



USING OF PEARSON ENGLISH LEARNING MEDIA TO IMPROVE STUDENTS' ENGLISH LANGUAGE SKILLS THROUGH TUTORIAL MODEL LEARNING

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ABSTRACT

Learning media has a significant impact on making students understand learning materials and motivating students to learn. Along with technology development, education must incorporate technology into the learning process to facilitate the achievement of learning goals. However, the learning media used in Indonesia is still very little, especially technology-based learning media. This study aims to introduce a technology-based learning media that is still rarely used in Indonesia, Pearson English. Based on the benefits that Pearson English has, it can be an innovation in creating technology-based learning media in other learning.. This study uses a descriptive qualitative method with interview and documentation data collection techniques. The data analysis techniques are data reduction, data display, and conclusion. This study also uses triangulation techniques as a test of data validity. Pearson English is a technology-based learning media managed by Mentari Bangsa, which has many features that can be used to improve student's English skills, such as learning materials, learning videos and audio, learning tutorials, and practice questions. Pearson English can improve students' English skills at Batari Medan School through the various features available.

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1. INTRODUCTION

Education is a means people trust to make them a society that can face the development of the times. Education must continually develop (Sitorus, 2025). Education is designed to meet the needs and prepare competencies to face the future challenges and needs of humans. Education dynamics in Indonesia from the beginning of independence have experienced many changes in the orientation they want to achieve (Sukmayadi & Yahya, 2020). Education held by the government from the New Order to the present, education goals have undergone several changes that are adjusted to the development of people's and state's lives and the demands of development (Lehrl et al., 2020).

Because education is held for humans, it must meet their needs and challenges. Communication is a human activity that cannot be avoided because humans are part of social beings. As social beings who interact or communicate with others, we need good language skills (Xiang, 2021). In addition to enriching students with broad knowledge, adequate competence for life, and noble character, education in Indonesia also sees that foreign language skills are needed in today's era to interact with fellow humans worldwide (Kuhlen & Abdel Rahman, 2023). Therefore, the Indonesian government includes English lessons in the education curriculum, which are compulsory for students to study. Foreign language skills are one of the achievements students are expected to have through their education. The Indonesian government's seriousness in developing its citizens' foreign language skills is stated in the education curriculum, which directs learning toward four language skills: listening, reading, writing, and speaking (Intiana et al., 2023).

English language skills are essential nowadays. English is one of the official international languages used by people from various countries to communicate with each other (Avitasari et al., 2023). Good English speaking skills are one way to make it easier for others to understand the ideas or expressions we want to express. In addition, English language skills are also a factor in finding work today (Wieczorek et al., 2025). Furthermore, the era of globalization that we are currently living in is marked by the development of Science and Technology (IPTEK), requiring every citizen to have English language skills to be able to feel the progress of development and to be able to build relationships with people in other countries. With English language skills, we can gain knowledge more easily and more.

According to the CNN Indonesia page, education First made an English proficiency index report and placed Indonesia in 81st position out of 111 countries studied. In line with this, the Head of Academic Affairs Education First said that the generation gap conditions experienced by Indonesia are unique when compared to other Asian countries. Some other evidence of the lack of English language skills among students in Indonesia can be seen from the low or minimal exam scores in English subjects and the low level of English use among students (Pratiwi & Ika Sunardi, 2024). Worse than that, when high school students in Indonesia, compared to high school students in neighboring countries such as Malaysia, Brunei, Singapore, and the Philippines, their English use and proficiency are very far behind (Nasihin & Oktarini, 2022). However, when we look at the real situation regarding the lack of English language skills of the people in Indonesia, it does not mean that our education does not provide English learning in schools. However, several factors occur and hinder students from having these abilities, such as a lack of motivation to learn, an unsupportive environment, and a lack of facilities and infrastructure (Salsabila & Aswir, 2024).

The reason behind students not having adequate English language skills is because of the government's inability to create good learning materials. The English learning materials taught to students in schools are also inadequate, so students do not have good English language skills (Surya & Mufidah, 2023). So many students who want good English language skills choose to look for additional lessons outside of school, such as private tutoring or tutoring. This can be used as an alternative to achieving good English language skills, but this cannot be done by

students whose family economy is not good (Andre et al., 2024). The best way is to improve English learning in schools so that all students in Indonesia have the same opportunity to achieve good English language skills (Mahibba & Rodliyah, 2024).

