LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
(LPPM)
UNIVERSITAS PGRI BANYUWANGI
Jl. Ikan Tongkol 01, Banyuwangi 68416. Telp. (0333) 4466937
web : www.unibabwi.ac.id
email : lppm@unibabwi.ac.id

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# ENGLISH FOR SPECIFIC PURPOSES (ESP) Learning in the Midst of COVID-19 Pandemic

*by* Lppm Uniba

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# ENGLISH FOR SPECIFIC PURPOSES (ESP)

7

## Learning in the Midst of COVID-19 Pandemic

**BOOK CHAPTERS**


**Writers:**

Arin Inayah

Happy Kusuma Wardani

Mai Zuniati

**Editor:**

Tri Mulyati



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Mai Zuniati
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## FOREWORD

Praise our gratitude to Allah SWT. whose has bestowed his bounty so, this book chapter with title English for Specific Purposes (ESP): Learning in the Midst of COVID-19 Pandemic have been published.

A total of three chapters of research and literature review have been recorded in this book chapter. This book chapter under the topic English for Specific Purposes (ESP): Learning in the Midst of COVID-19 Pandemic which is written by several writers.

Hopefully, with the publication of this book chapter can add references and insights about the effort of teaching English for specific purposes (ESP) and can be used as a reference by various parties.

# INTRODUCTION:

# ENGLISH FOR SPECIFIC PURPOSES (ESP): Learning in the Midst of COVID-19 Pandemic

**Tri Mulyati**
*PGRI University of Banyuwangi*

This book attempts to present the research on ESP Learning in the midst of COVID-19 Pandemic. This issue is important to concern since the sudden implementation of online learning policy to reduce the spread of the virus has been yielding various impacts on both teachers and students.

ESP as an approach is that teachers do not teach English in isolated form but the language is used to meet in the target situation (Hutchinson and Waters, 1987). ESP courses should enable students with English competence for specific knowledge fields at the advanced level. In ESP context, English is not learned as a formal school subject but it is an instructional communication medium during the teaching and learning process (Muhrofi and Gunadi, 2011). ESP deals with English learning used by professionals or based on the students' field of study. The teaching of ESP has been developing due to the high demands on the skilled graduates who have a good English competence. English is still chosen as a means of communication by most of the ASEAN countries since it is used by ASEAN Economic Community (Iragiliati, 2012).

During the COVID-19 pandemic, ESP courses have been challenged. Regarding online learning policy, the teachers and students are asked to do Learning from Home to avoid the spread of the virus since the students is likely to become a virus carrier without symptoms (Sa'diah et.al, 2020). Various online platforms such as Zoom, Whatsapp, Google classroom, etc., are suddenly popular to assist them learn. The teachers also actively involves in many kinds of webinar that provide them with online learning knowledge. This hard situation forces all people to change all condition for keeping them healthy. In response to this issue, this book presents three research results on ESP, namely: (1) a need analysis of English for Specific Purposes (ESP) textbook based on the Addie model for non-English learners, (2) ESP students' perception toward the implementtation of e-learning during the global pandemic of covid-19, and (3) portfolio assessment models in speaking activity for Islamic banking during the pandemic outbreak.

In chapter 1, **Arin Inayah** discusses the result of need analysis on ESP textbooks based on the Addie model for non English learners in PGRI University of Banyuwangi. She explains that the lecturers have to know the students' needs since it will determine the selection and learning material development. The results of the research show that non English learners tend to choose speaking skill as the first priority to master for it will be used in the job field. Regarding the students' English level, most of them are in beginner level. Further, she explains that the students need Basic English material with assignment focusing on problem solving activities done in pairs or small group.

In Chapter 2, **Happy Kusumawardani** discusses e-learning as the government's policy in education field to reduce the spread

of COVID-19 among society. She further reports ESP students' perception towards the implementation of E-Learning used in English Course for students of Informatics Engineering Program during the Global Pandemic of COVID 19. The results indicated that the students have positive perception on the implementation of E-learning. E-learning is useful and beneficial in increasing students' performances.

In Chapter 3, **Mai Zuniati** presents her experience in using portfolio assessment models in speaking activity for Islamic banking during the pandemic outbreak. She proposes three types of portfolios chosen based on the presumption of learning activities that were most commonly carried out, namely the portfolio showcase (PS), working portfolio (WP), and paper portfolio (PP). Zuniati found that there were variations in student skills assessed by portfolio, paper, and job portfolio evaluation models. Based on various student skills assessments, the appearance of a portfolio evaluation model is higher than the paper portfolio or work portfolio. The capacity of students to test the work portfolio evaluation model is higher than the paper portfolio. If each student's treatment is grouped based on the creativity attained, high-creativity students with higher skills are students who are evaluated by the show portfolio assessment model followed by the paper portfolio and the lowest in the job portfolio. Low innovation students with higher skills are students who are evaluated by the job portfolio evaluation model, followed by the display portfolio and the lowest in the paper portfolio. The above research findings can be used as knowledge for teachers that a portfolio appraisal framework should be placed for problem-solving learning activities.

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# A NEED ANALYSIS OF ENGLISH FOR SPECIFIC PURPOSES (ESP) TEXT BOOKS BASED ON THE ADDIE MODEL FOR NON ENGLISH LEARNERS

**Arin Inayah**
*English Educational Departement, Language and Art Faculty, PGRI University of Banyuwangi*

***ABSTRACT***

*ADDIE model is acronym from Analysis, Design, Development, Implementation, and Evaluation. This model was used for finding out the need analysis of ESP's textbook on teaching English for non English learners.This research was research and development on the development of ESP's textbooks for non-English department using ADDIE model. However, this research was only the first phase of ADDIE model, which is analysis. This research only described the process and analyzed ESP's textbooks need which is used in teaching and learning to non-English learners. This research used descriptive qualitative research method, because the data analysis was in the form of word. The researcher used three instrument to get the data, they were: questionnaire for getting deep information of the student need, interview to know the teaching and learning process done by the lecturer, and documentation to know the learners outcomes in learning English, especially English for general basic courses in the university.*

***Keywords:****need analysis; ESP; English textbooks; ADDIE*

## INTRODUCTION

Learning English for specific reason is called English for Specific Purposes (ESP). Hutchinson and Waters in Ayutami (2018) viewed ESP as an approach, not a product, meaning that it

"does not involve a particular kind of language, teaching material, or methodology". Another definition by Anthony in Ayutami (2018) who stated that ESP is defined to meet specific needs of the learners. In addition, ESP is learning concept for learning English with the specific puroses. Learning English for non English department is challenge for the lecturers and for the students. The lecturers have to know the need of the students. This condition is related with the teaching material that will be used. This reasearch dealt with the analysis of need in the use of English text book for teaching and learning English to the non English departement in PGRI University of Banyuwangi.

