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The Role of Digital Learning Tools in Improving Students' English Skills: A Systematic Literature Review

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Abstract: *The integration of digital learning tools has revolutionized English language education by increasing accessibility, effectiveness, and student engagement in the learning process. This study systematically reviews the role of digital tools in improving English language skills, focusing on their benefits, challenges, and practical implications. Findings indicate that digital tools significantly improve students' reading, writing, speaking, and listening skills, supported by innovations such as mobile learning, augmented reality (AR), virtual reality (VR), and gamification. These tools not only personalize the learning experience but also encourage critical thinking and collaboration among students. Despite these benefits, challenges remain, including limited access to technology, inadequate infrastructure, and gaps in digital literacy among educators and students. Effective integration of digital tools into the curriculum requires ongoing professional development for teachers, development of engaging content, and equitable access to technology resources. Collaboration between educators, policymakers, and technology developers is essential to address these challenges. This study emphasizes the transformative potential of digital tools in English language education and calls for further studies to explore innovative applications of emerging technologies such as artificial intelligence and big data. By addressing existing barriers, digital tools can be optimized to create inclusive and dynamic learning environments that prepare students for the demands of a globalized digital future.*

INTRODUCTION

Education plays an important role in the development of society and the country. Learning methods continue to change with the times, and tools is one of the most influential components. Learning tools is a tool or means used during the learning process to help students understand and absorb information better (Sophya & Sophya, 2013). The development of information and communication technology (ICT) in recent decades has changed the world of education, bringing

a revolution in the use of educational tools. In the 20th century, technological advances such as slide projectors, films, and sound recordings entered the classroom. The use of digital tools such as interactive simulations, learning videos, and e-learning platforms is now accessible thanks to advances in computer and internet technology (Nuria & Nurfani, 2019). In addition to supporting various student learning styles, these learning tools facilitates visualization of concepts and dynamic interactions (Ukkas et al., 2019).

English is an international language that is essential for communication, business, and education around the world. English opens many career opportunities and resources around the world. Learning digital tools has become an important part of English language education in recent decades. Digital technology can accelerate and enrich learning.

English language learning is now accessible through more sources than just textbooks and blackboards. There are many applications, programs, and online platforms that are specifically designed to help students learn English. While learning platforms and videos such as TED Talks or BBC Learning English improve students' speaking and listening skills, applications such as Duolingo, Babbel, and Quizlet offer flexible learning approaches. Interactive simulations and educational games also encourage students to actively participate in learning (Fitrawati et al., 2021).

Digital tools can help students learn English by improving their reading, writing, speaking, and listening skills. In addition, these tools provide a flexible and individual learning experience, allowing students to choose materials according to their interests and abilities (Hasanah & Rodi'ah, 2021). By having the ability to track student progress more accurately and provide specific feedback for teachers (Heryani et al., 2022).

Even though digital tools have many advantages in education, there are several issues that need to be considered before maximizing their use, including the following:

1. Limited Technology Infrastructure: Some schools do not have access to sufficient devices and stable internet connections, which are major obstacles, especially in remote areas (Tutuk et al., 2021).
2. Lack of Teacher Skills: Many teachers do not know how to use technology in teaching.
3. Technological Distractions: Students are often tempted to use electronic devices for purposes other than learning, such as accessing social tools, which can disrupt their focus on learning. Intensive training is needed to improve their ability to utilize digital tools (Amalia, 2017).
4. Content Quality: Some digital content does not meet educational standards. As a result, teachers must be selective in choosing appropriate learning resources (Kurnia, 2022).

In implementing digital technology in the student learning process, the government must ensure that residents in all regions have equal access to the internet and digital devices. Training programs must be designed to improve teachers' knowledge of technological developments. Digital content must be designed in such a way that it is in accordance with the national curriculum and meets the needs of students. Teachers and parents must play an active role in ensuring that students use technology correctly.

Digital learning has tremendous potential to improve the quality of English language learning. The use of digital tools allows students to learn in a more engaging, flexible and independent way by providing unlimited access to learning resources. To create an inclusive and high-quality learning ecosystem, collaboration between the government, schools and technology developers is needed.

