

# STUDENTS' PERCEPTION TOWARD ENGLISH FOR SPECIFIC PURPOSES IMPLEMENTATION IN STIE BINA KARYA DURING THE PANDEMIC

Haya Haratikka<sup>1</sup>  
Dedy Dwi Arseto<sup>2</sup>

<sup>1</sup>STIE Bina Karya, North Sumatra, Indonesia (Email: [hayaharatikka@gmail.com](mailto:hayaharatikka@gmail.com))

<sup>2</sup>STIE Bina Karya, North Sumatra, Indonesia (Email: [dedydwiarseto@gmail.com](mailto:dedydwiarseto@gmail.com))

**Abstract :** *The spread of Covid-19 in Indonesia has paralyzed almost in all system in our live. It significantly affect education system in all over the world. The physical distancing emerge in order to stop the covid 19 transmission. Teachers have to set the way of learning for students on several learning platforms so students can learn effectively and attractively to prevent the boredom at home. No exception for learning English for Specific Purposes. This study is going to describe students' perception in the implementation of English for Specific Purposes in STIE Bina Karya during the pandemic. This study applied the descriptive qualitative approach which took the data from 108 informants from students who had taken two semesters in pandemic situation. The result of this study were the ESP implementation during the pandemic did not run 100%. Only two from four skills were assessed by the lecturer through the Google Classroom and Youtube Channel. But so far, the informants/the students were still enjoyed learning ESP even in online class.*

**Keywords:** *pandemic, ESP, perception*

## Introduction

The Corona Virus disease 19 pandemic has affected every human being in the worldwide. It is as the world outbreak which attacks all system we have, including education system. It becomes a transformative challenge (Reimers & Innovation, 2020) which brings a lot of changes in education system (Daniel, 2020). When our government embrace the physical and social distancing for both students and teachers/institution, the restriction becomes an obstacles for students and teachers in doing teaching and learning process. Therefore, many educational institution apply online learning and online educational tools and resources (Chaka, n.d.). Online learning becomes a set of learning activity when the teacher approach the learning process by giving the material through network access and exchange of knowledge involving internet technology (Atmojo & Nugroho, 2020). As we know, to support their teaching process, teachers and other educators utilize online learning before the outbreak but it was not maximalize. This situation is now different, when students do not really get the importance of the online learning amid the covid 19. It happened in all subjects, students were difficult in catching the essence of the material through online learning, including in learning English subject.

Since teaching and learning process do not take place in the classroom, teachers need to provide new insight on how to deal with this challenge, especially in teaching English for Specific purposes (ESP) (Alsolami, 2014).

Teaching ESP is different from teaching EGP (English for General Purposes). ESP is designed to teach/learn English as a foreign or second language. In ESP, learners have a specific goal of particular domain when learning it (Luo & Garner, 2017). In order to get a good achievement in teaching ESP, teachers need to do several action. Teachers need to be flexible in adapting new method

and technique as the curriculum requirement and adjust the learners' level of study, considering that the material can masterfully articulated by the learners, and having a good content and regular alteration. Therefore, the aim of ESP is to put the action as practices which the impact of this practices are noted as the students' achievements and become their lifelong development(Onofrei et al., 2013).

Comparing with the time when it was free from Corona Virus, the implementation of ESP in STIE Bina Karya was just fine. Students could do and take actions in order to express the English material they got from the lecture, like presenting their research finding in front of the classroom, writing their answer on the whiteboard, going somewhere to have a conversation with the foreigner/native speaker, translating an article related to the topic and had a direct communication in the classroom among students and the lecturer too.

In this covid 19 pandemic, thousand of student and teacher have tried their best in order to have an effective learning process by involving themselves in teaching and learning process continuously eventhoughthrough online class. Applying several learning platforms such as Google Classroom, What's up group, Zoom meeting and many more (online tools) (Reimers & Innovation, 2020); (Atmojo & Nugroho, 2020).In other side, the government supports all education level, private or public educational institution in running effective forms of online education by giving free access internet andprovide some tv channel with educative programs (Atmojo & Nugroho, 2020).

