

The Effectiveness of Teaching Business English in Online Class: A Case Study in English Online Class at Faculty of Electrical and Telecommunication Engineering, Institut Teknologi Telkom Purwokerto

Riyatno

Teknik Telekomunikasi, Institut Teknologi Telkom Purwokerto, Indonesia

*) Correspondence: riyatno@ittelkom-pwt.ac.id

ABSTRACT

Mastering business English is important for students in the modern era since they will use it when they are at work. The study aimed to evaluate the effectiveness of teaching business English in an online class. In line with the government's policy in the pandemic Covid-19 era, the online class was held using Google Meet to deliver the materials. Then, the materials, the assignments, and the tests had to be uploaded to Learning Management System (LMS) created by the institution. To support teaching English using Google Meet, we made WA Groups in order that the students could communicate things relating to the English materials. A sample $n = 139$ students involved in the study during the semester. The effectiveness of teaching business English was measured based on the score the students got, namely from assignments, class activities, presentations, quizzes, mid-term tests, and final exams. The result showed that 14 students (10.07%) got A, 54 students (38.85%) got AB, 60 students (43.17%) got B, 3 students (2.16%) got BC, 5 students (3.60%) got C, and 3 students (2.16%) got E. The findings suggested that teaching business English in an online class was effective.

Keywords: *effectiveness; online class; English teaching; business English; case study*

INTRODUCTION

Business English, named English for Business and Communication at the Institute of Technology Telkom Purwokerto, is one of the compulsory subjects that students have to study in order that they are able to finish their studies. The course provides students with the skills to communicate in business. They are, hopefully, able to communicate in English, starting from making job application letters, interviewing, telephoning, and presenting business. In addition, this course also provides provisions for cross-cultural understanding in an international communication context so that there will be no miscommunication (Gajšt, 2014).

Basically, the teaching-learning process uses face-to-face learning so that teachers can directly assess and evaluate students' performance in front of the class. Because of the Covid-19 pandemic having students learn from home (Inayati and Waloyo, 2022), online learning was chosen because of government regulations that prohibited direct interaction in the classroom to prevent the spread of an increasingly widespread outbreak. In addition, online classes tended to be "equivalent or even superior to their face-to-face counterparts" (Blake, 2008: 102).

Therefore, teachers must prepare teaching tools in accordance with the rules set by the campus. In accordance with campus policy, teaching English for communication and business uses the Google Meet (GMeet) platform. Meanwhile, the Teaching Program Plan, materials, assessment and evaluation use the Learning Management System or LMS.

A common problem in online classes is the availability of a stable internet network. When the internet network is unstable, there are some students who leave GMeet by themselves. Not to mention

when students don't turn on the camera with the excuse that the gadget has a problem or the camera is broken. Yeh, et al. (2019) say that "online courses require students to control and be responsible for their own learning processes because these courses provide more flexible learning environments." These are all challenges that must be overcome for teaching to be effective. I had to prepare the materials, the strategies, the activities in the online class, and the evaluation well.

The problem of teaching and learning Business English is complicated so both teachers and students should discuss it. The teacher has to prepare the materials, the strategies, the activities in the class, and the evaluation well. Actually, what the teacher should do to improve students' skills not only in the class but also outside the class. The time for the Business English class is only 100 minutes. It means that the teacher has to think deeply in order that the students to have the same time to learn. If the number of students is less than 25 per class, each student has enough time to perform the Business English ability guided by the teacher. The situation will be different if the number of students joining the Business English class is more than 35 per class.

If the situation happens, students have to be active to collaborate with their teacher so that the English class runs well. In line with the effectiveness of teaching business English, it can be seen from the average number of students obtaining a score, which is at least 70 or equivalent to grade B. Hopefully, the use of technology in online classes "can enhance language teaching and learning aims" (Evans, 2009:15).

METHODS

The study aimed to evaluate the effectiveness of teaching Business English in an online class. The study was action research conducted in Even Semester, Academic Year 2020/2021. Action research could not be separated from the teaching-learning process to know its affectivity (Kitchen and Stevens, 2008).

In line with the policy of government in the pandemic Covid-19 era, the online class was held using some applications, such as GMeet to deliver the materials (Merrynda et. al., 2022). Then, I uploaded the materials, the assignments, and the tests to Learning Management System (LMS) created by the institution. To support teaching English using Google meet, we made WA groups in order that the students could communicate things relating to the materials. A sample $n = 139$ students involved in the study during the semester. The effectiveness of teaching business English was measured based on the score the students got, namely from assignments, class activities, presentations, quizzes, mid-term tests, and final exams.

