

**English for Professional Training Classes:
When the Online Classroom and the Work Field are in one Corporation**

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Abstract

Bridging background knowledge and present issues or demand, as well as preparing students for facing the future need to have pivotal positions during the teaching and learning process. Particularly in the context of teaching students who are working while pursuing higher study, the process of teaching and learning English for professional classes has its challenges both for teachers and students. EFL classrooms, then, should be able to bring contextual meaning through suitable materials, activities, and assessments. This present study is a retrospective study that elaborates on how an online professional English training class in STT STIKMA Malang was conducted based on the students' work to match the students' needs. It was found out that the use of work-based materials blended with the current issues is found to be effective to promote the students' critical thinking during the teaching and learning process. The work-based activities assessments are also able to increase students' online participation throughout the process of the language classroom. Furthermore, from the study, it was also found that students also give positive responses due they can link the English language learned in the class with the specific work that the students have. The result of this study is expected to give the ideas of developing materials, designing teaching scenario, managing the class in the online or blended learning mode, and implementing authentic assessments throughout the process of teaching and learning.

Keywords: *a retrospective study, professional English class, work-based activities*

INTRODUCTION

COVID19 pandemic has taken a toll on all aspects of life for people around the world. One of the most apparent effects is shown in the education system. To avoid the spread of the viruses, the shifting from the conventional face-to-face classroom to distance virtual learning or more popularly called online learning is made by most of the countries over the globe. Indonesia, particularly, with its high rate of the coronavirus outbreak, the transformation of the educational system cannot be avoided (Mardiah, 2020; Agung et al, 2020; Okmawati, 2020). Indonesian

Minister of Education and Culture, Nadiem Makarim, has issued the Circular Note to change the process of conventional class to distance learning (study from home) so that the adjustment to all aspects of teaching needs to be considered, starting from the materials, assessment, activities, methods, and so on. These sudden changes, undoubtedly, give some challenges both to the teachers as well as students, such as lack of proper training for virtual learning, poor internet coverage, limitation in internet data, lack of supportive devices, and so forth.

A similar situation applies to the process of teaching and learning in STT STIKMA Internasional Malang, in this case, the teaching of English for Professional Training Classes. As the name implies, the students are dominated by the workers who are continuing their studies, majoring in Informatics Engineering and Architecture. Some challenges are faced by the teachers and students in adapting the online learning since it was the first experience of conducting distance learning. For the teacher, preparing the materials which had to facilitate the two majors of the students delivered virtually gave its challenge. Teachers also needed to think of the activities which could be done independently by the students and it was limited compared to the activities in conventional classrooms. Online learning required the students to do and submit the assignment independently which would take longer time for the teacher to check the students' work. Another challenge for conducting English class in online mode is students' low level of English and/or large gap of English proficiency among students.

As English class in STT STIKMA is for Professional Training Classes, it means the lesson need to be arranged to fit the students' needs. This type of class can be categorized as English for Specific Purposes since it applies to its characteristics. Dudley-Evans and St John in Rahman (2015: 25) mentioned the three ESP absolute characteristics as in: (1) it is arranged to fit students' needs; (2) ESP makes the methods and activities related to the field it taught; (3) the concerns of ESP cover language features (grammar, register, and lexis), skills, discourse, and genre. Further, Dudley-Evans in Jezo (2012) also elaborated several variable characteristics of ESP, such as (1) it may be related to or designed for specific disciplines; (2) it may use, in specific teaching situations, a different methodology from that of General English; (3) it is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; (4) it is generally designed for intermediate or advanced students; (5) most ESP courses assume some basic knowledge of the language systems.

The ESP discussed in this study is limited to the implementation of English for Professional Training Classes in online learning settings for higher education levels. The outcome of the course is to familiarize the students with the English needed at work. As the students are workers who are taking a degree for their career enhancement and employment prospects so that work-based learning is applied in the process of teaching and learning. Work-based learning is aimed to develop basic work habits, occupational identity, and specific occupational competencies (Sweet, 2013) as well as the significant element to continue professional development and lifelong learning (Gray, 1999). Ebbutt in Gray (1999) classifies the four modes of work-based learning which are explained as below:

Work-based Learning as Access or Accelerated Access. The students' experience is recognized by higher education to gain access or credit to that institution.

