



Narrative Review: Digital Media in English Language Learning

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Abstrak

Media pembelajaran digital merupakan salah satu alat yang dapat dimanfaatkan sebagai perantara dalam proses pembelajaran untuk mengkomunikasikan informasi dari guru kepada siswa. Media pembelajaran digital sangat penting untuk meningkatkan kemampuan belajar bahasa Inggris siswa. Media pembelajaran digital mendorong partisipasi aktif dan merangsang rasa ingin tahu tentang apa yang diajarkan guru. Pandemi Covid-19 membuat peran media pembelajaran digital semakin nyata. Penelitian ini menggunakan metode tinjauan naratif untuk mengidentifikasi dan merangkum artikel jurnal yang telah dipublikasikan sebelumnya. Data berupa artikel dikumpulkan menggunakan aplikasi Publish or Perish. Data tersebut kemudian disortir berdasarkan kriteria yang ditentukan. Peneliti memperoleh 19 artikel yang layak untuk ditinjau. Peneliti meninjau dan menemukan bahwa jenis media pembelajaran digital yang paling umum digunakan dalam mata pelajaran bahasa Inggris SMA adalah Google Classroom, YouTube, Moodle dan Zoom, WhatsApp, Edmodo, Video Blog, dan Instagram. Platform ini terbukti dapat meningkatkan keterlibatan siswa, hasil belajar, dan kreativitas. Analisis komprehensif tentang penggunaan media pembelajaran digital dalam mata pelajaran bahasa Inggris SMA memberikan wawasan bagi para pendidik dan pembuat kebijakan, yang menekankan pentingnya mengintegrasikan platform ini ke dalam lingkungan belajar. Penelitian lebih lanjut dapat membahas penggunaan media digital dalam pembelajaran mata pelajaran lain seiring dengan perkembangan teknologi.

Kata Kunci: Tinjauan naratif, media pembelajaran digital, bahasa Inggris

Abstract

Digital learning media is a tool that can be utilized as an intermediate in the learning process to communicate information from teachers to students. It is crucial to improve students' English language learning skills. It encourages active participation and stimulates curiosity about what teachers teach. The Covid-19 pandemic has made the role of digital learning media increasingly realistic. This study used a narrative review method to identify and summarize previously published journal articles. Data in the form of articles were collected using the Publish or Perish application. The data was then sorted according to the specified criteria. The researcher obtained 19 articles that were eligible for review. The researcher reviewed and found that the most common digital learning media types in high school English subjects were Google Classroom, YouTube, Moodle and Zoom, WhatsApp, Edmodo, Video Blog, and Instagram. These platforms have been shown to enhance student engagement, learning outcomes, and creativity. The comprehensive analysis of the use of digital learning media in high school English subjects provides insights for educators and policymakers, emphasizing the importance of integrating these platforms into the learning environment. Further research can discuss the use of digital media in learning other subjects along with technological developments.

Keywords: narrative review, digital learning media, English subject

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Introduction

The evolution of the world of technology is progressing rapidly and has grown in all aspects, especially in the education and learning world. Merta (2019) explains that the development of education is influenced by the increasingly modern IPTEK one of them so that the process of implementation of learning in the classroom is more varied and not boring. The use of learning media as a tool by teachers or schools must also take into account the environmental conditions and students so that its implementation can go well (Yusufhadi Miarso, 2004).

The significance of learning with the means available in the school gives a direct experience to the students in solving the problems that exist in learning independently. Therefore, the use of learning methods or media is essential so that students can learn actively (Ahmad & Mardiana, 2014; Jediut et al., 2021; Megawati et al, 2021).

Digital learning media is very helpful to educators in the teaching-learning process. (Hamid et al., 2020; Nurseto, 2012; Sumiati & Wijonarko, 2020). The use of media has proven to be effective in improving the English language learning skills of students in learning. The strategy uses a variety of learning media support tools to encourage more active students and stimulate curiosity about what teachers are taught (Ratminingsih, 2016). The development of Motion Graphic Video Media can enhance the active role of students in teaching-learning activities that will of course affect the increased learning outcomes (Khairunnisa & Ilmi, 2020; Saputra & Wibawa, 2020).

