Digital Language Learning through Instructional design by using Tubequizard in EFL Classroom

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Abstract. In today's information technology-integrated education, designing teaching activities for digital learning and flexibly using technology tools is the most important issue. The design of authentic materials and materials in English as a second or foreign language via Tubequizard's innovative web has a significant impact on language learners at the university level, according to this paper. Applying a mixed method, this study highlighted the undergraduate students’ perceptions of their experience with Tubequizard as ELT materials during COVID 19. By using purposive sampling, this study sample involved 71 students and five students for an online interview at the computer science faculty of Universitas Al Asyariah Mandar located at West Sulawesi, Indonesia. By conducting an online survey, the instruments of this study used a questionnaire and interviews. The findings of this study resulted in Tubequizard content being helpful to students to engage and motivate them in learning English, and their respondents strongly believe that Tubequizard is a technology innovation for lecturers in designing their teaching materials to be more interesting, easy to understand, Tubequizard materials according to the student’s needs, supported accelerate learning, suitable for all English skills, engage students in active and autonomous learning, expand students’ knowledge, meet positively students expectations in English class, encourage students to think creatively and critically, and suitable to give ideas for EFL classroom than the traditional model. Thus, it can be concluded that for teaching foreign languages, authentic and culturally appropriate materials are essential.

Keywords: Digital language learning, developing materials, EFL, Technology and Tubequizard

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INTRODUCTION

In the last two decades, e-learning has seen a resurgence in higher education, with universities, colleges, schools, and even private tutors embracing it all. Blended learning became the new norm during this period, with the concept of replacing some face-to-face instruction with online learning. The coronavirus (COVID-19) outbreak has spread rapidly throughout the world. During this time, the social structure of the state has changed in ways that were previously unimaginable. The pandemic has also impacted all aspects of education, one of the most fundamental institutions in society. As a first and foremost precautionary measure for educational institutions, schools and universities have suspended all educational and learning activities for a period. School districts, including universities or higher education, are facing many new problems due to the recent increase in the number of closed school days (Reimers & Schleicher, 2020).

The fast development of the internet and wireless communication technology in recent years has led to the emergence of interactive multimedia networks such as mobile learning, voice, and instant messaging, all of which saw heavy use during the COVID-19 epidemic. Digital teaching resources can help a country become more competitive if they take use of the internet’s reach and accessibility. So, great effort is being put into the field of mobile learning to enhance transmission quality and increase the number of prospective users. These days, nearly everyone owns a personal digital assistant (PDA) or smartphone. Instant exams provide students agency over the content of digital pedagogical resources for the first time, allowing them to make informed decisions about what they need to learn. Teaching methods that take full advantage of the benefits of digital learning can be designed to improve classroom efficiency and effectiveness (Lai et al., 2012; Al Yakin, 2019).

Both Bright Bytes (2020) and Reich et al. (2020) asserted that this area of study in the realm of education has taken on new urgency and relevance. There has been a dramatic growth in the usage of educational technology for studying at home as a result of the 2020-2021 COVID-19 epidemic and the subsequent requirement to switch from classroom to distant learning. As the online education movement grows, however, several challenges arise for both students and instructors (Lockee, 2021; Means et al., 2021). It was discovered that one-third of pupils reported receiving no assistance with distant learning and that parents overstated the frequency with which their children had accessed to a quiet space at home in which to use computers.

Blake R.J. Brave (2008) and Dillenbourg P (2016:560) stated that due to the current pandemic, distance education formats, which include online meeting platforms and various web technologies, are in high demand. As a result, students are unable to learn and grow in a way that is appropriate for today’s world, which is why cloud-based technologies have been introduced to higher education. In term of assessing student knowledge, a complete shift to e-learning does not appear to be effective, so mixed learning is a much more effective and productive alternative. Although the digital education ecosystem is still under development and cannot be considered a complete and circular system, it is gaining traction and spreading rapidly among Indonesian educational institutions, including self-developing educational
ecosystems, virtual academic mobility, individual learning pathways, a single digital platform for collaborative research, and a global education platform.

There are few modern lessons today that do not include a whiteboard, projector, or computer with which to apply various web tools and native internet resources, which, in turn, help students to develop their communication skills as well as professional competence. Unfortunately, in modern foreign language teaching, teachers are not constantly looking for new ways to activate students’ critical thinking, modelling, and self-evaluation skills through well-chosen educational materials in a modern learning environment. Among the various language learning platforms for EFL that have been used for online language learning, web-based language teaching has given promising results. Even though web-based learning is nothing new in instructional language teaching, research on its application in limited virtual contexts, including Tubequizard, has integrated it into online learning.