English language skills are an essential foundation, especially for students and academics. Because the center of knowledge and information development is usually disseminated to all corners of the world using English (Lim & Bo, 2025), people with English language skills will be the first to get the knowledge and information and then use it to compete with others to get something they want. Good English language skills can also be used to get scholarships to study abroad (Ovchinnikova et al., 2024). In addition, the ability to use English well for students and academics can open up opportunities for collaboration in the discovery or development of science. Seeing the importance of English language skills, many researchers advise parents to provide English education to their children from an early age (Chen et al., 2022).

Various previous studies have highlighted the effectiveness of digital media in English language learning. For example, Ajisoko's (Ajisoko, 2020) study examined using Duolingo as a self-learning application and found a significant increase in students' language skills (Fakhrurriana et al., 2024). Meanwhile, a survey by Levent (Kıyançık & Uzun, 2022) showed the effectiveness of Kahoot! in grammar learning and showed that an interactive quiz-based approach can increase student motivation and retention. Another study by Sugirin (Abd. Syakur et al., 2020) focused on using Google Classroom for bold English learning, showing increased student participation but still limitations in interactivity (Nuryatin et al., 2023). From these various studies, digital learning media has been widely studied. Still, no study has explicitly examined Pearson English as a learning medium based on an international curriculum and adaptive technology. Therefore, this study is here to fill this gap by examining in depth the effectiveness of Pearson English in improving students' English language skills and its relevance to today's learning needs.

Education is expected to equip students with essential skills to face future challenges, including proficiency in the English language. However, as the previously mentioned data indicates, English language learning in Indonesia has not been implemented optimally. To address this issue, this study introduces Pearson English, an Information and Communication Technology (ICT)-based learning tool designed to enhance students' English proficiency. Given the limited availability of effective English learning media, the use of Pearson English is expected to contribute to improving students' English skills in the Indonesian context.

2. METHODS

A qualitative approach with a descriptive method is used in this study to introduce Pearson English as a learning media based on Information, Communication, and Technology (ICT) in improving students' English language skills in particular (Rangkuti, 2019). Descriptive qualitative was chosen because it is believed to provide in-depth information about the use of technology-based learning media, which is still relatively new. (Wekke & Dkk, 2020). This study is not only to introduce Pearson English as a learning media that is still relatively new but also to describe the effectiveness of Pearson English in improving students' English language skills.

The school referred to in this study is Batari School Medan, North Sumatra. This school was chosen because it is included in the category of good schools in Medan, starting from facilities and infrastructure to the use of technology-based media in learning and the quality of learning in the school. The primary informant of this study is Muhammad Yahya Hanif Lubis, an English teacher at the school who directly uses Pearson English in his learning process.

This study uses interviews and documentation as data collection techniques. In-depth interviews were conducted via telephone with Muhammad Yahya Hanif Lubis as the primary

informant and recorded to obtain data about Pearson English. Documentation was also conducted to increase insight into Pearson English. Structured interviews were used, with a set of questions prepared in advance to guide the data collection process. Documentation was conducted by collecting information through Google, Google Scholar, and other websites.

Triangulation is used as a validity technique in this study, which aims to determine the validity of the data collected previously. Triangulation here means a view related to using various points of view to obtain data or information with a reliable level of truth and to reduce as much as possible the bias that occurs when collecting and analyzing data.

The data analysis techniques used in this study are data reduction, data display, and conclusion. After the author collects data through interviews and documentation, the author checks the collected data to match the needed data and separates it from unnecessary data. Then, the author looks back at the data that has been reduced and entered into this study.

3. RESULTS AND DISCUSSION

Based on an interview conducted with Muhammad Yahya Hanif Lubis, an English teacher at Batari School Medan, it can be interpreted that Pearson English is a technology-based learning media managed by Mentari Bangsa Publisher, which is used in English subjects. Pearson English provides many learning resources that can be used in the learning process, including learning media, learning materials, learning evaluations, practice questions, and many more. Pearson English is obtained from purchases made by the school and sent to the publisher. Then, the teacher provides an email and password to be registered to access the features of the Pearson English application and website.

