



**STUDENTS' PERCEPTION AND CHALLENGES TOWARD
THE USE OF THE ESP COURSE IN A PANDEMIC ERA BY
USING SIMASTER APPLICATION**

THESIS

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**UNIVERSITAS ISLAM MALANG
POSTGRADUATE PROGRAM
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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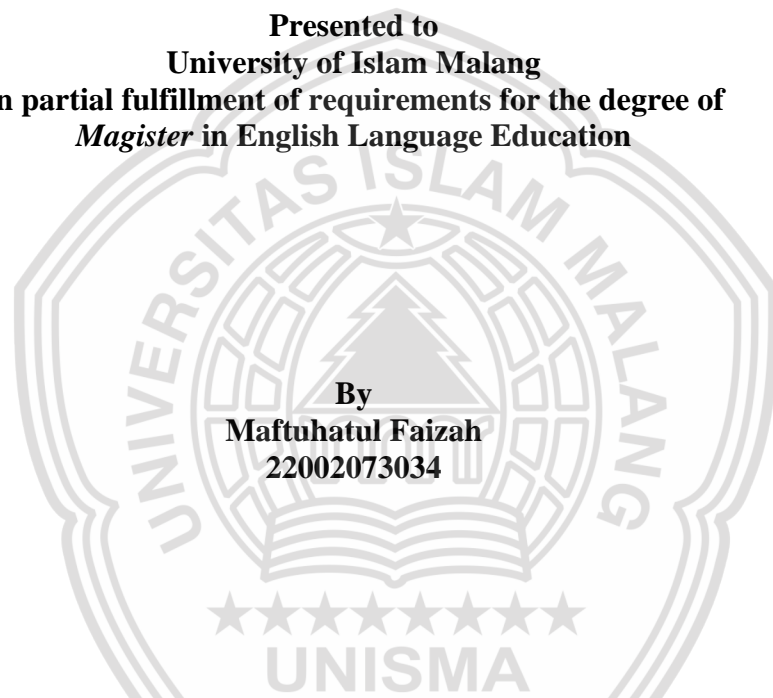
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By

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ABSTRAK

Faizah, Maftuhatul. 2022. Persepsi dan Tantangan Mahasiswa Terhadap Penggunaan Mata Kuliah ESP di Era Pandemi dengan Menggunakan Aplikasi Simaster. Skripsi, Program Studi Pendidikan Bahasa Inggris Program Pascasarjana Universitas Islam Malang. Pembimbing: (I) Dr. Muhammad Yunus, S.Pd., M.Pd. (II) Sonny Elfiyanto, S.S., S.Pd., M.Pd., Ph.D.

Kata kunci: persepsi siswa, tantangan siswa, pembelajaran ESP, aplikasi Simaster.

Penyebaran Covid-19 di Indonesia berdampak pada sistem pendidikan negara. Pembelajaran terjadi tidak hanya pada benda nyata tetapi juga di dunia maya, seperti melalui perantara internet. Hal ini membutuhkan adaptasi dan keberlanjutan proses belajar-mengajar di semua tingkat bimbingan. Pembelajaran online telah ditetapkan sebagai sistem manajemen pembelajaran jarak jauh oleh pemerintah Indonesia. Ini adalah metode efektif untuk menjaga ruang kelas tetap aktif bahkan ketika sekolah ditutup untuk mencegah penyebaran Covid-19. Banyak institusi telah menerapkan platform sumber digital.

Metode pembelajaran yang sederhana dan mudah digunakan akan menyenangkan siswa dan guru. Di era sekarang ini, teknologi sangat memudahkan proses pembelajaran; siswa dan guru dapat dengan efektif memberikan tugas dan diskusi lengkap dari luar kelas, apalagi sekarang siswa akan berjuang di era pandemi. Simaster merupakan salah satu aplikasi yang telah digunakan dalam pembelajaran. Pengajaran tatap muka digantikan oleh pembelajaran online penuh waktu dari rumah. Terlepas dari perubahan yang signifikan ini, literatur tentang persepsi siswa tentang topik tersebut tetap diam tanpa suara.