According to Gilmore (2007), besides Tubequizard, there are many authentic and up-to-date resources available to help students learn how to speak a foreign language and incorporate that knowledge into their own speech. Students can choose from a wide variety of authentic texts, such as news feeds, articles from newspapers and magazines, blogs, reviews, and Ted Talks. To help students overcome stereotypes and expand their tolerance for other cultures, online resources offer opportunities for intercultural communication. But, the problem is, there are many universities that need a teaching model to implement technology innovation in EFL classes to force students to use their English skills in real-life situations, including Universitas Al Asyariah Mandar.

A large number of research studies shown to be relevant to the use of Tubequizard were carried out by Tovmasyan and Ghazaryan (2021). They discussed several points in the literature that Tubequizard is used as a tool for listening; other research findings examine that Tubequizard can be used to complete additional tasks or as quizzes in the web platform is seen positively by Tyurina's research (2021), then a similar research was conducted by Липко, Ю. Г., & Антипьева, И. А. (2022) and Ocriciano, (2021), who saw Tubequizard as an opportunity to develop their own initiative and encourage themselves further in listening and communication skills. The results study of Martino, D. L. (2017) investigated phonological or phonetic students with Tubequizard, while our investigation in this work aims to fix this deficiency by explicitly checking how educational technology affects English learning for students in the context of digital learning through the Tubequizard website as well as teaching English in formal classrooms. Therefore, the purpose of this study is to investigate student perceptions in developing Tubequizard as teaching material for English courses in EFL classrooms that take into account the attitudes, engagement, and motivation to learn English of students through this website.

Digital Learning

In recent years, digital learning has seen the most rapid growth of any learning method, and it is expected to become the standard method of education in the near future. Its rapid expansion can also be attributed to the fact that it offered numerous benefits over more conventional forms of education. The advantages of digital learning were organized by Miyoshi et al. (2012) and Jude et al. (2014) for comparison...
with traditional teaching. There is no obstacle to education because students can access online courses whenever and wherever they like thanks to digital learning.

The internet provides a plethora of knowledge that may be accessed simply by putting in a few keywords. Using a digital learning platform that could organize relevant resources for use by or connection with learners, network resources could be effectively applied through digital learning, and instructors or learners could acquire richer information beyond the teaching materials in the curriculum to enhance learning effects. Online course materials and a tailored study plan in conventional education provided all students the same schedule and curriculum, no matter what their level of comprehension was. On the other hand, students participating in digital learning have access to a variety of courses and instructional resources that may be adapted to their needs and interests (Sun et al., 2012).

A good digital learning platform should be able to complete the record learners’ learning histories so that instructors and students can clearly see the level or learning outcome for adjustment and improvement and self-discovery. Hockly (2012) stated his experience with digital education, he found that the incorporation of media visuals and sounds into the creation of educational resources results in more engaging and interesting content. Interactive elements like chat rooms and debates will be available on digital teaching platforms, allowing students and instructors to connect in a two-way fashion. So, it was feasible to reuse the prepared teaching materials by placing them on a digital teaching platform as digital files. To put it another way, the instructors prepared teaching materials allowed students to use them multiple times and re-learn them. Because classes had to be held at a single location and time, they were more expensive to run. A comprehensive and systematic record of all online course materials and student progress may be kept in the digital learning mode. It might assist pupils to build up their personal knowledge in an organized and effective manner (Jude et al., 2014). For knowledge management, teachers might utilize a digital learning platform to organize and gather instructional resources and swiftly transmit them to students.

According to Kaklamanou, et al. (2012), information technology and the presentation of various media can be used to enhance learners’ interests, make learning more efficient, and encourage learners to continue their education. Shin et al. (2011) also mentioned that digital learning places a focus on teaching students both specific information and new technology at the same time to increase their capacity to use computers, networks, and new digital tools. Learners can quickly and easily operate to learn and overcome the time and space constraints for thorough or successful learning with digital learning because the content does not change with media or standards. Motivated students are more likely to pay attention in class and remember what they’ve learned. In order to explain the link between motivation and effectiveness, Kuo (2011) suggested the concept of motivation impacting effectiveness. According to Karlen (2019), students’ who have greater levels of learning motivation have better learning outcomes, demonstrating that the two are positively associated.
Innovative Teaching Materials through Tubequizard

It is generally agreed that resources play a crucial role in language education (McGrath, 2013). Language classrooms rely heavily on a variety of instructional resources. The success of modern language education around the globe is due in large part to the widespread use of commercial resources. Tomlinson (2016) outlines the qualities of high-quality materials that are important to students to motivate them to learn, that they are able to focus on the linguistic elements of the input, that they are given many opportunities to practice what they have learned, and that they regard the learning materials as relevant and valuable.

