

Students' Perception of the Method Used by the Teacher in Teaching ESP at Universitas Sari Mulia

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Abstract

Teaching methods are very important in English learning because teachers play an important role in making learning more enjoyable and effective for students. The purpose of this study was to identify students' perceptions of the methods used by teachers in teaching ESP at Sari Mulia University. This research method used a descriptive quantitative design, saturated sampling technique, and questionnaires as data collection instruments. The results of the study showed several student questionnaire responses related to positive perceptions of each principle of the CTL method. The first principle of constructivism showed a positive response of 82%; the second principle of inquiry showed a positive response of 68%; the third principle of asking showed a positive response of 68%; the fourth principle of learning community showed a positive response of 68%; the fifth principle of modeling showed a positive response of 57%; the sixth principle of reflection showed a positive response of 93%; and the seventh principle of authentic assessment showed a positive response of 71%. Based on the results of the questionnaire, students in the midwifery study program have a positive perception of ESP teacher methods in the teaching and learning process in English classes.

Keywords

Contextual Teaching and Learning; English Specific Purposes; Perception.



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1. INTRODUCTION

English is necessary in the context of teaching and learning. It is a language required at the international level. There are two approaches of English teaching: General English and English for a specific purpose (ESP). "English for Specific Purposes is a term that refers to change over the day in English for a particular career like law medicine or business in general" (Mohamed & Alani, 2022). English for Specific Purposes aims to prepare students for a particular professional context. ESP designed for specific disciplines, teaching situations, adult learners, intermediate or advanced students, and beginners, assuming basic knowledge of the language system. ESP is significant since it designed to fulfilled the specific language demands of a

certain student group. Following to Fitria (2020) ESP is important because it is a goal-oriented approach to language learning that prepares learners to use English for specific fields or professions such as law, medicine, bussines, management, economics, tourism, and others.

In learning English the teacher must apply suitable methods. According to Hutchinson and Waters as cited in (Roza, 2013), teaching techniques in GE classes can also be applied in ESP classes. In contrast, teaching methods in ESP are different from GE. The methods used in GE tend to be teacher-centered because the teacher is the one who plays a greater role in achieving the predetermined learning targets, while ESP tends to be student-centered, students are the central focus in the learning process because English teaching is carried out to meet the needs of English by the student's field of study.

In this research, the teacher who teaches ESP to the midwifery study program at Universitas Sari Mulia applied Contextual Teaching Learning methods (CTL) in teaching ESP. CTL is a learning method that integrates real-world contexts into learning experiences, enhancing student understanding and skills. According to (Susanto, 2019), The principles of Contextual Learning (CTL) are designed to enhance the learning experience by integrating it with real-life contexts. These principles include: constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. Following to (Yamin, 2017), The use of appropriate and engaging teaching methods is essential for students to effectively learn and enjoy the English language. Therefore, it is necessary to know whether the perception of the students about the learning method can help them understand the material or if there is a problem that makes it difficult for capture the material.

Perception is a person's idea about an experience which enables someone to form an opinion or make conclusions about it. Nurhayati (2020) defined Perception is a psychological process through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. Related to to Irwanto as cited in (Shandi, 2020) perception can be divided into two types, namely: positive perception and negative perception. Therefore, this research aims to find out how are students' perception of the method used by the teacher in teaching ESP.

2. METHOD

The population and sample of this research are Diploma III midwifery students of Universitas Sari Mulia Banjarmasin in the academic year 2023/2024. The total sample for this research is 28 (twenty-eight) students taken by saturated sampling. According to (Hardani MSi et al., 2020) saturated sampling occurs when all members of the

population are used as samples. Well-saturated sampling is used when the population size is small (less than 30 people) or when a study requires minimal errors.

In this research, the researcher uses a questionnaire. This research used a close-ended questionnaire consist 24 questions, that asked students to choose from a predefined set of response options; strongly disagree, disagree, agree, and strongly agree. A questionnaire is used as one of the ways to know the students' perception of the teacher's method of teaching ESP in the classroom, the questions that need to be answered honestly and correctly by the students. In this instrument, the questionnaire is related to the principles of CTL. In this research, the researcher used descriptive-quantitative data analysis that consists.

The following is the procedure for administering the questionnaire: The researcher sent out the link of the online questionnaire via WhatsApp Messenger; The students are required to read the instructions of the test; The students had to complete (amount) questions; After the students complete the questionnaire, their answers are recorded, and the results are analyzed.