Akibatnya, studi saat ini berfokus pada persepsi dan tantangan terhadap materi yang digunakan dalam kelas online dari 15 siswa ESP ini. Fokus penelitian ini adalah persepsi dan tantangan penelitian sarjana saat belajar ESP dengan Simaster. Metode kualitatif digunakan dalam penelitian ini. Untuk mengumpulkan data, wawancara digunakan sebagai alat utama. Data wawancara dianalisis dan melihat bagaimana persepsi mahasiswa dan tantangan yang dihadapi dalam ESP dengan menggunakan aplikasi Simaster di era pandemi. Analisis data yang dilakukan adalah reduksi data, display data, dan langkah terakhir penarikan kesimpulan.

Temuan menunjukkan bahwa siswa tampaknya memiliki berbagai persepsi tentang aplikasi Simaster dalam pembelajaran ESP, seperti kemudahan akses komunikasi atau diskusi dengan guru dan siswa lainnya. Namun ketika digunakan dalam kegiatan tugas, aplikasi ini sangat berguna karena mahasiswa dapat dengan mudah mengakses dan menyerahkan tugas tanpa harus bertemu langsung dengan dosen; ini menghemat banyak waktu. Dengan simaster ini, mahasiswa dapat

mengikuti perkuliahan dimana saja dan kapan saja, dan dosen dapat memenuhi jadwal perkuliahannya walaupun terlibat dalam kegiatan lain yang menyebabkan mahasiswa meninggalkan kelas. Karena mahasiswa kurang memahami pembelajaran ESP perkuliahan melalui perkuliahan menggunakan aplikasi ini, maka Simaster tidak dapat menggantikan kegiatan perkuliahan tatap muka. Para siswa juga mengalami beberapa tantangan.

Penelitian selanjutnya diharapkan dapat memperbaiki saran-saran yang diharapkan menjadi lebih baik dalam saran ini. Aplikasi lain, seperti Zoom, Moodle, YouTube, dan lain-lain, juga dapat digunakan di kelas online sebagai media untuk mempermudah proses pembelajaran dan diskusi siswa dengan guru. Ada banyak hal yang tampak menarik untuk dipelajari di kelas online, terutama efektivitas aplikasi dalam pembelajaran jarak jauh. Akibatnya, guru harus memperhatikan fitur-fitur yang tampak bermanfaat bagi proses pembelajaran.



ABSTRACT

Faizah, Maftuhatul. 2022. Students' Perception and Challenges Toward the Use of the ESP Course in a Pandemic Era by Using Simaster Application. Thesis, English Language Education Study Program Postgraduate Program, University of Islam Malang. Advisors: (I) Dr. Muhammad Yunus, S.Pd., M.Pd. (II) Sonny Elfiyanto, S.S., S.Pd., M.Pd., Ph.D.

Keywords: students' perception, students challenges, ESP learning, Simaster application.

The spread of Covid-19 in Indonesia has had an impact on the country's education system. Learning occurs not only in real objects but also in cyberspace, such as through internet intermediaries. This requires the adaptation and sustainability of the teaching-learning process at all levels of guidance. Online learning has been designated as a distance learning management system by the Indonesian government. This is an effective method of keeping a classroom active even when the school is closed in order to prevent the spread of Covid-19. Many institutions have implemented digital source platforms.

The simple-to-understand and simple-to-use learning method will delight both students and teachers. In the current era, technology has greatly facilitated the learning process; students and teachers can effectively provide complete assignments and discussion from outside the classroom, especially now that students are going to fight in the pandemic era. The Simaster is one application that has been used in learning. Face-to-face instruction is being replaced by full-time online learning from home. Despite this significant shift, the literature on students' perceptions of the topic continues to remain deafeningly silent.

As a result, the current study focuses on the perceptions and challenges to materials used in these online classes of 15 ESP students. The focus of this research is to undergraduate research's perceptions and challenges while learning ESP with Simaster. The qualitative method was used in this study. To collect the data, interview was used as the primary tool. The interview data is analyzed and see how students perceive and the challenges encountered in ESP by using the Simaster application in pandemic era. The data analysis are data reduction, display data, and the last steps taking conclusion.

The findings show that students seemed to have various perceptions of the Simaster application in ESP learning, such as easy access to communication or discussion with teachers and other students. However, when used in assignment activities, this app is very useful because students can easily access and submit assignments without having to meet with the lecturer in person; this saves a significant amount of time. With this simaster, students can attend lectures anywhere and at any time, and lecturers can fulfill their lecture schedules even if they are involved in other activities that cause students to leave class. Because students lack understanding of lecture ESP learning through lectures using this application, Simaster cannot replace face-to-face lecture activities. The students also encountered some challenges.



