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# TEACHING ESP USING MYKLASS IN UNIVERSITAS MUHAMMADIYAH YOGYAKARTA: STUDENTS' PERCEPTION

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## Abstract
Many non-English departments study English for Specific Purposes (ESP) to improve students' vocabulary related to their field. UMY has established a program called MyKlass as a facility to do online learning. This program provides many features, such as sharing materials in the form of documents, pictures, or media; conducting quizzes; assignment submission; and attendance. However, teaching ESP using MyKlass also faces some difficulties such as students' motivation to read the material, the teacher's control in evaluating students' study progress, and students' problem in improving English vocabulary in specialized language. Using a questionnaire distributed to 234 Accounting and Mechanical Engineering students, the writers found out the students' perception of using MyKlass from their motivation and perception in learning ESP using MyKlass, their perception of the aspects of benefits, and their perception of learning ESP Using MyKlass. Most of the answers showed positive responses; therefore, we can conclude that ESP online learning using MyKlass has been very beneficial to the students regardless of the technical problems that students sometimes encounter.

Keywords: ESP, MyKlass, online learning, students' motivation

## Introduction
The demand for English in business, technology, media, education, medicine, and science, strives for English for Specific Purposes (ESP) to satisfy people with associated instrumental objectives (Tsao, 2008; Xu, 2008, Lin, 2013, Rao, 2019). ESP courses are offered to students to meet their specific needs, regarding the considerable need for English in academic and professional contexts (Chang, 2009; Tsao, 2011, Lin, 2013). Hutchinson and Waters (1987: 19) argue that ESP is a methodology in language teaching wherein the purpose of students' learning determines its content and procedure. Strevens (1988) defined English language teaching ESP as teaching the English language expected to fulfill a learner's particular needs. Lorenzo (2005) explained that "Typically, ESP students are adults who already have some knowledge of English and are studying the language to convey a range of technical skills and conduct basic job-related functions." Hutchinson and Waters (1987) revealed three reasons for ESP's occurrence: the new world requirement, the linguistics revolution, and the new emphasis on students.

Besides that, Dudley-Evans (1998: 4) described three features of ESP: (a) the ESP aims to the unique demands of learners; (b) the ESP applies the curriculum and practices of the learning subject it serves; and (c) the ESP emphasizes on language structure, lexis, register, research skills, discourse and gender in the required language for these practices.

In many aspects of our lives today, the application of information technology is emerging, including education. E-learning, the system name used for the learning process, is a moderately novel concept denoting learning through digital media. E-learning is a quick and effective method of disseminating and exchanging knowledge with students around the globe (Ouadoud et al., 2021). E-learning is "a system that uses internet technology to deliver information to students with interactions through computer interfaces" (Vitoria, 2018). Computer programs for e-learning have been developed in recent years, consisting of resources like text, pictures, video, animations, and three-dimensional objects (Keller, 2002). Prominent to advanced technology, educational services can embark through virtual classrooms (Husu, 2000; Ruhinda, 2013). ICT is supposed to offer substantial advantages to both learners and teachers since it involves resource sharing and learning practices and promotes learning collaboration (Wheeler, 2001; Azmi, 2017).

As one of the leading private universities in Indonesia, Universitas Muhammadiyah Yogyakarta (UMY) has encouraged ICT application in the teaching and learning process in blended learning forms. As the name suggests, face-to-face and online learning are combined in blended learning (Vitoria, 2018). This university has an e-learning system named MyKlass, which has been used for around five years to facilitate the blended learning process. MyKlass provides a Learning Management System (LMS), which can be accessed both synchronously and asynchronously. Asynchronous learning content delivery promotes independence in terms of time and place, and it allows students time to think about ideas. MyKlass establishes new chances for online learning, offering access to education without the time and place limitations. Providing the facilities for synchronous and asynchronous interactions, MyKlass integrates various graphics, text, files, audio, and video activities. Because of the Covid-19 pandemic, MyKlass is used maximally for online meetings. The lectures can provide the material in the form of a file, book, folder, or link, and students can download them. The lecturers can also create a quiz for the student's assessment and make an assignment folder; then, the students can submit the tasks there, both in the form of a file submission or online text submission. All of the online learning activities can be conducted in MyKlass until the end of the semester, and the lecturers can set up the grade based on the activities that have been conducted.

