Exploring the Use of Digital Technology in English Language Teaching: Strategies and Methods for Effective Implementation

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Abstract. The globalization of technology, including education, has impacted all facets of life. Therefore, English learning strategies must be studied so teachers can easily choose and determine English learning strategies for teaching students digital base technology. This research aims to describe (1). Digital technology in the world of education; (2). Digital technology-based English learning methods; (3). Digital technology in the development of language learning skills. Hence, this study applied library research methods through gathering research article by utilizing Publish-or-Perish application. The results of this study are (1). Technology supporting education is expected to assist students and educators in carrying out teaching and learning activities in schools; (2). At this time, many English learning methods have been integrated with digital technology. Such as utilizing digital technology using the direct method and others; (3). The use of digital technology is also used in developing students' English skills (listening, speaking, reading, and writing), for example, the use of YouTube videos, digital posters, digital comics, and Grammarly tools. Henceforth, this study urges the ELT teachers to leverage their digital technology competences as well as their pedagogy to attend meaningful and engaging learning for their students.

Keywords: ELT, Strategies, Methods, Digital Technology

Introduction

In learning, a way is needed to achieve the desired learning goal. There are various ways to make it happen. A teacher teaching English lessons has their way of realizing their goals. In learning to realize the desires and expectations of teachers, a strategy is needed. Every teacher must have a strategy to shape students as expected. Likewise, with learning English, there are many obstacles and difficulties in learning a language, so sometimes the achievements of learning English cannot be achieved within the allotted time. With these problems, the teacher needs to speak up. The teacher seeks and chooses the appropriate strategy so that these problems can be overcome and learning objectives can be resolved. At this time, education challenges were getting higher, with various kinds of student characters and existing problems. However, the nation's educational goals must still be achieved. Therefore, a strategy is needed by teachers, including English teachers.

English is regarded as a foreign language in Indonesia. Even though they are seldom used daily, foreign languages are taught in classrooms and public spaces. Minor roles for other languages are also played in society. Indonesian is mainly used as the mother tongue, followed by the regional language, Indonesian, and, more recently, English as a foreign language (Broughton, 1980). English is well known being the international language that many people in Indonesia must master. Students' English skills will support student careers and global competition and lead students to be more advanced in world civilization.

The globalization of technology, including education, has impacted all facets of life. In this life, technological advancement cannot be avoided because it will inevitably accompany scientific progress. Every new invention aims to improve human lives in some way. The existence of technological advancements has both beneficial and adverse effects. Thus, it presents particular difficulties for educators. Therefore, English learning

strategies need to be studied so that teachers can easily choose and determine English learning strategies for teaching students based on digital technology (DT).

DT for education comes into popularity due to the emergence of industrial revolution 5.0 which requests all educational system to produce more competitive graduates with the latest technological competence (Muslimin et al., 2023). Also, the 21st century educational trend which encompasses technology literacy for academician, triggers the need for teachers to attend technology to support their teaching, including in the teaching of English context (Iskandar et al., 2022). Consequently, both teachers and students should open their mind to the introduction of the technology that can aid them teach and learn English successfully. Therefore, DT with its various types (visual, audio, video, etc.) comes into habit in the English as Foreign Language (EFL) teaching and learning circumstances, which its choices depend on the competence of EFL teachers to mingle it with the best EFL pedagogy.

There have been various researches proving the benefits of DT for English Language Teaching (ELT). First, DT helps teachers to attend more authentic materials in EFL class since the teachers can provide native audio or music, authentic EFL interaction in the form of video, or even bringing the students to virtual native interaction through VR technology (Parvin, 2015). Second, the technology aids teachers to prepare their teaching more effectively since they can learn to develop their teaching plan from the uploaded materials in internet (Altinay et al., 2016). So, they are less exhausted and stressful. Third, DT provides more attractive, interesting, and interactive learning materials which can improve students' learning motivation and engagement (Hassan & Mirza, 2021). Fourth, this technology cuts the distance and provide solution for learning in distance or challenges situation i.e., Covid-19 Pandemic (Muslimin et al., 2023). However, those benefits would not exist in EFL teaching and learning as if the EFL teachers are not eager to lift their DT competence.

