

**PERCEPTIONS AND DIFFICULTIES TOWARD THE  
IMPLEMENTATION OF ONLINE LEARNING FACED BY ESP  
LECTURERS AND STUDENTS AT UNIVERSITAS NEGERI PADANG**

**THESIS**

*Submitted as partial fulfillment of the requirements to obtain a degree  
in Master of Education*



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## ABSTRAK

**Fadhilah. 2023. Persepsi dan Kesulitan terhadap Pelaksanaan Pembelajaran Daring yang Dihadapi Dosen dan Mahasiswa Bahasa Inggris untuk Tujuan tertentu di Universitas Negeri Padang. Tesis. Universitas Negeri Padang.**

Pembelajaran daring (dalam jaringan) telah menjadi bagian penting dari pendidikan dan diklaim menawarkan manfaat unik dalam proses pembelajaran. Penelitian ini mencoba mengelaborasi beberapa wawasan terkait pelaksanaan pembelajaran daring di kelas ESP (Bahasa Inggris untuk tujuan tertentu), persepsi dosen dan mahasiswa ESP dalam pelaksanaan pembelajaran daring, dan kesulitan yang mereka hadapi dalam melaksanakan pembelajaran daring. Penelitian ini merupakan penelitian deskriptif dengan menggunakan analisis percakapan untuk mengkaji interaksi antara dosen dan mahasiswa ESP, yang dilakukan di Jurusan Pendidikan Keperawatan Olahraga dan Jurusan Teknik Elektronika UNP. Data diperoleh melalui transkripsi interaksi dosen dan mahasiswa ESP pada rekaman video pertemuan kelas di Zoom meeting, WhatsApp group chat, dan E-learning by Moodle untuk mengetahui implementasi pembelajaran daring di kelas ESP, membagikan e-questionnaire kepada dosen dan mahasiswa ESP untuk melihat persepsi mereka tentang pembelajaran daring dan wawancara dengan dosen dan mahasiswa ESP mengenai kesulitan yang dihadapi dalam melaksanakan pembelajaran daring di kelas ESP di UNP. Hasil penelitian menemukan bahwa interaksi yang terjadi dalam pembelajaran daring di kelas ESP di UNP menggunakan aplikasi asinkron (grup WhatsApp dan E-learning oleh Moodle) dan sinkron (Zoom meeting). Dosen ESP meraih angka 2,73 untuk skor persepsi dan mahasiswa ESP meraih angka 2,94 untuk skor persepsi. Artinya, mereka memiliki persepsi positif terhadap implementasi pembelajaran online, namun mereka masih menghadapi beberapa kesulitan dalam menerapkan pembelajaran online, seperti halnya dalam gaya belajar dan budaya, e-learning pedagogis, tantangan teknologi, pelatihan teknis, dan tantangan manajemen waktu.

## ABSTRACT

**Fadhilah. 2023. Perceptions and Difficulties toward the Implementation of Online Learning Faced by ESP Lecturers and Students at Universitas Negeri Padang. Thesis. Universitas Negeri Padang.**

Online learning has been an important part of education and is claimed to offer unique benefits in the learning process. This research attempted to elaborate some insights regarding the implementation of online learning in ESP class, the perceptions of ESP lecturers and students in implementation of online learning, and difficulties faced by ESP lecturers and students in implementing the online learning. This research belongs to descriptive research using conversation analysis to examine ESP lecturer-student interactions, which conducted in Department of Sports Coaching Education and Department of Electronics Engineering in UNP. The data obtained through the transcriptions of ESP lecturers and students' interactions on Zoom meeting video recordings, WhatsApp group chat, and E-learning by Moodle to discover the implementation of online learning in ESP class, distributed e-questionnaire to ESP lecturers and students to see their perceptions on online learning and interviews with ESP lecturers and students regarding difficulties they faced in implementing the online learning in ESP class of UNP. Results reveal that the interaction in online learning has been done using asynchronous (WhatsApp group and E-learning by Moodle) and synchronous platform (Zoom meeting). There were 2.73 score of ESP lecturers' perception and 2.94 score of ESP students' perception. It means that they had positive perceptions toward the implementation of online learning, however they still faced some difficulties in implementing online learning, such as learning styles and culture, pedagogical e-learning, technological challenges, technical training, and time management challenges.