Learning ESP using MyKlass is also conducted in UMY. Some departments conduct ESP for their English courses, such as Economics, Management, and Accounting departments, which use English business materials for their English courses. The Nursing Department also uses English for Medicine English courses. The other is the department of Engineering. Mechanical Engineering, Civil Engineering, Information Technology, and Electrical Engineering also use ESP for their English courses. These departments use ESP because they have the purpose of making the students communicate using specific terminology in their fields,

which this material cannot be found in general English courses. Learning ESP using MyKlass is becoming a new challenge for both lecturers and students.

This paper aims to find out (a) students' motivation and perception in learning ESP using MyKlass, (b) lecturers' control in evaluating students' study progress, and (c) students' difficulty in improving English vocabulary in specialized language.

## Method

We combine the research method based on Vitoria (2018) and Keller (2002). Research and development (R&D) was employed in this research. Borg and Gall (1983) developed and validated their instructional products using the R&D method. Education practitioners and pedagogues have used this strategy extensively in developing educational product models (Gay, 1985). We used Vitoria's model proposed by Thiagarajan, Semmel, and Semmel (1974) for instructional development, named the Four-D Model: Define, Design, Develop, and Disseminate. The Define stage emphasizes establishing significance and restraints; the Design stage is to create the original product; the Develop phase is where the change occurs in compliance with expert and user input, and the Disseminate phase is the distribution of the final product result.

The product that we developed is an ESP online learning module based on the Moodle Learning Management System (LMS) at Universitas Muhammadiyah Yogyakarta, Indonesia. The module consists of the learning objective, learning outline, lessons, reading materials, URL to videos, discussion forum, and evaluation. This online module is accessible to students registered in the English course at www.myklass.umy.ac.id.

Our study's focus is on the Develop phase, which explains the practicality of ESP e-learning. Van den Akker (1999) in Vitoria (2018) explains that practicality relates to the level to which learners consider a commodity as "appealing and usable." Hence, the practicality discussed in this study is the student's perception of the easiness and usefulness of the ESP online module.

We used a questionnaire to measure the students' perception of ESP online learning applications for data collection. We applied Keller's method (2002) in making an option for the questionnaire. There are five alternatives for the answers to 33 statements: These are 'I agree totally,' 'I agree to a large extent,' 'I do not know,' 'I disagree to a large extent, and 'I disagree totally' and for one statement, the alternatives were: 'Never', 'Sometimes', 'I do not know', 'Often', 'Very often.

We distributed a questionnaire to the first semester of the Accounting and Mechanical Engineering Departments, and 243 students participated in this study. Accounting students study Business English in their ESP program, while Mechanical Engineering students study English for Mechanical Engineering. The questions consist of the student's demographic data such as name, department/study program, semester, and questions on student's attitude toward MyKlass, student's perception about the beneficial aspect of MyKlass and easiness of use of MyKlass, as well as student's perception in learning ESP through MyKlass.

## Findings and Discussion

This part is divided into three subsections: (a) students' motivation and perception in learning ESP using MyKlass, (b) lecturers' control in evaluating

students' study progress, and (c) students' difficulty in improving English vocabulary in specialized language.

***Students' motivation and perception in learning ESP using MyKlass***

Table 1 and Table 2 show students' perception of MyKlass, divided into their attitude toward MyKlass and their ease of using MyKlass.

Tabel 1. Student's attitude toward MyKlass

| Item No | Score | | | | |
|---|---|---|---|---|---|
| | Totally Agree | Agree | Don't Know | Disagree | Totally Disagree |
| MyKlass is easy to understand and easy to use. | 61 | 167 | 15 | | |
| The use of MyKlass has increased flexibility in my studies. | 41 | 174 | 28 | | |
| The use of MyKlass has facilitated my studies. | 46 | 180 | 15 | 1 | 1 |
| The use of MyKlass has improved my communication with my lecturers and classmates. | 25 | 165 | 44 | 8 | 1 |
| The use of MyKlass has increased the pedagogic value of the courses being taught. | 28 | 162 | 48 | 4 | |
| Using MyKlass has improved my communication with other students. | 29 | 150 | 49 | 14 | 1 |
| Using MyKlass has helped me solve problems related to my lectures. | 25 | 165 | 43 | 9 | 1 |
| | Never | Sometimes | I don't know | Often | Very Often |
| The extent to which technical problems plague the use of MyKlass | | 154 | | 76 | 13 |