The application of learning technology has a major contribution to learning activities. Digital learning is a tool that can enable students to refine their skills according to the times and is designed to provide an opportunity to develop critical intelligence that can solve problems through collaboration and communication (Wijaya et al.,

2021). The urgent situation of the Covid-19 pandemic where learning requires online makes the role of digital learning media increasingly realistic. The use of digital media such as applications is necessary to support the learning process as a means of learning in the classroom (Fatimah, 2021; Garini et al., 2020).

Hasana Z.(2023)“Applying Digital In English Foreign Language Classroom At SMK TELKOM Malang” shows that the use of digital media has a positive impact and is very helpful in the learning process of teaching. Trisna Irianti (2021) with the title “The Students Perception On Using Digital Content In Learning English At SMAIT Ibnu Sina” concluded that learning English using digital content through YouTube makes students more interested and enjoyable in learning so it is easier to add vocabulary and train spoken language directly from the speaker. Nugroho (2022) concluded that the majority of English language education students had a very high involvement in learning using the WhatsApp app.

This study uses the method of narrative literature review. Library studies are a series that relates to collecting library data, reading, and recording, as well as processing research materials (Syafitri & Nuryono, 2020). The objective of the literature study is to find out the effects of the use of digital media in high school English learning, to know what kind of digital medium is used in High School English learning, and to study the results of previous research related to the research carried out. There has never been an article that reviews the use of digital media in English lessons in high schools. This research is important to do.

Method

The narrative review method aims to identify and summarize previously published journal articles, avoid duplication of research, and find new fields of study that had not been

studied (Ferrari, 2015). After the researcher selected and stated some eligible articles, the next step is data analysis. According to Amir Hamzah (2020), data analysis is the process of systematically searching for and compiling data obtained from the journal of articles that have been selected. Researcher analyzed data through several stages: topic determination, literary search, literature selection, data processing, and conclusion.

The strategy used in this study, the researchers searched for articles from journals using the Indonesian and English language relevant to the topic on Publish Or Perish. Keywords or keywords used according to the problem in the research are those related to "Using Digital Media" AND "English" AND "Higher Secondary School" using the year range of the last five years. (2017-2022). The researcher got 280 national and international related journals. Subsequently, the journals obtained will be sorted according to the inclusion criteria that have been set by the researchers to obtain the

journal that corresponds to the subject of the study of literature carried out.

The inclusion criteria are the criteria that must be met by each article to be taken as a reviewable article (sample). The exclusion criterion is the characteristic of articles that cannot be used as a sample. Here are the inclusion and exclusion criteria defined by the researchers as samples. The criteria for inclusion in this research are 1) National and international journals that are not related to the topics that will issue or exclude subjects that meet the inclusion criteria. 2) Digital media in English language lessons. 3) The impact of the use of digital media in the learning process. 4) Publications between 2017 and 2022 in English and Indonesian languages.

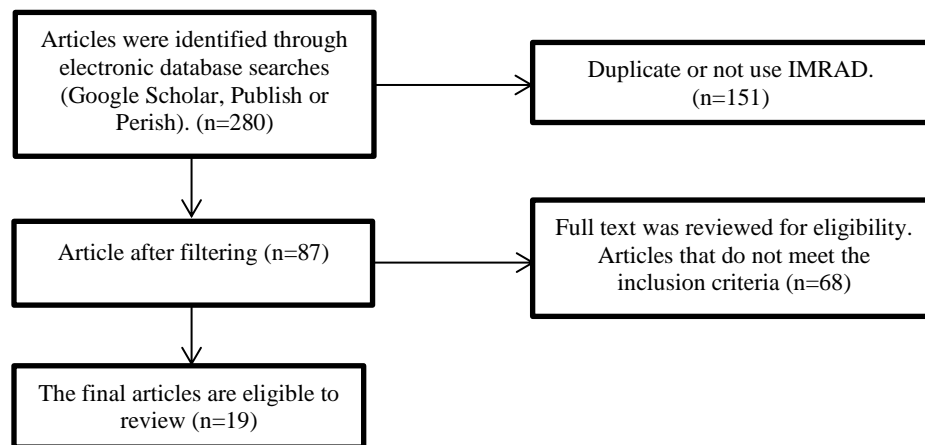


Figure 1. Literature Selection

Results and Discussion

The literature study carried out on this study was to find out the use of digital learning media in high school English subjects using

literature collection techniques. The accumulated literature is analyzed for this purpose. The description of research findings after collecting journals used accredited sites such as Google Scholar and Publish or Perish. We got 280

journals identified and carried out eligibility criteria. Then after that filtered in 151 journals, further excluded studies were obtained from 87 journals, and after that excluded studies again

based on inclusion criteria. So the total number of journals eligible for review is 19. The results of the study can be seen in the following table:

