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AN ANALYSIS OF DEVELOPMENT ICT IN LEARNING ENVIRONMENT ON ESP CLASSROOM

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Abstract

In the English for Specific Purposes (ESP) method of language education that needs of the learner are given priority. The purpose of ESP is to increase the relevance of English language instruction to student requirements. ESP is a specific educational technique to accomplish this. This research focuses on specific subjects of the English for Business Study Program aiming to equip students with the knowledge and skills to succeed in the ESP class. Based on the results and qualitative analysis of 30 participants in the study who obtained the ESP program to learn English by using qualitative descriptive. Furthermore, this research uses descriptive qualitative method analysis by presenting data through questionnaire and observations. The study investigates how students respond about the use of technology in the classroom. In this case, it will provide useful subjects and activities that will enable students to learn more and improve their English for educational purposes. The study findings represent that student was extremely positive assessments of the use of Information and Communication Technology (ICT) in English teaching learning, and their participation in the ESP learning environment. It provided tremendous topics and activities which make both teachers and students enrich their knowledge and develop their English skills in educational purposes.

Keywords: ESP, ICT, Learning Environment.

INTRODUCTION

English is the most frequently used language in global communication. This is comprehensible given that language is a tool or a means of communication. In this case, almost all over the world, English is taught as a second language or as a foreign language. The learners will learn a variety of languages using specific methods. For instance, learners will discover their interests and talents in English, after which they will learn the language for work/training for English for Occupational Purposes (EOP) English for Vocational Purposes (EVP) or Vocational English as a Second Language (VESL), then the learner will learn English for study, then students will develop academically or English for academic study, so they will learn English for Academic Purposes (EAP).

The use of technology has become an important part of the daily life of society in general. Advances in technology can be enjoyed by all ages and the dissemination of information is also very easy in this era.

The use of Information and Communication Technology (ICT) has been widely applied in various industrial fields, such as: education, libraries, banking, even its use has become a necessity. Adapting to the technological era, learning activities are required to reduce the use of the lecture method and can be enriched by the use of learning media, the role of the media. It is mean that these two factors have a significant relationship, specifically in view of the reality that technology users in the modern era are very supportive of student development in terms of

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enhancing students' English learning in the ESP class.

Thus, this research aimed to investigate the ICT and need analysis of students in English for specific purposes of the English for Business Study Program. For the purpose of to present students with the understanding and skills they need to succeed in the ESP class.

THEORETICAL FRAMEWORK

Hutchinson and Walters (1990) English for Specific Purposes (ESP) were called it an approach, it may be used for a variety of teaching styles based on the needs of the students, including different language teaching styles. The categories of absolute qualities and variable characteristics were proposed by Dudley-Evans & John (1998). The fundamental qualities are connected to the needs of the students and the proper teaching style designed to address those needs and produce learning activities pertinent to the topic of study. The variable characteristics focused on the proper layout of the learning materials and addressed particular teaching situations.

Learning is becoming increasingly important. Information and communication technology (ICT) is a set of tools and a program, for organizing and transferring information (Darimi, 2017; King,2016; Kudysheva & Kudyshev, 2013). The ICT to Language Learning will be an excellent environment to the presentation of innovative initiatives and current language learning activities.

(Listari, D.,& Rozimela, Y.(2021) Information Communication and Technology (ICT) is a form of technology used for creating, displaying, storing, manipulating, and exchanging information to support teaching and learning activities. Technology has been utilized throughout the teaching and learning process for an extended period of time, and this has resulted in many developments. This is essential to the acceptance of new sciences,

particularly those that deal with technology and information (Uswatun et al., 2016).