Work-based Learning as Initial Professional Preparation. The learners gain access to the preparation of learning in an industrial and work as an element of their degree program.

Work-based Learning as General Preparation for the ‘Real World’. The number of higher educations that provides numerous degree courses incorporate suitable and transferable skills such as communication, and problem-solving to prepare students for the real work-life situation.

Work-based Learning is the major constituent of a program of study. The students are full-time employees, and at the same conduct research-based fieldwork in their workplace. The students have a consultation with the university tutors to discuss the arising problems in the research.

Linking back to the learning system in STT STIKMA Internasional, Work-based Learning as General Preparation for the ‘Real World’ is applied. Throughout the implementation, the work-based materials are applied through topics of materials that would revolve around their majors, like technology used daily (for Informatics Engineering) and types of rooms and buildings (for Architecture). The topics were carefully chosen to meet the students’ needs, i.e students can develop vocabulary related to their daily job, students can improve four English skills (listening, speaking, reading, and writing) that can enhance their working performance and be part of students’ professional development in their work field. The work-based materials which are delivered to the students are adjusted to the students’ work and major, which are IT- and Architecture-related jobs. The knowledge that students bring to school is usually called their funds of knowledge (Moll et.al in Wessels, 2012). The knowledge is related to home, religion, family, and workplace. It is expected that the teacher makes meaningful connections between the new vocabularies and the prior knowledge so there will be validation for the students’ experiences and the students can connect to the materials delivered.

Towards all the challenges during the process of classroom application, the adjustment of the classroom materials, methods, activities, and assessment for teaching English was carried out to fit to support students’ background, level of language competency and to adapt with learning system transformation from conventional face-to-face to full online mode teaching and learning. The researchers expected to also fill the reseach gap-limited number of research report on English Language Teaching which background of the subject is student worker in Indonesia setting. Most ELT research reports the process of language teaching in regular classrooms, a very few number of research reports which concern on the student-worker setting. Regarding all those background matters, the researcher conducted a study entitled “How the English for Professional Training class in STT STIKMA was conducted in the mode of online learning to meet the students’ needs?”

METHOD

This current study examined how an online professional English training class in STT STIKMA Malang was conducted for a semester in the even semester 2019/2020. The main data was obtained from the teacher’s reflection on how the class was going on through teaching documentation and the teacher’s note. A questionnaire on the students’ response toward the class was also employed as supportive data and distributed through google form at the end of the semester. From the questionnaire, it was shown that 8 students are from Informatics Engineering and 6 students are from Architecture. Most of them were employees in several different job fields such as teachers, office workers, and architects.

This research applied a retrospective research design. In retrospective studies, the outcome of interest has already occurred, and the data are collected either from administrative databases, records, or by asking participants to recall exposures (Ranganathan, 2018). This statement is in

line with Hess (2004) stated that a retrospective study uses existing data that have been recorded for reasons. The diagram to visualize the retrospective study can be seen as follows.

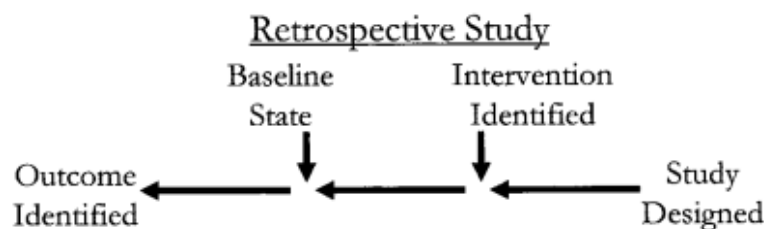


Figure 1. Retrospective Study Visualization

The main data was obtained from the teacher's documentation, the teacher's note, and the supportive data is collected from students' questionnaires via Google Form. It investigated the variables of materials, activities, and assessment during the online teaching of English for Professional Training Classes. After all, the main and supportive data were collected, the data then were sorted and organized to match the research problems. Then, all were analyzed and interpreted qualitatively. Several theories and previous research results were used to see whether or not the result of this current study in line with or on the opposite of the previous ones. Lastly, the teacher-researcher gave conclusions and suggestions for further research.