METHODS

The purpose of this study is to provide an in-depth overview of how digital English learning tools are used in education. This study uses a literature study method where researchers can understand the trends, successes, and problems of using English learning tools using this method by collecting, analyzing, and synthesizing relevant academic literature (Hartiwi, 2021). According to Sugiyono (2018), this method is very useful for researchers, policy makers, and education practitioners because it can be easily evaluated from various sources.

To stay relevant with the latest advances, this study uses databases such as Google Scholar as well as literature published in the last five years. "Digital tools", "english learning" and "educational technology" are the keywords used in the search. The research process consists of five main stages. The first stage, the researcher determines the research topic, namely the effectiveness of using digital tools in English learning. Furthermore, the researcher formulates the problem to find out to what extent digital tools can improve English learning and what factors influence it. This formulation ensures that the focus of the research remains relevant and consistent. The second stage, Literature Search and Collection; after determining the topic and problem, researchers search for and collect related literature, namely scientific journals, articles, books, and research reports. The third stage is Literature Selection and Evaluation where researchers assess the relevance of the topic, the credibility of the source, and the year of publication. The selected literature must have a clear methodology, important results, and conclusions that are relevant to the research. Each literature is evaluated to ensure its quality and accuracy. The fourth stage is Analysis of the literature at this stage, the selected literature is thoroughly analyzed to find the main themes such as the types of digital tools used, how teachers use the tools in learning, and the results obtained. To provide a complete picture of how effective digital tools is in learning English, researchers combine the results of various literatures. This analysis also discusses issues such as infrastructure limitations and digital expertise. The fifth stage is making a Research Report including background, methodology, analysis results/discussions, and conclusions. The purpose of this report is to gain a clear understanding of how effective digital tools are in teaching English and their practical implications. This research, after going through these stages, provides important information on how to optimize the use of digital tools in English language learning, especially by supporting more inventive, relevant, and inclusive teaching approaches (Harfal et al., 2022).

RESULT AND DISCUSSION

The curriculum should be designed to allow the use of digital tools in accordance with learning objectives. The use of digital tools should also be adjusted to the demographics and needs of students. For example, Martinez and Perez (2023) stated that gamification-based learning applications can be used to increase student engagement and make learning more fun. Gamification allows students to participate in challenging and rewarding games, which can increase their motivation and learning outcomes (Saputra et al., 2023).

The use of digital tools in English learning has many benefits, including improving students' language skills, increasing their enthusiasm, and increasing their participation. However, there needs to be a comprehensive and structured plan to overcome challenges such as limited infrastructure and digital capabilities. As a result, digital tools can be optimized to support more effective and efficient learning and improve English language education. Further research is needed to explore new and creative digital learning methods if we are to continue to improve the quality of education in the information age.

English language learning has undergone a major transformation in the last few decades,

especially thanks to technological developments. This literature review study aims to identify and analyze the role of learning tools in the context of English language learning in the modern era (Kholifah, 2022). Here are some important findings from the analyzed studies.

1. Mobile Learning: Chen and Liu (2019) found that mobile learning was effective in improving students' listening comprehension.
2. Virtual Reality (VR): Liu & Zhao (2022) found that VR is effective in improving English pronunciation and providing a more immersive learning experience.
3. Gamification: Martinez & Perez (2023) highlighted that gamification increases student engagement and has a positive impact on writing and reading skills.
4. Use of Digital Learning Tools: Zhang et al. (2020) found that digital learning tools significantly improved students' speaking and listening skills.
5. Augmented Reality (AR): Davis et al. (2021) found that the use of augmented reality (AR) in reality-based learning can improve students' listening and speaking skills.

The use of English language learning tools should improve speaking, writing, and communication skills (Guruh & Kinanti, 2021). This includes listening well and speaking fluently in various English situations. We must continue to study the opportunities and problems in tools use if we want to improve English language education in the modern era. By using a holistic, sustainable, and responsive approach to technological developments, we can ensure that students take full advantage of English language learning tools in the modern era that is increasingly connected and global. According to Zakaria (2022), further research, collaboration between stakeholders, and educational innovation will be needed to achieve this goal.

