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Learning English for Specific Purposes through Blended Learning at Public Islamic University (A Case Study at Private University Indonesia)

Haryanto Haryanto¹, Purwanto Purwanto², Giyoto Giyoto³

¹²³Universitas Islam Negeri Raden Mas Said Surakarta Indonesia

haryanto@unisnu.ac.id¹, akupur@yahoo.com², p.giyoto@gmail.com³

Abstract. English courses in public universities (*Non-English Majors*) in Indonesia are generally part of the personality development course (MPK). This study aims to describe the implementation of Blended Learning based English learning in the context of ESP in non-Major English study programs at the Nahdlatul Ulama Islamic University (UNISNU) Jepara Indonesia. This research method is descriptive qualitative. The data was obtained by interviewing the lecturers by purposive sampling and curriculum documentation as well as the syllabus of English courses that have been applied in the 2019/2020 school year in 16 study programs in 5 faculties. All course syllabi were obtained by the direct survey for the same location in one university in which the researcher categorized as primary data. The secondary data were obtained through an internet search (online). The results of the study showed that by referring to the syllabus of the study program the material English learning on the data can be grouped into five categories, namely (1) English Grammar (EG) was found in the study program (PS) 4,6,7,8,10,14 and 15; (2) General Reading Skills (GRS) was obtained in PS4,6,7,8,10,14,15; (3) The combination of English Grammar (EG) and General Reading Skills (GRS) were obtained in PS4,6,7,8,9,10,14, 15; (4) The combination of Four Skills was obtained at PS 5,9,11,12,13; and (5) Combination of Multi-Discipline Mixture English obtained in PS 1,2,3. ESP with Blended learning approach is reflected by the application of face-to-face learning model mixed with learning models with learning media in the form of e-learning as the characteristics of major fields at each faculty.

Keywords. ESP, Islamic tertiary institutions, blended learning

1. Introduction

The ESP approach (English for Specific Purposes) has a very strategic position and role in English teaching practice, both nationally and internationally. The globalization era occurs in all aspects of life such as economic, social, and cultural, so mastery of foreign languages cannot be avoided and is becoming increasingly important. English, as one of the most dominant and widely spoken international languages, inevitably becomes one of the world community's most pressing needs, including for Indonesia, which is currently entering the MEA era (ASEAN Economic Community) (Wardah, 2016; Nur, 2018).

English for specific purposes (ESP) is commonly referred to as a non-English major English course. ESP is a method of teaching English in which the content and methods are based on the reasons why the learner wants to learn English. ESP is broadly classified into two types: EAP (English for Academic Purposes) and EOP (English for Occupational Purposes)

(Alkhudiry, & Alahdal, 2021). If the goal of EAP is to learn English for academic purposes and needs, the goal of EOP is to learn English for work purposes or needs training. (Hutchinson & Waters, 1991; Thompson, 2013). Furthermore, Orr (1998) stated that ESP is based on EGP (English for General Purposes) and is intended to prepare English language learners used in specific disciplines and occupations to achieve specific goals.

Language learning in context is more suited to ESP than problems with language rules (grammar) and language structure. As a result, authentic context and language use in specific situations can arouse the spirit of ESP learning (Sa-ngiamwibool, 2014; Effendi, T., Suyudi, I., & Ali, 2021). In this perspective, the context of meaning is oriented content (content) of English language learning materials according to specific disciplines. Similarly, the meaning of a typical situation is oriented toward the content of English learning materials following the field of science as a motivation for learners/students as opposed to the contents of English courses that contain English language rules that are unrelated to their scientific fields (Sarré & Whyte, 2016; Lamri, 2016).

The Personality Development Course (MPK) group includes learning English as a course at Islamic Higher Education (non-English Majors) in Indonesia. The course includes an institutional curriculum, which is determined by each institution based on the specific characteristics of the relevant tertiary institution, according to the Decree of the Minister of National Education of the Republic of Indonesia (Kemendiknas) Number: 232 / U / 2000. (Nur, 2018). The characteristics of Higher Education should be to apply special-purpose English learning (English for Specific Purposes, abbreviated as ESP), following the field or study program, concerning the subject matter/content in the context of academic scope. At the same time, English is changing rapidly in tandem with the advancement of science, technology, and art (science and technology) around the world. The dynamism of English in the context of Higher Education (PT) can be measured in at least two ways: learning English based on scientific disciplines or study programs, known as English for Academic Purposes (EAP), and learning English oriented to the interests of professions or occupations, known as English for Occupation (EFO) (EOP). Both are integrated into English for Specific Purposes (ESP), which was previously mentioned as a method of learning English and as one of the leading academic learning approaches in higher education (Hutchinson & Waters, 1991; Rahman, 2015; Luo & Garner, 2017).

