

The Utilization Of Technology As A Learning Media To Improve English Language Skills

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Abstract: The development of globalization has greatly influenced various aspects of life, including education. One of the main challenges faced by the education sector today is improving students' English language skills to enable them to adapt and compete in the global era. Technology serves as an important tool to support the learning process, making teaching and learning easier, more engaging, and more efficient. Through various technology-based media, students can develop the four core English skills which are listening, speaking, reading, and writing. This study uses a descriptive qualitative method based on literature reviews and previous relevant research. The findings indicate that the use of technology creates an interactive, enjoyable, and flexible learning atmosphere. Technologies such as interactive multimedia (YouTube, films, vlogs, video-based learning, and interactive PowerPoint), mobile learning applications (audiobooks, podcasts, Duolingo, text-to-speech tools, voice recorders, Padlet mobile, Oxford Online Dictionary, and e-books), and virtual reality media (virtual simulations, educational games, and interactive digital environments) have been proven effective in improving students' English proficiency. Moreover, Learning Management Systems (LMS) like Moodle, Google Classroom, Edmodo, Padlet, Zoom, and Google Meet strengthen teacher–student interaction. The use of technology not only enhances language skills but also increases motivation, independence, and cultural understanding. Overall, technology plays a crucial role in improving the quality and effectiveness of English language learning in the digital era.

Keywords: Technology, Learning Media, English Skills

Introduction

Technology has had a broad impact on various aspects of human life due to its significant role in simplifying, accelerating, and increasing efficiency in many activities, including education. It not only improves the quality of education but also makes learning more engaging, relevant, and effective. The use of adequate technology in the field of education can improve teacher performance and the learning process (Kusmiati & Tobing, 2024). Technology allows teachers to deliver lessons interactively and enables students to access lessons anytime and anywhere. Additionally, it connects them to resources worldwide and encourages more creative learning methods. (Afriantoni et al., 2025)

Education that integrates technology combines digital tools, online platforms, and multimedia resources into the teaching and learning process. The use of technology based learning media can increase students' interest and motivation in learning activities and help students to more easily understand and master learning material (Mesra et al., 2023). It creates an interactive learning environment and enriches students' learning experiences. Student-centered approaches, online collaboration, and easy access to information and learning sources are now becoming key trends in modern education (Ryan Gabriel Siringoringo & Muhamad Yanuar Alfaridzi, 2024). Therefore, utilizing technology in education is believed to improve learning quality and make it easier for students to understand the lessons.

There are four essential English skills which must be mastered by students : listening, speaking, reading, and writing. These skills can be developed through technology. Technology-enhanced learning provides access to far more extensive information than textbooks. It not only supports students in enhancing listening skill but also enhances their knowledge towards cultural contexts and enables them to understand the information through various media and learning channels.

In today's digital era, where nearly all aspects of life are connected to the internet, the role of technology in English language teaching cannot be ignored. Various media such as videos, podcasts, digital worksheets, e-learning platforms, learning apps, and websites have become essential tools supporting English instruction. Teaching English as a second language is challenging because it is influenced by multiple interrelated factors. Therefore, teachers must invest time and effort in selecting the most effective and relevant methods for their students' needs. Modern technology has transformed not only daily activities but also the ways students develop their language proficiency. Nowadays, technology has become an integral part of interactive, engaging, and adaptive English learning along with the development of the times.

Based on the phenomena and urgency described above, this study identifies an existing gap that needs to be addressed. Although numerous studies have explored the use of technology, there is still a lack of comprehensive synthesis that classifies relevant technologies for each language skill. Therefore, grounded in this background,

the present study aims to systematically identify the types of technologies used to enhance the quality and effectiveness of English language learning.

Methods

This study employs a descriptive qualitative method with a literature review approach. Data were collected through a systematic review of various relevant references, primarily scientific journal articles and conference proceedings aligned with the objectives of the study. To ensure the reliability and validity of the findings, strict criteria were applied in selecting sources: the references were limited to publications from 2020 to 2025; obtained from academic databases such as Google Scholar, ERIC, ScienceDirect, Garuda, and nationally indexed SINTA journals. Keywords used in the search process included “Technology in English Language Learning,” “Technology and English Language Skills,” and “English Language Teaching Technology” In addition, content relevance served as a key requirement, where each article had to focus on the implementation or analysis of technology aimed at enhancing one or more of the four English language skills (listening, speaking, reading, and writing).

