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Promoting Digital Platforms in EFL Classrooom

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Abstract Online learning materials, known as digital platforms, have revolutionized the teaching and learning process in the EFL classroom. The objective of the study is to provide a comprehensive description of the digital platforms that are commonly utilized in the English as a Foreign Language (EFL) classroom. We deliberately selected seven members of the Islamic Institute English Club to join this qualitative study. Observations and interviews have yielded novel insights and educational opportunities through the utilization of digital platforms in the English as a Foreign Language (EFL) classroom. The study's findings indicated that each student regularly utilized many platforms, including Memrise, Falou, Telegram (VK Music Bot), Learn English Grammar, Duolingo, Grammar Test, and English Grammar. Students utilize multiple digital platforms on the reason of the digital platforms' are accessible, interactive learning, feedback immediately, and students selecting them based on the specific activity and the particular English abilities they aim to develop.
Keywords: *Digital Platforms, EFL Classroom*

INTRODUCTION

The development of technology has been a significant expansion in the application of digital technology in language teaching. Many studies have clearly shown on digital technology especially in EFL classrooms effectively utilize and incorporate technology in the learning process (Aşık et al., 2020). Teacher support is essential for self-regulated in using technology in e-learning, which is particularly important for students development in learning English whether in ESL or EFL Classroom (Wang et al., 2024). It is concerned for institutions to provide assistance for the professional development and technological integration of teacher educators

in different environments (Carpenter et al., 2024). It can be concluded that promoting digital technology in learning, however, teachers facilitate and enhance the use of technology the EFL Classroom.

Promoting digital platform in EFL Classroom is challenging not only for students but also for teachers to facilitate learning. A study conducted to determine students' preferences encompass their perceptions and viewpoints about the use of platforms and applications in the context of remote teaching. It was found that Cisco WebEx, Google Classroom, and WhatsApp met all criteria with high approval (Amin & Sundari, 2020). However, another study found that gender does not affect students' preferences in EFL classroom learners' motivation and engagement (Almusharraf et al., 2023). Moreover, attitude and digital literacy do not predict English-learning platform use (Alakrash et al., 2022). Limited studies about providing a comprehensive description of digital platforms that are commonly utilized. Students' preferences become the main role that should considered in facilitating the learning. In summary, the study addressed the research question is "What are digital platform used frequently in EFL Classroom?"

METHOD

Qualitative study implemented in this study which designed descriptively. It is a case study of on the context of EFL Classroom. We deliberately selected seven members of the Islamic Institute English Club to join this study. The seven members were from different study program in IAI DDI Polewali Mandar, however, they have joined in English Club for about 6 months. Observations were conducted to find out what kind of digital platform frequently used. Then, in depth interview to find data about their reason of the utilization digital platforms in the English as a Foreign Language (EFL) classroom.

RESULT AND DISCUSSION

The result of the study related to digital platform are frequently used and their reasons in EFL Classroom by members of the Islamic Institute English Club (ILC) in IAI DDI Polewali Mandar. The Data collected from observation class and interview

during the learning process of ILC Class. The result of the study as follows divided in two parts, they are: Digital platform frequently used and reasons to use the digital platform in learning English.

The first table below demographic data of the students who have joined the study as the member of Class A at ILC IAI DDI Polman to learn English. The data are about students faculty and study program at IAI DDI Polman, and also the sex.

Tabel 1. Demographic Data of students at ILC IAI DDI Polman

No	Students	Faculty	Study Program at IAI DDI Polman	Sex
1	ILC001Fbi	FEBIS	Perbankan Syariah	Female
2	ILC002Asr	FSH	Hukum Tata Negara	Male
3	ILC003Mrn	FTIK	Pendidikan Bahasa Arab	Female
4	ILC004Shf	FTIK	Pendidikan Agama Islam	Female
5	ILC005Nml	FTIK	Pendidikan Guru Madrasah Ibtidaiyah	Female
6	ILC006Aud	FTIK	Pendidikan Agama Islam	Female
7	ILC007Rdy	FTIK	Pendidikan Agama Islam	Female

(ILC IAI DDI Polman, May 2024)

All of the selected members to join this study are Non-English Department, moreover, only one participant is male. Most of the students are from Education faculty, two of them from different faculty, namely Islamic Economy and Business Faculty and also Islamic Law Faculty in IAI DDI Polewali Mandar.

The challenges to learn English for students who are not from English Department practically faced all aspects of language skills, such as speaking, reading, writing, and listening in English. As a result, not only students but also teachers must work harder to choose the best teaching strategies for non-English department students (Mubarok & Rofi'ah, 2022). In connection with that, providing insightful feedback to English instructors in both contexts so they can subject their pupils to the results of each strategy's application (Agustina, 2022). Teacher is not the only one learning sources, but they have to facilitate the class to the target language,

one of the by promoting the digital platform on EFL Classroom. Different perspectives exist among EFL teachers regarding the aptitude for learning foreign languages, the difficulties involved in acquiring new languages, and the nature of language instruction and learning. Since English is seen as a foreign language in Indonesia, unlike in some other countries, this perspective will influence the attitudes and methods of Indonesian EFL teachers (Karim et al., 2020).