Table 1. Articles Eligible for Review

Reseracher s	Title	Year	Digital Learning Media	Sources
(Thoyib et al., 2021)	Penerapan E-Learning dengan Analisis Pengetahuan Alam Awal Terhadap Prestasi Belajar Bahasa Inggris Siswa SMK	2021	Moodle	https://journal2.um.ac.id/index.php/edcomtech/article/view/12781
(Hamidah et al., 2021)	Pemanfaatan Media Pembelajaran Berbasis Youtube untuk Meningkatkan Kualitas dan Kreativitas Guru Bahasa Inggris SMK	2020	Youtube	https://ojs.unpkediri.ac.id/index.php/PM/article/view/15216
(Syamsu & Hadijah, 2022)	Pembuatan Video Youtube Chanel Untuk Pembelajaran Bahasa Inggris di Madrasah Aliyah Kelas X.	2020	Youtube	https://abdira.org/index.php/abdira/article/view/99/pdf
(Susanti et al., 2020)	Perencanaan Pembelajaran E-Learning Bahasa Inggris untuk Pemula Berbasis Multimedia	2020	Moodle	https://journal.ikipgripta.ac.id/index.php/edukasi/article/view/1601
(Restika Dewi, 2021)	Penerapan Model Pembelajaran Discovery Learning dengan Media Zoom untuk Meningkatkan Kemampuan Membaca Pemahaman Bahasa Inggris pada SMK Negeri 1 Amlapura.	2021	Zoom	https://e-journal.stkip-amlapura.ac.id/index.php/jurnallampuhyang/article/view/276
(Yohannes Telaumbanua et al., 2022)	Pemanfaatan Aplikasi/ platform Pendidikan Berbasis Teknologi Digital Dalam Pembelajaran Bahasa Inggris di SMA.	2022	Google Classroom	https://bajangjournal.com/index.php/J-ABDI/article/view/1846
(Mahsunah, 2021)	Pembelajaran Bahasa Inggris Berbasis Literasi Digital Pada Masa Pandemi Covid-19.	2021	Google Classroom	https://ejournal.insuriponorogo.ac.id/index.php/qalamuna/article/view/1257
(Yusri et al., 2018)	Efektivitas Penggunaan Media Youtube Bebasis Various Approache dalam Meningkatkan Motivasi Belajar Bahasa Inggris.	2018	Youtube.	https://ojs.unm.ac.id/eralingua/article/view/6760/0
(Yuniarti & Ifadah, 2018)	Kefektifan Pegguaan Aplikasi Edmodo dalam Pembelajaran Bahasa Inggris Berbasis Online di Kelas X MIPA Negeri 9 Semarang.	2018	Edmodo	https://prosiding.unimus.ac.id/index.php/mahasiswa/article/view/186
(Christian et al., 2020)	Pembelajaran Bahasa Inggris Secara Daring Melalui Youtube.	2020	Youtube	https://journal.uib.ac.id/index.php/iall/teach/issue/view/132
(Novan et al., 2022)	Media Pembelajaran Toefl Melalui Zoom Meeting Selama Covid-19 di SMK Mahardika Batujajar.	2022	Zoom	https://journal.widyatama.ac.id/index.php/JIM/article/view/868
(Mulya & Aimah, 2020)	Persepsi Siswa Terhadap Penggunaan Aplikasi Google Classroom (GCr) Dalam Pembelajaran Bahasa Inggris.	2020	Google Classroom	https://prosiding.unimus.ac.id/index.php/semnas/article/view/664