## PERSETUJUAN AKHIR TESIS

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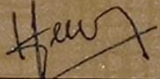
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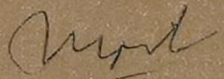
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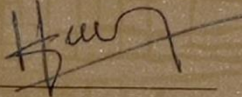
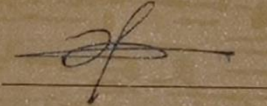
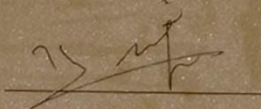
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## SURAT PERNYATAAN

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Dengan ini saya menyatakan bahwa:

1. Karya tulis saya yang berjudul "*Perceptions and Difficulties Toward the Implementation of Online Learning Faced by ESP Lecturers and Students at Universitas Negeri Padang*" adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
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The researcher could finish this thesis entitled "*Perceptions and Difficulties Toward the Implementation of Online Learning Faced by ESP Lecturers and Students at Universitas Negeri Padang*". This thesis is presented to Graduate Program of Faculty of Languages and Arts, as one of the partial fulfilment of requirements to obtain the Master (S2) Degree in English Department. This thesis cannot be done without help, correction and suggestion from some honourable people. Therefore, the researcher intended to express her gratitude and appreciation to all of them.

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Hopefully, this thesis will be useful for other people, especially for the ones in education field, despite it still far from being perfect.

Padang, March 2023

The Researcher



## **DEDICATION**

*This thesis is wholeheartedly dedicated to my beloved parents, Alfaizah, S.E., and Rosdi, for their pray, patience, care and everything has been given to support me morally and financially through all these remarkable years. For my lovely husband, Baskara Dwi Adi Syahputra, S.Si., M.M., who have been my source of strength and support system in the process of writing this thesis.*

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

The ESP (English for Specific Purposes) term refers to the teaching of a specific genre for students with a definite, specific goal, or field of study. ESP is centered more on language in context than on teaching grammar and language structures and is designed to meet the learners' specific needs and reasons for learning. People learn foreign languages when they have opportunities to use, understand or work with them. The English language is taught as a subject related to the learners' real needs and wishes in a particular field of human activity and it is usable in the employment context. The materials used for ESP courses should be authentic materials and the language which students encounter in these materials should be exactly what they meet in real life. It is the lecturers' responsibility to make a rigorous selection of materials. The selection has in view the real needs of the students' study or future job requirements.

A lot of places have implemented online teaching and learning by using online platforms, such as Zoom, Cisco Webex, Skype, Google Meet, Google Classroom, WhatsApp, Moodle, Facebook, Adobe Connect, Edmodo, and many others. The Ministry of Education and Culture (Kemendikbud) of Indonesia has also implemented the teaching and learning system by using online platforms. Therefore, the use of online platforms is abundant now in Indonesia.

Online learning has been used for decades in some places, but it was not as massive as today. According to Palvia, et al. (2018), in the United States, distance learning or online learning has been used for over the last three centuries via some delivery tools, such as radio, television, and interactive technologies. During the online system, they have some issues in institutional factors such as lack of understanding of online pedagogy and online learning styles, lack of administrative support for online education and for marketing the program, number of students enrolled, faculty qualifications, tuition rates, and length of the program, which can make the program fail.

In Asia and the Middle East, Mirza and Abdulkareem (2011) mentioned there are some challenges found like low public esteem for online learning, low internet penetration, and lack of online educational repositories in Arabic language. The major activities to advance e-learning in Saudi Arabia were collaborations with educators of higher learning, making strides quality standard, and creating rules and directions for administering e-learning.

In Australia and New Zealand, according to Smyrnova-Trybulska et al (2016), the existence and selection of MOOC (Massive Open Online Course) had several issues in Australia includes inspiration among students as they have to work in an increasingly computerized and global economy, requiring long-term learning, length in fast-changing macroeconomics, tendency to self-study, more prominent opportunities for online certificate recognition by administrative bodies; and makes sense of cross-credit recognition of offline and online learning that bring formal and casual learning as the standard of teaching.

