

University Students' Perspectives on Lecturer's Digital Class Organization in Teaching ESP amid Covid-19 Pandemic

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ABSTRACT

This study aims to investigate students' perspectives on digital classroom organization implemented during online learning in teaching ESP in the context of higher education level at Garut Technology of Institute. To evaluate the organization of digital class utilization in language learning and determine the barriers and opportunities during the process, a mixed-method design with a close-ended questionnaire and an open-ended questionnaire was employed to reveal the students' perspectives. 90 informatics engineering students studying English for Specific Purposes (ESP) were recruited in this study. The findings revealed that the students positively argued that their lecturer is capable of organizing and implementing various digital platforms during online learning. Most of the students are still motivated and engaged in learning even though it is conducted virtually. Besides, the platforms used by the lecturer synchronously and asynchronously are deemed to be effectively able to replace the face-to-face offline media since it keeps the lecturer and students interacting with one another. Some of the barriers come from the stability of internet access, students' data, available devices, and particular technical issues. The implications suggest that both lecturers and students should prepare to adopt the digital classroom since it will be the new direction in language teaching.



1. Introduction

The occurrence of the Covid-19 pandemic has created the most stressful condition of the world which has led to various impacts on every sector of human life such as economics, social, and educational sectors. Economically, the condition has caused many workers to lose their job. According to the International Labour Organization (ILO) (2021), the growth of employment will not be strong to increase certain opportunities for workers to lose jobs during the pandemic outbreak since there will be 10 million full-time jobs in working hours that will still be lost in this period. In addition, more than 114 million people during this pandemic starting from 2020 until 2021 globally lost their jobs (ILO, 2021). Socially, according to Kiran (2020), three prominent things influence the social sector, mainly the social inequalities, the revival of social values, and the differences in daily living space. Regarding the social inequality aspect, the preference relates to the unequal state of affairs where a group of people has more chances, rewards, equipment, or money compared to others. Social values revival creates a situation where some actions are against social inclusion and others who fight with social injustices such as giving help to the poor or elderly, consuming less, and sharing one's belongings are revived (Kiran, 2020). Following the differences in daily living space, the Covid-19 pandemic constrains people to

work from home and do activities at home. Educationally, every level of the educational institution is globally started to be given online (UNESCO, 2020) which is the aspect that the research focuses on.

The implementation of online learning during the Covid-19 pandemic cannot be separated from the use of technology. Although its implementation has been used in the classroom before, the shift to online learning due to the outbreak makes it more prominent. The dependence on technology utilization for both educators and students fits the online learning process (Situmorang et al., 2020). Avsheniuk et al. (2021) observe that all online educators need to make considerable effort to combine pedagogy and technology to strengthen students' performance. Furthermore, the adjustment is made by using many tools both synchronously and asynchronously, such as conference videos, learning apps, and gamification. In addition, technology is deemed to provide many advantages or benefits for language learning since it has certain features such as multimedia interfaces for language learning aids (Moya & Camacho, 2021). Naim & Sandaran (2020) state that technology-based approaches provide many benefits for both parties since they are designed for in-class and out-of-class use to improve the effectiveness of language learning. Some of these benefits are to advance verbal skills (Moura & Carvalho, 2013), listening and speaking skills (Lys, 2013), and also grammar

(Wang, 2013). Besides, language learning with technology supports students' cognitive and creative skills development.

The shift to online learning significantly influences the implementation of a learning approach in the classroom where both educators and students have to simultaneously access the internet to provide and learn from the materials. However, this sudden shift is deemed radical and inconvenient since the stakeholders are demanded to create a new management system supporting the learning system. Furthermore, Atmojo & Nugroho (2020) add that the shift was too sudden so that both instructor and students rigidly struggle due to the lack of preparation and planning. In this case, the role of technology utilization provides a high impact on the successful learning process. Also, Lestyanawati (2020) argues that the limitation of technology and the ability to organise the devices have provided a burden for both educators and students in conducting an engaging and structured learning process. The occurrence of the problem also arises because the creativity and mature instructional consideration of online learning conducted by the educators are demanded (Fitriani et al., 2020). Therefore, every institution has the main objective to improve educators' ability to use technology in adapting online learning process (Nurkhamidah, 2021).

