

# FEMALE ENGLISH STUDENTS (FES) LANGUAGE LEARNING STRATEGIES IN THE DIGITAL ERA

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## Abstract

*The objective of this research was to find out what strategies female English students utilize in their English learning in the digital era by using ICT namely technology tools and social media applications. This research took place at the State University of Makassar, Faculty of Language and Literature. The participants of this research were female students of the English Education Study Program class 2021. The researcher used a case study qualitative method with a purposive sampling technique to select the participants. The instrument of this research was questionnaire and interview. Based on the result of the questionnaire and interview, The researcher found that female English students' strategies for improving their listening skills were watching Western movies, watching video gaming on YouTube, watching English lesson videos, watching TikTok content from native speakers/foreigners, listening to English song, and doing listening exercises; in improving their speaking skills were speaking English with friends by chatting, watching western movies then practice it, watching English lesson videos, watching English videos on TikTok from overseas content creator and learning vocabulary; in improving their reading skill were reading online comics, reading e-books/articles in English, reading movie subtitles, and reading captions and comments on Twitter; in improving their writing skills were doing essay writing assignments, writing social media status, chatting on WhatsApp, and practice writing on Grammarly.*

**Keywords** — Learning Strategies, English Skills, Digital Era, TikTok.

## INTRODUCTION

Many female students use technology in language learning nowadays. There is no doubt that technology can impact the way learners learn a language, especially female students. The previous research by Syawal, Patahuddin, & Nasrullah (2017), discovered that when it comes to biographical information involving learners' gender, more females (80.26%) use the internet than males (19.74%). Furthermore, accessing social networks is the most common purpose for using the internet (32.89%). Their motivation for doing so is to keep in touch with family, friends,

and others. In this sense, we need to understand English learning methodologies that use technology in this digital era, with a focus on female students.

Previous research by Atmowardoyo, Sukardi, and Sakkir (2021), discovered that good language learners improve their English listening using several strategies. To improve listening skills, include six strategies, two of which are watching YouTube videos and using social media, four strategies in honing their English language abilities, two of which are watching YouTube videos and public speaking practice, and twelve strategies in enhancing their reading comprehension of English, two of which are using English feature in handphone and using social media, offer eight techniques for enhancing their English writing abilities, two of which are write in Grammarly application and write social media status.

In this digital era, a great impact has been given on the subject of education, particularly in the study of a foreign language due to technological advances. In learning English, ICT use can aid kids in honing their linguistic abilities (Khaloufi & Laabidi, 2017). Furthermore, the use of ICT may empower and motivate English language learners.

The use of social media is an ICT which is one of the results of technological advances (Liu, 2010). People can build and engage in relationships using a suite of social media tools.

Over the past two decades, educational research has observed and underlined the role that gender plays in the use of ICT (Tsai & Tsai, 2010). There is a gap in the literature since there are relatively few researches that investigated students' perceptions of ICT use in Afghanistan for English language instruction, particularly from the perspectives of different genders.

Social media platforms include YouTube, Twitter, Instagram, and more that have sprung up in the last decade (Monica & Anamaria, 2014). People frequently use these social media sites since they offer enjoyable activities for them, particularly college students. Interactivity, platform quality, and information exchange mechanisms are some of the characteristics of social media, according to Chou (2014).

In this study, the research focuses on females' English learning strategies within the digital era using technology. How do people use ICT in the present day, including social networking apps on smartphones, tablets, and laptops, to practice speaking, listening, writing, and other English language skills, and what is their method for acquiring new terms. The distinction between this study and prior research is that in past research, applications or resources used to learn English still included Email, Facebook, and other social media platforms, and the subjects were both male and female students. Researchers aimed to find out what new learning

strategies female students used to learn English in this study, as there are many new applications as a media for learning English in this day.

## LITERATURE REVIEW

### 1. Information and Communication Technology (ICT)

UNESCO defines information and communication technology (ICT) as “Information producing, presenting, storing, manipulating, exchanging technologies” (Meleisea, 2007). According to Davies & Hewer (2009), Information and communication technology is referred to as ICT, which includes computer- and internet-based tools including desktops, laptops, cellphones, gadgets, email, social networking, websites, and software for teaching and studying the English language.