Rahman (2015) stated that ESP learners for general is adult learners who have experiences in learning English and they learn English with purpose to communicate and doing some activities dealing with their profession. Therefore, ESP courses is developed based on the need analysis, purposes, and learning activities where English is needed. Kusumaningputri (2010) said that ESP courses have double benefits for university learners. Firstly, ESP is given when university students take their education, so they can use English in the context of their academic interests. Secondly, the university students is prepared for their work based on their academic interests. Having ESP ability, the university students can be compable in their working world.

Depdiknas (2008) stated that textbooks are written material which presents knowledge of the author thoughts. Textbooks as the teaching material is a science analysis result of the curriculum in the form of text. To prepare a book for teaching and learning process, the author thoughts must be derived from the basic competencies of the curriculum. It can make the textbook give meaningfull competencies of the students who learn it.

The important elements of the textbooks are that: 1) textbooks is for certain level, 2) textbooks are always related to the subject, 3) textbooks are a standard book, 4) textbooks are written by specific instructional purposes, and 5) textbooks are written for supporting a particular teaching program. The principles of textbooks arragement are: interrelation principle, consistency principle, adequacy principle and sistematic principle. The material of textbooks should consists of linear discussion from beginning to the end. The textbooks also consist of one complete units of information, interrelated discussions and arranged coherently in accordance with the rule of writing textbooks.

ADDIE model is acronym from Analysis, Design, Development, Implementation, and Evaluation. Aldoobie (2015) explains the phase of ADDIE model are as follows:

1) Analysis phase; Analysis stage is the most important phase in this process. When instructional designers do the analysis phase before creating the plan, developing, or even implementing, they really save huge amount of courses, effort, and time. In order to carry out the analysis phase we have to analyze four things, namely, we have to analyze the learners (where they are at, their skills and needs, etc.), develop an instructional analysis (to provide the necessary steps and present opportunities to learn and use new information in an instruction), create instructional goals (aimed at specifying the end desired result), and analyze learning objectives (how to measure the attainment of goals). That means you have to be clear about your goals and where you want your learners to be.

2) Design phase; Design phase is the next step in ADDIE model. This phase is really about applying the instruction. In fact, the instructional designer in this step thinks about how design

instruction can really be effective in ways that facilitate people's learning and interaction with the materials you create and provide. Furthermore, in design phase the instructional designers evolve and focus on designing assessment for the topic, select a form of the course, and create their own instructional strategy.

3) Development phase; This phase depends on the first two phases, which are the analysis and the design phase. It means that if we did these phases correctly the development will be easier. In this third phase, the instructional designers integrate the technology with the educational setting and process. Also, they keep in mind the backup plan in case that the technology they choose does not work. For example, if they consider Google research to find some information about what the word Ancient civilization means and the Internet does not work, they have a backup, which is PowerPoint presentation. Moreover, the instructional designers start to develop and create a good quality factual sample for the instruction design, the materials of the course, and run through of the conduction of the course.

4) Implementation phase; This phase is about transforming our plan into action. In order to go through this phase, we have to consider three major steps, which are training the instructors, preparing the learners, and organizing the learning environment. With these three steps, we can display our course in very active and authentic ways to achieve the implementation phase.

5) Evaluation phase; The final process in ADDIE model is Evaluation phase. It is very important to evaluate each step in order to make sure that the instructional designers achieve the goals using the instructional design and materials to meet the learner needs. Additionally, there are two types of evaluation,

namely formative evaluation and summative evaluation. Formative evaluation is a continuing process that must be done as the designers are working on the instructional materials in each phase on ADDIE model. There are three basic processes of formative evaluation, i.e. one to one, small evaluation group, and trial in the field. This phase purpose to choose learners that have similar features to the real learners and evaluate the materials based on that.

The objective of this research is to know the need of ESP textbooks based on the ADDIE model used by non English learners at PGRI University of Banyuwangi.

## METHOD

This reseach is research and development by using ADDIE model. This research was only the first phase of ADDIE model, that is analysis. In this reseach, the reseacher only finds the data based on the need analysis of ESP textbook based on ADDIE model used by non English learners at PGRI University of Banyuwangi. The research method is descriptive qualitative method. The data have been submitted in the form of qualitative data which is a result from data interview, data questionaire, and data documentation.

The research is done in seventeen departements for non English learners at PGRI University of Banyuwangi. The research subject is English lecturers of non English departement and the reseach respondents are students of non English departement. The research object is learning media of English courses in seventeen departements which is prepared by the lecturer.

This reseach is the first phase of ADDIE model, therefore tha data is about the analysis process of need analysis by using

questionaire, interview, and documentation for the data collection method. The anaysis data which is used is qualitative descriptive data analysis techniques. Sugiono (2009) stated that data analysis technique in qualitative descriptive research have three phases. They are: data reduction, data display, and drawing conclusion.

## FINDING AND DISCUSSION

This research is analysis toward the needed of ESP textbooks based on ADDIE model in non English departement at PGRI University of Banyuwangi. The researcher uses questionaire to get information related to the need of textbooks. To get information related to the learning and teaching process, the researcher uses interview and documentation.This section deals with the research finding outcomes.

The questionnaire were filled in by the students containing question points related to the needs of the learners. They are: 1) the question number 1 is to know the learners purpose of learning English, 2) the question number 2 is to know the learner level in english skill, 3) the question number 3, 4, 5, 6, and 7 are to know the learner need in learning English, 4) the question number 8 is to know the students desire in learning English, 5) the question number 9, 10, 11, 12, 13, 14, 15, and 16 are to know the material needed by the learners, 6) the question number 17, 18, 19, 20, 21, 22, and 23 are to know the task and exercises which is presented in learning English, 7) the question number 25 is to know the technique for answering the exercises, 8) the question number 26 is to know the activities in the class, and 9) the question number 27 is to know the students' desire for the lecturers' role in the classroom.