The subjects and objects of this research are previous studies contained within the selected literature. The data analysis procedure used is Narrative Synthesis, beginning with the extraction of key data from each article, followed by the construction of a comparative matrix to systematically classify the types of technology according to the language skills being developed. Subsequently, thematic analysis was conducted to interpret and categorize the findings based on emerging themes. The final step was synthesizing the results, which involved summarizing and integrating the findings from all selected literature to produce a comprehensive conclusion regarding the types of technology and explanations of their application in English language learning.

Result And Discussion

Some research findings show that technological advancements have had a major impact on improving English learning quality. Technology-based media and digital tools are not only aids but integral elements that encourage active engagement, motivation, and students autonomy. Technology presents various forms of media that are tailored to the four main English language skills, specifically speaking, listening, writing, and reading so that each skill can be developed more effectively and enjoyably.

In developing speaking skills, various studies have shown the effectiveness of using audiovisual-based media such as YouTube and English-language films. Through film-watching activities, students not only gain exposure to natural pronunciation and intonation but also learn to express ideas and communicate in English contextually (Akmal et al., 2022); (Mutiara Anindyta et al., 2024). Theoretically,

the idea of this effectiveness can be understood through Bandura's Social which explains that learners acquire new abilities by observing and imitating authentic language-use models as presented in films (Firmansyah & Saepuloh, 2022). In addition, the use of applications such as Duolingo and platforms like text-to-speech and voice recorders has also been proven to increase students' confidence in speaking and helping them improve their pronunciation (Herlina et al., 2021); (Ningsih & Andayani, 2024). These applications allow students to practice independently anytime and anywhere, making the learning process more flexible and personalized.

Technological innovation has brought big, new changes to how students learn English as a Foreign Language (EFL). Using Virtual Reality (VR) and Augmented Reality (AR) creates a deep, interactive learning environment. This is a very effective tool for improving students' speaking skills. Through realistic practice conversations, students can greatly improve their pronunciation, fluency, and understanding of the language (Ramadiyana, 2021); (Mohammad et al., 2021). Also, Augmented Reality (AR) has great potential for making learning fun and effective, especially for increasing vocabulary knowledge in elementary school students. This is done by creating educational AR apps that make it easier for students to memorize object vocabulary in English by showing them 3D objects that look real (Adelita et al., 2024).

Meanwhile, in the aspect of listening skills, various media such as podcasts, radio news, mobile-based audiobooks, and multimedia technology serve as effective tools to enhance students' comprehension of spoken language (Maulina et al., 2022). Through these media, students can listen to various accents, speech styles, and conversational contexts, all of which contribute to improving their auditory abilities. A research by Putri & Winanda (2025) emphasizes that video-based learning, which integrates visual and auditory elements, can create a multimodal learning experience that strengthens students' comprehension and engagement in the learning process. The effectiveness of this multimodal medium aligns with Mayer's Principles of Multimedia Learning, which state that the combination of images and text (or audio) is more effective than using a single element alone, as it allows information to be processed through dual channels (visual and auditory) in working memory (Rahayu et al., 2024).

In developing writing skills, web-based media such as Padlet and tools like graphic organizers have proven effective in helping students organize ideas and structure of their writing more systematically (Widyaningrum & Maili, 2023). Through these media, students can express their ideas creatively while also receiving direct feedback from teachers and peers. Furthermore, digital learning platforms such as Google Classroom and Edmodo provide collaborative spaces that encourage active interaction between students and educators in the writing process. Using digital graphic organizers helps organize information easily, following the idea from cognitive learning theory (like Piaget's). This is because seeing the information visually makes

it simpler for the brain to save and recall those ideas from long-term memory (Rehalat, 2016).

For reading skills, the use of media such as blogs, online news, and the Oxford Online Dictionary can help enrich vocabulary and improve students' reading comprehension (Nida et al., 2025). By reading authentic online sources, students are exposed to various language structures, cultural contexts, and current topics that broaden their knowledge. In addition, educational games or activities also help increase students' motivation and engagement to make the reading process more enjoyable. Authentic content and games in reading activities support the Communicative Language Teaching (CLT) approach, which emphasizes the use of language in real-life situations, while also leveraging students' intrinsic motivation through gamification (Ashila et al., 2024).