McGrath (2013) argued that the information about the target language and carefully selected examples of its usage provided by materials as content and materials as language play a significant role in language learning. He enumerates the ways in which textbooks help teachers save time, explain what students should be doing, serve as a resource for students, facilitate pedagogical uniformity, and offer access to supplementary materials. Tomlinson (as stated in Ahmed, 2016) defines materials as everything that may be utilized to aid in the instruction and study of a language. Each of these can be used to convey information vocally, visually, aurally, kinaesthetically, or in a combination of these modalities. Instructional, experiential, elective, and exploratory methods are all viable options for language instructors.

A wide variety of resources, such as coursebooks, films, graded readers, flash cards, games, websites, and mobile phone interactions, are available to students who wish to learn a new language (Tomlinson, 2012). Activities for second language acquisition can be classified as either informative (providing background knowledge about the target language) or instructional (providing direction for practice of the language), experiential (providing exposure to the language in context), or eliciting (prompting or encouraging use of the language). Educational resources shouldn’t be designed to instruct, but to facilitate learning for a variety of reasons.

It is generally acknowledged, however, that materials continue to form the basis of the majority of instruction in language classes worldwide. Instructional materials are the foundation for most of the students’ linguistic exposure and practice in school, as stated by Richards (2001). In addition, most teachers of foreign languages rely on coursebooks, although no coursebook can possibly suit the needs of every single class (Tomlinson, 2010). Every educator, as the old adage goes, is a content creator (English Language Centre, 1997).

Howard and Major (2004) give principles for creating excellent English teaching and learning resources, but they still encourage instructors to create their own. The English taught in schools now is too narrowly focused. The resources should promote conversation and linguistic innovation. It is important to enable students to create their own learning plans and methods while using instructional resources written in English. Materials for teaching English should take into account both aesthetics and practicality. Opportunities for pupils to utilize English in a range of settings should be incorporated into English language teaching materials. When instructing ESL students, instructors should make use of genuine resources. To help students acquire and apply more of the language, it is important that the many resources used to teach English work together. Visually attractive English language
teaching tools are important. The materials’ usage instructions should be straightforward. The best materials for ESL classrooms are flexible ones and Tubequizard presents as a fantastic resource for language learners. It may be especially useful for those working on their second or third language. To facilitate language acquisition by learners of varying ages and backgrounds and in a variety of settings, several materials, programs, and methodologies have been created. Throughout the epidemic, we used Tubequizard as one of several online language-learning tools and resources to assist students to learn English.

Tubequizard is a piece of software that can create tests of listening and decoding comprehension from subtitled films on YouTube. After listening is when Tubequizard is most useful. The teacher uses Tubequizard to play a song for the class, and the pupils fill in the blanks in the lyrics of the song as homework. This exercise is great for enhancing students’ ability to listen. It’s a great tool for language study since you may use it to drill certain grammatical structures or expand your vocabulary. Tubequizard can zero in on a particular set of lyrical words or an entire category of words (e.g., verbs, adverbs, prepositions, etc.). The application allows the educator to pick and choose from a broad variety of grammatical and lexical structures to practice with their students.

Not only listening skills enhanced using contemporary online applications and resources, but also other skills such as speaking, writing, and reading, Tubequizard also helps students stay motivated because they see it as fun, and this kind of motivation is much stronger than the kind that students can get from doing regular exercises in their textbooks. Student learning can be assisted by music and movies through Tubequizard. When Tubequizard is used in the classroom, it has a real impact on energy levels. Students can learn more vocabulary and grammatical structures through activities, and most of the authentic language resources are very accessible. Hence, the research questions are formulated as follows: What are the undergraduate students’ perceptions of the English materials used by Tubequizard, and what do the students suggest they do with their experience through digital learning materials to improve their English skills? The result of this study also aims to fill the gap in the literature regarding Tubequizard as an innovative technology, and the implications of this study are to give preliminary data for further improvement in designing and developing ELT materials to be more practiced, effective, and efficient.

**RESEARCH METHOD**

**Research Design**

In this study, we used a mixed methods approach to explore how students learned English by using the Tubequizard platform during the COVID-19 outbreak and how their perspectives and experiences changed after using Tubequizard. Qualitative and quantitative data were combined through mixed method to provide more evidence (Creswell & Clark, 2017). An explanatory sequential design was chosen in this case. Quantitative data is collected and analysed first, then qualitative data is collected and analysed. Since the pandemic process requires an evaluation of students’ tolerance for uncertainty, relevant data is collected and evaluated in this study.
Research Participants

This research was conducted at one of the universities in West Sulawesi, Indonesia, named Universitas Al Asyariah Mandar, located at Jl. Budi Utomo No. 2 Manding Polewali Mandar, West Sulawesi, Indonesia. The sample in this study was the students of the Faculty of Computer Science during the academic semester 2021–2022. They were surveyed for this research. The selection of students was done by the purposive sampling method; there were 71 participants, and 5 respondents were willing to participate in the interview. Researchers can use this method to choose situations that are easily accessible while increasing the speed and practicality of research (Frey, 2018). Due to the pandemic situation, all the students took online classes using WhatsApp and Zoom.

