

STUDENTS' PERCEPTIONS OF THE ROLE OF ELECTRONIC MEDIA IN ENHANCING ENGLISH LANGUAGE LEARNING

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Abstract: This research aimed to explore the role of electronic media in enhancing English language learning among high school students in Banjarmasin, Indonesia. The research focused on students' perceptions and their experiences with digital platforms, apps, and social media. The rapid advancement of technology has made electronic media essential tools in Education, offering students flexible, engaging, and interactive learning opportunities. Despite these benefits, challenges such as limited internet access, insufficient digital skills, and lack of direct teacher interaction were also noted. The findings revealed that students found electronic media motivating and enjoyable, particularly in developing listening and speaking skills. They appreciated the easy access to learning materials and the flexibility to learn anytime and anywhere. However, the lack of in-depth teacher explanations and the dependency on a stable internet connection remained significant barriers. The research suggested that while electronic media could significantly

enhance language learning, their full potential could only be realized by addressing technological challenges and promoting digital literacy.

Keywords: *electronic media, English language learning, student perceptions*

INTRODUCTION

Along with the rapid advancement of technology, the use of electronic media in language Education is growing. Electronic media, which includes digital devices, apps, online platforms, and social media, plays a critical role in enhancing English language learning at various educational levels. According to Ambe et al. (2024), electronic media refers to any communication medium that requires electrical power to work, such as television, radio, and computers. However, the term electronic media often overlaps with digital media, which involves platforms and formats based on digital technology, such as the Internet, mobile apps, and social media (Davydova, 2025). In this research, the term electronic media is used to encompass both traditional and digital forms of media that are essential tools for learning English.

Information and Communication Technology (ICT), which includes the infrastructure, devices, and applications used for communication and information dissemination, is a broader concept that also includes electronic media (Msambwa et al., 2024). The integration of electronic media into language learning is part of the larger ICT framework, allowing students to access educational content in more engaging and interactive ways. By connecting electronic media with ICT, this research aims to explore how both contribute to enhancing students' language skills.

Initially, technology in language education focused more on using hardware and software in the classroom, with tools such as language labs, projectors, and educational software being commonly used to support the learning process. However, recent developments have led to a significant shift towards the use of electronic media outside the formal classroom setting. Students now have greater access to various language learning platforms and apps, such as Duolingo, BBC Learning English, YouTube, and social media platforms, which allow them to interact with native English speakers and practice language skills in real-life contexts. According to Hasumi and Chiu (2024), this shift towards out-of-classroom learning has been driven by the increasing availability of digital devices and internet access, which provide learners with the opportunity to engage with language content at their own pace and convenience. Nupus et al. (2024) also

emphasize that electronic media has transformed language learning from a traditional, teacher-centered classroom experience to a more independent, self-directed, and technology-based approach. This evolution reflects a growing trend towards learner autonomy, where students are empowered to take control of their learning outside the classroom, using various digital tools to practice speaking, listening, reading, and writing skills in an engaging, interactive way.

However, despite the considerable potential of electronic media in English language teaching, there is still a lack of understanding regarding how students perceive the use of these tools in their learning process. Most existing research tends to focus on the effectiveness of electronic media in improving language skills such as listening, speaking, reading, and writing (Fajariah & Mirza, 2024). However, there is limited research that explores students' personal experiences with these tools, particularly how they perceive their learning progress and the specific challenges they encounter. Studies by Nugroho (2024) and Artiniasih and Wedayanthi (2024) suggest that while electronic media can assist in improving listening and speaking skills, it also raises issues such as technological barriers, lack of direct teacher interaction, and the difficulty of adapting to new learning platforms. This gap in research highlights the need to examine students' perceptions in more detail to understand how they interact with and benefit from these media in their language learning journey.

A study by Aldi et al. (2023) suggests that although electronic media offers many benefits, students' perceptions of these tools vary widely. Some students feel more motivated and engaged when using technology for language learning, while others feel more comfortable with traditional face-to-face interaction with teachers and classmates. Therefore, it is imperative to delve deeper into students' perceptions of the use of electronic media in English language learning to determine its impact on their learning.

Although electronic media offers many benefits, specific challenges must be considered. Accessibility is a significant issue for some students, especially those who live in areas with limited internet connection or do not have adequate electronic devices to access digital learning platforms (Saptiany et al., 2022). In addition, the lack of digital skills in some students can also be a barrier, considering that not all students are skilled in using technology for educational purposes. Therefore, a more holistic approach to

utilizing electronic media is needed, which relies on technology and guides students to develop the necessary digital skills.

