The Utilization of English4IT Website in Improving Computer Major Students' English Competence

Dewi Christa Kobis, Michel Farrel Tomatala

STMIK Multicom Bolaang-Mongondow, Kotamobagu, North-Sulawesi, Indonesia

Keywords: English4IT, Computer Major Students, English Competence, English for Specific Purposes.

Abstract: This study aims to evaluate the potential benefit of English4IT in helping Computer primary students at STMIK Multicom Bolaang-Mongondow to learn English. These students were lacking interest in learning English due to their background as science students, and English is not their primary. In order to gain their interest in learning English and to maximize their potency in learning a foreign language, the teacher needs to use a particular method to facilitate students' language learning process. Thus, the teacher utilized English4IT. English4IT is a website that provides eLearning Platform which is designed by English4work.com for those who come from the area of Computer Science and Information Technology. English materials on the platform are related to Computerization and Information Technology. This study used a questionnaire and interview section to gain data from respondents. The respondents reported that English4IT successfully attracted their interest in learning English and also helped them in improving their English. This study will benefit teachers who teach English for a specific purpose such as teaching for Computer significant students, and the students as well. This study is limited to the second semester of Information Technology and Information System students of 2018-2019 academic year at STMIK Multicom Bolaang-Mongondow and only involved 25 participants.

1 INTRODUCTION

These days, technology is categorized as an inseparable component of human life. Technology has also been categorized as a crucial component in education due to its role to make learning and teaching activities more effective and efficient. Educational technology is mainly growing in the classroom. The current generation of students is ready to study under the influence of modern technology which plays a crucial role in their learning process and make them acquiring various cognitive knowledge (Stosic, 2015). This statement suggests that technology has a significant impact on students in the context of gaining knowledge, and they are even ready to be involved in learning activities that utilize technology. This impact also proves that students nowadays are highly engaged with technology.

In regards to issues in the area of technology, the industry has been developed and experienced significant revolution from time to time. Nowadays, the industrial revolution has been called 4.0 Industry, where technology plays a crucial role. It is also called

the industry of the digital era. As has been mentioned in the previous paragraph, students are highly engaged and attached to technology. It means we can use technology to improve students' learning performance. This technology even can be recognized as human capital training. Human capital consists of knowledge, expertise, ability, and skill (Ardela, 2018). Therefore, teachers may improve their students' human capital by honing their students' knowledge, expertise, ability, and skill through technology.

It is general knowledge to say that technology is used for any subject in the educational system. Since technology is highly engaged to learning and teaching activities and has been used in almost all materials of any subject, it is appropriate to research more in-depth about its particular role in a specific subject such as English. English has been chosen for being the crucial aspect of this research because the capability of speaking English is a basic necessity of globalization. Whether you come from the field where English is not your major or even have no interest in learning English, the ability to use English is a basic necessity in the global industry. It is

reported that English has been assumed as the primary key to the storehouse of production and productivity and can even improve human capital. English can be used to promote culture, to enhance science and technology, to do commercial business, and to interact globally. English unites nations (Bodapati, 2016). That is why the role of technology in improving English competence is highly necessary to be conducted.

1.1 Background of the Study

Although English is a basic necessity which is needed by most people in this globalization era, it is undeniable that some people might face difficulties in learning it. In addition, some students even lack the motivation to learn English, especially students who do not take English as their major. However, technology can be used in order to solve this issue. STMIK Multicom Bolaang-Mongondow, which is located in Kotamobagu, North-Sulawesi, Indonesia is a higher institution which is specialized in teaching Computer related subjects such as Information Technology and Information System. Although students who enrol in this college take Information Technology or Information System as their major, English is still one of the general subjects that the students need to take in order to complete their required subjects and to be graduated.

