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Why English Teaching Truth on Digital Trends as an Effort for Effective Learning and Evaluation: Opportunities and Challenges: Analysis of Teaching English

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Abstract--This study aims to gain a comprehensive understanding of why foreign language teaching, especially English, believes in using digital trend applications to improve learning effectiveness and evaluation validity in the perspective of current opportunities and challenges. So, for this purpose, the step we take is to examine hundreds of scientific reports on teaching English in many international contexts to answer the questions above with valid and reliable principles. Because Indonesia is currently in the process of implementing restrictions on public movements to respond to Covid-19, we have decided that this study will depend on secondary data through a Google search engine on scientific journals such as Willey, Taylor & France, Google Book, ERIC, Sagepub, and other international journals. Our data is analyzed with an unusual approach: coding, evaluation, interpretation, and drawing of results that answer the problem of the study. Discussing the results, we found that teaching English believes in digital applications to improve teaching and evaluation effectiveness because these applications have proven to be

very innovative and effective in increasing the world's productivity globally. Hopefully, this finding helps develop future teaching studies.

Keywords--digital application, English teaching, foreign language, learning evaluation, publication review.

Introduction

The role of digital literacy is undeniable in all aspects of life, business, and education in today's modern era (Alexandar & Poyyamoli, 2014). The New Media Consortium. Because digital literacy is the knowledge and skills of users in utilizing digital media, such as communication tools, internet networks, there is no mistaking that education and teaching technology experts recommend that digital technology needs to be used in teaching (Anthonysamy et al., 2020; Suroso et al., 2021). Moreover, teaching is closely related to changes in science and technology, such as English as one of the official languages of the United Nations (UN). For the reasons of the recommendations of media and education and teaching experts above, we researchers want to prove the truth and the reasons why English teaching and evaluation rely on digital tools to be able to innovate the achievement of English language education outcomes as a foreign language in Indonesia (Motteram, 2013).

With the reason that digital tools can innovate English language teaching to achieve optimal learning outcomes, digital has become a trend among teachers who are believed to change learning outcomes from the old way into something new to say. Due to significant advances in data innovation and correspondence, contemporary viewing procedures are changing –the traditional ideas and strategies of homeroom education and accepting new teaching methods – innovative and productive (Serdyukov, 2017). Displaying English depends on the potential processability, and current information of the people changing remarkably due to various factors, such as social, financial advancements, and innovations worldwide. Evidence shows that English at this level is extensive, and the difficulties faced by instructors are urgent to replace tools that are ready to help teach English (Cowie & Sakui, 2015).

Educators, particularly English teachers, must enhance and refresh their capacity to provide high-impact education in light of the world's fast-expanding globalization (Balance, 2021). This is especially true of innovative methods and media tools to meet the changing needs of the time. As a result, the English instructor must be innovative, creative, and intelligent, have careful teaching media references on the subject, and embrace new procedures to improve the quality of his work, as required by the state. Digital technologies may be expected to aid in learning English significantly (Kim, 2014). Language learning software was initially developed before the advent of digital technology. The breakthrough occurred in the 1990s, with the first virtual knowledge programs explicitly targeted at learning foreign languages appearing the year after the technological era joined the educational sector. After online information assets were initially disclosed in the 1970s, computers for language learning appeared in the 1990s, and the email project was implemented the following year (Benson & Voller,

2014). Since then, the world of education has entered a new period of enlightenment, which has aided language learning in displaying English at the postsecondary level (Sutton et al., 1986; Whitelaw et al., 2020).

Meanwhile, digital has become increasingly overwhelming, and mixed media has become more and more integrated. An important focal point from the beginning of the technological era was when capabilities and information began to open. The web as a digital companion is mostly reading and paying attention to sound moreover video recordings. However, now in the era of all digital trends, teaching has not begun to evolve towards new enlightenment in the hands of technologists and pedagogies (Buckingham, 2013).

