Education, Language, and Culture (EDULEC)
e-ISSN : 2809-3135
p-ISSN : 2809-6088
Volume.3 Issue.1 April 2023: 110-119
DOI: https://doi.org/10.56314/edulec.v3i1

Applying Google Classroom As An Instructional Technology Media In Improving Students' Reading For English For Specific Purposes (ESP)

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Received; *25 April 2023*, **Accepted;** *28 April 2023*, **Published;** *29 April 2023*

Abstract
Using the media requires acceptance of both its benefits and drawbacks. It is anticipated that the benefits of media users will improve knowledge of media usage. On the other hand, the drawbacks of employing media are anticipated to be reduced. This study aimed to analyze the application of Google classroom as an instructional technology media in improving students' reading for English for specific purposes (ESP). Classroom action research (CAR) study is the technique employed. Based on the results of study showed that Google Classroom media is useful for enhancing learning in ESP instruction. The advantages of employing this media in the learning process to enhance reading comprehension are discussed in this study. It has flexible time constraints, it is always accessible, and uses a more cutting-edge learning methodology (based on e-learning). Although there are certain advantages to using Google media, there are also some drawbacks. The students must be online, they must have Google accounts, and there is wasteful use of internet funding. It can be concluded that using Google Classroom is more engaging and convenient to utilize wherever the students are especially for Economic and Business students of Universitas Kristen Paulus Makassar.

Keywords: Educational Technology, Google Classroom, *ESP, Media, Reading Skill*

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INTRODUCTION

English is a crucial subject since it serves as a global language for communication between communities and individuals from all over the world (Sujarwo, et al, 2022). Many people speak English around the world, either as a first or second language (Saputra, 2022). Listening, speaking, reading, and writing are the four skills that make up English. The viewers' focus will be drawn to these four items. Of course, there are other abilities that are necessary for good English communication, such as pronunciation, grammar, vocabulary, and spelling.

As the world continues to globalize, technological growth also continues to advance. It affects a number of areas, including the field of education (Nurhikmah, et al., 2022). The impact of technological advancements on education is also reflected in the number of applications available to aid the learning process (Susanti, et al., 2021). Higher education students are increasingly using newer technologies for reading and learning these days, which has inspired academics and site designers to take advantage of this and create even more innovative technology (Albashtawi, A. & Al Bataineh, 2020). But new technology always alters how students live. For instance, students are more time-poor and focus more on time limitations than educational prospects. Therefore, an online learning platform has come to be seen as a tool that can save time, educate social skills, teach self-learning and self-discovery, and motivate to keep up with the latest trends (Nurhikmah, et al., 2023). The most often used piece of educational technology is an LMS (Learning Management System), such as Google Classroom, Moodle, Blackboard, Edmodo, Schoology, etc.

In the context of education, specifically, teachers can use it as instructional media to support students' English-language learning. Several key elements are what motivate the use of digital media in the educational process. First of all, it is proposed that this technology might be utilized as a substitute tool to motivate and introduce pupils to new learning opportunities. Teachers often need to put out a lot of work and come up with creative approaches to engage students in classroom communication and inspire them to practice speaking or writing in the target language. According to the writer's experiences instructing English for Specific Purpose (ESP).

The learning process can make use of Google Classroom as a tool. With this class, teachers can easily communicate with their students, generate and arrange assignments fast, and give constructive comments. According to Donald Yates (2017) in Sukmawati & Nensia (2019) states that Google Classroom is intended to create an integrated learning environment in schools to aid in the creation of paperwork and grading for students. It is anticipated that the Google classroom media would raise educational standards. In this instance, Google Classroom is used to teach reading comprehension.

Beside that the difficulty of teaching English to economic and business students stems from their unique requirements and goals in learning the language; therefore, the pedagogical and instructional processes must meet these unique circumstances accurately and effectively. Then, students' activity in building their own knowledge is a priority in science learning. They are

expected to be more independent in constructing their knowledge during the learning process (Sujarwo et al., 2019).

