

Implementation of Technology on English for Specific Purposes (ESP) Students in Communicative Language Teaching Approach

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Abstract

Students can prepare themselves to enter the global workforce by learning English for Specific Purpose (ESP) as communicative approach, which is a crucial part of the subject. One way to make learning ESP enjoyable for students so they will be driven to do and will be able to grasp the topic quickly is by using social media. This study aimed to analyze technology on English for specific purposes (ESP) students in communicative language teaching approach. This study applied qualitative method. The data collection techniques used are observation, interviews, and documentation. The triangulation technique as a data validity technique is carried out by comparing interview data with data obtained from observations and data from documentation. From the research conducted, it was found that the use of social media as a medium for learning ESP had a positive effect, namely, as a means of communication that is in high demand, as a tool for triggering student interaction and motivation, and as a collaborative tool. Implications for teaching ESP with the help of technology and suggestions for further research were also provided.

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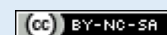
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Introduction

Today, due to the growth of the worldwide internet and scientific and technological advancement, pedagogy is changing together with all other sciences, with a strong pull toward information and communication technology as very promising contemporary teaching aids (Kourilova, 2012; Sujarwo et al., 2020; 2020). Foreign language teachers can now access fresh, efficient instructional resources to the internet society. Increased access to education, the development of open education systems (Nurhikmah H; et al., 2021), and the development of new qualification traits for contemporary specialists are all results of the implementation of information and communication technologies (ICT) in educational processes in general and network resources in particular (Imran, et al., 2022; Sasabone et al., 2022; Sukmawati et al., 2022).

Learning can be interpreted in several ways, namely setting learning goals according to their needs, interests and aspirations, determining priorities, ways and rhythms of learning, including adapting to new, more effective ways for example utilizing information technology and conducting evaluations related to the effectiveness of learning methods, techniques and strategies (Hastuti, 2020). Because education is a learning experience that takes place in all environments and throughout life (Sujarwo; Sukmawati;Yahrif, 2019; Akhiruddin, et al., 2022); as an effort to improve human dignity and is required to produce higher human qualities (Sukmawati, Sabillah, 2020; Nurhikmah H et al., 2021; Arfenti Amir et al., 2022; Aswat, Tayibu, et al., 2022; Aswat, Fitriani, et al., 2022).

Rather to teaching and learning general English (GE), English for Specific Purposes (ESP) is specialized English. It became a more separate discipline in the 1960s. ESP refers to a circumstance where English is being learned and taught, and when general English is not used in the teaching or learning environment (Rahman, 2015). Although ESP has made significant progress thus far, there is still much more to be done. In the years to come, ESP will continue to grow and advance along theoretical, analytical, and methodological avenues (Salmani-Nodoushan, 2020). Learning English for Specific Purpose (ESP) is an English language program that teaches students field-based or vocational-based English materials (Lapele, 2019; Jubhari, Rosmiaty, 2022). After studying college English, undergraduate students must complete ESP coursework. There are several reasons why ESP is being studied so closely. English is now used more and more as a universal language as a result of globalization (Kennedy, 2012 in Luo & Garner, 2017).

The use of technology in the field of ESP has many advantages, including communicative and interactive activities specific to different professions and specific input for students' interests in the associated field. In addition, task-based and collaborative learning activities, authentic resources with relevant information, and learning environments that are specifically suited to each student's requirements are all made possible by the use of technology in ESP (Dashtestani, R. & Stojković,

2015). However, the above-mentioned benefits of technology use in language classrooms are also influenced by teachers' teaching styles, as these styles may discourage students from using smart gadgets and may even have the opposite effect (Asmali, 2018). At the same time, the use of technology by practitioners has given language learning and teaching scholars the chance to become more knowledgeable about the language used in academic and professional communication as well as additional implications of technology in ESP classes (Arnó-Macía, 2012).

Around the world, many English teachers are asked to instruct English in settings that are work- or career-related. This method is frequently the most motivating and successful when English students are adults with a shared professional interest in learning the language. All English for Specific Purposes programs are created for students who have a common professional or job-related motive for learning English, a shared context in which to use English, subject-matter core understanding, and well-developed learning strategies (Grudeva & Golovanova, 2015).