Amongst the most developed country in Africa, South Africa has evolved digital infrastructure and has a good e-learning policy in place (Palvia, et al., 2018). As said by Porter, et al. (2016), larger portions of African understudies may get on their mobile phones to the Web and related instruction content, but it is crucial that the unpleasant impact such as smartphone habit is also taken into account when defining approach (particularly for school-going understudies) to ensure superior instructive outcomes.

India also has greater control over the implementation of online learning among other developing countries in Asia, in the same position as South Africa (Palvia, et al., 2018). Major drivers for online education in India include extraordinary growth in internet and smartphone penetration, low price of online education, digital-friendly government policies, and escalating demand by operating professionals and job-seekers for continued education.

In Indonesia, some schools and universities has been used online learning to facilitate teaching and learning program in the whole semester, but it is restricted, only for the one who join the non-regular program in some private schools or universities and not all schools or institutes provide it. In Universitas Negeri Padang (UNP), the online learning management system has been used for years by almost all of academic community to support teaching and learning process. It is 'E-learning by Moodle' that have been supported the lecturers and students in doing their work, but the use of it in previous time was not as massive as today. Most of lecturers or students find some technical problem like unstable network connection, low internet package data, low lack of understanding the online materials, low self-

learning motivation, and not all of students who have proper gadget to be used for online learning.

The quality of internet in some places in Indonesia, especially in West Sumatera, is still low and not many people understand how to use technologies for teaching and learning via online platforms. Interaction and engagement must thrive between the learners, instructor and the content or course material. According to Charalambos & Michalinos (2004) the interaction with the various types of materials allows the learners to develop a deeper understanding of the content.

Teaching foreign languages to non-linguistic students is the development of communicative competence, the ability to complete extralinguistic tasks in the process of verbal communication. This method is a special form of social interaction carried out in the process of communication activities. Computer telecommunications offer effective input, assuming both coordination of methodological tools and contact with lecturers and coursework companions. Usually, a distance or online learning process is carried out to allow lecturers to track, manage, and evaluate activities. Various forms of independent work, taking into account methodological and material elements, should play a major role in distance or online learning.

Some studies have conducted to find out perception and difficulties faced by English lecturers and students regarding with online English learning. From the educators' point of view, Khatoony and Nezhadmehr (2020) revealed that many lecturers have assumed it is not just technology that supports learners during this crucial event; it is seen as enhancing English learning. Teaching is the first required

and vital forum to provide meaningful education for language lecturers. Then, Auma and Achieng (2020) mentioned that despite several obstacles that affected its performance, the study results showed that lecturers had a positive view toward online teaching.

Alea et al. (2020) said that lecturers were able to modify to distance learning, but they felt hindered since they did not have the necessary facilities, tools and capacity to learn from distance. Fauzi and Khusuma (2020) showed that lecturers understand the context of online learning, but numerous challenges have been found in implementation, including 1) availability of infrastructure, 2) network and internet usage, 3) learning scheduling, implementation and assessment, and 4) parents' collaboration. In line with Kulal and Nayak (2020) who proposed that due to a lack of sufficient training and development for delivering online classes, lecturers are experiencing difficulties conducting online classes which is the main issue when it comes to the effectiveness of online classes. Bachiri and Oifaa (2020) argued the use of ICT tends to change the dynamics of classrooms, especially the interactions between lecturers and students.

In addition, Sahu (2020) suggested universities should have plan a road map to accommodate admissions for future academic sessions, in addition to the current difficulties in handling teaching and assessment during the urgent situation like pandemic for example. Ali (2020) mentioned in addition to funding, staff readiness, confidence, student functionality and encouragement play a significant role in ICT integrated learning. Staff members can also use technology and digital gadgets to improve learning, especially during these exceptional periods. Rasmitadila *et al.*

(2020) pointed out that lecturers, as well as learning designers, should design online learning frameworks that consider student backgrounds, in particular family economic backgrounds, as well as student learning experiences and needs in the implementation of the national curriculum during the pandemic for example.

In relation with online platforms, Suryana (2013) found that most senior lecturers (80%) over the age of 50 were not inspired to use ICT, 20% were familiar with ICT; 60% of lecturers in their 30s and 40s usually knew how to use ICT, however due to lack of ICT facilities, rarely applied ICT-based English teaching. Layali, and Al-Shlowiy (2020) found students had positive perceptions of Google Docs as it enhanced their writing ability; Telegram that was used for vocabulary learning; Nearpod that helped contribute to their collaboration; and Mobile Technology that improved communication among both student and lecturer. However, it was reported that the slow internet connection was a limitation.