Since English is just part of general subjects, most students lack the motivation to learn it. Motivation deficiency also impacts their performance and achievement in learning English. Because of this condition, the English teacher (who is also one of the researchers of this research) has tried to use technology to make the learning process more fun and applicable to the students. The English teacher even utilized English4IT, a website as E-Learning Platform for the Computer majored students to learn English. English4IT is an English as a Foreign Language (EFL) E-Learning Platform. This website is created by English 4 Work as a site which focuses on ESP (English for Specific Purposes). English4IT is suitable for those who learn or work in the area of Computer Science, Information Technology, Information System, or Engineering. After the implementation of English4IT Website, students who joined the English class are invited to participate as respondents of this research. Since all of the students have done well in English class by using English4IT as their E-Learning Platform, this study focuses on the students' perceptions for gaining the actual data which focuses on students' personal opinions after learning English with English4IT.

1.2 Purpose of the Study

This research has two purposes. The first purpose is to find about Computer majored students' satisfaction level of using English4IT Website in learning English. This study aims to check whether the utilization of English4IT gives benefits to the students. The expected benefits are improvement in their English and their satisfaction during the utilization of English4IT Website. The second purpose is to know in what ways English4IT Website has improved the students' English competence by checking their perceptions. This purpose aims to see the possible methods, aspects, components, or strategies that English4IT Website might have in order to improve the students' English competence.

1.3 Research Questions

After considering the background and purpose of the study above, the research questions that have lead this study to its completion are:

1. What has Computer majored students' satisfaction level of using English4IT Website in learning English based on their perceptions?
2. How does English4IT Website improve Computer majored students' English competence based on their perceptions?

1.4 Limitation of the Study

This research is limited to 25 sophomore students of STMIK Multicom Bolaang-Mongondow who enrolled in the even semester of 2018-2019 academic year and took the subject of English for Computer Science 2. Its research field only focuses on the analysis of students' satisfaction level of using English4IT Website and how this site improved the students' English competence during the period they utilized it as their platform in learning English. For the data collection, this research precisely focuses on gaining the data by having students' statement and derive the findings and conclusion by referring to students' perceptions after they completed their training by using English4IT Website.

2 LITERATURE REVIEW

2.1 English4IT

English4IT is an English E-Learning Platform which is specially designed for students or workers who

involve in the area of Information Technology, Information System, Computer Science or even Engineering. English4IT is part of English4works site. English4works designs several E-Learning platforms which focused on English for Specific Purpose (ESP). English4IT provides English learning in four areas which are listening, reading, speaking, and writing. This platform also provides a discussion forum in which teacher and students could interact with each other to fulfil the completion of the tasks. English4IT can be used by the students when the teachers are beside them to give detailed explanations regarding how to operate it and English4IT can be used by students autonomously when they are at home or outside the classroom. The teacher just needs to pay $9 every month in order to use English4IT and created one online class through its site. Each class will only allow 25 students. Students will not be charged any payment as long as they enrol to a class of a teacher who is a member of English4IT and has paid monthly subscription. The teacher will be able to control his/her students' performance and grade online.

English4IT provides 25 units for learning English. Each unit provides an English learning which is related to Computer, Technology, and Engineering such as Introduction to Software, Software Application, Programming Languages, IT Experts, IT History, Information of Networking, Internet, IT Companies, and even IT Slangs. Each unit will have listening comprehension, reading materials, unit vocabularies, spelling and recognition training, discussion forum, writing, and speaking activities. English4IT also provides a printable certificate for teachers and students who have completed their English learning. A certificate will be given if the teachers of students have completed at least 20 units and obtained a minimum score of 85%.

Interestingly, students would be able to re-do each activity for several times if they think they are not satisfied enough with their previous score. This remedial activity helps students to memorize each vocabulary and even understand the learning materials better since they have seen the unit vocabulary and learning materials for several times until they think that they are satisfied enough with their current scores and have already memorized the vocabularies of each unit and comprehend the learning materials. In addition, English4IT can be accessed whenever and wherever which provides flexibility for students to fulfil their learning activities of each unit.