FINDINGS AND DISCUSSION

English for Professional Training Class was held from Monday to Friday starting in the afternoon until evening. This is done to facilitate the students who are mostly working during the morning. Although there are two majors as explained before, the teaching of English itself is held once a week by putting all students into one class, not separated based on the major as the number can be handled by the teacher in one class. It was generally conducted two hours in each session with only one time a week (2-semester credit unit).

Materials

As the classroom facilitates two majors, the materials have to be different for each major, i.e. for reading passages and vocabularies. Sometimes the topic is the same but it is personalized by the students' situation based on their workplace, i.e. introduction in professional setting and job description. Each student will have a different way of describing their jobs but it is still under the same topic. Topics used for Informatics Engineering are *Introductions in Casual and Professional Setting, Describing IT-related jobs, Daily routines and schedule at work, Obligations and Prohibitions at work, Problems raised due to pandemic, Work-related vocabularies sentence making i.e analyst, gateways, computer chips, specialized computer software, cybersecurity professional, circuit board, Reading: Important Figures in IT*. Meanwhile, the Architecture department students got the topics such as *Introductions in Casual and Professional Setting, Describing architecture-related jobs, Daily routines and schedule at work, Obligations and Prohibitions at work, Problems raised due to pandemic, Work-related vocabularies sentence making i.e semi-detached house, fitted kitchen, communal area, balcony, double glazing, bricklayer, Reading: Important Figures in Architecture*.

When the students were asked to think about the emerging problem at work due to a pandemic, they thought about the real problems at work that they were facing. Besides, they were also able to think of plausible advice on the problems that they expressed. The teacher also employed the vocabularies related to students' work as it can be used as a medium to familiarize them with the English terms. Activating students' background knowledge about the vocabulary can be important for native and non-native English students especially for the culturally and linguistically diverse students who are struggling with unfamiliar vocabulary (Wessels, 2012). Furthermore, Wessels (2012) mentioned that not all students have the same academic knowledge of English language to be successful in an academic setting. It applies for both situations where the students have similar backgrounds (culturally, economically, or linguistically) or not.

From the data collected from the online questionnaire, it was found that 92,9% students think that English is needed for their job. The need to communicate with foreign clients and customers through email or direct communication becomes one of the reasons why English is needed at work. For students majoring in Informatics Engineering, they suggested that English is used as the basic language in computer systems. It eased the students to find the article references and getting more chances to get accepted when applying for a job. Specifically, a student majoring in Architecture mentioned that English is the language used by the application for working. Thus, learning English helps him to be applied in real-life situations.

In terms of English materials presented in the class, 85,7% claimed that it relates to the students' job. As the classroom facilitated the students from two different majors, Informatics Engineering and Architecture, the teacher had to cover both needed materials in one meeting by giving different types of reading passages or the same materials that were personalized by the students' individual work. The example of different reading passages was under the topic of Important Figures in Informatics Engineering and Architecture, so the figures chosen for the text were different. The teacher always made sure that the proportion of the materials for both majors were fair by differentiating the materials or giving the workplace-personalized materials to students.

The materials given are mostly connected to professional industry such as meeting and introducing themselves in formal settings at work, describing jobs, applying common vocabularies based on their majors, and identifying and describing the tools/media that help the students finish their jobs. By giving the work-related materials in class, 85,7% students suggested that it is easier to understand the materials because of students' schemata or prior knowledge. It is in line with the theory that the activation of learners' background knowledge is closely related to learners' language performance in EFL classrooms as it will help less proficient language learners to go through by relying more on contextual and co-contextual support for understanding. Specifically, in listening or reading, learners' prior knowledge on the topic discussed will help students to predict the text content so that students can make reasonable guesses about the meaning of the texts (Huang, Chen, Chen: 2015). Having enough background knowledge will also give scaffolding for students to produce language in speaking and writing performance. This theory confirmed the evidence that students get the advantage of brainstorming activity to be more prepared in class whilst activities.