The first question was about what the goal of learning english is. There were 29% students answering that they wanted to get various vocabulary related to their departement which can support their work. 58% students answered that they want to be able to speak and write English for their work purposes. 6% students answered that they want to pass the TOEFL test. And 7% students answer others. The second question was about what level of their English level. 86% students answered beginners. 12% students answered intermediate, and 2 % students answered advanced. The third question was about what level they should master for supporting their work. There were 11% students answering beginner. 34% students answered intermediate. 55% students answered advanced. The fourth question was what kind of text that you will find as university students. There were 62% students answering the term related to their departement using English language. 35% students answerthe development related to their departement using English language,and 3% students answer other. The fifth question was about what kinds of text which you find after graduated from university. 48% students answer the term related to their departement using English language. 47% students answer the development related to their departement using English language, and 5% students answer other. The sixth question was about what English skill which you use as university students. The researcher got response that 34% students answer listening. 17% students answer speaking. 34% students answer reading, and 15% students answer writing. The seventh question was about what English skill which you use after graduated from university. 26% students answer listening. 38% students answer speaking. 18% students answer reading, and 18% students answer writing. The eighth question was about

what language skills or language components they want to master. 33% students answer that they want to master vocabulary properly and correctly. 22% students want to master grammar. 31% explains that they want to undestand and use every word, sentence and utterance in English language. 14% students answer that they want to differenciate the formal and nonformal utterances in the text. The ninth question was about what kind of text in the listening skill which you understand. 20% students answer monolog and dialog. 29% students answer monolog and dialog with picture. 29% students answer monolog and dialog with new vocabulary, and 22% of them answer authentic material such as news, radio streaming, movie and song. The tenth question was about the length of oral English text that they can understand. 11% students answer more than 1 paragraph (long paragraph). 37% students answer 1 paragraph with maximum 6 sentences. 52% students answer 1 short sentence. The eleventh question was about the type of the text that they understand. 20% students answer monolog and dialog. 27% students answer monolog and dialog with picture. 22% students answer monolog and dialog with new vocabulary, and 21% students answer authentic material such as news, radio streaming, movie and song. The twelfth question was about the length of the texts used in speaking activities. 19% students answer more than 1 paragraph (long paragraph). 47% students answer 1 paragraph with maximum 6 sentences, and 34% students answer 1 short sentence. The thirdteenth question was about the types of the text used in reading activities. 25% students answer texts with some paragraphs. 20% students answer texts with list of vocabulary. 26% students answer texts with pictures. 5% students answer text with table, diagram, chart, and grafic.

23% students answer authentic material which can be found in daily live, and 1% students answer other. The fourteenth question was about the length of reading texts that they can understand. 45% students answer more than 1 paragraph (long paragraph). 41% students answer 1 paragraph with maximum 6 sentences. 14% students answer 1 short sentence. Further, the fifteenth question was about what kind of text the students want to learn in writing skill. 40% students answer that they want texts which are used in the writing exercises. 32% students answer texts completed with explanation. 23% students answer texts with easy grammar. 5% students wants texts with picture, table, diagram, chart, and grafic. The sixteenth question about how long of English text that they understand in writing activities. 22% students answer more than 1 paragraph (long paragraph). 49% students answer 1 paragraph with maximum 6 sentences. 29% students answer 1 short sentence. The seventeenth question was about kinds of activities for listening skill that the students expect. 17% students answer filling the gap text. 26% students answer writing the important points. 21% students answer story telling. 15% students answer identify the general of text meaning. 15 students answer comprehension questions. The eighteenth question was about speaking activities needed by students. 31% students answer practice of dialog or monolog model. 23% students answer making a dialog and practicing it. 15% students answer role play. 25% students answer discussion. 6% students answer presentation of reports, story, speech or discussion result. The nineteenth question was about reading activities needed by students. 40% students answer reading comprehension. 20% students answer reading aloud with correct pronunciation and intonation. 16% students answer arranging jumbled sentence and

paragraph. 6% students answer text summary, and 18% students answer content and expression discussion.The twentieth question was about what kind of activities that the students need in learning vocabulary. 28% student answer finding the meaning of the word in the dictionary. 37% students answer context clue activities. 14% students answer error analysis. 21% students answer vocabulary matching, pronunciation, synonym, and antonym. The twenty first question was about writing activities that they need. 29% students answer guided writing. 23% students answer continuing unfinished paragraph. 18% students answer error analysis. 23% students answer arranging jumbled sentences into a good paragraph. 7% students answer writing the text based on picture, table, diagram, chart, or graph. The twenty second question was about grammar activities that the students need. Most of students want to have drilling activities and only 24% students choose error analysis. The twenty third question was about pronunciation activities. 16% students answer dictionary pronunciation. 8% students reading aloud and pronunciation practice. 47% students answer imitation pronunciation practice. 14% student want to pronunciation contrast practice. 15% students answer practicing every single sentence including stress and intonation. The twenty fourth question was about where they like to study most. 27% students answer classroom. 41% students answer outside of the class such as campus field or campus hall. 8% students answer library. 21% students answer language laboratory or practice room. 3% students answer other. The twenty fifth question was about how they do the task. 18% students answer that they do the task individually. 33% students answer in pairs. 28% students answer in small group consisting of 3-4 students. 7% students answer

group work. 14% students answer cooperative learning activity. The twenty sixth question was about learning style. 13% students answer that they listen to the lecturer. 21% students answer they like learning with teachers' assistance, especially in doing the task. 16% students answer that they use their creativity in doing the task. 12% students answer discussion. 34% students answer problem solving and discussion, and 4% students answer other. The twenty seventh question was about the type of lecturers that they need in the teaching and learning process. 19% students choose the lecturers who motivate students in every task they do. 20% students like those who support the students who learn independently. 11% students choose lecturers who ask students to do the task directly. 19% students like those who always give feedbacks, 28% students choose lecturers who are able to create an active atmosphere in doing the task, and 3% students answer other.

Based on the questionaire, the student need ESP textbooks because the purpose of the students in learning English is able to speak English and also to write English in the interest of their work. The students level of English ability is beginner, they can understand the sentences and simple expression which often appear in daily conversation.

The students need on ESP books since they have to master the advance level in order to support their higer education by understanding various kinds of texts and understanding the implied text meaning. The students often find the text in accordance with their departement when they become university student and also in their work. The English skill which is often used by the students in the university is listening and reading, and other skill which is used in their work is speaking. The

students want to master the vocabulary related to their departement.

The students' wishes related to the task, assignment, or exercises presented in the form of: listening text as a learning input presented in the form of monolog and dialog with picture and monolog and dialog with new vocabulary. The length of listening text is one short sentence. Text form as a learning input of speaking presented in the form of using authentic and real English material, such as: news, radio streaming, movie, song etc. The length of speaking text is one paragraph with six sentences. Text form as learning input of reading is one paragraph with six sentences. Text form as learning input of writing is example of text model which is used in writing practice with at least one paragraph consisting six sentences, and the length of writing text is one paragraph with maximum six sentences.

The material is used by students are: listening to the important points, role play, reading comprehension, and vocabulary meaning. Further, Guided writing was chosen by students for writing materials, drilling activities for learning grammar, and pronunciation practice.

The students' need the technique for doing the exercises, namely: they feel comfortable if teaching and learning process is outside the classroom such as: campus garden, campus yard, or campus hall. In the process of teaching and learning English, students prefer to do the task in pairs. When doing teaching and learning activity in the class, students prefer to problem solving and discussions while the role of lecturers, they are expected to create an active atmosphere in solving the problems and doing the assignment.

