Teaching English For Management Students: Is Technology Essential?

Nirma Paris[1], Ahmad K[2], Pratiwi Samad[3]
[1,2]Universitas Sulawesi Barat, Indonesia
[3]Universitas Pohuwato, Indonesia
[1]Email: nirmaparis@unuslbar.ac.id

Abstract: Independent learning and independent campus (Merdeka Belajar-Kampus Merdeka or MBKM) is a policy of Ministry of Education and Culture (Kemdikbud) which established in early 2020. This program creates challenges for education in Indonesia as educators are required to use technology as a media in teaching. The present study aims to investigate the students' view toward the use of technology in learning English of Management students. The participants of this study were freshman university students majoring in Management, Faculty of Economics, Universitas Sulawesi Barat. A survey questionnaire related the students' view towards the use of technology in learning English was assigned to the students. Furthermore, an interview was conducted to get depth information. The result of this study reveals that the students perceive positive attitudes toward using technology in learning English for Management students. It also implies that the utilization of technology in the English teaching-learning process is essential for the students. In addition, lecturers are responsible for effectively leveraging technology's capabilities to support students in their acquisition of language skills.

Keywords: *Independent learning and Independent Campus, Technology, ESP, management, learning.*

INTRODUCTION

Independent learning and independent campus (Merdeka Belajar-Kampus Merdeka or MBKM) is the latest program of Ministry of Education and Culture or Kemdikbud (Ainia, 2020; Baharuddin, 2021; Fuadi & Aswita, 2021; Marisa, 2021; Pangestu & Rochmat, 2021; Rafiqa, Aswad, Asfihana, & Singh, 2023; Sherly, Dharma, & Sihombing, 2020). This MBKM program aims to support and prepare students to mastery various knowledge and insight in order to became tough scholar, meet the needs of era, and be ready to be a leader.

The MBKM policy is implemented to create autonomous and flexible learning process in higher education. Thus, universities in Indonesia might design and implement innovative learning process that help the students to achieve learning outcomes that includes attitude, knowledge, and skills optimally (Sabatini, Novianri, & Amijaya, 2022).

Higher education key performance indicators (IKU) have been formulated in the minister of education decree number 3/M/2021. One of the indicators, number seven, is collaborative

and participative learning in which provide real experiences to the students (Amin, Muliadi, & Rahman, 2021; Sabatini et al., 2022). Learning process in the implementation of MBKM is an essential manifestation of student-center learning. This learning model has been used in various subjects and level of educations. One example is used in learning English for specific purposes (ESP) (Kristiana & Ningsih, 2017). In addition, this learning model can be implemented using technological assistance.

The use of technology as a learning media in learning becomes essential in the application of independent learning and independent campus (MBKM) program (Haryanti, 2021). Currently, technology has been widely used in many different situations, especially in education. According to Ahmadi (2018), technology facilitates the teachers to adopt classroom activities that may ease them to facilitate language learning for the learner. In another word, the use of technology facilitates the learners to learn. There are various form of technology such us picture, film, and music. Those technologies might be combined to increase intellectual awareness and to develop students' thinking ability (Kieu et.al, 2021).

In learning English, the use of technology might ease the students to find any learning materials as they are able to use English-related application on their phone (Kieu et.al, 2021). The use of technology supports the student to access any kinds of source easily. For instance, the students can use Johnny Grammar word challenge application in learning grammar (Samad & Paris, 2023). In another research, Samad and Munir (2022) utilized mentimeter platform to increase the students' vocabulary and communication skills. Another application that can be used is Kahoot. The application of Kahoot was utilized to increase the students' reading skill (Chiang, 2020). These studies proved that the use of technology is easy to use in learning English and it might be used in improving varies skills of learners.

Based on previous research, it is found that there has been many studies related to the use of technology in learning English, however there has been no studies discussing the use of technology in learning English for specific purposes (ESP) for management students. Besides, based on preliminary observation and interview conducted in Management Program, Faculty of Economics, Universitas Sulawesi Barat, it is found that the students' English skills are essential to be improved considering that the intended graduates have qualifications in English both spoken and written skills. Therefore, the novelty of this study is the students' view toward the use of technology in learning English for management students.

The purposes of this study is to investigate the students' view toward the use of technology in learning English for Management Program, Faculty of Economics, Universitas Sulawesi Barat.