Based on previous studies, electronic media has great potential to enhance English language learning, including improving listening, speaking, reading, and writing skills. However, its effectiveness largely depends on how well students accept the media and how they adapt to the technology. Motivation, accessibility, and digital skills are important factors influencing the success of using electronic media in language learning.

In light of this phenomenon, this research aims to explore how students perceive the use of electronic media to improve their English language skills. The main focus of this research is to understand students' personal experiences and the advantages and challenges they face when using technology to learn English.

Based on the background, the research question is stated as follow: (1) How do students perceive the use of electronic media in improving their English language skills? (2) What challenges and benefits do students experience in using electronic media to learn English?

REVIEW OF LITERATURE

In recent years, information and communication technology (ICT) has brought significant changes in various aspects of life, including Education. One of the most affected areas is English language teaching, with the emergence of various electronic media used to enrich students' learning experiences. Electronic media, such as mobile apps, online learning platforms, and social media, have been widely researched for their potential to improve students' language skills (Kim & Lee, 2023). According to Bharti et al. (2024), ICT encompasses a broad range of technologies used for communication and information sharing, including both traditional media (e.g., television, radio) and digital media (e.g., websites, social media platforms, educational apps). However, electronic media, as defined by Mekheimer (2025), refers explicitly to media platforms that rely on electronic devices for the delivery of content, including interactive mobile apps and online learning platforms, which facilitate independent and self-directed learning. While both ICT and electronic media are interrelated, the key distinction lies in their scope; ICT includes all forms of digital communication, while electronic media focuses specifically

on platforms that enhance the learning process through interactive, engaging, and accessible means.

The Effect of Electronic Media on English Language Learning

The use of electronic media to support English language learning has been shown to improve student's language skills in various aspects. Electronic media, as defined by Tang (2024) refers to platforms and tools that use electronic devices to deliver educational content, such as mobile apps, online learning platforms, and social media. These tools allow students to practice language skills interactively and engagingly, which has been widely recognized in educational research (Pertiwi & Wardhani, 2024). For example, apps such as Duolingo and Babbel offer gamified language learning experiences, which incorporate game elements to increase student engagement in the learning process.

According to Laksanasut (2025), the use of gamification in language learning not only motivates students but also promotes regular practice by offering immediate feedback, which is crucial for language retention. Moreover, Nugroho (2024) emphasizes that online learning platforms, such as YouTube, allow students to access video content delivered by native English speakers. This content helps students improve their listening skills and understand different accents and dialects of English. In addition, social media such as Instagram and Twitter provide students with opportunities to interact with native English speakers in more relaxed and contextualized settings, which brings them closer to everyday language use. As Kusmarni et al. (2024) suggest, these platforms enable learners to be exposed to authentic language use, facilitating a deeper connection to the language outside formal classroom settings.

However, despite the many benefits derived from the use of electronic media in English language learning, some studies show that students' acceptance of these technologies varies. Fajariah and Mirza (2024) stated that some students feel more comfortable with traditional learning methods that are more interactive and face-to-face. They argue that the lack of direct interaction with teachers and classmates through electronic media can reduce social engagement in learning. This suggests that although electronic media offers convenience and flexibility, some students feel isolated or less motivated due to the lack of direct contact.

In this regard, Supardi and Khaedar (2023) argues that the successful use of electronic media largely depends on how well students can adapt to the technology. Some

students may have well enough digital skills to utilize various learning platforms, while others may face barriers in operating such devices. Therefore, it is important to pay attention to the context and needs of students when choosing the right electronic media. As Zou et al. (2025) suggests, the effectiveness of technology-based learning relies on students' ability to navigate and integrate these digital tools into their learning process.

Challenges Faced by Students in the Use of Electronic Media

In addition to the benefits, using electronic media in English language learning also presents specific challenges. Accessibility to technology is one of the main issues that students often face. Suhada et al. (2022) noted that not all students have adequate access to stable internet or advanced electronic devices that support language learning through electronic media. This can hinder their ability to engage in learning effectively, especially in areas with limited technological infrastructure.

Moreover, digital literacy has also become a significant limiting factor. According to Melfawani et al. (2022), some students struggle to use applications or learning platforms effectively because they are unfamiliar with the technology. This indicates that when implementing electronic media in language learning, it is essential to provide support and training in digital skills so students can use the technology optimally.