Since most students of today are called digital natives and were 'born into' technology, which enables them to adapt and adjust to the technology integration more easily and quickly, the problems above do not primarily relate to them. The shift in the implementation of technology tools in the online classroom leads to some problems among educators, including lecturers. These problems refer to whether lecturers have learned and acquired adequate insight and technology skills in supporting digital learning (Somera, 2018). However, in terms of students' point of view, the use of digital learning also brings certain problems concerning the cost, internet access, supported-device availability that mostly result in stressful conditions (Kheryadi, 2018; Mannong, 2020). It is also stated by Ningsih (2021) that a lack of resources in academic institutions, such as limited access to the internet and advanced technology that supports the learning process may provide a high impact on both organizational responsiveness students' capacity in utilizing digital learning. Therefore, this study aims to investigate students' perspectives towards the lecturers' technology utilization, in terms of how effectively it is implemented during online learning, and in terms of certain factors that influence the process. Moreover, student's perspective is necessary and vital since it correlates to their performance and motivation for learning. The motivation and performance will be increased if the beneficial output is provided during the course (Smart & Cappel, 2006).

To evaluate the implementation of online learning, many aspects can be considered. According to Situmorang et al. (2020), there are three most important elements to be

considered in evaluating the implementation of online learning, i.e. digital literacy, digital class organization, and digital assessment. This study focuses only on digital class organization to investigate how far the implementation of technology in the class and its influences organised by the lecturers provide a certain impact on students' achievement in language learning. Furthermore, digital class organization is an evaluation observed from the students' point of view regarding how the lecturer manages their online course. Because of the impact shift to online learning has on teaching and learning, moving to more sophisticated approaches from traditional ways in a short period of time may be difficult in any language teaching situation including teaching English for Specific Purposes (ESP) (Situmorang et al., 2020). Teaching ESP is challenging especially for pre-experience learners at the university level since the materials do not focus solely on specific skills as all aspects of learning are integrated, involving the emphasis on vocabularies in a particular field of study (Garrote & Galetti, 2015). Therefore, students' motivation in learning ESP is affected by the way the lecturer applies various approaches on technology-tools as media to support learning process during online learning since they learn complicated materials so that the appropriate model and organization should be implemented.

Several studies related to the exploration on students' perspectives of the digital class organization during pandemics have been conducted. A study by Situmorang et al. (2020) indicates that students' perspectives towards the implementation of digital approaches in the virtual class are positive where the teacher conducted the meeting with thorough preparation. Similarly, Abubakar & Tsuraya (2021) explored the students' perception toward the use of the effective platform in online learning and found that teachers used a helpful platform to aid language learning during the pandemic. However, they also thought that not even a perfect digital platform can replace face-to-face learning since many things are missing during this online learning. Furthermore, Rahim & Chandran (2021) found that most students perceived that e-learning or digital online learning is a good alternative to replace face-to-face classes; however, the lack of regular electricity connection, low internet bandwidth, high costs of ICT tools, the lack of infrastructure, and the lack of ICT knowledge of the educators and students become the barriers to learning within an online learning situation. Recently, Coman et al. (2020) explored the research conducted in Romanian Higher Institution and found that, based on the students' perspectives, the institution was not well-prepared for online learning and the disadvantages become prominent. The issues related to technical aspects such as teachers' technical skills and styles in adapting online learning.

Despite a certain number of studies exploring students' perception of technology or digital utilization in online learning during the Covid-19 pandemic, the focus of most studies is directed to general teaching, to kinds of tools used,

and is teacher-oriented. On the other hand, many studies have been published on digital class organization conducted by language lecturers and on teaching of English for Specific Purpose (ESP) at the university level, which is more complex compared to the other level since more complicated and unfamiliar vocabularies are studied. With this regard, this study aims to investigate the university-level students' views regarding digital class organization and its effectiveness as conducted by the lecturer teaching ESP during the Covid-19 pandemic to Informatics Engineering Students at Garut Technology of Institute; also it investigates the factors influencing this process.