Regarding with students' perception, Kulal & Nayak (2020) indicated that students are comfortable with online classes and provide enough support from lecturers, but do not believe that online classes will revolutionize classroom teaching. Martin, Stamper, and Flowers (2020) suggested that students should be motivated to focus on their skills as online learners, their time management, networking and practical skills. Muthuprasad (2021) revealed that the students found accessibility and convenience of online classes to be an appropriate option, while issues concerning internet connectivity in rural areas made the use of online learning a challenge for students. Sawarkar and Kuchewar (2020) proposed that the students need more creative, and fresh; easy-to-learn methods, sessions for



clarifying doubts; more studies materials like e-books, PowerPoint presentations, learning resources, revision lessons, cyber protection, and online lecture recordings.

Based on the history of the research above, none of them who talked about perceptions and difficulties of lecturers and students regarding online learning in ESP scope and its' implementation in online learning. Also, this research would gain the online learning syntax from lecturers and students' interaction in ESP online class. This learning syntax might be helpful for the ones who want to explore more about ESP online learning in university. Thus, the researcher would like to conduct research on perception and difficulties toward the implementation of online learning faced by ESP lecturers and students at UNP.

### **B. Identification of the Problem**

Based on the above paragraph, there are some problems that can be identified related to this research. The identification of the problem can be seen as the implementation of online learning in ESP classroom through online platforms, the ESP lecturers' perception toward the implementation of online learning, the ESP students' perception toward the implementation of online learning, the ESP lecturers' difficulties in implementing the online learning, and the ESP students' difficulties in implementing the online learning.

### **C. Limitation of the Problem**

Related to this research, the researcher limits the problem on analyzing perceptions and difficulties toward the implementation of online learning faced by

lecturers and students in ESP class of UNP. The participants were ESP lecturers and students from both Department of Sports Education and Department of Electronics Engineering in UNP.

#### **D. Formulation of the Research Problem**

Based on the limitation of the problem above, the researcher formulated the problem in the following question: “How are the perception and difficulties faced by ESP lecturers and students toward the implementation of online learning?”.

#### **E. Research Questions**

According to the formulation of the problem, the research questions of this research are as follow:

1. How is the implementation of online learning in ESP classroom of UNP?
2. How are ESP lecturers’ perceptions regarding online learning in UNP?
3. How are ESP students’ perceptions regarding online learning in UNP?
4. What are the difficulties faced by ESP lecturers in implementing the online learning?
5. What are the difficulties faced by ESP students in implementing the online learning?

#### **F. Purpose of the Research**

Referring to the research question above, the purposes of this study are:

1. To find out the implementation of online learning in ESP class of UNP.

2. To find out the ESP lecturers' perceptions regarding online learning in UNP.
3. To find out the ESP students' perceptions regarding online learning in UNP.
4. To find out the ESP lecturers' difficulties regarding online learning in UNP.
5. To find out the ESP students' difficulties regarding online learning in UNP.

### **G. Significance of the Research**

It is expected that the result of this research could explore some valuable information related to the online learning activities in ESP class of UNP. Theoretically, the results of this research can be useful for English teaching and learning process, especially for lecturers and students who involve in ESP class. In practical application, the result of this research can be a reference for the developers of online platforms in relation with online learning process in the universities. Also, for internet provider in Indonesia, which probably need to expand their connection in order to support this new environment of study. In this case, ESP, as the course reference, must have some issues when it comes to online learning, so the lecturers and students of this course should pull together to make it work, especially during the critical time.

### **H. Definition of the Key Terms**

In order to avoid misunderstanding for the readers in this research, the key terms are defined as follow:

1. Implementation is the process of activities or recorded activities that carried out in accordance with the provisions or policies that have been previously decided or made together.
2. Online learning involves a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education.
3. ESP (English for Specific Purposes) is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning (e.g., engineering, tourism, medical, business, etc.)
4. Perception can be defined as the way in looking, thinking and interpreting of something such as information or act of being aware of around environment that make an individual able to understand.
5. Difficulty means a problem or a thing or situation that causes problems.