DT is not only supporting the teaching English in general, but it also specifically helps EFL teachers to boost their EFL skills teaching. As examples, the listening teachers can probably get difficult to provide native like pronunciation of words. With DT i.e., Vocaroo app. or Speaky app., the teachers can produce native like pronunciation of words that they type in. The reading teachers also easily provide more suitable reading materials according to their students reading level as they check the difficulty of the reading materials in Readibilityformula.com. All in all, DT brings a lot of benefits to the nowadays EFL teaching which requires teachers to obtain enough knowledge to apply DT in teaching practice (Soifah et al., 2021). Nevertheless, few studies unveil theories and experiences of DT implementation in EFL teaching to match with the suitable pedagogy i.e., choice of teaching strategies and methods, where the nowadays EFL teachers can use as learning. Henceforth, the present study is intended to grasp the theories and practices of DT in EFL teaching obtained from the literatures, which specifically focused on the digital technology in the world of education, digital technology-based English learning methods, and digital technology in the development of language learning skills.

Theoretical Framework
1. Digital Technology in Education

Educational technology is a study or practice for students to aid in schools' teaching and learning process. It can also take the shape of a teaching method that requires existing technology and is adequate to produce a learning concept. The system required for developing human requirements or performance daily must be utilized in educational technology. In addition, educational technology requires several components, such as components and equipment used for processing and analyzing data and resolving an existing problem. In this lesson, the teacher expects students to

be able to use existing and advanced technology to communicate their learning outcomes using these tools, which can alter the teacher's position in the classroom. Whether in the media or elsewhere. To continue teaching in the classroom, the role of the instructor is still necessary, as the purpose of technology is to aid learning, not to replace the teacher fully.

In this regard, the employment of learning technology is a means of preparing the future workforce, as it is viewed as a field of interest in education. Principals and education offices must pay attention to educational technology in the formal educational environment; consequently, the current educational technology is beginning to develop as education that teaches theory and practice for designing, developing, utilizing, and assessing human processes, resources, and systems. The amount of knowledge and information that must be mastered is not tiny but vast and limitless. The evolution of educational technology is mainly determined by the increase in demand, which is influenced by the evolution of technology as a product of human ingenuity.

Technological advancements have had an impact on communication and data. Education and technology have been integral components of human life from ancient times till the end of time education and technology progress in tandem with human progress on the planet. Education is a highly significant personality-forming factor, and the evolution of education must constantly involve modifications that are better and more robust than before.

2. The method in English Language Teaching

Strategies are usually misinterpreted as approaches, methods and learning techniques, even though strategies in learning differ from those mentioned. The approach becomes the outermost umbrella in learning. In learning English, several existing approaches distinguish language learning from other learning, namely the Standard-based Approach, Competency-based approach, Communicative Approach, Content-based approach, and Eclectic approach. In a narrow sense, strategy means a way to achieve goals. The strategy is still conceptual about the decisions that will be taken in implementing learning. Then the method is a step or form of implementation of the strategy. So, discussing strategy must be distinct from discussing learning methods. In line with this, Richards and Rodgers (2001) stated that the approach differs from the method. The side-by-side approach of correlative assumptions is related to the nature of language learning, while the method is all lesson plans coherently derived from the approach. In short, the approach has an axiomatic nature, and the method has a procedural nature.

According to Ginting (2019), the term learning method refers to a particular approach or pattern of applying different fundamental educational principles and numerous other associated techniques and resources to facilitate students' learning. Following this, Sanjaya (2016) views the learning technique as a strategy used to implement prepared plans in actual actions in order to attain the set goals as effectively as possible. The teaching-learning English method, according to Richards and Rodgers (2001), has several types according to the characteristics possessed as follows:

a. Grammar Translation Method

The Grammar Translation Method was used in the 17th, 18th and 19th centuries. Therefore the learning system is still quite classic. At that time, the emphasis of language acquisition was on grammar, syntactic structures, memorizing vocabulary, and text translation. At the end of the 19th century, this new method was the Grammar Translation method because earlier, this method was known as the classical method. The Grammar Translation Method is a method for teaching language that attempts to help students acquire the grammar and vocabulary of the target language so they can read literature

published in that language. Also, learning a foreign language is believed to provide students with a mentally stimulating exercise. That strengthens their minds (Freeman, 2000).

