Education, Language, and Culture (EDULEC)
e-ISSN : 2809-3135
p-ISSN : 2809-6088
Volume.3 Issue.1 April 2023: 120-126
DOI: https://doi.org/10.56314/edulec.v3i1

The Feasibility of Live Streaming DW English As Reading Instructional Technology Media For ESP *(Learner Perspective)*

Muhammad Chairil Imran[1], Khaliq Bashar[2], Dwi Syukriady[3], Budiarti Putri Uleng[4]
[1]Prodi Pendidikan Bahasa Inggris, Universitas Islam Makassar, Indonesia
E-mail: muh.chairil.imran@uim-makassar.ac.id
[2]The University of Newcastle, Australia
Email: haliq.bashar@uon.edu.au
[3]Universitas Islam Makassar, Indonesia
Email: dwi.sukriady@uim-makassar.ac.id
[4]Universitas Andi Djemma, Palopo, Indonesia
Email: budiarti.najla@gmail.com

Received; *25 April 2023,* ***Accepted;*** *28 April 2023,* ***Published;*** *30 April 2023*

Abstract
The use of technology in learning English-reading skills has grown rapidly. One such technology is the computer-aided learning media. The use of computer media in the field of education has many advantages as they are easier to access, disseminate and store. The aim of present study is to investigate the impact of computer assisted language learning (CALL) technology on Indonesian learners' reading skills. This study applied quantitative research. The results of study found that the use of information technology in learning is marked by the interaction between students and materials through internet technology, the existence of programmed teaching, and flexibility in the process for learning both in terms of time and place. It can be concluded that it is very possible for us to be easily literate through various media; with this we can improve the quality of reading.

Keywords: *Technology Media, Learner Perspective, Live Streaming, ESP, Reading*

Lisensi Creative Commons Atribusi 4.0 Internasional

INTRODUCTION

Reading is the basic requirement to learn English; it is the element that conveys meaning of individual expression through writing and reading (Achmad, & Sujarwo, 2022) , it is even required by students who want to pick up knowledge from any written text. Nunan (2001) states that the acquisition of an adequate vocabulary is essential for successful second language use because

without an extensive vocabulary, an individual will be unable to use the structures and function comprehensibly. Vocabulary is needed to convey what individual wishes to say that is organized by grammar, the teaching of vocabulary is essential and at the heart of developing proficiency and achieving competence in the target language (Basal, 2016), the ability to communicate to convey the social expression should be having sufficient vocabulary.

Teaching English vocabulary in a foreign language classroom is not easy, English teacher should prepare list of words and ask stundents to memorize them. In a classroom where students are not comfortable with the second language, the teacher should make the language learning interactive and interesting with the introduction of appropriate vocabulary exercises (Wulanjani, 2016). It is expected to provide students with rich and interested exercises which can help them to prepare in improving their vocabulary. Teaching English to children is different from adults (Respita, et al., 2022), especially in vocabulary teaching, teachers should try to present as clear as possible the explanation of the meaning of the words being taught by using a technique (Wulanjani, 2016).

Some of the children like to study, but some others possibly like to play. Teachers in this case, have a big role to motivate all of children to have the same perception about English today (Rezeki, et al., 2022). In spite of all the help that teacher and course books may provide to the students, the number of words is to be learnt in a new language is a burden for most children because the lack of vocabulary. Another perpective, teaching today cannot separate from technology, technology can easily facilitate the rich environment where students can interact and communicate with each other (Jati, 2018). The low interest and motivation of the students in learning English, particularly vocabulary , the situation and condition of the classroom, and the boring method that is used by the teachers in teaching support the children to be less excited in improving their vocabulary, realizing this, A teacher is demanded to be smart in teaching vocabulary (Hariadi, 2014).

