The Influence of Technology Using Vocabulary English Learning in ESP in Economic Faculty

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Abstract

Innovation has altogether changed the English learning as English Specific purposes in the scene by presenting intuitively and associated strategies.increasing vocabulary can make easily to understanding of English in daylily activities in the classroom always using English ,make atmosphere situation interesting these method using pretest and post test Advanced approaches such as versatile apps, online learning stages, and virtual classrooms encourage more extensive get to and adaptability in learning. The results of data analysis show that there is a positive influence of blogs on the process of learning to read English. So it also has an impact on increasing the grades obtained by students. Apart from that, the development of students' daily grades has also shown a significant increase. Therefore, the results of this research have implications for the quality of reading teaching and learning in the classroom. Lecturers can use blogs as complementary media to make the learning process more enjoyable. Blogs can not only be used for reading courses, but can also be used for other courses that suit the learning design. To make the learning process more innovative, lecturers can design blogs with layouts that have course characteristics.

Keywords: *profile video; promotional media; school.*

INTRODUCTION

The progressively fast advancement of innovation has an affect on human life. Concurring to the Enormous Indonesian Word reference (KBBI), innovation could be a logical strategy utilized to attain down to earth objectives, and is an connected science. As time goes by, human needs proceed to create and increment. The disclosure of modern advances is one of the factors supporting the increment in unused needs in all areas, counting within the field of instruction.

Basic school is the foremost fundamental level of formal instruction in Indonesia which is organized by the government. Rudimentary schools as essential level instructive educate ought to be able to teach and create quality human assets both in terms of communication and instruction. Basic school is one of the establishments for a understudy in shaping a character. Basic school is additionally one of the components that decides a student's victory within the future. The starting of the presentation of science for understudies is in rudimentary school and schools too have an commitment to continuously give updates to the learning strategies carried out in educating and learning exercises within the classroom, so that the learning carried out is curiously so that it is simple for understudies to get it.

The use of technology in English language learning has become one of the most significant trends in the world of education in the contemporary era (Paramita, 2023). This transformation can be seen through the implementation of various e-learning applications which have influenced the way we learn and teach foreign languages, especially English

(Dewi et al., 2022). This case study will illustrate how elearning applications have had a significant impact on the English language learning process.

There are several reasons why technology plays an important role in learning English. First, technology provides easier access to various online learning resources, such as online courses, websites, applications and learning videos (Haryadi et al., 2023; Maulina et al., 2023). It helps students improve their understanding of English with a variety of learning materials. Second, technology enables more interactive lessons through advanced educational applications and software (Sunandi et al., 2023). Students can practice speaking, listening, reading and writing in English in a more interesting and effective way. Additionally, distance classes have become easier with the help of technology, allowing students to learn English without having to be in the same physical place as a teacher or instructor. Furthermore, technology also provides auto-correction capabilities for grammar and pronunciation, helping students correct their mistakes quickly.

METHODS

The method used in this research is Systematic Systematic Literature Review is a research methodology used in science, especially in fields such as medicine, social sciences, psychology, management, and others. The main aim is to systematically investigate and analyze all relevant research that has been carried out in a particular field of knowledge or topic. Data collection techniques with documentation from Google Schoolar. Analyze data with critical review.

In replying the inquire about questions, subjective inquire about strategies were the premise of this ponder. The strategy in this inquire about is based on qualitative-based investigate within the frame of a Orderly Writing Audit (SLR). One of the characteristics of subjective investigate, to be specific interpretive, underlies the choice of this inquire about method. states that investigate could be a frame of interpretive request in which analysts make elucidations from what they see, listen, and get it. Elucidation cannot be isolated from past foundation, history, understanding and setting. Through this strategy, analysts see at key rebellious that collect information through report examination. This consider connected the efficient writing audit (SLR) strategy, which combines an in-depth writing audit with evaluating past considers. Alluding to Turan and Akdag-Cimen as a direct, the current think about connected a comparative four-phase approach of look, screening, and qualification, and query/search, sifting, qualification, and consideration.