The procedure for using Pearson English in English subjects through tutorial model learning is as follows: first, the teacher looks at the lesson plan that has been made based on Pearson English materials to determine the learning material for that day; second, the teacher prepares supporting learning media such as projectors and others, third, the teacher begins to explain the learning material, fourth, the teacher gives students the opportunity and time to ask questions related to things they do not understand, fifth, provides practice questions as reinforcement related to the learning material and to see how deep the students' understanding of the learning material is, sixth, provide conclusions and closes the learning.

Based on the interview conducted with informant Muhammad Yahya Hanif Lubis, there are several benefits of using Pearson English: First, it can improve students' English language skills. Because Pearson English provides many tutorial learning features, such as video and audio learning, it makes it easier for students to understand the material, including pronunciation and its use in communicating. Second, it can increase students' motivation to learn English. This was explained by the informant in the interview by seeing the extraordinary enthusiasm of students when using Pearson English compared to other conventional learning media, which was experienced directly by the informant when teaching at different schools. Third, it makes it easier for teachers to teach. This is proven by the complete learning materials, available learning media, practice questions already in it, and learning achievement indicators summarized in Pearson English. So when teachers are asked to prepare learning administration such as RPP or Syllabus, the teacher takes it from Pearson English and details it. Learning videos, learning audio, and other tutors are also available, making it easier for teachers to provide tutorials to students. Fourth, building students' critical thinking skills. Although English learning is not a lesson that requires students to think critically, Pearson English sees that students very much need critical thinking skills, so it also creates a feature called Math Zone, which is a feature that contains questions and narratives that students must answer using reasoning and critical thinking.

After interviewing Muhammad Yahya Hanif Lubis, the author learned that Pearson English is a technology-based learning media that is still very rarely used in Indonesia. Only a few schools and certain schools can use this learning media because they must first buy it from the publisher. Pearson English is used for English subjects.

Several investigations were conducted several investigations into several schools in North Sumatra Province to determine whether they knew about Pearson English learning media or something similar. It turned out that very few schools knew about it.

Based on interviews, observations, and documentation reviews, there are several reasons why Pearson English is still rarely used in education in Indonesia; some of the reasons are: first, schools do not know about Pearson English learning media or the like. Second, the cost is quite expensive. Besides the school's ignorance, the expensive cost is also because not all schools have a large budget for their learning process. Third, the uneven distribution of educational technology. In this case, the government's role as an education provider in socializing educational technology to educational institutions in the regions is lacking. Fourth, there is still a lack of technology-based learning media in Indonesia. This is also a reason to see the limited technology-based learning media that can be used in the learning process.

As mentioned above, Pearson English is a technology-based learning media combined with tutorial model learning with many benefits. Pearson English also has several supporting factors and inhibiting factors in its use. The supporting factor is the integrated book between the books owned by the teacher and the students so that both parties can know the learning material and each can study the same material. The inhibiting factor is a poor or unstable internet network. An unstable internet network makes it difficult for teachers to access Pearson English, causing learning not to run as it should.

Pearson English: Technology-Based Learning Media Innovation in Tutorial Model Learning

Learning media is a tool used in learning to facilitate the achievement of learning objectives (Sari & Santosa, 2024). Learning media is also a tool that is often used by teachers or educators in the learning process to make it easier for students to understand the subject matter. However, the use of learning media must also be adjusted to the material discussed in class. Learning media can also be a tool teachers use to communicate or convey messages to students (Suwandi et al., 2023). Messages conveyed by teachers to their students through learning media can be in the form of sound, symbols, and so on.

The purpose of using learning media is to convey information, motivate students, and create good learning activities (Pagarra et al., 2022). The function of using learning media is to focus students' attention, arouse students' emotions and motivation, organize learning materials, align perceptions, and activate students' responses.

Learning media has also developed along with the ever-evolving technology and era (Shoffa et al., 2021). Starting from what used to be learning media that only came from paper, now learning media is technology-based. The development of learning media continues to be carried out by experts to utilize developing technology, improve the quality of learning, and facilitate learning to achieve its goals. Technology-based learning media that can be used are divided into several types, namely audio media, then visual media, also audiovisual media, and animation and multimedia media (Maulina et al., 2022).

Learning technology is a technological development in education that continues to be developed by experts to facilitate learning activities and evaluate and reconstruct learning. Edgar Dale, one of the figures in modern learning technology with the concept of the Cone of Experience that he initiated, has provided many innovations in creating learning technology (Salam et al., 2024).