Table 1 illustrates that the student's attitude toward MyKlass was positive, although few students gave negative responses. Most of the students agreed or totally agreed with items 1-7, and 63.4% had 'sometimes' responses for item 8. However, the table shows that the number of 'totally agree' and ‘I don't know’ had almost a balanced score. Most of the answers are referred to as the 'agree' option. We can conclude that the student's attitude was positive toward MyKlass.

As revealed in table 1, the students agreed that MyKlass had given them ease of access. Besides, MyKlass could facilitate them to do online classes. However, in item 8, it is shown that MyKlass still needs to be improved because most of the students still found some technical problems when accessing MyKlass. After all, the students widely used this system at the beginning of this semester, and it needs to be upgraded in terms of capacity.

The previous data exhibit that the students perceived MyKlass to be useful. First of all, MyKlass was easy to use and easy to understand. Students need to access it using the UMY email that has been created by the IT bureau once they register as students of UMY. They can browse it based on their faculty and go to their study program to see their subjects this semester. By doing that, they can download all the materials that the lecturers have provided. These findings were in line with Al-Dosari (2011), and Vitoria (2018) stated that accessibility became the most crucial benefit for online course users when dealing with e-learning.




Figure 1. MyKlass Display

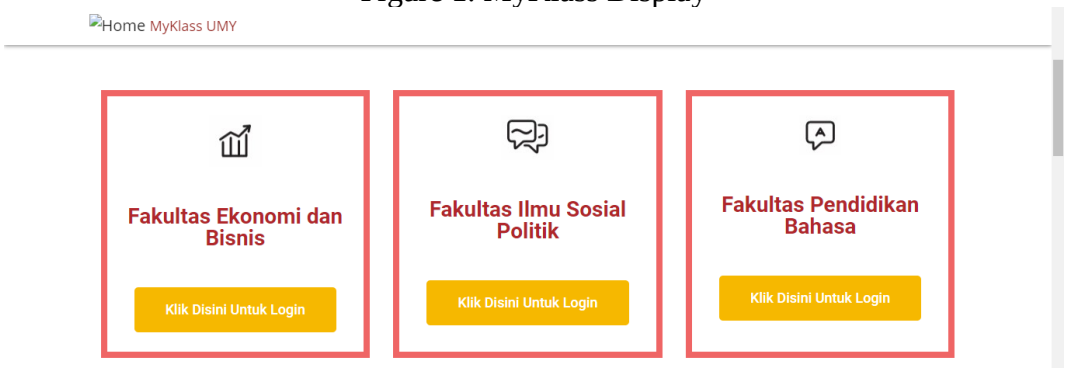



Figure 2. MyKlass display to each faculty

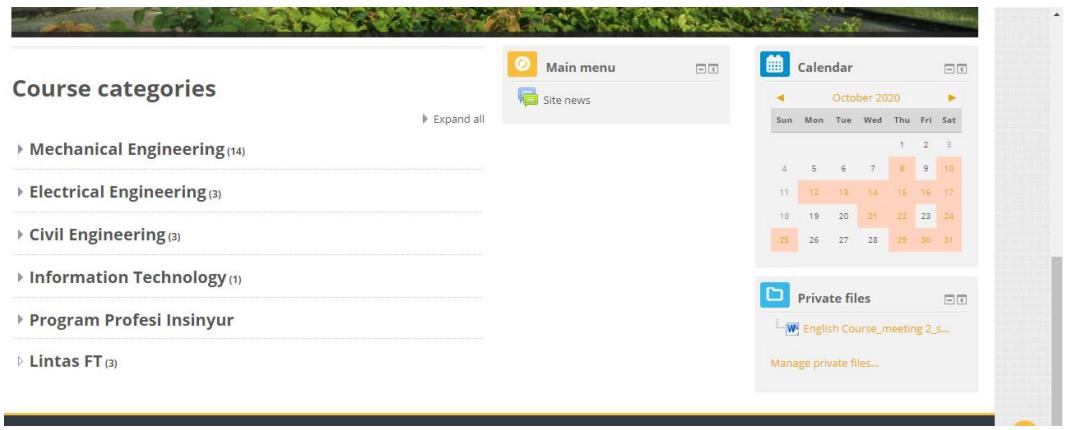



Figure 3. Student's study program

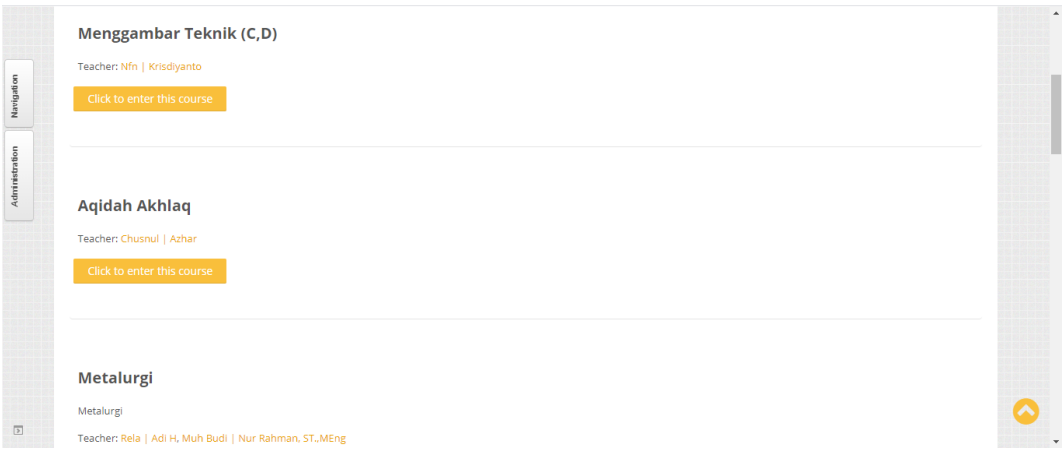



Figure 4. The subject that students are taking during this semester

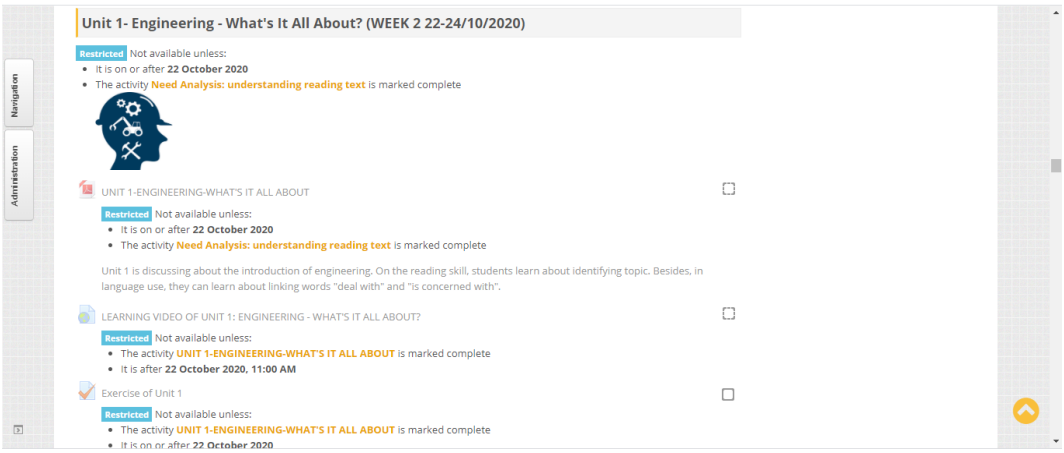



Figure 5. the materials and activities that the students can access in MyKlass

Second, the students declared that MyKlass enhanced their learning flexibility. MyKlass offered an alternative learning method, various teaching materials, and more communication with the teacher. MyKlass has a 'message' feature so that the students and lecturers can communicate using it. Besides, the 'forum' feature can also be used as a communication device to share information and communicate with students during the lecture. This result is in line with Cimermanová (2003), Al-Dosari (2011), and Vitoria (2018), which revealed that the student's participation increased during class discussions. They also stated that when using online communication, the cautious students managed to be more conversational. Enhancement of students' communication is significant for their learning because the actual learning occurs when they can interact and collaborate, as stated by Vygotsky (2016), Vitoria (2018), and Muslih et al. (2021).