2.2 Technology in Improving Computer Major Students' English Competence

In 2008, researchers tried to research about the effectiveness of E-Learning Portal in teaching and learning English for Computer majored students or specifically for ESP in IT-related subjects. The researchers listed that several resources can be used for IT students or workers. They were Dave Sperling's Internet Guide, Infotech English for Computer Users and Chambers Guide to English for IT. Interestingly, the only online resource that they found in the area of English for Computer students around 2007 is English4IT (Gridasova et al., 2008). English4IT has developed its website and tools in order to give better learning experiences for the learners from the area of Information Technology, Information System, Computer Science or even Engineering. It is reported that English4IT is on the list of 2018 Top 6 Courses and Resources for Learning English for Information Technology. The six resources are English4IT, English for Information Technology by Pearson Longman, FluentU – An English Solution for IT Professionals, The Professional English for Information Technology Course by ATC, The English for Information Technology Course by In-Tuition, and Oxford English for Information Technology (Shawn, 2018).

Technologies for learning English in the area of Science and Technology experts are reportedly needed to get extra attention. English is primarily necessary for scientists, technicians, and computer experts. However, some of them are lacking motivation in learning English or possess anxiety in learning it. Thus, an effective and efficient curriculum or approaches are necessary in order to help those who involve in the area of computer science. Musikhin (2016) reported that in the globalization era, English communication for scientists and engineers who do not have English as their first language realize that English has become crucial as their main related capabilities. He found that that appropriate ESP materials are highly necessary for scientists and engineers. Musikhin explained that ESP teachers need to look for relevant and reliable authentic materials, defining proper teaching methods, especially specific software that might help the students interested in learning English (Musikhin, 2016).

2.3 The Importance of Appropriate Platform or Resource in Learning English

Learning English by using the textbook as the learning media might be useful. However, using Information and Communication Technology (ICT) tools can give a more effective and efficient learning outcome. Sri Lestari and Chasanatun (2018) conducted an experiment related to English learning by using ICT tools such as Padlet, Animoto, and Sway. Their finding showed that students' English competence had been improved after learning English by using these three applications. They found that their students' English competence has been improved from band A1 to A2. Based on this finding, they assumed that the use of ICT tools is helpful in improving students' English competence (Lestari and Wahyuni, 2018). In addition, the implementation of ICT tools in English learning gives flexible and various set of technological tools, introduce problem-solving skills, provide opportunities for the students to use higher-order skills, improve their critical thinking and practical information processing skills, encourages active independence, autonomous and collaborative language learning and also facilitate better language learning experience (Cakici, 2016). Furthermore, it is argued that besides using non-web ICT tools for learning English such as LCD projectors, television, English movies, and language lab, the implication of ICT web tools is practically necessary in improving students' English competence (Abdulkareem and Chouthaiwale, 2018). The ICT tools can be some webs that most people around the world are already familiar with, such as Youtube, E-Mails, Skypes, or even specific Site such as English4IT.

2.4 Research Gap and Originality

Based on the previous researches that have been presented above, the gap of this research has focused on the utilization of English4IT in improving Computer majored students' English competence. The difference and originality of this research compared to previous research is its utilization of English4IT for Computer majored students who study at STMIK Multicom Bolaang-Mongondow and the data finding also focuses on the students' perceptions after experiencing using English4IT Website as their E-Learning Platform in learning English.

3 METHODOLOGY

3.1 Research Method and Design

This research is a mixed-method called descriptive quantitative-qualitative research which combines quantitative and qualitative technique in describing the data findings. This research tends to describe students' perceptions about their satisfaction level of using English4IT Website in learning English and how this website helps them in improving their English competence. This research is called quantitative because this research used numbers to calculate the data which is found in the questionnaires. This research can be considered as qualitative research because it used an interview for gaining the data as well. This mixed-method research was implemented because these both methods give a better understanding of a research problem than either quantitative or qualitative data by itself (Pallant, 2007). For answering the first research question, which focused on students' satisfaction level of using English4IT, the researchers used questionnaires which are calculated by using the Likert Scale. They were then analyzed by using a software called SPSS 16. The researchers interpreted the results of the questionnaires by calculating the MEAN Score based on Likert Scale proposed by Pallant as has been described in Table 1 (Creswell, 2012):

Table 1: Likert Scale Calculation.