The interviews result is intended to find out the teaching and learning process which is done by the lecturer. The following are the interviews results:

1. The students are enthusiastic in the teaching and learning process.
2. Learning method which is used is lecture method and cooperative learning.
3. The material are:
   - Speaking skill by practicing daily conversation, for examples: greeting, asking direction, etc.
   - Reading skill by reading the simple text, reading the abstract of the article which is related to their department.
   - Listening skill by listening the word which is pronounced by the lecture, then follow how to pronounce the word.
   - Writing skill by writing what have been read and reading the text and retelling the important information in written form.
4. Mastery of the material is still lack, only 40% of students who master the material
5. The average of students skill is at the beginner level
6. The material which should be mastered by students are: focusing on reading and speaking, reading the English literature and English article, focusing on answering the question by correct speaking. Moreover, for the micro skills, they have to memorize much vocabulary and doing correct practice in pronunciation.

The analysis of the learning outcomes was from documentation. The researcher knows what the learning outcomes of the teaching and learning process, they are:

1. The students are able to translate the text related to their department.
2. The students are able to identify the text type which is related to the understanding of the structure/grammar.
3. The students are able to explain the reading technique of the scientific text to know the information of the text.
4. The students are able to improve speaking skill with correct sentences.
5. Other learning outcomes deal with the English lecture.

## CONCLUSION

Based on research finding and discussion, the conclusions can be drawn. First, students purpose in learning English are to be able to speak English in interest with their work. Second, the level of the students' English is beginner. They understand simple sentence in daily conversation. Third, students' needs and wishes for English learning are that their English skill can support their academic competence and also their work. Fourth, students need basic material for beginner learners completed with assignment. Fifth, students need active problem solving activities done in pairs or small group.

Based on the interview of the English lecture, the researcher concludes that: The students are enthusiastic in the teaching and learning process. Learning method used is lecture method and cooperative learning. They also need various activities for all language skills. Those are role play for speaking, reading comprehension related to their department, listening activities that focus

on the pronunciation, and written story telling for writing activity. The material which should be mastered by students is focusing on reading and speaking, reading the English literature and English article, focusing on answering the question by correct speaking. For the micro skills, they have to memorize vocabulary and do correct pronunciation.

Based on the document analysis, the researcher concludes that the students are able to translate the text related to their department. They are able to understand the introduction of the text type which is related to the understanding of the structure/ grammar. The students are able to explain the reading technique of the scientific text to know the information of the text. The students are able to improve speaking skill with correct sentences. Other learning outcomes deal with the English lecture. In short, ESP text book based on Addie model for non English learners is needed.

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# ESP STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION OF E-LEARNING DURING THE GLOBAL PANDEMIC OF COVID-19

**Happy Kusuma Wardani**
*English Language Education, Faculty of Teacher Training and Education, University of Qomaruddin, Gresik/East Java, Indonesia.*

## ABSTRACT

*E-learning is an essential part of today's education as it is gaining popularity in the education sectors in recent years. Its role in education has become more important since the global pandemic of COVID-19 has disrupted teaching in all levels of education, including universities. This study was focused on English for Specific Purposes students' perceptions toward e-learning during the global pandemic of COVID-19. Thirteen males and three females from the first semester of Informatics Engineering Program students in a private university in Gresik were purposively selected as the participants of this study. They were invited to take part to fill in the questionnaire. The questionnaire was constructed in the form of Google Form. It could be accessed online by the students. The findings showed that all participants share their positive perceptions towards the Implementation of E-Learning. The students perceive that E-learning is invaluable for them to keep participating in English Course during the Global Pandemic of COVID-19.*

***Keywords***: *ESP; Students' Perception; E-Learning; Global* Pandemic of COVID-19

## INTRODUCTION

The implementation of information technology is thriving in multiple aspects of our lives today, including education sector. The benevolence of internet technology influence on education sector cannot be neglected. Its role in education has grown impor-

tance considering the global pandemic of COVID-19. The unexpected pandemic of Corona Virus Disease 19 (COVID-19) has caused the face-to-face classrooms to be no longer permitted as to control the spread of corona virus (Rahman, 2020). Since the global pandemic broke up in the beginning of this year, many countries, including Indonesia, had to suspend the typical face to face classes. This sudden made policy had to be taken to ensure the safety of students and lecturers. Some alternative approach in teaching need to be done to minimize the effect of lockdown. Opportunely, the modern technology enabled Electronic Learning (E-Learning) as one alternative way to be implemented in School from Home (SFH).

Consequently, University of Qomaruddin Gresik as one of private universities in East Java is also in impact of the Global Pandemic. All classes were forced to be done online since the mid of March 2020. To minimize the impact on the educational process, the teaching and learning activities have to be done through E-learning. The situation giving rise to multiple challenges for students as well as for the lecturers. Most students of University of Qomaruddin, especially in the Faculty of engineering are active users of the internet, emails, and social media. However, implementing the internet technology through E-learning needs some adjustment for both lecturers and students.

E-learning is defined as a system of internet technology that is used to provide information for the students through computer interface (Al-Adwan and Smedley, 2013).It enables the people (educators and students) to interact with each other in the educational process just like in the classical method. Chartrand (2011) argued that teachers need to consider using E-learning to

ensure learners' engagement in the study. By engaging in E-learning, learners will be involved in a productive environment (Mohammd et al, 2018). In addition, E-learning provides opportunities to the students to get in touch in the connection between digital and teaching methodology. It is able to draw more attention from the learners to complete the task given in E-learning than in the classical paper and pencil homework (Ahmadi, 2018). From some definition above, we can conclude that through E-learning, the process of teaching and learning activity can still be done without the physical participation due to the unprecedented pandemic of COVID-19.

In language learning, Yen & Mohamad (2020) claimed that the terms E-learning and distance learning which is known as Technology Enhance Language Learning (TELL) can be used reciprocally. It is supported by Hashim (2018) who referred TELL as the technology-based platform in 21st century language learning. However, the writer sticks to the term E-learning as an alternative method to interact with the students through internet technology system in language learning class, especially in ESP class.

Basturkment (2010) defines that ESP purposes to help language learners' deal with the features of a certain language or to develop the competencies needed in the workplace. Therefore, ESP courses mostly deal with "language in context" rather than "language usage" (Xhaferi, 2010). The skills developed in the ESP classroom are designed to achieve the specific needs of the learners in certain disciplines. However, Muhrofi (2017) states that ESP has not properly gained the popularity in Indonesian's colleges and universities. It can be seen from the credit load

provided for English Courses for non-English Department students is only allocated for 2-4 credits.

The ESP courses at the Faculty of Engineering in University of Qomaruddin Gresik are offered in the first and third year, more precisely in the first and the sixth semester of under-graduate studies. The credit load provided for the English courses is 2 credits in the first semester, and another 2 credits in the sixth semester. In the first semester, it is a compulsory Basic English Course. Whereas in the fourth semester, it is the TOEFL based course in which the students are exposed with some preparation to face the Test of English as a Foreign Language (TOEFL).