Many statements are made about the advantages of incorporating ICT into ELT. Technology, such as the internet, not only makes Not only does it make teaching and learning quicker and easier, but it also boosts student engagement and motivation (Fatiha, Sliman, Mustapha, & Yahia, 2014; Ilter, 2009). The big benefit that students get from learning ICT is that students can search for various study materials.

### 2. Female in Using Information and Communication Technology (ICT)

Several research on the use of ICT in English language instruction has been carried out globally. In the United States, for example (Foti & Mendez, 2014; Johri, Teo, Lo, Dufour, & Schram, 2014), or Australia (Manakil & George, 2017; Vaughan, 2011), but not in the context of EFL. They frequently focus on evaluating the attitudes and obstacles of pupils in the EFL context (Sabti & Chaichan, 2014); 30 Saudi Arabian teenagers from a Kuala Lumpur, Malaysia, the high school took part in this investigation. The study's research revealed different viewpoints regarding gender differences in technology use in English learning. Female students' attitudes were higher and more positive attitudes than male students' attitudes.

Based on differences between men's and women's use of information technology and online activities, Park and Lee (2014) conducted an online survey to examine how gender affects the use of smartphone applications. In comparison to males, women regarded Smartphone text communications to be more effective in maintaining personal ties.

### 3. Learning Strategies using Information and Communication Technology (ICT)

According to Sakkir (2016), electronic media, or e-learning media, is used in good millennial students' learning practices for enhancing their language skills today. Students take benefit

from current technology advancements. Students may be motivated and inspired to develop language abilities with the use of online learning, such as English speaking, listening, reading, and writing.

With the help of methods, students may begin to understand the learning process. Students are provided with strategies to get over their flaws and achieve their best. Strategies encourage teaching pupils the value of changing their approaches to various difficulties and encourage flexible thinking.

#### 4. Learning Strategies in Digital Era

In the modern world, digital learning is a vital tool used by students and educational institutions everywhere. Online learning is used to educate pupils about extracurricular activities as well as academic subjects. The need for online education has grown significantly over the past several months and will do so in the future.

Social media is a form of ICT, which is one of the results of technological advances (Liu, 2010). People can build and engage in relationships using a suite of social media tools. Young students to senior citizens utilize social media, which is among the most popular technologies.

According to previous research by Atmowardoyo, Weda, and Sakkir (2021), discovered that by using a variety of techniques, competent language learners enhance their English hearing. The learning strategies to improve watching Western movies and listening. One can enhance their English listening skills by listening to Western music, viewing YouTube videos, reading English text discussions online, doing listening exercises, and directly listening to conversations of English-speaking people. To develop their English-speaking abilities, good language learners employ four strategies: speaking aloud, watching Western movies, memorizing vocabulary, and everyday usage of English with friends or family.

The students watch Western movies, use social media, read books and articles in English, read novels, comic books, and other literary works in English, look up the definitions of difficult words, do exercises on YouTube, use dictionaries, make summaries, and getting used to using English on their phones. They also read the TOEFL Reading Section. The final step is to work on their English writing skills by reading articles and writing essays, updating their social media accounts and keeping English-language diaries, studying grammar, writing exercises, building their vocabulary, creating poetry, enrolling in courses, and using Grammarly writing tool.

## METHODS

### 1. Research Design

A case study research design was employed in this study. Yin (1994) defined a case study as empirical research of a contemporary occurrence within a real-life setting, particularly when the lines between the phenomenon and context are hazy. A school or education leader, a group of students, a program, a process, a policy execution, or a concept are all examples of such phenomena. The researcher used this research design in this study to collect FES opinions. language learning strategies in the digital era via ICT.

### 2. Research Variables

This qualitative research used a single variable which is Female English Students' (FES) Language Learning Strategies in the Digital Era. The researcher investigated what learning strategies female English students use when studying English using information and communication technology, which includes applications and social media as tools (YouTube, Instagram, WhatsApp, TikTok, Google Translate, and so on). How do they use the app to study speaking (e.g., practice with their friends on WhatsApp), listening (podcast or music on YouTube), reading (an article or quotes on Twitter), writing (texting with friends on Instagram), and vocabulary (using Duolingo).

### 3. Subject

In choosing research participants, the researcher used a purposive sampling technique. The subjects chosen for this investigation were female English students from the English Education Study Program 2021 at the State University of Makassar class A, B, & C. The reason the researcher chose the subject is because it fits the criteria in this study, that are English female students and the students are ICT users and have gadgets, who use the most ICT in English so they have a lot of experience in using ICT for learning and based on the lower and higher GPA (Grade Point Average). others"

### 4. Research Instrument

This research used a questionnaire and interview as the instrument.