LITERATURE REVIEW

Nowadays, the new policy of Ministry of Education and Culture or Kemdikbud called Independent learning and independent campus (Merdeka Belajar-Kampus Merdeka or MBKM), has been implemented in many various of level education starting from primary education, secondary education, to tertiary education. Tertiary

education becomes a reference in improving the quality of education with the spirit of qualified human resources including development of human character, be able to think critically, creative, and have individual skills (hard skill and soft skill) in solving the problem (Fahmi, et.al., 2022).

In the implementation of MBKM, it is necessary to use technology in teaching (Haryanti, 2021). For example, teaching English for specific purposes. English for specific purposes (ESP) is one of activities where learners are concerned with their educational studies in which they are familiar with. In other words, if learners are learning economics, the ESP course related to economics (Evans & Tony, 1998). In teaching ESP, there are three essential aspects which are need analysis, time, and language concerned to discipline in English (Basturkmen, 2006).

In teaching English for specific purposes, technology is widely used. It is well-known that there are many educators used technology in teaching English for specific purposes (Sari, 2021; Saienko, et.al. 2020; Asmali, 2018). The use of technology has many advantages such as facilitate learners in learning, increase thinking ability, and ease the learners to access material using their phone (Kieu et.al, 2021; Ahmadi, 2018).

There has been a number of studies related to the use of technology. For instance, Khoshsima et.al. (2018) conducted a study related to teachers' attitude toward using of technology in teaching English. This study used Telegram with 280 members as learners and 15 members as tteachers. The teachers were interviewed about their perspectives toward their course. The results revealed that the teachers have positive attitude toward the use of technology due to its uniqueness and positive effects on learning process as it increased the students' motivation and interest.

Another study related to technology was conducted by Saienko, et.al. (2020). This study investigated students' and teachers' view and attitude to the use of social networks in teaching English for specific purposes (ESP) for engineering students. The participants of this study were 170 full time-students and 60 lecturers of engineering students at the National Technical University of Ukraine. The result of this study showed that students and teachers have a positive perception of using social media networks for teaching ESP in the classroom and outside. In addition, using social networks be able to increase students' ESP proficiency, and heighten their motivation for studying English.

Asmali (2018) conducted a study on integrating technology into English for specific purposes (ESP). This study investigated the impact of clicker use through a smart phone application called Kahoot. The participants of this study were tourism and hospitality department. The results of this study revealed that using technology significantly improved the students' ESP ability.

In relation to the use of technology, Sari (2021) used mentimeter on her research. This study aimed to investigate the impact of mentimeter toward the students' engagement. The participants of this study were 70 students from accounting and informatics engineering study program of Sanata Dharma University, Indonesia. The result of this study showed that the students have positive responses to the use of mentimeter in the EFL classroom. In this case

mentimeter has positive impact in learning English as it offers practicality, anonymity, and freedom. In addition, mentimeter becomes an effective media in expressing the students' opinion and view.

Based on the mentioned studies, it is clearly seen that there are varies technology used in teaching English. For instance, Khoshsima et.al. (2018) used telegram in teaching English for Iranian students. Saienko, et.al. (2020) used social media network in teaching ESP for engineering students. While Asmali (2018) used Kahoot in teaching ESP for tourism and hospitality. In addition, Sari (2021) used mentimeter in teaching English for accounting and informatics engineering study program. Those studies proved that there has been a number of studies related to technologies. However, only limited studies using technology in teaching English for specific purposes (ESP) and there is no study discussing technology in teaching ESP for management students. Therefore, the present study investigated the students' views towards the use of technology in teaching English for management students.

RESEARCH METHOD

The present study aimed to investigate the students' view toward the use technology in learning English for management students. The participants of this study was freshman university students majoring in Management, Faculty of Economics, Universitas Sulawesi Barat. The participants of this study were 68 who enrolled English course as a mandatory course of Universitas Sulawesi Barat.

The instrument used in this study were a survey questionnaire and an in-depth interview. The first instrument was a survey questionnaire. It was used to obtain information regarding the students' view toward the use of technology in learning English for specific purposes (ESP) for management students. The questionnaire was created by the researchers and validated by expert. The questionnaire consisted of ten statements and it comprised of three indicators which were the usefulness of technology, the understanding, and enjoyment. The questionnaire was given to the students on the form of a four-point likert scale. The questionnaire was assigned to the students after they finished their English course. To analyze the data, the questionnaire was evaluated based on a four-point likert scale. Four points for strongly agree (SA), three points for agree (A), two points for disagree (D), and one point for strongly disagree (SD).