At the look organize, this inquire about centers on the most watchwords, specifically lexicon, EFL, Innovation, Essential school. These 4 catchphrases are the most premise for seeing patterns within the utilize of innovation in educating English lexicon for basic schools. The look apparatus utilized is Distribute or Die. Look utilizing Google Researcher Record. Diary look prepare from 2015-2021 with starting look comes about containing 996 articles. (Santosa et al., 2021)

As previously mentioned, this community service activity is in the form of a webinar with the theme of using English language teaching technology in the AKB era. This activity was carried out online via the Zoom application which was attended by 290 teachers spread across Indonesia. Apart from that, there were seven presenters involved in the webinar with the following details.

RESULTS AND DISCUSSION

Dominance of English is exceptionally imperative within the period of globalization. As an universal dialect broadly utilized in trade, communications and industry, the capacity to talk English gives a critical competitive advantage in a assortment of areas. In this setting, Data Innovation (IT) has opened up modern openings in English dialect learning by extending get to to learning assets, expanding interactivity, and encouraging collaboration between understudies around the world. Get to to English learning assets is constrained to printed books and restricted learning materials in libraries or classrooms.

Be that as it may, with the headway of IT, understudies presently have simple and quick get to to different online English learning assets. Through the web, they can get to e-books, logical diaries, recordings and sound in English. These assets not as it were complement the fabric instructed in lesson, but moreover give up-to-date and shifted data that can progress their understanding of English. Separated from get to to learning assets, TI too gives intuitively and curiously English learning applications. There are numerous applications and program particularly planned to make strides English aptitudes. The app offers different highlights such as language structure, lexicon, tuning in and talking works out. Understudies can download this app on their smartphone or tablet and learn English anytime and anyplace. This gives them the adaptability to hone English agreeing to their claim plan, without being constrained by physical or time imperatives. Separated from that, IT moreover empowers the improvement of English dialect learning substance that's wealthy in mixed media (Haryadi et al., 2023).

Learning materials that contain pictures, recordings, sound and movement can make learning more curiously and intuitively. For illustration, by utilizing recordings, understudies can see the commonsense utilize of ordinary dialect in genuine circumstances. They can tune in to English discourse by local speakers and see the fitting facial expressions and body developments. This makes a difference understudies get it the setting and legitimate pitch in English. Furthermore, IT empowers communication and collaboration between understudies around the world. Through mail, online gatherings, or remove learning stages, understudies can associated with local English speakers or other understudies who are learning English. They can hone talking and composing in English essentially and really. By communicating with local speakers, understudies can progress their tuning in and talking comprehension abilities, whereas collaborating with other understudies enhances their learning encounter with diverse points of view and societies. Besides, IT too makes the evaluation and input handle less demanding in English learning. Instructors can utilize extraordinary program or learning stages to supply assignments and exams online. This permits instructors to effortlessly review understudy work consequently or semi-automatically and give prompt criticism. Understudies can get more compelling and quick criticism through electronic media, which makes a difference them get it their qualities and shortcomings in English and recognize regions for enhancement.

In general, Data Innovation features a noteworthy part in progressing English dialect learning. Through simple get to to learning assets, learning applications, multimedia-based learning, worldwide communication and collaboration, e-assessment, and self-paced learning, IT makes a difference understudies secure English information and abilities more successfully and cheerfully. Fitting and focused on utilize of IT in English dialect learning can increment students' inspiration, broaden their skylines, and plan them to confront challenges in an progressively associated worldwide world.

Contains inquire about comes about. Inquire about comes about can be went with by tables, charts or pictures. The dialog segment clarifies the comes about of information preparing, translation of the inquire about comes about gotten, joins to significant reference

sources as defense for the discoveries. (Todorova & Zhelyazkov, 2021). During the coronavirus disease (Covid-19) pandemic, many activities aimed at breaking the chain of transmission were carried out online.All activities, including learning, are also carried out online from home.As a result, the development of information technology is increasingly rapid, especially in the field of education, including English. This is because all learning content, including English, is easily accessible online so that it is more accessible to productive people, especially Gen Z.To learn English perfectly.

The reason of this investigate is to discover out how much impact the improvement of data innovation within the time of society 5.0 has on English dialect learning among profitable circles, particularly among era Z who are as of now recognizable with the utilize or utilize of information technology. Furthermore, the good thing about this inquire about is that it can teach the open, particularly understudies, almost the advancement of data innovation which can be utilized as an elective in learning English within the era of society 5.0. This investigate is imperative since by conducting this inquire about ready to discover out how huge the impact of data innovation within the time of society 5.0 is on English dialect learning.