Future studies are expected to improve the suggestions that are expected to be better in this suggestion. Other applications, such as Zoom, Moodle, YouTube, and others, can also be used in online classes as media to facilitate the learning process and student discussions with teachers. There are many things that appear interesting to be studied in an online class, especially the effectiveness of applications in distance learning. As a result, teachers must pay attention to features that appear to be beneficial to the learning process.



CHAPTER I

INTRODUCTION

In this chapter, the researcher provides to explain of the study, research question, objective research, research significant, scope and limitation, and definition of key term.

1.1 Research Context

Once learning activities change from face-to-face to online, an increased learning effort is required (Daumiller, Rinas, Hein, Janke, Dickhäuser, & Dresel. 2021). Additionally, the providing of teaching materials is more accessible, and students can access teaching materials through a various applications or technology devices. As a result, teachers need to understand of the expectations for instructional materials face of global technological improvements in order to meet the needs of students and educate students to face the problems of global competition (Khusniyah, 2021). Teachers should introduce technology into classrooms (Uerz, Volman, & Kral. 2018), which is covered in teaching materials.

The Covid-19 pandemic has caused damage on educational systems around the world, including in the near-total closure of schools and institutions. To control the spread of Covid-19, most governments around the world have temporarily closed educational institutions (Okmawati, 2020). One of the moderating role the quality of education, along with the development of information technology and computers, is the presentation of creative learning materials. As a result, there is a need for learning media that can stimulate students' interest in learning, result in a more comfortable and pleasant educational environment (Sinaga, Trisnarningsih & Pujiati. 2019).

People's interaction, interaction, and learning styles have all changed as a result of technological advancements. The benefits of technology in language teaching and learning have been well-documented in the literature

(Constantinou & Papadima-Sophocleous, 2020). Another aspect of language teaching that has been impacted by these changes is ESP (English for Specific Purpose). Despite the fact that some ESP practitioners use technology in their teaching, more research is needed to determine the scope with which technology tools are used in ESP so that action can be taken to enable practitioners and provide students with the support they need to integrate technology into their practices.

Many educational technologies and learning theories had already affected the development of automated learning principles since the mid-twentieth century (Ivanov, Cobo & Kosonogova, 2020). When deciding on a pedagogical framework for implementing effective adaptive, personalized learning, it must first evaluate the possibility of immersing developmental education theory in a digital environment. This is because the theory considers the relationship between learning and personal growth.

This requires adaptation and sustainability of the teaching-learning process between all levels of teaching. The Indonesian government has designated online learning as a distance learning management system. This is a good way to keep a classroom active even if the school is closed to prevent the spread of Covid-19. Many digital source platforms have been implemented by institutions.

Every students and teacher will be delighted with the simple-to-understand and easy-to-use learning method. Technology has greatly facilitated the learning process in the current era; students and teachers can effectively to provide complete assignments from outside the classroom, especially now that students are fighting the pandemic era (Kišiček, Lauc & Golubić, 2013). The perception is the starting point for all cognitive and learning processes. The tools of perception are believed to be the senses, sense organs, receptors, and relevant analyzers. Learners have a wide range of learning styles, or methods and speeds for gathering and processing information, generating knowledge, and applying it in new situations.

There are multiple techniques for carrying out the learning process during home-based learning. Some people can transfer information through Whatsapp, Zoom video calls, or online learning platforms. There are many digital classes aimed at teaching-learning processes, such as Rumah Belajar, Kahoot, Edmodo, Google Classroom, and Simaster (Sistem Informasi dan Management Terpadu) that one of the popular learning platforms existing now to students especially in Institute Dirasat Islamic Al-Amien (IDIA) University.

The Simaster application is a Google web service for schools that appears to make creating, sharing, and evaluating assignments simple that made by IDIA University. The primary priority of the simaster application is to facilitate file sharing between teachers and students more effective (Jawa Post, 2020). Teachers can also use the Simaster application to create an online classroom that they can manage all of the documents that their students require. Documents are saved on Google Drive and can be changed in Google Drive tools such As google Docs and Sheets.