Tabel 2. Students reason to use the digital platform in learning English ILC IAI DDI Polman

No	Students	Digital Platform	Reasons
1	ILC001Fbi	Memrise	*It's easy to use, so I can learn anytime, there are some short conversation and games that's very helpful and enjoyable to be learned. It covers a number of appropriate learning needs including reading, writing and listening. A range of additional learning options including grammar study, timed tests, difficult word banks and even voice recording systems. A fun and highly effective (mem)system designed to optimize vocabulary recall ability. But, Mobile app is no longer free and no longer provides access to courses.*
2	ILC002Asr	Falou	*I can access may kinds of learning activities from native speaker. Falou is accessible easily, so I can learn when I have spare time. The learning material can be access with some games with clear audio. There are many features provided even if you don't use the premium app. Falou provides interactive features such as pronunciation*

No	Students	Digital Platform	Reasons
			exercises, word writing exercises and listening and there are also challenges in each material. However, this application is not suitable for use in public places because the way to learn languages using the Falou application is with the interactive lesson method so that users need to be in a quiet place to focus more on learning.
3	ILC003Mrn	Telegram (VK Music Bot)	*It's free and I don't have to download another kind of application. I can choose many kinds of music in one platform while learning more especially to improve my pronunciation, vocabulary and speaking skill with fun way.*
4	ILC004Shf	Learn English Grammar	*To learn about Grammar, I choose this platform, because it still can be access and practice without internet connections. I can learn detailed about grammar, there are many activities to practice. With detailed information of instant feedback, so I can learn by myself to identify and correct my mistakes. Make it easy to learn English, especially in terms of Grammar because in this application the material starts from the most basic such as nouns, verbs, to tenses. And after the material description there will be questions to review the material. But, this application uses English, so it is not suitable for beginners because there is no translation.*
5	ILC005Nml	Dualingo	*I love Dualingo, it's fun way, and interactive learning, especially the listening*

No	Students	Digital Platform	Reasons
			practice, it's very helpful for me. Learning with Dualingo, I can schedule my time, because there are some levels and I can improve my progress.
6	ILC006Aud	Grammar Test	*I am focus on learning grammar this semester. The application of Grammar Test help me to improve my grammar. The level of our learning progress can be check and I can have the answer, and I can learn anytime and every time even without internet connection*
7	ILC007Rdy	English Grammar	*Learning grammar is not easy for me. But with this platform keep me motivated to learn. I can practice grammar and do some activities to improve my Grammar. It has interactive exercise. (English Grammar) does not use the internet when used, there are many features such as, grammar, tenses and also have explanations and with tests to find out our understanding. Unfortunately, there is no speaking feature all in English so we need to translate the explanation when we don't know.*

(ILC IAI DDI Polman, May 2024)

The second table shows seven digital platforms frequently used by students in learning English. Each of the students have different kinds of digital platform to use in improving their English skills. Besides that, there are various reasons in using the digital platforms for learning English at ILC IAI DDI Polman as EFL Classroom.

The main reason for their selected digital platform in EFL Classroom at ILC IAI DDI Polman because "*easy to use*", "*free*" *and* "*without internet connection*" and "*I can*

learn anywhere and everytime". It means that, they choose the digital platform because it accessible to be used as learning material to improve their English. English language instruction and learning have changed as a result of the rise of digital learning. As a result of these advantages, technology-based language learning attracted a lot of interest (Alakrash et al., 2022).

The second reason, are about "*interactive", "learning activities", "instant feedback", "level", "helpful', "fun way", "enjoyable"*. Those words express about Interactive Learning. The platforms are available that contain games, quizzes, films, and other interesting activities that improve learning efficiency and enjoyment in learning English. Learning motivation reached a higher threshold than autonomy (Díaz-Noguera et al., 2022). The interactive learning materials in digital platform not only keep students motivation to learn but they build their autonomous learning.

The next reason, related to the words *"…have explanation", "instant feedback"* express about Feedback that prepared and can be find immediately. It means that immediated feedback is available for in the digital platform and many learning activities, which can assist students in recognizing and fixing mistake fast. One of the most potential factors influencing learning and success is feedback, which can have both positive and negative effects. the impact of both positive and negative feedback, as well as the timeliness of the feedback (Hattie & Timperley, 2007).

The least but not last reason, are about students' needs relating the words *"I like…", " I love…", "I focus ….".* The process of creating knowledge is what it means to learn digital technologies in higher education, and students' learning behaviors, motivation, and knowledge acquisition are greatly impacted by the swift expansion of technology in the classroom. Students who use virtual classrooms and educational apps more frequently learn more and are more motivated to learn (Noor et al., 2022).

Based on the findings and discussion above that each student regularly utilized many platforms, including Memrise, Falou, Telegram (VK Music Bot), Learn English Grammar, Duolingo, Grammar Test, and English Grammar. Students utilize multiple digital platforms on the reason of the digital platforms' are accessible, interactive learning, feedback immediately, and students selecting them based on the specific activity and the particular English abilities they aim to develop.

CONCLUSION

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