E-learning has a very positive impact on learning. E-learning applications provide significant access flexibility. Students can access English learning materials from anywhere and at any time, as long as they have internet access. This is especially beneficial for students with busy schedules or who are in remote locations. Additionally, the use of e-learning applications reduces additional costs such as transportation or physical accommodation on campus, saving them money and time. E-learning applications enable more independent learning. Students can set the pace of learning according to their own abilities, repeating difficult material or skipping material they have already mastered. This creates a more personalized learning approach. Additionally, some apps use algorithms to analyze student progress and suggest appropriate material, helping students learn more efficiently.

E-learning applications usually combine multimedia elements such as videos, images and animations to make learning more interesting and easy to understand. Students can participate in a variety of interactive activities, such as computer-based exams, educational games, and online discussion forums, which increase their involvement in the learning process. E-learning applications provide instant feedback on students' exercises or exams. This allows them to better assess their understanding and identify areas that need improvement. The ability to understand where they made mistakes and correct them immediately drives more effective learning. E-learning applications facilitate online collaboration between students, both in group projects and discussions. This expands students' ability to learn from their peers, regardless of geographic location. Additionally, teachers can provide guidance and support via e-learning platforms, even if students and teachers are in different places.

By storing data on student progress, e-learning applications enable teachers to conduct in-depth analysis of individual progress and identify students who need extra attention. With this information, teachers can adjust the curriculum to meet students' needs and level of understanding. Using e-learning applications helps reduce paper and printing consumption because students do not need physical printed materials. This helps protect the environment. Additionally, by reducing physical travel to schools or institutions, e-learning applications can also help reduce carbon emissions. E-learning applications provide significant access flexibility. Students can access English learning materials from anywhere and at any time, as long as they have internet access. This is especially beneficial for students with busy schedules or who are in remote locations. Additionally, the use of e-learning applications reduces additional costs such as transportation or physical accommodation on campus, saving them money and time.

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E-learning applications allow students to access online resources and tutors from all over the world, enriching their learning with a variety of different perspectives and methods. Overall, the use of e-learning applications in English learning has a significant positive impact, improving accessibility, quality, and educational effectiveness. However, it is also important to remember that there are challenges and negative aspects that need to be overcome, such as good internet infrastructure, adequate teacher training, and strict monitoring for effective use of this technology.

Before carrying out service activities, participants are given a pre-test first to find out why they are interested in taking part in the IPI Tech in Action webinar. As many as 24% stated that their motive for taking part in the IPI Tech in Action webinar was to broaden their knowledge (Suminar et al., 2022). Meanwhile, 40% said they wanted to increase their knowledge as motivation to take part in webinar activities. The rest felt that the material offered was interesting and could be used as a reference for teaching English in the pandemic era. Meanwhile, after the service activities were carried out, the participants were given survey questions regarding which material they found interesting after attending the webinar which is presented in Figure 1.
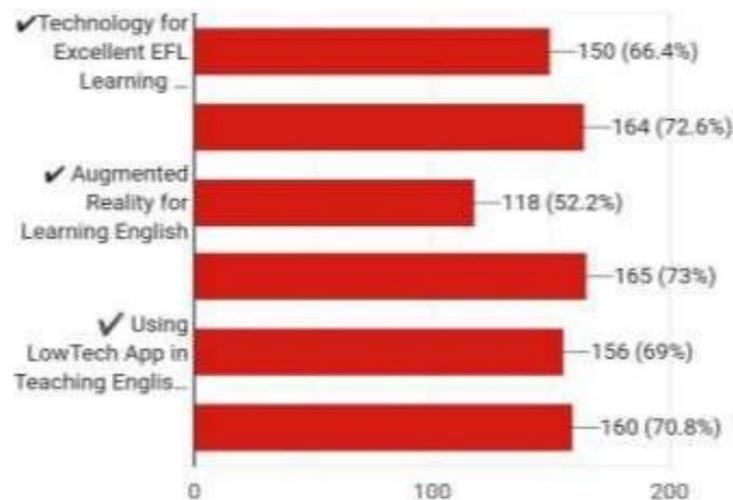
Figure 1. Student responses regarding the material they found interesting

Figure 1 shows that 73% of participants chose "Automagical Form & Form Builder: Question Making by Copying & Pasting from Microsoft Word?" as the most interesting material. The second position chosen by 72.6% of participants was material regarding "Methods of Teaching English to Children Online". Meanwhile, the third position chosen by 70.8% of participants as the most interesting material was regarding alternative online English teaching software in the AKB 2020 era. The literature study that has been carried out in this research has resulted in an in-depth understanding of the influence of technology-based teaching methods on speaking abilities in English language learning in secondary schools.