I carried out the study in English for Business and Communication class in the second year of the Electrical Engineering and Communication Engineering study programs. In conducting the class, I made the power point materials that I presented through GMeet, and then followed by discussing the materials based on the questions from the students. To make sure their mastery of the materials, I gave them either individual or group assignments that had to be submitted through LMS and email. The assignment also contained taking individual video in which each of the students submitted the link drive so that it did not burden the gadget.

RESULTS AND DISCUSSION

The study showed that the most of the students could join the online class well. It can be seen in the following table.

Table 1. The Result of English for Business and Communication Class

No.	Students' Number	Present ation Score	Assign ment Score	Quiz Score	Mid- Semester Test Score	End- Semester Test Score	Score	Grade
1.	19107034	70	70	66.67	75	65	69.33	B
2.	20107001	60	60	35.33	60	65	56.32	C
3.	20107002	75	80	66.67	70	69	71.33	B
4.	20107003	70	85	69.44	65	70	70.89	B
5.	20107004	70	90	75.33	75	70	75.32	AB
6.	20107005	80	90	81.11	80	72	79.72	AB
7.	20107006	90	85	83.33	85	85	85.42	A
8.	20107007	60	60	46.67	65	70	61.08	BC
9.	20107008	80	90	66.67	70	75	75.08	AB
10.	20107009	60	70	64.44	70	30	57.39	C
11.	20107010	70	85	83.33	70	85	78.67	AB
12.	20107011	70	60	14.44	0	0	22.39	E
13.	20107012	70	75	71.11	65	70	69.72	B
14.	20107013	70	80	80	65	85	76.00	AB
15.	20107014	80	85	78.67	75	85	80.48	A
16.	20107015	70	60	76.67	70	70	69.83	B
17.	20107016	70	60	74.44	70	60	66.89	B
18.	20107017	80	90	80	75	85	81.50	A
19.	20107018	80	85	78.67	75	85	80.48	A
20.	20107019	60	60	55.33	65	53	58.57	C
21.	20107020	60	60	47.78	70	85	66.31	B
22.	20107021	60	75	76.67	70	85	74.33	B
23.	20107022	70	80	74.44	75	85	77.39	AB
24.	20107023	70	70	26.67	65	53	55.83	C
25.	20107024	70	75	76.44	70	77	73.79	B
26.	20107025	90	90	73.33	80	75	80.42	A
27.	20107026	60	85	73.33	70	85	75.17	AB
28.	20107027	80	85	73.33	70	70	74.42	B
29.	20107028	60	80	56.67	65	70	66.08	B
30.	20107029	70	85	75.33	70	70	73.32	B
31.	20107031	60	85	71.11	65	70	69.72	B
32.	17101011	70	75	66.67	75	77	73.08	B
33.	17101136	75	75	37.44	75	77	67.99	B
34.	19101001	70	65	90	70	85	77.00	AB
35.	19101002	70	80	85	80	77	78.75	AB
36.	19101003	85	75	86.67	75	85	81.33	A
37.	19101004	70	70	70	70	85	73.75	B
38.	19101005	70	70	54.44	70	85	70.64	B
39.	19101006	70	70	90	70	85	77.75	AB
40.	19101007	85	75	76.67	75	70	75.58	AB
41.	19101008	70	70	90	70	70	74.00	B
42.	19101009	85	70	63.33	70	77	72.67	B
43.	19101010	70	70	86.67	70	85	77.08	AB
44.	19101011	70	60	83.33	70	65	69.92	B
45.	19101012	70	65	87.78	70	70	72.81	B

The Effectiveness of Teaching Business English in Online Class: A Case Study in English Online Class at Faculty of Electrical and Telecommunication Engineering, Institut Teknologi Telkom Purwokerto