#### a. Questionnaire

The questionnaire has four questions about the applications used by female students to study English in the areas of listening, speaking, writing, and reading. To make data collection easier, researchers created a Google form and then gave the link to participants.

b. Interview

In this study, a call interview via Zoom/Google Meet was conducted to ask 6 students as the interviewee from three classes that have filled out the questionnaire. Furthermore, the researcher utilized a semi-structured interview to gather student replies. This research interview is a personal interview, which is a direct communication between researchers and informants or research subjects. In addition, the researcher employed an Interview guide/guideline for the instruments.

5. Procedure of Data Collection

a. Questionnaire

A closed-ended survey was utilized to obtain participant responses that would most likely convey their viewpoint (Siniscalco & Auriat, 2005).

The researcher started sharing the questionnaire in the form of a Google form link by class leaders from classes A, B and C via WhatsApp which consists of four questions.

b. Interview

The researcher used semi-structured interviews carried out face-to-face. According to the results of the questionnaire, students responded to four open-ended questions about their habits or how they use it, as well as the benefits of utilizing that program for English learning.  
complete.

6. Technique of Data Analysis

The questionnaire data was graphed and summarized as a percentage. The percentages result was pulled from the Google form result. Then the researcher interpreted the data based on the diagram.

Meanwhile, the interview data is be examined by coding. Strauss and Corbin (1995) used “coding” to evaluate the interview data. This is analyzed in the following steps: To begin, identify learning strategies for developing English language proficiency in hearing, speaking, reading, and writing. After that, labeling. A third step is to classify different types of learning strategies using conceptual labels. The last is and fourth, calculating the different learning techniques used by the participants to improve the four different language skills.

## RESULTS

Based on the data analysis that has been conducted on female English students from three classes of English education study programs, the following are several strategies they utilize in learning English skills in the digital era.

### 1. Listening Skills

#### a. Questionnaire

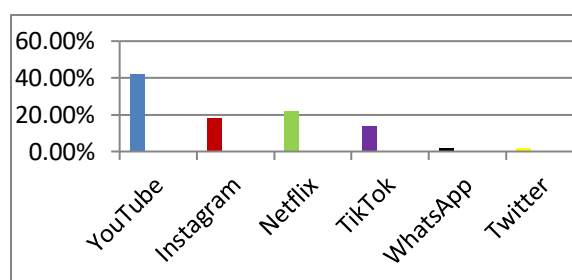


Figure 1. Social Media Applications used by female English students to Improve Listening Skills

Figure 1 shows that YouTube is the social media platform most frequently utilized by female English students to boost their listening skill. 21 people (42%) use YouTube, 11 people (22%) use Netflix, 9 people (18%) use Instagram, 7 people (14%) use TikTok and the lowest is 1 person (2%) use WhatsApp and 1 person (2%) use Twitter.

#### b. Interview

##### 1) Watching western movies.

*"My hobby is watching movie. Usually, I watched movie on Netflix. I watched western movies and it really helps me to improve my listening skills. I activate the subtitle so I can see what they are talking about in that movie." (Student 3)*

##### 2) Watching video gaming on YouTube.

*"On YouTube, I like to watch videos with gaming content, and they have so many accents to help my listening to get better. Usually, I watch video gaming PUBG, Amino, Mobile Legend, and so on." (Student 6)*

##### 3) Watching English lesson videos.

*"Before learning speaking, first, I listen to English videos before I try to practice my speaking. I usually learned listening by watching English learning videos from English course accounts that I follow on Instagram such as @belajar\_bahasa.inggris." (Student 1)*

*"The way I use this social media application as a medium for learning listening is by watch English lesson videos, where currently there is a lot of content that helps us to learn and practice listening skills. On YouTube, I usually watch content on the Kampung Inggris LC channel and BBC*

*Learning English. The advantage is that this media is very effective to use, and almost everyone has this social media application on their Smartphone.” (Student 5)*

4) Watching TikTok content from native speakers/foreigners.

*“On TikTok, I usually watch videos from foreign English content creators such as their daily lives, or they talk about random things. So, while I’m listening, I also check whether I’m listening to the words or sentences that I understand are correct or not”. (Student 4)*

5) Listening to English songs.