From a strategic perspective, various studies highlight the importance of aligning learning media with students' needs and characteristics in the digital era. (Hadijah, 2020) emphasized that technology-based learning media such as PowerPoint slides, videos, films, and virtual games are considered the most interactive and educational by students. Similarly, (Inggris et al., 2025) found that the use of educational applications, learning videos, and interactive games can enhance learning effectiveness while also encouraging students to learn independently. This learning autonomy aligns with the concept of Self-Regulated Learning (SRL) facilitated by technology, in which students have control over the pace and sequence of their learning (An et al., 2021).

Digital platforms such as Google Classroom, YouTube, Moodle, Zoom, WhatsApp, Video Blogs, and Instagram have also been proven to enhance students' engagement and creativity in learning English (Nurkhasanah & Mahrusi, 2025). Through these platforms, learning becomes more flexible, as students can study synchronously through virtual face-to-face meetings on Zoom or Google Meet, or asynchronously by accessing digital modules and learning videos (Soro et al., 2024). This strategy makes the learning process feel more dynamic and better suited to students' individual needs.

In addition, multimedia-based learning has great potential in developing students' motivation and interest in learning (Rispatiningsih, 2022). By providing broad access to digital learning resources, students become more active and engaged in a students-centered learning process. This is in line with the findings of (Marlina et al., 2023), which emphasize that technology-based learning can save time, increase efficiency, and strengthen students' communication competence.

Support for the integration of technology in learning is also reinforced by the findings of Xie (2020) and Solihin et al., (2024) which state that information technology (IT) facilitates access to learning resources, provides interesting multimedia content, and enriches students' learning experiences through interaction with a wider range of resources. However, integrating technology into English instruction in Indonesia

inevitably faces practical challenges rooted in the local context. Rasman (2021) notes that students still face problems such as limited internet access, high data costs, and a lack of supervision from teachers and parents. These connectivity issues are especially challenging in Indonesia's remote 3T regions, where large video files or interactive apps require expensive data. Therefore, technology use in education must be planned wisely to ensure equal access for all students. The details of these findings are presented more clearly in the following table:

Table 1. The Effectiveness of Technology Utilization in Enhancing English Language Skills (2020–2025)

No	Technology/Media Used	Language Skills Improved	Form of Effectiveness	Reference
1	<i>Podcast, Radio News, Mobile-based Audio Books, Multimedia technology</i>	Listening	Enhances the ability of spoken language comprehension, exposes learners to various accents, speaking styles, and various conversational contexts, and strengthens auditory ability.	Maulina et al., (2022)
2	Video-Based Learning (Integrating Visual and Auditory Elements)	Listening	Creates a multimodal learning experience that enhances students' comprehension and engagement.	Putri, F. F., & Winanda, V. S. (2025)
3	YouTube, English-Language Films (Audiovisual)	Speaking	Provides explanation to natural pronunciation and intonation, and helps students to learn to express their ideas and communicate contextually.	Akmal et al., (2022); Mutiara Anindyta et al., (2024)
4	Duolingo, Text-to-Speech, Voice Recorder	Speaking	Enhances students' confidence in speaking and helps them in improving pronunciation; allows	Herlina et al., (2021); Ningsih & Andayani, (2024)

			flexible and personalized independent practice.	
5	Virtual Reality (VR) and Augmented Reality (AR)	Speaking	Helps memorize vocabulary, pronunciation, fluency, and language comprehension, driven by the immersive and interactive environment created for real conversation simulations	(Ramadiyana, 2021); (Mohammad et al., 2021); (Adelita et al., 2024)
6	<i>Blog</i> , online news, Oxford Online Dictionary (Digital dictionary)	Reading	Helps enrich vocabulary and improve reading comprehension; exposes students to authentic online sources, language structures, cultural contexts, and actual topics.	Nida et al., (2025)
7	Educational Games	Reading	Increases students' motivation and engagement in reading activities in a more enjoyable way.	Nida et al., (2025)
8	Padlet, <i>Graphic Organizer</i>	Writing	Helps students to organize ideas and writing structures more systematically, encourages creative expression, and facilitates direct feedback.	Widyaningrum & Maili, (2023)