Because digital is intended to be highly appealing to students, selecting digital tools on particular sites used in teaching English considers the advantages of student learning outcomes that may be encouraged to continue to be motivated to study (Smeda et al., 2014). Students will be more interested in studying and publishing daily writing diaries and other exciting material. It is a beautiful location to test kids' capacity to learn fascinating material whether they are searching for a method to maintain a journal or are busy with other kinds of lengthy writing in the homeroom (Bell & Waters, 2018). The students were challenged to exhibit their online digital tool diary in a broader context, which was only the beginning of their work. The experience of creating an openly accessible website may spur their students on and push for new settings of writing methodologies. The second, the most widely recognized in language learning, is where the instructor can compose an introductory post section, which students can then comment on. Such digital models will be exciting so that the confidence of teachers and students continues to increase, and even educators can send assignments or efforts to students on the subjects displayed, where students can complete work and send it back to the teacher (Felder et al., 2000). It is effortless for educators to start work through blogs, and students can change their mistakes. In this way, posting content that engages students can encourage educators to control teaching outside the classroom. So, there is no reason for those familiar with the effectiveness of digital tools to reject it (Hanus & Fox, 2015).

Finally, the teaching and learning parties trust digital technologies based on their thoughts and explanations for the empirical data. Furthermore, we believe that the many benefits and conveniences that digital media provides in education, particularly in the teaching and evaluating English for students from elementary school to university, can help students engage in learning, work through complex concepts, and promote critical awareness. Not only that, but digital media also aids in the promotion of equality, and there are many other advantages that parties in the field of education may enjoy (Çelik & Aytin, 2014).

Other study evidence is that digital media in learning English, the most important in learning activities, is extensive access to information. Digital media is like magic that is ready to hypnotize students with technological sophistication that is designed to be very highly improvement so that the parties in teaching and evaluation will be able to find and share all kinds of information, data, methods, and learning methods that are updated through the tools that are constantly

updated, both teaching tools and evaluation tools—never seen before. They added that digital media provides many benefits for learning applications at the higher education level and the world of work later when students re-enter the workforce (Guan et al., 2018; Boonkit, 2010).

Method

As we stated earlier, our study wants to get evidence from previous studies on why digital technology is increasingly trending among English language teaching (Hur & Suh, 2012). Why does the digital world get a rousing welcome even though sometimes they do not understand the advantages of digital applications are. This digital tool is famous not only as a teaching tool but also a tool for evaluating student learning outcomes which experts say is very effective; so that this becomes an opportunity for the world of teaching English as well as a new challenge that has not been able to be applied in helping the work of teaching English (Hayakawa et al., 2016; Matsuda & Gobel, 2004).

So, we searched for data and field evidence from the results of previous studies, namely data on teaching and evaluation journals editions 2020 to 2021 from the publication database ERIC, Sagepub, Taylor & France, and many other very high impact databases to support this study. The data collection method is that we conduct an electronic-based search considering that we are currently restricting people's movements due to government policies to slow the spread of the 2019 coronavirus (Çiftçi, 2016).

To obtain data findings that answer these questions and hypotheses, we use qualitative data analysis such as the data coding process, in-depth analysis, evaluation, and concluding, which will be the data that we describe in the following finding section. To facilitate the design of the report format, we follow the study model proposed by experts in the study of digital literacy-assisted language teaching (Hung et al., 2018).

Discussion

Digital and teaching

Today's most common communication application, which dates back to the 1990s, is digital, the most popular organizing method. For example, in July 2006, MySpace had more visits than Google Translation, a digital application communication site that may assist distant learning (Medvedev, 2016). The Google Translate tool for learning English is extensively utilized, not only by students. Facebook, Friendster, Bebo, and YouTube are examples of well-known media organizational objectives. Some sites are more precise about the general objectives of person-to-person contact; for example, mytep enables English instructors to organize. Most welcoming locations have numerous creative offices that teachers may use to establish the tone for discussion outside of class, while YouTube and Flicter provide learners the flexibility to practice their social skills and learn a new language. Students may be encouraged to record their performances and upload them on YouTube in a public area model. Classmates

may also discuss goals for locating and exchanging assets with other students (Siddig, 2020; Nugraha et al., 2021; Aslan, 2021).

