Research Article

Students' Perceptions on Virtual Discussion of Learning English for Specific Purposes

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Abstract

The learning process in the pandemic era triggered the enhancement of technology utilization. The virtual discussion was then used for compensating the absence of face to face learning process. It also happened in the learning process for English for specific purposes (ESP). This research aimed to find out and describe the students' perceptions about virtual discussion conducted by the lecturer for some meetings according to the campus' syllabus. Descriptive research was used as this research design. The data was collected from questionnaire-interview (Questaview) containing some questions to enlist students' views which were distributed to 3 classes, they were two Information System classes and an Accounting Information System class. The sample of this research was just 30% of the entire students which were 22 students for representing the population. Then, using qualitative analysis for analyzing the data, the researcher described the students' opinion on virtual discussion of learning English for specific purposes. The result showed that virtual discussion had positive and negative effects to comprehend the material, less acceptance of English material, less practice, yet the flexibility of learning time and re-reading material could be approved by the students. At the last opinion, the students stated their wishes in conducting double ways consecutively, both online and offline for obtaining the useful benefits from those two.

Introduction

As the name, English for Specific Purposes (ESP) has its own characteristics and needs. They learn English aiming at their needs to enroll themselves into workplace setting and simply as a means of communication in there. Besides, for promoting them to have more advanced skill to invite the interest. As English develops in dominating as the lingua franca of technology, business, media, education and other fields, the demand for ESP is rapidly increasing to accomplish the education

curriculum requirement and achieve professional or promotional development at workplace (Zulfa, 2022). While, according to Balaei and Ahour (2018), ESP means the courses aiming at teaching English language for specific situation, it is related to academic (EAP) or occupational (EOP) context. They added that the material learned automatically should be authentic and the learners should have a degree of freedom to decide what, when and how to study. This is the way for overcoming learners' foreign language problems, here is English.

By the impact of COVID-19 era learning, included to ESP learning, virtual discussion is held for undertaking learning process. Moreover, the technology incorporation is supposed to improve learning, especially when integrated with learner-centered learning process. As the term, virtual discussion consists of two words with the different meaning, virtual and discussion. Generally, virtual means communicating or interacting with others by technologically supported with the purpose to be on or simulated on a computer or computer network or relating to, or existing primarily online. In addition, Virtual Learning Environment (VLE) is a basic component in distance learning and can be integrated with face to face learning (Dillenbourg in Sari and Rahmah, (2019)). The examples are sending email, conducting virtual discussion, conducting video conference, interacting one another through postings and comments using certain media, etc. While, discussion means a consideration of a question in open and usually informal debate. In ESP learning process, the discussion is conducted for solving the problems in a course determined suitable with the syllabus using English as a means for communicating and bridging material delivery. In each meeting, there will be different material to be learned in which the teacher will throw some questions to be discussed by answering or responding those questions. The media to be used for implementing this way are various, such as WhatsApp Group, Facebook, Telegram, Zoom, CloudX, Google Meeting, University Learning Management System (LMS), YouTube, Skype, Microsoft Teams etc. Surely those media have their own strengths and weaknesses. Meanwhile, the media that are often used in the learning process are video conference, chat room application and LMS.

This way is popular to be applied since the midst of pandemic COVID-19 era to have meeting, discussion, even learning process. The absence of face to face learning process made the new method for compensating it. Virtual discussion is the effective solution for the sake of the educational system stays being implemented. Of course, for supporting this to run well, people must have sufficient instruments like the types of computers, internet network, electricity and digital presentation.

Furthermore, referred to Saragih et al., (2020) in their paper, online learning process is defined as a new paradigm in the learning process since it can be implemented easily without meeting directly in the classroom and relied on the internet connection. The utilization of the technology helps the students and teachers for conducting the learning process without eradicating the content knowledge. In this era, online learning using technology is the representation of digital era requiring sectors to involve in digital and rapidly exchange data (Arjulayana et al., 2021). Students still have the opportunity to know and master the material they learn. They also can access the material and interact each other, with teacher and fellow friends. Lashley in Sm et al., (2020) stated that the utilization of the available technology around us must be balanced with the discussion and guide to be higher thinking skills development tool. The development of technology makes students get the learning support easily and an alternative way without requiring them to attend the class. Besides, the creation of students' learning autonomy and the interaction among them also increase as time goes by. Dung, (2020); Kobzar & Kuriata in Manegre & Sabiri, (2022) added that virtual education promotes flexibility, cost effectiveness, convenient access and assistance for those who are limited mobility and lack of resources. Therefore, students can protect their health and safety, save their travel time (much time to stay at home), expose to new learning forms, keep up with the original plan of the semester, have much time for self-studying, and have easy access to online resources.