The teacher incorporated the latest issue, COVID 19, to the materials of English for Professional Training Classes. The data from the questionnaire shows that 85,7% agreed that the use of latest issues can help the students in understanding the materials. Moreover, the data revealed that 92,9% students considered the materials mixed with the latest issue allows them to

think critically in contextual contexts. A student mentioned that the issue happening around them can be a medium to think more critically while at the same time understanding the materials. Also, the issues are real and happening around them so it is practical and easy to be accepted. Another student suggested that bringing the latest issue to online class helped them to think deeper and protect them from being victims of hoaxes because of the misinformation.

This corporation also objected to equipping students with 4 21st century skills within the class. Regarding critical thinking skills, the use of real-life latest issues will give the students a chance to find abundant information as well as validate them. This validation process is important to develop students' skill in filtering information from hoaxes, bias, or provocative statements. It is later expected that students can analyze and interpret the data, give logical reasoning, state arguments, and propose various problem solving on the issues.

Activities

Since the pandemic has been around and the classes were conducted online, there was limitation compared to the conventional offline face-to-face class. The schedule was arranged by the college with the allocation time being 120 minutes for one class session. From the experience, the students joined the lesson and filled the attendance list in the Google Form for the first ten minutes. The students had another class session before English so it took time for them to join the English class. The delivery of the lesson was dominated by lecturing and independent learning activities. The teacher always used PowerPoint Presentation as the media to explain the materials in each meeting. The materials were summarized clearly in the PowerPoint Presentation in order to make it less confusing for the students if they had to do independent learning. The students, then, were expected to raise questions to the teachers.

The classroom activities were divided into two, which were synchronous and asynchronous. In a synchronous method, the teacher used a video conference like Google Meet to deliver the lesson. After the students joined the class, the teacher started the brainstorming stage by showing pictures or doing question and answer sessions related to the topic being discussed. It usually took 10-15 minutes. It was followed by presenting the materials from the PPT by using a lecturing method. Here, the students could raise questions if they did not understand. Later, the students were assigned the assignment to do and they could have private consultation with the teacher. Last, the teacher closed the class to do a short review but it was only from the group text messaging.

In an asynchronous method, the teacher usually only made use of WhatsApp Group Messages to interact with the students. Still, the teacher prepared the PPT so that it would be learned by students independently. Brainstorming stage was still conducted from the group chat messages by raising an issue or asking questions to students in the form of text or voice notes by the teacher. The students, then, expressed their opinion about the issue or questions presented by the teacher. Then, the PPT was distributed so that the students had independent learning and it was completed with the assignment assigned. The teacher facilitated the students in having consultation freely as they had to do independent learning without lecturing methods. The closing activity was still the same by doing the review at the end of the class.

The brainstorming activity seems to bring a positive effect to the students. The data showed that 85,7% students thought that the activity in brainstorming helps the students to think critically and to prepare for the materials discussed in the meeting. All students confirmed that the teacher facilitated them to ask questions and have consultation for the assignment, even outside the class hours. The teacher always tried to give motivation and feedback for each student during the

consultation session. As mentioned before, many students are not familiar with English, so they needed more support. It was done by giving positive comments for students' work and appreciating their hard work.

The data from the questionnaire shows that 50% students thought that the classroom activities were good with 28,6% students suggesting some improvements in class. The improvement that the students suggested is the use of video conferences such as Google Meet and Zoom more often during the teaching and learning. This was happening because mostly the lesson was done by relying on the PPT Presentation uploaded to Google Classroom and the teaching and learning process did not use the synchronous method but rather using the asynchronous method (WhatsApp private chat, WhatsApp group messages and Google Classroom). One of the reasons the teacher applied an asynchronous method was because of the students' difficulty in assessing the internet. The teacher believed that asynchronous virtual learning by accessing course material by simply clicking or downloading course materials links and Whatsapp provision of communication are enough and effective.