Numerical (MEAN) Score	Data Interpretation
4.50-5.00	Strongly Agree (Very High)
3.50-4.49	Agree (High)
2.50-3.49	Neutral (Moderate)
1.50-1.49	Disagree (Low)
1.00-1.49	Strongly Disagree (Very Low)

Meanwhile, the second research question will be analyzed by calculating the "Yes/No" variables which are written in each item (statement) on the questionnaire paper. Besides using questionnaire as one of the facilities to gain the data for the second research question, the data from the interviewees are also analyzed and interpreted in order to gain more reliable result. After the all 25 respondents have filled in the questionnaires, the researchers arranged the

interview schedule by asking the ten respondents who were selected to continue on the interview section about the appropriate time that they could provide for the interview section. The interview section was scheduled on 7th to 8th of May 2019, which were days after the paper-based questionnaires have been filled in by those students. The interview was scheduled, starting at 9 am until it had finished. Five students were interviewed on 7th of May 2019, and the rest five students were interviewed on 8th of May 2019, which made ten students as total interviewees.

3.2 Respondents of the Study

The Respondents of this research consists of 25 sophomore students who enrolled at STMIK Multicom Bolaang-Mongondow in the even semester of 2018-2019 academic year. These 25 students which divided into 16 students who are taking Information Technology as their academic major and nine students who are taking Information System as their major. From these 25 students, there were 14 males and 11 females. Among these 25 students, ten students were chosen for the interview section by selecting five males and five females. These ten interviewees were also divided into five students who come from the Information Technology major and five other students from the Information System Discipline. Acknowledging the respondents' requests and privacy issue, all of their data which are used for this research had been censored and labelled by using pseudo names.

3.3 Data Collection Process and Data Interpretation

The process of collecting and interpreting the data are described as follow:

1. Implement the utilization of English4IT E-Learning Platform in students' learning activities.
2. Evaluate all students' completion of online learning activities.
3. Re-evaluate students' understanding and performance of the materials by conducting final paper-based tense where the materials that have been used are the same with what that they have learnt on English4IT Website.
4. Ask the students to fill in the questionnaires.
5. Select ten candidates for the interview section.
6. Schedule the interview section.
7. Conduct interviews in two days by dividing ten students into two sections. The first five students

had their interview section on 7th of May 2019 and the rest five students on the next day. The interview was conducted by using *Bahasa.* Interviewers used Bahasa in order to get more detailed information from the students because they were more comfortable to talk in *Bahasa*. The interviews were later translated the interview data into English in the Transcribing process.

8. Transcribe the interview data from the recorder into papers.
9. Put the questionnaire data in SPSS 16 and calculated the MEAN Score.
10. Distinguish the data which has been acquired from the interview section. If there were similar reports, they were categorized in the same category.
11. Compile, gather, and analyze the data. Then, the researchers began the writing process of the research report.

4 FINDING

4.1 The Experiment of the Utilization of English4IT Website

The experiment of the utilization of English4IT Website had been described as follow:

1. The English teacher (one of the researchers) instructed the students to enroll in online class that the teacher has created through English4IT Website. The students need to enter the class code: 676c1b14a22923c4 in order to be enrolled in that class and being free of any charge. Each class in English4IT Website needs to be registered by the teacher and the teacher needs to pay $9 each month regularly.
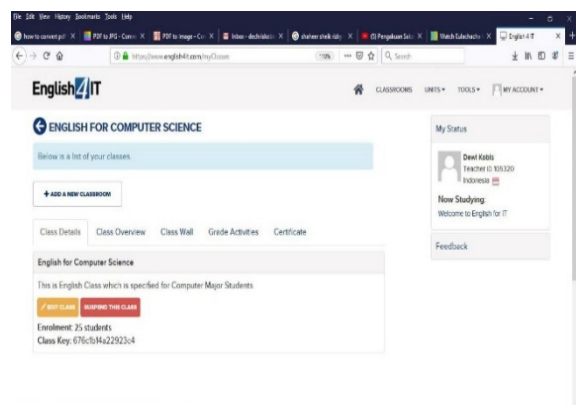

Figure 1: Class Image on English4IT E-Learning Platform.