*“I really like listening to songs, especially English songs. This is my hobby. Almost every day I listen to songs from various platforms like Spotify. But most of the time I open it on YouTube. When listening to English songs, my strategy is usually while guessing what vocabulary is mentioned in the lyrics of the song and adjusting my vocabulary knowledge.” (Student 5)*

6) Doing listening exercises.

*“I watch almost everything on YouTube about English, and usually my lecturer gives me an exercise to listen to audio or watch videos and the link is from YouTube.” (Student 2)*

## 2. Speaking Skills

### a. Questionnaire

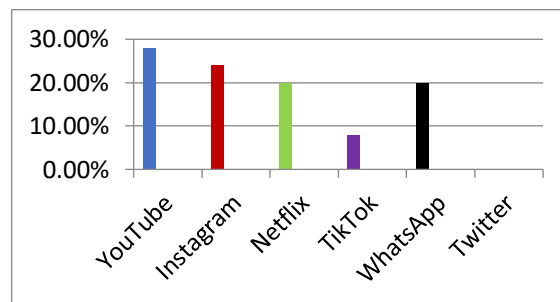


Figure 2. Social Media Applications used by female English students to Improve Speaking Skills

Figure 2 the most popular social media platforms utilized by female English students to develop their skills are YouTube and Facebook speaking skill. 14 people (28%) use YouTube, 12 people (24%) use Instagram, 10 people (20%) use Netflix, 10 people (20%) use WhatsApp and the lowest is 4 persons (8%) use TikTok. The last is no one uses Twitter (0%).



b. Interview

1) Speaking English with friends by Chatting.

*"On WhatsApp, I usually use the voice note feature to record my voice speaking English with my friends. I may, however, on occasion blend my English with Indonesian if there are words I don't understand or forget the English for"* (Student 5)

*"In this media I can talk or dialogue with friends or talk about news or themes that are currently viral on social media so that from there we can simultaneously learn to speak and improve our speaking skills by using voice note or just typing."* (Student 6)

2) Watching western movie then practice it.

*"YouTube is the most popular video application; there are various videos available, including English learning videos, movies, music videos, talk shows, and other content. We can learn facial expression and how to pronounce words English correctly. I usually watched movies on YouTube. After I watch, I usually practice it with the self-talk method."* (Student 2)

*"I like to watch western movie almost every day, so I take advantage of my hobby, which is watching, to follow the way natives speak English so it can improve my speaking skill. After watch, I practice it either with my friends or sometimes self-talk."* (Student 3)

3) Watching English lessons video.

*"There are English course accounts that I follow on Instagram such as @belajar\_bahasa.inggris. There are many videos that I can watch there, anywhere and anytime to improve my speaking. After I watch, I usually remember the new English language I got and practice it with my friends."* (Student 1)

4) Watching English videos on TikTok from overseas content creator.

*"However, on sometimes I might mix terms if I don't understand them or can't remember the English for them. I virtually usually open the TikTok app, thus I constantly watch videos there. On TikTok, my homepage frequently contains a video from an international TikTok content producer inviting us to practice conversation with her/him. In the video, the creator offers the script, which is read, and we take turns speaking with each other by using the stitch/duet features. my Indonesian and English"* (Student 4)

5) Learning vocabulary.

*"On YouTube there are lots of English videos that can increase my vocabulary. Therefore, when I wanted to improve my speaking skills, of course I learn vocabulary so that I can say more vocabulary."* (Student 4)

### 3. Reading Skills

#### a. Questionnaire

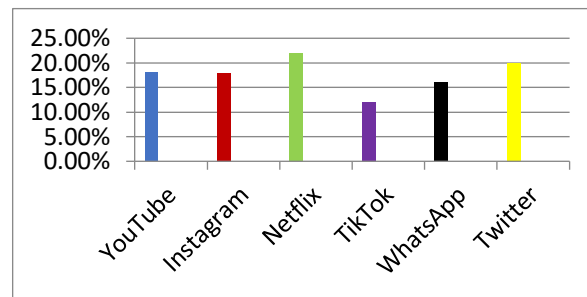


Figure 3. Social Media Applications used by female English students to Improve Reading Skills

Figure 3 shows that Netflix are the most dominant female English students utilize social media platforms to enhance their reading skill. 11 people (22%) use Netflix, 10 people (20%) use Twitter, 9 people (18%) use YouTube, 9 people (18%) use Instagram, 8 people (16%) use WhatsApp, and the lowest is 6 persons (12%) use TikTok.