The second instrument was an in-depth interview to find out the use of technology in learning English and its frequency, the application used in learning Enflish, the benefits and challenges of using technology. The interview was conducted in Indonesian to get accurate information. In analyzing the data, the record and note from interviewee were translated and transcribed from Indonesian to English.

FINDINGS

Technology plays a crucial role in English language teaching (ELT), particularly for specific purposes such as management students. It has significantly impacted English language learning in recent years, transforming the way students acquire and improve their language skills. It offers several benefits to both teachers and learners.

Nirma Paris, Ahmad K, Pratiwi Samad
Teaching English For Management Students

The table below shows the students' view toward using technology in learning English for specific purposes (ESP) for management students as presented in the following.

Table. 1 The students' view toward the use of technology in learning English

Num.	Items	Option	Frequency	Percentage
1	The lecturer used the learning technologies/applications in delivering English material	SA	1	1.5
		A	54	77.9
		D	13	19.1
		SD	0	0.0
2	The lecturer used computer/laptop to deliver English material	SA	5	7.4
		A	56	82.4
		D	6	8.8
		SD	1	1.5
3	The lecturer used LCD in presenting English material	SA	7	10.3
		A	58	85.3
		D	3	4.4
		SD	0	0
4	The lecturer used learning resources/media from the internet in English learning	SA	8	11.8
		A	56	80.9
		D	2	2.9
		SD	2	2.9
5	The lecturer had effectively integrated application technology into his/her teaching	SA	5	7.4
		A	52	75.0
		D	10	14.7
		SD	1	1.5
6	Lecturer used Multimedia (animation, video, audio and interactive video) in English language learning	SA	7	10.3
		A	54	77.9
		D	7	10.3
		SD	0	0
7	Technology helped me to prepare assignments, exams, or academic projects in learning English	SA	17	25
		A	49	70.6
		D	2	2.9
		SD	0	0

Num.	Items	Option	Frequency	Percentage
8	Using technology in learning English can elevate vocabulary	SA	14	20.6
		A	53	76.5
		D	1	1.5
		SD	0	0
9	I enjoy learning English by using technology	SA	12	17.6
		A	52	75
		D	3	4.4
		SD	1	1.5
10	The use of technology in learning improved my understanding and learning outcomes	SA	11	16.2
		A	52	75
		D	5	7.4
		SD	0	0

The first item of the table above reveals that lecturer used the learning technologies/applications in delivering English material for Management class.

There were 77.9% of students agreed, and there was no student replied strongly disagree. The lecturer used computer/laptop and LCD in presenting English material, and almost 90% of students agreed. The lecturer also used online learning resources in English teaching-learning, such as multimedia like video, animation, and interactive media. 85-95% of students agreed and strongly agreed to the items fifth and sixth. Almost all students responded that the technology helped them prepare for assignments, exams, or academic projects in learning English. It was 95% of students replied agree and strongly agree.

Moreover, utilizing technology in learning English can elevate students' vocabulary. In fact, 96% of students answered strongly agree and agree to the eighth item. Technology not only increased students' vocabulary but also the usage of technology in teaching English for management class improved students' understanding and learning outcomes. The result showed that 75% of students agreed, and 16.2% strongly agreed.

Technology in English language teaching for management class also provided other atmosphere, such as the students being excited about the English learning process using technology. 92.6% of students who enjoyed the English class responded strongly agree and agree. All of the questionnaire results considered that most students had a positive perception toward utilizing technology in English language teaching for management students.

Furthermore, the results of students' interviews confirmed the questionnaire results. It can be seen in the table.

Table. 2 The result of interview

Num.	Items	Responses
1	Did you use technology to learn English in the classroom?	Yes, I did (Student 1)
		Yes, I did (Student 2)
		Yes, I did. I used English dictionary applications and other technologies (Student 3)
		Yes, I did. I used technology in learning English by looking for translations (Student 4)
		Yes, I did. It caused there were some questions that I did not understand (Student 5)
2	What technologies/applications was most used by lecturer in English language teaching?	Mobile Phone, LCD, laptop (Student 1)
		YouTube, dictionaries (Student 2)
		YouTube, dictionaries (Student 3)
		Mobile Phone, laptop, LCD, dictionary (Student 4)
		Blogg, YouTube (Student 5)
3	How often did the lecturer use information technology in teaching English?	Normally. The lecturer usually recommend English news sites to read or to help with assignments (Student 1)
		Sometimes (Student 2)
		Usually (Student 3)
		Normally (Student 4)
		Usually (Student 5)
4	What were the benefits obtained by utilizing information technology as a learning resource?	Make it easier to understand lessons (Student 1)
		Make it easy to learn English (Student 2)
		The benefits can be an easy understanding of the material and assist to complete the task quickly (Student 3)
		It greatly facilitates the course of lecturer, using technology can make it easier for us to get information and learn English (Student 4)
		Learning is more interesting because of the visual and audio, and it helps me in learning and understanding English material (Student 5)

