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IMPLEMENTING TELL (TECHNOLOGY ENHANCED LANGUAGE LEARNING) IN IMPROVING INFORMATICS ENGINEERING STUDENTS' READING SKILL

Abstract
This study was conducted to obtain some purposes of implementing TELL (Technology Enhanced Language Learning) in improving reading skill especially for informatics engineering students. The quantitative research with explanatory method had been applied as research methodology in this study. There were 20 informatics engineering students as the sample. By going through several stages, the result and conclusion were obtained. First, the Pre-Test had been done to know the student's basic score in reading skill. Then, the implementation of TELL was conducted to improve the student's reading skill. The G-meet as the media was utilized as the technology used in language learning. Finally, the Post-test was arranged to know the outcome of implementing TELL. Based on the result, it indicated that the positive impact especially in reading skill was obtained by the students who carried out TELL. It was proven that the post-test score of each student was higher than the pre-test one.
Keywords:Reading Skill, Technology, Implementation

Abstrak
Penelitian ini dilakukan untuk memperoleh beberapa tujuan penerapan TELL (Technology Enhanced Language Learning) dalam meningkatkan kemampuan membaca, khususnya bagi mahasiswa teknik informatika. Metode penelitian yang digunakan adalah penelitian kuantitatif dengan metode penjelasan. Sampel penelitian terdiri dari 20 mahasiswa teknik informatika. Hasil dan kesimpulan diperoleh melalui beberapa tahapan. Pertama, Pre-Test dilakukan untuk mengetahui skor dasar kemampuan membaca mahasiswa. Kemudian, penerapan TELL dilakukan untuk meningkatkan kemampuan membaca mahasiswa. G-meet digunakan sebagai media dan teknologi yang diterapkan dalam pembelajaran bahasa. Terakhir, Post-test dilakukan untuk mengetahui hasil penerapan TELL. Berdasarkan hasil penelitian, terlihat bahwa dampak positif, khususnya pada kemampuan membaca, diperoleh oleh mahasiswa yang menerapkan TELL. Terbukti bahwa skor post-test setiap mahasiswa lebih tinggi daripada skor pre-test.
Keywords: Keterampilan Membaca, Teknologi, Penerapan.

INTRODUCTION

To process and comprehend information, the recipient needs a clear understanding. There are several ways to convey information, one of which is written media. A person must be able to digest everything they read to achieve a good understanding. Reading skills are also important and must be practiced to become proficient. However, in reality, many individuals still lack this ability. They can only read without comprehending the information conveyed.

In language education Technology there are several fundamental roles; it is conducted as resources, productivity, or delivery system. Programs of compiuter seems to be most effective in supporting student centered learning as the technology can provide frames for students with special needs, and interests, and it can support factual knowledge mastery, and make new learning experiences for learners. Besides, significant learning gains were found, if computers serve as revenue.

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The use of technology in the classroom as outside it makes the students feel much more motivated, using devices with which they can practice a language through features such as voice recognition, interactive multimedia exercises, etc. For young students it's much more stimulating to learn with a lesson on an electronic device than with a traditional textbook and its CD of practice exercises. Technology in the classroom within educational center is the present of education. The new technology usage in language learning has become the best complement in achieving proficiency and fluency, and English courses accompanied by technological support are the most effective and attractive for students who want to be successful in their learning.

There are many ways to improve students' reading skills. One of them, which will be applied in this case study, is the application of tell in the context of English language learning. TELL (Technology-Enhanced Language Learning) is a language teaching and learning approach that utilizes digital technology to increase effectiveness, interactivity, and student motivation. TELL evolved from the concept of CALL (Computer-Assisted Language Learning) — but TELL is broader, encompassing not only computers but also various modern digital devices and media, such as the internet or online platforms, language learning apps, multimedia, social media, etc. (Thompson, 2017).

Technology-Enhanced Language Learning (TELL) is the use of technology such as computers, mobile devices, and software applications to enhance the language learning process. Technology-Enhanced Language Learning (TELL) involves the integration of digital devices, applications, and online platforms to facilitate language acquisition and offer interactive experiences for learners. Rapid technological advancements have revolutionized conventional approaches to language learning, providing new opportunities for learners to improve their speaking skills. Technology-Enhanced Language Learning (TELL) offers learners a variety of resources that support interactive and immersive speaking practice. These resources include speech recognition software, voice recording tools, video conferencing platforms, and online language courses (Shen: 2013).

A study by Mulyadi et al. entitled "The Effect of Technology-Enhanced Task-Based Language Teaching on Students' Listening Comprehension and Speaking Performance" was previously conducted. The findings showed that technology integration had a substantial impact on students' listening comprehension in the context of Task-Based Language Teaching (TBLT). Similarly, students' reading performance showed significant improvement when role-playing activities were used (Mulyadi Syahputra & Bina Bangsa Getsempena, 2023).