METHOD

Research Design

This research employed a descriptive qualitative approach aimed at gaining an in-depth understanding of students' perceptions regarding using electronic media to enhance their English language skills. A qualitative approach allowed the researcher to explore participants' subjective experiences holistically and profoundly. As Creswell and Creswell (2018) explained, qualitative approaches focus on understanding individuals' perspectives and social contexts, which enabled this study to capture students' views in greater detail regarding the use of electronic media in English language learning. Research by Dahal et al. (2024) supports this approach, emphasizing the importance of considering participants' personal experiences in understanding how they interact with media in a learning environment.

Data and Data Sources

Data was collected from students, referred to as A, B, C, D, and E, at a senior high school in Banjarmasin, South Kalimantan Province, Indonesia, during the second semester of the 2024/2025 academic year. This research employed purposive sampling, a method that involves selecting participants based on specific characteristics relevant to the study (Creswell & Creswell, 2018). In this case, participants were chosen for two reasons: (1) they had prior experience using electronic media in learning English, which allowed for more focused data analysis, and (2) they were willing and prepared to participate in interviews.

Purposive sampling was selected due to its appropriateness in qualitative research, where the aim is to gain in-depth understanding from individuals who have direct experience with the phenomenon being studied. According to Ahmad and Wilkins (2025), purposive sampling allows for the selection of participants who are most likely to provide rich, relevant, and detailed information based on their unique perspectives. This method ensures that the data collected is relevant to the research questions and provides a deeper insight into students' perceptions of using electronic media in English language learning.

The research took place in Banjarmasin, South Kalimantan, which is known for its diversity in Education and access to technology. Given the increasing adoption of digital tools in Education in this region, it was crucial to understand how students from this specific area engage with electronic media in their learning process. This location was chosen due to its significance in representing schools that are actively integrating digital tools into language Education, making it an ideal context for exploring the impact of electronic media on students' learning experiences.

Data Collection

The researcher collected qualitative data for this research using semi-structured interviews. The interviews were designed to explore students' perceptions regarding the use of electronic media to enhance their English language skills, as well as the challenges and benefits they experienced while using electronic media for language learning. According to Sugiyono (2011), a semi-structured interview is used to explore issues more openly, allowing for flexibility in how questions are asked while still addressing key topics.

The interview consisted of ten open-ended questions designed to capture detailed insights from the participants about their experiences with electronic media in learning English. Relevant parties were asked to provide in-depth responses to questions regarding their thoughts and opinions on the use of electronic media. After the participants provided consent, the researcher scheduled the interview time and location and explained the study's purpose. Individual interviews were conducted with each participant at various locations and times based on mutual availability. Participants received the interview protocol or guidelines in advance to prepare and provide accurate and relevant answers. The researcher obtained consent from the participants to proceed with face-to-face interviews for data collection. Each interview lasted approximately twenty minutes, and communication was conducted in Indonesian.

Data Analysis

In this case, the researcher used interview data to answer the research questions regarding students' perceptions of using electronic media to enhance their English language skills, as well as the challenges and benefits they encountered while using it for English language learning. The researcher transcribed the interview data for further data analysis after the interview procedures. After data collection, the mixed-language (Indonesian) data was translated into English. The transcribed data were then analyzed about the data collected from the interviews, focusing on answering the research questions. Guba and Lincoln (1994) reported that the interview procedure for collecting qualitative research data has six steps. These steps include deciding whom to interview, preparing the interview topics, initiating or opening the interview flow, informing and summarizing the interview results, writing the interview results into field notes, and analyzing the follow-up actions based on the interview outcomes.

FINDINGS AND DISCUSSION

Based on interviews with the informants, the research findings were presented with a special emphasis on the issues under study. This chapter explained that two research questions had been answered. For each of these questions, the researcher answered the research questions based on Table 1, "How do students perceive the use of electronic media in improving their English language skills?" and Table 2, "What challenges and benefits do students experience in using electronic media to learn

English?” In addition, the interview results answered the two research questions in the two tables.

Five participants in direct interviews reported using electronic media to improve their English skills, and the challenges and benefits they felt while using it to learn English. This research found that all students related to the research questions responded positively to using electronic media in learning English. They stated that using electronic media in learning English could be an absolute tool in improving the quality of their English learning. The students were happy and found using electronic media to learn English easy because it offered excellent and unique media, which set it apart from all other educational materials.