Num.	Items	Responses
5	What challenges or obstacles did you face in using application/technology in learning English?	There are limited projectors used for each class (Student 1)
		Constrained in application usage (Student 2)
		Internet connection and no internet quota (Student 3)
		Constrained in the use of applications and poor internet connection (Student 4)
		Network lag (Student 5)

Table 2 presents all students utilized technology in learning English, such as digital dictionaries, translation tools, and browsers. Similarly to the students, the lecturer also usually utilized technology, for instance, mobile phone, laptop, LCD, YouTube, and E-Dictionary in teaching English for Management class. Moreover, some reasons and benefits were obtained by utilizing information technology as a learning resource. The students stated that the technology make it easier to understand and learn English material. It also helps them to do assignment and gather information. Lastly, English become an interesting learning, hence the audiovisual.

Finally, technology can assist lecturers in presenting English material and students in learning English as a foreign language. Particularly, in era 5.0, technological advances have contributed in many areas, like education, economics, ect.

DISCUSSION

Technology in learning is one of the most important things in the digital era. Through technology, everyone can get information and have new educational opportunities. Technology is a window that opens access to thousands of learning resources.

Currently, many universities have used computers/laptop, LCD, tablets, smartphones, and other technological devices in the learning process (Altun & Ahmad, 2021; İnce, 2014; Mofareh A, 2019). It aligns with the findings of this study. It reveals that the lecturer utilized them in providing English materials for Management students.

The other researchers also stated that the process of teaching English can benefit from the usage of a variety of different media applications, which can be used either inside or outside of the classroom setting. E-learning refers to the process of acquiring knowledge through the utilization of electronic media technologies. The ability to select creative and inventive activities is a must for educators. It can potentially make the instructional activity more entertaining and prevent boredom (An-Nisa, Astika, & Suwartono, 2021).

Moreover, the utilization of modern technology indicates a significant improvement in current English language teaching methods. Implementing modern technology represents a significant advancement in contemporary teaching methods

of English as a second language (Mofareh A, 2019). Similarly, it was declared that multimedia technology has become an increasingly significant component of English language instruction, particularly in contexts in which students are not native speakers of the language (Pun, 2014). Consequently, it is imperative for both educators and students to acquire additional technologies and tools to effectively achieve their objectives and enhance their competencies (Yasseen Shukr & Adnan Jameel, 2022).

In relation to technology utilization, this study also discovered the students' view regarding the using technology in learning English for Management class as well as the implemention of MBKM program. The learning has engaged the students into technology tool and has resulted in increasing students' ability, leading to enhance learning involvement and participations (Apoko, Handayani, Hanif & Hendriana, 2023).

The students have positive responses toward utilizing technology in learning English. For instance, it assisted them in understanding the material. It is supported by the report about the students positively perceiving the knowledge gained (Irma, Rafiqa, & Danial, 2022). In the same way, most lecturers who utilize technology to teach languages perceive it as positive (Bello Nawaila, Kanbul, & Alhamroni, 2020; Syathroh, Musthafa, & Purnawarman, 2020).

CONCLUSION

The study concludes that the students perceive positive attitudes toward using technology in learning English for Management class. This finding implies that the utilization of technology in the English teaching-learning process is essential to assist the students in learning ESP. Hence, lecturers are responsible for effectively leveraging technology's capabilities to support students in their acquisition of language skills.

However, this study did not investigate how effective the technology improves the students' English skills. Therefore, the next researcher may conduct this study.

REFERENCES

Ainia, D. K. (2020). "Merdeka Belajar dalam Pandangan Ki Hadjar Dewantara dan Relevansinya Bagi Pengembangan Pendidikan Karakter." *Jurnal Filsafat Indonesia*, *3*(3).