As background information, many students are coming from different cities and not all of them have access to the internet. Because of this condition, students have different opinions about the best method to use between the synchronous and asynchronous. Some students prefer to use synchronous methods by video conference programs such as Google Meet and Zoom. Others think it is better to use asynchronous as it is seen as not burdening the students who work. Thus, the students can catch up on the assignment anytime they have free time. From the teacher's perspective, it was better to use synchronous methods by explaining directly with the media of video conferences. The process of delivering the materials became easier and more effective. Yet, some students who could not attend the class on time or did not have access to the internet ended up asking for the materials after the class. Thus, the synchronous methods turned out to be ineffective.

Assessment

As the lingua franca with various communities of practice, the fact that language is messy, the assessment should be revisited to measure how students accomplish different tasks and facilitate language use in various emergent situations and (Fang, 2017). Thus, the assessment in the ELF paradigm should focus on performance-related tasks and test students' communication strategies, rather than testing language in a vacuum (Barinaga, 2009; Pennycook, 2009). Assessing performance-related tasks was conducted by the teacher but it was hard to be conducted in each meeting in the context of the online class. Some examples of performance-assessment were in the form of video (introduction video and daily routine). Then, the students uploaded the video to Google Drive and sent the link to the teacher or sent it directly through WhatsApp private chat. The online learning made it difficult for the teacher to do performance assessment as there was a limitation and the teacher could not assess the performance directly.

Another way to do the assessment is by giving written assignments to the students i.e asking and giving opinion and obligations and prohibitions at the workplace. With the topics above, the students were asked to do the assignments in the written form. For the final term, the students were given projects by making posters or comic strips or PPT with the topic of a website or an application that helps me to finish my job. In this project, the students were asked to choose the website or application they used on an everyday basis to finish the job. The reason why the teacher chose this topic was due to the technology development nowadays and it is expected that even

Architecture students were employing technology by using the website or application in the workplace. Then, the students collected the information (name, details, features, functions) of the website or application and the reasons why they chose that, along with the advice they could have been given to the developer for the improvement of the website or application. The data collected, then, was transferred either in the form of speaking video with them explaining the data, animation video, poster, or chain comic strips.

In the first meeting, the teacher explained how the final score would be collected, which was in line with 85,7% students who stated the assessment system is clearly stated at the beginning of the class. By giving the information to the students, it was expected that they would have a clear idea of where the final score was obtained from. Also, it was expected that the students took the class seriously by showing the score percentage for each assessment i.e mid term, final term, and classroom assignments. For the detailed information, the teacher collected the score from the three aspects which were assignments (25%), mid term test (30%) final test (35%) and students' attendance (10%). It was the full authority from the teacher to decide that final score. It was expected that the teacher knew the students' ability. If the initial final score system was too hard for the students to follow, the teacher can adjust the system by changing the percentage and it has to be informed to the students.

As mentioned above, the teacher provided the feedback for each students' work which was proved by the data of 92.9% students. With the same percentage, the students stated that the final score that they had was in accordance with their ability in English. In assessing the students' work, there were several methods used by the teacher. Submitting a video project for simple introduction was done as the first assessment. Sometimes, the teacher also asked the students to create simple sentences and short paragraphs in relation to the topic being discussed. In addition, making an educational poster to educate society about recent issues related to their job was another way to assess the students' work. Making an educational poster/video animation/chain comic strip was also used for the midterm and final project. The outcome of the product was left entirely to the students' creativity. For the midterm project, the students were thinking of the problems at work that were caused by the pandemic and its plausible solution or advice. In the final project, the students have to think about the media/website/application that helps them finish their work.

Discussion

The discussion in this part is divided into three sections namely Materials, Activities, and Assessment as it is explained in the findings section.

Materials

From this current research, it was figured out that students have been aware of the importance of English as one of the global skills that will equip them for various future opportunities as well as for their professional development. Especially in the 21st century, students need to acquire the learning, literacy, and life skills (Murdianto, 2020). Particularly in the contexts of learning, students need to acquire 4C which are critical thinking, creativity, collaboration, and communication. Since English's position as the global language and a lingua franca (ELF) which is used widely worldwide to communicate among communities regardless the countries they are from, acquiring English will enable students to make collaboration, build social networking, and

communicate competently and respectfully with others across diverse culture in our global and digital era.