2. Literature Review

2.1 Digital Online Learning

The implementation of digital online learning or technologies has frequently been investigated by many scholars since its advancement provides an impact on the education system. In this case, digital online learning has a broad correlation with digital technologies since the technologies are mostly utilised during the process. Blundell et al. (2016) explain the correlation between both terms. Digital technologies are the terms referred to different tools of hardware or software used to activate, store, collect, and run the data as well as stimulate critical thinking, problem-solving, and collaborative and communicative action. While digital online learning refers to the possibility to give the opportunity in using technology during online learning activities (Blundell et al., 2016). Moreover, Kulal and Nayak (2020) define digital online learning as the adoption of technology and internet communication in the teaching and learning process, including material distribution, collaboration, and academic progress control, and discussion. Sailer et al. (2021) stated that implementing technologies as digital online learning can open diverse opportunities for both educators and students in supporting the process of learning. Furthermore, digital online learning is a mode that does not simply apply to the face-to-face learning process, but it can be also used for online learning that is internet based course (Rasmitadila et al., 2020).

The implementation of digital online learning can be divided into two ways of communication: synchronous and asynchronous learning. According to Lim (2017), in the online learning context, the synchronous learning process is the utilization of digital learning that makes it possible for educators and students to interact with each other at a given time and place. Abubakar & Tsuraya (2021) add that synchronous learning in the context of online learning is the kind of digital learning implementation interactively conducted at dynamic real-time communication between educators and students. Some digital technologies used for this context are, for instance, *Zoom Meeting*, *Microsoft Teams*, and *Google Meet*. On the other hand, asynchronous learning communication is a less interactive learning process between educators and students (Lim, 2017). In other words,

during the asynchronous learning process, the interactive process is not needed since it is conducted through one-way communication where the students are merely provided the material in manageable time (Rahman, 2020). Some of digital technologies applied for this kind of communication learning in the Indonesian context are Google Classroom, Padlet, WhatsApp Group, and University Learning Management System (LMS).

2.2 Class Organization

Classroom organization or management is the role educators have in ensuring an effective learning environment by creating discipline for the students, managing the barriers, providing opportunities for all students to be involved during the learning process (Akman, 2020). Furthermore, ensuring the appropriate principles and strategies applied by educators to facilitate good quality of classroom environment is the main purpose of classroom organization. Furthermore, a learning environment that can create a positive atmosphere and motivate the students to get involved in the learning process is the result of the effective class organization (Lathifah et al., 2020). Besides, classroom organization also indicates how the educators build a comfortable, engaging, fun, warmth, lower consuming media, and safe learning atmosphere for the students (Wahid et al., 2018). Lathifah et al. (2020) adds that classroom organization is an indicated point in maximizing the learning process of the students, including academic facilities (materials), socio-emotional learning (maturity and social skills), and classroom control. However, the shift to online learning narrows the process of socio-emotional learning where the students struggle to understand the instructions from their mentor. In the context of online learning, the educators are demanded to be able to organise the sudden shift to the virtual classroom, including the opportunities and barriers during the process. The ability to use and select various appropriate digital technologies that fit the students' needs is highlighted.

2.3 Students' Perspective

Perspectives broadly refers to the observation of a particular situation including mental image, concept, consideration, and awareness of the environment's elements created by the experience (Fitriani et al., 2020). Astuti & Indriani (2020) argue that perspective is the part of external factor that concerns people's point of view, understanding, faith, and reaction to innovative action. Furthermore, Sujarwo et al. (2020) stated that perspective is known as an internal process that has consciously been recognised by an individual when selected and regulated stimuli that come from outside. Perspective is a necessary and prominent aspect in evaluating the performance and motivation of innovative work (Abubakar & Tsuraya, 2021). Regarding the students' perspective, it is vital since their perception correlates with performance and motivation in learning. As mentioned earlier, the motivation and performance of the students in learning will be increased if the beneficial output

is provided in the course (Smart & Cappel, 2006). Besides, students' perspectives can also be used for problem analysis or phenomenon observation occurring during learning activities to improve the quality of teaching. Based on the above, this study was set to answer the following research questions: (1) What is students' perspective on their lecturer's digital class organization? (2) What is students' perspective on lecturer's preference of online learning platforms? The purpose of the study is to explore the students' perspective of the lecturer's digital class organization during online learning by utilizing particular technology tools, their preference, and how effective it is implemented.

3. Method

To achieve the purpose of the study, a mixed-method design was applied (Creswell, 2012). Mixed-method design can be benefited to advance the research topic of the certain topics. According to Molina-Azorin (2016), the objective of mixed-method design is to provide a better understanding of the research problems and complex phenomenon with combination rather than an approach alone. Furthermore, the mix-method design is also used to compare different perceptions drawn from quantitative and qualitative data. A random sampling technique was used to collect the data. In this study, 90 freshmen of Garut Technology of Institute who are majoring in Informatics Engineering and studying English for Specific Purpose (ESP) were randomly selected. The cohort comprised 32 females and 52 males aged between 18 and 20 years. All the participants were enrolled the subject and they followed online teaching/learning process for one semester (16 meetings) through different technology platforms.