In addition, English for Academic Purposes (EAP) and English for Occupation (EOP) are two ways to measure the dynamics of English in the context of higher education. EAP is based on scientific disciplines or study programs, and EOP is oriented toward professional or occupational interests. Both are incorporated into the English for Specific Purposes (ESP) curriculum, one of the most popular academic learning models in higher education, as was previously indicated (Luo & Garner, 2017). ESP in this case is more inclined to learning language in context rather than problems of language rules (grammar) and language structure (Nur, 2018; Sasabone et al, 2021). ESP continues to evolve as the profession of ESP comes a long way (Widodo, 2016; Yuriatson et al, 2022; Sasabone et al, 2022). because different contexts have different requirements for professional and academic spheres. The same ideas about the value of ESP that were first put up by the Albanian government: "It is apparent that understanding English and using English for certain reasons is a difficulty. It may be claimed that ESP in Albania is gaining a distinctive position (Beshaj, 2015).

According to the Dean in Muslaini (2017), reading involves more than just grasping the meaning of individual words and sentences. Teachers can use it as teaching material, particularly in the area of reading comprehension. Knowing all the components of a book is part of reading, which goes beyond simply looking at the words and saying them out. When discussing the reading component, reading comprehension is included. Reading, then, is the activity of obtaining knowledge or messages from written sources. Reading activities create a relationship between the reader and the text that helps the reader understand the ideas the book is presenting. Readers must be aware of the processes impacted by variation factors in order to comprehend the text, including: remembering word meaning (vocabulary knowledge), making inferences from context, adhering to the passage's structure, identifying the author's intention, attitude, tone, and mood, and determining the answers to questions that are explicitly answered (Heilman, 1981 in Nugroho et al., 2021). As a result, reading comprehension can be viewed as a method for comprehending and considering how to understand the reading materials' messages (Rengur & Sugirin, 2019).

Some previous studies stated that the Use of social media as a platform for ESP instruction had a favorable impact, particularly as a highly sought-after communication method, a tool for encouraging student participation and motivation, and a collaborative tool (Sukmawati, et al., 2023). It is used to enhance English instruction and deepen knowledge of English for Specific Purposes for Vocational School Teachers. The use of English for Specific Purposes in English instruction also requires support and knowledge of how to resolve issues (Hamidah & Yanurmawan, 2019).

Based on some previous research results above can be seen English teaching and learning in Universitas Kristen Paulus Makassar where the English language teaching process is required to be communicative and functional, and English teachers/lecturers are expected to instill reading skills in English as a foreign language in Economic and Business students. They are expected to

acquire English skills that are applicable to employment possibilities in both Indonesia and the global marketplace.
This study aimed to analyze the application of Google classroom as an instructional technology media in improving students' reading for English for specific purposes (ESP) for Economic and Business students of Universitas Kristen Paulus Makassar.

METHOD

This study made use of classroom action research, which was carried out in partnership with lecturers at Universitas Kristen Paulus Makassar in ESP classes for economic and business students. The goal of CAR was to find solutions to the issues that children were experiencing in the classroom. 33 students, 14 female students, and 19 male students, studied economics and business. CAR involved cyclical procedures that included some planning, acting, observing, and reflecting phases. One after the other, these cycles were run. Cycle I and Cycle II of the study were both completed. Every cycle followed the same procedures (McTaggart, 2003; Kemmis, S., McTaggart, R., & Nixon, 2014). This study was carried out in two cycles namely cycle 1 and cycle II.
The researchers wanted to inspire and motivate new study program participants. They can plan if they are aware of the concepts and values that underlie the activities and procedures utilized in education. For specific purposes, you must enroll in an ESP class (English). This non-English study program lasts for three months of instruction. Only two cycles with this CAR have produced results. Student involvement in community activities faces numerous challenges. Once they are familiar with the content, they are asked to read some passages while making audio recordings of each other. In addition to test documentation recorded, the researchers also recorded student learning outcomes by using Interview.
Researchers in this study also take on the roles of practitioners implementing interim planning collaborators, who watch the researchers' performance and students' development as they learn how to teach. Emphasis was placed on observation of the researcher's reading class, including the process of recording student replies and the development of the reading skill process in the ESP class.