b. Direct Method

The direct method is familiar. Language instructors have long used the idea behind it. It was most recently brought back as a strategy when the aim of instruction changed to mastering linguistic proficiency in a foreign language (Freeman, 2000). The end of the nineteenth century saw the introduction of the direct technique, which resulted from a reform movement in response to the limitations of grammatical translation. The teacher and the pupils spoke in unison, establishing the meaning of the grammatical forms they studied by relating them to objects, pictures, and others. The translation was abandoned in favour of this method. The text itself remained the primary focus, and precision was crucial (Harmer, 2007).

c. Oral Approach

The core of the oral approach and situational language instruction is a knowledge of language structure. The basis of language teaching comprises speaking, grammar, and a collection of essential vocabulary words. Its perspective paralleled that of American structuralists such as Fries. The emphasis on providing structures in context differentiates the Situational Language Teaching method.

The following were the approach's primary characteristics: (1). Language instruction typically begins with spoken language. Before information is presented in writing, it is delivered orally; (2). A target language is used in the classroom; (3). New language points are presented and practised in context; (4). Grammar rules are based on the principle that simple forms should be taught first complicated ones; (5). vocabulary selection methods guarantee an essential general service vocabulary is provided; (6). After establishing a firm basis in vocabulary and grammar, reading and writing are introduced.

d. Audiolingual Method

The audiolingual technique is a method for teaching languages based on a structural approach. This method focuses on the study and description of a language to be taught by beginning with the sound system (phonology), the system of word construction (morphology), and the system of sentence building (syntax). It relates to the structure of the language and also stresses the system of emphasis and tone in this instance. The target language is taught with an emphasis on word pronunciation and rigorous drills. This exercise is typically employed as the primary instructional strategy.

e. Total Physical Response

The total physical response method is a way of teaching languages that emphasizes the coordination of voice and movement. This approach aims to teach languages through physical or motor activities (movement). Total Physical response reveals forms without errors and conscious (explicit) memorizing of rules, and the total physical response method is a method that belongs to the understanding approach. In line with this. Different from the instructional technique. This language-learning strategy employs command to build coordination of language skills and behaviour. The total physical response method is a method of learning a foreign language (English) which begins with commands or utterances accompanied by movements from the teacher, which students then follow according to the (motor) movements they have seen from

the teacher. Moreover, this results in students feeling happy and not bored and bored in following English lessons (Brown H. D., 2011).

f. Silent Way

The Silent Way is a method of language instruction based on the principle that the teacher should remain as silent as possible throughout the class while pupils should be encouraged to talk more frequently. The Silent Way is a technique of instruction in which learning takes place in silence so that pupils can be more focused and optimally comprehend what is being taught and learned during the teaching and learning process. This strategy allows the instructor to pay close attention to factors that can disrupt student concentration.

g. Community Language Learning

Community Language Learning (CLL) is a psychologically-based style of language instruction in which students work together to build the language abilities they wish to acquire. CLL is a way to respond to the learner's sensitivity to communicative intent in learning. The number and knowledge of learners sometimes force community intent. It has caused CLL to make unique demands on language instructors. They must be fluent and sensitive in L1 (Native Language) and L2 (Foreign Language).

h. Suggestopedia

The suggestopedia approach is a teaching strategy that tries to reduce stress among students while they are learning. The teacher makes ideas that encourage students to focus. Other names for this approach are suggestopedy and suggestopedagogy. When a group at the Research Institute of Pedagogy led by Georgi Lozanov began investigating foreign languages in 1975, they invented Suggestopedia (Dardjowidjojo, 2010). Before developing this technique, Lozanov was an expert in memory disorders like hypermnesia and hypnosis.

i. Whole Language

Whole language instruction involves teaching listening, speaking, reading, and writing together rather than separately to help students understand language. According to Edelsky, Froese, Goodman, and Weaver in Santosa (2008), whole language instruction delivers language instruction as a whole, not in pieces. Speaking, reading, writing, and language elements like grammar and vocabulary are covered in-depth in whole language listening instruction. Students are invited into a world rich with linguistic stimuli when studying a language using a whole language method. The four facets of language—listening, speaking, reading, and writing—are referred to here as stimulation. These four talents are covered by language, ensuring that language stimulation is both practical and realistic.