For collecting the data, a 'Google Form' questionnaire consisting of close-ended and open-ended questions was distributed to the participants and the link was distributed via their WhatsApps Group due to an ongoing pandemic was. The questions were been validated by an expert to check and convince that the questionnaire arranged is appropriately

used to measure the phenomena and it yields a valid data. Close-ended question were used to show the students' perspectives of the lecturer's digital organization and to investigate the factors influencing their point of view. In this form, the study employed a 4-scale questionnaire, i.e. 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree) as the instrument of the research. There were 15 items of statements set to establish out how the lecturer organised the technology-enhanced language learning during online learning. On the other hand, open-ended questions were applied to uncover the students' detailed perspective and their preference towards the lecturer's implementation of effective digital learning. The questionnaire included 5 such questions to uncover students' preferences and how effectively technology-platforms are implemented during online learning.

4. Results

The purpose of the current study was to establish the students' point of view regarding their lecturer in organizing digital online classes by utilizing technology platforms and the factors that influence the effectiveness of this implementation. The study observed one aspect in conducting online learning, i.e. digital class organization. The analysis is divided into two sub-topics, i.e. students' perspective on the lecturer's digital class organization and students' perspectives on the lecturer's preference of online learning platforms. The results of students' responses are described below.

4.1 Students' Perspective on Lecturer's Digital Class Organization

The following findings show the students' perspective on how the lecturer uses and organises the digital platform in a virtual meeting. Answers in the closed-ended questionnaire provided for the results.

Table 1. Summary of Students' Response to the Questionnaire

No	Statement	Agree Percentage
1	Lecturer is proficient in using various communication technologies for the enrichment of teaching materials and in conducting synchronous and asynchronous learning.	57.8 %
2	E-learning tools used by lecturer in both synchronous and asynchronous learning are effective in encouraging the improvement of students' English language skills.	61.1%
3	Learning activities and an online learning atmosphere both synchronously and asynchronously built by lecturer can encourage students to improve their English language skills.	48.9%
4	Lecturer can use synchronous and asynchronous learning techniques to improve students' English learning.	53.3%
5	Lecturer is able to choose online learning media that are suitable for students' needs in learning English, both synchronously and asynchronously.	54.4%

6	Lecturer can choose gamification media (Kahoot, quizzes, Learning Apps, etc.) that are interesting and motivating in learning English.	52.2%
7	Lecturer can find the right digital content (audio, video, games, and worksheets) that supports students in improving English learning.	46.7%
8	Lecturer can use digital resources in creating a logical and structured understanding of learning English both synchronously and asynchronously.	61.1%
9	Lecturer can plan and execute English teaching using online learning media both synchronously and asynchronously.	60%
10	Lecturer can combine word processing (PowerPoint, Office, etc.), presentation media, and other sophisticated media that help students in speaking English.	54.4%
11	Lecturer can provide clear demonstrations when using online learning media both synchronously and asynchronously.	64.4%
12	Lecturer can overcome the disturbances experienced by students during the use of online learning media.	54.4%
13	Lecturer can create a positive atmosphere during English learning both synchronously and asynchronously.	52.2%
14	Lecturer can motivate students to learn English online and independently.	57.8%
15	Lecturer can motivate students to learn English online and independently.	57.8%

Referring to **Table 1**, 57.8% of most participants agreed with the statement. The rest is either strongly agree (34.4%), disagree (6.7%), and strongly disagree (1.1%). This indicates that most students thought that the lecturer is considered to have competency in implementing various technologies in organizing the materials during online learning synchronously and asynchronously.

The result shows that the majority of participants agree with the statement in item 2. The rest of the participants are either strongly agree (30%), disagree (4.4%), and strongly disagree (4.4%). This can be understood in a way that the numerous e-learning tools used by the lecturer during online learning are considered to effectively improve students' ability and skill in learning English for specific purpose.

Based on the table above, it shows that about half of the participants agree with item 3 statement. On the other hand, 36.5% tended to strongly agree and 14.4% disagree. In this case, this result can be interpreted that most of the students have a positive perspective on how their lecturer creates the learning environment during online learning to improve their English ability.