This situation is the place where ITC can support (Imran, et al., 2022). ICT is as a scientific, technological and engineering-based management technique which areused in information storage and communication mechanism with optimal time and space utilization incomparison to other traditional methods adopted for the same (Raval, 2014) in Zakir Hussain, 2018). The fact, there is still teacher less use ICT in his/her teaching more over a teacher has less innovation and creativity in making good teaching and seldom uses technology to attract the students' attention (Hariadi, 2014). It is to be undoubted that the development of ICT such as electronic mail, internet and multimedia in using collaborative platforms influences the process of using them in everyday classroom (Xuan, 2013 In Zakir Hussain, 2018).

Based on the above statements, the teacher as facilitator should put ICT as new alternative ways or methods to stimulate children to improve

their own vocabulary, a practical solution that can be proposed is developing learning media that takes advantage of the advances in information technology (Tohe,2019). The consequence, when children are motivated, automatically they can improve their vocabulary mastery, the use of application on various ways in classroom create a comfortable and fun situation in learning and give encouraging result, (Susanti, 2017). In relation to this, Murcia, Murianne and Olshtain (2002) also stated that strategies which learners can use independently of a teacher are the most important of all way of learning vocabulary. For this reason, it is worthwhile ensuring that learners are able to apply the strategies and hey get plenty of help and encouragement in learning process.

In the learning process, learners can cope with thousands of words. Technology can afford chances for meaningful teaching and learning environments which can affect students' motivation, critical thinking, and independence (Rahimi & Yadollahi, 2011), it also provides more opportunities for interaction with their peer learners (Padurean & Margan, 2009 in Zakir Hussain, 2018) and the apps can be teacher's teaching aid, and students' learning can be more multiple (Wang, 2017). The result of observation at Tumbuh Kembang Kindergarten showed that the children vocabulary mastery is still low. Based on the problem, it is expected to use Kids Coloring Fun Application as one solution to enhance the the children vocabulary mastery, coloring activity is as new method that can mitigate children linguistic knowledge (Pinto & Zuckerman, 2019).

Based on previous ideas above, the researcher is interested to conduct research on the use of Kids Coloring Fun Application to enhance children vocabulary Mastery at Tumbuh Kembang Kindergarten. Kindergarten showed that the children vocabulary mastery is still low. Based on the problem, it is expected to use Kids Coloring Fun Application as one solution to enhance the children vocabulary mastery, coloring activity is as new method that can mitigate children linguistic knowledge (Pinto & Zuckerman, 2018).

METHOD

The research used a pre-experimental design. The research design used was a one-group pre-test-post-test design, namely an experimental study carried out in only one group that was randomly selected and no stability and clarity tests were carried out before the group was given treatment (Creswell, 2012). It used one group and received treatments. Pretest was to find out the students' prior skill while posttest was to find out whether or not the use of BBC Web-Based Learning Courses improves the students' reading Skill.

The purpose of this study was to determine how students responded to learning to read English using the feasibility of live streaming DW English as reading instructional technology media for ESP (Learner Perspective based on media websites). The participants in this study are Tumbuh Kembang Kindergarten who are still actively enrolled in English study. The complete sampling approach was used to choose the

sample for this study, resulting in a total of 20 student samples. The media website's dashboard contains a reading test that is used for data collection.

RESULT AND DISCUSSION

According to the study of findings, data processing for this study involved employing statistical and quantitative techniques to process data, which were then further analysed.

The findings are described as follows:

1. The rate percentage and frequency of pretest and posttest

Table 1

No	Classification	Score	Pretest		Posttest	
	Frequency		Percentage (%)		Frequency	Percentage (%)
1	Very Good	91 -100	0	0.00	0	0.00
2	Good	76 - 90	0	0.00	3	9.38
3	Fair	61 - 75	5	15.63	18	56.25
4	Poor	51 - 60	4	12.50	4	12.50
5	Very Poor	Less than 50	23	71.88	7	21.88
Total		32	100 %	32	100 %	

Based on the table above, pretest shows there were 23 (71.88 %) out of the 32 students classified into very poor score, there was 4 (12.50 %) of them classified into poor score, 5 (15.63%) out of them were classified into fair score, and there was none of them classified into good and very good score. From the result, it can be concluded that the students' reading in pretest was very poor.