Based on preliminary study show that the issue is why, after studying English for a long time, the majority of ESP students especially pharmacy students believe they are unable to effectively communicate using the language. They are unable to communicate successfully since they most likely cannot understand what others are saying when they speak in English. The English language is indispensable if one has to interact with people of other countries (Beshaj, 2015). They are unable to listen English conversation.

Some previous studies stated that the significance of an ESP training for engineers and scientists determining the best teaching strategies, software, and didactic techniques to be employed in the educational process in order to help students develop the language skills essential to be active and valuable participants in the competitive world by completing a needs analysis (Musikhin, 2016). Despite the fact that their effectiveness and learning results for ESP training are not immediately apparent and confirmed by experimental investigations, there are several accounts of the advantages of using chat and blogs in ESP instruction. The employment of a variety of devices in ESP training is also lacking in research and empirical proof. Decision-makers in ESP, researchers, material developers, teachers, and students may be affected by the findings (Dashtestani & Stojković, 2015). Researchers in this field may benefit significantly from students' willingness to participate in communication and activities in ESP classrooms. To provide a deeper understanding, it may also be explored how clickers' long-term impacts affect students' and instructors' perspectives (Asmali, 2018).

This study aims to analyze the use of technology on English for specific purposes (ESP) students in communicative language teaching approach. Because there are many issues that occur in teaching ESP midwifery students at Universitas Megarezky. Researchers want to know how the role of social media in learning English and student responses to this application. After studying English, undergraduate students must complete ESP coursework especially for midwifery students at Universitas Megarezky.

Method

To investigate the views of university instructors and students, this study employed a qualitative approach and descriptive analysis. While conducting studies in natural settings and studying respondents' opinions in detail, qualitative research paints a multifaceted picture. Qualitative research is that which is descriptive in character and frequently employs inductive analysis (Creswell, 2014). In qualitative research emphasis was placed on process and meaning (informant perspective).

All students of midwifery were made up the population in this study, which used a consecutive sampling technique. There were 35 midwifery students as sample of Universitas Megarezky. The overall research sample from the survey data is used to describe the study of conclusion. Based on the information provided, it can be concluded that the study in issue, whose respondents are all lecturers and students, is a census research study with a questionnaire. Descriptive analysis is used to process data in this qualitative method, and the findings are used to draw conclusion, the research was processed and then analyzed, indicating that the emphasis of the study is on analysis on the response of the midwifery students of Universitas Megarezky.

By employing this research strategy, it will be possible to identify a significant relationship between the variables under investigation, leading to conclusions that will shed more light on the subject under investigation. A descriptive analysis approach is a statistic that is used to evaluate data by describing or explaining the information that has been gathered in its current state without attempting to make any generalizations or inferences (Creswell, 2012; Creswell, 2014; Sugiyono, 2018).

The method in this study was chosen according to the formulation of the problem whose aim was the research focus, namely the use of social media as a medium for learning ESP. In this study, it intends to discuss phenomena and describe matters related to the use of social media as a medium for learning ESP. The presentation of the results of this study is descriptive, that is, the researcher is trying explain or narrate about the use of social media as an ESP learning medium.

Results

One aspect contributing to the success of teaching ESP class in communicative is the lecturers' ability to effectively communicate with their students. The teaching and learning process will be challenging if there is poor communication. Communication is used so that the lecturers can comprehend the issues or challenges that their students are having when learning ESP class in communicative. The chance to assist students in overcoming their learning challenges increases with the level of communication between lecturers and students. Experience has shown that the feedback process will not be efficient or learning will not be at its best if there is insufficient communication between students and lecturers.

Social media is a powerful tool for encouraging students to actively participate in the English-learning process. Students are interested in a variety of features on social media. Particularly for those students who hardly ever participate in class, this is incredibly helpful. Using social media, they may actively participate in the teaching

and learning process, collaborate with their peers, and feel more at ease sharing their ideas and opinions on platforms like Facebook, Instagram, or WhatsApp.

Students' ability to think creatively and produce collaborative ESP learning content alters as a result of social media collaboration. In their group projects, students practice exchanging ideas with one another, then try to bring these concepts together and concur with their peers. Students retain more information when they learn in this way. Because problem solving skills are better practiced in a collaborative context, social media encourages collaboration among students to finish assignments even better than individual capabilities.