The statement reinforced the same point (Hutchinson & Waters, 1991b) in (Ahmed, 2014) that the increased demand for English for specific needs, as well as the advancement of linguistics and educational psychology, has increased ESP growth. The same thought was initiated by the Albanian government regarding ESP as quoted from (Beshaj, 2015) about the importance of ESP that knowing English and using English for specific purposes is difficult. In Albania, it could be said that ESP is gaining a special status. Indeed, as stated by, the formation of ESP research groups in French universities was characterized by the level of development of ESP learning. Sarré & Whyte (2016:7) that the higher education ESP research group GERAS (Groupe d'Etude et de Recherche en Anglais de de Spécialité). Dudley-Evans & St John (1998) called ESP research and teaching are often known "innovative" as the very innovative growth rate of ESP.

English courses in Indonesia are classified as institutional curricula, whose material or content is regulated and determined by institutional authorities as ruled by the Ministry of National Education, with a variety of content levels and orientations that do not always reflect the characteristics of the field of the study program. This can be discovered and investigated further through the curriculum or syllabus of study programs at public universities (Wardah, 2016).

English for Specific Purposes (ESP) is a required subject for all departments and study programs at Nahdlatul Ulama Islamic University (UNISNU) Jepara. This course's credits range from 2-4 credits and are taken in semesters 1-2 in sequence for a total of 2-4 credits. The ESP policy differs in each of its faculties. In some faculties, ESP is integrated into the development courses that are offered in semester 1 as University courses that students must take and in semester 2 as development courses or as applied courses in the respective study programs. All faculties continue to include this ESP course in the compulsory subject curriculum in the university curriculum and study programs.

Some previous studies on ESP English learning have been conducted by some researchers. Dudley-Evans and St John (1998:17) investigated the use of ESP in Japan. As a result, ESP will be used as a standard in all universities, including those in Japan, where it has replaced the general English curriculum. Ramrez (2015) published a study titled "English for Specific Purposes: Brief History and Definitions." The study's findings revealed that the development of English as a communication tool for non-English speakers has an impact on the ESP program and the type of research required to support the program. Liu et al. (2011) conducted a study in Taiwan to investigate the perceptions of EFL students (972 non-English major students) who wanted to study ESP, EAP, and EGP. They employ Hutchinson and Waters' construct needs analysis, which divides needs into three categories: necessities, lack, and want. In the E-proceedings of the Conference on Management and Muamala, Adhabiyyah et al. (2014) investigated the needs analysis and material development in English for Specific Purposes concerning English for Islamic Studies. Following that, (Rahman, 2015) conducted another study titled "English for Specific Purposes (ESP): A Holistic Review." The implementation of Blended Learning-based English learning courses in the context of ESP in non-English study programs at Nahdlatul Ulama Islamic University Jepara is illustrated in this study.

2. Methods

This is a descriptive qualitative research method (Creswell, 2009) in which data were obtained by identifying and observing curriculum documents and syllabus of English courses that were used in the 2019/2020 school year in 15 study programs in 5 faculties at Nahdlatul Ulama Islamic University (UNISNU) Jepara using purposive sampling (Neuman, 2014). Because the research location is in the same location as the Higher Education researchers, the majority of the course syllabus is collected through the direct survey (Ponto, 2015), which is then classified as primary data. Others are obtained via internet searches and are classified as secondary data.

In this study, the descriptive qualitative method is used to present the language data collected in the field based on its use (Yin, 2016; Muhartoyo, 2007:13). Furthermore, for primary data, direct observation at the University with a representation of five faculties is used, and secondary data is collected from the University via an internet survey (totaling 15 study programs). There is no distinction in this study between general and religious study programs. Instead, the investigation of the material and orientation of English courses in the context of the field or program of study at the university according to the relevant characteristics is the focus of this research. This study included 11 English teaching lecturers from 15 different study programs at UNISNU Jepara. The research subjects were used as sources of information about the use of ESP Islamic Higher Education (Non-English Majors) through the Blended Learning approach.

3. Results and Discussion

At the start of this section, a description of research data from 15 (fifteen) study programs from five faculties (Economics & Business, Science & Technology, Education & Teacher Training, Da'wah, and Sharia) at UNISNU Jepara is displayed. The data of study programs, themes, and learning materials/teaching materials are as follows, based on the results of field observations and document searches.