In posttest, there were 7 (21.88 %) of the students classified into very poor score, there was 4 (12.50%) out of the 32 students classified into poor score, there were 18 (56.25%) classified into fair score, 3 (9.38%) classified into good score. and there was none of them classified into very good score. Based on the result, it can be concluded that the students' reading ability after giving treatment (posttest score) was fair

2. The mean score and standard deviation of pretest and posttest

The result of the pretest and posttest after calculating the mean score and standard deviation are presented in the following table:

Table 2

The Mean Score and Standard Deviation of Pretest and Posttest

Test	Mean Score	Standard Deviation
Pretest	46.1803	10.97134
posttest	62.3269	11.52705

Table 2 shows that the mean score of student's pre-test was 46.1803 and the mean score of post-test was 62.3269. The standard deviation of pre-test was 10.97134 while the standard deviation of post-test was 11.52705. The mean score and standard deviation of the student's post-test was higher than the mean score and the standard deviation of student's pre-test. This means that teaching through combination of picture and puzzle has improvement.

3. T- Test Value

In order to know whether or not the mean score is different between the two variables (pre-test and post-test) at the level of significance 0.05 with degrees of freedom (df) = n-1, where n = number of subject (32).

The following table shows the result of the calculation

Table 3

Variable	T-Test Value	T- Table Value
X2 – X1	12.37	2.042

Table 3 above shows that t-table (2.042) was smaller than t-value (12.37) of the students' comprehension achievement. So, it can be concluded that there is significance difference between the results of the student's pre-test and post-test.

4. Hypothesis Testing

To find out degree of freedom (df), the researcher used the following formula:

df = N - 1

= 32 - 1

df = 31

For the level of significance (P) = 0.05 and degree of freedom (df) = 31, then the value of t-table = 2.042 and t-test = 12.37. Thus the value of t-test is greater than t-table (12. 37 > 2.042). It means that the null hypothesis (H0) is rejected and alternative hypothesis (H1) is accepted.

This study aimed to determine how students responded to learning to read English using the feasibility of live streaming DW English as reading instructional technology media for ESP (Learner Perspective based on media websites).

From the analysis above, the researcher concluded that there is a significance on the use of BBC Web-Based Learning Courses improves the students' reading Skill In previous related findings, the main advantages of using authentic materials are they have a positive effect on learner motivation, they provide authentic cultural information, they provide exposure to real language, they relate more closely to learners ' needs, they support a more creative approach to teaching.

Some results of studies stated that online reading exercises and reading techniques had little impact on students' reading comprehension (Altay, İ. F., & Altay, 2017). It may be said that "absyak" learning in the media is an excellent way to apply online-based learning. The deployment of the absyak media learning approach has a highly favorable response from the learning process. The value that students acquire increases as a result of the learning process, and this has a big impact on how students' daily grades have developed (Syakur, A., Fanani, Z., & Ahmadi, 2020). A succinct didactic analysis of their product is presented, taking into account the practical experience of using the materials of several relevant thematic YouTube channels with a fairly large consistent audience, and suggestions are made on how future teachers can transform video content into methodological material in the context of practical language courses (Chorna, et a., 2019).

The pupils' enthusiastic response to lessons based on media websites on learning to read English demonstrates that new educational innovations using technology are accepted. Researchers can organize innovative and creative learning around the

findings of this study, particularly when it comes to the creation of learning that is based on media and other online resources.

The students' accuracy in reading involves acceptable pronunciation, correct grammar, and appropriate word choice were developed significantly by using BBC Web-Based Learning Courses. This makes the students enjoyable in learning and can make improve their skill where they can express their ideas and share each other.

CONCLUSION AND ROCOMMENDATION

Based on the findings and discussion of the study, it can be concluded that the use of BBC Web-Based Learning Courses improves the students' reading ability. It is one of media to improve reading in the classroom.

The researcher conclude, that the use of BBC Web-Based Learning Courses in teaching process particularly in reading skill was relax, easer and fun. The students also were more cheerful active, independent to follow the class. They can do all their activity together and they can share information each other.

REFERENCES

Altay, İ. F., & Altay, A. (2017). The impact of online reading tasks and reading strategies on EFL learners' reading test scores. Journal of Language and Linguistic Studies, 13(2), 136-152.