Regarding item 4 statement, a bit more than half of the study participants (53.3%) agrees with the statement. This result shows that the teaching technique applied by the lecturer is appropriate for them. It is due to the lecturer combining various platforms in delivering different topics to engage the students to be more active and interested in language learning.

The data for item 5 shows that more than half of the participants agree with the statement. Furthermore, from the data calculated, 37.8% stated to strongly agree, and only 6.7% and 1% of the participants stated that they disagree and strongly disagree respectively. It can be concluded that the media selected by the lecturer during online learning is

appropriate to the students' needs in learning English for specific purpose. It is indicated from the effort of the lecturer to adapt different platforms of technology teaching which are matched to the purpose of different topics in language learning.

Similar to previous results, results for item 6 shows that slightly more than half of the participants (52.2%) agree with the statement; and 27.8% of the participants stated to strongly agree, only 14.4% and 5.6% disagree and strongly disagree respectively. Besides the lecturer having to be able to choose appropriate media in delivering materials, he or she should select those that are considered as fun and engaging. The result above can mean that the lecturer can find interesting and engaging media platforms that can be used to increase students' motivation in language learning to prevent students' boredom.

The data for item 7 explains that less than half of most of the participants chose to agree. Then, from the calculated result, the rest is either strongly agree (35.6%), disagree (13.3%), and strongly disagree (4.4%). It means that the lecturer has competency in selecting various content materials matching students' needs to help them improve their language skills. The lecturer should not only share the materials directly but he/she should be able to creatively use different digital content to achieve the learning outcomes.

Item 8 indicates that almost two thirds of the participants agree with the statement. It means that to create a logical and structured understanding for the student in language learning, the lecturer can apply and find various digital resources. It shows that the lecturer is capable of organizing the digital platform to deliver the materials in an online class to create the understandable and comprehensible content of learning.

The data for item 9 showed that 60% of most of the participants tended to choose to agree and only 11.1% of the participants said to disagree with the statements. This indicates that the lecturer has comprehensively planned and organised the media used in language teaching both synchronously and asynchronously.

Referring to the statement in item 10, 54.4% of the participants agree and 30% strongly disagree with the statement. Based on the result, it shows that students deemed that the lecturer has competency in running and using different kinds of word processors to help him organise and present the materials in an online classroom which helps the students to understand the material explained.

Based on the data for item 11, 64.4% refers to the participants who considered agree with the statement. The rest of the results indicated that as many as 27.8% of them strongly disagree and only 7.8% of the participants said to disagree. This result indicates that the instruction of the lecturer in demonstrating the digital online platform is understandable and obvious. This is indicated by the students who can easily follow the digital platform applied by the lecturer during language teaching.

Item 12 has 54.4% agreement rate, which means that most of the participants did not encounter many barriers during the use of online learning media applied by the lecturer since the lecturer can manage it properly. The rest of the participants strongly agree with the statements, and only 15.5% said to disagree.

In addition to item 12, item 13, which is related to the environment created by the lecturer in online learning shows that about one half of the participants considered agreeing with the statements. Furthermore, 43.3% of the participants stated to strongly agree. This shows that the lecturer can positively create an engaging and motivating environment for students to learn English during online learning.

The result shows that almost 60% of participants agree with the statement in item 14. Other calculated data also indicated that 35% of the participant prefers to strongly agree, 5.6% disagree, and 1.1% strongly disagree. This means that the lecturer can motivate the students to learn English actively and independently since the various engaging digital platforms are implemented.

Based on the data for item 15, the data shows the positive result in that 46.7% of the students thought that the lecturer is competent in combining various teaching techniques during online learning. It is supported by the result that 41.1% of the participants agreed with the given statement. It can also be concluded that language learning can be more attractive and motivating since the ability of the lecturer to find and implement the appropriate teaching techniques into the classroom that fits the students' needs.