In general, online learning employment, as a complement to conventional face-to-face instructions, improved students' learning proficiency (Al Adwan, 2011; Vitoria, 2018). Based on the data elaborated previously, it can be inferred that, according to the students, MyKlass was useful.

Table 2 the student's perception of ease of MyKlass use

| Item No | Score | | | | |
|---|---|---|---|---|---|
| | Totally Agree | Agree | Do not Know | Disagree | Totally Disagree |
| I have sufficient technology to access the materials. | 43 | 163 | 32 | 2 | 2 |
| I have time to access online materials. | 41 | 180 | 19 | 2 | |
| I know how to access the material provided online by the lecturer. | 48 | 183 | 10 | | |
| I know how to navigate MyKlass-based material. | 29 | 185 | 23 | 3 | 1 |
| The language in the material is easy to understand | 28 | 171 | 40 | 3 | |
| Online learning instructions by lecturers are easy to understand. | 27 | 162 | 47 | 5 | 1 |
| It's easy to do my job with MyKlass-based materials. | 27 | 176 | 35 | 3 | |
| Internet connection is not a problem for me. | 10 | 57 | 85 | 64 | 26 |
| Online forums facilitate my interactions with classmates and lecturers. | 15 | 171 | 39 | 16 | 1 |
| I often experience technical problems with MyKlass-based English course materials. | 3 | 63 | 76 | 95 | 5 |

Table 2 shows that the students found it easy to use MyKlass. Since they live in a sophisticated technology era, most students have been getting along with technology. Most of them can browse MyKlass both using a cellphone and laptop or PC. It is proved by students' responses in items 1-7 and 9. Therefore, it can be concluded that they did not have problems accessing MyKlass, and they could understand the instruction in each lecture.

As shown in table 2, the students agreed that MyKlass had given them easiness to access. Besides, MyKlass could be accessed anytime. However, item 8 showed that students still found internet problems since they spread all over Indonesia with different internet signal quality. It becomes the most crucial matter since online class needs the internet to access them. Item 10 shows that although students were in English class and all the instructions were in English; they found it easy to access and study the material.

Overall, it can be concluded that MyKlass was easy to use except for related to the internet connection, which occurred on a case-by-case basis.

***Student's perception of the aspects of benefits***

Table 3 shows student perceptions about aspects of benefits.

Table 3. Student perceptions about aspects of benefits

| Item No | Score | | | | |
|---|---|---|---|---|---|
| | Totally Agree | Agree | Do not Know | Disagree | Totally Disagree |
| The material in the MyKlass-based English course provided me with an extensive source of learning material. | 33 | 184 | 23 | 3 | |
| MyKlass-based English course materials help my understanding of a topic | 27 | 186 | 29 | 1 | |
| The material in the MyKlass-based English course improves my ICT skills. | 39 | 189 | 14 | 1 | |
| The material in the MyKlass-based English course increases my interactions with friends and lecturers. | 21 | 181 | 35 | 4 | 2 |
| Learning English using MyKlass gives me more time to explore learning resources. | 38 | 186 | 16 | 2 | |
| Learning English using MyKlass increases my motivation. | 17 | 172 | 44 | 9 | 1 |
| Learning English using MyKlass helps me become more independent. | 37 | 196 | 10 | | |
| Learning English using MyKlass increases my confidence in expressing ideas and opinions. | 28 | 173 | 35 | 6 | 1 |
| Learning English using MyKlass makes learning more enjoyable | 21 | 158 | 52 | 12 | |
| Online assignments increase my self-discipline. | 49 | 165 | 25 | 2 | 2 |

The lecturer controls the students' study progress by giving assignments and quizzes to verify that they understand the materials. Students gave a positive response for all items from 1-10. Students could find all course materials in MyKlass. There are many features provided in MyKlass, which are divided into two activities and resources. In activities, lecturers and students can do attendance, assignment, chat, forum, glossaries, quizzes, lessons, and surveys. The lecturers can upload resources in the form of a file, folder, URL, or book. With these features, lecturers can post all the student's needs, and students can explore more material, not only which was posted in MyKlass, but also from other resources related to the material they are learning.