46.	19101013	85	65	86.67	70	85	78.58	AB
47.	19101014	70	65	81.11	70	85	75.22	AB
48.	19101015	70	65	81.11	70	77	73.22	B
49.	19101016	85	65	80	70	85	77.25	AB
50.	19101017	75	70	73.33	75	85	76.42	AB
51.	19101018	75	70	67.78	75	85	75.31	AB
52.	19101019	70	65	33.33	70	70	61.92	BC
53.	19101020	70	60	90	65	85	75.00	AB
54.	19101021	85	70	80	70	85	78.00	AB
55.	19101022	90	75	83.33	75	75	78.92	AB
56.	19101023	70	65	76.67	70	85	74.33	B
57.	19101024	85	65	71.11	70	70	71.72	B
58.	19101025	70	60	90	65	70	71.25	B
59.	19101026	70	60	90	65	65	70.00	B
60.	19101028	70	65	78.67	70	77	72.73	B
61.	19101029	75	70	77.78	70	85	76.06	AB
62.	19101030	70	60	80	65	85	73.00	B
63.	19101031	80	70	73.33	75	80	75.92	AB
64.	19101034	70	65	83.33	70	85	75.67	AB
65.	19101035	70	60	34.44	60	70	58.89	C
66.	19101036	85	70	84.44	75	77	78.14	AB
67.	17101022	70	65	80	70	80	73.75	B
68.	19101037	70	70	93.33	75	80	78.42	AB
69.	19101038	80	75	86.44	75	85	80.54	A
70.	19101039	80	85	91.11	85	80	84.22	A
71.	19101040	70	75	90	75	77	77.75	AB
72.	19101041	70	65	84.44	70	85	75.89	AB
73.	19101042	70	70	93.33	75	80	78.42	AB
74.	19101043	70	70	93.33	75	77	77.67	AB
75.	19101045	50	70	77.78	75	61	67.56	B
76.	19101046	70	65	93.33	70	85	77.67	AB
77.	19101047	70	70	84.44	75	80	76.64	AB
78.	19101048	70	65	75.33	70	80	72.82	B
79.	19101049	50	65	84.44	70	80	71.64	B
80.	19101050	70	60	86.67	65	80	73.08	B
81.	19101051	80	70	93.33	75	85	81.17	A
82.	19101052	80	75	87.78	75	80	79.56	AB
83.	19101053	70	65	91.11	70	80	75.97	AB
84.	19101054	80	75	90	75	85	81.25	A
85.	19101057	80	85	90	85	80	84.00	A
86.	19101059	70	65	88.67	70	80	75.48	AB
87.	19101060	70	75	87.78	75	77	77.31	AB
88.	19101061	50	70	90	70	71	71.25	B
89.	19101062	70	70	93.33	75	77	77.67	AB
90.	19101063	70	65	83.33	70	80	74.42	B
91.	19101064	70	65	93.33	70	77	75.67	AB
92.	19101065	70	65	77.78	65	75	70.81	B
93.	19101066	70	70	91.11	70	69	73.97	B
94.	19101067	70	75	87.78	75	80	78.06	AB
95.	19101068	80	85	83.33	85	80	82.67	A
96.	19101069	70	60	87.78	65	61	68.56	B
97.	19101070	70	85	62	70	80	73.15	B

The Effectiveness of Teaching Business English in Online Class: A Case Study in English Online Class at
Faculty of Electrical and Telecommunication Engineering, Institut Teknologi Telkom Purwokerto