Pearson English is a technology-based learning media designed to improve English language skills interactively and integrate. This platform provides various learning features

such as vocabulary, grammar, speaking, and learning outcome evaluations that can be accessed online. However, despite its great potential in supporting 21st-century learning, Pearson English in educational environments, especially in Indonesia, is still very rare. Many teachers and educational institutions are not yet familiar with this platform due to limited information, digital infrastructure readiness, or the habit of using conventional learning methods. As a result, Pearson English's potential as an adaptive and engaging learning tool has not been optimally utilized in the English teaching process.

Although Pearson English offers various advantages as an interactive and adaptive technology-based learning media, the use of this platform in English learning is still relatively minimal, especially in the context of education in Indonesia. This is reflected in the limited number of studies that specifically discuss the implementation of Pearson English in the learning process (Ajisoko, 2020). Most English learning studies still focus on conventional media such as textbooks, popular applications such as Duolingo or Quizlet, and traditional classroom-based teaching methods (Kıyançık & Uzun, 2022). Previous studies examining technology integration in English learning also rarely mention Pearson English as the main object of study. This lack of scientific exploration shows that Pearson English has not become the main media widely used by teachers and students due to limited information, access, or institutional policies that do not support the optimal use of this global platform in the local context.

Learning taught by teachers in class must use a particular learning model to optimize the learning. A learning model is a strategy or method chosen by the teacher to be used in the learning process, both in explaining and evaluating (Sitorus et al., 2025). The learning model must usually be adjusted first to the subject matter to be delivered to be adjusted to the learning model suitable for the material (Sitorus, 2025).

Tutorial model learning is one of the learning models that are widely and often used in the learning process and has been proven to improve student's understanding of material (Multazam et al., 2023). Tutorial model learning is a learning strategy that involves a tutor to inform and train students about a science or skill. Tutorial model learning can not only be used in transferring knowledge. However, it can be more useful when used in learning that requires students to have the ability to have that knowledge, for example, about language. Language knowledge is not only limited to being understood but also to being able to communicate with others. Therefore, tutorial model learning is essential for students to be able to have the ability to communicate the language well and correctly.

Pearson English is a technology-based learning media that effectively supports English learning because it is designed with a systematic and structured tutorial approach. As a tutorial-based media, Pearson English presents learning materials in sequential steps, accompanied by guidance, exercises, and direct feedback, allowing students to learn independently according to their respective rhythms and abilities. Features like interactive videos, automatic practice questions, and progress-based assessments make learning feel personal and adaptive. Thus, Pearson English strengthens the understanding of language concepts in theory and encourages practical skills such as listening, speaking, reading, and writing. These advantages make Pearson English one of the best and most relevant learning media for teaching English, especially in the digital era that demands flexibility and independence in learning.

Benefits of using Pearson English Learning Media in English Learning

Learning media is a tool designed to support the teaching and learning process to be more effective, efficient, and enjoyable. The presence of media is not only intended to facilitate the delivery of material by educators but also to increase students' understanding, involvement, and motivation to learn (C. Dewi et al., 2025). Therefore, every learning media used must have real benefits for the learning process, both in delivering information, improving skills, and

achieving overall learning objectives. Media that does not provide a positive impact or is irrelevant to students' learning needs can be an obstacle to learning.

Furthermore, in the context of modern learning that demands critical, collaborative, and creative thinking skills, learning media should be able to adapt to the development of the times and the needs of students. Useful media can present contextual, interactive learning experiences and stimulate various aspects of student intelligence. In other words, the effectiveness of media is not only measured by the beauty of its appearance or the sophistication of its technology but also by the extent to which it can improve the quality of learning and help students achieve the expected competencies (Song et al., 2024). Therefore, the selection of learning media must be done wisely, considering the educational benefits that can be provided, not just following trends or technological developments alone.

Pearson English is a technology-based learning media that offers a modern tutorial approach to teaching English. This platform is designed to accommodate various learning needs of students in a systematic, interactive, and adaptive way. One of its main advantages is its ability to improve students' English language skills, from listening, speaking, and reading to writing (Wiratikusuma, 2024). The material is presented in stages, accompanied by relevant exercises, allowing students to understand the structure and use of English more easily and contextually. This makes Pearson English a medium that honestly answers the challenges of learning a foreign language, especially for students with varying ability levels.