j. Multiple Intelligence

According to Gardner (1983), there are eight types of intelligence that each individual possesses, including linguistics, logic - mathematical, spatial, kinaesthetic, musical, interpersonal, intrapersonal, and naturalist intelligence. Each person accessing that information will receive it through eight sorts of intelligence. Thus, Amstrong (2002) mentions that such intelligence capital enhances each student's competence and create them motivates and inspires them since almost all brilliant children are intelligent.

k. Neurolinguistic Programming

A strategy for technique behaviour modification that takes into account the stages of human development, proper communication techniques, and

knowledge of how the brain learns are the Neuro Linguistic Program. Because cognitive learning in the realm of therapists may be applied to learning in the classroom, NLP is being used in language acquisition, especially in English.

l. The Lexical Approach

A technique for teaching foreign languages is the lexical approach. The fundamental tenet of this method is the notion that producing and understanding lexical chunks is a crucial component of learning a language. When students are taught in this manner, it is presumed that they can recognize grammatical patterns and that they have a use for the meaningful vocabulary they have acquired. Use the lexical approach as an alternative to grammar-based methods. The lexical method improves learners' lexis, or word and word combination, competency. Understanding and creating lexical phrases as unanalyzed wholes, or chunks, is a significant aspect of language learning. These chunks serve as the raw data through which learners see conventional language patterns perceived as grammar conventional language patterns seen as grammar (Lewis, 1993).

m. Competency-Based Language Teaching

Competency-based Language Teaching is essential to define competency before considering competency-based language instruction. Weddle (2006) defined competencies as follows: Competencies are descriptions of the fundamental abilities, knowledge, attitudes, and behaviours needed to carry out a task or activity successfully in the actual world. These tasks can be connected to any aspect of life but are often associated with the workplace and adjusting to social life in a new location.

n. Communicative Language Teaching

One method used in the teaching process is called communicative language teaching. This method is used in English lessons to assess pupils' language proficiency. According to Alamri (2018), CLT's fundamental goal is for pupils to improve functional language skills by participating in communicative activities. Moreover, Richards (2006) stated that CLT is an approach that is a collection of correlative hypotheses addressing the fundamental nature of language teaching and learning. It describes the type of material that will be taught. As defined by Richards and Rodgers (2001) Communicative language teaching is a methodology that focuses on making communication skills the aim of language instruction and establish techniques for instructing the four language skills that acknowledge the connection between language and communication.

o. Task-Based Language teaching

Including tasks and texts, task-based learning gives pupils extensive exposure to language and the chance to apply it themselves (Willis, 1998). According to Richards and Schmidt (2002), task-based learning is an educational strategy that leverages the central units for planning and delivering instruction in communicative and interactive tasks. Task-based learning is an alternative method of language usage study. It can assist the student by placing them in a situation resembling the actual world, where spoken communication is essential for performing a specific task.

3. Strategy in English Language Teaching.

Strategy is a way to find out, set a position, and make a strategy to achieve a desire or goal. Generally, a strategy is known as a technique for achieving specific goals. Following the definition of the Indonesian Language Dictionary (KBBI) 2nd edition

(Setiawan, 2023), strategy is the science and art of mobilizing all the resources owned by a nation to carry out a particular mission in a war.

Sudjana (2000) argues that strategy is a pattern deliberately made to carry out a particular activity with a specific purpose. The strategy can relate to the learning context and have different meanings. The strategy in learning is a method used by the teacher or teaching staff to realize the objectives of learning activities. Teachers can use this method in various learning activities and materials. The process in a teaching and learning activity is an activity that involves teachers and students with one goal, namely, the achievement of learning objectives.

According to (Brown, 2007), the types of learning strategies follow second language acquisition. There are two types of strategies, namely, learning strategy and communication strategy.

a. Learning Strategy

Learning strategy consists of Metacognitive strategy, Cognitive Strategy and Socio-affective strategy. Metacognitive strategy is often used in information delivery theory as an implementer. The metacognitive strategy is complex from the beginning of the lesson plan, learning activities, learning products and evaluation. Several types of strategy applications are Advance organizers, Directed attention and Selective attention. Besides, the Cognitive strategy is a particular learning strategy specific to certain learning tasks and more directly involved with the material. Several types of strategy applications are Repetition, Resourcing, Grouping and others. Then, socio-affective is a strategy for students' social mediation activities and social activities with the community and the people around them. An example of this strategy is cooperation, a strategy in class with one person or in pairs to obtain feedback or a language learning model. The Question or Clarification is asking native or more proficient English speakers to explain or give examples.