#### b. Interview

##### 1) Reading Online Comics.

*“There are occasionally brief comics on Twitter, and my Twitter feed is all English; Indonesian has no place there. But I also frequently read comics on the Webtoon app since it allows us to read lengthy comics in their entirety” (Student 6)*

##### 2) Reading e-books/articles in English.

*“During online learning, some lecturers usually send materials/e-books via the WhatsApp group, especially reading courses, of course, our job is to read and understand the text. I usually learn reading skills from here.” (Student 1)*

*“I usually read English material e-books given by lecturers sent via the WhatsApp group to be studied and understood before learning begins. I think this can enhance my reading abilities. In addition, I frequently conduct English-language Google searches for journal publications so I can practice my reading skills.” (Student 5)*

##### 3) Reading movie subtitles.

*“On Netflix, I activate the subtitles so I can read it, but I don't choose Indonesian subtitles, I always choose English subtitles. I think it can improve my reading skills.” (Student 2)*

*“When I watch videos on YouTube, I turn on auto subtitles to support my understanding of the contents of the video. So, I read the available subtitles.” (Student 3)*

#### 4) Reading Captions and Comments on Twitter.

*"I often open Twitter and use English settings, so what appears are tweets in English so it really helps me in my reading skills, because every time I open this application, I always read the caption of the tweet and also the comments to add new vocabulary." (Student 4)*

#### 4. Writing Skills

##### a. Questionnaire

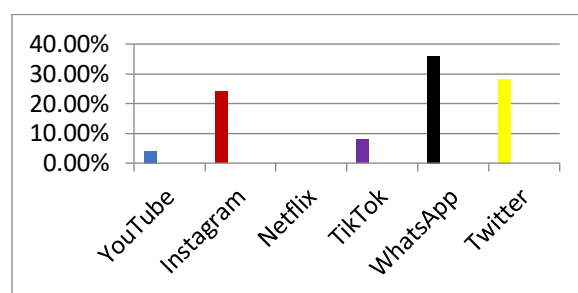


Figure 4. Social Media Applications used by female English students to Improve Writing Skills

Figure 4 shows that WhatsApp are the most dominant female English students utilize social media platforms to enhance their writing skill. 18 people (36%) use WhatsApp, 14 people (28%) use Twitter, 12 people (24%) use Instagram, 4 people (8%) use TikTok, and the lowest is 2 people (4%) use YouTube. The last is no one use Netflix (0%).

##### b. Interview

##### 1) Doing essay writing assignments.

*"Usually there is an assignment from a writing course lecturer who instructs us to write an essay via WhatsApp group. And because a laptop keyboard is larger, I like utilizing it for typing because it is easier for me to do. And I really complete my project using Microsoft Office Word. Writing essay really helps improve my writing skill." (Student 1)*

*"Lecturers for writing courses sent essay writing assignments via WhatsApp if offline classes are not held. I was given the task to write an essay. I can practice by doing the task." (Student 5)*

##### 2) Writing social media status.

*"I often upload status on my Instagram. I always use English to practice my writing skills." (Student 3)*

*"I often make status on Twitter about things that are trending. I put my opinion on this matter. Of course, I use English to practice my writing skills and I feel my status is more up-to-date and cooler when I used English." (Student 6)*

3) Chatting on WhatsApp.

*"On WhatsApp, I can practice my writing skills through discussions in my WhatsApp group, for example in my class group and course groups." (Student 2)*

*"I often use English when chatting on WhatsApp with my classmates to practice my writing skills. I usually ask about our assignment or just chatting about random things." (Student 4)*

4) Practicing Writing on Grammarly application.

*"I often type on Grammarly if there is an assignment or anything in English. I can immediately find out if there is an incorrect grammar when writing a sentence or paragraph because the Grammarly application automatically detects if there are word errors. Also, Grammarly can be used to summarize or paraphrase a sentence." (Student 1)*

## DISCUSSIONS

Based on the results above, female English students have several learning strategies to gain proficiency in English in the digital age.

In improving listening skills, female English students used six strategies:

- a. Watching the Western movie.
- b. Watching video gaming on YouTube.
- c. Watching English lesson videos.
- d. Watching TikTok content from native speakers/foreigners.
- e. Listening to English songs.
- f. Doing listening exercises.