9	Google Classroom, Edmodo (Digital Platform)	Writing	Provides a collaborative space that encourages students to have active interaction between students and educators in the writing process.	Widyaningrum & Maili, (2023)
10	PowerPoint <i>slides</i> , Video, Film, Virtual games	All language skills (Integrated)	Considered as the most interactive and educational by students.	Hadijah (2020)
11	Educational Applications, Learning Videos, Interactive Games	All language skills (Integrated)	Enhances learning effectiveness while encouraging students to learn independently.	Inggris et al. (2025)
12	Google Classroom, YouTube, Moodle, Zoom, WhatsApp, Video Blog, Instagram	All language skills (Integrated)	Enhances students' engagement and creativity; makes learning more flexible (synchronous through virtual meetings or asynchronous through access to digital modules/videos).	Nurkhasanah & Mahrusi (2025); Soro et al. (2024)
13	Multimedia/ICT-Based Learning (<i>ICT = Information and Communication Technology</i>)	All language skills (Integrated)	Develops students' motivation and interest in learning, saves time, increases efficiency, and strengthens communication competence. Facilitates access to learning resources and provides engaging content.	Rispatiningsih, (2022); Marlina et al. (2023.); Xie (2020); Solihin et al. (2024)

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Overall, the findings from these various studies indicate that the integration of technology in English language learning has a significant positive impact on the mastery of the four main skills: speaking, listening, writing, and reading. Technology not only enriches the learning experience and improves academic outcomes but also fosters students' motivation, independence, and confidence in using English. With the continuous advancement of digital innovations, future English language learning is expected to become increasingly interactive, adaptive, and learner-centered, in line with the demands of 21st-century education.

Conclusion And Suggestions

Based on the findings and discussion, it can be concluded that the utilization of technology in English language learning has made a highly significant contribution to improving students' language proficiency. The integration of technology has transformed the learning paradigm from traditional, passive methods into a more interactive, collaborative, and student-centered learning process.

There are four main types of technology that play the most significant roles in developing English language skills, namely :

1. Interactive Media are resources that combine audio, visual, text, and user interaction elements simultaneously to enhance students' motivation and comprehension, such as YouTube, films, video blogs, multimedia video learning, and interactive PowerPoint.
2. Mobile Learning is mobile device-based learning media (smartphones/tablets) that allow students to learn anytime and anywhere, such as mobile-based audiobooks, podcast applications, Duolingo, text-to-speech apps, mobile voice recorders, Padlet mobile version, Oxford Online Dictionary (smartphone access), and e-books.
3. Virtual Reality (VR) and Augmented Reality (AR) create an immersive and interactive learning environment that directly enhances students' speaking skills through realistic conversation simulations, which in turn sharpens their pronunciation, fluency, and language comprehension. Furthermore, Augmented Reality (AR) specifically shows great potential in vocabulary acquisition for elementary school students, where AR-based educational applications facilitate the memorization of object vocabulary by displaying objects in a realistic 3D format.
4. Learning Management System (LMS) is a platform used to manage, organize, and facilitate structured online learning, such as Moodle, Google Classroom, YouTube (via LMS), Edmodo, Padlet (via LMS integration), Zoom, and Google Meet.

Thus, the balanced integration of these four types of technology can create a comprehensive, flexible, and student-centered English learning ecosystem, while also supporting the continuous development of the four language skills.

To ensure the optimal implementation of technology-based English language learning, several suggestions can be proposed as follows:

1. For teachers and educators, it is important to enhance digital competence through continuous training in order to creatively and effectively integrate technology into the learning process. Teachers should also adapt learning media to the characteristics and needs of students in order to maximize learning outcomes.
2. For educational institutions, it is recommended to strengthen technological infrastructure, such as internet networks and digital learning devices, so that all students can have equal and fair access to learning media.
3. For students, it is important to develop awareness of using technology not only as a means of entertainment but also as a tool for self-development and language skill improvement. Independent learning and good time management are key factors in achieving success in technology-based learning.
4. For future researchers, it is expected that there will be a deeper empirical studies conducted on the effectiveness of each type of technology in the context of English language learning. Further research may also explore aspects such as students' motivation, perceptions, and learning outcomes from quantitative as well as mixed-method perspectives.

Overall, the utilization of technology in English language learning is a strategic step toward realizing an education system that is adaptive to the developments of the digital era. With the support of teachers, institutions, and appropriate educational policies, technology-based learning innovations will continue to contribute to the improvement of education quality in Indonesia.

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