4.2 Students' Perspective on Lecturer's Preference of Online Learning Platforms

Reflected from the result of the close-ended questionnaire above, the perspective of the students concerning the lecturers' preference in implementing digital online learning and the factors that influence its effectiveness is observed more deeply through an open-ended questionnaire regarding students' preference of lecturer's digital technology utilization, the effectiveness of the media, the strength and weaknesses of the media, and the factors influencing the process. The result shows that some of the platforms used by the lecturer in conducting online language learning are *Google Meet*, *Google Classroom*, *Zoom*, *YouTube*, *WhatsApp Group*, *Padlet*, *Quizzes*, *Voice Note*, *Canva*, and *Video*. However, the most frequent platforms used by the lecturers based on the students' voice are Google Meet, Google Classroom, WhatsApp Group, Canva, and Padlet. From the data gathered, 85% of the students select the Google Meet platform as the medium to conduct online learning. In this case, Google Meet is utilised for online learning where lecturers and students can meet synchronously. By using this tool, the students can directly feel the real classroom atmosphere. The rest of the platforms implemented are Google Classroom, WhatsApp Group, and Padlet. Some perspectives provided by the students are presented below:

"With this platform, I can at least feel that I am in the classroom and this can motivate me to learn."

Excerpt 1

"I prefer to use Google Meet because this platform makes it possible for lecturer and students to meet virtually."

Excerpt 2

"The platform that I like is Google Meet because we can interact directly."

Excerpt 3

"In my opinion, Google Meet is one of the effective online learning media implemented by the lecturer because we can create the like face-to-face interaction."

Excerpt 4

"I prefer the lecturer to use Google Meet because the student can directly ask the lecturer about the material that we haven't understood directly."

Excerpt 5

"Google Meet can save our internet data."

Excerpt 6

"Google Meet is the effective platform because we can interact and discuss one another virtually and more economical compared to Zoom."

Excerpt 7

“I prefer to use Google Meet because the lecturer can directly explain the material because it is sometimes difficult to understand the material independently.”

Excerpt 8

“Google Meet and Google Classroom, in my opinion, are easy to operate compared to other platforms.”

Excerpt 9

“I prefer to choose Google Meet because it is lower internet consuming.”

Excerpt 10

It can be indicated from the students’ perspectives above that most of them prefer the lecturer to use Google Meet because the media can be used during online learning since the lecturer and students can create meeting virtually. Additionally, besides the lecturer being able to directly explain the materials, he or she can also interactively engage the students to ask questions and share their difficulties in understanding study materials; thus the lecturer can evaluate the students’ comprehension. Moreover, the students prefer to use Google Meet because it is considered more economical compared to other platforms. Besides investigating the students’ preference in terms of their lecturer’s digital technology utilization, the strengths and the weaknesses of the media platform implemented during online learning need to be observed in order to know how far it is effective to use. Some findings are described as follow:

“The media used by the lecturer can more motivate me to learn English because it is interactive and does not spend much energy. However, because the feature is still new for me, it is quite difficult to adapt with it.”

Excerpt 11

“By the online media used by the lecturer, I can be braver to ask the question because the lecturer gives to ask the space such as Padlet where the students can freely post many questions there related to the materials. But accessing the media sometimes becomes difficult because of the unstable network.”

Excerpt 12

“The media are easy to access but less interactive sometimes.”

Excerpt 13

“I feel comfortable using the media because it makes the communication more open. But, my device does not support some of the media.”

Excerpt 14

“The media used is easy to follow and understand and I feel motivated to learn. But it needs a high internet quota.”

Excerpt 15

“I can still understand the material even though we do not meet face-to-face. But, I think it is less interactive.”

Excerpt 16

“The online platform used by the lecturer can support our distance learning, however, the lecturer cannot fully control whether the students actively pay attention or not.”

Excerpt 17

The responses from the students above show that the strengths of the online media platform used by the lecturer are mostly in the sense that they are easy to follow and understand because the explanation and instruction delivered are simple. Besides, it can also increase the students’ motivation in learning and can help them to understand the materials. Furthermore, students also become more confident since the communication is served to be more open. On the other hand, some weaknesses are also found. The media applied cannot fully control all of the students during online learning. Also, those are too very high internet quota consuming and do not support the device students are using. Unlike face-to-face learning, online media are thought to be less interactive. Besides, there are also some supporting and inhibiting factors of the digital technology implementation applied by the lecturer based on the students’ perspective. Some of the different perspectives provided by the students are described as follows:

“My problem during online learning is limited internet access and quota.”

Excerpt 18

“The supporting factor when the lecturer uses the online media platform because the lecturer clearly explains the steps to use it while the inhibiting factor is sometimes the barrier existing while the steps are explained because the unstable internet access.”