However, the barriers are still happened. For example the obstacles in learning English for Specific Purposes. Although, English language is still foreign in Indonesian students(Jayanti & Norahmi, 2014), in fact, English becomes a compulsory subject in universities or colleges in Indonesia (Sari et al., 2020). Learning English has four skills that should be learned in an effective and integrated way by the learners (Sadiku, 2015), speaking, reading, writing and listening. But nowadays, speaking English skill fluently is required as the job requirement especially for the big company. Therefore, ESP is the best way for learning English by direct interaction within a specific English speech community(Jayanti & Norahmi, 2014).

In ESP, the learners will highly motivated in learning English since the material given by the teachers are related to their work field (Otilia & Brancusi, 2015). In fact, there are some factors that influence not only learning ESP in online learning process but also all the subject they have. For example, the lack of teachers' capacity in ICT competency (information, communication and technology) which affect the teachers' creativity and initiative in doing the distance learning followed by the education quality background gap between teachers in Java Island and outside Java Island, then, the students' location cannot reach the internet access equally moreover the students argue about their situation in which the lack of socio economy (Azzahra, 2020). Moreover, the area where students live also play an important role. Those who live in rural area can not access the technology and the reliable internet (Garg, 2020), definitely this situation will give a significant influence to their learning process. Nevertheless, the students are keep continuing their study even through online learning. This situation create students' perception toward distance learning.

Bina Karya is an institute of Economic Science in Tebing Tinggi, North Sumatra. Most of the students come from middle to lower economy family who live in rural area. Alike with other campus in North Sumatra, this campus closure since March 2020. Since that time, the learning process is utilizing online learning by using some platforms such as Google Classroom, Zoom, Google Meet, and What's app. This study is going to describe the students perception toward ESP implementation in STIE Bina Karya during the pandemic, it is essential to see how students deal with English learning through this outbreak. As the result, last semester, the number of students who got C was increased than last year when the situation without Covid 19. Therefore, this study is going to find out students'

perception toward the ESP implementation during the pandemic.

## Literature Review

ESP (English for Specific Purposes) is the reflection of the real life learning situation, the scenarios has made to resemble the professional setting of the specific working that learners' interested in. Therefore, the learning process is stressed on the necessary skills practice rather than the grammar, vocabulary and language structure (Liton, 2015).

Perception is the opinion or the way of thinking of something which is related to senses of sight, hearing, smell, etc (Qiong, 2017). Qiong added there is a process of gaining awareness of sensory information and sometimes there is an action (Nanay, 2013). Perception affects students' motivation and attitude about learning language that include expectations and learning strategies (Khoirunnisa et al., 2018)

Economics is the study of how to produce and maintain the scarce resources. A good economist need to predict to the changes in policy and in market demand (Vakhitova & Gadelshina, 2015). They added that economy and social are unseparatable thing. According to Balcar et al (2011), there are five major transferability skills in economics: 1) communication, 2) problem solving, 3) research, 4) numeracy, and 5) time management (European Commission, 2011)

Pandemic emerge along with the covid 19. It attacks the human respiratory system which spreads out from Wuhan, China. In the beginning of January 2020 the transmission arrived in Indonesia and have killed hundred thousands victims rapidly (Ahmed, 2020). The situation made the government to shut down the educational institution in order to stop this virus transmission. Thus, the teaching and learning process happened through online (e- learning or online learning). This style optimalize the use of smartphone, laptop, desktop, and also internet. Therefore e-learning is so helpful during this lockdown (Radha et al., 2020).

## Methods

This study is a case study research which applied qualitative method, concerned with the explanation of students of ESP perceptions' on learning speaking in terms of economy management in Covid 19 pandemic. Case study is implemented in order to see the detail of systematic procedures. So the researchers determined the cause and effect, tested theory and the truth in the society (Harrison et al., 2017). The informants of this study were taken from three classes who took Business English subject last semester. The students were about 108 students. The technique data collection was applied the open ended questionnaire through email based system.