Previous research, entitled "Technology-Enhanced Language Learning (TELL)," was conducted by Ghanizadeh et al. in 2015. The findings revealed that technology-enhanced language learning is a subject of intense debate, with diverse perspectives on the role of technology in education. This study examined the various opportunities English teachers have developed to help students achieve English literacy goals through technology-enhanced language learning (TELL) in the classroom (Ghanizadeh et al., 2015).

These issues were being a focus by reseacher to study the caused problem happened. Based on the criticism above, the research is interested to implement a research by the title "Implementing TELL (Technology Enhanced Language Learning) in Improving Informatics Engineering Students' Reading Skill".

RESEARCH METHODOLOGY

This study used a pre-experimental design that combined a pre-test and a post-test. Research designs typically involve administering a pre-test before treatment is administered, followed by a post-test after the treatment is administered. One way to achieve a more accurate determination is to compare students' understanding before and after therapy, as suggested by Sugiyono (Sugiyono, 2020). This research design included a control group. Researchers conducted an initial evaluation of the students and then implemented an auditory text intervention. After the intervention session, researchers continued with the students.

The quantitative research with explanatory method had been applied as research methodology. The explanatory survey method is a method in quantitative research design that explains the cause and effect that occurs (causality research). (Kadji. 2016: 38)

The population that the researcher used in this research was the third semester students of informagtics engineering from Mahkota Tricom Unggul University. The total population of this study was 30 students. The researcher took 20 students as sample for this research.

RESULT AND DISCUSSION

Several stages had been done by researcher for getting the result of this study. Firstly, students were given a practical test like reading a story and the students should answers the questions that related to the story to measure and decide which group they were into. Group A for students who have a good ability in reading text. Group B students who have middle to low ability in reading text.

The researcher only took Group B as sample with number 20 students. There are some aspects to decide the suitable group for each student: 1. Mastering the topic of text; The researcher had given the reading task (Pre-Test) to the students, like the text was about a one's autobiography, by answering some questions which related to the text, the pre-test scores were taken, 2. Next, the implementation of the TELL by utilizing G-meet in the process of learning, 3. After implementing the method using technology for several weeks, the researcher conducted a post-test to determine the results of implementing TELL via g-meet using the "share screen" feature and also collecting the exams by submitting them to the G-drive link. The Pre-test and the Post-test scores can bee seen in the following table.

The Result of Pre-Test ad Post-Test

No.	Name (Initial)	Pre-Test Score	Post-Test Score
1	ST	60 (FAIR)	70 (GOOD)
2	BB	66 (GOOD)	70 (GOOD)
3	WS	50 (FAIR)	55 (FAIR)
4	WDR	56 (FAIR)	65 (FAIR)
5	JN	67 (GOOD)	80 (GOOD)
6	CS	60 (FAIR)	70 (GOOD)
7	IS	50 (FAIR)	65 (FAIR)
8	KH	80 (GOOD)	90 (EXCELLLENT)
9	SR	85 (GOOD)	90 (EXCELLLENT)
10	MAA	62 (FAIR)	80 (GOOD)
11	JS	60 (FAIR)	65 (FAIR)
12	KTE	60 (FAIR)	75 (GOOD)
13	RT	55 (FAIR)	65 (FAIR)
14	TT	80 (GOOD)	90 (EXCELLLENT)
15	TYN	65 (FAIR)	70 (GOOD)
16	BPT	60 (FAIR)	70 (GOOD)
17	LM	70 (GOOD)	90 (EXCELLLENT)
18	OK	65 (FAIR)	75 (GOOD)
19	KI	85 (GOOD)	90 (EXCELLLENT)
20	KP	60 (FAIR)	70 (GOOD)

The table above shows that all students experienced improvements in their reading skills. Some students experienced improved scores but remained in the same category. There are 12 (60%) students experienced improvements in both their scores and their category, while the remaining 8 (40%) students experienced improvements but remained in the same category. In the "FAIR" category there are 5 students with the minimum 65points, as many as the "EXCELLENT" category there are also 5 students with the minimum 70points, and the last for the "GOOD" category there are 10 students with the minimum score 70points and it becomes the most category of all. This demonstrates the positive impact of implementing the TELL method in the learning process.

The implementation of TELL is proven to increase the motivation and ability in language skill, the interactive way supported the learning process. Although, there are still some

challenges to run technology method in learning process, like the unstable internet connection, limited knowledge to use electronic device, the literature of technology, etc.

CONCLUSION

Based on the results for the discussion above, it can be concluded that learning English with media technology can be amazing experience, it could not be monotonous routine. Especially in improving reading skill for informatics engineering students. it is proven that the implementation TELL (technology) that can be used and at the same time improves the reading skill. In terms of overall effectiveness of technology on learning, it was discovered that the treatment of different kinds of technology can have tremendous effects on students' advancement in dissimilar educational state in common.

The use of technology as a medium in language learning is already commonly used by students and teachers, so it would be very good if it were continued in the future to increase its use because of the positive impact it has. The reading skill needs to be more practiced by the students as often as possible, since it becomes the main part of comprehend a new thing in leaning.

The habit of using technology is also important to be encouraged, since technology become the main essential part in life of education. Every single second, the world is moving to the higher achievement of technology.

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