar results that technological-based media do support the students to gain better quality in terms of language learning and provide effectiveness for the teacher. However, those studies only provide discussion in general or all students with varied subjects. Despite the sophistication of the media included in the studies, there is still a research gap in which there is no particular explanation about teaching language, in this case, English, for art students. Since art students have their own characteristics, the author of this paper consider that both the students and the teachers are supposed to explore some supportive digital-based media in order to drive the students' efficacy.

Therefore, in accordance with the previous explanation, the objectives of this study are: (1) to describe the varied digital-based learning media for Teaching English as Foreign Language (TEFL) especially for performing art students; and (2) to identify the impact of digital-based learning media toward the students' efficacy.

Furthermore, foreign language learning has been one of the concerns of the state as it is closely related to language policy. Cummins (2001) said that state not only takes control of the standardized assessment of language proficiency, but also arranges requirement for some kinds of applications such as job or higher education. As a result, the public interprets the results of language proficiency tests as a reflection of individual quality, whether they are decent to gain an opportunity or not. Apart from the efforts to meet the goals established by policy makers, foreign language teaching undergoes some transformations since early centuries. In the twentieth century, the approaches have become more varied, including grammar-translation, direct, reading, audiolingualism, oral-situational, cognitive, affective-humanistic, comprehension-based, and communicative approach (Murcia, 2001). As the approaches transform in such different ways, they do directly affect the condition of the learners.

Talking about learners, the way to apply approach and teaching method depends on the learner characteristics. In higher education institutions, learners can be categorized as adult learners. According to Harmer (2007), adult learners can be critical of teaching methods, have anxiety, low self-esteem, and concern about their creativity. Since they are capable of

identifying comfortable and uncomfortable learning atmosphere for themselves, the teacher's strategy when teaching language emerges impact on their motivation. Motivation is individual's cognitions and perceptions to encourage drive within themselves in attaining their goals during the learning process (Ushoida, 2014). It is highly determined by various social and environmental factors. Motivation affected by factors outside the learners is called extrinsic motivation in which one of the contextual influences is the instructional context such as task and material design, evaluation practices, and grouping structures (Dörnyei & Ushoida, 2011). It means that learning media as a part of material design and evaluation practice directly contributes to students' motivation in learning language.

Related to learning media, Information and Technology era alters the form of tools used by the students to learn language (Hasan et al, 2022). Computer and mobile application has been involved in the development of learners' learning strategy. Even, Hasan et al (2022) have proved that one of the mobile applications called WhatsApp plays a significant role in improving vocabulary mastery of the English language learners. Digital-based media operated in computer and mobile phones are limitless, leading to a notion that teachers are supposed to have capability in using those media as they are the controllers whose responsibility is being in charge in class activity (Harmer, 2007).

As learning media emerges impact on learners' condition when learning, it has close relationship with learners' efficacy. Bandura (1997) stated that self-efficacy, in this context learners', refers to someone's belief in

their capabilities to pursue class goal or achievement. The performance of the learners in the learning process revealed by the results of the assessments is linked to their beliefs of self-efficacy (Bandura, 1997). The concept of assessment of English teaching and learning is various. However, the general item of assessment is a set of questions to examine students' language mastery such as grammar questions, oral presentation, group discussion, recognition of sound segments, or written response (Broughton et al, 2003). Hence, the results of the assessment designed by the teachers can define the impact of learning media the teacher use during the learning process.

Furthermore, in the teaching and learning process, the teachers' perspective related to the use of learning media does influence the application of those media. Today teachers are encouraged to develop learning environment becoming digital-based. As stated by Paliath & Evangeline (2022), teachers find social media and e-learning very useful for English learning. They also perceive digital media as beneficial tools to conduct the classes. Ghufon & Nurdianingsih (2020) also found that Computer-Assisted Language Learning could motivate teachers as well as boost students' motivation in learning English. Hence, what the teachers use as the media are varied. Toleuzhan et al (2023) showed that some teachers use YouTube that increase students' motivation in learning English and Ngoc & Phurong (2022) revealed that the application of Quizizz game by teachers makes vocabulary learning more effective.