b. Communication strategy

Suppose the learning strategy concerns the receptive reception of language input, memory, and memory. In that case, the communication strategy concerns the mechanical use of verbal and nonverbal communication and productive skills. Discussions about linguistics usually take much work to distinguish between the two. A communication strategy is defined as a plan that is potential and has indeed been designed to solve individual problems in achieving communicative goals. This strategy focuses on most of the communication strategy competencies.

Communication strategies are divided into several types: Avoidance and Compensatory. Avoidance strategy is a strategy that can be divided into several categories. The categories often discussed are message abandonment, namely leaving a material or discussion in learning due to difficulties. Then, in Syntactic or lexical Avoidance, for example, in using the word "considerable/considered", students are usually confused about using the second word to represent the word "plays a big role".

Compensatory is a communication strategy in learning to obtain compensation due to limited language skills. This strategy has several types. They are Circumlocution describes the target word by adding the target action. The example says, "I sweep with a broom", so the word "with a broom" clarifies the sweeping activity; the other type is An approximation is using alternative words in an utterance, for example, "ship with a sailboat."

Material and Method

The present study aimed to grasp the theories and practices of DT in EFL teaching obtained from the literatures, which specifically focused on the digital technology in the world of education, digital technology-based English learning methods, and digital technology in the development of language learning skills. Henceforth, this study applied library research methods through gathering research article by utilizing Publish-or-Perish (PoP) application.

Library research is the collection of knowledge and data using a variety of library materials, such as books, similar study results, articles, and journals pertinent to the problem we are attempting to resolve. To connect theories, the papers are evaluated and synthesized. A study known as library research looks at numerous book references and the findings of related prior studies, both of which help establish a theoretical foundation for the subject being examined (Sarwono, 2006).

The data were gathered from Google Scholar database. The process of data mining was started by searching the research article through inserting "Digital Technology" and "ELT" keywords in the app. Then it was found that there were 12 articles with the details were in Table 1.

Table 1. The data obtained from PoP

Publication year	2007-2023
Papers	16
Citations	15
Citates/year	0.94

So, the selection of the data had already been conducted together with the insertion of the keywords to the PoP application. Since the article found were limited, so the researcher employed all the articles as the data.

To analyze the data, the thematic analysis was conducted meeting the specific objectives stated in this research (Nowell et al., 2017). These specific objectives were noted as themes. So, the researcher read all the data or the research articles and look for the intended information that later gathered according to the decided themes. After all the information had been tabulated according to the suitable themes, the results were described and discussed. Therefore, the results and the discussion were also described following this pattern.

Results and Discussion

1. The Role of Digital Technology in Education

This technology facilitates the delivery of instruction. The role of technology in education is to facilitate the attainment of learning objectives. Those who can effectively utilize technology in school to expand their knowledge (Lestari, 2018). Technology in supporting education is expected to assist students and educators in carrying out Learning and instruction activities in education so that instructors can be assisted in explaining or teaching their students without having to exhaust themselves by evaluating the results of the training provided to these students.

Worldwide demands need the world of education constantly update technology and adapt schools to advancements in information technology to improve the educational standard, changing its application in the world of education, particularly during the learning process. Therefore, educational technology is beneficial for acquiring educational training for teachers or students to work professionally upon entering the workforce and utilize existing learning facilities in technological advancements. The following roles of excellent and negative influence are associated with the usage of technology:

a. Positive Sides

The existence of technology makes this instruction quite simple. Everyone will find it easier to learn anything when there are no impediments nearby. It is also simple for schools and universities to locate content that may be completed at home

and to contact students in a variety of locations who participate in online learning: (1) The advent of the mass media as a source of knowledge and the focus of education, especially electronic media; (2). The impact is that the instructor is not simply a reference source of knowledge, so students are not only concentrated on the teacher and the learning information the teacher provides but also have internet access to learning material; (3). There are new techniques that can facilitate the educational process for students. Using technology, approaches are developed that engage students' interest in learning and make the subject easier to comprehend; (4). Education can be conducted online; (5). As a result of the evaluation, a technologically-based data management system has been created; (6) Rapid completion of educational facilities (Maritsa et al., 2021).