Instrument

The first instrument, a questionnaire, was conducted. Using an online questionnaire administered to EFL students. Respondents will be given access to a questionnaire, which is a list of questions that is compiled and then distributed to respondents. To facilitate data collection for researchers, the survey is formatted as a series of closed statements. A closed statement, as defined by Williams (2007:66), is one that only allows responses that fall into predetermined categories. So, the students were told to choose one of the following degrees of approval from the list on the questionnaire. After that, it will be shared via Google Form to students in their online group class to gather feedback. After filling out the form and reaching the required number of responses, the researchers will stop collecting data on the Google form site.

Through Tubequizard, participants were able to gather information about how they interacted and evaluated their own English. Questionnaires are a common research tool for gathering information for educational studies. It is widely used to collect information about things that cannot be observed directly, such as interests, values, and the like. The questionnaire was adapted from Bozkurt (2021: 348).

In this study, the distribution of questionnaires was done by distributing questionnaires in the form of a list of questions to respondents. The Likert scale is used to measure attitudes, opinions, and perceptions of groups of people about social phenomena, as well as the variables to be measured and translated into Likert scale research indicators. Students' perceptions were assessed using a Likert scale. Student perceptions can be positive if most of the answers strongly agree and negative if most of the answer choices strongly disagree. Each data item is structured according to the dynamics of online education. To get further information, a semi-structured interview was employed to explore their experiences during learning English through digital Tubequizard.

Procedure for Data Collection

The researchers gathered data by using the instruments listed above after conducting Tubequizard as online materials. The data was gathered over the course of six weeks, beginning in March 2022. The ELT materials developed using Tubequizard are the pronunciation of negative auxiliaries (won't and don't);
vocabulary in context; the present simple with frequently used verbs; and grammar in words such as don’t and can’t from film, songs, and text.

Figure 1. Students’ score and the Tubequizard feature

Based on the active learning, a new instructional design model was developed in this study. A wide range of instructional methods, from teacher-led lectures to student-centred projects, can be developed using this tool. In the learning and teaching process, lecturers, on the other hand, should be able to use this Tubequizard to create effective lessons. Students will be able to retain more of what they’ve learned because of this method of instruction.

Those students are going to be more inclined to participate in the classes through the instructional model described in Figure 2.

Figure 2. Online instructional control

The Technique of Analysis Data

There were several steps involved in this research’s quantitative data analysis. First, the data is ranked according to the date of the questionnaire. Second, the
collected information is entered into the study's database. Third, the researcher calculates the percentage of respondents, who are divided into five groups: strongly agree, agree, neutral, disagree, and strongly disagree. Respondents’ level of agreement or disapproval with the subject matter of the survey is being gauged by means of scale classification in this study. The respondents will evaluate the statements in the questionnaire based on the information provided. Ordinary data is generated because of this investigation (tiered without a score). The sequences of numbers are purely for the convenience of the researchers. As a result, only frequencies (numbers) or proportions (percentages) are used in the analysis. The results of this percentage will come as the results of a questionnaire regarding the perceptions of students.

RESULT

Tubequizard Web, or TEFL, platform is available on the market for distance teaching and can be accessed free of charge. Participants were asked to access it using a laptop or smartphone device that they used to facilitate their remote teaching during school closures. Figure 3 below shows the results of the survey given to undergraduate students who used Tubequizard website.

As shown in Figure 3, students’ attitudes and ideas about the Tubequizard as a tool that can be used for distance learning at higher education in Indonesia and the way the material that is used fit the age group. In this study, there were the students in semester 2 of the 2021 academic year and 71 students as respondents: 9.2% students were in strongly agree; 64.5% were agree, 25% were neutral; 1% were disagree; and nobody chose strongly disagree. Follow-up questions regarding the material contained in Tubequizard is very easy to understand and easily accessible for distance learning. Based on Figure 3, as many as 19.7% respondents stated strongly agree;
57.9% stated agree; 21.1% stated neutral; 1% stated disagree; and nobody stated strongly disagree. In addition to being easily accessible and easy to understand, the coverage of the materials in Tubequizard is in accordance with the needs of students in higher education for English courses: 18.7% respondents took strongly agreed; 60% took agree; 18.7% took neutral; and no one took disagree and strongly disagree. The fourth question is about whether the material contained in Tubequizard supports accelerated learning and is suitable for online learning. As many as 10.5% respondents chose strongly agree; 53.9% choose agree; 28.9% chose neutral; 3% chose disagree, and no one chose strongly disagree.

The survey on getting and integration the information from Tubequizard consists of four questions and the data findings can be described below.