The digital trend is also supported by smartphones (Tayebinik & Puteh, 2012). According to their study, mobile learning supports teaching English as a second language on mobile devices because this tool, together with other types of technology-based educational aids, has proven effective in language teaching (Bryson & Mobolurin, 1997; Motiwalla, 2007). In this regard, mobile learning has made teaching English a second language more straightforward and more interesting. Such a combination of mobile learning and teaching English can result in significant pedagogical advances (Warschauer, 2011).

Digital in classroom

The use of digital media in the process of teaching and learning activities is very effective. It helps students increase student learning motivation due to variations in learning methods and increased student activation and demands from the thirteen curricula and demands in education (Noor-Ul-Amin, 2013). They are teaching the use of learning media, namely the use of digital media effectively because teachers play a role in increasing the quantity and quality of these students with practical techniques and methods so that the material given to students is achieved because teachers are required to be able to manage the process of teaching and learning activities well by providing stimulation to students so that they want to learn one of them by using digital media (Matzat & Vrieling, 2016).

Other field studies show that learning with digital media is a valuable tool for both instructors and students. However, digital media as a tool is anticipated to spark a new understanding that learning with digital media is now a standard component of the educational system (Hoban et al., 2015). So that the devices may be used to their full potential, facilitating appropriate learning activities from instructors and students and improving the quality of these pupils via digital media (Dezuanni, 2015). Because it may be utilized as a compelling learning medium, digital media has numerous applications. After all, there are many free websites or learning blocks on the internet, particularly for English, that can be accessed at any time and from any location, making it highly successful in learning since kids get information not only from the instructor but also through digital media (Fansury et al., 2020). The internet offers a wide range of applications. The internet, as a virtual library, has a vast selection of resources. Students and instructors may be creative and talented writers, and writing can be funneled via the internet since print media is restricted in its capacity to hold writing (Zaki & Yunus, 2015).

In another study, it was stated that learning English using digital media has many benefits, such as material using E-Learning which is carried out using distance learning methods (Kumar Basak et al., 2018). Moreover, learning using the E-library technique provides online reading for students to increase knowledge, especially in English lessons. As a product of advances in information and communication technology in cyberspace, there are many benefits. By utilizing digital media as a learning resource for students and teachers in digging

up information and exploring material in digital media, digital literacy is increasingly popular so that students not only get material from the teacher but also students gain knowledge from browsing in the digital world, much of which is extracted from the digital world (Autry & Berge, 2011).

Students may access a wealth of material and enhance communication or information sharing in the growth of science by utilizing digital media (Anshari et al., 2016). In the digital world, students can access science and technology reference materials/libraries; an actual example of the use of ICT is a broad umbrella of terminology that includes all technical equipment to process and convey information in the teaching and learning process by using the internet as a learning medium in the hope of using digital media, namely the internet (Susanto et al., 2020). It is anticipated that this medium would aid or facilitate interactive learning between students and instructors; for example, communication will encourage students to complete autonomous work assigned by the English teacher. English is used as an international language on the internet to comprehend the information that circulates. Students utilize English as a tool to learn how to interact with people all over the globe through the internet, not only in nations where English is used as a global language in tourism, education, business, science, media, and computer technology (Adukaite et al., 2017).

Pandemic and digital tools

The existence and seriousness of the private sector in the field of educational technology (Edutech) today, such as Novakid Inc, Ruang Guru, and a variety of other learning applications available in many countries, has convinced educators and governments of the benefits of digital learning tools, including foreign languages (Amin et al., 2018). This business focuses on teaching English to kids aged 4 to 12 because the Indonesian market is vast. The Covid-19 epidemic has also marked a turning point in online language learning needs. According to Novakid co-founder and CEO Max Azarov, the pandemic's isolation phase may be a significant problem for youngsters (Dayal & Tiko, 2020). According to surveys, at least three European public schools have altered their curricula by using game-based online courses to engage students. Novak also provides gamification as an online English school, which can be used at different levels and in different ways with new students. Novak is an online school that takes children's English learning to a new level in places where English is not the primary language spoken (Ioannidis et al., 2014; Ashenfelter et al., 1999).