Nonetheless, ESP students were also in impact of the Covid-19 crisis. This situation trains the ESP students to develop independent-learning ability during the COVID-19 pandemic. Despite of the fact that Faculty of Engineering students are the active users of internet, the writer tries to gathered opinions from ESP students by distributing the questionnaires to ask for their perception regarding the implementation of E-Learning in ESP Course, especially for students of Informatics Engineering Program.

## ESP COURSES AT THE FACULTY OF ECONOMY

Theoretically, perception is the process of identifying and understanding events, objects, and stimuli by using the sense of sight, hearing, and touch (Richards & Schmidt, 2010). Sometimes perception is about action (Nanay, 2013). Moreover, according to Khoirunnisa et al (2018) perception refers to individual knowledge, belief, and attitude about a certain matter. Knowledge refers to the general facts, while belief refers to a

conception (Skott, 2015) whereas attitude refers to someone's action that replicates his/her beliefs (Schraw & Olafson, 2015).

In recent years, many studies have been conducted to investigate students' perceptions on the presence of E-Learning. Generally, students respond positively towards the implementation of e-learning as reported by Al-Dosari (2011) and Almarabeh (2014). However, El-Gamal & Azis (2011) stated that there are also some students who prefer traditional learning because they consider E-learning can cause uncertainty. In addition, Mahajan &Kalpan (2018) also reported that the students consider e-learning as useful and beneficial in increasing their performances. Thus E-Learning should be further utilized in a blended learning environment to support face-to-face teaching.

In Indonesia context, Vitoria et al (2018) reported that E-learning is not yet widely implemented in universities in Indonesia since there is a very limited number of studies on this topic that have been published in Indonesia. Nevertheless, their study regarding students' perception toward the implementation of E-learning in Syiah Kuala University Aceh gained positive responses from the students. The students who participated in the study perceived the e-learning web-based module to be useful and helpful in improving their understanding of course materials.

Considering the fact that the previous studies mention above conducted before the era of global pandemic of Covid-19, this study focuses on the students'perception toward e-learning during the pandemic era. Baczek et al (2020) has conducted study about students' perception of online learning during Covid-19 pandemic. The subjects were Polish Medical students. The result was surprisingly showed that e-learning was highly accepted by the students who participated in the study. It shows that e-

learning can be invaluable method in teaching ESP students as well. Therefore, the purpose of this study was to determine the perceptions of ESP students towards E-Learning in English Course during the lock down due to Global Pandemic of Covid-19.

## METHOD

The method used in this study is descriptive qualitative method in which the writer describes the result of questionnaire delivered to the ESP students regarding the implementation of E-Learning in English Course. The participants of this study were 16 freshmen from Informatics Engineering Program who enrolled in the English Course at Faculty of Engineering in a private university in Gresik, namely University of Qomaruddin. They were selected based on the purpose of the study. The writer used purposive sample due to the conviction that the participants can provide relevant information (Ary et al, 2010).

For the data collection, a questionnaire was utilized to assess the students' perception on the implementation of E-Learning in ESP class. The questionnaire was made online in the form of Google Form. The data collection was conducted at the odd semester of 2020/2021 academic year. The precise date of the data collection was on October 31, 2020. The questionnaire was accessed online by the participants with the help of the ESP lecturer who distributed the questionnaire for the participants through WhatsApp Group. The collected data were analyzed and interpreted qualitatively. The analysis of qualitative data includes attempts to figure out the phenomenon under study, synthesize information, explain relationships, formulate theory of how and

why the relationships accomplish, and reconnect the new information with what is already known (Ary, et al, 2010).

## FINDING AND DISCUSSION

The questionnaire distributed to the ESP students covers 23 questions (11 close ended and 12 open ended questions) about their background information, their knowledge and attitude as well as their opinion regarding the implementation of E-learning. In the first part of the questionnaire, students were asked five questions about their demographic details (name, age, gender, study program, and email address). It is shown that among 16 participants who enrolled as the freshmen of Informatics Engineering Program, 13 students were males and 3 students were females. The age of the students ranged from 17 to 20 years old.

In the second part of the questionnaire, the students were given three questions (2 close ended and 1 open ended) regarding their interest in learning English. The result shows that 13 students (81%) were interested in English and 3 other students (19%) were not interested in English. Moreover, most of them (56%) preferred Reading Skill among the other three skills as their favorite skill. The open ended question about English Course for students of Informatics Engineering Program also received positive responses from the students who mostly answered that English is still and important subject to learn in the university level.

The third part of the questionnaire covers 9 close ended questions concerning the use of E-Learning in English Course.

Table 1. Students' perception towards E-Learning

| Statement | Yes | | No | |
|---|---|---|---|---|
| Does the lecturer give the clear instructions in each meeting of E-Learning session? | 16 | 100% | - | - |
| Is the learning objective stated clearly in each meeting of E-Learning session? | 16 | 100% | - | - |
| Does the lecturer provide the learning materials of each meeting in E-learning? | 16 | 100% | - | - |
| Are you convenience with the implementation of E-learning in English Course? | 7 | 44% | 9 | 56% |
| Does E-Learning help you to learn in English Course? | 13 | 81% | 3 | 19% |
| Does E-Learning help you to be prepared to learn in English Course? | 13 | 81% | 3 | 19% |
| Does E-Learning motivate you to learn English? | 8 | 50% | 8 | 50% |
| Is E-learning useful for you in participating in English Course? | 13 | 81% | 3 | 19% |
| Is it easier to learn English with E-Learning? | 10 | 62.5% | 6 | 37.5% |

Table 1 above shows that overall, the students' perception towards the implementation of E-learning was positive. Surprisingly all of the students (100%) responded positively to the first three questions. They claimed that the ESP lecturer has given the clear instructions in each meeting although the learning activities were conducted in E-learning. The ESP lecturer also has stated the learning objectives clearly as well as provided the learning material for each meeting in E-Learning.

However, the ESP students gave various answer when they were asked the following questions. It revealed that only 7 students (44%) who felt convenience with the implementation of E-Learning, while majority students (56%) did not feel convenience with the implementation of E-Learning. Moreover, Most of the students (81%) declared that E-Learning was helpful

to learn English as well as to be more prepared to learn in English Course. Regarding whether E-Learning motivate them to learn English, 8 students (50%) responded positively, while the other 8 students felt that E-Learning did not motivate them to learn English. However, majority of the students claimed that E-Learning is useful for them in participating in English Course. In the next question, again and again, majority students (62.5%) responded positively that they felt it was easier for them to learn English with E-Learning.