2. After the students have enrolled, they were instructed on using the website as their learning platform and completing activities such as listening, reading, writing, and speaking activities. Students were also being taught about how they could re-do their activities to achieve the score that they wanted, how to monitor their performance, and how to complete the class discussion forum.

3. The students learnt English through English4IT E-Learning Platform and completed their 20 units from the 1st to 30th of April 2019. The teacher and the students agreed that the due date to complete the 20 units was 30th of April 2019. However, students might be able to complete their units and obtained their certificate of completion before the due date. After the due date came, the teacher had checked the class activity and students' performance and evaluated whether all 25 students have completed their units and succeeded in gaining their own certificates or not.

Figure 2: English4IT Certificate

4. After the teacher has made sure that all 25 students have completed their minimum unit practices (which is required to be 20 units and gained at least score of 85 from the total 100), the teacher re-checked the students' performance by conducting the paper-based final test (without using English4IT Website) on the 3rd of May 2019 by using the materials that have been provided on English4IT Website.

5. After the final test had ended and the English teacher had checked the tests, the results showed that 23 students achieved score more than 85 where four students even achieved the total score of 100, and there were only two students who scored below 85 where they scored 72 and 76 respectively.

Figure 3: Students' Final Test Score

Students' final test score already showed that students have truly understood the materials even without using the online tools that can re-do the activities in order to gain a better score. It also means the utilization of English4IT Website gave beneficial impact in making students understand the English materials better. Thus, after students' understanding, performance, and test score were carefully checked and evaluated, the researchers researched by using students' perceptions as the primary data to research more in-depth about the utilization of English4IT in improving students' English competence.

4.2 Computer Majored Students' Satisfaction Level of using English4IT Website

The first research question is focused on finding Computer majored students' satisfaction level of using English4IT Website as their E-Learning Platform in learning English. The questionnaire had been filled in by the students to evaluate their satisfaction level of using English4IT is showed below:

Table 2: Students' Satisfaction Level of Using English4IT.

Strongly Agree	☐	I am satisfied using English4IT Website as a medium to learn English
Agree	☐	
Neutral	☐	
Disagree	☐	
Strongly Disagree	☐	

By referring to the data in Table 3, we found that the MEAN Score fell in point 3.84. By referring to the Likert Scale, 3.84 is categorized as *high* (3.50 - 4.49 = high) where it can be interpreted as *agreement.* In other words, students have a positive attitude towards

the utilization of English4IT Website in learning English. This result showed that Computer majored students' satisfaction level of using English4IT Website is high, and they are satisfied with English4IT Website as the medium to help them in learning English effectively and efficiently.

Table 3: MEAN Score of Students' Satisfaction Level

	N	MEAN	SD
Satisfaction Level of English4IT Utilization	25	3.84	.541

English4IT Website has provided E-Learning Platform which is categorized unique and suitable for students who learn Computer science, Information Technology, and Information System like what has been mentioned by one of the respondents which had been labelled as R1.

"Thank you to Mrs D, who has introduced English4IT to us. My previous English teacher only focused on teaching grammar, and he even kept using traditional teaching method, which is textbook. I always enjoy spending time in learning English by using English4IT because it is suitable for Computer majored students like us, and I even get many new and useful vocabularies related to IT. Sometimes, while learning English, I even could find some materials which I can use for doing homework for another subject besides English. For instance, there is a unit in English4IT named *People in IT*. This unit consists of materials related to IT experts and scientists. At that moment, I have an assignment from a subject called Introduction to Information Technology, and the lecturer asked us to list the IT experts. I was so excited at the time I arrived at *People in the IT* unit on English4IT Website. I was able to complete the assignments of two subjects once. I am delighted with English4IT. Learning English has never been this enjoyable before. I even hope the units are not only 25 units but can also be extended into 100 units!" (R1).