Regarding to the use of technology in ESP teaching for ESP lecturers and students were aware of the significance of using technology in ESP with the aim to analyze technology on English for specific purposes (ESP) students in communicative language teaching approach.

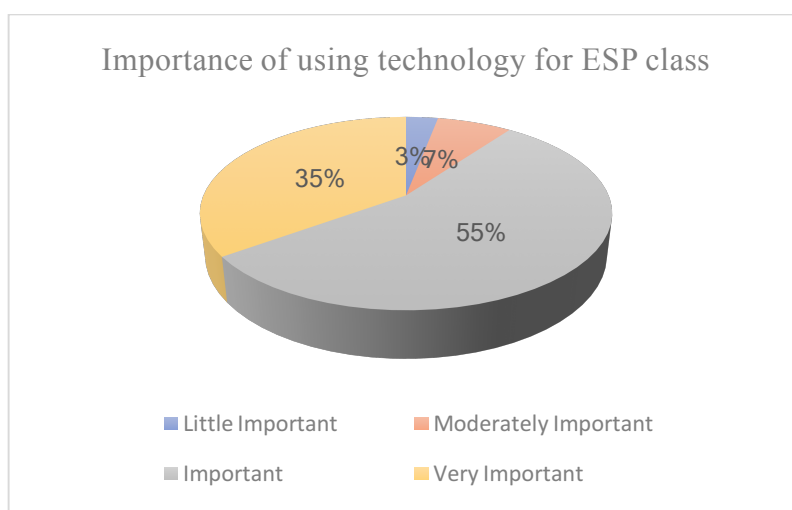


Figure 1. 1 Importance of using technology for ESP class

Based on data show that to attempt to characterize how ESP class use technology, the questionnaire sought to determine what demands ESP class used. The most frequently mentioned by midwifery students, according to the findings there were 3% of participants stated that little important in using technology for ESP class. 7% of participants stated that moderately important in using technology for ESP class. 35% of participants stated that important in using technology for ESP class. 55% of participants stated that very important in using technology for ESP class.

Yet, notwithstanding the results above, ESP lecturers seemed to understand the importance of using technology in ESP, as the majority of them rated it as important or very important, while the proportion who said it was just somewhat or barely significant was rather low. These findings are consistent with (Dogoriti, Evriklea, 2012) study, which found that ESP practitioners in Greece were open to the concept of using technology more in their work even if they mostly employed basic technology tools.

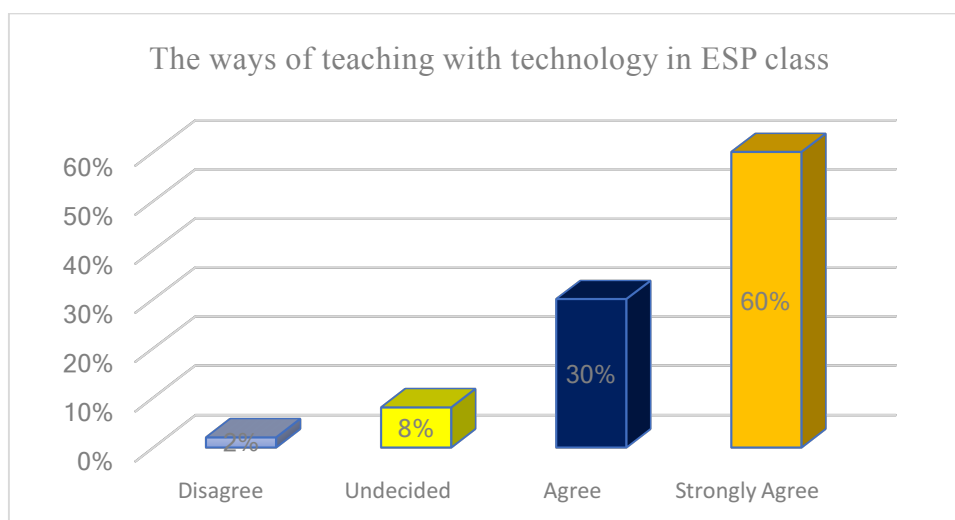


Figure 1.2 The ways of teaching with technology in ESP class

Based on data above show that there were 2% disagree teaching with technology in ESP class. 8% undecided teaching with technology in ESP class. 30% agree teaching with technology in ESP class and 60% strongly agree ESP class using technology for instruction. About 90% of the participants supported adding technology-based teaching methods in ESP teacher education courses, which supports the idea that ESP classes view technology use in ESP teaching as crucial and demonstrates their openness to obtaining ESP materials on the use of technology.