It can be used by teachers as instructional material, particularly in the field of education, to aid pupils in learning English. Several essential aspects are what motivate the use of digital media in the educational process. Firstly, it's thought this technology might be utilized as a replacement tool to encourage and introduce kids to new learning opportunities. In order to engage students in classroom communication and inspire them to practice speaking or writing in the target language. (Sasabone et al, 2022)

Many ESP teachers struggle to find solution to problems by expending a lot of effort in their preparation for teaching and investing time and money to further their knowledge and abilities in teaching ESP in accordance with their profession. Applying information and communication technology (ICT) is one of the teachers' efforts (Husain, Z, 2018)

Growth in technology has significantly changed the educational landscape, particularly in language courses. ICT usage is now a crucial component of language instruction. ICT is said to offer a variety of advantages. It is essential to increase the significance, interest, and enthusiasm of English classes for learners (Azar AS., Tan NHI, 2022). According to (Živković, 2011) to rethink a number of educational issues, such as students' autonomy, motivation, and creativity, as well as the enhancement of cognitive power. So that, the use of information and communication technology (ICT) in ESP learning is a current challenge

In the language learning in ESP classes also requires motivation from students to develop it, Because the intended outcomes will not occur as anticipated if the teacher is the only one who is excited. According to Aminah, M., & Anjar Nugraha, M. (2021), a variety of elements, such as potential, interest, intrinsic and extrinsic motivation, learning independence, teacher skill, curriculum, and so

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on, affect how well students do in school. Since they constitute both an educational goal and a measure of academic performance, student factors among these are important. Academic success is significantly influenced by student motivation, particularly in the context of the classroom.

Maulida, I., & Aminah, M. (2020). Learning English is especially important for students. Naturally, students need to want to or be encouraged to do this from both inside and outside of themselves. Students are then more driven to enhance their English-learning skills after receiving this support. This suggests that for learning goals to be achieved, both teachers and students need to be skilled at the learning process. Maulida, et al (2023) Students are to focus on the topic of matter being studied in a certain field; for instance, computer students would learn English with specific abilities in line with their field of study. Additionally, ESP is crucial for pupils in some industries. due to the fact that the terminology and material employed in the domains of law, engineering, and administration are also distinct. These resources are referred to as ESPs (English for Specific Purpose).

RESEARCH METHODS

The research method in this study used a qualitative investigative approach. The aim of qualitative research is to obtain an understanding of a particular phenomenon of interest by collecting, analyzing, and interpreting a significant quantity of narrative and visual data. As a result, it describes how students view using ICT in ESP courses. Students who attended an ESP course at the Faculty of Administration Science on one of the Subang Regency there were 30 participants.

Thus, the total respondent in this research were 30 students. The data was collected from the closed-ended questionnaire that distributed by using Google Form. The questionnaires consisted of 15 items. Respondents were instructed to select one of five alternatives to answer the closed-ended questions: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). the different choices from Strongly Agree to Strongly Disagree correspond to numerical values ranging from 5 to 1.

Table 1. Clue of the Questionnaire

No.	Indicators	Items
1.	Motivation	1,2
2.	Creativity and innovation	3-6
3.	Autonomy	7-9
4.	Communication skills	10-11
5.	The use of ICT	12-15
	Total	**15**

RESULT AND DISCUSSION
Validity and Reliability Test
In the test on the hypothesis and reliability, focus on 30 students that were sampled were looked at by researchers. The questionnaire consists of a total of 15 items. It can be seen in the table below:

Table 2. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.776	15

Table 3. item-Total Statistics

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	55.60	27.145	.351	.768
Item_2	57.00	26.897	.320	.769
Item_3	57.40	27.559	.123	.783

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Item_4	57.40	23.421	.798	.731
Item_5	57.40	23.421	.798	.731
Item_6	56.20	24.166	.372	.767
Item_7	56.00	26.897	.320	.769
Item_8	56.20	22.924	.727	.731
Item_9	56.00	26.483	.198	.781
Item_10	56.00	26.483	.198	.781
Item_11	56.20	24.166	.372	.767
Item_12	56.00	26.897	.320	.769
Item_13	56.20	22.924	.727	.731
Item_14	56.00	26.483	.198	.781
Item_15	56.00	26.483	.198	.781

Based on the table it is explained that the value of Alpha Cronbach's is 0.776 more than 0,60. It is that the research instrument is reliable. It indicates the accuracy of the data.