It can be derived from R1's statement that as one of 25 students who used English4IT as a medium for learning English, he was satisfied and even pleased using English4IT as his learning platform in learning English. R1 mentioned that since English4IT gave English materials which are related to Information Technology, he was even able to complete his assignment from another subject which was coincidently had the same topic with one of

English4IT's units. In addition, another respondent which is labelled as R2, added another reason of why he was satisfied with the utilization of English4IT Website.

"English4IT gives English training that we can re-do anytime as we like. This website helps us as students to memorize the vocabularies better. Besides providing a lesson in written materials, English4IT also provides the MP3 file (audio file) that I can use to learn the pronunciation. Although I practised the English pronunciation alone at home without your help (the English teacher), I can pronounce the words well because of the MP3 file that English4IT provided. These things are the main reasons of why I am satisfied with English4IT" (R2).

Based on R2's statement, the reason of why he was satisfied with English4IT Website is because its re-do activities and its audio files availability that made him able to study autonomously. This findings is kind of good news for teachers because it also proves that English4IT has succeeded to make the students being independent but still keep being productive in improving their English competence. After all, based on the Likert Scale calculation which is analyzed by interpreting the MEAN score and the students' interview report, it is found that Computer majored students at STMIK Multicom Bolaang-Mongondow *agree* that they are satisfied with the utilization of English4IT Website as their E-Learning Platform.

4.3 The Utilization of English4IT Website in Improving English Competence

After knowing that the 25 students who have utilized the Enlish4IT Website as their E-Learning Platform in learning English are satisfied with English4IT, the researchers intended to find out about how (in what ways) English4IT has improved the students' English competence.

Table 4: English4IT in Improving English Competence

No	Statement	Numbers of students who said "YES."	Numbers of students who said "NO."
1	English4IT helps me to know new English vocabularies which are related to Computer and Technology.	25	0

2	English4IT helps me to memorize new English vocabularies because its website provides written and audio materials of the vocabularies list.	25	0
3	English4IT helps me to pronounce new English vocabularies through its audio files that have been provided on the website.	24	1
4	English4IT helps me to learn English by providing exciting materials that have a correlation with my major.	25	0
5	English4IT ignites my interest and motivation to learn English because the materials that this site provides are always related to Computer and Technology, which are my major.	25	0
6	English4IT provides units which are well-sequenced from the lower to a higher level of difficulty, and this makes the learning path more comfortable to follow.	22	3
7	The Re-do activity, which is provided by English4IT helps me to improve my listening skill.	25	0
8	The Re-do activity, which is provided by English4IT helps me to improve my reading skill.	24	1
9	The Re-do activity, which is provided by English4IT helps me to enrich my vocabulary lists.	25	0
10	The Re-do activity which is provided by English4IT helps me to understand the English spelling, grammatical arrangement and the English tenses.	21	4

Based on the finding that has been shown in Table 4, most of the students have positive attitudes towards English4IT Website. It is reported that students perceived English4IT as the site that help them to enrich their vocabularies. Statement No. 1 to 3 were specifically designed to ask vocabulary enrichment. The Table showed that all 25 students said "YES" for Statement No. 1 to 2, and there was only one student who said "NO" for Statement No. 3. When the students said "YES", it means they agreed with the statement. When the students said "NO", it means they disagreed with the statement. The finding mainly showed that English4IT already helped the students to know new English vocabularies related to their major, helped them to memorize new Vocabularies by using the written and audio materials and helped them learnt to pronounce the proper English words through its audio files. Next, Statement No. 4 and 5 were specifically designed to ask the effectiveness of English4IT as E-Learning Platform, which provides English learning materials that have a correlation with Computer and Technology. It is reported that all 25 students agreed that learning English by using English4IT Website was exciting and enjoyable because the materials are related to their major. They agreed that the materials which are related to their major had boosted their interest and motivation to learn English. Statement No. 6 was specifically designed to check whether or not English4IT's technique in arranging the level of difficulty from lower to higher level in every unit could make the learning process easier to follow. The finding showed that 22 students agreed with Statement No. 6, and there were only three students who disagreed. It means English4IT's technique in arranging the level of difficulty was considered useful for the majority of the students.