3. RESULT AND DISCUSSION

There was a questionnaire given to students. The questionnaire was created based on Susanto (2019), theory regarding the principles of CTL method. The questionnaire consists of seven aspects. They are constructivism, inquiry, questioning, learning community, modelling, reflections and authentic assessment. The questionnaire containing 24 questions about the principles of CLT implementation in the classroom. Each question was measuring about how was the principles of CTL implemented, it referred to students' perception about how the teacher implemented all of the principles during teaching and learning in the midwifery English class with specific purposes content. The following are the results of research on students' perception of the contextual learning method used by the teacher.

Table 2. The questionnaire results of Students' perception

No	Indicators	Percentage	Interpretation
1	Constructivism	54%	A
		82%	A
		54%	A
		50%	A
2	Inquiry	39%	D
		61%	A
		68%	A

		64%	A
		50%	A
		61%	A
3	Questioning	68%	A
		64%	A
		64%	A
		68%	A
4	Learning Community	57%	SA
		54%	SA
5	Modeling	50%	SA
		57%	A
		71%	A
6	Reflections	50%	A
		93%	A
		50%	A
7	Authentic Assessment	71%	A
		61%	A

Constructivism

Based on the findings, it can be concluded that students have a positive response related to the constructivism principle which consists of recalling knowledge, finding learning ideas, relevance assignment to the situation, and opportunity to implement learning ideas. It might be so due for the concept of constructivism will help the students to build students knowledge. This is supported by Parwati (2018) states that to gain understanding or knowledge, students construct their own understanding of the phenomena they encounter by utilizing their experiences, cognitive structures, and beliefs.

In constructivism principle, there are crucial parts; the first phase is to construct knowledge, whether from previous experiences or new topics presented by the teacher, followed by chances for students to develop and use their own learning processes, (Susanto, 2019). Students agree that the three parts are important in helping them learn. This is evidenced by the positive responses from the students, with the most common average answers being Agree (82%).

Inquiry

Based on the findings, it can be concluded that students have a positive response related to the inquiry principle which consists of independent research, formulation problems to develop critical thinking, improve exploration ability, and improve communication skills. It might so due for the concept of inquiry will help the student to discover students' knowledge and skills. It supported by Susanto (2019) states principles of research relate to the learning process that involves investigation and

discovery through systematic reasoning.

In inquiry principle, several things need to be done in the application of this principle, namely formulating the problems that will later be solved by the students. Second, observing and conducting observations. Third, collecting data and information that can be obtained through observations that serve to answer the problems. Lastly, communicating or presenting the results of the work to readers, classmates, educators, or other audiences (Wijayanti, 2021). Students agreed that the four activities are important in helping them improve their skills. This is evidenced by the positive responses from the students, with the highest answer being Agree (68%).

Questioning

Based on the findings, it can be concluded that students have a positive response related to the questioning principle which consists of encouraging questioning during learning, connecting everyday life to the material, being comfortable during asking, effective questions to memorize and analyze information, and encouraging curiosity deeper. It might so due to the concept of questioning will help the student to reflect in a state of thought. It supported by (Rusman, 2018) also states in the teaching and learning process the procedure of asking questions is related to the activity of responding. As a result, this asking technique is sometimes referred to as the question-and-answer method.

The principle of Questioning is applied to explore information, understand the extent of students' curiosity, and stimulate learners to analyze, compare, formulate, consider, and interpret. It also encourages students to discover concepts and compare them with facts, (Wijayanti, 2021). Students agree that the aims are important in assisting them in developing a deeper understanding. This is evidenced by the positive responses from the students, with the highest answer being agreed (68%).

Learning Community

According to Karim (2017) the notion of a learning community implies that learning results are obtained via cooperation with others. In the contextual teaching and learning (CTL) program, educators are expected to constantly conduct learning in study groups. During the implementation of this principle, students will be organized into groups, whether they are large, small, or in between. Small groups can consist of 2-5 students, medium groups of 6-10 students, and large groups of 11-20 students. Activities that may be done in groups such as discussion, play, simulation, training, problem-solving, task management, and so on.