Virtual discussion is included to virtual learning which is also known as e-learning. Virtual education in the first time started in innovation to provide education access beyond the walls of campus. It was in University of Illinois in 1960 which created intranet for its students (Dung, 2020). Further, it was for facilitating students to access learning material and listen to the recorded lectures. The growth of virtual education then there is the creation of Computer Assisted Language Learning (CALL) in which computer and computer-based resources become the dominant use in teaching learning activity. Nevertheless, the implementation of CALL itself faced the common challenges, such as teacher training, information and technology infrastructure, investment budget, etc. The implementation of technology development is not only through computer, but also in the smartphone features. The students can access the information through their smartphones and it leads them to the virtual discussion easily during attending virtual class using various applications. Discussion needs to be conducted in two ways of interaction between students and students or with lecturers. Eaton & Beecher (2007) discussion provides an opportunity for students to sit and listen as they speak and think critically, logically, and rationally.

Westbrook (2006) excerpted Department of Foreign Languages and Literatures, National Taiwan University's description (2003) that virtual learning (e-learning) is important for the purposes related to the education such as to raise standard, improve quality, remove barriers to learning and participation in learning, prepare for employment, upskill in the workplace, and ensure that every student achieves potential fully. The benefits from the implementation of virtual discussion are: 1) easy information access with the interaction between students and lecturers, 2) determining teaching proficiency since the lecturers have to explain the learning material briefly, clearly, and simply, 3) the quality of learning in which it promotes students' learning autonomy (Raes et al., 2020). Due to the pandemic COVID-19 era, the students have been engaged with the integration of video conferencing applications such as Zoom and Google Meeting since March 2020. They get used to use those applications for conducting virtual discussion. In addition, the utilization of WhatsApp group, Telegram, and LMS also supports to explain the material and discuss them.

Vitual discussion in this class is used as a learning method. The learning materials dominantly are about computer, internet, and everything related to Computer Science study program. In some meetings, video conferencing applications like Zoom and Google Meet are used for facilitating virtual discussion. There, the lecturer displays the slides provided by college. While displaying, for inviting students to have discussion, the lecturer gives some questions related to the material. The students will answer and give their ideas by clicking the button of raising hand. Besides, the learning process also uses WhatsApp Group and LMS MyBest (owned by University of Bina Sarana Informatika) for conducting virtual discussion. There, the lecturer will invite students' opinions by giving them comprehensive questions and let them to discuss with their friends. So, from this activity, the students have much more insight and knowledge from what they have known and shared even though they do not meet directly.

In utilizing those applications for having virtual discussion among the students and lecturer during the class, there must be the obstacles faced by them. As stated by Irawan and Listyaningsih (2021) that from lecturer side, they have difficulty in IT skills, not all learning methods are suitable for use in online learning, and online learning needs more time than face to face learning. Besides, the students have difficulty in unstable internet connection, wasteful internet quota, and different English proficiency among them whether some are able and some are unable to master English material in the form of online learning. Moreover, it is not easy for maintaining students' self-discipline to participate in virtual discussion.

While this virtual discussion is implemented to the students, it causes their perceptions containing opinion, feeling and other things to be shared. Perceptions can be defined as a result of perceiving or

observation (Merriam Webster Dictionary, n.d.). It is also defined as the ability to hear, see, tasting, smelling and interpret information in order to represent and understand the presented information itself. This activity can be resulted from observing and experiencing directly on which perception occurs. Perception is included to active, subjective and creative process to become aware of situations and give meaning to their environment. Beside, it involves the ability to detect the changes in movements and body positions. Further, Kurniawati in (Rahmawati & Putri (2020)) stated that students' perceptions are related to satisfaction degree measured from the learning success. Satisfaction means feelings that arise as the result of desires or expectations that are fulfilled.

In the previous research, in 2003, there was a research entitled "Virtual Discussion: Understanding College Students' Electronic Bulletin Board Use" by Weisskirch & Milburn. Weisskirch & Milburn (2003) researched virtual discussion using electronic bulletin board in students of 15 classes. There had been 3125 messages posted by students to be investigated. Electronic postings were analyzed for intended audience, form and messages content. Students' postings were addressed to the faculty with more questions and comments, meaning that there was interaction there between one another. The result described that this method encouraged students to produce more messages offering social support to the faculty member, peer-directed questions and peer-to-peer comments. The media used at that time became the gap of this research. In this previous research, the researcher employed mandatory bulletin board owned by the college.