An Analysis of development ICT in learning environment on ESP classroom

Data collection of analysis of development ICT in learning environment on ESP classroom, researchers accomplish data from observation and questionnaire. This focus on five categories: motivation, creativity and innovation, autonomy, communication skills, and the use of ICT. The elaborate based on the analysis that is the following:

1. **Motivation**
   The researcher focuses on the motivation in a virtual learning environment and how to be motivated by their teacher to engage in and complete a task, after which students are free to select the kind of project they complete. Almost the average student said that they strongly agreed with the statement and chose the point 5 as Strongly Agree (SA), the total is 24 students', while 6 students choose the statement to Agree (A). Students explain that motivation is important from themselves or the teacher.
2. **Creativity and innovation**

In the creativity and innovation, the researcher focuses on They can use different idea creation techniques (such as brainstorming). Neutral (N) is 18 students, Agree (A) 6 students. Disagree (D) is 6 students.

They can demonstrate different ways of looking at problems. Agree (A) 6 students. Neutral (N) are 17 students, while Disagree (D) are 6 students, and Agree (A) 7 students.

They are stimulated with new ideas for the development in organizational contexts. Neutral (N) are 18 students, while Disagree (D) are 6 students, and Agree (A) 6 students.

Students are given opportunities to choose the way the material will be demonstrated. Neutral (N) are 12 students, while Strongly Agree (SA) are 18 students

3. **Autonomy**
   They are totally responsible for all decisions concerned with their learning. Strongly Agree (SA) are 12 students, while Agree (A) 12 students Neutral (N) are 6 students.

   They are able to participate and take control of their own learning. Strongly Agree (SA) are 18 students, while Agree (A) 6 students Neutral (N) are 6 students.

   Students find the importance of developing successful communication. Strongly Agree (SA) are 18 students, while Agree (A) 6 students Neutral (N) are 6 students.
4. **Communication Skills**
   ESP classes prepare them to communicate effectively. Strongly Agree (SA) are 16 students, while Agree (A) 4 students Neutral (N) are 12 students.

   They enhance their professional knowledge. Strongly Agree (SA) are 12 students, while Agree (A) 18 students.
5. **The use of ICT**
   Their understanding towards using computers and the Internet in the ESP class

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is improved. Strongly Agree (SA) are 12 students, while Agree (A) 12 students Neutral (N) are 6 students.

Modern technology is the best way to acquire and create new knowledge. Strongly Agree (SA) are 15 students, while Agree (A) 9 students Neutral (N) are 6 students.

They are capable to develop presentation skills. Strongly Agree (SA) are 15 students, while Agree (A) 9 students Neutral (N) are 6 students.

RESULT AND CONCLUSION
Result

The result of a questionnaire on the investigation of development ICT in learning environment on ESP classroom has a positive attitude. It is shown that from data collection on the research students have enthusiasm in development ICT in learning on ESP classroom.

For the questionnaire, the researcher designed 15 closed items that were divided into five categories: Motivation was measured using two items. Creativity and innovation were measured using four items. Autonomy was measured using three items. Communication skills was measuring using two items, and the use of ICT was measured using four items.

The closed questions use a five-point Likert scale as their basis. 5 means Strongly Agree (SA), 4 means Agree (A), 3 means Neutral (N), 2 means Disagree (D), and 1 means Strongly Disagree (SD).

Table 4. Result of the Questionnaire

Category	Interval	F
Very High	67-75	6
High	54-66	24
Medium	41-53	0
Low	28-40	0
Very low	15-27	0

Based on table 6. Showed that students fill the questionnaire as very high 6, it is shown 20% of the total respondents. Total high 24, it is shown that 80% of the total respondents. The total medium, low, and very low is 0.

Conclusion

As a result of the discussion focus on development ICT in learning environment on ESP classroom, the researcher concludes that to adapt to the modern technology age, learning activities must employ less lecture methods and can be enhanced by the use of instructional media. The importance of learning media increases. ICT is a program that allows for the modification and exchange of information. ICT integration into the learning process contributes an essential part in enhancing students' critical thinking abilities and in building their ICT-related skills. It is show that the student responds strongly agreed is 80%, while teacher to engage in and complete a task, after which students are free to select the kind of project, they complete is 20%. In the Creativity and innovation, students respond Strong Agreed is 54% to statement, agree is 28%, and Neutral is 18%. In the Autonomy statement the students respond Strong agree is 47%, Agree 40%, and 13% to Neutral. In the Communication Skills statements, the students respond Strong agree is 57%, Agree is 13%, and Neutral 30%, in the statement use of ICT, the students respond Strong agree is 45%, Agree is 40%, and neutral is 15%.

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