In addition, referring to the second research question, the participants mentioned the challenges and benefits they experienced in using electronic media in learning English. All students stated that the difficulties they often faced were internet access and inadequate networks, a lack of interaction with fellow teachers, and a lack of explanation from teachers in person. However, they overcame these challenges with other alternatives, such as downloading offline, downloading learning media first, or looking for references in English books. In addition to the challenges, there were benefits that they felt, from easy access to various applications, easy access to multiple places, flexibility, and a broader knowledge of English. These benefits gave them many valuable advantages, including improved English language skills.

Findings

Table 1.

“How do students perceive the use of electronic media in improving their English language skills?”

Participants	Descriptions
P.1	It is very exciting and fun, learning becomes easier.
P.2	Learning is very enjoyable because you get a new experience due to the very pleasant delivery.
P.3	At first, it may be difficult to understand new words and different pronunciations, but with the help of interactive applications, videos, and audio, learning becomes more enjoyable. Over time, reading, listening, and speaking skills improve due to frequent exposure to the language in various contexts.
P.4	Use electronic media to learn English, because it is easier and convenient to use anytime and anywhere.
P.5	The existence of electronic media is more attractive to students (me) so as to rekindle the spirit of learning because learning using electronic media is something new.

The findings from the Table 1 that presents students' perceptions of the use of electronic media in improving their English skills show that electronic media plays a significant role in the learning process. The participants' answers show that the use of electronic media not only provides convenience but also increases student engagement in English learning.

The first participant (P.1) stated that using electronic media made learning more exciting and enjoyable and made learning English easier. This is in line with the findings of previous research, which shows that entertainment elements in electronic media, such as interactive applications, videos, and educational games, can attract students' attention and motivate them to learn languages (Widiasanti et al., 2023).

The second participant (P.2) highlighted that learning became enjoyable because they gained new experiences with more interesting methods. In this case, electronic media provides opportunities for students to learn through various types of varied content, including videos, applications, and online interactions, which can make them feel more involved in the learning process (Handoyo et al., 2025). This new experience helps students not to feel bored and trapped in the routine of traditional learning methods.

The third participant (P.3) said that although it was initially difficult to understand new words and different pronunciations, with the help of electronic media such as interactive applications, videos, and audio, learning became more enjoyable. Over time, their reading, listening, and speaking skills improve due to frequent exposure to the language in various contexts. This underlines the role of electronic media in providing a contextual and dynamic learning environment. Several studies show that electronic media-based learning can accelerate students' understanding of certain aspects of the language, such as pronunciation and vocabulary (Artiniasih & Wedyanthi, 2024).

The fourth participant (P.4) stated that electronic media made it easier for them to learn anytime and anywhere, demonstrating this medium's flexibility. With easier access to various learning materials through electronic platforms, students can learn independently and manage their learning time without being limited by formal schedules. This is very important in modern education, where technology-based learning is becoming the norm. Research by Muflihah et al. (2024) reveals that the ease of access and flexibility offered by electronic media increases learning effectiveness, especially outside the classroom.

The fifth participant (P.5) noted that electronic media attracts their attention more and encourages learning because it provides something new. Using technology as a learning tool can create a more engaging learning experience, increasing student engagement. Technology-based learning can also create space for creative exploration, which is often not found in traditional learning methods (Muntuan & Sengkey, 2024). Therefore, electronic media allows students to be more active in learning and understand English more enjoyably and effectively.

Based on interviews with participants, electronic media has a significant positive impact on English language learning. These media increase student motivation, create a fun learning experience, and provide flexibility that allows students to learn more efficiently. As technology advances, more and more platforms and applications can support English learning more interactively and contextually, improving students' overall language skills. Therefore, students at various levels of education must continue to be encouraged to use electronic media in English learning to optimize language proficiency.

Table 2.
“What challenges and benefits do students experience in using electronic media to learn English?”

Participants	Descriptions
P.1	The problem is the lack of direct interaction with students. Although many applications offer interactive exercises, I also feel that I don't get more in-depth explanations from the teacher. However, there are also benefits to this electronic medium, which is easier and more flexible to access.
P.2	The difficulty of a less supportive network disrupts learning, in terms of the benefits of easy access to various applications and easy access in various places. With electronic media, I can learn anytime and anywhere.
P.3	The challenge of an unsupportive network disrupts learning, but the benefit is being able to access learning materials or resources anytime and anywhere, thus improving understanding.
P.4	The problem that I often experience is that the internet network is sometimes slow, but this can be overcome with other alternatives to the benefits of this electronic medium, such as broader knowledge of the English language.
P.5	If there is no electricity source, then the learning media cannot be used. However, some of the benefits of this media are to learn English in general.