Altun, M., & Ahmad, H. K. (2021). The Use of Technology in English Language Teaching: A Literature Review. *International Journal of Social Sciences & Educational Studies*, *8*(1). https://doi.org/10.23918/ijsses.v8i1p226

Amin, K. F., Muliadi, & Rahman, A. A. (2021). Implementasi Program MBKM Berbasis IKU-7 (Prodi Pendidikan Bahasa dan Sastra Indonesia). *Symtax Literate*, *6*(2), 1697–1706.

An-Nisa, N., Astika, G. A., & Suwartono, T. (2021). Millennials, Technology, and English Language Teaching. *Tarling : Journal of Language Education*, *5*(1). https://doi.org/10.24090/tarling.v5i1.4072

Apoko, T. W., Handayani, I., Hanif, I. F., Hendriana, B. (2023). An Evaluation of the Implementation of Emancipated Learning Program Policy in University of Muhammadiyah Prof. Dr. Hamka. *Jurnal Penelitian dan Pengembangan Pendidikan, 10*(2), *431-441.*

Baharuddin, M. R. (2021). Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi). *Jurnal Studi Guru Dan Pembelajaran*, *4*(1).

Bello Nawaila, M., Kanbul, S., & Alhamroni, R. (2020). Technology and English Language Teaching and

Learning: A Content Analysis. *Journal of Learning and Teaching in Digital Age*, *2020*(1).

Fuadi, T. M., & Aswita, D. (2021). Merdeka Belajar Kampus Merdeka (MBKM): Bagaimana Penerapan Dan Kedala Yang Dihadapi Oleh Perguruan Tinggi Swasta Di Aceh. *Jurnal Dedikasi Pendidikan*, *5*(2).

İnce, M. (2014). The Investigation of Instructors' Views on Using Technology in English Language Teaching. *Procedia - Social and Behavioral Sciences*, *141*. https://doi.org/10.1016/j.sbspro.2014.05.117

Irma, I., Rafiqa, R., & Danial, M. (2022). Online and Offline English Learning Systems: Perceptual from Teachers and Students. *LETS: Journal of Linguistics and English Teaching Studies*, *4*(1), 13–23.

Marisa, M. (2021). Inovasi Kurikulum "Merdeka Belajar" di Era Society 5.0. *Santhet: (Jurnal Sejarah, Pendidikan Dan Humaniora)*, *5*(1).

Mofareh A, A. (2019). The Use of Technology in English Language Teaching. *Frontiers in Education Technology*, *2*(3). https://doi.org/10.22158/fet.v2n3p168

Pangestu, D. A., & Rochmat, S. (2021). Filosofi Merdeka Belajar Berdasarkan Perspektif Pendiri Bangsa. *Jurnal Pendidikan Dan Kebudayaan*, *6*(1). https://doi.org/10.24832/jpnk.v6i1.1823

Pun, M. (2014). The Use of Multimedia Technology in English Language Teaching: A Global Perspective. *Crossing the Border: International Journal of Interdisciplinary Studies*, *1*(1). https://doi.org/10.3126/ctbijis.v1i1.10466

Rafiqa, R., Aswad, M., Asfihana, R., & Singh, A. K. J. (2023). Implementation of "Merdeka Belajar": Evolving Learner Autonomy and Speaking Skill through Cultural Discovery Learning Model. *Script Journal: Journal of Linguistics and English Teaching*, *8*(01). https://doi.org/10.24903/sj.v8i01.1237

Sabatini, S. N., Novianri, P. P., & Amijaya, S. Y. (2022). Strategi Adaptasi Penerapan Program MBKM yang Kolaboratif dan Partisipatif. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, *12*(3), 182–192.

Sherly, Dharma, E., & Sihombing, H. B. (2020). Merdeka Belajar: Kajian Literatur. *UrbanGreen Conference Proceeding Library*, *1*.

Syathroh, I. L., Musthafa, B.-, & Purnawarman, P.-. (2020). A Study on Indonesian Teachers' Use of Technology in English Language Teaching. *Journal Of Educational Experts (JEE)*, *3*(1). https://doi.org/10.30740/jee.v3i1p01-12

Yasseen Shukr, H., & Adnan Jameel, T. (2022). Digital Technology in English Language Teaching and Learning. *NTU Journal for Administrative and Human Sciences (JAHS)*, *2*(2). https://doi.org/10.56286/ntujahs.v2i2.240