The data of this research were in the form of phrases, words, and sentences as written by the informants on Google Form. Then, in analyzing the data, the researchers implement the thematic analysis through some phases: 1) Making the researcher familiar with the data, 2) Generating initial codes, 3) Discovering the themes, 4) Reviewing and checking the themes, 5) Defining and naming themes, 6) Writing the report (Nowell et al., 2017).

## Result and Discussion

### 1. Students' interest in Learning ESP through virtual class

Mostly students still enjoyed learning English for Specific Purposes during this pandemic even in virtual class. The learning style were varies. They have to watch the lecturer's teaching demo video within the Google Classroom. Do the individual tasks through Youtube channel and have the quiz by

utilizing the Google Form. Having the communication using the Whats App application. They felt challenged when the lecturer did some changing in learning process, maximalizing the use of handphone with the internet(Arifianto et al., 2020) so students as the informant can learn by themselves.

At the begining of the online learning implementation, the lesson plan were rearrange into the simplest one. The material were choosen through some filterization, the most essential were included in online learning material. The material were 50% different from the previous situation. The lecturers only took speaking and writing skills to be assessed. This situation made students to be the independent learners. Lecturer is as the assessor through the virtual class and through the monitor the lecturer can see the learners' progress and test result (Wahyuni, 2018).Table 1 shows students ability in following the material/class activities within the online platforms.

Table 1. Students ability in following the material within the online platforms

1	2	3	4	5
33 students	27 students	36 students	6 students	6 students

1= well understood  
5= do not understand

From table 1, it shows that from 108 students, 33 students (as seen in point 1) can follow the online class well. They enjoyed learning English even it is not 100% in form of ESP. Obviously it can said that more than a half of the informants/students can follow the online class, rather than those who could not understand the online class (as seen in point 5).They are interestedly making the speaking video as creative as they can then upload it into the Youtube channel. Unfortunately, . those who are not interested in learning ESP implementation can not operate their devices well as the lecturers' instruction through Google classroomor any platforms. At the first time, not less of them were still speaking stiffly, reading the text and did not keep the eye contact on the camera. Although they had to present their task well.But when they are getting familiar with talking in front of the camera, now, they are better in speaking English recorded by the camera. Moreover, they fond of making and creating the attractive and creative video.

**2. Students' obstacles in running ESP learning process.**

Table 2. Online learning obstacles for ESP

The poor internet connection
Running out the internet data package
Do not understand how to speak English
Do not understand what the lecturer said in full English
The restricted communication between student and lecturer
Can not operate the shopisticated devices and its program
No discussion with classmates
Having another side job
Nothing
The short deadline for task/quiz submission
Can not translate the English text

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 The learning process is not maximalize
 

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We cannot deny that the online learning implementation can not be seperated with the use of the internet connection, including in ESP implementation. Since, some of the informants live in out of reach area it made them difficult to deal with the internet connection when they have the virtual class or when they are close to the deadline submission meanwhile they have something to do beside the task from the lecturer. Sometimes, it was not clear what the lecturers' said when they have the Zoom meeting class.

In other word, it proved that internet is the air of the online learning process. Without the internet, frankly students and lecturer cannot run the online learning. The fact is, ESP learning implementation can not separated with the stable internet connection. Especially, when they have the virtual class through Zoom Meeting because the connection was unstable.

ESP implementation during the pandemic is considered did not run well. Because the lecturer could not do the assessment for the four skills. It showed from the four English skills only speaking skill was as the main task during the class since the limited time and range. Followed by the assesment in form of quizzes through email based. The quiz material were taken from the text which had uploaded in form of power point and teaching video by the lecturer.

### Conclusion

Learning English for Specific Purposes in pandemic was not 100% in STIE Bina Karya. The lecturer was able to assess two skills only through Google Classroom and Youtube Channel. But they still do the others in their daily class. However, the students were still enjoyed learning ESP even there were several obstacles they face in running the virtual class. The unstable internet connection was the major obstacle in running the online class.

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