3.1. The Description of Data

Based on the university material themes, 15 (fifteen) study programs from five faculties (Economics & Business, Science & Technology, Education & Teacher Training, Da'wah, and Sharia) have been established at UNISNU Jepara and are used as data sources. Furthermore, the data is used to identify the consistency between study programs (major) of students at Higher Education based on relevant characteristics related to the material/content of English courses. As part of the triangulation step, the obtained data can be assumed to represent similar types of data in general, i.e. not just using one data source or as different evidence or data to obtain reliable truth (Rahardjo, 2010). As a result, the volume of data in table 1 can be used as a jumping-off point for researchers to investigate the issues raised above.

This data is also divided into two categories: primary data and secondary data. Primary data is derived directly from the study program following the University's curriculum, whereas secondary data is derived from internet searches using the existing search engine or browser services. According to the description column table, based on the time of the survey, both types of data, classified as primary data and secondary data, are included in the table.

The focus of this discussion is the primary data obtained in Study Program (PS) 1-15 within the column of study program characteristics and material themes. Those elements reflect the consistency between the characteristics of a university study program and the theme of the material as the content of an English course. The data are classified as scientific scope. When measured by reference, economics, science and technology, education, and Islamic religious education have different material themes of English course content. The trend in English Grammar (EG) is found in PS4,6,7,8,10,14,15; General Reading Skills (GRS) obtained in PS4,6,7,8,9,10,14,15; The combination of English Grammar (EG) and General Reading Skills (GRS) obtained in PS4,6,7,8,9,10,14,15; The combination of four skills is obtained at PS 5,9,11,12,13; The combination of Multi-Discipline Mixture English is obtained at PS 1,2,3.

3.1.2 Secondary Data

The secondary data obtained from the study program (PS) PS1-PS15, between the study program characteristic columns with English material themes, can be substantially grouped into five (5) categories of material themes, as shown in table 1. Each material theme is divided into the following categories: English Grammar (EG), General Reading Skills (GRS), Combination English Grammar (EG) and General Reading Skill (GRS), Combination of four skills, and Combination of Multi-Discipline Mixture English.

3.2. The Description of EG Material Theme

The themes in the syllabus that are classified as English Grammar (EG) can be found in PS 4, 6, 7, 8, 10, 14, and 15 (as listed on each syllabus of the study program), and they also refer to the syllabus competency indicators. For example, students in industrial engineering, civil engineering, electrical engineering, and informatics systems study programs that emphasize mastering grammar in the form of numbers (cardinal and ordinal numbers), numbers and graphs, past form constructions and pronunciation, and tenses (past). The emphasis in

speaking mastery is on pronunciation and intonation, a positive attitude in speaking (confidence, politeness), and spelling. The fundamentals of writing are emphasized, including vocabulary transition signals, active and passive construction, pronoun and preposition use, subject-verb agreement, and task completion. According to the references used in the syllabus, the application of ESP is emphasized on the material processes and procedures in everyday technology, namely favorite gadgets, language skills, and verbal appreciation of others favorite gadgets, namely Chaffey (E-Business and E-Commerce Management, Strategy, and Implementation), Indrajit (Electronic Business), and Ahmadi & Hermawan (E-Business & E-Commerce).

Thus, it is recommended to compile the syllabus as the essence of the material/content of the courses at related universities, so that it is consistent and reflects the relevant field or program of study.

3.2.1 The Description of General Reading Skills (GRS)

The syllabus themes' material is classified. General Reading Skills (GRS) were discovered in PS4,6,7,8,10,14, and 15, which refers to the reference listed on the syllabus and is also an indicator of the competency of the syllabus. PS15, for example, is in charge of sharia banking, and the syllabus description emphasizes mastery of discourse related to the concept of business as well as words in Syariah Banking. General learning patterns, such as the use of terms like scanning, skimming, inference, main ideas, and so on in the context of text comprehension, are taught separately from special-purpose English learning principles (ESP). The ESP application focuses on the material, marketing, unemployment, profession, SWOT (Strengths, Weaknesses, Opportunities, and Threat) Analysis, business Letter, the concept of marketing speech, Brand and Advertising, and Drawing Brand, according to the references used in the syllabus.

As a result, it is suggested that the syllabus be compiled as the essence of the material/content of the courses at related universities so that it is consistent and reflects the relevant field or program of study.

