

The Utilization of Digital Media in the English Learning Process: A Study in the Business Administration Department

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ABSTRACT

The use of digital media in English language learning represents a strategic approach to preparing students for the demands of the professional world, where technology and digital communication are highly prioritized. The integration of digital media enables students to access authentic English learning materials, thereby enhancing their linguistic competence in ways that align with workplace requirements. The urgency of this study lies in the necessity to understand the effectiveness and patterns of digital media utilization in supporting the achievement of English language competencies relevant to the needs of business and industry. The research explored the way digital media applied in English language learning at the Department of Business Administration. It focuses on the types of digital media used, the challenges faced, and the impact on students' English skills. The study employs a qualitative method, incorporating classroom observations and semi-structured interviews with students and lecturers. Purposive sampling was applied. The population includes all students and lecturers in the department. The sample consists of second-semester students from Business Administration (II AB1 and II AB2), Business Management (II MB1–MB5) and seven English lecturers. These research results are expected to give insights for evaluation and decision-making. They will help the Department of Business Administration work towards its goal of developing internationally competitive management professionals.

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Digital Media, Learning, English Language, Technology, Communication.

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1. Introduction

English proficiency is a key component of the Department of Business Administration's vision. The aim is to develop human resources with international competitiveness in the managerial domain. Therefore, learning and using English in the teaching and learning process is essential for realizing this vision. English is not only an international means of communication. It is also crucial in many aspects of life, including the professional world. Numerous resources, journals, and pieces of information in Business Administration are available in English (Amalia S & Rut, 2024; Aswad et al., 2019; Rahman, 2018). Technology, particularly e-learning applications, plays a crucial role in this context (Dian & Paramita, 2023). English learning should be integrated with the appropriate use of media and technology to ensure an effective process. With technological advancements, the use of digital platforms in education—including English language learning—has become widespread. These platforms offer various tools and methods to enhance the learning experience (Wayan Martini Jovita Yanti et al., 2024; Weda et al., 2021; Andini et al., 2021).

In this study, digital media refers to applications, platforms, or e-learning tools used to search for, access, or deliver information in English learning within the Department of Business Administration. The use of digital platforms in English learning is highly diverse. Previous research revealed the dominant use of tools such as Google Classroom, YouTube, Zoom, WhatsApp, Edmodo, video blogging, and Instagram. These platforms are widely utilized in supporting students' language learning (Nugroho, 2024). Digital media not only provides authentic resources but also enhances interactivity between lecturers and students. Moreover, the integration of these tools encourages independent learning and increases student engagement in the classroom.

Currently, media and technology play a crucial role in effective English learning methods for students. There are three main reasons for this. First, Technology facilitates simple access to different authentic resources for learning. Second,

it enables more interactive learning through available applications. Third, it guides students in independent learning, allowing them to check grammar, pronunciation, and other aspects on their own. Melati's research aligns with these points. Digital media provides many accesses to variety resources, such as e-books, learning videos, language apps, and online discussion forums (Melati, 2024). This is also in line with the view that innovative technologies applied in teaching and learning activities are at the forefront of students' acceptance of contemporary educational formats (Cramarenco et al., 2023).

In the Department of Business Administration at Politeknik Negeri Manado, the use of digital media in English language learning has also been implemented. However, differences exist in the types of media employed by lecturers during the teaching process. This has motivated the researcher to examine the kinds of digital media used, identify which media are most frequently used, and explore students' perceptions as well as the influence of these media on the improvement of their English proficiency. The purpose is to enhance the effectiveness of the learning and teaching process, as it has been stated that learning effectiveness can be achieved, among other ways, through the use of instructional media that are appropriate to the situation and conditions, both in terms of content and the learners' environment (Adikara et al., 2022). Another perspective also highlights that e-learning applications have introduced various innovations in English language teaching methods (Dian & Paramita, 2023). These considerations form the basis of the researcher's interest in exploring deeply the digital media employed in English learning within the Department of Business Administration.

This study contributes to supporting the vision of the Department of Business Administration, which is to develop internationally competitive human resources in the managerial side. Accordingly, it is considered necessary to improve English language proficiency effectively through the integration of digital media. The research questions of this study focus on identifying the types of digital media most suitable for use in the English learning process within the Department of Business Administration and examining how students perceive the integration of digital media in their learning. Accordingly, the objectives of the research are to determine the kinds of digital media that best support English learning in this context and to analyse students' perceptions regarding their effectiveness and contribution to the learning process.

2. Methodology

This study employed a descriptive qualitative approach to analyze how digital media were applied in the English learning process within the Department of Business Administration. The research was conducted in the Diploma III Business Administration and Applied Bachelor Business Management programs over a period of three months. The population consisted of all students and lecturers in the department, while the sample was purposively selected, including second-semester students from classes II AB1, II AB2, and II MB1–II MB5, as well as seven English lecturers. Data collection was carried out through direct classroom observations using a checklist, semi-structured interviews with both students and lecturers, and documentation of learning activities such as authentic materials obtained through digital media, the e-learning platforms used, and records of online learning.

3. Result and Discussion

Based on the results of interviews conducted through Google Form with 83 respondents, it was found that YouTube was the most frequently chosen digital medium to help students understand English materials. Most students considered YouTube effective because it provides comprehensive explanations in video form, is often equipped with subtitles, and allows them to learn pronunciation directly. One student stated, "YouTube, because it is a video and we can also know how to pronounce each word." In addition to YouTube, several students mentioned TikTok as an alternative medium that was useful because it presents short videos with concise explanations of the main material. One respondent wrote, "TikTok, usually it appears on the homepage (fyp), and the videos are relatively short but easy to understand because they provide the key points of the material."