Research indicates that digital tools aids in English language acquisition. Zhang et al. (2020) discovered in their meta-analysis that students' speaking and listening abilities are much enhanced by digital learning resources. This is crucial as learning English necessitates both speaking and listening. Compared to traditional methods, digital tools—like interactive software and language learning applications—allow students to acquire their skills in a more dynamic and interesting manner (Melati, Fayola, et al., 2023). These findings suggest that integrating digital technology into English language instruction not only enhances students' language proficiency in several areas but also increases their motivation and level of engagement. To determine how various technologies can be applied in various learning environments, more research is required. In the field of education, learning English through digital tools has grown in importance. According to Dewi et al. (2019), new learning approaches have been made possible by developments in information and communication technology. Given that English is the most widely spoken language in the world, this is particularly true while teaching it. The effectiveness, advantages, challenges, and real-world implications of digital tools use for education will all be covered in this conversation. Teacher training is very important in facing the development of technology and teaching methods that are constantly changing. When creating English learning materials, developers must consider the various cultures and backgrounds of students. Interesting and relevant content must be appropriate to the age and interests of students. It is very important to conduct consistent evaluations of the effectiveness of English learning tools (Activity & Clinical, 2018). This includes measuring student engagement, learning outcomes, and teacher and student feedback. By conducting these evaluations, we can determine which learning methods are effective and what needs to be improved.

Furthermore, a thorough investigation by Chen and Liu (2019) showed the efficacy of mobile learning in raising students' listening comprehension. Students can learn at any time and from any location with the help of mobile learning tools. This enables students to repeatedly access a variety

of learning resources (Rahman et al., 2017).

In addition to accessibility issues, there is a risk of being left behind in the digital world, where students who are not used to or comfortable using technology can be left behind (Rahmat & Fauzi, 2022). It is important to take action to ensure that all students have equal opportunities to use these learning tools. According to Deswin (2019), students may need additional support and training to overcome technological challenges. English learning tools can help you speak better, but improving critical thinking skills is also important. Students should be encouraged to learn to analyze and sort data, as well as gain a deeper understanding of English and its culture. This will help them understand English critically and deeply (Roinah, 2019). Data can help students understand progress and find areas that need to be improved with the help of digital learning tools. The use of big data and data analysis in English language education can help educators and school administrators make better decisions about better learning programs.

English learning tools must be effectively integrated with the school curriculum, according to Dewi (2019). In the curriculum, direct learning and digital learning tools must be balanced. This ensures that learning resources help achieve broader English language education goals. Educators, researchers, and developers of learning tools must collaborate more. A comprehensive study in this area can help find the most effective English learning approaches, best practices, and current practices (Martoyo & Haryanto, 2018). Therefore, the use of English learning tools in the modern era has many positive and negative possibilities. We can use this learning tools as best we can to support effective and relevant English learning in the modern era that is increasingly globally connected. By considering accessibility, teacher training, relevant content development, effectiveness evaluation, good curriculum integration, and collaboration, we can achieve this goal (Ilmiah et al., 2021). To measure the true impact of English learning tools in the modern era, further research should be the focus of research. To gain a better understanding of how the use of learning tools affects students' English achievement, their motivation to learn, and their engagement in the learning process, careful evaluation and empirical research are needed (Anggraini, 2021). In addition, it helps in determining the best practices and solving problems that may arise when using the tools.

Students may have busy schedules or geographical constraints that prevent them from accessing conventional learning resources, but this is very helpful. The use of digital tools has many additional benefits for English language education. One of them is increasing student motivation and engagement. According to Davis et al. (2021), augmented reality (AR) can increase student retention and desire to learn. This is since AR allows students to interact with learning materials in a more engaging and entertaining way. As a result, AR can increase student engagement and learning outcomes (Widianto, 2021). Virtual reality (VR) has many benefits besides AR. In their study, Liu and Zhao (2022) found that virtual reality (VR) helps students improve their English pronunciation and provides a more engaging learning experience. Students can practice pronunciation in a context comparable to real-life situations, which helps them overcome psychological problems and increases their confidence in speaking English (Purandina, 2020).