RESULT AND DISCUSSION

In this section, the students' reading test is analyzed with a view to knowing the progress of students' learning after applying reading as a process approach in teaching. By comparing the results of the academic reading test taken before and after Google Classroom was implemented, we looked at how well EFL students read. Table 1 displays the students' overall reading performance on the cycle 1.
The test outcome, which primarily focused on each student's individual score, revealed how well each one of them read for English as Specific Purposes (ESP). After evaluating the results of the speaking test in Cycle 1 in accordance with the success criteria, which stated that progress would occur if 75% of students received scores that increased to 70, the researcher determined whether or not the test results met the success criteria. If not, the researchers would have to carry out additional cycles until the success conditions were met.

After being given tests (multiple test and essay tests) for the students, they got the score based on table bellow

Table 1.1 The Students' Score of reading Performance Score at cycle 1

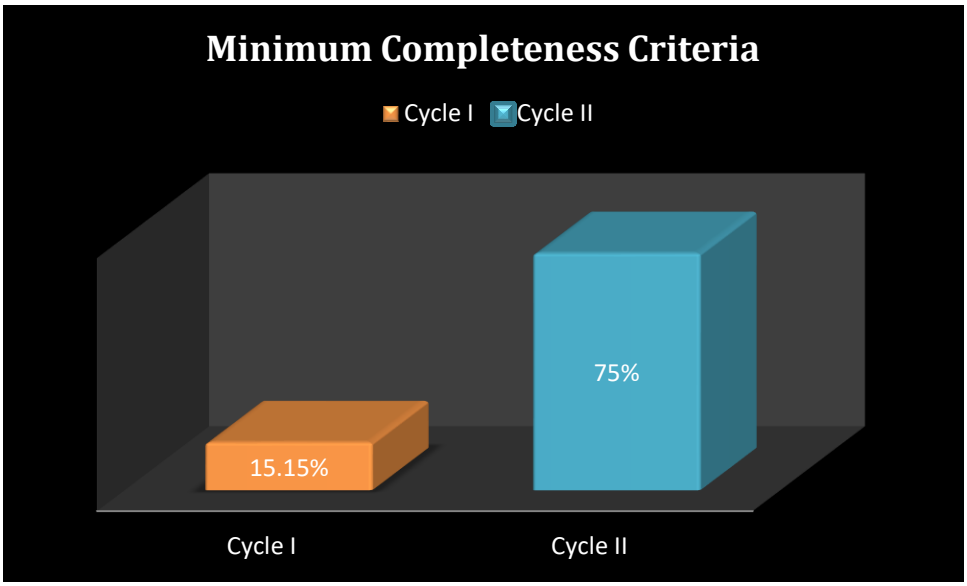
No	Score Range	Number of Students	Percentage
1	80-100	0	0%
2	75-79	5	15.15%
3	70-74	8	24.24%
4	65-69	17	51.51%
5	<64	3	9.09%
Total		**33**	**100%**

Based on the data above, it can be seen that there was no one who achieved score in the range of 80 – 100. There were five students (15.15%) achieved the score in the range of 75 – 79. There were eight students (24.24%) who achieved the score range of 70 – 74. There were seventeen students (51.51%) who achieved the score in the range 65 – 69. Then, there were three students (9.09%) of the students who achieved the score in the range of <69.
The determined indicators are used to calculate the reading performance score for each pupil. The combined score from the two raters is multiplied by the total number of indicators, which is five. It was determined from the data analysis above that 28 out of the 33 students did not achieve the Minimum Passing Grade. This signifies that cycle one's first success criterion has not yet been met, necessitating further research in order to go on to cycle two.
Table 1.2 The Students' Score of reading Performance Score at cycle II

No	Score Range	Number of Students	Percentage
1	80-100	16	48,48%
2	75-79	9	27,27%
3	70-74	5	15,15%
4	65-69	3	9,09%
5	<64	0	0%
Total		**33**	**100%**