METHOD

The study of the relationship between learning media and students' performance employed the combination of both qualitative and quantitative. On one hand, qualitative approach applied by the author involves descriptive explanation such as the varieties of digital-based learning media found by the authors through digital observation to reveal what kinds of digital media are applicable for English learning and teaching. On the other hand, quantitative approach includes numeric data (Ary et al, 2010) in which it was applied to collect students' efficacy data. As the author conducted holistic analysis on both qualitative and numeric data, the author used mixed method, particularly sequential explanatory design. Creswell et al (2009) explained that this kind of method was conducted by analyzing qualitatively supported by quantitative data.

The population of this study was the students of the Faculty of Performing Arts, Indonesia Institute of the Arts Yogyakarta (ISI Yogyakarta). Since ISI Yogyakarta has three faculties, the author selected the Faculty of Performing Arts as this Faculty was diverse in terms of majors. As the students were urged to globally expand their art works, it is highly paramount that they master English comprehensively. Specifically, the students classified as the population in this study were those taking English class during the first year. Determined population was then purposively selected to be the sample.

In this study the author implemented purposive sampling as the decision of selecting the sample was

based on several criteria (Ary, 2010). The importance of applying purposive sampling in this study was to specify the subjects of the study as English class is only offer in the first and second semester. The criteria of the sampling were English class for the students who are actively engaged in music, concentrate on kinesthetic skill, and focus on developing narrative skill; English class which run during academic year 2022/2023; and English class in which the author fully handle the classroom from the beginning. According to those criteria, the author picked English class for music, dance, and puppetry department to be observed in this study.

In conducting data collection, the author used was digital-based materials and questionnaire. Digital-based materials refer to English theory displayed in digital media and digital-based assessment, including quiz, individual or group assignment. The materials, both theory and assessment, included grammar theory, reading text, audio visual, speaking, and writing. The questionnaire was determined to examine the students' efficacy, in which it consists of 10 questions related to the efficacy of both digital media and learning English.

To collect the data, the author implemented several data collection techniques. First, the author did digital observation in which the author surveyed digital or internet-based platforms and tools which could be supportive in the process of English teaching and learning. Then, the author conducted trials to use those media during the class. The author also applied direct observation technique during teaching process. As the author was the teacher of the selected sample, the author directly observed the

learning process during the semester. The observation involves examining the materials and observing the learners' cognition and performance. The others techniques were spreading questionnaire and interviewing the respondents. The validity of the instrument (questionnaire) was tested by using SPSS software in which the Cronbach's Alpha number is 0.633. It means that the instrument is reliable to be used.

Respondents were 60, performing art students finishing the course. They were given the questionnaire via google form and filled the questions based on their experience in English class. Then, they were picked randomly to be interviewed as they can be representatives of their friends. It means that those being interviewed experienced the same learning process as their friends, so that the author considered it was not necessary to interview all students. The interview was emphasized on their preferences related to the application of digital media during the learning process.

In the step of analyzing the data, the author classified the digital-based learning media which could be used in teaching English for foreign learner, identified the benefits and the drawbacks (if any) of the media as well as discussing the English skill which could be enhanced by using those particular media, and calculating the numeric data from questionnaire. In calculating the numeric data, the author used Microsoft Excel to calculate the percentage of each student's response of each question. Each question represents the effectiveness of digital learning media and the students' efficacy. After summing up each proportion in each question, the author

analyze the numeric data by using diagram provided by Microsoft Excel. The percentages are drawn, so that the author could describe the results of the data collection in details.

RESULTS AND DISCUSSION

The results of this study are the varieties of digital-based learning media and numeric analysis of diagram obtained from the efficacy questionnaire. The discussion deals with the relationship between digital-based media and the students' efficacy.

RESULTS

In this study the results of the observation, identification, and assessment toward the subjects of the study were divided into two parts. The first was the varieties of digital-based learning media which effectively could be utilized to teach English as foreign language for performing art students and the second was the students' efficacy and performance in English class during the semester.

Digital-based Learning Media for TEFL

Digital and experimental exploration regarding of learning media conducted by the author emerged several possible solutions for EFL teaching and learning in digital era in which the learners are highly sophisticated generations whose exposure on technology is inevitable. In this part the author would like to describe those media and how the media could be tools for enhancing English ability of the students.

Heyzine

The first digital media that the author would like to talk about is *Heyzine*. It is an online software which

can be access by everyone, developed by a company originated in Viladecans, Spain. It can convert the teachers' material which is usually in the form of *pdf* file to be a flipbook. The users are allowed to access freely if they do not wish to pay, however the features the company offers are more limited, including the number of flipbook the users want to create. The flipbook file can be shared to the students limitlessly. As long as the students have the link, they can open and read the book everywhere and at any time without having to ask teacher's permission when accessing.