That high awareness of the importance of English should have had a positive correlation with learning motivation. In the classroom context, some students showed enthusiasm in learning English by coming early to the class, being engaged in the classroom activities (asking questions or just confirming the explanation), having routine consultation with the teacher, and submitting the work on time or even early. It was always the same several students, around eight students, who were active. At the end, the result of these students' assignments showed satisfactory results compared to those who were not engaged in the teaching process. For the other students who were not active in the class, they still had consultation with the teacher in terms of the assignments, yet they were not engaged in the classroom discussion.

From the students' further explanation, even though English has been used widely all over the world, it is not the language that has been used daily so it was hard to follow. This situation happens to almost all the students who are not familiar with English. Therefore, the teacher avoided using full English as the medium of instruction for teaching, but code switching. Code switching is the ability on the part of bilinguals to alternate effortlessly between their two languages (Bullock & Toribo, 2009). In the EFL contexts in Indonesia, the use of bilingualism is unavoidable. A number of research (Kustati, 2014; Nurhayati, 2014; Widia, 2015; Fatimah 2016; and Fhitri, 2017) indicated that code switching in Indonesian background is applied for various reasons, such as to facilitate students' learning and increase students' understanding of the teaching materials (Widia, 2015), provide comprehensible input for students with varied second language proficiency (Fatima, 2016), increase classroom engagement (Kustati, 2014). However, the effects of code switching should have high concerns as it may affect students' willingness or motivation to speak English (Kustati, 2014). Sakaria and Priyana (2018) highlighted that excessive use of code switching may highly correlate to students over dependency to their first language. So, as the code switching had two sides, precautions should be taken when using L1 in the classroom so that it may not overtake the target language (Puspawati, 2018).

In a study conducted by Huang (2015), it was figured out that even though background content knowledge helps facilitate L2, due to insufficient linguistic ability, EFL learners were unable to score high in their comprehension test. In other words, the effect of background knowledge is minimal when L2 proficiency is taken into account (Chang & Read, 2006). Regarding that research finding, Huang (2015) strongly recommended that EFL teachers provide related prior knowledge to arouse students' motivation and reduce anxiety. Providing background information and previewing may benefit second-language learners with low language proficiency. In order to understand information, the less proficient language students will depend on bottom-up processing mode, for example word-by-word translation which is time and energy consuming for sure and background knowledge is able to compensate in a top-down processing of understanding text. In addition, one of the activations of background knowledge can be done through discussion vocabularies or specific terms related to their work. This activity can activate students' prior knowledge and give new knowledge to the students related to their related work. One of the students also mentioned that he learned a number of words that might be used at work, which he was unfamiliar with before. Some examples of the Informatics Engineering related-words are circuit boards, cybersecurity professional, and specialized computer software; while some Architecture related-words are semi-detached house, double glazing, and communal areas. These

words are closely related to each major as the words are common to be used for someone who works as informatics engineers or architects.

It is accepted that materials play a fundamental role in the language teaching and learning process (Garton & Graves, 2014). As it is the core of learning, materials should be chosen selectively and used effectively in order to improve the quality of teaching and learning process. (Ocak, Ozcalisan, & Kuru, 2010) argue that materials make learning more enjoyable and understandable. The use of the latest issue topic and work related as the material in the English for Professional Training is also part of bringing authenticity in the classroom. Meaningfully, the use of authentic materials is able to improve students' communicative and cultural competence (Ciornei & Dina, 2015). Furthermore, the rapid development of technology helps students understand the use of language in real context. Social networking sites and learning platforms, for instance, are powerful tools by which the students can learn language in an authentic way.