In addition, Statement No. 7 to 10 were specifically designed to check whether the Redo Activities that English4IT provides on its site is considered helpful for the students in improving their English competence or not. For Statement No. 7, it is reported that all of 25 students agreed that the Re-Do Activities helped them to improve their listening skills. Since students were once unfamiliar with the English words that they heard through English4IT, they then became familiar with the English word and its pronunciation through the audio files that the site provided. The Re-Do Activity that could be done on the website might help them to listen to each word of the vocabulary lists and what had been given in reading materials. Since the students kept listening to the right pronunciation through the audio files, their listening skill had been honed and improved. For

Statement No. 8, it is reported that 24 students agreed that English4IT helped them to improve their reading skill while there was only one student who disagreed with this statement. It means English4IT Website was useful for students in improving their reading skill. For Statement No. 9, it is reported that all 25 students agreed that English4IT Website helped them to enrich their vocabularies. It means students were able to know and memorize new vocabularies after using English4IT E-Learning Platform. For Statement No. 10, it is reported that 21 students agreed that English4IT Website helped them to understand English spelling, grammar, and tenses. The rest four students disagreed with this statement. However, since the majority of the students agreed with Statement No. 10, it is concluded that English4IT helped students in understanding the English spelling, grammar, and tenses. The students might understand the English spelling, grammar, and tenses through the practice section of every unit and the learning materials that have been provided on English4IT Website.

In order to strengthen the finding that has gotten from the questionnaires which consisted of statements that the researchers designed, the researchers conducted an interview which let students give their own perceptions about how English4IT Website helped them to improve their English competence. One of the students who has been labelled as R5 gave her statement as clarified below:

"I am bad at listening and speaking! It is hard for me to remember the English pronunciation, which is spoken by the natives or even the non-natives. Oh Ma'am… to be honest, I want to talk to the foreigners and make friends with them. Sometimes, I chat with my foreign friends via Facebook, but when they invited me to do Video Call by using Skype or Zoom In Application, I always decline it because I am afraid I cannot talk to them well. After all, I have bad listening and speaking skill. I realize that listening and speaking activities are not as easy as writing or reading. However, after I used English4IT Website and keep doing listening practice and also did the speaking activities by recording my own voice, I slowly regain self-confidence to try to speak, and even my listening ability has become better. English4IT gives me appropriate learning platform to train my listening and speaking skills" (R5).

Based on R5's statement, we found that she has the willingness to interact with a foreigner, but she once thought that she did not have sufficient listening and speaking skill. R5 did not have any doubt for her writing and reading ability but doubted her listening and speaking ability so hard. The utilization of English4IT Website as her learning medium has helped them to practice her listening and speaking skill and caused her to be more confident in listening and speaking. There was also a student who perceived English4IT as the most suitable medium to learn to spell. The student or so-called respondent has been labelled as R8.

"In every unit, we were given some activities such as multiple-choice, listening test, writing task, reading comprehension, speaking activity, and that is an activity which is called spelling and recognition. I personally think that the spelling and recognition section trained me more about how to memorize vocabularies and definitions faster. I just realized this method suits me well lately" (R8).

R8 reported that he found activity in English4IT, which is called spelling and recognition section has helped him to memorize vocabularies and definition faster. Spelling and recognition section is one of the unit's activities that requires the student to type a complete word from the first letter, which is given by the operator. Each word is a vocabulary related to IT which has provided by English4IT. Students will be able to guess the word by reading the definition, which is also provided by the operator. In addition, besides providing features that can help students improve their listening, speaking, and spelling, one of the respondents which have been labelled as R9 testified that English4IT does not only teach students the right pronunciation but also the perfect intonation.