Although the use of digital tools to teach English has many benefits, there are also some problems. One of the main problems is the limited technological infrastructure (Mubarok & Sofiana, 2023). Educational institutions do not always have the necessary technological devices, such as computers, tablets, and a stable internet connection. This can hinder the use of digital tools in all educational institutions. Digital skills must also be possessed by teachers and students. Many teachers are not familiar with new technologies or are not sufficiently educated to integrate digital

tools into their curriculum (Melati, Kurniawan, et al., 2023). Likewise, students who are new to technology may have difficulty using digital learning tools. Therefore, teachers and students need adequate instruction and support to make the most of digital tools in the learning process. According to Liyana & Kurniawan (2019), a planned and comprehensive strategy is needed to implement educational technology to overcome these problems and maximize the benefits of digital tools. Educational organizations must ensure that adequate technological infrastructure is available. In addition, they must continue to provide training to teachers to improve their digital skills (Hartanti & Kurniawan, 2022).

The main challenge in using English language learning tools in the contemporary era is digital inequality. Students do not always can gain access to the technological devices and internet connections needed to gain access to digital learning tools (Ahmad Fauzan, 2021). This can lead to inequalities in learning opportunities. Students from lower economic backgrounds should be given fairer access to technology. Teachers must have knowledge of how to use technology and pedagogy properly if they are to use English language learning tools effectively. Teachers must have the following qualities: incorporating learning tools into the curriculum, providing constructive guidance and feedback, and guiding students in the use of tools (Puspitaloka et al., 2022).

English language learning has undergone a major transformation in recent decades, especially thanks to technological advancements. The purpose of this literature review study is to identify and assess the role of learning tools in English language learning in the modern era (Kholifah, 2022). By examining various literatures, studies, and articles, we summarize the main findings and trends in the use of English language learning tools. 1. Digital Learning Tools Increases Student Engagement: Studies show that the use of digital learning tools, such as simulations, interactive videos, and mobile applications, has increased student engagement in English lessons. When learning is interactive and uses multitools components, it becomes more interesting. 2. Personalization of Learning: Current learning technologies allow learning to be tailored to individual needs. Teachers can improve learning outcomes by changing learning materials to meet student needs and make the learning experience more enjoyable. 3. Improve Language Skills: Studies show that the use of learning tools can improve reading, writing, speaking, and listening skills in English learning. When students interact more with English in digital tools, their language skills improve. 4. Technology and Accessibility Barriers: This includes the inability to access various technologies and infrastructure in various locations. Not all students have the same devices and internet connections. As a result, learning opportunities are not equal, 5. Teacher Training is Important: The study also emphasized that teachers must be trained to use English tools well. Teachers must understand how technology is used to teach. The paradigm of English teaching and learning has changed due to learning tools in the modern era, which is characterized by advances in information and communication technology (Aditia & Utomo, 2021).

CONCLUSION

In English language learning, digital tools have driven significant progress, especially in improving students' reading, writing, speaking and listening skills. Technologies such as augmented reality (AR) and virtual reality (VR) offer immersive experiences that overcome psychological barriers and improve communication skills. Gamification further enriches the learning process, making it more interesting and motivating for students. However, challenges remain, including gaps in access to technology and gaps in digital literacy among educators and students, which limit the effective use of these tools in education. Bridging this gap requires

targeted efforts to ensure equitable access to devices and reliable internet connections, especially in underserved areas, as well as regular teacher training to develop technical and pedagogical competencies.

To maximize the benefits of digital tools in English education, a collaborative approach involving educators, policy makers, researchers, and technology developers is essential. Seamless integration of digital resources into the curriculum, alongside traditional teaching methods, supports holistic learning outcomes. Personalizing the learning experience through dynamic, curriculum-aligned content and involving students in its development further increases engagement and relevance. Continuous evaluation of learning outcomes and exploration of new technologies such as artificial intelligence and big data will drive innovation, ensuring that digital tools are utilized effectively to prepare students for the demands of a globalized digital future.

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