Activities

As mentioned above in the findings, the teacher employed the two types of online virtual learning, synchronous and asynchronous and each method has advantages and disadvantages. Synchronous learning gives the opportunity to participate in meaningful face-to-face online interactions (Harris, Mishra, & Koehler, 2009). As both students and teachers are online at the same time, students and teachers are able to have questions and answers sessions instantly, the interaction among students can be conducted in real time rather than learning in isolation (Hrastinracski, 2008). Synchronous e-learning can be conducted through lectures, discussions, online tutorials, etc which offers different ways of interaction, sharing and collaboration, flexibility and personalised learning opportunities (Lorenzo & Ittelson, 2005) However, it requires setting aside a specific time slot in participants' busy schedule in order to be present (Hrastinski, 2008). On the other hand, asynchronous learning which happens not in real time gives flexibility both for teachers and students in accessing the course, students can adjust their learning pace based on their level and it promotes self-regulated learning. At the same time, asynchronous learning also had its disadvantages like low student engagement or collaboration.

In online learning, it cannot be denied that teachers need to work longer than usual working hours as they need to spend more time preparing web-based materials, having outside class consultation which perhaps happens in the evening, checking students' work, etc (Wang & Newlin, 2001). This is true as it was experienced by the researcher in preparing the lesson and facilitating the online consultation. As the number of the students was not a lot, teaching English for Informatics Engineering and Architects was conducted within one class. Thus, the teacher had to always prepare materials for two majors to be taught in one session. Also, some students did the online consultation late in the evening because they had to work during the day. Some students did the consultation mostly during Saturdays and Mondays. Online learning required the teacher to collect online assignments in the form of videos, posters, short paragraphs, and so on. This, in fact, takes time for the teacher to check on every week. Thus, longer working hours for online learning is such an avoidable fact to begin with.

Assessment

To be highlighted, in doing the midterm and final projects, students had freedom to choose what products they were going to create/perform as it was personal and depended on each student's work. This was also objected to promote student agency which gives students voice, choice, and

ownership in how they learn (ibo, 2017). Thus, the learning activities were meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. According to O'Rourke (2017) agency refers to a respectful and more empowered positioning of students to be active agents in their own learning so that it encompasses both the power of learning contexts intersecting with the personal desire and will to act. Thus, when the class atmosphere values students' interests, backgrounds, needs, and lies opportunities for students to explore and pursue interests and aspirations for learning they are more likely to experience deep engagement and learning, and high levels of commitment and motivation (Toshalis & Nakula, 2012; Dumont, Istance & Benavides, 2010; Shawer, 2010). Connecting to the real life situation, the students already had the idea of the application or website that they would have explained for the final term. This made the process of consultation even easier as the students knew which direction they would take. Mostly the students would only confirm the information they needed to include and voice about the assignment outcome, whether it was in the form of video, poster or PPT. The final outcome results were varied as students had submitted a poster, a video, or PPT. No one submitted the final in the form of video speaking as it took time for the memorization reason and the students were more comfortable being 'behind' the camera rather than 'in front of' the camera.

CONCLUSION

In conclusion, to have effective online teaching and learning with the student-worker setting, the process of teaching and learning needs to be adjusted in terms of materials, activities, and assessment to meet the students' need. As students in this current study is student worker, for sure the approach of ELT teaching should be different from the regular class. After conducting this study, there are several suggestions regarding the implementation of online teaching of English specifically for English for Professional Training Classes.

In terms of materials, it has to be adjusted with the students' needs. Typically, the students' major is in line with the needs of their job and English for Specific Purposes can be the approach to be used in this kind of classroom setting. The materials which suit the students' needs can activate their background knowledge so the process of understanding the lesson can get easier. Make sure to include the recent issues happening to activate the students' critical thinking. Further, it will be better if the teacher can incorporate blended learning which requires face-to-face classroom meeting and online learning which combine synchronous and asynchronous learning so that the process of learning can be flexible for student-worker. Another recommendation for the students' activities is group-work based activity so it avoids more work burden for the teacher in checking the students' work. The group work will also develop students collaborative skill which is very important to be developed in this 21 century. The assessment is also suggested to be more varied and authentic.

Finally, for further study, the future researchers can conduct similar research on teaching student-worker in different setting. Future researchers can also include students' learning motivation, working loads, learning style, and do in-depth analysis on their correlation toward the English proficiency. Some experimental studies can be also conducted to see the effectiveness of teaching approaches or techniques in the student-worker setting.

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