b. Negative Sides

In addition to having a good impact on education, technology also has a negative effect. In speech and communication skills, education is one of the required abilities. So, they are more likely to interact with technology, particularly when learning a language over the internet, where the conversation is reduced. According to (Abbasi, 2020), students and teachers exert adverse effects in the following examples: (1). Students who frequently access the internet may cause concern if they take advantage of information technology but not optimally or if they access material containing undesirable content, such as pornography and online gaming (2). Students can be exposed to information overload, meaning they have access to all accessible information and can continuously discover what they are looking for, such as pornographic content that can cause addiction (3). Many students or students grow addicted to cyberspace or the internet; this produces apathy towards something new; consequently, a firewall or filter must be used when accessing the internet (4). There are illegal acts in technology (Cyber Crime). However, not only in the world of technology but also in the field of education, this can occur and become a severe problem; for instance, some students or students steal confidential or valuable papers or assets.

2. English Learning Strategy-Based Digital Technology

The following is a discussion of English learning strategies based on digital technology. This discussion will consist of various digital technology innovations in learning English, examples of integration of English learning methods with digital technology, and developing English language skills with digital technology. Some of the examples that will be explained are the results of previous studies that have been carried out.

a. Digital technological innovation in learning English

As an educational medium, digital technology has produced creative English learning programs. According to Faridi (2009), these applications also include following: (1). Online learning E-learning, also known as online learning, is the implementation of education via technology services that include the telephone, audio, videotape, satellite transmission, and computer. Including courses or instruction delivered utilizing distance-learning technologies and virtual classrooms; (2). Digital Library Is an online library with 800 billion pieces of knowledge on science and other topics; (3). Online University An application of the remote education process in which a virtual university is one of the benefits provided by internet services to students who have difficulty in face-to-face time. The method enhances the educational experience. Then quoted from a site, the next innovation is (4) Virtual reality (VR) can be used to study English by creating an engaging and dynamic learning environment. Reading VR and Vocabulary VR are two examples of VR applications for studying English; (5). Game-based learning (GBL) is a game-based strategy for enhancing knowledge and abilities. The following are some instances of game-based learning for learning English: The English courses provided by Duolingo are interactive games.

Babbel provides speaking, listening, and writing drills in the guise of entertaining games; (6). Educational Application. Hello English, one of the most popular English-learning applications, provides comprehensive English courses ranging from grammar and vocabulary to listening and speaking. There is also BBC Learning English, which offers English lessons from the BBC on a wide range of broad topics; (7) Educational Videos on YouTube. Videos for learning can be utilized as an aid for learning English since they contain engaging and simple visuals. Examples of English-learning videos include English with Lucy, which provides English-tutorial video segments on various themes. BBC Learning English and VOA Learning English provide native-speaker-led English tutorial videos; (8). Adaptive Learning, Adaptive learning enables students to study at a level that corresponds to their ability and delivers more efficient and effective practice. The Rosetta Stone Platform, which employs complex algorithms to adapt exercises and learning content to the user's progress and skill level, is an example of Adaptive learning in the English language learning process (Sanverdi, 2022).

b. Utilization of digital technology in developing language learning methods

Currently, digital technology is also utilized to integrate English language instruction. The following is a digitally-based integration strategy for learning English.

(1). Utilization of digital technology using the direct method, according to Haleem et al. (2022) stated that the direct method remains popular and in use today. The direct method or direct method is a method of presenting foreign language material in which the teacher uses the foreign language as the language of instruction without using the student's native tongue at all. If there are difficult words for students to comprehend, the teacher can interpret them by using props, demonstrating, and illustrating. Implementers of this method have advantages and disadvantages; therefore, a teacher/instructor who employs direct instruction must possess a high level of creativity to ensure that this method runs smoothly and achieves its objectives. One of the strategies for learning media in the classroom is internet-based learning. It makes it easier for students to absorb lessons, interact by developing their imagination about what they hear and see, and add vocabulary quickly and easily. Each site's games are created interactively to direct student participation with computer media so that it stimulates and helps students feel delighted about learning, even if they are impressed to play, with the hope that they would be able to absorb instructional material better. There are still several things that could be improved in the usage of websites and internet media, one of which is students' reliance on technology if it is not balanced with their desire to learn English.