Discussion

According data stated that how ESP class use technology, the questionnaire sought to determine what demands ESP class used. The most frequently mentioned by midwifery students, most of midwifery students stated that using technology for ESP class was important. Yet, notwithstanding the results above, ESP midwifery students seemed to understand the importance of using technology in ESP, as the majority of them rated it as important or very important, while the proportion who said it was just somewhat or barely significant was rather low. These findings are consistent with (Dogoriti, Evriklea, 2012) study, which found that ESP practitioners in Greece were open to the concept of using technology more in their work even if they mostly employed basic technology tools.

Based on data of teaching with technology in ESP class stated that The fact that a great deal of participants supported adding technology-based teaching strategies in ESP teacher education courses supports the idea that ESP students value using technology in their instruction and demonstrates their openness to learning about its application.

Various studies supported this study stated that online discussions via WhatsApp groups can be an alternative in increasing student participation in attending lectures (Sita Nurmasitah, Aryo Baskoro Utomo, 2019). Speaking is the English talent that is most in demand, the one that is most lacking, and the one that you want to improve in English for Specific Purposes (ESP) classes (Yulientinah et al., 2020). Speaking is the English talent that is most in demand, the one that is most lacking, and the one

that you want to improve in English for Specific Purposes (ESP) classes (Yulientinah et al., 2020). It has blatantly demonstrated that there is a significant and widespread prejudice in favor of CLT. Teachers prefer the components of CLT, and students want the kind of learning culture that CLT can offer (Boroujeni et al., 2013).

A good ESP lesson can be taught in this manner. Along with the difficulties, ESP offers a setting for teaching the communicative approach in the classroom. The effectiveness of communicative teaching will increase thanks to the equality and common ground established in ESP classes (Luo & Garner, 2017). The use of social media as an ESP Speaking learning medium has a positive influence, namely, as a means of communication that is in high demand, as a tool for triggering student interaction and motivation, and as a collaborative tool (Lapele, 2019). ESP practitioners consistently included technology into their lessons; nevertheless, the ICT tools they utilized for both course preparation and delivery were simple, and most of them were reluctant to adopt more specialized and sophisticated tools (Constantinou & Papadima-Sophocleous, 2020).

ESP teachers must prepare interesting material. Students will feel more engaged with the subject matter when it is delivered via PowerPoint slides and is supported by instructional films. ESP instructors can use platforms with simpler interfaces, such as the WhatsApp app. Teachers must gradually increase their IT proficiency, for instance by participating in relevant courses and learning from other educators who have more IT expertise. ESP instructors watch YouTube videos that demonstrate the various applications of learning software, how to utilize them, how to create learning videos, and how to advance their IT abilities (Ninuk Indrayani, Ahmad Jazuly, Nury Kurnia, 2023). Increasingly sophisticated technology allows you to be creative without having to have certain skills or install applications.

Social media collaboration in ESP learning facilitates student information gathering and sharing from both internal and external partnerships. Students can work together as well as people from the local community. This gives students the opportunity to develop their own educational materials and utilize them to learn more about ESP learning particularly in midwifery students of Universitas Megarezky.

Conclusion

Social media has a very positive impact on the field of education. Of course, this will greatly advance Indonesian education. Students can readily participate and collaborate learning English especially English for Specific Purposes (ESP) class. The results of the research show that using social media as a learning tool for ESP is effective. The midwifery students have a good impact since it is a highly valued form of communication, a catalyst for student involvement and motivation, and a tool for midwifery students do collaboration by using technology on English for specific purposes (ESP) students in communicative language teaching approach.

As recommendation to maximize students' participation and engagement in language acquisition, ESP lecturers try to integrate a variety of technology in their ESP classes.

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