Furthermore, the results of Figure 4 show how students get and integrate the information who believe Tubequizard material is interesting. From 71 respondents, there are 17.1% were in the category of strongly agree; 56.6% were in agree; 26.3% were in neutral category; and none of them were in disagree or strongly disagree category. Next, question on the statement that the material in Tubequizard is suitable for various teaching and learning styles. There were 15.8% respondents who strongly agree; 51.3% agreed; 28.9% neutral; and none of them were disagree and strongly disagree. The next statement about the material on Tubequizard encourages student participation. There were 17.1% who chose strongly agree and neutral; 63.2% chose agreed; 1% chose disagree; and no one chose strongly disagree. In addition, the last question about the material on Tubequizard encourage active learning mentioned that 22.4% respondents took strongly agree; 50% took agree; 22.4% took neutral; 3% took disagree; and none of them took strongly disagree.

![Figure 4. Getting and Integration of the Information](image-url)
The survey on how the students expand and organize their knowledge through Tubequizard involves four questions and the data findings can be described below.

![Expanding and Organizing Knowledge](image)

*Figure 5. Expanding and organizing knowledge*

In *figure 5*, this part of the questionnaire was asked to rate their agreement to expand and organize knowledge using Tubequizard. The first question asking about materials on Tubequizard encourages the development of communication skills. The result shows that 15.8% were strongly agree; 56.6% were agree; 25% were neutral; 2% were disagree; and no one was strongly disagree. In term of Tubequizard encourages interaction in online learning and work independently, the result shows that 15.8% respondents felt have demonstrated and can work independently; 65.8% felt agree; 15.8% felt neutral; 2% felt disagree; and no one felt strongly disagree. The last statement about the use of Tubequizard material expands the students' knowledge seems to have a strong positive response, showing 22.4% were strongly agree; 55.3% were agree; 21.1% were neutral; only 1% were disagree; and no one was strongly disagree.

The survey on the meaningful use of information covers five questions and the data findings can be described below.
In this part, students were asked about the materials on Tubequizard’s Web site. Refer to Figure 6 for the first statement about the material’s impact on students learning expectations, there are 15.8% were strongly agree; 53.9% were agree; 26.3% were neutral; 3% were disagree and no one was strongly disagree. Regarding to the second statement about knowing the material on Tubequizard is a guide for the meaningful interpretation of the information obtained, there are 19.7% believed and chose strongly agree; 44.7% chose agree; 31.6% chose neutral; 2% chose disagree; and no one chose strongly disagree. In item of Tubequizard materials encourage students to think creatively, there are 22.7% think very well and took strongly agree; 53.3% took agree; 30.3% took neutral; only 1% fall into disagree; and no one took strongly disagree. The last item about the materials on Tubequizard encourage students to think critically and there are 9.2% chose strongly agree, 52.6% chose agree; 30.3% chose neutral; no one chose disagree; and 1% chose strongly disagree.

The survey on students’ psychological status in learning English through Tubequizard can also be described below.
In this session, the core question is about the psychological status during online learning using the Tubequizard Web. The first statement about their feelings and how the course process is managed by the lecturer clearly show that there are 14.5% felt strongly agree; 51.3% felt agree; 32.9% felt neutral; and none of them felt disagree and strongly disagree. Regarding to the second statement about independent learning from space and time during the course process, it shows that 13.2% students felt strongly agree; 55.3% felt agree; 22.4% felt neutral; 5.3% felt disagree; and 3.9% felt strongly disagree. The third statement about students’ motivation during the course process through Tubequizard are 18.4% in strongly agree; 55.3% in agree; 18.4% in neutral; 5.3% in disagree; and 1.3% in strongly disagree category. The fourth statement about sufficient support as an individual with Tubequizard, it shows 17.1% students chose strongly to agree, 57.9% chose agree; 21.1% remain in neutral; 2.6% chose disagree; and no one chose strongly disagree. The fifth statement about the necessary support and needed Tubequizard during the course. The result shows 27.6% students stated strongly agreed; 53.9% stated agree; 17.1% stated neutral; only 1% stated disagree; and no one stated strongly disagree. The last statement about the course process being facilitated with simple and easy-to-understand instructions led to this finding clearly shows 9.2% students said strongly agree; 52.6% said agree; 32.9% said neutral; 3.9% said disagree; and 1.3% said strongly disagree.

Due to interview, students’ comments about their experiences learning English using Tubequizard vary widely, as shown by the results of interviews with five respondents below.
Q1: Does the material presented increase your knowledge of English? Tell me your experience after using Tubequizard.

Respondent code 1 stated that they gained insight and abilities during the learning process because the material and instructions provided were easy to understand gradually. The web is very clear when using TubeQuizard, and it adds experience and knowledge in learning English. One of them said that, “because the learning is interesting, I am motivated to keep learning and find out more about learning materials from other sources”.