Furthermore, Google Translate was also used by students to translate lecturers' explanations or English materials into Indonesian, especially for those who still lacked sufficient comprehension. In addition, one respondent also mentioned AI tools as an additional resource to search for word meanings or obtain more detailed explanations. The data concluded below:

Digital Media	Number of Respondents	Main Reasons
YouTube	37	Visual + audio, subtitles, pronunciation practice, concise explanations
TikTok	14	Short videos, straight to the key points
Google Translate	12	Helps translate lecturers' explanations/materials into Indonesian
AI Tools	10	Provides additional explanations, word meanings
Others	10	General answer without detailed explanation

Based on the participants' responds regarding their impressions of using digital media in English learning, the majority expressed that the experience was enjoyable. Most respondents used terms such as "more enjoyable," "very enjoyable," or simply "enjoyable" to describe their positive feelings. This indicates that digital media can create a learning atmosphere that is more creative, interactive, and less monotonous. However, a few participants shared different perspectives. Some described the experience as neutral or flat, neither enjoyable nor boring, while others noted that digital learning could sometimes be boring, depending on the type of media used and the way the material was delivered. Therefore, it can be concluded that, in general, digital media is perceived to increase motivation and comfort in learning English, although its effectiveness still depends on the choice of media and the teaching approach applied.

Based on the data above, the digital media most suitable for use in the English learning process within the Department of Business Administration are those that combine accessibility, interactivity, and authenticity of content. Among the various platforms, YouTube emerged as the most frequently utilized medium because it provides authentic audio-visual materials, a wide range of topics relevant to business and professional contexts, and flexible access both inside and outside the classroom. This supports previous studies highlighting YouTube's role as an effective tool for developing listening, pronunciation, and contextual vocabulary in English learning. A researcher also concluded that the use of YouTube has numerous positive impacts on EFL learners' English language proficiency (Tahmina, 2023)

In addition to YouTube, Google Classroom and Zoom were also considered suitable for structured learning and formal communication between lecturers and students. Google Classroom facilitated the distribution of materials, assignments, and feedback, while Zoom enabled synchronous learning, particularly during discussions and presentations. These platforms supported interaction and collaboration, which are crucial in fostering students' speaking and communication skills. In line with the research conducted by (Subari et al., n.d.) stated that the feel of the students that Google Classroom can help their job easier as students to improve their self-learning, and enhance the communication between the students and the teachers.

Furthermore, WhatsApp and other messaging platforms were found to be practical for informal communication, quick feedback, and collaborative group work. Although not primarily designed for education, these tools complemented formal platforms by offering a space for continuous interaction and peer support it (Naghdiipour & Manca, 2023).

Therefore, the most suitable digital media are those that provide a balance between formal learning management systems (such as Google Classroom and Zoom) and informal, flexible tools (such as YouTube and WhatsApp). When integrated effectively, these media can enhance students' engagement, support independent learning, and provide authentic exposure to English, which is particularly important for students in the Department of Business Administration as they prepare to compete in international managerial contexts.

Students show positive perception of digital media in English learning. They highlighted that the use of digital platforms enriched their learning experience by making lessons more engaging, flexible, and interactive compared to traditional methods. Through media such as YouTube, Google Classroom, and WhatsApp, students were able to access authentic English resources that exposed them to real-life language use. This access helped them improve their listening comprehension, practice speaking with better confidence, and strengthen their reading skills through exposure to diverse texts and subtitles. In particular, the multimodal nature of digital media—combining audio, video, and text—was seen as a key factor that supported their ability to learn independently and at their own pace. Overall, students believed that digital

media not only complemented classroom learning but also provided opportunities to practice English outside of formal settings.

Despite the overall positive perception, students did encounter certain challenges while engaging with digital media. The most prominent difficulty was understanding different English accents used by speakers in videos and other online content. This issue sometimes caused frustration, especially when the accents differed significantly from the standardized forms they were familiar with in classroom instruction. However, students also acknowledged that this exposure had long-term benefits, as it pushed them to adapt to a wider variety of Englishes, preparing them for communication in diverse international contexts. Apart from accent comprehension, students did not report significant difficulties with the technology itself. Most of the platforms were described as user-friendly and easily accessible, indicating that technical barriers were minimal in their learning process.

In response to their experiences, students emphasized the importance of diversifying the types of digital media used in English learning. They suggested that relying on a single platform or tool may limit the range of skills that can be developed. For instance, while YouTube was effective for listening practice, platforms such as Google Classroom supported structured learning, and messaging applications like WhatsApp facilitated quick interactions and collaborative tasks. By combining these tools, students believed their English proficiency could be improved more holistically. They also recommended that lecturers integrate digital media more strategically, aligning the choice of media with specific learning objectives, such as using podcasts for listening comprehension, discussion forums for writing, and video conferencing tools for speaking practice. This variety, according to students, would not only enhance their learning outcomes but also sustain their motivation and engagement throughout the course.

4. Conclusion

The findings demonstrate that digital media play a significant role in supporting English language learning within the Department of Business Administration. Students perceived digital media as highly beneficial in enhancing their listening, speaking, and reading skills, as well as in providing access to authentic and engaging learning resources. The challenges encountered were relatively minor, with the main difficulty being the comprehension of different English accents in digital content. Nevertheless, this challenge was also recognized as valuable exposure that could improve adaptability in real-world communication.

Moreover, students suggested that a wider variety of digital media should be incorporated into the teaching process to maximize learning outcomes. They emphasized that integrating multiple platforms—such as YouTube, Google Classroom, Zoom, and messaging applications—would allow for more comprehensive skill development and sustained motivation. Overall, the study concludes that the effective and varied use of digital media not only enhances the quality of English learning but also aligns with the vision of the Department of Business Administration to develop internationally competitive human resources in the managerial field.

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