Based on the findings in Table 2, which contains the challenges and benefits experienced by students in using electronic media to learn English, it can be seen that although electronic media provide many benefits, a number of challenges still need to be overcome to maximize their effectiveness. The first participant (P.1) identified one of the main problems: the lack of direct interaction with the teacher. Although the application offers interactive exercises, students feel they lack more in-depth explanations from the teacher, which can affect their understanding of the learning material. This is in line with

the findings presented by Oktaviana and Rasyid (2020), which reveal that although technology can accelerate the learning process, direct interaction with teachers is still needed to provide clarification and deepen students' understanding of complex material. However, P.1 also noted that the main benefit of electronic media are more effortless and flexible access to learning anytime and anywhere. This shows that despite the challenges, electronic media still provide convenience for students in managing their learning time and place (Asna et al., 2025).

The second participant (P.2) said that the main obstacle they faced was the problem of an unstable network, which often interfered with online learning. Even so, P.2 also noted the important benefits of electronic media are the ease of accessing various learning applications and the ability to learn anytime and anywhere. Problems with poor network support are a common challenge in developing countries, which hinders the effectiveness of online learning (Bustanuddin & Bustanil, 2022). On the other hand, the flexibility offered by electronic media allows students to access learning materials independently, overcoming time and place limitations.

The third participant (P.3) also identified poor network issues as a significant challenge in using electronic media to learn English. Nevertheless, P.3 highlighted that the main advantage of using electronic media is the ability to access learning materials anytime and anywhere, which helps them to understand English better. Research by Ni'mah et al. (2021) confirms that greater accessibility to various materials, whether through applications or other online resources, improves students' understanding of the studied language. Electronic media allow students to engage in more flexible and contextual learning, which can enrich their learning experience.

The fourth participant (P.4) noted that their main obstacle was the sometimes slow internet connection, which could interfere with their learning experience. However, P.4 also pointed out that despite this challenge, electronic media still provided significant benefits, such as expanding their knowledge of English. Students often face the challenge of a slow internet connection in areas with limited technological infrastructure. This underlines the importance of developing digital infrastructure to support technology-based learning (Syifa et al., 2024).

The fifth participant (P.5) mentioned that one of the challenges they face is the dependence on electricity to use electronic media. When there is no electricity, learning

using electronic media is not possible. Nevertheless, P.5 recognizes the great benefits of electronic media: it allows them to understand English in general. This reflects the limited access in some areas, where providing adequate resources is a challenge for fully utilizing technology in education (Putri et al., 2024). However, the benefits gained by students, such as flexibility, material accessibility, and improved English comprehension, make electronic media a very valuable tool in language education. Therefore, to maximize the benefits of using electronic media, it is important to address these challenges through infrastructure improvements and developing learning methods to support a more interactive and practical learning experience.

Discussions

This research aimed to explore students' perceptions of the use of electronic media in English language learning, as well as the challenges and benefits they faced. Based on interviews with five participants, it was found that although electronic media had significant benefits in enhancing English language learning, challenges needed to be overcome to optimize their effectiveness.

Previous studies also highlighted the benefits of electronic media in language learning. For example, Aldi et al. (2023) found that digital platforms such as mobile apps and online resources facilitated a more flexible and engaging learning experience, allowing students to learn at their own pace. Similarly, Nupus et al. (2024) found that the use of social media and educational apps promoted greater student engagement and motivation, improving language proficiency.

However, this research also supported findings from Fajariah and Mirza (2024), who emphasized that access to technology and technological skills remained significant obstacles to the effective use of electronic media for learning. As highlighted in Kim & Lee (2023), the lack of sufficient digital literacy and internet access among students hindered their ability to benefit from the resources available fully.

These challenges suggested that while electronic media could provide a more flexible and enjoyable learning experience, further attention was needed to address barriers to access and technology skills in order to maximize the benefits of digital tools in language Education.

The Influence of Electronic Media on English Learning

One of the main findings of this research is that electronic media significantly positively impacts student engagement and motivation in English learning. Most participants revealed that the use of electronic media made learning English more enjoyable and easier to understand, as explained by P.1 and P.2. This is consistent with findings in the literature, which show that interactive and entertainment elements in learning applications such as Duolingo and Babbel can increase student engagement in the learning process (Kim & Lee, 2023). Electronic media offer a more enjoyable and less boring learning experience, which can increase students' intrinsic motivation to continue learning English. According to Kusmarni et al. (2024), using gamification-based technology in language learning can create a fun experience and encourage students to become more actively involved in learning.