Rossydi and Masita (2021) also conducted research entitled "The Implementation of Virtual Classroom in English for Aviation". It was a single case study aimed at exploring the implementation and investigating students' perceptions of a virtual classroom. They collected the data from observation and interviews from students of Aviation study. The result showed that in implementing virtual classroom, the students could build relationship, increase engagement among them and motivate students to participate actively in the discussion. The gap between this research and the current one is in the participants/research objects in which they are students of Information System and Accounting Information System study programs.

University of Bina Sarana Informatika conducts five faculties in some big cities with 22 study programs. Since the midst of pandemic COVID-19 era, there is policy to conduct online learning process using WhatsApp Group (WAG), Zoom Meeting, LMS, or other applications for discussion and completing the presence list. Zoom meeting is conducted in maximum four times in a semester, while WhatsApp Group, LMS and other applications become lecturers' authority in leading the class. Both students and lecturers access it from home (learning from home). It is aimed at breaking the chain of COVID-19 virus and maintaining health and safety of lecturers and students.

In this paper, the researcher conducted the research for finding out and describing the students' perception on the virtual discussion implemented in ESP class. This research has objectives like students' satisfaction, hopes and wishes, their opinions since when implementing, and there are some factors influencing their perceptions of the implementation.

Method

Using descriptive analysis research design, this paper aimed at finding out and describing the students' perception on the implementation of virtual discussion during English class for one semester, March-June 2022. Descriptive analysis depicts the phenomenon by identifying patterns in the data collected to answer questions such as who, what, where, when, and to what extent (Loeb et al., 2017). This research involved 22 students to be given the questions in the form of questionnaire-interview or open-ended questionnaire (Questaview). This instrument acts both as a questionnaire and an interview so the data can be interpreted suitable with the themes and or numerals (Makura, 2014). The respondents of

this research were the students of Information System and Accounting Information System classes of the second semester. To gather the respondents, the researcher used random technique in choosing them. The questions consisted of 10 and majority of questions told about their opinions and perceptions about the implementation of virtual discussion. Then, the data were analyzed question by question whereby conclusions were drawn from the respondents' views using qualitative analysis in order to know their perceptions. Qualitative analysis consisted of steps such as collecting the data, reducing the data, presenting the data and drawing the conclusion.

The steps for collecting the data were as follows: 1) The researcher compiled the digital questionnaire-interview (questaview) instrument for making list of students' perceptions, such as definition of virtual discussion, the media, their opinion when learning English using virtual discussion, students' degree of satisfaction, positive and negative effects which are experienced by the students, and their wishes; 2) the researcher spread the questaview to students in three classes using online; 3) the data obtained were in the form of qualitative data and the researcher analyzed using qualitative analysis.

Results

Section A: Biographical Data

The respondents consisted of male and female students and the majority of them were female. They were the sophomores around 19-20 years old. The data used were in the form of questionnaire-interview (Questaview) with 10 questions. Specifically, they enrolled in System Information and Accounting System Information study program.

Section B: Students' Responses and Perceptions

The data obtained from the questaview were in the form of students' responses and perceptions towards virtual discussion in the English learning process and they were described as follows:

Q1: Do you know what a virtual discussion is?

All students had their opinions about what virtual discussion is. Generally, it is an activity from any locations to gather using teleconference and video conference media. They also added the functions of virtual discussion, such as for discussing/investigating using digital media, sharing opinion/ideas without having face to face system and discussing something using certain applications.

Q2: What applications have you used for having virtual discussion?

Students answered the question by mentioning some applications they have used for having virtual discussion, such as Zoom Meeting, Google Meet, WhatsApp Group, Google Classroom, Telegram, LMS Mybest (owned by the university), Google Duos, Discord, Skype, Microsoft Teams and Facebook.

Q3: According to you, how about learning English using virtual discussion?

With different opinions when learning English using virtual discussion, theey answered with the terms *easier, more flexible, understandable, attractive, pretty effective* and *multi-tasking*. In addition, they gave the explanation such as ability to elaborate what lecturer explains autonomously, ability to have other time for re-reading learning material or re-watching learning video and ability to understand material delivered. Moreover, it was included to new style in learning English that can improve their knowledge with practical skills assignments in each meeting. Further, by using virtual discussion, students could do other activities in one time. What the researcher needed to underline that this activity was not an obstacle for them, because they have been a virtual generation due to the pandemic era.