(Wahyuniyati, 2021)	Penerapan Pembelajaran Daring dalam Meningkatkan Hasil Belajar Bahasa Inggris Siswa Kelas X MIPA 8 SMA Denpasar Tahun 2020/2021.	2021	Zoom	https://ojs.mahadewa.ac.id/index.php/widyadari/article/view/1126
(Gumelar et al., 2022)	Analisis Penggunaan Aplikasi Whatsapp dalam Pembelajaran Jarak Jauh (PJJ) Pada Mata Pelajaran Bahasa Inggris Seama Covid-19 di MA Persatuan Islam Persis 69 Mataram Jakarta.	2020	WhatsApp	http://www.jm.ejournal.id/index.php/mendidik/article/view/218/185
(Ananda & Mardiah, 2020)	Pemanfaatan Video Blog (Vlog) Sebagai Media Pembelajaran Speaking Pada Siswa SMA XI di Yayasan Nur Hasanah Medan.	2020	Video Blog	https://ejournal.bbg.ac.id/visipena/article/view/1195
(Irawan & Surjono, 2018)	Pengembangan E-Learning Berbasis Moodle dalam Peningkatan Lagu Pada Pembelajaran Bahasa Inggris	2018	Moodle	https://journal.uny.ac.id/index.php/jitp/article/view/10599
(Arsini et al., 2021)	The Process Of Teacher's Lesson Plan for Learning English through Google Classroom in the Senior High School.	2021	Google Classroom	https://ejournal.undiksha.ac.id/index.php/JPBI/article/view/40453/21196
(Rosmanah, 2021)	Peningkatan Motivasi Belajar Bahasa Inggris Materi Caption Menggunakan Media Instagram Siswa Kelas XII IPA 4 SMA Negeri Dawarblandong Mojokerto Tahun Pelajaran 2020/2021.	2021	Instagram	https://jurnalp4i.com/index.php/language/article/view/379/344
(Mujiyono, 2022)	Upaya Peningkatan Pengelolaan Pembelajaran Jarak Jauh Mata Pelajaran Bahasa Inggris Melalui Blended Learning.	2022	Google Classroom	https://jurnalilmiahcitrabakti.ac.id/jil/index.php/jil/article/view/646

Table 2. Types of Digital Media used

No	Media Digital	Frekuensi (jumlah)	Persentase (%)
1	Google Classroom	5	25
2	Youtube	4	20
3	Moodle	3	15
4	Zoom	3	15
5	WhatsApp	1	10
6	Edmodo	1	5
7	Video blog	1	5
8	Instagram	1	5

Based on Table 2 above it can be seen that the percentage of digital learning media types in the high school English language subjects is the most: use of Google Classroom = 25%, Youtube

= 20% and Moodle and Zoom = 15%, WhatsApp = 10%, Edmodo, Video Blog, and Instagram = 5%.

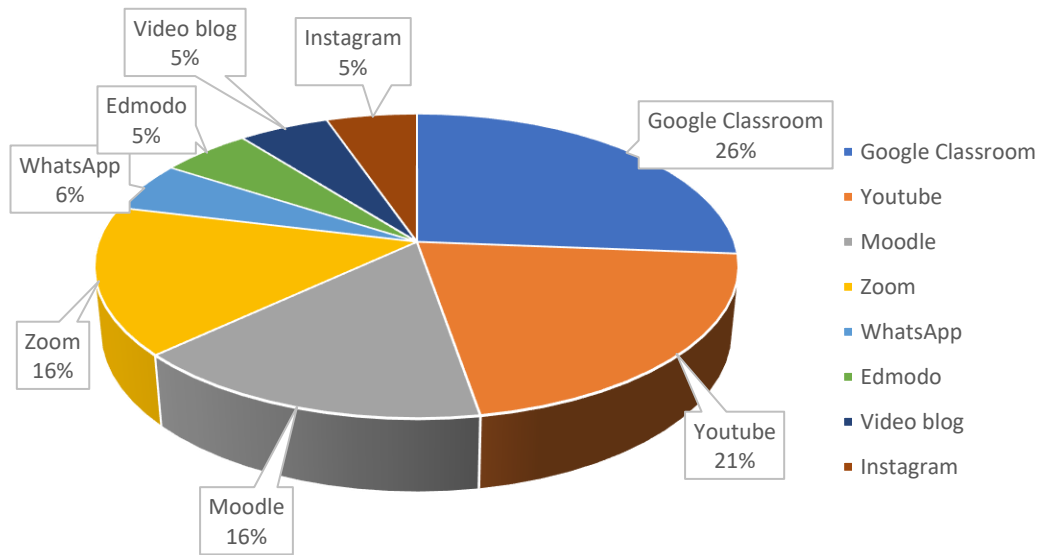


Figure 1. Diagram of Percentage of Learning Media Usage

Based on the above analysis diagram, it can be seen that the use of digital learning media in English language subjects is the most widely used Google Classroom. Google Classroom is highly recommended for use in learning in Indonesia as it is perfectly suited to today's learning environment. Google Classroom is a mixed learning space designed for every educational sphere. According to Gautama & Salamah (2020), the goal of Google Classroom is to solve the challenge of creating, sharing, and classifying any paperless task.