Excerpt 19

“The supporting factor is we are facilitated by the government for the internet quota, but the problem is the unstable network so I feel I can’t follow the learning well.”

Excerpt 20

“The things that support me during online learning are that there is some alternative given by the lecturer to conduct online learning more engaging through various media platform, but the internet access and device are not supported sometimes, and also some platforms are very high-consuming internet quota.”

Excerpt 21

“Supporting factor is that some media platforms used by the lecturer are quite effective to replace the face-to-face learning media during the pandemic and the lecturer can also explain and instruct the material or task to the students well while the problem is the unstable internet access so that there are some explanations that are missing or unclear.”

Excerpt 22

“I learn more easily through e-learning platform used by the lecturer and become more confident, but the problem is the unstable internet access and device.”

Excerpt 23

“I enjoy the media used by the lecturer, but the issue is the failures of the electricity, supported devices, such as laptop or computer, and other technical problems during online learning.”

Excerpt 23

The data above indicate some factors that support and hinder the use of online media platforms in teaching and learning English during the Covid-19 pandemic. Seven different samples are provided here since the rest of the statements have similar perspective. The data shows that some of supporting factors that help the students study during online learning are that the lecturer provides clear instruction on the online media platform utilization applied in the virtual class and uses various alternative media that can engage and encourage the students to be more motivated in language learning. Besides, the government also facilitates the students by giving free internet quota that can support their online learning. On the other hand, some barriers also exist. Most of the students thought that the most prominent problem during online learning is the unstable internet access so that the media applied by the lecturer during learning becomes ineffective. Furthermore, some media platforms are also thought to be very high internet quota consuming. This problem occurs since more than half of the students stay in the village which means the access to the internet is limited compared to the city and some of them even do not have internet access. The impact is that the material explained cannot be received properly. In addition, other issues are the electricity and the lack of supported devices, such as smartphones, computers or laptops. This relates to the capability of the students since most of them are categorised into the middle to low household income groups. This factor can highly influence the implementation of online learning media since some students do not have supported facilities.

5. Discussion

The study aimed to investigate and explore the students' point of view on their lecturer's digital class organization and its effectiveness in conducting online language learning synchronously and asynchronously during the Covid-19 pandemic. This issue is raised due to the importance of evaluating whether the lecturer can organise the classroom to achieve the learning purpose during the sudden shift to online learning. This study looked at one aspect of class organization, namely digital class organization.

In terms of digital class organization, the result showed that most of the students have a positive perception toward the implementation of digital technology applied by the lecturer and how it is organised during online learning. Although the students are located in different parts and areas,

the lecturer can still properly organise the online class. The finding of this study supports the previous study conducted by Situmorang et al. (2020), who studied the teacher's preparation of the use of digital technology, and the result indicated that that the students have a positive view toward the implementation of digital tools in the virtual class and they assumed that their teacher did preparation in organizing the class. Also, Gasaymeh et al. (2017) on her study also has the same result that the students also have the positive views of the teacher's utilization of digital platform in their formal learning. However, Bader et al. (2021) shows in his study that the students provide less positive feedback to their teacher's digital tool utilization where their enthusiasm to follow and adapt the digital platforms in supporting their language learning during online learning is low since they views that the new digital tools used is teacher-controlled “base of information”. Furthermore, Hastomo & Zulianti (2021) also stated that although digital tools can assist the students' learning process, most of them prefer face-to-face learning activity since their teachers are still incapable in utilizing various online applications to provide an innovative and engaging learning environment. It indicates that this study provides new assumption toward how students positively perceive the lecturer's utilization of digital tools during online learning and how it is organised effectively. Based on the objective of the current study, the implementation of digital tools during online learning and how the lecturer organises it can influence the students' motivation in learning in the context of English as Specific Purposes at Garut Technology of Institute.

The findings reveal three main items that surpassed the other items from each category. First, e-learning applied by the lecturer is thought to be effective during online learning in both synchronous and asynchronous learning approaches. This item is found to be the second-highest of all of the items related to the lecturer's organization of online learning. Similarly, the findings of the study by Rahim & Chandran (2021) also stated that e-learning is a good alternative to replace face-to-face learning process since it provides an access to the development of information technology to obtain greater knowledge. In this study, the teacher can effectively serve a great digital tool for students in supporting and making contribution for their language learning. Furthermore, the finding is also aligned with a study by Lismardayani & Oktavia (2021), who studied the students' perception on how English materials are explained by using E-learning, and the finding showed that E-learning is effective to be implemented during online learning and provide positive impact on students' achievement. Some factors supported this result are the simplicity of the tools, the knowledge of technology, and the clarity of the teacher's instructions.