Q4: What obstacles do you have in having virtual discussion?

In applying a system, there must be obstacles encountered, likewise with the application of this virtual discussion. The students revealed that sometimes they had an unstable internet connection and limited internet quota. While, related to the material, they sometimes could not understand the material properly, they did not focus on delivering the material by the lecturers and even more fatally they were not optimal in practicing english skills. Therefore, they concluded that there was a lack of effectiveness and efficiency due to the virtual discussion.

Q5: What do you get from learning English using virtual discussion?

Several things were obtained from the application of this virtual discussion, as the students conveyed. This included them getting new experiences to learn virtually, getting beneficial material from both lecturers and universities, getting increased English vocabularies and four English skills as well as increased new knowledge and insight. Further, they could differ English language as a means for communicating learning material about computer and English as a learning material itself. Moreover, the lecturer provided multi resources material to eradicate monotony added by utilizing other supported applications.

Q6: Can you understand the material more with virtual discussion method?

Most students could understand the material by studying using virtual discussion. Students' responses were various. They stated *'Yes, I understand'* with different additional answers. Those were such as: 1) Yes, I understand, but it depends on who teaches and how she teaches; 2) Yes, I understand. I can learn it in my free time; 3) Yes, I understand although I prefer to attend face to face class; and 4) Yes, I understand. I can search for the other learning material resources. Besides, unfortunately, there were less students who answered *'No, I can't understand. I need more time for understanding the material.'*

Q7: Can you learn English using virtual discussion?

By giving this question, the researcher got various answers with the reasons added behind. It was for asking them whether they were able to join virtual discussion. Their answers could be enlisted like: 1) Yes, I can learn English enjoyably without any pressure; 2) Yes, I can learn English via virtual discussion in which I can practice speaking through voice notes (unconfident students) and practice listening through Zoom by lecturer's explanation; 3) No, I cannot. It was less practice of English skills (students who have high motivation and confidence); 4) No, I prefer to learn English directly/offline; and 5) No, I cannot. It is difficult for me to understand the pronunciation.

Q8: According to you, what are positive effects of virtual discussion?

Applying virtual discussion in English class had positive effects surely. Those could be depicted by students' responses as low pressure, flexibility of time, easiness when reviewing learning material, no boundaries/multi resources of learning, understandability, getting increased knowledge, students' learning autonomy support, dynamical interaction between students and students and/or students and lecturer, having opportunity to explore technology, various learning method, and confidence when speaking English for unconfident students.

Q9: According to you, what are negative effects of virtual discussion?

Implementing an application was inseparable from the negative things that arouse. Some negative things that should be material for reflection from the implementation of this virtual discussion were such as problem related to limited internet quota and highness electricity, misunderstanding, unstable internet connection, less socialization and interaction, difficult to understand learning material, prone to be ignored by students, not as optimum as face to face learning as well as increasing students' learning boredom.

Q10: What are your wishes of English learning process after this pandemic?
In the last question, students were asked about their wishes on learning English in post-pandemic era. The researcher hoped that they could convey their feeling honestly so that it could improve the course of English learning activities. Some wishes were such as conducting double ways of learning (online and offline), increasing English skills in easy way, there is also offline discussion (face to face learning), ability in learning English despite using virtual discussion, virtual discussion can be one of English learning methods with more attractive way someday and the rapid advance of technology can support English learning process in the future.

Discussion
Views on the use of virtual discussion
Q1: Do you know what a virtual discussion is?

For stating the definition of virtual discussion, the students had various answers like described above. Based on the questionnaire-interview gathered, 100% of students have understood about the concept of what virtual discussion is. It could be summarized from their answers that virtual discussion is defined as a discussion activity using digital media like teleconference and video conference, without having face to face system. Supporting students' responses, that Weisskirch and Milburn (in Omar et al., 2012) have defined online/virtual discussion is an electronic forum allowing the users for posting message to be read by others and responded then. Here, the class will create an environment of communicative language use and practice without meeting in person.

Q2: What applications have you used for having virtual discussion?