In addition, the results of this research confirm that electronic media provide flexibility highly valued by students, as conveyed by P.4, who feel that they can learn anytime and anywhere. This flexibility of time and place makes it easier for students to learn independently and set their own learning pace. Research by Nurhidayat (2022) shows that easy access to various learning materials through electronic media greatly helps students improve their language skills outside of the formal classroom. With platforms such as YouTube and learning applications, students can access content that suits their needs anytime, without being limited by time and place.

Challenges Faced by Students in Using Electronic Media

Although the benefits of using electronic media are enormous, this study also identifies several key challenges students face regarding technology accessibility and digital skills. Most participants revealed they faced problems with unstable internet networks, which often disrupted their learning. This is consistent with research by Hermila and Bau (2023), who found that inadequate technological infrastructure, such as poor internet connections, can hamper the effectiveness of online learning in developing countries. This problem is relevant because access to adequate technology is still a big problem for students in certain areas. To overcome this challenge, some participants suggested using alternatives, such as downloading materials for offline use, which, according to P.1 and P.4, can help them learn even with a limited internet connection.

In addition to network issues, another challenge in this study was the lack of direct interaction with teachers. Participants such as P.1 stated that although online applications and platforms provide interactive exercises, they lack more in-depth explanations from teachers. This underlines the importance of the teacher's role in guiding students and clarifying the difficulties they face during learning. According to Oktaviana (2020), although technology can improve the learning process, face-to-face interaction with teachers is still important to provide a more in-depth understanding of the material. Therefore, technology-based teaching should be balanced with direct interaction between students and teachers to ensure more comprehensive learning.

The Role of Electronic Media in Overcoming Time and Place Limitations

One of the main benefits found in this research is the ability of electronic media to overcome time and place limitations in English language learning. As P.4 and P.5 stated, they find it easier to access learning materials anytime and anywhere, which gives them more freedom in managing their study time. This is very important for students with limited time due to a busy schedule. Research by Paramita (2023) supports this finding, stating that electronic media, especially mobile applications, and online platforms, allow students to access learning materials flexibly and independently, which in turn can accelerate the language mastery process. Electronic media also encourages more personalized and adaptive learning by giving students the freedom to choose when and where to study.

Practical Implications

Based on the findings obtained from interviews with students, electronic media have a significant positive impact on improving English skills. Electronic media provide a fun, flexible, and interactive learning experience that encourages students to be more involved in the learning process. However, challenges such as limited internet access and lack of direct interaction with teachers must be overcome to maximize the potential of electronic media.

This research suggests that teachers integrate electronic media into English language learning more effectively, such as providing additional explanations to students through video tutorials or online face-to-face sessions. In addition, the development of technological infrastructure, such as providing more stable internet access and digital skills training for students, also needs attention to ensure that technology-based learning

can run optimally. The development of more contextual and adaptive learning applications, which consider access limitations, will significantly help increase the effectiveness of electronic media in language learning.

CONCLUSION AND SUGGESTIONS

This research provides important insights into the role of electronic media in enhancing English language learning, emphasizing students' direct experience in using technology to develop their language skills. The results show that electronic media, through various learning applications, online platforms, and social media, significantly increase student engagement and flexibility in learning. Electronic media not only makes it easier for students to access learning materials anytime and anywhere but also offers a more engaging and interactive learning experience, which directly contributes to improving their English listening, speaking, and reading skills.

Despite the many benefits discovered, this study also identified some challenges that must be overcome to maximize the effectiveness of the use of electronic media. Some of the main challenges students face include issues of technology accessibility, such as unstable internet networks and device limitations, as well as a lack of direct interaction with teachers, which often hinders understanding of the material. In addition, varying digital skills among students are an important factor in designing a technology-based learning experience. Therefore, to optimize the use of electronic media in English language education, teachers and technology developers need to collaborate in creating platforms that are more inclusive, adaptive, and supportive of students' digital skills, as well as providing better access to technological infrastructure.

There is a need for a more holistic and solution-based approach to overcome existing challenges so that the full potential of electronic media can be utilized to improve English language learning effectively and efficiently. Hopefully, these findings will contribute to developing technology-based language education and encourage implementing policies that support technology integration in education.

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