In 2020, the Ministry of Religion of the Republic of Indonesia certified this application as a nominee for Perguruan Tinggi Keagamaan Islam Swasta (PTKIS) Private Islamic Religious Colleges with the 2020 Smart Campus Pilot Service Innovation. This proves how beneficial the application is in the online learning process. Student selection service system assessments, study plan services, guidance, examinations and assessments, and online learning among the these categories. This application can also be used as a medium for communicating questions and discussions between students and teachers during online classes. In this study, the researchers utilized the Simaster application to practice ESP in a pandemic era for the first semester at the Faculty of Economics and Islamic Business.

Previous studies have shown that, according to a study of the use of modern technologies in an educational setting, their ubiquity has had a substantial impact on their application for ESP learning (Kern, 2013). In the context of ESP, new technologies are much more inevitable and important than they really are in the context of teaching general English (Saienکو,

Semyda & Akhmad. 2020). ESP should be fully designed for online modes of teaching during the Covid-19 pandemic (Idha Purwanto, 2021), and equipping students with sufficient knowledge of digital literacy to succeed in online learning processes by using Simaster application.

In the topic of ESP, teachers should ensure that their online classes function successfully, for example, by ensuring that their classes are well-presented and that their students are actively participating in the class (Compton, 2009). As a result, it's important to get a clear understanding of how to engage students in communicative competence and how to facilitate meaningful online interaction.

During the Covid-19 pandemic, the increased popularity of online ESP teaching and learning forced modifications in how courses are delivered and how students participate. It has also presented some new issues for ESP instructors in higher education (Iswati, 2021). While ESP teachers in traditional face-to-face classes have more time to prepare unfamiliar materials pertinent to students' fields of study, they have to deal with a lot of issues in online classes to take into account (as previously discussed) may cause teachers to be unable to devote many factors sufficient time to preparing content that is outside of their knowledge.

As a result, researchers are interested in searching for this issue after looking at the problems studied by previous research, how the students' perspective and challenges encountered by ESP in the pandemic era when using the Simaster application at IDIA university.

1.2 Research Questions

According to (Latief, 2012), research refers to the question provided in a research project, which determines what kind of answer is expected to be discovered through the research process. It means that all research issues must be raised by questions to be more concrete. To limit the focus of this study, here are the research questions explored :

1. How do students perceive ESP in the pandemic era by using the Simaster Application?

2. What are the challenges of the students encountered by ESP in the pandemic era by using the Simaster application?

1.3 Objective of Research

The objective of this research are:

1. to know how do students perceive ESP in the pandemic era by using the Simaster Application
2. to know what are the challenges encountered by ESP in the pandemic era by using the Simaster application

1.4 Research Significance

The research significance explains the research benefits or importance, which can be either scientific or social. Scientific benefits are aimed to advance knowledge, while social benefits are focused on solving societal problems. The research is significance because it provides an objective research. Every research that would be expected is significance. The significance can be determined both theoretically and practically. The term significance research refers to theoretical research in qualitative research.

Approach, in effort to expand person's knowledge. There are two important aspects to the research:

a. Theoretical Significance

Theoretically, this research can contribute to and investigate the teaching and use of technology in the learning process. This has something to do with the research that will be explained by the researcher, namely about student perceptions and the challenges faced at ESP when using the Simaster application in online classes. This research is very useful for those who will do research about technology, online classes, and ESP in terms of perception and challenges.

b. Practical Significance

a) For researcher

This research has provided the benefit of making it easier for researchers to investigate studies that are related to the topic.

Especially while learning ESP by using Simaster application in pandemic era, as well as significant to know the perception and the challenges encountered.

b) For teacher

When students learn about technology and reading, the teacher will have advantages to their students when using online learning processes such as how to use this Simaster Application and how to use it in ESP when pandemic era.

c) For students

This research examined advantages for university students in terms of achieving knowledge to make it easier for them to use the Simaster Application, as well as how to learn ESP especially in pandemic era.

1.5 Scope and Limitation

The scope is a range of thing is a subject organization (Stevenson, 2010) and limitation is fact or condition that limits something. This study limit on students' respont in using Simaster application at Institute Dirasat Islam Al-amien (IDIA) Prenduan.

In this case, the scope of this study is about perception of students and challenges encountered in pandemic era at the Faculty of Economics and Islamic Business.