Of course, the students have experienced in the use of some applications during having virtual discussion. Most of them dominantly have used Zoom, Google Meet, WhatsApp Group, LMS MyBest as much as 100%. While the students who have used Google Classroom are 5 or as much as 22.7%, Telegram and Facebook are 3 or as much as 13.6%, as well as Google Duos, Discord, Skype and Microsoft Team are 2 or as much as 9.09%. During pandemic era, application of video conference like Zoom and Google Meet indeed had their main role for conducting online class. Moreover, those applications were also suggested by the university for four times in a semester. Here, the lecturer explained the material, invited students to express their idea or respond to the material, by meeting and gathering in a room even though without meeting physically. Zoom has access easiness which means the students have easy way for accessing this application (Maulana, 2021). Therefore, online class would run suitable with the schedule and on time. While Google Meet (Nehe, 2021) is one of helpful video conference application facilitated by Google allowing the users to meet face to face effectively and directly yet it is very light and fast. It is free to write, free of charge, easy to use, interesting display, available whiteboard, share screen feature and high definition (HD) video display. Likely Zoom, Google Meet also can monitor the students' behavior during the class run.

WhatsApp use itself for education has raised flexibility and a collection of growing of positive practice (Ningsih, 2020). It also had role in virtual discussion by using its chat room. The lecturer gave some questions related to the material and let the students to respond. The easy way when conducting an activity of information sharing was also provided by WhatsApp group. Furthermore, students could give and accept direct and meaningful feedback from both the lecturer and their friends. Meanwhile, LMS MyBest is owned by University of Bina Sarana Informatika which contains the schedule, presence list, discussion forum, task submission place, material banks, and so on. The lecturer commonly posted a topic to discuss here and the students freely answered in the bottom comment column related to the material learnt at the day. This LMS for some students was difficult to use while having virtual discussion in which there was no reply choice button for commenting their friends'

opinions. This application was more suitable for fulfilling presence list, searching materials and learning videos, and submitting the tasks.

Q3: According to you, how about learning English using virtual discussion?

Here, the students freely expressed what they felt and had from learning English through virtual discussion using some applications mentioned above. Most of students had interest and positive perceptions from learning English through virtual discussion. Sari & Rahmah, (2019) revealed the result of virtual discussion implementation that it can affect significantly the cognitive, affective and psychomotor domain. Cognitive domain is related to human's thinking in which the students are demanded to get more knowledge. This statement was synchronized with *"understandable material delivered and improving my knowledge,"* comment. While, affective is related to human's emotion in which it focuses on behavior, motivation, active participation, evaluating what they have learned and value in real life (Kasilingam et al., 2014). It resulted in the comments like *"easier, I can elaborate what lecturer explains autonomously, attractive, pretty effective, new style of learning English, no problem (I get used to have virtual classroom".* Moreover, psychomotor is related to accuracy, fluency and speed of the students during learning process. The students commented like *"flexible time for re-reading the material or re-watching video material* and *multi-tasking".* It signed that the students could have other times or even make times for review the material and search for the additional material while learning process.

Q4: What obstacles do you have in having virtual discussion?

Beside the success, every learning activity surely had obstacles. It really happened when conducting virtual discussion. As (Odeku, 2021) experienced in his class that students own a device for technology but lack of internet connectivity. Moreover, there was students' psychological conditions like socio-economic conditions where the students have lacked of educational technologies and devices to be used for pedagogy. Most of the students had obstacles on the *unstable internet connection* and *insufficient internet quota*, moreover, when they had to attend video conference meeting. In the beginning of pandemic COVID-19, the government have used to give free internet quota for the students in any education level, yet there was no more. Besides, they found it *difficult to focus on the lecturer's material delivery* and *practice their English directly*. There was time limitation for practicing their English skills, like speaking practice. The lack of face to face learning makes the students do not accept sufficient feedback from their lecturer (Posey et al., n.d.) moreover, when they practice the skills. Their multi-tasking also made them not to focus on the lecturer's mterial delivery. They had to do other activities in the house and sometimes it could disturb the learning process. For example, when the lecturer invited them to give comment or response, there would be long time for responding.

Q5: What do you get from learning English using virtual discussion?

Technology has been always part of teaching and learning environment. After conducting virtual discussion, the students have got the experiences, increased skills, beneficial materials from multi resources and other alternative ways for learning English. The positive perceptions were more than the negative ones and as described above. Surely, students had new experience to learn English virtually since they got used to have it in offline way. In addition, Fisher & Coleman (2001) gave their statement that virtual discussion can result the students' critical thinking and their future preparation learning communities. In line with the students' comments like *"increased new knowledge and insight* and *multi resources material"* which meant they used their critical thinking for searching for and understanding the material integrated with the situation and condition happen. It promoted active reflection of knowledge and generated the development of new knowledge.

Q6: Can you understand the material more with virtual discussion method?