In addition, Pearson English has also been proven to increase students' learning motivation. With an attractive appearance, interactive features, and direct feedback from the system, students feel more challenged and actively involved in the learning process. The curiosity and enthusiasm for learning that grows within students indicate that learning is no longer passive and boring. In a modern learning approach, motivation is the key to success, and Pearson English has presented it naturally through a communicative platform design that encourages active participation.

From the educator's side, Pearson English is also a solution that greatly helps teachers in the teaching process. Through the learning management system provided, teachers can easily access materials, manage classes, monitor student progress, and provide evaluations efficiently. This certainly lightens the burden of teaching administration while providing better control over the learning process and outcomes. Teachers no longer have to compile all the materials manually but can focus on mentoring and facilitating students according to their respective needs.

Furthermore, Pearson English plays a role in improving students' critical thinking skills. The activities on this platform emphasize memorization or mastery of vocabulary and encourage students to analyze texts, assess the use of language structures, and formulate responses based on context (Meiruly et al., 2024). Thus, students learn the language and develop high-level thinking skills that are very important in education and real life (Starichkova et al., 2022). This makes Pearson English a learning medium that is not only technologically great but also superior in holistically shaping student competencies.

Pearson English as a Technology-Based Learning Media Innovation in Indonesia

In the development of educational technology today, the presence of digital learning media such as Pearson English provides a new color to the world of learning (Putra et al., 2024). This platform offers a tutorial approach that not only presents material but also gradually guides students through exercises, feedback, and reinforcement of concepts. This advantage makes Pearson English one of the best examples of learning media that can integrate technology with modern pedagogy. It proves that well-designed digital media can significantly improve the quality of learning (C. A. Dewi et al., 2021).

One of Pearson English's main strengths is its ability to improve students' English language competency comprehensively. With content covering listening, speaking, reading, and writing

skills and an emphasis on developing critical thinking, this medium successfully combines various important aspects of language learning. In addition, intuitive and tutorial-based features provide space for students to learn independently, adjusting to the pace and needs of each individual. This is very helpful in creating personalized and meaningful learning.

Pearson English is beneficial not only for students but also for educators. This media simplifies the teaching process through classroom management features, tracking student progress, and providing automatic evaluations. That way, teachers can focus more on their role as facilitators and mentors, not just as material conveyors. The quality of learning also increases because the interaction between teachers and students becomes more meaningful and data-based. This kind of learning media is one of the answers to the challenges of implementing 21st-century learning.

Unfortunately, learning media such as Pearson English is still dominated by specific subjects, especially English. A similar approach has potential if applied to other subjects such as Mathematics, Science, Social Studies, and Religious Education and Citizenship (Sitorus & Herni, 2023). Imagine if students could learn mathematical concepts through interactive tutorial media or understand history through structured narrative animations equipped with critical reflection. This would make learning more lively and student-centered.

The great hope is open for the world of education to create digital learning media equivalent to Pearson English in various other fields of study. The development of media that adapts to curriculum content, student learning needs, and the characteristics of each subject is a challenge and an opportunity. Adaptive, personal, and interactive learning media may be born for each subject through collaboration between educators, technology developers, and educational researchers. This will be a big leap in strengthening an inclusive and responsive education system to the times.

Thus, learning media such as Pearson English should inspire and benchmark the development of future learning media. Its success in integrating materials, methods, and technology should be a model for learning innovation in other fields (Rifki et al., 2024). Education is about the lesson's content and how it is delivered (Nelga et al., 2022). If every subject has interactive, structured learning media that fosters independent learning like Pearson English, the transformation of quality digital education is no longer a dream but a necessity.

4. CONCLUSION

Pearson English is a technology-based learning media that implements tutorial model learning in English subjects through various features, such as complete learning materials, availability of learning videos and audio, learning tutorials, and practice questions that can improve students' English skills at Batari Medan School. Some benefits of using Pearson English are improving students' English skills, increasing learning motivation, making it easier for teachers to teach, and improving students' critical thinking skills. English skills improved by Pearson English include reading, speaking, listening, and writing.

This research is limited to English subjects only, so future research can examine various other subjects to see how far the journey of the development of technology-based learning media in Indonesia has gone. This finding encourages academics to create more technology-based learning media that can be used according to needs.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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