3.2.2 Description of the Theme of the Four Skills Combination Material

The theme of the syllabus material categorized as the Four Skills combination can be found in PS 5,9,11,12, and 13 concerning the syllabus listed on each syllabus concerned. PS5, which deals with visual communication design, emphasizes learning English for Design and Technology to students, but it is still combined with the ability of four skills, namely reading, listening, speaking, and writing. The syllabus description emphasizes mastery of discourse related to TOEFL introduction, TOEFL Listening strategies, TOEFL Structure strategies, and TOEFL Reading strategies. The ESP implementation focuses on Design material, Design practice through advertising, Ad presentation, UTS preparation, Animation vs. short comic ideas, Design animation, and Presenting ideas through animation. This is consistent with the references used in the syllabus, which are English for Design Program and Longman Introductory Course For Designers.

Thus, it is recommended that the syllabus for English courses at related public universities be compiled as the essence of the subject matter/content so that it is consistent and reflects the field or program of study concerned.

3.2.3 The Multidisciplinary Mixture English

The theme of the syllabus material categorized as the Multi-Discipline Mixture English combination can be found in PS 1, 2, and 3 regarding the syllabus listed on each syllabus

concerned. PS1, which deals with management economics, emphasizes learning English for specific purposes, namely the basic concept of management through the combination of multidisciplinary abilities in the form of Financial Statements. Making arrangements, Marketing mix, Product description Brochure, How to be a salesperson, Graph, and Trend, all supported by role-play practice. This is consistent with the references used in the syllabus, which include Evan Frendo and Sean Mahoney (English for Accounting), Style Gorey (English for Marketing and Advertising), David Gordon Smith (English for Telephoning), Marion Grussendorf (English for Presentations), and Lothar Gutjahr and Sean Mahoney (English for Presentations) (English for Sales and Purchasing).

Thus, the syllabus as the essence of the subject matter is recommended to compile the content of English courses at related public universities so that it is consistent and reflects the field or program of study concerned.

3.3. Blended Learning Description based on the Use of Learning Media

This study investigates the use of ESP in language learning using the blended learning approach in the 2019/2020 school year. Researchers conducted interviews with 11 non-major English lecturers/instructors and a documentation study of the study program syllabus to compare measurable results. The author focuses on English subjects (non-majors) for online learning, while for face-to-face classes, the author uses a syllabus of study programs prepared by lecturers. Changes are made to the authors to accommodate online activities. In order to implement ESP in UNISNU Higher Education with a blended learning approach in this English course, the lecturers/instructors use a variety of internet-based applications as well as other supporting applications.

According to the curriculum, the process of learning English is 16 times with details 14 times face to face and 2 times for midterm and final exams. Face to face in this English MPK is 2 x 100 minutes per week for approximately 14 weeks. The researchers then listed the online activities that the students engaged in during one semester. Students' online activities include group discussions, reviewing videos related to discussion material that is then discussed face-to-face, and creating papers and group presentations for material for each study program that will be presented in class. According to the Minister of Research and Technology's regulations, the meeting is divided 60:40 between online and offline classes. All online learning tertiary institutions must use UNISNU e-learning, but other learning media may be used to supplement learning.

4. Conclusion

The implementation of ESP courses in tertiary institutions is essentially an attempt to respond to a single challenge, namely the demands of the workplace. The results of the data investigation show consistency between the fields or PT study programs related to the content/material of English courses when learning English as a Personality Development (MPK) subject. This is measured as the classification of material themes based on the description of competencies and references referred to by the syllabus. By referring to the syllabus of the study program on the data, English learning material can be classified into five categories: (1) English Grammar (EG) was found in PS4,6,7,8,10,14,15; (2) General Reading Skills (GRS) obtained in PS4,6,7,8,9,10,14,15; 94) The combination of four skills is obtained at PS 5,9,11,12,13; and (5) the combination of Multi-Discipline Mixture English is obtained in PS 1,2,3.

The university's policy on ESP courses must be clear on at least two points. The first commitment is to improve the quality of graduates by mastering English. Trust in the English

learning model based on the ESP approach is required by holding workshops and ESP training. The second goal is to motivate and bridge the coordination of ESP teachers with course teachers' content (based on each department's/study program's areas of interest). This is critical to ensuring the quality of learning and the importance of ESP in matching what the learner wants and needs. Furthermore, instructors should not be assigned to teach ESP in different departments/study programs each year to facilitate teachers' adaptation to the environment of new majors. Changing subject areas every year may stymie the progress of ESP teaching.

It is unavoidable that every learning experience will include a variety of challenges. Similarly, the Islamic University of Nahdlatul Ulama Jepara offers ESP courses. Teaching, material, university policy, and ESP students themselves are all challenges. Solutions to these challenges, on the other hand, can be pursued through the development of appropriate university textbooks and policies.

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