In the last part of the questionnaire, the students were asked 6 open ended questions regarding their opinion towards E-Learning. It revealed that the lecturer usually uses 2 platforms namely Google Classroom (GC) and WhatsApp Group (WAG). The materials of each meeting was shared in GC first, then it was discussed in WAG. The lecturer and the students usually have Question and Answer Session in WAG. Whatever platform proposed by the lecturer in E-Learning, majority students felt that it was appropriate as long as they still could participate in learning activities through E-Learning during this pandemic. Yet, the students suggested that in the future the lecturer can use other platforms that can help them to interact with each other such as Google Meet or Zoom Meeting.

In accordance with the positive things that they got from E-Learning, most of them confirmed that they could access E-Learning easily whenever and wherever they were, so they still could participate in learning activities. However, they acknowledged that there were also some obstacles in accessing E-Learning such as limited internet quota and bad internet connection. Furthermore, three students argued that how sophisticated technology used in E-Learning, offline learning was still the best

way to learn English. They referred the offline learning as face-to-face learning that they used to have before pandemic era.

Overall, it can be concluded that the ESP students' perception towards the implementation of E-Learning was positive. In spite of the fact that most of the students have not yet felt convenience with the implementation of E-Learning, they found E-Learning to be useful and effective in increasing their knowledge. This statement is in line with Al-Dosari's (2011) finding that E-Learning users acknowledged the greatest advantage of E-learning. Besides, half of the students claimed that e-learning improved their learning motivation. This finding is in line with a study conducted by Vitory et al (2018) who claimed that e-learning improved the learning motivation of Syiah Kuala students who enrolled in ICT Based Learning Course.

Conversely, E-Learning is not considered to be flawless. E-Learning should not only be used to deliver the learning material. The students should be able to work together with each other through E-Learning. Furthermore, it should not be implemented as an alternative method during the global pandemic of COVID 19. E-Learning should also be considered to be further utilized in a blended learning environment after the pandemic era. Furthermore, implementing E-Learning doesn't mean that the students fully learn individually without the involvement of the lecturer. The role of the lecturer as the guidance who has responsibility to assess students and give feedback for them should not be replaced by technology. The involvement of the lecturer is still important in E-Learning. Thus, the implementation of E-Learning is most effective when combined with traditional classes (Baczek et al, 2020).

## CONCLUSION

The students do find e-learning to be useful and beneficial in increasing their performances. Thus E-learning should be further utilized. The development of e-learning should be continuously updated with the latest trends. It can be in a blended learning environment to support face-to-face teaching and allow for flexibility in delivery the learning material. This study, addressed the issue about ESP students' perception towards the implementation of E-Learning used in English Course for students of Informatics Engineering Program during the Global Pandemic of COVID 19. The result of this study shows that the ESP students' perception was positive towards the implementation of E-Learning. Thus, for future research, the writer suggests an investigation on students' preferences of E-Learning system to obtain information about what students wish from E-Learning.

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# PORTFOLIO ASSESSMENTS MODEL IN SPEAKING ACTIVITY FOR ISLAMIC BANKING DURING THE PANDEMIC OUTBREAK

**Mai Zuniati**
*Institut for Islamic Studies Ma'arif (IAIM) NU, Metro Lampung*

## ABSTRACT

*This study aimed to investigate the models of portfolio assessment in the speaking activity of Syari'ah Banking class in Pandemic outbreak. A kind of research delineate Group Within Treatment (GWT) design was going to be used within the experimental method and using three kinds of treatment, namely: showcase portfolios, document portfolios, and work portfolios. There were 15 students treated using the model to evaluate their ability during 3 months of online setting activity. The data analysis results revealed that there was a discrepancy between the task completion skills of students measured by showcase portfolios, portfolio papers, and work portfolios. The ability to complete their assignments from those evaluated with showcase portfolios and paper portfolios was greater for groups of students with high imagination than those assessed by working portfolios. The ability to complete their assignments from those tested with a work portfolio is higher for groups of students with low imagination than those measured by the paper portfolio and the showcase portfolio is higher than the document portfolio. The findings of this study suggest that the evaluation of the showcase portfolio can be used in further learning as an alternative assessment for problem-solving learning.*

**Keywords:** *Syari'ah Banking class, portfolio assessment, and speaking activity.*

## INTRODUCTION

Along with the needs and circumstances of the users of the system, the evaluation system or assessment of learning continues to adapt and evolve. It follows the growth of the curriculum

used. The scoring system and curriculum always evolve together, because the evaluation determines the success of the curriculum.

The demands of society for educational performance have also changed in keeping with the times. This is in line with both the needs and necessities that apply in society in terms of the development of life. The demands of the transition must be met by the world of education, and the responses that are enforced are curriculum improvements that meet the needs of the group. In turn, the changing demands of these needs are often triggered by the introduction of the education system. In other words, in line with the demands of the times, the presence of a diverse and responsive society towards changes is nothing but an indication of educational progress as well.

Supardi (2013) states that assessment can refer to a certain metric, such as being clever or dumb, good or poor, high or low, etc. However, evaluation concerns not only the student intellect but also the assessment of how students have grown. Evaluation method that can be used to see student progress is portfolio evaluation.

A portfolio is a student work set. This portfolio is documentation of learning outcomes in the form of writing, videos, sound recordings, pictures, and other results of tangible work. This portfolio is one instrument for evaluating the success of students both when they do it and the outcomes of their work. Margaret and Popham (2005) describe this as a method that the students, with other fellow lecturers and lecturers with their students, gather and test together. It is a compilation of evidence to display the mastery, understanding, implementation, and synthesis of a given set of concepts that students typically have to organize, synthesize, and clearly explain their successes and convey what

they have learned effectively. The proof may be viewed as a multimedia tour, or as a collection of short papers in a three-ring binder. Portfolio assessment is a class-based assessment of the work of systematically and organized students drawn during the learning process at a certain time. Used by teachers and students to monitor the development of students' knowledge, skills, and attitudes in certain subjects. Zainal (2009) stated that, the assessment as one of learning assessment based classroom, which is delivered to give any opportunities for a student to show up what they do and what they know also demonstrate their highest abilities. Cain (2005) said that, a portfolio is a collection of student work.

Supranata (2004) describes the materials that can be used as portfolios in schools are: 1) Written awards, such as certificates taking part in school, sub-district, district, provincial and national poetry reading competitions; 2) Oral awards, the teacher records oral awards given by students in a certain period; 3) The results of ordinary work and the results of the implementation of tasks by students in a certain period; 4) List of summary results of work, in the form of student notebooks; 5) Note as participants in group work; 6) The best examples of work results, in the opinion of teachers and students; 7) Records of reports from other relevant parties; 8) Results of the attendance list recapitulation; 9) Daily or semester test results; 10) Percentage of tasks completed; 11) Personal notes; 12) Register attendance; 13) Warning note; 14) Visual Video; 15) Video; and 16) Diskette.