According to Code 2, respondent mentioned that, “learning English with Tubequizard..., it was fun to fill in the questions. It added to my knowledge. This learning method was also quite interesting. For example, I could make sentences from song lyrics given by the lecturer”.

Respondent code 3 said, “Yes, there are many words that I don't know the meaning because at first, I was lazy, but after I saw the material presented, it made me curious, and I wanted to know the meaning of the material. While learning English in lectures, is enough to add insight to my knowledge. I'm in English learning, and at least I can speak quite a bit of English and can be a little more confident in speaking it”.

Respondent code 4 said that, “It is very helpful in increasing knowledge little by little because in the past I had very little vocabulary in English. After learning through this platform, I got more vocabulary and greatly increased my knowledge.” The material presented adds insight into knowledge in my learning process and also encourages me to work independently or interact with groups because it can sharpen my brain. This platform greatly increases knowledge for those who want to learn. Yes, it adds knowledge. English makes it easier to communicate with other people because of its universal nature”.

Respondent code 4 said that, “this material is very good for adding insight and knowledge, but so far, I have not been able to increase my insight and my knowledge because I find it difficult to understand how to pronounce the language correctly.” Then English has abbreviated a lot, so it's more difficult for me to understand than respondent code 5 added that, before I knew TubeQuizard, my knowledge of English was a bit lacking, but now my knowledge of English has increased a little, because I don't know what it means, after reading the material above, I can find out. It adds to the knowledge, and the plus point is that it trains logical thinking. The material presented adds insight into my learning process and encourages me to work independently and interact with groups”.

Q2: Are you new to Tubequizard? Do you think this would be interesting to use in the next English course?

Respondent Code 1 stated, “I'm new to TubeQuizard and I find it interesting because it can broaden my knowledge in the process of learning English”. Then respondent code 2 relied on “Just getting to know, it’s interesting to increase your knowledge of English. I just used the TubeQuizard platform, I think this website is very interesting if it is brought into learning English and we agree that it can be used in the next English course”
In addition, respondent code 3 said, “I’m knew, TubeQuizard seems interesting if used in English courses, in my opinion, and very suitable to be used for online learning like this.”

According to respondent code 4 toward TubeQuizard, “it is interesting, I think it can be used in English courses because the way to use it is also not complicated, it’s good to use in online learning like this”. The last respondent answered, “Yes, I’m new to it and I think this application is very interesting. I think this is good to use in the next English course because we can hone our skills but sometimes the web is down, maybe because my network is not stable.

DISCUSSION

Based on the statement above, most of the respondent gave a positive statement about this Tubequizard Web as ELT material. There is a gap between the digital literacy of today's students and their digital fluency. To become digitally proficient, one must be technologically proficient as well as socially competent. Students who are proficient in both areas are said to be "digitally literate" (MacKenzie 2016). Whether teaching in blended or online classes, educators have access to a variety of digital tools.

There are various digital tools that can attract students to enter the teaching profession as well as teach them new technology skills. Overall, online submission using Tubequizard is a very positive experience for students in English courses and makes students realize that technology can help us achieve equity, higher quality, and motivate students to learn English, as described in figures 3, 4, and 7 in this study and Бешлей, & Орищук (2021) research findings.

The results of this research shown in the interview show that students can create, analyze, and evaluate information using digital learning skills through the web in addition to learning English. Higher-order thinking processes can be assisted by students' participation in discussions through technology platforms, which provide more opportunities for them to participate, cooperate, and interact while demonstrating their English skills. There have been numerous experiments with online, distance, and hybrid learning. When it comes to teaching and learning, we've seen the results of a series of tentative and experimental attempts to incorporate new Internet technologies and electronic media into educational processes, student management, and eventually teaching itself, as shown in Figure 5. This finding lines up with the study by Bimrose et al. (2014). The way we think tends to change due to technological advances. Lifelong learning skills are essential for students to thrive in today's fast-paced world. They must be able to expand their knowledge, adapt to change, and successfully manage and generate information. When technology is used wisely, students can apply their knowledge in real-world situations and develop critical thinking and problem-solving skills. This has a positive impact on student careers after graduation.

Cognitive learning takes place during teaching and learning activities when the learner engages in the process. The use of educational technology materials is common when trying to create new knowledge. These materials are directly linked to the goals and objectives of the organization. Tubequizard web-based technologies have had a significant impact on education, particularly foreign language teaching,
because they are an effective tool that helps create a more student-centered environment for language learning, as shown in Figure 4. This line with some previous study Rudneva et al. (2020), El Achlam (2020), Julian et al. (2019), Tschand et al. (2021), Poon (2013); Rubio & Conesa (2022): When it comes to teaching and assessing EFL students, Tubequizard Web is a great option (Lin et al., 2017). In addition, Tubequizard helps teachers in their ability to communicate effectively with students and distribute course materials directly (Al Yakin et al., 2022).