Based on the findings, it can be concluded that students have a positive response related to the learning community principle which consists of sharing experiences and

knowledge, collaborating to solve problems, and participating actively. It might so due to the concept of a learning community will help the student to improve collaboration skills. It supported by Susanto (2019), knowledge and understanding are greatly supported by communication with others. A problem cannot be solved alone; it requires the help of others. Mutual cooperation, where both parties give and receive, is essential for solving a problem. Students agree with that statement, collaboration could solve their problems easier. This is evidenced by the positive responses from the students, with the highest answer being agree (68%).

Modelling

According to (Susanto, 2019), The Modeling principle can be applied by operating something or demonstrating something, such as images or other learning media that are relevant to the topic being discussed. So being an educator is not the only model, because models can be brought in from outside. Teachers must be able to develop a variety of techniques to draw their pupils' attention to actions or examples that should be followed. Teachers will assist students in directly solving a range of issues, expressing varied ideas, or using tools to reach any learning objectives.

Based on the findings, it can be concluded that students have a positive response related to the modeling principle which consists of enjoyment and useful model. It might so due to the concept of modeling will help the student to exemplify the model. It supported by Alfian (2019), in learning activities, there must be a model that students can follow. Essentially, modeling is the expression of an idea. The teacher displays to the students what they need to study and models what the teacher wants the students to do. Students agree with that statement, a suitable model can make it easier for them to understand concepts. This is evidenced by the positive responses from the students, with the highest answer being agreed (57%).

Reflection

According to Rusman (2018), reflection is the activity of recalling what has just been learned. Students consolidate what they have learned as a new structure of knowledge, which enriches or varies their previous knowledge. This principle can be applied by asking questions related to the material that has just been taught to deepen students' understanding, which can be done at the end of each lesson.

Based on the findings, it can be concluded that students have a positive response related to the reflections principle which consists of recalling help understanding the concept, encouraging reflection sessions, providing appropriate feedback, and relating reflection to the future profession. It might be due to the concept that reflections will help the student to enhance or improve learning activities. It is supported by (Alfian,

2019), that reflection is not a separate activity from introspection that leads to stunning ideas. Indeed, excessive thinking can lead to a lack of insight into numerous situations. This is the reason so critical to revisit thoughts and learning regularly, as conditions, information, and experiences shape how we interpret our mental lives. Students agree with that statement, a reflection could increase students' comprehension. This is evidenced by the positive responses from the students, with the highest answer being agreed (93%).

Authentic Assessment

According to Samatowa (2018) assessment is the process of collecting various data results that can provide an overview of the learning progress of students. Authentic assessment is conducted in an integrated manner with the learning process. This assessment is carried out continuously throughout the learning activities and encompasses all aspects of the assessment domain. During the learning process, the teacher has prepared an assessment sheet for the students. The category is which students are active and which are not. Activity can be seen through asking questions, responding, copying, listening, and so on.

Based on the findings, it can be concluded that students have a positive response related to the authentic assessment principle which consists of assessing during learning and involving student's activities. It might so due to the concept of authentic assessment will help the student to know their achievement in learning. It supported by Alfian (2019), authentic assessment involves evaluating students' learning, achievement, motivation, and attitudes towards classroom activities that are instructionally relevant. Students agree with that statements, authentic assessment could boost their motivation to learn. This is evidenced by the positive responses from the students, with the highest answer being agreed (71%).

CONCLUSION

In this study, the researcher aims to understand students' perceptions of the methods used by teachers in teaching ESP at Sari Mulia University. Based on the findings and discussions presented in the previous chapter, the results of this research indicate that the learning method employed is a contextual method. The results of the questionnaire show that some students have a positive perception of the mode used along with the principles contained within it. From the questionnaire results, the majority of students expressed a positive perception of the methods used by the ESP teacher in the teaching and learning process. With the principles contained in the contextual method, students can build their knowledge to facilitate understanding of the material, choose or determine their learning ideas, enhance their communication

skills, feel more active in group learning, make problem-solving easier, reflect on themselves to improve knowledge and be motivated in learning activities, making them more engaged. From the seven principles contained in the contextual method, it can be concluded that this method is suitable for teaching ESP, as evidenced by the positive responses given by students as a result of this research.

Although, this research still far from perfect result. There is shortcoming in this research that need to be noted, such as the lack of samples. A sample that is too small affects the reliability of the study. In addition, as a researcher, it is also necessary to pay attention to and update the instruments that will be used in order to obtain findings that are appropriate or even better.

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