This software can be used by the teacher to deliver the material more attractively in order to catch full attention from the students. Since the students are provided theory with pictures, video, and direct exercise, they can both find new way of studying and practicing. When creating the flipbook, if the teachers wish to put audio for listening practice, the software has been equipped with the features – audio visual.

Picture 1. Screenshot English flipbook created with *Heyzine* (<https://heyzine.com/flip-book/41c48c3c80.html>)



If we have a look on picture 1, we can identify that various pictures supporting the material can be included and the audio for listening practice can be directly played. All skills in English

– listening, reading, writing, and speaking can be enriched by providing practicable theory through this kind of learning media. This media can be accessed on <https://heyzine.com/>.

Kahoot

Different from *Heyzine*, *Kahoot* is an online web application categorized as educational video game. Just like its genre, it can be used as media of having quiz or test to assess the students. It was developed by Norwegian developer in which the users also free to select free or paid membership. If the users sign up freely, of course the features are not as widely available as the paid membership. Even though some special features are in price, the teachers still can utilize the free one to create an improvisation during the class.

This application provides some quiz types which the teachers can pick based on the intended materials or skills. It can be used for listening practice, cloze-text questions, short reading practice, and grammar test. The following pictures are the grammar practice that the teachers did in English class for dance department.

Picture 2. Screenshot of *Kahoot* application when conducting the grammar test (<https://kahoot.com/>)



Picture 2 shows the grammar questions and the number of percentage each question can be answered by the

students. In *Kahoot* the teachers can both provide answer options or blank answer. Since the application offers some forms of quiz, in that occasion the author tried basic theme in which the author put grammar questions and provide answer options. The percentage of answered questions reveals the level of difficulty faced by the students. It does help teacher to emphasize the theory that the students do not completely apprehend. The test results can be directly identified as in picture 3.

Picture 3. Screenshot of *Kahoot* results (<https://kahoot.com/>)



Picture 3 display the results of the test conducted by the author. Here the author can identify each students' score as well as their rank. Determination of the ranking is automatically processed by the application according to the accuracy and speed when answering the questions. The application can be accessed on <https://kahoot.com/>.

Quizizz

Similar to *Kahoot*, *Quizizz* is an online application founded by Quizizz Inc located in Bengaluru, India. It has features which are similar to *Kahoot*; thus, its function is also similar. It provides some forms of quiz to test the students' understandings about the material discussed in the class. The teachers can use this application to provide the students with listening practice, reading comprehension,

grammar tests, or writing practice. The following picture is one of the reading practices the author conducted in the English class for music department students.

Picture 4. Screenshot of quiz using Quizizz (<https://quizizz.com/>)



Picture 4 is the author's activity when teaching English to music department students. In this case, the author conducted reading comprehension practice for the children. The reading text was provided on the other screen, while the reading questions were put on Quizizz application. The topic of the reading was determined by the author, in which at that time the author gave the students a text about music challenge in modern era. The purpose of picking very specific topic is to boost the students' curiosity about their major. As curiosity rises, their motivation in engaging in class activities also becomes higher.

In this quiz, the author provided answer blanks, so that the students were encouraged to practice writing at

the same time. They must type their answer on the blank space provided. By using this media, the author can identify each student's skill in reading comprehension. The application also determines the ranking and gives the score for each students. As a result, it is easier for the teacher to observe the students' reading skills. The following picture is the example of the quiz result.

Picture 5. Screenshot of Quizizz result example (<https://quizizz.com/>)



As we can see in picture 5, apart from displaying the rank of the students, the application also shows the accuracy of the students' answers. By identifying this result, the teacher can be precise in determining which part to be re-discussed or re-explained before the class ends. The application can be accessed on <https://quizizz.com/>.