Djemari Mardapi (2004) states that portfolio valuation must pay attention to several things as follows: 1) The work collected is the work of the creator himself; 2) Determine examples of which work to do; 3) Collect and store work samples;

4) Determine criteria for assessing portfolios; 5) Ask students to continually assess the results of their portfolio; 6) Plan meetings with students who are assessed; 7) Involving parents and the community in assessing portfolios. The purpose of portfolio assessment according to Harta (2004) are: 1) Can appreciate the development (achievement) of the student in learning; 2) Documenting the ongoing learning process; 3) Give attention to the best work performance of students; 4) Exchange information with parents/guardians of students and other teachers; 5) Increase the effectiveness of the learning process; 6) Can reflect the ability to take risks and conduct experiments; 7) Can foster and accelerate the growth of self-concept in students; 8) Students see more objective and open because students themselves participate in assessing the results of their performance; 9) Helping students in formulating goals.

Syari'ah Banking is a major at the Syari'ah and Economic Faculty of the Institute for Islamic Studies Ma'arif NU Metro Lampung. The class was online once a month during this pandemic outbreak through some technology items such as E-Akademic System, Whatssup Group, YouTube channel, and Facebook. The teaching is for English II, which has two credits. In this topic, English is the subject of thematic-speaking practice. As one of the classes of the ESP, speaking activity is delivered.

The problems showed that applying the games on the sidelines of speaking learning or other teaching strategies, considered to be able to help facilitate students in understanding some material in the form of the theory which is explained regularly. However, doing games without assessment seems to make the activity meaningless to the assessment of student productivity in the form of real value, (2) When applying games

or other learning strategies in the speaking subject, the lecturer is not only obliged to assess all activities in detail as well as student productivity but also must provide holistic attention. The problem is that games and strategies often consume time and energy, so often some students who actively lose assessment data are not well-documented, (3) Generally the lecturer in the course assesses while giving a specific code as a sign that the name given by the specified code will be of particular significance. For example, given the code "plus / +" meaning plus points, the code "min / -" means less, and the code "5 / point 5" means that the student obtains an additional value of the final accumulated recovery of 0.5 points. This has been carried out by researchers repeatedly, but raising new problems when accumulating the final value of the codes is not easy and even tends to be complicated, (4) The various levels of ability possessed by students assess with a classical system that usually focuses on the final results accumulated, considered not enough to accommodate and demonstrate the abilities of each student in terms of working, showing and producing.

In brief, this research focus on the last problem that underlined the need for the latest models in evaluation. Yet, the researcher is not going to apply one kind of model but also going to apply three models of evaluation namely working portfolio, showing a portfolio, and document portfolio. Based on the explanation above the researcher focused this research on the following question “Is there any significant effect of models portfolios on students speaking performance for ESP class in Pandemic era?”

## METHOD

This research delineated Group Within Treatment (GWT) design within the experimental method and using three kinds of treatment, namely: showcase portfolios, document portfolios, and working portfolios. There were 15 students treated using the model to evaluate their ability during 4 months online setting activity. Data collection techniques are carried out using test instruments. The collected data was analyzed using descriptive statistics and inferential statistics. Descriptive analysis is used to describe completion capabilities. The inferential analysis used after testing the analysis requirements, namely the normality test and homogeneity test is the Analysis of GWT Design Variance.

## FINDINGS AND DISCUSSION

The implementation of the evaluation model using the speaking portfolio in class was carried out for approximately 3 months in one semester. There were three types of portfolios chosen based on the presumption of learning activities that were most commonly carried out, namely the portfolio showcase (PS), working portfolio (WP), and paper portfolio (PP). Class 2 of the Syari'ah Banking program which is carried on-line was the English class II half of this study. The course consisted of seventeen students of four and thirteen female. Besides, this class was randomly split up into three classes and had to sit in the group while the model was being introduced. "Customer Service, Teller, Account Officer, and Front Officer" are the lecture materials available. Three portfolio methods were used simultaneously with each presentation of the content, namely Group 1 was PS, Group 2 was WP, and Group 3 was PP.

These three evaluation instruments were previously socialized to provide a systematic understanding. Where will the lecturer judge them later on by those instruments as he makes presentations? From the instruments, some results offer an overview of the output and results of scriptwriting capabilities of each presenter.

This figure shows the result of Understanding Student Problems Classes Assessed by Model Portfolio Assessment Display, document, and Working portfolio.

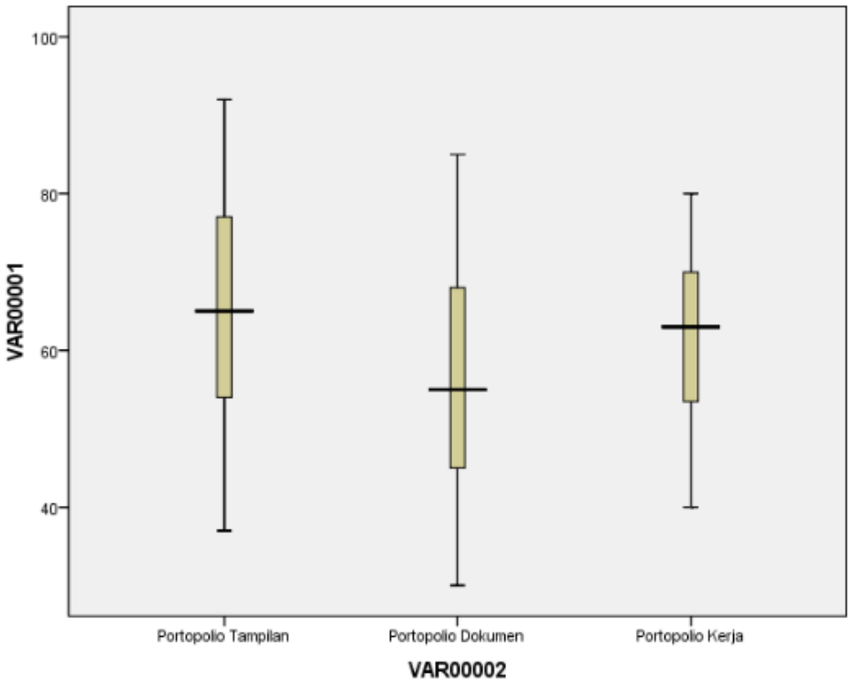


**Figure 1.** *Boxplot* Understanding Student Problems Classes Assessed by Model Portfolio Assessment Display, document, and Working portfolio.