Of the various English teaching platforms, digital tools implement a unique format that combines an interactive learning syllabus with online private tutoring where students and teachers only speak highly accurate English (Makkonen et al., 2011). This creates a climate for English-speaking countries. Such experiences are usually not possible offline or involve tutors from abroad or the UK, which can be very expensive. Has provided services to more countries and has penetrated the Asian market, including Japan. The goal is to advance the world of learning English through seamless communication in the 21st century (Gacs et al., 2020). So the parties in the teaching circle believe that a world where children worldwide can use English as a common language to communicate and

exchange ideas through digital tools will bring more peace and prosperity to people. Novakid's teaching method is based on the foreign language acquisition method. Thanks to a unique and hands-on learning approach, children of the digital generation are offered a highly personalized and inspiring learning program (Buckingham, 2013).

Teachers in digital days

When the Coronavirus or Covid-19 epidemic struck the world of education, technology-aided instructors, and education availability on a massive scale (Thompson, 2020; Putra et al., 2020). it is presently affecting various industries, including business and education. Obligations such as social distance, wearing masks, washing hands, and avoiding crowds push schools and universities to move their teaching and learning processes face-to-face to online. Of course, this is true for school administrators, instructors, students, and parents who are compelled to adjust to these circumstances (Aduhene & Osei-Assibey, 2021). They come to understand the significance of digital literacy so that the learning process may continue, despite the challenges that schools, students, and parents face. This scenario pushes English instructors to be more creative and inventive in offering English language resources and learning media appropriate for students and readily accessible (Susanty et al., 2021; Hendriarto, 2021).

There are many digital media choices such as Google Meet, Google Classroom, Whatsapp, and Zoom Meeting that teachers can choose. So the evidence is that the reliability of digital media is greatly helped and adds to the confidence of teachers and students (Bozkurt et al., 2020). However, the effectiveness of learning is not only determined by the media but rather by digital literacy. So, with digital literacy, English teachers can manage English learning more effectively and efficiently. This is indicated by the students' active communication skills using English.

Furthermore, increasingly excellent digital tools can create an atmosphere of student independence in choosing the material to be studied (Cakrawati, 2017). And the target of completeness of the material that can be managed by yourself following the learning objectives. Teachers also need to realize that digitally independent learning cannot be time-limited, so it is better to emphasize the concept mastery approach. For example, teachers can implement task or project-based learning because assignments are a form of student activity that can be done by studying authentic sources to encourage students to communicate in English used by native speakers.

Teachers still have to control students' daily learning activities. Learning control can be done with a pragmatic approach, namely by using soft data in the form of perceptions, values, and desires of students or students, taking into account what they can do (Ortega-Parra & Sastre-Castillo, 2013). Likewise, evaluation of mastery of the material can be done in various ways, for example, by self-test available in online software, standard tests that can be taken at any time, colloquium tests, and tests in the form of portfolios. Even with digital applications, students and teachers can take remote tests when education is in a pandemic period (Daniel, 2020; Aslan et al., 2020; Rachmawati et al., 2020).

The parties engaged in foreign language education initiatives in many non-English speaking nations have little reason to believe in digital learning technologies (Blake, 2013). According to organizations interested in learning other languages, the Indonesian people are an excellent resource for using the internet. Even though Indonesia is not presently classified as a developed country, the Indonesian people have a firm grasp of digital technology (Kurnia et al., 2015). However, it is still used for amusement. As a result of this phenomenon, educators must utilize digital technology to help students learn non-traditional ways. Starting with a motivating statement, no matter how advanced technology becomes, it will never replace the teacher's job; but, instructors who refuse to learn technology will be replaced. Therefore this might be the start (Sweeny, 2010). Teachers can express creative ideas to develop digital technologies that are tailored for learning and education. The public's applications and social media on Indonesian digital data are undoubtedly familiar in our daily lives. So, for that reason, the use of the media can be maximized for education, especially foreign language teaching (Littlewood & Yu, 2011). Indeed, the belief in English teaching in digital applications in social media platforms cannot be generalized very successfully (Mao, 2014). Each learning has different characteristics and indicators that cause specific methods, and media cannot be generalized. Therefore, the material being taught, the characteristics of students, conditions in the field, and the competence of educators become indicators or the basis for analyzing the learning needs of digital Technology (Aagaard & Lund, 2019).