Based on the interview data, the most dominant learning strategy utilized by female English students in learning listening skills was watching English lesson videos. Female English students utilize the YouTube application to watch learning videos. They usually watch videos on the channels Kampung Inggris LC and BBC Learning English.

Based on the results of the questionnaire, the most popular social media platform that kids utilize to hone their listening abilities was YouTube (42%). They used YouTube for watching Western movies, watching video gaming, watching English lesson videos, listening to English songs to English songs and doing listening exercises on YouTube. According to Karkera & Chamundesawari (2018), video, in particular, YouTube, the most popular online video source, can improve students' listening comprehension while simultaneously fostering a variety of new subjects or issues. It is simpler for students to understand the language in the context of many

types of conversations when they watch and listen to audio-visual material, such as English movies and series on Netflix.

In improving speaking skills, female English students used five strategies.

- a. Speaking English with friends by Chatting.
- b. Watching Western movie then practice it.
- c. Watching English lessons video.
- d. Watching English videos on TikTok from overseas content creators.
- e. Learning vocabulary.

Based on the interview data, the most dominant learning strategies utilized by female English students in learning speaking skills were speaking English with friends by Chatting and watching western movie then practice it. First, speak English with friends by chatting. Female English student used WhatsApp for chatting with their friends because WhatsApp has calling features, video calls, and voice notes. However, they prefer to use the voice note feature to improve their speaking skills. They usually mix their language in English and Bahasa. Same as WhatsApp, female students also use Instagram to chat with their friends via Direct Messages (DM) because DM Instagram has a voice note feature. On Instagram, they can chat with many people, even from abroad. On Instagram, they can also see news that is currently viral, so they can chat directly with friends on DM Instagram, either by just typing or by voice note.

One of the possibly effective online activities that might be implemented in language classrooms is voice chatting. In order for other users or recipients, even those in another country or region of the world, to instantly hear or receive it, it must be expressed in real time via an application on a smartphone or computer (Baradaran and Khalili, 2009).

Second, watched western movie then practice it. Female students watch western movie on YouTube by activating subtitles, then after watched them, they practice how to speak, how to pronounce words from native speakers in that movies they watch. Apart from YouTube, female student also used Netflix applications to watched western movies because of their hobby are watching movies, including western movies. Liando, V.F., et al. (2018) investigated the opinions of Students majoring in English like to watch English films in the improvement of speaking and listening abilities at North Sulawesi University. This study discovered that watching movies helped students improve their speaking and listening skills.

Based on the questionnaire, the most popular social networking platform that students utilize to hone their communication abilities was YouTube (28%). YouTube, according to

Jalaluddin (2006), is a website that provides a variety of video content, including short original films, instructional videos, music videos, TV clips, video clips, and movie trailers. Online videos can be quite helpful in developing speaking skills outside of the classroom as well as within.

In addition, YouTube can also increase vocabulary by watching videos there. Because YouTube contains a wide range of videos on any subject, students can memorize the concepts they study without becoming bored. Several studies, including Balcikanli (2010), back this up.

In improving reading skills, female English students used four strategies.

- a. Reading Online Comics.
- b. Reading e-books/articles in English.
- c. Reading movie subtitles.
- d. Reading Captions and Comments on Twitter.

Based on the interview data, reading e-books/articles and reading movie subtitles were the most common learning strategies used by female English students to improve their reading skills. First, read e-books or articles. Female students typically read English e-books sent by lecturers via the WhatsApp group. The lecturer sent the e-book to be examined, which can train student reading automatically. The e-book is associated with student course material, namely reading comprehension.

In this digital era, students can gain access to all information. According to Tosun (2014), an e-book is an electronic desktop computer or any handheld device that can display, access, and produce a book with a screen. Reading the material offered in the e-book can help students enhance their literacy skills.

Second, reading movie strategies. Female students activate the movie's subtitles they are watching so they can read the text conversation. Female students typically watched movies on Netflix or YouTube. It is supported by Kanade et al. (2015), who stated that the subtitle is used to make sense of what the person in the video says.