Based on the data above, it can be seen that there was 16 students (48,48%) who achieved score in the range of 80 – 100. There were 9 students (27.27%) achieved the score in the range of 75 – 79. There were 5 students (15.15%) who achieved the score range of 70 – 74. There were three students (9.09%) who achieved the score in the range 65 – 69. Meanwhile, there was no student who achieved the score in the range of <69.
Students' reading abilities improved from cycle I to cycle I second cycle as a result of the implementation of the reading test in two cycles while they were learning to speak. Their growing ability to implement the text stage serves as a sign of this. The pupils can come up with ideas in groups and arrange them well

during the planning step. They can draft their rough design during the authoring of the dialogue screenplay. They can make changes to their draft throughout the oral practice phase.
To compare the results of cycle 1 and cycle 2 could be seen in the figure as follow:



Only two cycles with this CAR have produced results. Student involvement in community activities faces numerous challenges. Ahead of time, the student is given information on practical skills including opening a conversation, soliciting advice, expressing sympathy, and others. Once they have a firm grasp of the content, they are required to engage in a conversation with couples while using voice notes in order to be tested. The researchers used interviews to record student learning outcomes in addition to test reporting. Repeated cycles of planning, doing, observing, and reflecting are a part of classroom action research activities. Planning describes the learning strategies that are suggested to be developed in research to address issues in teaching. Law refers to carrying out the outlined plan. Observing and reflecting refers to evaluating the efficacy of the methods used to address educational issues.
Some relevant research results stated that Syrian students performed better in reading and writing by using Google Classroom. Regarding Google Classroom of usability, accessibility, and ease of use, students demonstrated favorable sentiments (Albashtawi, A. & Al Bataineh, 2020). Because they could readily and immediately interact with the teacher in the classroom, some students continued to prefer studying there, according to research on how they perceived using Google Classroom. Instead, some of them would prefer learning using Google Classroom because it is more engaging and convenient to utilize wherever they are (Dewi, 2020). The study identified three benefits of implementing QAR using GC, including conducting engaging and secure online learning, facilitating student discussion, and boosting students' enthusiasm to learn to read (Nugroho, et al., 2021).
Many students and some professors could believe that utilizing and integrating technological technologies may be illegal both inside and outside of the

classroom and will harm students' ability to learn. Students may freely participate in conversations led by their teachers if they have the chance to use this program and view explanations from their teachers as well as comments and queries from their peers. This encourages kids to learn a lot of information about numerous topics from a variety of sources in order to demonstrate that they are good students and possess in-depth knowledge of the discussion topic.

As a result, their knowledge of a subject may be more in-depth and superior than knowledge gained through face-to-face instruction. Another argument is that certain students might select different forms of participation based on their skills, personalities, and knowledge. They could, for instance, send written, audio, or video messages. This will encourage them to read more about different issues and will make them more engaged in the conversation. To encourage, unwind, and have fun while studying is the goal. Students could find the teacher's explanation as beneficial as their own blunders for greater specificity. This error can cause that they think deeply and are free to correct it. Then applying Google classroom as an educational technology media can improve students' reading for Economic and Business students in ESP instruction of Universitas Kristen Paulus Makassar.

CONCLUSION AND RECOMMENDATION

Students are tremendously helped by Google Classroom most recent capabilities in completing assignments with flexible access times. Students can become more creative by engaging in innovative learning as well. When using the Google classroom resources, despite some of the conveniences they provide, there are a few things to keep in mind. The circumstances must dictate the level of accessibility provided. Every student who uses Google Classroom for e-learning must first create an account. Additionally, because there are no face-to-face classes, students are unable to directly address issues they have with the material because they can only ask questions through Google Classroom, and the teacher can only answer questions through Google Classroom. With the tools available, using Google Classroom offers a lot of convenience. As a result of this justification, it is possible to draw the conclusion from this study that, while not the sole ideal media, Google Classroom can offer new opportunities for easier and wider access because it is distributed via the internet at Economic and Business students in ESP instruction of Universitas Kristen Paulus Makassar.

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