1.6 Definition of Key Term

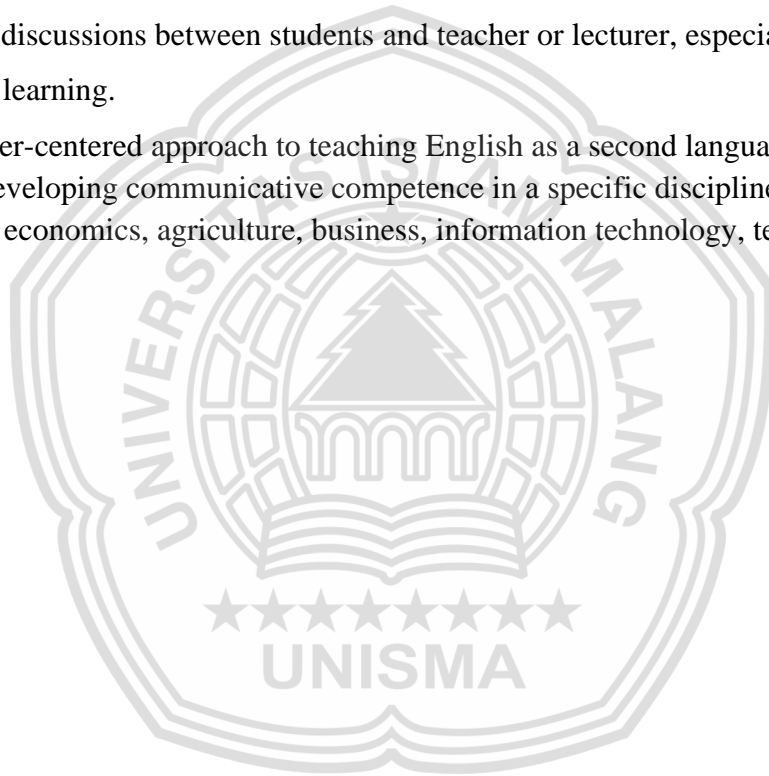
To avoid any confusion or unclear meaning, a definition of key terms is needed. This thesis research needed the use of a keyword to explain a topic. In this term, the researcher will explain the term that can be used by the researcher. As describes:

1. Students' perception is the process of preferential treatment of students toward information they get from an object.
2. Students Challenges, these challenges are amplified in virtual learning, which differs from typical face-to-face learning. The focus of this thesis is

to analyze the ongoing challenges with teaching ESP online and to give practical solutions for successful ESP e-learning and teaching

3. These ESP learning challenges are amplified in an online class, which goes beyond traditional face-to-face learning. A lack of digital resources for English in the economic sector presents a challenge to successful education.
4. Simaster application is applications are used the learning process. Can be used to assist in assessment, sending assignment or teaching files, and media discussions between students and teacher or lecturer, especially in online learning.

ESP is a learner-centered approach to teaching English as a second language that emphasizes developing communicative competence in a specific discipline such as academics, economics, agriculture, business, information technology, teaching, and



CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter provides conclusion from the findings and discussion as well as suggestion about future research.

6.1. Conclusion

Based on the results of this research, it can be concluded that students can easily access the Simaster application, which can be used in ESP learning in a pandemic era or in an online class. Nevertheless, because students lack understanding of lecture ESP learning through lectures using this application, Simaster cannot replace face-to-face lecture activities. When used in assignment activities, however, this app is very useful because students can easily access and submit assignments without having to meet with the lecturer in person; this saves a lot of time. Students can attend lectures anywhere and at any time with this Simaster, and lecturers can fulfill their lecture schedules even if they are engaged in other activities that cause students to leave class. Students used the Simaster application faced some challenges in attending ESP learning online classes such as unstable connections and decreased social interaction, resulting in less understood materials and reduced commitment to study.

6.2. Sugestion

The Simaster application is an application that can be used or facilitated by teachers and students in the distance learning process. This time the research is on ESP subjects used in the pandemic era. Discussions about teacher responses and challenges in ESP lessons are not all explained in this study, therefore suggestions that are expected to be better in this suggestion are expected to be even better in future studies.

Other applications can also be used in online classes, such as Zoom, Moodle, YouTube, and others as media to facilitate the learning process and student discussions with teachers. Therefore, there are many things that seem

interesting to be studied in an online class, especially on the effectiveness of applications in distance learning. Therefore, teachers must pay attention to features that seem good for the learning process.



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