Another prominent result is the ability of the lecturer to provide logical and structured materials by using the digital platform during online teaching as percentage of the students

who have positive perceptions toward this statement is about 61%. Then, the last striking result is the ability of the lecturer to provide clear demonstration and instruction in helping students use the online platform applied in the virtual classroom synchronously and asynchronously. This item is ranked the highest among all items related to digital classroom organization with 64% of the students stating positive perception. Similarly, Situmorang et al. (2020) stated that providing logical and structured material as well as elaborating a clear instruction for students during online learning is a challenging activity. In this case, the lecturer is demanded to ensure that the students have clear understanding to the materials using different approaches like he or she obtains from offline class.

From the results of this study, it can be concluded that the lecturer can organize the online classroom properly by applying some digital technologies that support the learning process. However, regarding the respondents who select to disagree with the aspect asked, it should be a consideration for the lecturer to choose a different personal approach during online learning.

Regarding the students' perception of the lecturer's digital technology utilization, four prominent platforms are highlighted, mainly, *Google Meet*, *WhatsApp Group*, *Google Classroom*, and *Padlet*. Those apps are selected because they thought to be more effective than other platforms in replacing face-to-face learning. The platforms can create interactive online learning even though some of the obstacles existed. In line with the study conducted by Sujarwo et al. (2020), who focused on online learning analysis amid Covid-19 pandemic, it is stated that after following online learning, the students became aware of using several digital platforms supporting their language learning, i.e. *WhatsApp Group*, *Edmodo*, *Google Meet*, *Google Classroom*, and *Telegram* and they enjoyed. It is shown that the most widely used platform is *WhatsApp* platform. This platform was chosen since the available feature can support online learning process effectively.

In terms of the obstacles, students found that the internet access, high internet quota consumption, and the lack of facilities, such as laptop or computer, become the biggest problem during online learning. This problem also occurred in the study conducted by Rahim & Chandran (2021) who studied the barriers faced the teacher during online learning process and the study indicated that some major barriers occurred during implementing digital platforms are low speed internet and limited supply of electricity and the access ICT tools such as computer or laptop.

It is expected that this study can give a contribution to inform for policymakers to find the solutions so that the learning process during a pandemic can be optimally handled by educators. The novelty of this study is that it showed that the appropriate digital tools used in the virtual class and how it is organized by the lecturer influence the students'

motivation in learning during Covid-19 pandemic in the context of English Specific Purposes at Garut Technology of Institute. Furthermore, mastering digital platforms is necessary for both educators and students in adjusting the sudden shift to online learning to support learning process. Besides, this study also suggests that the lecturer have to select the engaging, fun, and innovative tools to create a good learning environment for the students that can be conveniently accessed and implemented in learning process. Moreover, the low-cost of the tools should also be the most considering issue so that all students have the same opportunity to get access in digital learning.

6. Conclusion

The study aimed to investigate students' perspectives on the lecturer's digital class organization in teaching ESP during the Covid-19 pandemic. Based on the finding of the study, all items of the statements mostly showed to agree and strongly agree. This finding indicated that the students have positively argued that their lecturer is capable of organizing and implementing various digital platforms during online learning. The result is that most of the students can still be motivated and engaged in learning even though teaching is conducted virtually. Additionally, through the opened-ended questions, the students presented the lecturer's choice in utilizing digital technologies in teaching and their preference in learning. The results have shown that the students prefer to use four prominent digital platforms or e-learning, namely *Google Meet*, *Google Classroom*, *WhatsApp*, and *Padlet*. Those platforms can be used synchronously and asynchronously. They thought those platforms can effectively replace face-to-face offline media since it keeps the lecturer and students interacting with one another. However, some of the problems come from the stability of internet access, students' data, available devices, and particular technical issues. Therefore, the lecturer should consider the factors in selecting a digital platform to support the students in learning and avoid certain barriers occurring during online learning so that language learning can be effectively conducted. For the future research, it is suggested to also examine what challenges faced by the lecturer in teaching English as Specific Purpose during online teaching.

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