Google Classroom can be used for synchronized teaching using Google Meet or asynchronous teaching with Google Classrooms. Asynchronous learning allows students to use the material anytime and anywhere without any time limit. Google Classroom is a learning management system designed to simplify the creation, distribution, and evaluation of tasks. With all these points in mind, we decided to continue to use the Google Class app as a tool for online teaching and learning (Sheelavant, 2020).

Discussion

This study aims to study the use of digital learning media in High School English subjects. The method used is to study the literature of several journals as well as proceeding papers from 2017-2022. The results of the study are on the digital learning medium used in English courses in High School. The results are presented in tabulations and diagrams that make it easier for readers to know the percentage of the types of Digital learning media most commonly used in the High School Language Subjects of English.

Google Classroom

Google Classroom is an online mixed-learning application that teachers can use as educators and create online classes that can engage students with class code. In this application, teachers shared materials, and tasks and submitted tasks in file form by combining Google Drive for automatic creation and scheduling. Results from a study by Yohannes Telaumbanua et al. (2022) entitled "Usage of Applications/Digital Technology-Based

Education Platforms in English Language Learning in High School” showed that 88.00% of the 50 trainees was already able to operate the entire Google Classroom and Google Classroom.

Mulya & Aimah (2020) entitled “Student Perceptions Against the Use of Google Classroom Applications in English Language Learning”. It showed that the study had been carried out in class XI MIPA 7 SMAN 15 Semarang of 36 students who were samples in this study consisting of 16 male students and 20 female students. The results showed that 77.27% of students agreed to online/online learning that provided facilities for teachers and students in virtual classrooms, whether in task distribution, valuation, material, or virtual group discussion. Arsini et al. (2021) entitled “The Process of Teacher’s Lesson Plan for Learning English through Google Classroom in the Senior High School” indicated that the results of using Google Classroom met all the steps of teachers in developing English learning RPPs aimed at learning that involves students and from this study concluded suggestions for improvement and implementation of learning through online platforms.

Mahsunah (2021b) “Digital Literacy-Based English Learning at the Time of the Covid-19 Pandemic” The results of the research showed that limited face-to-face learning and digital literacy-based English language learning at Ma’arif Sidoarjo High School went very well concerning 3 digital literature developments. First, digital competence showed that all teachers and students had good skills in manipulating Internet-based digital skills in the learning process as well as student behavior in social media. Both digital devices (Digital usage) used by teachers in delivering learning, found other references such as images, videos, or texts related to the material. Third, digital transformation was seen in the teacher's creativity in developing teaching materials innovative learning media, and student creativity.

Blended Learning is a teaching-learning strategy that aims to learn by combining classroom-based/face-to-face learning with online technology-based learning. This was in line with the results of a study by Mujiyono (2022) entitled “Ensures to Improve the Management of Remote Learning in English Language Learning Through Blended Learning” with the findings showing that the application of blended learning can improve student well-being or student happiness in learning, with data showing cycle I ratio of student well being 72,5, increased in cycle II to 79.16 with good categories. The application of Blended learning may overcome student difficulties in mastering learning goals. This was seen from the increased rate of test results in cycle 64 increased to 71 in cycle II. The percentage of student learning satisfaction also increased in cycles I 64% and II 72.2 from%. The results of the analysis concluded that the use of blended learning could improve the well-being of students in distance learning.

YouTube

The popularity of YouTube is projected along with the growing number of users of YouTube. Such development is an opportunity for the world of education as a material of instruction. Here are the results of the analysis of the use of digital learning media YouTube Hamidah et al. (2021) with the title “Use of Learning Media based on YouTube to Improve the Quality and Creativity of English Language Teachers SMK” The results of such research in public service were that the English language teachers in SMKN 2 Kediri used the facilities of youtube as an effective English language learning medium and the media of youtube was very popular with pupils of the upper secondary level in particular pupils in SMKN 2 Kediri.

Syamsu & Hadijah (2022) entitled “YouTube Channel Video Buildings for English Learning in Madrasah Aliyah Class X” the results

of the research showed that many things to be considered in video making but short duration, interesting, and appropriate to the school curriculum were three important things. The results of this dedication would be carried out by the party and will be a benchmark in the development of video learning.