Since the online class is conducted from home, students should manage their time to attend the lecture or access MyKlass based on their lecture schedule without a face-to-face meeting. The material and assignment or quiz are usually set based

on the lecture schedule, and the students have limited time to do the quiz or submit the assignment. It makes the students improve their discipline to manage their time in doing online classes from home.

Usually, the lecturers share learning videos and written material to help the students understand more about the material. By learning via MyKlass, students can improve their independence. However, they still can chat with the lecturer when they do not understand the material. Lecturers still try to make the class enjoyable, although it is conducted online.

***Student's Perception of Learning ESP Using MyKlass***

Table 4 shows the students' perception of ESP. The students who filled out the questionnaire are from Accounting and Mechanical Engineering Departments, which conduct ESP in their English class.

Table 4. Student's perception in learning ESP using MyKlass

| Item No | Score | | | | |
|---|---|---|---|---|---|
| | Totally Agree | Agree | Do not Know | Disagree | Totally Disagree |
| I am able to learn ESP as well as learn general English. | 9 | 177 | 57 | 2 | |
| I am able to learn ESP because it will be useful later on. | 29 | 199 | 15 | 2 | |
| Learning ESP is more interesting than learning General English. | 5 | 145 | 92 | 3 | |
| Learning ESP is easier than learning General English. | 4 | 118 | 115 | 6 | |
| Learning ESP using MyKlass allows me to explore ESP material more deeply. | 8 | 180 | 55 | 2 | |
| Learning ESP using MyKlass allows me to practice both oral and written English better. | 13 | 180 | 47 | 4 | |

Learning ESP is not as same as learning general English because the students are learning more about vocabulary and expressions related to their fields. For example, Accounting students are learning business English. They learn how to handle customers or colleagues in a business situation. Usually, the lecturers set a situation in each unit to practice the expressions based on the situation. Besides, the vocabulary is also different from general English because they learn more about business terminology. It is similar to the Mechanical Engineering students learning in their ESP class. The lecturers set the reading comprehension related to their field, and students can learn Mechanical Engineering terminology from the reading text. Besides that, the lecturers also combine ESP and English for Academic Purpose (EAP) for the skills that students should master when they learn English.

In learning ESP using MyKlass, students are facilitated by many learning videos, aiming to help the students practice independently. From table 4, it is shown that students gave positive responses to learning ESP using MyKlass. They were more interested in learning ESP than general English because they have learned General English since they were at school. It is time for them to improve themselves

to be more focused on their field of learning English. They have obtained general English material at school as the primary material, which becomes the basis for learning ESP. Therefore, before learning ESP, students should master general English first.

Like other online learning subjects using MyKlass, students can also develop their English capacity here because they have much time to learn and explore ESP since learning online is not restricted by place and time. That is why the students gave a positive response to learning ESP using MyKlass, and it will be beneficial for them in the future.

## Conclusion

The need for ESP embarks along with English growth to satisfy individuals with instrumental goals in more specified areas, such as business, technology, education, media, medicine, and science. Due to ESP's characteristics that aim to fulfill the students' specific needs, prepare the curriculum and practice based on the subject it deals with, and focus on grammar, lexis, register, research skills, discourse, and gender in the required language for these practices. The lecturers and students use MyKlass as an LMS platform provided by UMY for online learning to conduct ESP courses. Based on the study results, the students perceived that MyKlass was easy to use and useful. They also perceived that learning ESP could improve their English mastery, particularly in the specified language in their department. Therefore, it can be concluded that in this Develop stage, MyKlass is practical for students learning ESP online. However, some students encountered technical problems related to the system and internet connection in their area.

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