For this reason, a teacher needs to make preparations by making lesson plans. This teaching plan must be adapted to the class's needs because there is no generic medium for various learning situations and conditions. The selection of digital media for learning and consideration of appropriate learning media need to consider activities, namely access, cost, technology, interactivity, organization, and novelty. So that in choosing media, especially teachers must pay attention to access, namely the media that is needed is available and can be used by students (Ko & Rossen, 2017). Access also concerns policies, such as whether students may use it or not. The second consideration in media selection is cost. For example, the high cost of multimedia learning media must be considered with aspects of its benefits. The more individuals who use it, the lower the cost per unit of media (Mason, 2013).

Technology is the third consideration in selecting learning media related to media availability and ease of operation. The fourth consideration is interactivity. A good learning media can lead to two-way communication. The next consideration in media selection is the organization, which is about the support of the school and institutional leaders and organizations (Guttentag et al., 2018). The last consideration in choosing learning media is a novelty, i.e., newer media are usually better and more attractive to students. Successful learning media are those that can change student behavior and improve specific student learning outcomes. The success of using instructional media is inseparable from how well the media is planned (Romiszowski, 2016).

A thorough examination of many factors, including goals, student circumstances, supporting facilities, available time, and the teacher's competence to utilize media properly, is required to use media effectively. Learning media that incorporates

digital technology are sophisticated media or novelties that students are likely to be acquainted with. Our pupils come from a generation that has grown up with digital technology (Amy et al., 2020). This is normal since each generation has its traits based on its period. This tendency results from the Islamic religion's command to "educate your children according to their times." Indonesian kids are growing up at a very different age than we were as students decades ago. Age differences and generational differences are typical and do not need to be discussed. The presence of technology may be utilized to bridge generational divides. Our kids, including Generation Z, comprise the majority of today's computer, gadget, and internet users, also known as digital natives, as opposed to the previous generation, known as digital immigrants (Autry & Berge, 2011).

Conclusion

In this final section, we reiterate the purpose of this study, namely that we want to obtain authentic evidence from previous studies that also state the reasons and why the world of teaching English wherever teaching relies on hope and belief in the efficacy of digital technology to improve learning outcomes, including evaluation tools for teaching work results. So, we get confirmation that we have achieved the above objectives with the evidence we describe in the results and discussion section. Why we believe that the objective of this study has been achieved is that we have presented much evidence from previous studies where the majority of their studies explained the reasons, they said digital tools were very relevant and effective in teaching English which includes.

They are educators who believe in the use of media in learning English because the purpose of the learning media application is to assist educators in transferring messages and English lesson content to students, students with students, and fellow teachers so that the curriculum goals will be achieved quickly because the role of digital media is easier to understand, more interesting, and more enjoyable for all learning participants. Other reasons, for example, learning media with digital devices make learning more modern and sophisticated or meet up-to-date knowledge and insight that are usually familiar to students and the global learning community where students today are a generation that is not technology literate with various models and types of digital media.

Besides the benefits, digital media also has challenges, namely the dangers of not following the instructions for use in an educational environment. As a media, of course, it has many benefits, namely to increase the acceleration of information. When using digital media, students and teachers will get the latest and constantly updated information that can be accessed directly without knowing the time, place, and device. Another benefit of learning is that digital media students feel very motivated and help them become students and become more independent and personal.

Likewise, digital technology is very relevant in teaching and practicing English because through digital media, and there will be almost no media between natives and non-natives because the advantages of media can access without limits. Digital technology provides students with many opportunities to repeat English language practice, growing and progressing in a digital environment that supports

educational and curriculum goals. Further learning the skills digital students need for their studies during college and their future careers when they return to society.

Digital technology has been applied to support and improve English learning because digital technology makes it easier for teachers to adapt classroom activities so that they can continue to improve the quality of services and the English learning process. Finally, digital technology continues to evolve because digital continues to be innovated according to the times as a tool to help teachers facilitate learning English education for increasingly globalized students.

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