98.	17101006	70	65	71.67	70	60	67.08	B
99.	19101072	70	70	76.11	70	85	74.97	B
100.	19101073	70	60	0	0	0	19.50	E
101.	19101076	80	80	72.78	81	85	80.06	A
102.	19101077	70	75	76.11	75	85	76.97	AB
103.	19101078	70	65	48.33	75	85	69.92	B
104.	19101079	70	70	58.33	70	85	71.42	B
105.	19101081	70	65	56.11	75	50	62.72	BC
106.	19101082	80	70	69.44	75	85	76.39	AB
107.	19101083	70	75	87.5	75	72	76.00	AB
108.	19101084	70	70	66.11	75	87	74.72	B
109.	19101085	70	70	62.78	75	85	73.56	B
110.	19101086	70	65	56.11	75	85	71.47	B
111.	19101087	80	75	59.44	75	80	73.89	B
112.	19101088	70	80	62.78	75	69	71.06	B
113.	19101089	85	80	62.78	75	85	77.31	AB
114.	19101090	80	70	81.44	75	77	76.79	AB
115.	19101091	70	70	71.67	75	80	74.08	B
116.	19101092	70	75	81.67	75	77	76.08	AB
117.	19101093	70	70	66.11	70	85	72.97	B
118.	19101095	70	75	79.44	70	85	76.39	AB
119.	19101096	70	80	69.44	70	85	75.14	AB
120.	19101097	70	75	46.67	70	85	69.83	B
121.	19101099	70	65	82.78	75	85	76.81	AB
122.	19101100	70	75	86.11	75	85	78.97	AB
123.	19101101	70	60	62.78	75	85	72.06	B
124.	19101102	85	75	79.44	76	85	80.14	A
125.	19101103	70	65	82.78	70	85	75.56	AB
126.	19101104	70	65	62.78	75	85	72.81	B
127.	19101105	70	65	86.11	75	77	75.47	AB
128.	19101106	70	70	79.44	75	80	75.64	AB
129.	18101236	0	0	23.33	0	0	4.67	E
130.	18101237	60	70	77.5	70	85	73.75	B
131.	19101027	85	70	77.5	72	85	78.00	AB
132.	19101032	60	70	69	75	85	73.30	B
133.	19101071	60	65	77.5	75	90	75.50	AB
134.	19101074	85	60	52.5	70	85	71.00	B
135.	19101114	60	60	75	70	85	71.75	B
136.	19101115	60	60	75	70	85	71.75	B
137.	19101216	60	70	63.33	70	85	70.92	B
138.	19101217	65	60	73.33	85	85	75.92	AB
139.	19101227	65	60	68.33	70	85	71.17	B
Average		71.12	70.40	73.87	70.50	76.54	72.76	B

Of the 5 items used to measure the effectiveness of online business English teaching, namely presentation, assignment, quiz, mid-semester test, and end-semester test, each item shows a good score. The average score of the presentation is 71.12. If examined further, there are 33 students who have scores between 80 and 100, or 23.74% of the population. They have excellent speaking and writing skills. Also in conveying their ideas in the presentation, they also have pronunciation, fluency, and grammar that are neatly arranged. Then, there are 5 students who have scores between 75 and 79.99, or 3.60% of the population. They have good speaking and writing skills. They also have well-

organized pronunciation, fluency, and grammar. Next, there are 82 students who have scores between 65 and 74.99 or 58.99% of the population. They have moderate speaking and writing skills. They also have moderate pronunciation, fluency, and grammar. The other group of students belongs to those who have scores between 60 and 64.99. There are 15 students or 10.79% of the population. They have sufficient speaking and writing skills. In connection with their ideas in presentations, they have moderate pronunciation, fluency and grammar. Then, there are 3 students who have scores between 50 and 59.99 or 2.16 % of the population. They have lower speaking and writing skills. They have bad pronunciation, fluency and grammar. The last, there are 1 student who has a score of 0 or 0.72 % of the population. He did not join the class regularly so that he did not present his topic.

The average score of the assignment is 70.40. If examined further, there are 27 students who have scores between 80 and 100 or 19.42 % of the population. They submitted all the assignments on time at LMS. Besides, the contents of all assignments were almost fully correct. And then the format was designed in such a way that it was easily read. Then, there are 22 students who have scores between 75 and 79.99 or 15.83 % of the population. They submitted most of the assignments on time at LMS. Some contents of all assignments were incorrect. And then the format was designed in such a way that it was readable. Next, there are 67 students who have scores between 65 and 74.99 or 48.20 % of the population. They submitted some of the assignments late at LMS. Some contents of all assignments were incorrect. And then the format was designed in such a way that it was readable. Next, there are 22 students who have scores between 60 and 64.99 or 15.83 % of the population. They did not submit some assignments at LMS. And then the format was designed in such a way that it was readable. The last, there are 1 student who has a score of 0 or 0.72 % of the population. He did not join the class regularly so that he did not submit the assignment at all.