Based on the results of the questionnaire, the most popular social networking platform that kids utilize to sharpen their reading abilities was Netflix. Furthermore, Language learners of all levels can benefit from Netflix's linguistic features (Alm, 2019). Dizon and Thanyawatpokin's (2021) study on "Investigating the Impact of Dual Subtitles on Vocabulary Learning and Listening Comprehension in Language Learning with Netflix" discovered that participants who viewed the episode with dual subtitles outperformed the other two groups in terms of listening comprehension, while the L1 subtitles and dual subtitles groups outscored

the L2 captions group in terms of vocabulary learning. These results suggest that L1 subtitles are essential for helping with vocabulary development and video comprehension, either by themselves or in combination with L2 captions.

In improving writing skills, female English students used four strategies.

- a. Doing essay writing assignments.
- b. Writing social media status.
- c. Chatting on WhatsApp.
- d. Practicing Writing on the Grammarly application.

Based on the interview data, the dominant learning strategies utilized by female English students in learning speaking skills were doing essay writing assignments, writing social media statuses, and chatting on WhatsApp. First, doing essay writing. Usually, female students did write assignments sent by the lecturer via WhatsApp Group. To make it easier for students, they used laptops to write essays, and they were using Microsoft Office Word. Warschauer (2009), investigated the use of laptop computers to improve writing abilities. According to the study's findings, the usage of computers allowed students to organize their writing, write papers, and publish their works after receiving prompt feedback and frequent editing, which resulted in a considerable improvement in their writing.

Second, writing social media status. Female students used Instagram and Twitter applications to write social media statuses. They often make statuses on Twitter about things that are trending. They expressed their opinion on this matter. Of course, they use English to practice their writing skills and they feel their status is more up-to-date and cooler when they use English. People are increasingly using social media applications, and Twitter is one of the fastest-growing social networks. Jack Dorsey, Evan Williams, Biz Stone, and Noah Glass established it in March 2006, and it was introduced that same month. Initially, Twitter was designed to deliver messages to improve communication. However, it is currently being utilized in a variety of contexts, including expressing opinions and sharing ideas, and, not to mention, it is being used well in the educational sphere.

Third, chatting on WhatsApp. Female students used WhatsApp to chat with their classmates. Female students used WhatsApp to improve their writing skill by chatting with classmates and through discussion. Based on the results of the questionnaire, the social media platform that students most frequently utilize for writing skills was WhatsApp. They used WhatsApp to chat with their classmates. Tiene (2000) discovered that using social media for

textual communication helps students. They may actively participate in conversation at a suitable moment and express themselves in a more organized, well-thought-out, and clearer way.

In the previous study by Atmowardoyo, Weda & Sakkir (2021), female English students improved their speaking skills by watching Western movies, watching English-language YouTube videos, and acquiring vocabulary. Listening to English songs and watching movies might help you enhance your listening abilities. To increase reading skills, read articles/e-books and comic books. creating essays, mastering grammar with the Grammarly software, and creating social media posts all help to improve writing skills. As can be seen, female English Social networking is used by students to hone their English.

Nonetheless, there are several potential drawbacks to this study. When collecting data with a questionnaire, the researcher limits the number of social media platforms utilized by students studying English and can only select one of the applications offered by the researcher. Consequently, this study's findings do not investigate additional strategies and applications that enhance female students' language learning, although 50 female students from three courses participated in this study. The suggestions for future researchers to further explore the English language learning strategies that are utilized by female English students by using technology in this digital era.

## CONCLUSIONS

According to the research and analysis above, the researcher concluded that there are several learning strategies utilized by female English students in learning the English language in the digital era. In improving listening skills, female English students utilized six strategies: watching Western movies, watching video gaming on YouTube, watching English lesson videos, watching TikTok content from native speakers/foreigners, listening to English songs, and doing listening exercises. In improving speaking skills, female English students utilized five strategies: speaking English with friends by Chatting, watching Western movies then practicing it, watching English lessons video, watching English videos on TikTok from overseas content creators, and learning vocabulary. In improving reading skills, female English students utilized four strategies: reading Online Comics, reading e-books/articles in English, reading movie subtitles, and reading Captions and Comments on Twitter, in improving writing skills, female English students utilized



four strategies: doing essays writing assignments, writing social media status, chatting on WhatsApp, practicing Writing on Grammarly application.

Female English students take advantage of the technology that exists today. They used social media applications to learn such as WhatsApp, Instagram, Twitter, TikTok, Netflix, and YouTube. In addition, they used the Grammarly application, Microsoft Office Word, and Webtoon. Students can be inspired and motivated by e-learning to improve their English language abilities in the areas of speaking, listening, reading, and writing.

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