Linoit

Different from *Kahoot* or *Quizizz*, *Linoit* is a visual media developed by Asteria company located in Tokyo, Jepang. Basically, this web application is not directly intended for educational purposes, but it can be utilized as media in language teaching and learning. Teachers can drive the students' critical thinking, idea brainstorming, and easy expressions of arguments without being ashamed or afraid as they do not need to directly

speak in front of the public. While teachers can type down questions or instructions on “sticky notes” provided on the website in which all the students can read those notes, then can directly type their ideas or opinions related to what being asked or instructed. Furthermore, the students can access the notes wherever and whenever they want as long as they have the link. The following figure is the example of what the notes appear on website. → specific example → the link of the website *Linoit* where Picture 6 is taken should be provided (right here or better at Picture 6)

Picture 6. Screenshot of the students’ writing on *Linoit* (<http://linoit.com/>)



Picture 6 demonstrates the appearance of the notes created by the students. In this occasion, the author instructed dance department students to watch modern dance video on *YouTube* and asked them to write their perspective and analysis about the video. The fact is that all students in the class participated to share everything coming on their mind and they can have a look on each other’s opinion. As they write by themselves about their opinions, this kind of activity can encourage them to be more critical of a phenomenon and more expressive in delivering their perspectives. This activity also can be followed by oral discussion in which the teacher becomes the moderator and let the students discuss their perspectives on their friends’ opinions.

As a result, this learning media is highly supportive for upgrading the students’ writing and speaking skill at the same time. The application can be accessed on <http://linoit.com/>.

Wordwall

Wordwall is another online educational game which can be a tool in language teaching and learning. The game is founded by a company called Visual Education located in Dorset, United Kingdom. As its name bears, this website application is exactly intended for supporting language learning and teaching. By using this application, the teachers can give practices to the students and the students perform the activity according to the instructions. When observing the class, the author found that the students were highly motivated to finish the game which automatically triggers them to think seriously. The author used this application to enhance the students’ array of English vocabulary by conducting several practices by using different forms each meeting. While playing the game, the students also tried to analyze the context of the sentence, so that it not only supports them to learn new vocabulary, but it also leads them to use those vocabulary items in appropriate context. The following picture is the example of vocabulary building using *Wordwall*.

Picture 7. Screenshot of vocabulary practice on *Wordwall* (<https://wordwall.net/>)



Picture 8. Screenshot of vocabulary practice on *Wordwall* (<https://wordwall.net/>)



Picture 7 and Picture 8 have the same model and purpose – vocabulary building, but they have a distinguished style. The application provides several styles, so that the teachers can make the practice vary. The results are displayed in the form of ranking which can be identified by the teachers. Picture 9 will show the example of the results.

Picture 9. Screenshot of the results of *Wordwall* game (<https://wordwall.net/>)



Picture 9 shows the ranking of the students playing a vocabulary game. In this case, the author did this kind of activity in an English class for puppetry department student. Since most of the class member were boys, they were highly eager in playing the game. As a result, without being realized, they learned more English vocabulary while having fun. The

application can be accessed on <https://wordwall.net/>.

Mentimeter

Basically, it is an online application for presentations founded by a Swedish company located in Stockholm, Sweden. However, this application can also be used for language and teaching purpose. The teachers can present their material through this website and they can encourage their students to deliver their responses. It helps the students to have critical thinking when they are directed to analyze something and provide them a tool for expressing ideas without being afraid of making mistakes just like when they do it orally. The following image is the example of an activity done with *Mentimeter*.

Picture 10. Screenshot of Brainstorming activity using *Mentimeter* (<https://www.mentimeter.com/>)



Picture 10 is one of the examples of the activity to encourage students to brainstorm ideas related to the materials provided by the teachers. Here the author asked the music department students of an English class to deliver their notions about a reading text about music. During the class, the students actively engage and share their arguments. After sharing the arguments, the author led the students discuss the ideas they had shared with their friends. Thus, they were urged to

practice both writing and speaking skills. The website can be accessed on <https://www.mentimeter.com/>.

YouTube

This media has been spread all over the world and the number of users has rocketed in the last decades. It is not only an entertaining video sharing platform, but also provides unlimited space for educational purpose. Language teaching and learning activities can take advantage of this media, for this media supports not only one skill, but also all other English skills. The students can learn from *YouTube* for listening, speaking, or grammar practice. The versatility of this media offers perfect effectiveness for teachers and students. For instance, during the semester, the author used *YouTube* as the materials to be discussed with the students. The discussion can be directly in the class or the students can do it themselves and with their friends. The author not only shared the video or the link to the students while the class was running, but also attached the video link on the digital book. By applying this, the students got an ease for studying individually everywhere and at any time. Please have a look on the following figure.