The average score of the quiz is 73.87. The quiz consisted of 4 quizzes that referred to business English mastery, namely business letters, interview, business presentation and making company profile. If examined further, there are 59 students who have scores between 80 and 100 or 42.45 % of the population. They did the quiz well and mastered the materials well so that they properly got grade A. Then, there are 23 students who have scores between 75 and 79.99 or 16.55 % of the population. They did the quiz rather well and mastered the materials rather well so that they properly got grade AB. Next, there are 27 students who have scores between 65 and 74.99 or 19.42% of the population. They also did the quiz rather well, but they still had some incorrect answers so that they got grade B for the quiz. Next, there are 9 students who have scores between 60 and 64.99 or 6.47 % of the population. They also did the quiz sufficiently and they still had some incorrect answers so that they got grade BC for the quiz. Next, there are 8 students who have a score between 50 and 59.99 or 5.76% of the population. They also did the quiz sufficiently they still had more incorrect answers if compared with previous group. Then, 4 students have scores between 40 and 49.99 or 2.88 % of the population. Their correct answers were less than 50% so that they got D for the quiz. The last group, 8 students who have scores between 0 and 39.99 or 5.76 % of the population. More than 70% of their answers were incorrect. There was 1 student who got 0 because he or she did not join the class at all.

The average score of the mid-semester exam is 70.50. If scrutinized in detail, 9 students have scores between 80 and 100 or 6.47 % of the population, 51 students have scores between 75 and 79.99 or 36.69% of the population, 74 students have scores between 65 and 74.99 or 53.24 % of the population, 2 students have scores between 60 and 64.99 or 53.24 % of the population., and the last, 3 students who have score 0 or 2.16 % of the population. They did not do the test so that they got 0. The average score of the end-semester exam is 76.54. If scrutinized in detail, 82 students have scores between 80 and 100 or 58.99 % of the population, 20 students have scores between 75 and 79.99 or

14.39% of the population, 26 students have scores between 65 and 74.99 or 18.71 % of the population, 4 students have scores between 60 and 64.99 or 2.88 % of the population. Then, there are 3 students who have scores between 50 and 59.99 or 2.16 % of the population. The last, there are 4 student who have score less than 40. Three students did not do the test at all so that they got 0.

Based on the grade, 14 students got A, or 10.07 % of the population. Then, there were 54 students who got AB. It means that there are 38.85 % of the population. The next, there were 60 students who got B. It means that there are 43.17 % of the population. The next, there were 3 students who got BC. It means that there are 2.16 % of the population. Then, there were 5 students who got C. It means that there are 3.60 % of the population. The last, there were 3 students who got E.

It means that there is 2.16 % of the population.

As a whole it can be summarized in the following chart.