Using the median computer concurrently with the direct method approach, researchers carry out the implementation. The researcher used Dave's ESL Cafe website (http://eslcafe.com) to teach English this time. After opening these sites, the following procedures must be taken: The introduction offers a variety of topics related to the stuff heard or viewed on the website. A simple evaluation might be conducted by administering an initial test on the subject matter or another method. 2. The instructor provides examples of the subject in the form of brief dialogues, employing language that is typically used every day. This material can initially be conveyed verbally with gestures, dramatized signals, or via visual media in the form of images. Learners are instructed to be disciplined when listening to these discussions and then smoothly replicating them.

(2). According to A'yuni (2021), other research integrates communicative teaching-learning methods using online classrooms. The stated based on research findings and debate, Fu's five foundational principles for the implementation of Communicative Language Teaching (CLT) in online EFL researcher classrooms are identified (TEMPO.CO, 2020). They are employing grammatical material, being a

facilitator, the speaker's or writer's aim is to be communicatively competent, providing students with the opportunity to express their thoughts and opinions, and tolerating errors; nonetheless, there are five unfulfilled ideals.

Moreover, the majority of the teachers' difficulties and problems stemmed from factors such as English's status as a foreign language in Indonesia, the discrepancy in students' English proficiency backgrounds, the absence of students' feedback in the teaching and learning process, students' low confidence of shame and fear of being wrong when communicating, students' passive attitude, and lack of control over students' conditions and situations during online learning. Therefore, teachers revealed how they overcome these obstacles and problems, including requiring students to communicate with them in English, requiring students to follow an English school program in which they must interact with school teachers every week, establishing frequent communication with students, reminding students to remain active in the online learning process and motivate students.

(3). According to Dewi et al. (2020) study, task-based language starting to learn with the support of mobile devices in finishing the assignment effectively improves students' writing competency and motivates them to write in eleventh grade. According to the findings of the One-way ANOVA, mobile-assisted task-based learning has a substantial influence on students' writing proficiency and writing motivation. The study of the MANOVA test suggests that mobile-assisted task-based learning has a simultaneous influence on students' writing skills and writing motivation. Based on the execution and findings of the study, a mobile device is proposed as an alternate technique for teaching writing to teachers. It is anticipated to be utilized as an additional option for offering pupils practice in writing tasks and other English classes.

Based on the three studies that have been described above, at this time, there has been the integration of various methods of learning English with the communicative approach, the direct method, the approach with the task method, the structural approach, the linguistic approach, the competency approach and others which are integrated with various forms of digital technology such as online classes, online learning management systems, web-based studies, mobile-assisted or computer-assisted, YouTube videos, interactive applications and other forms of digital technology. This proves that the educational aspect also follows the development of digital technology because teachers must develop and meet the needs of students with the demands of the times in the global era.

c. Use of digital technology in the development of language learning skills

In addition to integrating learning methods, digital technology is also used in learning English in various skills, namely listening, speaking, reading and writing. Digital technology can be used as a development medium, a supporting facility, and a motivation for learning English skills. The following is previous research that examines this matter.

(1). Listening Skill

Firstly, according to Rorimpandey (2019) that using video YouTube in teaching listening, stated that the result of the research: In the fundamental listening course for first-semester students of the Department of English Education at FBS Unima, there are substantial disparities in listening comprehension in between able to teach using YouTube videos and those taught utilizing conventional media. YouTube videos are more successful than traditional media for teaching Basic Listening to English Education Department students in their first semester. Because learning Basic Listening involves repeated practice, this course demands students to listen, think, and concentrate on receiving information, become accustomed to hearing strange sounds or concepts, be understood, and generate new knowledge.

Thus, it is also determined that using video media to teach essential listening to first-semester students of the Department of English Education at FBS Unima is more successful than using traditional media to teach listening comprehension. Hence, the effective weight of 9.5%.

Secondly, Sulastry (2018) stated that E-books are a form of media that may be utilized for listening comprehension. Using e-books inspire students to participate actively in the learning process by making learning entertaining and challenging. The use of e-books as a listening learning medium has been tailored to fundamental skills. Using the E-book is intended so that children would be encouraged to learn independently, develop listening skills, and be familiar with and able to use technology.