In discussing the results of this literature study, we will further explore the findings that have been identified previously. This will allow us to understand the impact of using technology-based teaching methods on speaking abilities in English language learning in secondary schools more broadly and in depth (Melati et al., 2023): (1) Increased Learning Motivation; One of the main findings from the literature study is that the use of technology in learning English can increase students' learning motivation. Technology provides engaging interactive, gamification, and multimedia elements for students. This creates a more interesting and enjoyable learning environment, which in turn increases students' interest in learning and speaking English.In language learning, motivation is the key to success. Motivated students tend to be more active in speaking and participating in communicative activities. Therefore, using technology as a tool to increase student motivation is a very positive approach. (2) Development of more active speaking skills; Technology-based teaching methods, such as simulating communication situations through online learning platforms, allow students to practice speaking in real contexts. This helps students overcome communicative barriers that are often experienced in learning English. They can develop confidence in speaking and improve their active speaking skills. The importance of active speaking skills in English cannot be ignored. In real-world situations, students need to be able to communicate fluently and effectively in English. Technology-based teaching methods can help them better achieve this goal. (3) Independent Learning Ability; One of the great benefits of technology in learning is students' ability to learn independently. They can access online learning resources, including speaking exercises, learning videos, and other interactive materials. This independent learning ability allows students to practice speaking in a structured manner outside the classroom environment. Independent learning capabilities also promote students' independence in developing their speaking skills. This is important because students who can learn independently are more likely to continue practicing and improving

their speaking skills even after they graduate from school. (4) Measuring and Monitoring Progress; The use of technology in English language learning also facilitates measuring and monitoring student progress more effectively. Technology-based learning platforms often provide automated evaluation tools that can identify specific aspects of a student's speaking ability that need improvement. With the help of technology, teachers can provide faster feedback to students and design learning programs that suit their individual needs. This has the potential to improve learning outcomes and ensure that students develop better speaking skills.

Additionally, there are data security and privacy issues that need to be considered when using technology in education. Protection of student data and privacy must be a priority in technology implementation. Finally, teacher training in the use of technology is also an important factor. Teachers need to receive adequate training to be able to integrate technology in English language learning effectively. In conclusion, the use of technology-based teaching methods can have a significant positive impact on students' speaking abilities in English learning in secondary schools. However, it is necessary to pay attention to the challenges and limitations associated with the use of these technologies. Therefore, developing learning strategies that combine technology well and take into account student needs is key to achieving optimal learning outcomes.

The description in this section is divided into two parts, namely the first section reveals research findings based on comparison of data distribution and t-test. Meanwhile, the second part focuses on a discussion of the relationship between the results of this research and related theories or previous research. Students' English reading ability. Based on the results of data analysis with collaborators, table 1 shows a comparison of the results of descriptive statistical calculations from student tests that were given before and after using the blog. There is a difference in the average score of the English reading test. There is a significant change from pre-test to post-test. There was an increase of 23.7 points. The average value has met the criteria for the success of the action. Likewise, the highest score reached 90. Before implementing the blog, the lowest score reached 32 and the highest was 75. Meanwhile, after the learning process using the blog, it was discovered that the lowest score was 70 and the highest score. This means that the success level of the blog has had a big influence on improving English reading ability. Apart from that, big differences can also be seen in the daily scores of each student, as seen in the graph below:

Table 1. Comparison of Before and After English Reading Test Results Using WebBlog

No.	Distribution	Before	After
	Average	57,5	81,2
	Median	55	80
	Mode	55	80
	Lowest score	32	70
	Highest score	75	90
	Variants	87,7	21
	Standard Deviation	9,4	4,6

Meanwhile, the results of the independent t-test to determine the differences in students' English reading abilities before and after treatment are shown in Table 2.