Picture 11. Screenshot of English digital book for dance department students (<https://heyzine.com/flip-book/41c48c3c80.html>)



Picture 11 gives more explanation of *YouTube* application in English teaching and learning. Teachers can put the video exactly on the book where students can play the video, then the teachers instruct the students to discuss the video. The author of this study applied this kind of teaching method to encourage the students broadening their perspectives and train them to speak English properly. During the semester, the author noticed that the students were attracted to this kind of activity, resulting in their active participating in speaking English.

Duolingo

It is an educational application operated on smartphone founded by an American developer located in Pennsylvania, United States. The author found that the students use this application for self-learning. Since the application is designed for individual practice, teachers can encourage students to have self-learning by using *Duolingo*. In this application, the students can practice listening, reading, writing, speaking, and also grammar. They can select the English level they need to learn. The following is an example of *Duolingo*.

Picture 12. Screenshot of *Duolingo* application
(<https://www.duolingo.com/>)



Picture 12 displays one of the questions provided by *Duolingo* of basic English. When using the application, the learners can choose the level ranging from beginner, intermediate, to advanced. The materials offered are gradually more difficult by the time the players will have finished the challenges of the games.

Students' Efficacy

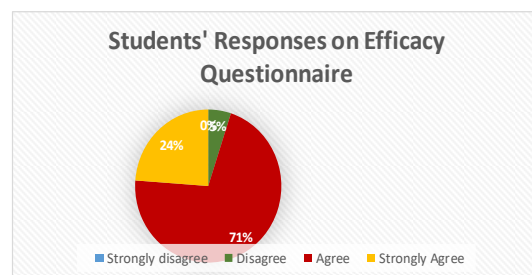
In this study, the author gained quantitative results of students' efficacy displayed in the form of diagram. It is found that the results are interesting since the students are millennials and they have their own preferences in learning English in this digital era. The explanation of students' efficacy results is divided into two points. The first talks about the students' responses on the efficacy questionnaire and the second is the level of the efficacy.

Students' Responses on Efficacy Questionnaire

According to quantitative data of questionnaire responses, the author identified that all the students

becoming respondents stated they believe that digital-based learning media help them to enhance their English skills. Moreover, according to the questionnaire and the interview of some participants, they do have higher motivation to learn English and are engaged in class activities when the teacher uses digital learning media. The data of students' responses can be observed in the following chart.

Picture 13. The Diagram of Students' Responses on Efficacy Questionnaire
(<https://forms.gle/ma7nC5sKG75DVF Mm6>)



The chart shows that the highest number of students' being agree on the effectiveness of digital learning media utilization in language learning and teaching is 71%. Those who strongly agree on those notions is 24%, which is almost a quarter of the total respondents, and those who disagree on the notion is 5%. Out of 60 respondents, no one chose option "strongly disagree". It means that the major population do obtain many benefits of teachers applying learning media in classroom or they use them by themselves. As there is no data stating "strongly disagree", it can be said that only very few number of students do not attain maximally the use of the media. During the learning process, even those stating that they disagree

still consider the effectiveness of digital-based learning media.

The previous chart as well as the explanation is the summary of the whole questionnaire questions. However, the author would like to discuss the specific results related to the responses. Interesting implication the author can drive based on the data is that the highest percentage showing that the students are strongly sure after they had taken English classes in which the teacher involved digital-based learning media, they consider that their English proficiency is up one or two levels in all the 4 skills, i.e. listening, reading, writing, and speaking. When being interviewed, some students confess that they learn many more English vocabulary items, leading to the improvement of their writing skill and listening skill. This claim is based on the preference of the students' choosing "agree" on statement "After taking English course using digital-based learning media, my English skill rises up", which is approximately 78.3%.

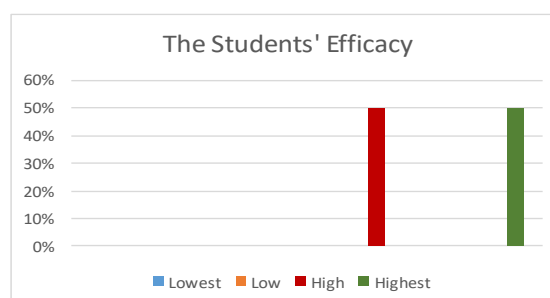
In addition to preference "agree", the highest number of respondents' preference on option "strongly agree" is when they choose answer on statement "I feel happy and enjoy English class if the teacher uses media digital in learning process. The number of this proportion is 33.3% which means that digital-based learning media not only emerge students' efficacy on learning English, but also boost students' motivation. Since motivation and efficacy has close relationship related to learners' success on language learning, they function together to encourage the students' to attain the goal. It can be simplified that the higher the students' motivation, the higher the students' efficacy, and

automatically the higher the students' chance to particular learning achievement.