Basal, A., Yilmaz, S., Tanriverdi, A., & Lutfiye, S. (2016). Effectiveness of mobile applications in vocabulary teaching. *Contemporary educational technology*, *7*(1), 47-59.

Chorna, O. V., Hamaniuk, V. A., & Uchitel, A. D. (2019, March). Use of YouTube on lessons of practical course of German language as the first and second language at the pedagogical university. In CTE Workshop Proceedings (Vol. 6, pp. 294-307).

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Pearson Education, Inc.

Hariadi, I., & Amir, Z. (2014). Teaching English Vocabulary Through KIM (Key Word, Information, and Memory Clue) Vocabulary Strategy in Junior High School. *Journal of English Language Teaching*, *2*(2), 111-119.

Hussain, Z. (2018). The Effects Of ICT-Based Learning On Students'vocabulary Mastery In Junior High Schools In Bandung. *International Journal of Education*, *10*(2), 149-156.

Jati, S. S. P., & Wahyudi, D. Y. (2018). The Clinic Of History Learning Based On Interactive Website: Virtual Communication Media For College's Students. *Sejarah dan Budaya: Jurnal Sejarah, Budaya, dan Pengajarannya*, *12*(1), 60-68.

Marwah Achmad, & Sujarwo. (2022). The Correlation between Students' Vocabulary Mastery and Reading Comprehension of Students at SMA Negeri 13 Makassar.

EDULEC : EDUCATION, LANGUAGE AND CULTURE JOURNAL, 2(3), 205–218. https://doi.org/10.56314/edulec.v2i3.59

Muhammad Chairil Imran, Khaliq Bashar, Budiarti Putri Uleng, Nina Ariani, Sukmawati, Suharti Siradjuddin, Sujarwo, & Irman. (2022). The Impact of Computer Assisted Language Learning (CALL) Technology on Indonesian Learners' Reading Skills. International Journal of Education and Humanities (IJOLEH), 1(2), 183–189. https://doi.org/10.56314/ijoleh.v1i2.83

Nunan, D. (2010). *Teaching English to young learners*. Anaheim University.

Pinto, M., & Zuckerman, S. (2019). Coloring Book: A new method for testing language comprehension. *Behavior research methods*, *51*(6), 2609-2628.

Rahimi, M., & Yadollahi, S. (2017). Effects of offline vs. online digital storytelling on the development of EFL learners' literacy skills. *Cogent Education*, *4*(1), 1285531.

Ria Rezeki, Sujarwo, & Muliaty Ibrahim. (2022). The Teacher's Strategies in Overcoming Students' Speaking Problems at SMAN 1 Selayar. EDULEC : EDUCATION, LANGUAGE AND CULTURE JOURNAL, 2(1), 67–79. https://doi.org/10.56314/edulec.v2i1.33

Rista Respita, Suharti Siradjuddin, & Sukmawati. (2022). Increasing Students' Pronunciation Mastery Through Spelling Words Strategy. International Journal of Education and Humanities (IJOLEH), 1(1), 39–47. https://doi.org/10.56314/ijoleh.v1i1.39

Susanti, A. (2017). Applaying Seating Arrangement And Teachers' Role in English Language Teaching to Increase Students' Reading Ability. *Jurnal Iqra': Kajian Ilmu Pendidikan*, *2*(2), 366-384.

Syakur, A., Fanani, Z., & Ahmadi, R. (2020). The Effectiveness of Reading English Learning Process Based on Blended Learning through" Absyak" Website Media in Higher Education. Budapest International Research and Critics in Linguistics and Education (BirLE) Journal, 3(2), 763-772.

Wang, B. T. (2017). Designing mobile apps for English vocabulary learning. *International Journal of Information and Education Technology*, *7*(4), 279.

Wulanjani, A. N. (2016). The use of vocabulary-games in improving children's vocabulary in English language learning. *Transformatika: Jurnal Bahasa, Sastra, dan Pengajarannya*, *12*(1), 76-83.