Apart from this finding that it also allows students to study independently and provides transparency, good organization, and self-evaluation for their individual work, the Tubequizard website is undoubtedly an important addition to English teaching. However, the lack of interaction and personal contact between students and teachers, as well as the lack of speaking activity in online classes, appear to be Tubequizard's main weaknesses in the online teaching model. As a result, it must become part of the educational process, in which a major role is given to face-to-face learning and complemented by additional teaching resources to ensure that foreign language teaching is successful. TubeQuizard technology can help teach a foreign language, but only if it is used to meet the learning objectives and meet the needs of the right educational environment and the learning outcomes to be achieved.

Meanwhile, students who received instruction on their first few attempts at individual problems had lower error rates, as shown in figure 1. On the other hand, it appeared to have a positive impact on outcomes. In this study, Tubequizard did not improve writing skills, at least not in terms of helping students learn listening, vocabulary, reading, and speaking skills. In fact, students learn more about vocabulary, listening, and speaking than about any other subject. Instead, we may have made it too simple for them to get the information they need, compromising their ability to learn. The usefulness of Tubequizard can also be influenced by students' prior knowledge. Students can get the most benefit from instructions when they have moderate levels of prior knowledge, because students with low levels of prior knowledge are more likely to use them ineffectively, whereas students with high levels of prior knowledge are less likely to do so.

According to this research, students are interested in online learning using Tubequizard because of the COVID-19 pandemic and because this website can be accessed from anywhere and anytime. Tubequizard is interesting to use for college students because it is a website that can help improve vocabulary, listening skills, reading skills, communication skills, and, of course, critical thinking and logical thinking skills, similar to the findings of the Demidova, E. V. (2020) studies. According to the student's perception, their verbal interaction to discuss Tubequizard-based material in the WhatsApp chat group received an enthusiastic response. This shows that most of the selected students support the use of Tubequizard for the purpose of improving language skills. Therefore, Tubequizard Web is one of the most effective learning websites for learning online and can be integrated into blended-based learning.

According to the findings of this study, students in online learning behaved quite well because the learning process was more flexible and did not require much time; the instructions were easy to understand; and the web was accessible even
though sometimes there were internet constraints. Research findings then reveal that universities in Indonesia are ready for teaching not only online but can also be used for blended learning after COVID-19. When the COVID-19 pandemic broke out, students' perspectives on online education had a positive impact, Yates, A., Starkey, L., Egerton, B., and Flueggen, F. (2021). In line with the research findings, students' reactions to these online learning instructions varied widely. It seems that post-covid shows no decrease in the benefits of online learning, but its use is more dependent on the condition of students. (Coman et al., 2020) say that the pandemic crisis changed the order of online learning problems. The findings of this study reveal that most students prefer learning instructions that are specific, detailed, simple, and delivered regularly. Students' positive perception of Tubequizard is influenced by their previous experience with their interaction with the media and technology used by the lecturer, as described in figures 5 and 6. Students are aware of the unique difficulties they face when undertaking language learning online, and they have expressed a strong desire for technology that can help them identify valid online content that is relevant to their learning needs. The perceived need and preference of university students for language acquisition has a significant impact on their willingness to accept and use the technology independently.

However, undergraduate students face many challenges when they suddenly switch to distance teaching without any prior training or experience. Working with students at a university is even more challenging. One of the most difficult problems is that university students need technology and learning tools as well as effective and practical online learning instructions (Figure 1). In this case, they are involved in listening to English material on YouTube, then assessing their skills using Tubequizard, after which they create videos and presentations to demonstrate their speaking skills, which they then upload to their YouTube account. To keep students engaged, this study incorporates more direct interactions and activities into the curriculum. The rapid shift to distance teaching puts students under a lot of pressure as they must adapt to their course projects, such as making video presentations to demonstrate their English skills.

Although many students said in interviews that they reported being interested and motivated to learn online using Tubequizard and feeling challenged when they tried to learn how to produce interesting and creative video presentations to share on the internet through their respective Youtube accounts (Figure 2), some of their presentations still scored low in the aspects of pronunciation, accuracy, and fluency. They may still have trouble adapting to this Tubequizard-based English instruction because they still like a mix of online and in-person lessons more than just full online lessons.

According to most students surveyed, the overall view of college students about teaching English using Tubequizard for distance TEFL to undergraduate learners is positive. Despite the difficulties of internet quotas, they believe that distance teaching is a good way to ensure the progress of students' learning and school curriculum, especially in the current situation of the COVID-19 pandemic. A wealth of Internet educational resources is also available to educators and students. Asynchronous activities allow students to learn at their own pace and in their own
time, allowing them to better understand the material. Lecturers who teach remotely during the pandemic say students are learning new media and technologies and improving their technology skills. Many lecturers plan to use distance teaching to provide students with additional lessons, even if their schools do not require it. Luy, (2022).