"In every unit, we do a reading activity which is also supported by the MP3 file (audio file). The reading materials are varied in each unit. There are general texts, biography, story, and even conversation. Interestingly, I found that every type of reading also served different intonation. Eh.. For example… eh.. Do you remember ma'am the unit about Server Problem…? Oh right!! It was about solving a customer's server problem. I remember clearly that it was a conversation about an account manager and one of his customer… the conversation was quite funny, and they even used slangs in their conversation. I learnt a lot from this unit, and I realized that English4IT gives me more knowledge about English slangs and the right intonation that we can use when we talk to each other" (R9).

After reviewing R9's statement, we found that English4IT has provided many different styles of reading materials which are also supported by the audio files and this caused students to be able to distinguish each type of reading and interestingly helped them to know the correct intonation that they can use in their conversation.

5 CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This research found that the Computer majored students' satisfaction level of using English4IT Website in learning English is considered high, and it proved that the students agree that they are satisfied with English4IT Website. It is also concluded that English4IT Website that provides E-Learning Platform in learning English gives benefits to Computer majored students in their process of learning English in many ways. English4IT has been proved to enrich students' English vocabularies, train them to pronounce and spell each English word correctly, improve their listening, reading, writing, and speaking ability, and also teach them to use perfect intonation when they speak in English. These findings suggest that English4IT website as a part of technology in 4.0 Industry is more than capable of being used as a medium to develop students' human capital since English4IT Website has helped the respondents of this research in improving their English competence in more enjoyable ways. English4IT Website has been considered as E-Learning Platform for Computer majored students or any student or worker who involve in the area of IT, technology, or engineering to learn English effectively and efficiently.

5.2 Recommendation

This research only involved 25 students as the respondents due to English4IT's rule and obligation, which only allowed 25 students as the maximum numbers to be enrolled in one teacher's classroom. There were only 25 students who can participate in one class without any financial charge. The researchers expect the future researchers to find a possible way to gain more respondents to test the effectiveness of English4IT Website in improving Computer majored students' English competence. The researchers also recommend future researchers to

evaluate whether English4IT Website might have lacked in its unit's activity or not.

REFERENCES

Ardela, F. Finansialku. 2018. Planner: Human Capital; https://www.finansialku.com/modal-manusia/. Accessed 24.07.19.

Bodapati, P. B. 2016. Impact of Globalization in English Language; https://ashvamegh.net/impact -of-globalization-and-english-language/. Accessed 09.07.19.

Cakici, D. 2016. The Use of ICT in *Teaching English as a Foreign Language. Participatory Educational Research (PER)*. 6. 73-77.

Creswell, J. W. 2012. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Pearson Education. Boston, 4th edition.

Gridasova, V. & Pouyioutas, P. 2008. The Pilot Implementation of the EIT (English for Information Technology) E-Learning Portal. *IADIS International Conference E-Learning*, 123-127.

Lestari, S. & Wahyuni, T. 2018. Applying Technology in Teaching English: Padlet, Animoto, and Sway. *Advances in Social Sciences, Education and Humanities Research*. 222.

Mohammed Abdulkareem & Santosh S. Chouthaiwale. 2018. The Use of ICT Tools in English Language Teaching and Learning: A Literature Review. *Veda's JOELL*. 5. 29-33.

Musikhin, I. A. 2016. English for Specific Purposes: Teaching English for Science and Technology. *ISPRS Annals of the Photogrammetry, Remote Sensing and Spatial Information Sciences*, 3. 29-35.

Pallant, J. 2007. *SPSS Survival Manual*. McGrawHill, New York.

Shawn, K. 2018. Get the Info on English for Information Technology; https://www.fluentu .com/blog/business-english/english-for-inform ation-technology/. Accessed 22.07.19.

Stosic, L. 2015. The Importance of Educational Technology in Teaching. *International Journal of Cognitive Research in Science, Engineering and Education*, 3:110-114.