Christian, Aziz, et al. (2020) with the title "Learning English Online Through YouTube" the research concluded that the use of YouTube media helped students to feel comfortable and not bored in learning. Students could learn independently with materials that can be accessed through YouTube. The result was that students responded well to the material uploaded to YouTube, so they could improve their English language skills.

Yusri et al. (2018) entitled "The Effectiveness of Various Approaches in Improving the Motivation to Learn English" From the results of study it could be concluded that the use of YouTube-based media Various approaches can improve the motivation of students in learning. The research was carried out in two cycles, each cycle of which was conducted twice in meetings. In the initial test, the average learning motivation was 33.74, in the first cycle was 41.25, and in the second cycle 48.28. There's been a 14.54 increase. It showed that the use of YouTube media had an impact on increased student English learning motivation.

Moodle

This digital age marks that today's society has become a modern society. The habit of using Internet media indirectly gives users access to information, so it's no wonder the development and spread of language are going fast. The use of Moodle-based e-learning as a digital learning medium is very helpful and facilitates English teaching. As a result of a study by Thoyib et al. (2021) entitled "Application of E-Learning with Analysis of Early Natural Knowledge to English Learning Performance of SMK Students", the

results showed that there was a difference in the influence of student learning outcomes between classes using e-learning and conventional learning. However, there was no connection between the learning model and the student's initial knowledge of the learning outcome. So the research recommends that teachers combine conventional learning with e-learning.

Susanti et al. (2020b) entitled "English E-Learning for Multimedia Based Beginners Planning" the researchers used Moodle to implement learning applications with research subjects of high school students of the Tenth grade, in which researchers successfully designed learning applications that could be used as English language learning media for beginners with learning by doing themes. An application designed with hope could help the process of learning English, especially in reading, memorizing, and pronouncing vocabulary.

Research using E-learning from Irawan & Surjono (2018a) entitled "Development of Moodle-based E-Learning in Enhancing Songs on English Language Learning" from the study showed that the learning outcomes of students of X UPW 2 SMK Negeri 4 Yogyakarta were improved after using e-leaching. The effectiveness of the product on learning English on listening competence was demonstrated through an improvement in the known learning outcomes of the presentation of pre-and post-test evaluations of 17.19%.

Zoom

Zoom is an application that can be downloaded on your smartphone or accessed on a website. Zoom is a video game that can be done in groups with a maximum of 100 participants. There is zoom as a digital learning medium is a place of discussion that can be done remotely. Research results from Restika Devi (2021) entitled "Application of Discovery Learning Learning Model with Zoom Media to Improve the Reading Ability of English Understanding in

SMK State 1 Amlapura” showed an improvement in the reading ability of English understanding students of class XI PH 4 SMKN 1 Amlapura. At the initial reflection, the average reading skill of students in English understanding was 58 with a precision of 48%, increased to 70,40 with a precision of 80,76% in cycle 1, and at cycle 2 increased slightly to 71,11 with a presence of 81,48%.

The results of research from Novan et al. (2022) entitled “Toefl Learning Media Through Zoom Meeting During Covid-19 at SMK Mahardika Batujajar” showed that the use of media Zoom meetings facilitates online implementation where teachers and students were easier to access and use. The use of these media was expected to improve student learning outcomes even without face-to-face. The study aims to identify the TOEFL learning media through Zoom Meetings during the COVID-19 pandemic. The method used was qualitative descriptive. Subjects in this study were students of SMK Mahardika Batujajar.

Research results from Wahyuniyati (2021b) with the title “Using Online Learning in Improving English Language Learning Results Students of Class X MIPA 8 High School Denpasar Year 2020/2021” showed that the results of the research showed that the use of Zoom media and Google Classroom could improve the understanding of recount text material in students.

WhatsApp

WhatsApp is a messaging and calling app on a smartphone. Almost all smartphone users use WhatsApp as a service to communicate without limited space and time. WhatsApp also provides various features such as WhatsApp groups, and file sharing. The development of what is a learning medium can be used as a supporting process by keeping in mind its availability and effectiveness. The use of WhatsApp is expected to be a means of

communication that encourages and boosts learning motivation.