This study makes many recommendations for overcoming barriers to effective distance teaching. Lecturers should be properly trained in the use of media and technology and distance teaching pedagogy as part of the college’s role. The ICT infrastructure and curriculum must also be updated to accommodate distance learning. Young students may benefit from shorter lessons because they have more time to absorb information. By being able to choose their appropriate teaching materials, timing, and location, lecturers should be able to plan their lessons in a way that best suits the needs of their students and is based on the character of their students. To create interesting lessons, lecturers must have experience with media platforms and educational technology. Teachers can use a combination of synchronous and asynchronous media and technology to increase the effectiveness of their lessons. It is important for experienced lecturers to share their knowledge and skills with their fellow lecturers and collaborate with lecturers at other universities. Lecturers can produce handouts for students who do not meet the prerequisites for participating in online learning activities, direct them to self-study, and have them review the material when they return to the face-to-face classroom setting. Thus, lecturers play a very important role in ensuring their students are successful in developing language skills at university by providing them with media and technology-based learning.

Muthmainnah et al. (2022) and Bower et al. (2017) stated that educational establishments are rapidly updating their courses to meet students' needs as they grow up in a digital era, with digital learning developments expected to grow exponentially in the coming years. In the EFL teaching process, this standard is being reached more quickly. As a result, previous studies have often omitted the negative consequences and challenges of digital learning in their efforts to highlight the advantages of using technology to teach English (Kassem, 2018).

Finally, we mention the limitations of our study and our findings in this section. We also missed the opportunity to see how Tubequizard and its instructions might have helped a more representative sample of students at home, as we lost more students with less motivation, prior knowledge, or family resources to support them during the challenges of working remotely during a pandemic. The second factor that decreased our ability to detect effects was the low participation of remote students, disruption of our class data collection, and the addition of a second factor to the study. Because the "instructional context" of this study was a response to the pandemic and not something planned, we were not able to randomly select who would use Tubequizard at home and who would use it at school.

Another limitation is that this research was conducted at Universitas Al Asyariah Mandar, and students cannot represent all students in Indonesia. These findings may not apply to communities or even other institutions in Indonesia. It is possible that the results will be very different in societies with different levels of
technological access or cultural attitudes towards technology and education. Google Forms are used to request participation. Since this study looks at students' attitudes towards Tubequizard web technology, students who lack confidence in English may have difficulty, especially in listening. Therefore, they still need adaptation in this area. Students who volunteer for interviews may also have a self-selection bias. In research involving interviews, self-selection bias is impossible to avoid because it is ethically important that the interviewee be a volunteer. In the end, only five people were questioned. The number of participants in future studies could be increased.

CONCLUSION

The research highlights the emerging trends in education, such as the ecological turn and the digital turn, which are already shaping the future and are major theoretical preoccupations during COVID 19. Ecology and new digital technologies share an ontology of interconnectivity at the most fundamental level, and together they redefine students as part of a larger life and technological system. As a result of this study, new possibilities for online or blended teaching practice were opened by this Tubequizard teaching model. The psychological and social effects of our growing connection to the digital world are new autopoietic or self-producing technologies that show teaching-learning ecosystems as living systems with institutional, autonomous, and evolutionary transhuman visions or technological singularities.

Further, the result of this current study might have some implications for the rich and diverse functions of digital materials; the teaching effectiveness can be boosted simply by attracting more students to use the digital materials for learning. As a solution to the problem of mixed-media learning, school administrations could provide teachers with the necessary technical support and assistance (such as software and hardware and free Wi-Fi) to alleviate their concerns about digital learning and to help them form an organization resembling professional organizations to further digital learning in EFL. However, the ability to extend the management of digital teaching significantly outweighs the ability of an individual to do so. Teachers can collect relevant Internet resources and create their own software or web pages to achieve the information-assisted teaching effect when there is no computer-assisted teaching team to develop software. Furthermore, encouraging teachers to work together in teams to create and publicize educational web pages like Tubequizard would increase output and benefit more students.

Finally, this study recommended to teachers that they play a critical role in the development of digital materials to get a more effective impact on their teaching. In other words, the use of digital materials in the classroom could be a new way to innovate. When teachers frequently exchange teaching experiences with peers or experts or share and learn through web communities, such difficulties can be overcome to advance the teaching methods and improve classroom management, as well as to present professionalism and self-development in the classroom. Digital materials like Tubequizard will be widely accepted by students and educators alike as technology improves. Teachers are tasked with ensuring that their students learn in a logical and consistent manner using a network.
REFERENCES