Students' Efficacy Level

After analyzing the data of 60 respondents, the author found that the efficacy level of the students towards the use of digital-based learning media is high. All the quantitative data driven from the efficacy questionnaire exactly show that all the students who had taken an English class in the last semester and have experiences of digital-based media use while learning do have high self-efficacy. It can be identified in more obviously in the following graph.

Picture 14. The Diagram of Students' Efficacy Level
(<https://forms.gle/ma7nC5sKG75DVF Mm6>)



According to the diagram, it can be seen that among 60 students becoming respondents, 50% have high efficacy level and 50% have highest level. There is no student having low or even the lowest efficacy level. This fact is a proof that millennials do have their own preferences in learning language. As we know that they use digital technology tools such as smartphone or laptop all day long in their daily life. This kind of habit eventually alter their preferences while learning. If they are invited to be engaged in conventional

way of learning such as only paper-based materials or traditional learning method like teacher-centered one, they will completely be bored and quit from the activities. Even though they attend the class, they do not give their full mind on learning activities. In contrast, when they are provided with digital media, all of them actively engage in class activities. When they need to self-learn, they can explore unlimited materials which vary, so that they can choose what things to learn from and how to learn particular materials.

DISCUSSION

According to the results that the author found, digital-based learning media contribute significantly to students' efficacy in learning English as a foreign language. In the eight media the writer has discussed in the previous part, the author examines that they are highly effective in supporting the teaching and learning process. Not only can the teacher improvise learning activities in the classroom, even outside the class, but the students also can explore the materials thoroughly, including when they do self-learning. What the author finds is closely related to the previous studies in which the students are encouraged to do self-learning when they use digital media. Besides, the effectiveness also appears when the media used by the teachers are interactive, so that the students are able to improve their language skills.

Among those media, the author identify that some media are effective for English skill practicing, other ones are suitable for providing the materials to millennial students, and the others are perfectly supportive for students' individual learning. Those providing enthusiasm-driving activities are *Kahoot*, *Quizizz*, and *Wordwall* in

which they motivate the students to be involved in skill exercises. Since the students consider this kind of activities as an enjoyment, they willingly do the whole exercises and are enthusiastic to discuss the exercises. The ones which meet the needs of millennial students in learning are the materials provided in the form of *Heyzine flipbook*, *Mentimeter*, or *Linoit*. The students are automatically urged to do critical and brainstorming activities. In addition, since *Youtube* or *Duolingo* offer ease for the students to learn by themselves, they state that *Youtube* does help them a lot in improving English skills with unlimited videos they are attracted to watch. Some of the media that the author finds are similar to the findings of the previous studies. Some previous researchers revealed that YouTube and Quizizz are effective in boosting students' motivation and language skills. It is the same as in this study in which the author involve YouTube and Quizizz as media for enhancing students' English skills.

Furthermore, talking about millennials and digital-based media, both have very close relationship. What the author had found leads to a discussion that millennial students' efficacy in learning English is affected by those media. The numerical data shows that class activities using digital-based media raise their efficacy and their efficacy of English reciprocally comes up. However, some students did not know whether those media could help them to learn English. It happened since each student had various learning strategies. Further investigation was done and it is found that the media do not meet their learning strategy as they are more comfortable with conventional media than digital ones. Even though there are some students

standing in this way, since the proportion is numerically low, it can be said that those digital media are effective to teach English as a foreign language.

CONCLUSION

In this world of technology, digital-based learning media is countless. As the author conducted this study specifically in the theme of learning media for teaching English as a foreign language to performing art students, the author found eight digital media – *Heyzine, Kahoot, Quizizz, Linoit, Wordwall, Mentimeter, Youtube, and Duolingo*. All of them are proved to be highly beneficial, helpful, supportive, and effective to be implemented in teaching and learning process. As those media were engaged during English class in the last semester in 2022/2023, both the teacher and the students obtain advantages from those media. Additionally, in relation to the use of those digital media, those media significantly contribute to the effectiveness of learning activities. As a result, the students' efficacy of learning English is eminently high owing to those media.

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