For students' understanding parameter, these answers could help revealing the question. Most of them have understood about the material delivered during having virtual discussion. Their answers were also

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various. They were such as *(1) I understand yet it depends on who teaches and how she teaches, (2) I can learn it in my free time, (3) I prefer to attend face to face class, (4) I can search other resources.* Besides, the opposite comment like *"No, I cannot understand. I need more time for understanding the material"* gave different insight that the way to embed knowledge in everyone was different. The attractive way for teaching was liked by the students since they have had pressure with this pandemic condition. The pressure will influence students' achievement in the end, as stated in the paper of (Febriany et al., 2022). It was not only for decreasing pressure, but also to make students understand the material. So, they did not have much time for loading in understanding the material.

Q7: Can you learn English using virtual discussion?

Beside the condition, virtual discussion was also held for reducing high pressure for ESP students since they were not familiar and accustomed with English. For some of them, to learn English and suddenly be pointed by the lecturer to practice directly made them nervous. So, virtual discussion could be alternative way for relieving that feeling. It also encourages greater participation by unconfident students (Weisskirch & Milburn, 2003). Moreover, self-confidence is stronger predictor of success attainment in SLA (Tridinanti, 2018). Then, in some meetings, the lecturer asked students to practice speaking skill using voice notes and listening skill when conducting zoom meeting, or giving them audio link to be listened. For the others, students found it difficult to understand the pronunciation and to have less English practice. Eventually, they would ignore and turn off the zoom camera. They were formally present without active participating in learning process.

Q8: According to you, what are positive effects of virtual discussion?

The choice for attending virtual discussion depended on some factors mentioned above where they were the positive effects that students have. Posey et al., n.d. stated that the ease of accessibility where the information posted on the web/LMS is available 24 hours a day. So, it could be done anywhere and at any time. The students' comments like *"Flexibility of time* and *easy reviewing material"* have proven the expert's statement. In addition, Gultom & Sitanggang (2020) wrote that virtual discussion has advantages like increasing students' learning autonomy, increasing pedagogy material quality, displaying broad information, broadening extend capacity of learning by searching multi resources. In line with the students' comments that they *had no boundaries* to search for the material in learning while *having opportunity to explore technology* too. As the result, they had more independence and freedom for learning *(promoting learning autonomy)* and *more confident when speaking English* especially. The autonomous activities could help students to gain a better understanding or a certain topic.

Q9: According to you, what are negative effects of virtual discussion?

In addition to the effects had by the students during having virtual discussion, the above comments were the results of negative effects. Sometimes, the boredom appeared since the method of learning was not suitable and the students were impatient to face this condition. So, the lecturer's explanation was prone to being ignored by the students. Here, the role of lecturer was requisite, such as giving motivation to the students and the presence of him/her in learning process as facilitator and feedback giver. Ratnawati & Hasanah (2021) stated that motivation is an effort to increase learning process to reach the certain purpose. The role of motivation was to support to have spirit in actively participating of learning. While, the role of facilitator and feedback giver made the students understand material, know their parameter learning, and no more misunderstanding.

Q10: What are your wishes of English learning process after this pandemic?

In the end of the questions, students revealed their good wishes after this pandemic ends related to English learning process. 63% of the students had desire for conducting double ways of learning, online and offline as the result of what they have had in pandemic era, as long as the virtual discussion was done in a fun way. So, they could increase their English skills. While the others wanted to attend offline discussion or face to face learning process since their learning style in understanding the

material. They could interact and ask for the solution of their English proficiency problem to the lecturer directly. Furthermore, English learning process in the future also can maximalize technology utilization by keeping up the time. It means that both lecturer and students must be more digitally savvy.

Conclusion

This pandemic era demands ESP class for utilizing technology. The learning process can utilize through some medium for conducting class, like teleconference and video conference. Virtual discussion is one of ways for learning English in ESP class. Virtual discussion uses media such as Zoom, Google Meet, WhatsApp Group, Telegram, and LMS dominantly. The applications mentioned have easy way to use, suggested by university. The students have various positive and negative perceptions. The flexibility of time, their autonomous learning, multi resources material, low pressure and new method for learning English are underlined as positive effects. Then, unstable internet connection, difficulty in understanding the material, boredom become major challenges and barriers when attending virtual discussion. In the end, the students also have good wishes for the future English learning process which must be supported by technology in the future. This research has limitations in describing students' perception on attending virtual discussion without leaping out of the scope. The researcher suggests to the next researcher to continue investigating more specifically like students' boredom in attending virtual discussion.

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