Table 2. T-test results on pretest and posttest data

	Pre-test	Post-test
Mean	57.57	81.176
Variance	87.681	22.475
Observations	68	68
Pearson Correlation	0.19	
Hypothesized Mean Difference	0	
Df	67	
t Stat	-20.16	
P(T<=t) two-tail	3.71	
t Critical two-tail	1.99	

Table 2 shows a significant difference in scores for students' English reading ability levels before and after using blogs. The results of the data processing concluded that t-Stat(-20.16) < t-table(1.85), meaning that Ho was rejected and H1 was accepted. Besides that, if we look at the results of P(T-t) two-tail, we find that (3.71) > t-table (t Critical two-tail) = 1.99. Thus, it can be said that there is a difference in students' ability to understand English texts between before and after the use of web blog-based learning

From the results of data analysis, it is known that blogs are quite effective in complementing the implementation of learning approaches in reading classes. The implementation stages of blogs in English reading classes have been adapted to the learning approach used so far, namely the contextual approach. Because in understanding reading, students must know the context of each text, so that the material the author wants to convey can be accepted by the reader.

The first step, the lecturer creates a special blog for the reading learning process that is tailored to the needs and objectives of this course. Before the class starts, the lecturer includes various texts and book references as well as scripted videos so that students can read easily. On the blog, the lecturer also provides a comments column. Furthermore, learning activities in class are adjusted to implement a contextual approach through blogs.

The lecturer opens a blog to inform students that they should read the text, after which students are asked to analyze it according to their experiences and the context of their knowledge. The lecturer checks the results of the text analysis and publishes them on the blog again to get input from other students. Students have the obligation to read up to 700 pages for twelve meetings. So, students can read summaries of texts published on blogs by lecturers.

This learning activity was quite effective, because the various references used were already on the blog. Students outside of class can read without having to look for these references. Apart from that, students also have a different sense of comfort in studying due to the ease of accessing information. As in research conducted by Cakir (2013), students have the right reasons to be motivated and comfortable learning by using blogs.

From a review of studies conducted by other researchers regarding the use of blogs in EFL learning, several conclusions can be drawn. First, blogging as a language learning strategy makes a significant contribution to increasing students' cultural knowledge and cultural awareness about the target society. Additionally, the use of blogs increases cultural interaction, competence, and student exchange. Second, blogging plays an important role in developing students' interaction and communication in the target language. Third, blogs are an effective tool for developing speaking, reading and writing skills. However, with regard to speaking skills, while blogs are effective for developing skills related to conceptualization, brainstorming, articulation, monitoring, evaluation, self-presentation and information

exchange, they have no effect on fluency, accuracy, language complexity or pronunciation. Additionally, research shows that the use of blogs improves the reading process, produces positive perceptions of reading, encourages class discussion, and develops reading and critical thinking skills.

From previous research presentations and data findings, it is known that blogs provide enjoyable reading habits. However, researchers have found that blogs have no influence on test results. However, the increase in students' English reading skills is the result of students getting used to reading with a sense of comfort and a need to obtain information and knowledge. This feeling is very important and has an impact on increasing motivation to learn. Because if someone feels comfortable with the learning media and learning environment, learning habits such as reading immediately become a necessity (Khusniyah & Hakim, 2019).

CONCLUSION

The impact of innovation in English dialect learning has brought around a critical change in instructing and learning approaches. With the selection of computerized stages and instructive apps, understudies presently have less demanding get to to hone their dialect abilities freely. This not as it were moves forward perusing and composing aptitudes, but too tuning in and talking aptitudes through the different interactive media substance given. In expansion, innovation too encourages collaboration between understudies and instructors essentially, permitting them to lock in in dialogs, collaborative ventures, and more intuitively and fun game-based learning. The results of data analysis show that there is a positive influence of blogs on the process of learning to read English. So it also has an impact on increasing the grades obtained by students. Apart from that, the development of students' daily grades has also shown a significant increase. Therefore, the results of this research have implications for the quality of reading teaching and learning in the classroom. Lecturers can use blogs as complementary media to make the learning process more enjoyable. Blogs can not only be used for reading courses, but can also be used for other courses that suit the learning design. To make the learning process more innovative, lecturers can design blogs with layouts that have course characteristics.

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