(2). Speaking Skill

According to Ananda (2020), it can be inferred that vlog media is an innovation in learning based on the description of the data that has been studied as a result of the research. Students have a favorable opinion of using vlogs as a tool for acquiring English language proficiency. The use of vlogs in English lessons has successfully made learning more engaging, improving students' positive perceptions of adding interest and enthusiasm in learning to speak so that students no longer view learning to speak as difficult and tedious.

Next, Djonnaidi et al. (2021) found that one of the most successful strategies for teaching speaking online is to use digital poster media to implement the poster comment approach. This strategy is ideally suited for use with pupils during a pandemic. In addition to exercising their creativity, kids can articulate their thoughts on the information or pictures portrayed on the poster. Students become more daring while expressing their views and opinions due to applying this strategy. Future improvements to this approach will increase its quality and effect on the teaching and learning process.

(3). Reading Skill

Maghfiroh (2022) research on teaching reading using digital comic learning media explains how using digital comic media improves the reading literacy of fourth-grade SDN Damarsi pupils. The usage of digital comic media influences the reading proficiency of fourth-grade pupils at Damarsi Elementary School; thus, it is advised that comics be incorporated into the development of other courses. It is recommended that future scholars explore new materials and topics.

The second research cited by Pratama and Fridolini (2020) indicates that using Google Classroom as a new technology can increase student comprehension in correctly comprehending reading information since it is technologically assisted. Although there are significant downsides to utilizing Google Classroom, it is still widely used. Utilizing technology with a blended learning paradigm is one of the most influential and engaging alternatives for enhancing students' reading comprehension abilities.

(4). Writing Skill

Sulistyowati (2021) examined the impact of grammar checkers on students' writing skills by applying digital technology to the instruction of English writing skills. According to the researcher, the implementation of Grammarly improved the writing skills of pupils in class XI MIPA 4 at SMA Negeri 1 Jalaksa. The results revealed a substantial correlation between the application of Grammarly and improving students' writing scores. Based on their interpretation of these data, the authors believe that Grammarly is a form tool that assists students in reducing writing mistakes. The adoption of Grammarly

improved the writing skills of SMA Negeri 1 Jalaksana pupils in class XI IPA 4 through its use.

According to an additional study by Meinawati et al. (2019), from the data analysis findings, it was determined that Facebook had a good effect on both the overall capacity to write in English and the process of learning to write descriptively. The question-and-answer session was interactive. This is also evident from the English descriptive writing test outcomes. However, professors have differing opinions on Facebook use. Facebook helps students improve their grammar, vocabulary, and knowledge sharing. Using technology improvements, this study's findings have consequences for teaching and learning within and beyond the classroom. Instructors can utilize one to two hours of time outside the classroom for Facebook-based conversations.

Conclusion

In this global era, the world of education has developed and been integrated with digital technology. Based on the data exposure described, the researcher concludes, namely: (1) technology in supporting education is expected to assist students and educators in carrying out teaching and learning activities in schools so that teachers can be assisted in explaining or teaching their students without having to exhaust themselves by evaluating the results of the training provided to these students. Technology also has positive and negative influences on education. Therefore, it is the responsibility of educators to regulate and anticipate this; (2) At this time, many English learning methods have been integrated with digital technology. Such as utilizing digital technology using the direct method, integrating communicative teaching-learning methods using online classrooms, task-based language learning with the support of mobile devices, and many other combinations which the researchers adapted to the needs of students, conditions, environment and teacher goals; and (3) In addition to methods, the use of digital technology is also used in developing students' English skills, for example in listening skills can use digital technology such as YouTube videos and e-books, than in speaking skills can use vlog videos and digital posters, then develop reading skills using digital comics and google classroom, and finally, in writing skills, it can use Grammarly and Facebook social media.

Suggestion

Relevant with the results and discussion, the present study suggests EFL teachers and students to keep open to the development of the digital technology since it brings numerous benefits. However, this study proposes further investigations of similar topics by harvesting data from different sources i.e., Scopus and WoS which both are well-recognized internationally. Also, this study suggests future researchers to seek for DT implementation by applying another research method to grab broader understanding of similar topic.

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