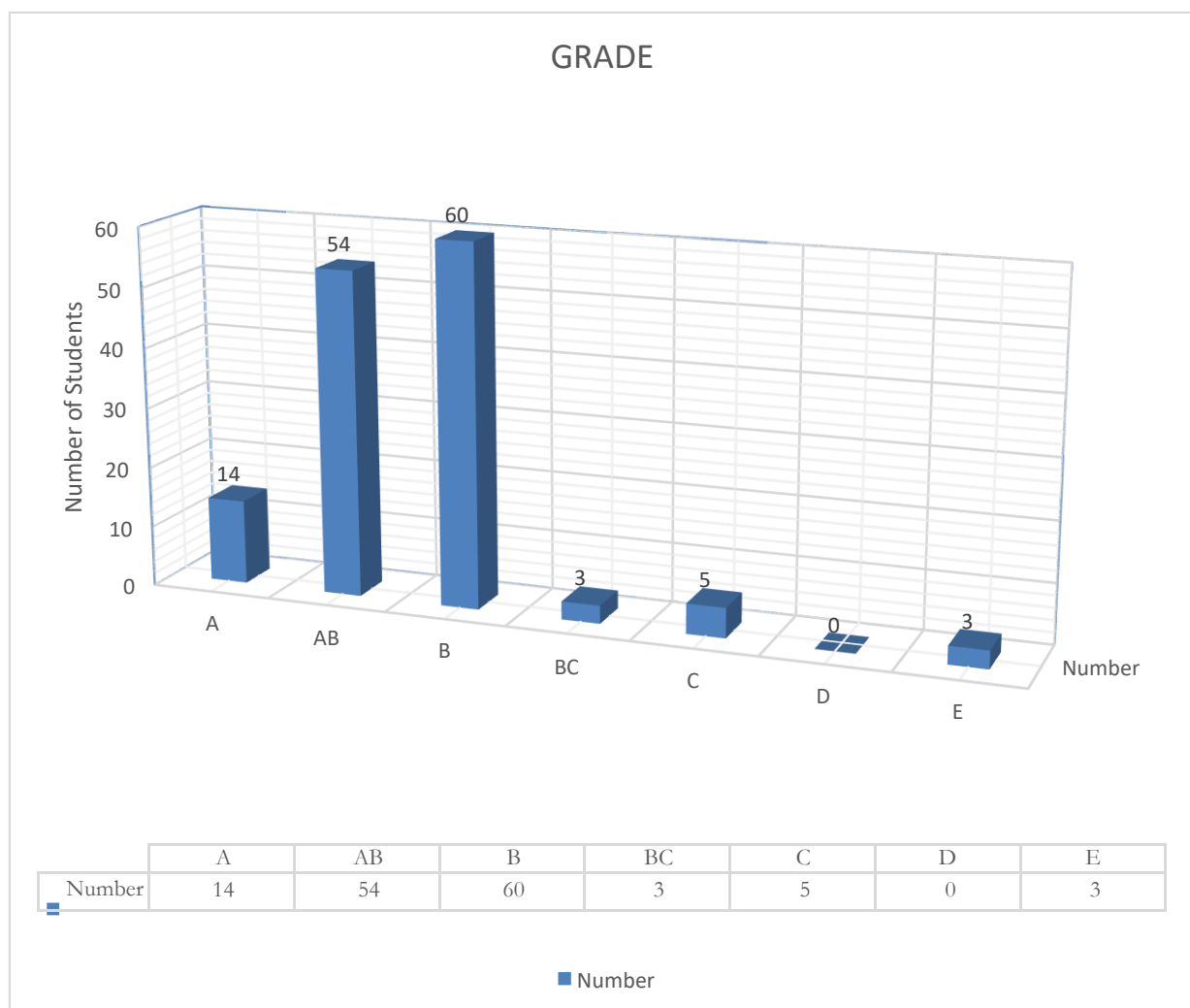


Figure 1. The Final Result of English for Business and Communication Class

CONCLUSION

Based on the grade, 14 students got A or 10.07 % of the population. Then, there were 54 students who got AB. It means that there is 38.85 % of the population. Next, there were 60 students who got B. It means that there is 43.17 % of the population. Next, there were 3 students who got BC. It means that there is 2.16 % of the population. Then, there were 5 students who got C. It means that there is 3.60 %

of the population. The last, there were 3 students who got E. It means that there is 2.16 % of the population. The findings suggested that teaching business English in an online class was effective. However, there were several parameters that needed to be considered in the implementation of online lectures. If we only looked at the results of learning where most learners got B or more, the online learning process left a problem with the learners' responsibility. It takes seriousness and responsibility from students in joining the teaching-learning process.

REFERENCES

- Blake, Robert J. (2008). *Brave New Digital Classroom: Technology and Foreign Language Learning*. Washington, D.C.: Georgetown University Press.
- Evans, Michael J. (Ed.). (2009). *Foreign-Language Learning with Digital Technology*. London and New York: Continuum International Publishing Group.
- Gajšt, N. (2014). Business English as a Lingua Franca – A Cross-Cultural Perspective of Teaching English for Business Purposes. *ELOPE: English Language Overseas Perspectives and Enquiries*, 11(2), 77–87. <https://doi.org/10.4312/elope.11.2.77-87>
- Inayati, N., and Waloyo, A.A. (2022). The Influence of Quizziz-online Gamification on Learning Engagement and Outcomes in Online English language teaching. *Journal on English as a Foreign Language*, 12(2), 249-271. <https://doi.org/10.23971/jefl.v12i2.3546>
- Kitchen, J., & Stevens, D. (2008). Action Research in Teacher Education: Two Teacher-Educators Practice Action Research as They Introduce Action Research to Preservice Teachers, <https://journals.sagepub.com/doi/10.1177/1476750307083716>
- Merrynda, M. L., Emaliana, I., & Hamamah. (2022). Examining EFL students' ISEB and OSEL amidst internet-based online learning environment during COVID-19 pandemic. *Journal on English as a Foreign Language*, 12(1), 179-197. <https://doi.org/10.23971/jefl.v12i1.3150>
- Yeh, Y.-C., Kwok, O.-M., Chien, H.-Y., Sweany, N.W., Baek, E., & McIntosh, W.A. (2019). How college students' achievement goal orientations predict their expected online learning outcome: The mediation roles of self-regulated learning strategies and supportive online learning behaviors. *Online Learning*, 23(4), 23-41. doi:10.24059/olj.v23i4.2076