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INVESTIGATING TEACHER'S PREFERENCES ON ONLINE TEACHING APPLICATIONS IN ESP SPEAKING CLASSES DURING COVID 19 PANDEMIC

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Abstract

This research investigated teachers' preferences on online teaching applications in ESP speaking classes during COVID-19 pandemic. A case study methodology was used in this research, and data were collected through transcribing and coding with observation and interviews with English teachers. It is analyzed by transcribing and coding with results from observations and interviews with English teachers in one of the Vocational High Schools in Pangandaran. The findings revealed that learning using ESP Speaking class is very important in student activity; so that English teachers must prepare and understand the teaching materials from English teachers that will be carried out. This did not made the students just silent and the gains achieved are stinging because of the lack of readiness of students in active learning in class. The application of ESP speaking classes should emphasize the teacher's preferences on online teaching applications in ESP speaking classes during COVID-19 pandemic by motivating students.

Keywords: *Online teaching dan learning, ESP speaking class, and speaking.*

INTRODUCTION

In total online learning on internet devices and technology, instructors and students with poor internet connections can be denied access to online learning. The application of TPS (Think-Pair-Share) allows students to share ideas with colleagues in the class that they should accept with their peers. As noted by Hamad (2017, pp.

1-10) discussions with partners maximize participation. The TPS (Think-Pair-Share) strategy has proven to be a successful strategy for improving students' speaking skills. In addition, the results showed that there was a positive influence on students' speaking skills as well as psychological factors that prevented students from speaking. The most significant influence of the TPS (Think-Pair-Share) level on students is their level of self-confidence and motivation in speaking class. Students showed a willingness to count in discussions and in cycles, the teacher found that more students wanted to volunteer for job presentations. There are still improvements that the student wants to make, especially pronunciation and grammar.

“E-Learning in educating and learning is a confusing case; thus, many teachers can have different problems. These troubles are otherwise called barriers” (Schoepp, 2005, pp. 56–79). As shown by The Oxford Dictionary (1989) a barrier is “a fence or an obstacle that mentions progress or access”. Furthermore, a barrier is also defined by Schoepp (2005, p. 2) as “any situation that finds it hard to make ground or to achieve a goal”.

Researchers conducted direct observations in March for the time and place according to the schedule of the English teacher. English teachers from the ESP point of view use cognitive terminology so as to make students more involved in the learning that is being experienced. In online class observations, there is little progress where students can speak English because of students' understanding of the previous class.

A previous study is conducted by Octaberlina and Muslimin (2020) entitled EFL Students Perception to Online Learning Barriers and Alternatives Using Moodle/Google Classroom during COVID-19 Pandemic. This research expected the online learning barriers as well as their alternatives to deal with them. Their alternatives proposed were giving the training to conduct the LMS in front of the real class, changing high-definition or big-size files into be small ones, and giving breaks during the online class. Amin and Sundari (2020) reported that comparing to Cisco WebEx Meeting, and Google Classroom, WhatsApp was “the most preferred among others in meaning focus, learner fit, positive impact, and practicality”. It might be that the students had a less preferable on the full online digital learning system than face-to-face learning. In contrary, Prastya (2018) carried out the students' preferences on teachers' feedback. The present study intends to fill the gap by answering the questions focusing on teachers' preferences on online teaching applications in ESP speaking classes during COVID-19 pandemic.

METHOD

In this research, a qualitative case study is employed as suggested by Creswell Hanson, Clark Plano, and Morales (2007) because this research aims at providing an insight into the case of teachers' preferences on online teaching applications,

especially in ESP speaking classes during COVID-19 pandemic. Therefore, the case approach of the research allowed the researcher to investigate particular English teachers on online teaching applications in ESP speaking classes during the COVID-19 Pandemic.

This research was conducted among English teachers in the second grade of one of the Vocational High Schools in Pangandaran which consists of 11 classes. It was the teacher's preference for online teaching applications in ESP speaking classes. The researcher chose two English teachers because they were active teachers to learn English and could fulfill the research data. The data of the study was collected through the two following methods: doing observation (non-participant observation) and interview (semi-structured).

The first instrument is observation; at this stage, the researcher made observations on two English teachers in one of the Vocational High Schools in Pangandaran. Observations were made once in online learning because it was hoped that the desired data was to be obtained. To find out the online participants' attitudes and behavior, learning indicators were recorded and transcribed. In this study, the researcher triangulated the method with semi-structured observations and interviews with participants, namely the second-grade English teacher in one of the Vocational high Schools in Pangandaran. Since the interviews were conducted in Indonesian, the excerpts presented were be translated into English and checked by the researcher.

FINDINGS

Speaking is an activity to produce words in form of words and sentences orally in order to communicate with others. It can be concluded that speaking is the way to express and communicate verbally with others (Irawati, 2014, p. 25). ESP is understood to be about preparing learners to use English within academic, professional, or workplace environments, where the language is going to be used.

In ESP, English is learned not for its own sake or for the sake of gaining a general education but to smooth the path to entry or greater linguistic efficiency in particular environments (Basturkmen, 2010, p. 7). In this case, the observations was conducted to the teachers who have English Specific Purposes. If they have provided directions or teachings to students in the e-learning teaching and learning process during a pandemic, the teachers motivated students to encourage their activities during the e-learning and teaching process took place.

Based on observations at one Vocational High School in Pangandaran and interviews with the English teachers about their preferences for teaching online English learning courses during the COVID 19 pandemic, teachers' preferences for online teaching applications for ESP speaking English classes are based on various preferences used by teachers in teaching materials.

The Teacher's Preference for Apps in Speaking Class

In the ESP speaking class, students are given assignments by the teacher and they can improve their ability to learn to speak English. English teachers from the ESP point of view use cognitive terminology so as to make students more involved in the learning that is being experienced. In online class observations, there is little progress where students can speak English because of students' understanding of the previous class, namely from face-to-face classes.

In this case, the English teacher used a procedure with direct learning which was intended to focus more on the process of learning to speak English. As a result, students were more active in the classroom and the English teacher was only a guide. Yet, the results obtained were less than optimal due to the lack of student understanding and lack of student activity in the classroom. The class forced the English teacher to speak more in the classroom than the students themselves, but in the online class, students can balance learning with active English speaking even under the direction of the English teacher in it. In ESP, English is studied not for its own sake or for the sake of obtaining a general education but to facilitate access or greater linguistic efficiency in a particular environment. English teachers from the ESP point of view use cognitive terminology so as to make students more involved in the learning that is being experienced.

Students preferred direct face-to-face learning than the teaching and learning process in online classes by English teachers. In online classes, there are several obstacles that were often experienced by students, including internet network constraints. English teachers could provide more active learning to their students because the learning carried out in class was face-time so that students understood better and could prepare themselves.

CONCLUSIONS

It is revealed that learning using ESP Speaking class is very beneficial in student activity. This results in the necessity of the English teachers who must be familiar with students better. In addition, the English teachers also need preparation and understand the teaching materials that is to be carried out. This leads to the students who are not just silent but the gains achieved are stinging because of the lack of readiness of students in active learning in class. This concludes with the assumption that application of ESP speaking classes should emphasize the teacher's preferences on online teaching applications in ESP speaking classes during COVID-19 pandemic

by motivating students. The reason is that understanding and readiness of mature students by English teachers in the learning process is very important. Some weaknesses in this teaching and learning process are the lack of teacher understanding and lack of confidence in students' learning on their own in class.

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