Figure 1 shows that the problem-solving abilities of students assessed by Portfolio assessment models were the highest relative to the median role of the three models, followed by groups of students evaluated by job portfolio assessment models, and the abilities that are the lowest problem-solving in the student community assessed. In the image, the width of the box on each box provides data on the distribution of problem-solving capabilities for each category. Boxplots of students evaluated by portfolio and portfolio evaluation models are almost similar inbox width, wide slaughter as opposed to the student category data evaluated by the portfolio evaluation model. This indicates that in contrast to students with problem-solving abilities measured by document portfolios, the distribution of data in groups of students evaluated as display portfolios and document portfolios was almost more diffuse.

The results of the analysis of the variance of the two lines of GWT design on the source of variance between factors A obtained $F_{count}$ = 9.96 which is higher than the value of $F_{table}$ = 6.94 for $\alpha$ = 0.05. These results indicate that there are differences in mathematical problem-solving abilities of students who are assessed for display, document, and work portfolios. To find out the portfolio model that provides better results, proceed with testing the differences between portfolio models.

The effect of the interaction between portfolio assessment models and creativity on the ability to solve mathematical problems is indicated by the value of $F_{count}$ = 27.08 higher than $F_{table}$ = 6.94 for $\alpha$ = 0.05. These results, suggest testing the simple effect hypothesis which aims to determine the portfolio model that matches the level of creativity of students. The results of testing the simple effect hypothesis are presented in table 1.

**Table 1**: The Recap Of All Account Numbers

| Creativity | The comparison Portfolio Assessment Model | Students' Ability to Solve the Problems | | Significance | Conclusion |
|---|---|---|---|---|---|
| | | Mean | Standard Deviation | | |
| High + Low | Showcase Portfolio | 64,95 | 14,45 | tcount=6,744 ttabl=1,943 Significant | The students which assess using showcase portfolio is higher than Documment Portfolio |
| | Document Portfolio | 56,70 | 14,98 | | |
| | Showcase Portfolio | 64,95 | 14,45 | $t_{count}$=2,641 $ttab_l$=1,943 Significant | The students which assess using showcase portfolio is higher than working portfolio |
| | Working Portfolio | 61,42 | 10,88 | | |
| | Document Portfolio | 56,70 | 14,98 | tcount=-4,104 ttabl=-1,943 Significant | The students which asseess using document portfolio is lower than working portfolio |
| | Working Portfolio | 61,42 | 10,88 | | |

35 The findings of this study indicated that the problem-solving abilities of students were considered higher than paper portfolios and work portfolios. Problem-solving skills of students in work portfolios were higher than in paper portfolios. Students'

average problem-solving capacity was measured with the highest show portfolio, then the work portfolio, and the lowest paper portfolio. According to Muijs and Reynols, the excess portfolio of student display would provide opportunities for students to share their thoughts and arguments and hold them in public, helping them sharpen their thought about the topics discussed.

A higher display portfolio model assessed the problem-solving skill of highly innovative students relative to the student community measured by the paper portfolio model. Sund quoted by Riyanto indicates that highly imaginative students had a tremendous appetite for exploration, being open to new experiences, a lot of reason, curiosity to discover and research, tend to find wide-ranging and fulfilling responses, enthusiastic commitment and action in carrying out assignments, thinking flexibly, answering questions and providing more answers, and the ability to evaluate and synchronize. These skills could be built in the portfolio show, as this portfolio allowed students the ability to pick problems and decide how to solve them themselves.

A higher show portfolio model assessed the problem-solving skill of highly innovative students relative to the student community measured by the working portfolio model. This research examined how portfolios, students work in classes. Students were grouped heterogeneously, less intelligent students might learn with clever students to master the tasks to be shown. They worked together to complete assignments. Students' collaborative activities promoted development, according to Vygotsky quoted by Slavin (in May: 2012), the behavior shown in collaborative groups was more evolved than they can display as individuals. Meanwhile, students completed their portfolio assignments individually. Students could not discuss their job outcomes

with other students in the work portfolio, they just focused on their work. In the portfolio, students showed their best work to teachers and other students. Students got effective learning because they could show what they've got. As students presented their thoughts, they gained a better understanding of what was communicated. Students didn't have the chance in the work portfolio.

The show portfolio model assessed the problem-solving skill of low-creativity students relative to the group of students measured by the paper portfolio model. In providing care, the student displayed portfolio was heterogeneously grouped, students with high creativity and low creativity together created a display portfolio and present results. Students with low creativity could learn with high creativity students. Students' performance in the display portfolio was often supported by the psychological dimensions of students in their teens who tended to reveal their identity so that students in this type of portfolio were very excited about their work.

The lower portfolio showed model assesses the problem-solving ability of low imagination students related to the student community measured by the job portfolio model. This confirms the previous finding that low-creative students were less likely to think creatively what Bono called lateral thinking. Bono's lateral thought, as Suharnan quoted, namely, searching for other solutions in looking at something or solving a problem, and not fixing on the forms that already exist to solve it. The portfolio allowed students to learn about solving a problem by finding different possible solutions. Unlike the job portfolio, students could solve problems by looking at current problem-solving systems, or they could improve problem-solving by looking at the flaws in the

previous approach. In low imagination, students cannot communicate several ideas, improve existing ideas. They would solve problems by seeing current solutions that are almost the same as the problems they want to solve, working backward, or learning from mistakes. Such students were very useful in the portfolio. The job portfolio offered students the ability to focus on their work and gained input from the instructor. Students with low imagination therefore fitted the job portfolio evaluation.

The lower paper portfolio model assessed the problem-solving ability of low-creativity students related to the student community measured by the working portfolio model. Students with limited imagination can practice job portfolio problem-solving. The students recorded all the results of their work in the work portfolio, both those that still do the problem-solving process that wasn't up to the highest work results. They would carry out ongoing self-evaluation in the job portfolio of students who were low in innovation, see where the flaws or errors are located, see the growth of their abilities from time to time. Through this method, they can create knowledge.

## CONCLUSION

The results of this study were that there were variations in student skills assessed by portfolio, paper, and job portfolio evaluation models. Based on various student skills assessments, the appearance of a portfolio evaluation model is higher than the paper portfolio or work portfolio. The capacity of students to test the work portfolio evaluation model is higher than the paper portfolio. If each student's treatment is grouped based on the creativity attained, high-creativity students with higher skills are students who are evaluated by the show portfolio assessment

model followed by the paper portfolio and the lowest in the job portfolio. Low innovation students with higher skills are students who are evaluated by the job portfolio evaluation model, followed by the display portfolio and the lowest in the paper portfolio.

The above research findings can be used as knowledge for teachers that a portfolio appraisal framework should be placed for problem-solving learning teachers. The three portfolio evaluation models that have greater power are shown. If an instructor classifies students based on their creativity, students with high creativity should choose a low portfolio show model, and students with low creativity should choose a work portfolio evaluation model. In this study, there was also a treatment design for three portfolio assessment models that could be adapted for teachers in other fields of study.

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