Following are the results of an analysis of the use of digital learning media for English language subjects in secondary schools by Gumelar et al. (2022) entitled "Analysis of the Use of WhatsApp Applications in Remote Learning (PJJ) on the Learning of English during the Covid-19 Epidemic at MA Islamic Association Exactly 69 Mataram Jakarta" and the result of the study the researchers concluded that using the WA group as a medium in the learning of English language during the covid19 pandemic in the students of the eleventh grade at MA Persis 69 Mataram Jakarta as a whole can be said to have been by the learning measures, but the future still needs improvement to learn more optimally.

Edmodo

Edmodo is not just a social media dedicated to educational enthusiasts, but Edmodo also provides special features for parents of students on this platform. Edmodo is very helpful in teachers' performance ranging from sharing tasks that can include various resources, assignments of quizzes or tests that can be done online, and value management.

Analysis results from (Yuniarti & Ifadah, 2018) entitled “Effectiveness of Edmodo Applications in Online English Based Learning in Class X MIPA State 9 Semarang”. The results of this study showed that 77% of the overwhelming students of MIPA X 6 had exercises to help students complete their tasks, many of them use the exercise as a means of searching for information and games. Edmodo improves student vocabulary through feature naming as well as its components and applications are both used for assignments and quizzes to show student progress in learning. Students are more likely to ask problems to teachers and friends. 50% of the students find it difficult to attach assignments from files (Doc,

PDF, Video, and Audio) to the Edmodo application, as long as this application requires an internet connection. Edmodo was very effectively used to learn English both reading, writing, and speaking online.

Video Blog

Video blogging is a form of information media in the form of videos that are simply packaged and operated online through the YouTube channel. Video blogging (vlog) today has become a trend with a very rapid increase. It's an alternative to digital media learning in English. Such as the findings by Ananda & Mardiah (2020) "Vlogs as Learning Media Speaking on High School Students of Class XI at Nur Hasanah Medan Education Foundation" results of the research showed that digital media video blogs (vlogs) succeeded in realizing learning more interesting improved student perception in increasing interest and interest in learning to speak.

Instagram

Instagram is a social media that allows its users to distribute moments in the form of photos or videos accompanied by descriptions. The caption or caption feature below the image describes the description of the image uploaded or uploaded to Instagram. The title feature can be practiced by students to write descriptions of images uploaded to their accounts. Another feature is a comment column that can be used as a teacher correction to the description written by the student. The next feature is the tag and the mention feature is useful to easily find the student's writing by marking the teacher's Instagram account in the image that is uploaded and the student can mention the name of the teacher's Instagram account.

Following a study from Yke Rosmanah (2021) entitled "Improving English Language Learning Motivation Materials Caption Using Media Instagram Students Grade XII IPA 4 SMA

State Dawarblandong Mojokerto Lesson Year 2020/2021" The results of this study in the first cycle obtained an average learning motivation of new students reached 67%, while the learning outcome of new pupils reached 74% in the second cycle the average study motivation increased to 82%, whereas the study output of 100% students has reached ≥ 67 . Thus, the use of Instagram in the Caption material in English language learning can improve the learning Motivation of pupils in the 12th grade IPA 4 SMAN 1 Dawar Blandong school year 2020/2021.

Conclusion

In conclusion, the narrative review method was employed to identify and summarize previously published journal articles related to the use of digital learning media in high school English subjects. The inclusion and exclusion criteria were meticulously applied to obtain 280 journals, which were then filtered and analyzed. The results revealed the prevalence of various digital learning media types, with Google Classroom, YouTube, Moodle, Zoom, WhatsApp, Edmodo, video blogging, and Instagram being extensively used.

The findings from numerous studies highlighted the effectiveness of these digital learning platforms. For instance, Google Classroom was shown to enhance student engagement and learning outcomes, while YouTube was found to improve the quality and creativity of English language teaching. Similarly, Moodle, Zoom, WhatsApp, Edmodo, video blogging, and Instagram were also documented to have positive impacts on the learning process and student motivation.

These digital platforms play a crucial role in modern education, offering diverse and interactive learning opportunities for both students and educators. The comprehensive analysis of the use of digital learning media in high school English subjects provides insights for educators and policymakers, emphasizing the

significance of integrating these platforms into the learning environment.

This study not only illuminates the prevalent use of digital media in education but also underlines the potential for further exploration and innovation in leveraging these tools to enhance English language learning. It calls for continued research and development to adapt and maximize the benefits of digital media in education, thereby fostering a more engaging and effective learning experience for students.

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