Actualizing the Business English Course by Using an E-Commerce Platform

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Abstract
The rapid development of digital technology has become a trigger for educators to create and demonstrate up-to-date yet flexible learning methods. Educators are challenged to integrate lessons with the medium of available technology. In this study, the researcher encourages students to engage in real business (buying and selling) activities by utilizing electronic commerce (e-commerce) platform to actualize the purpose of the Business English course. The descriptive qualitative method used employs questionnaires for data collection. The objectives of this study are: to find out the role of e-commerce platforms in Business English learning and the student's course achievement. Since this learning integration is experiential to the students, the researchers adopt the concept of experiential learning by Wolfe & Byrne with several adjusted phases, grouping, designing, conducting, transaction, final report, evaluation, and feedback. Thus, the results showed that the students gave positive feedback towards the e-commerce project and the students gained a lot of course achievements such as real business experience, the ability to operate e-commerce platforms, selling, promotion, marketing knowledge, and teamwork management since the e-commerce platform was employed in the Business English course. This research might be advantageous for enhancing and evaluating the running and the upcoming Business English course. Meanwhile, this project would be a fostering supplement for the students to grow their entrepreneurial spirit in the future.
Keywords: *Business English; e-commerce platform; experiential learning; learning achievement; Shopee.*

1. INTRODUCTION

Today, in the digital era, people live simultaneously with the rapid transmission of technology. Technology has made it easier for people to do things anywhere and anytime. It has possessed various sectors of life, for instance, in the old times, people normally go to the market or shopping department to buy things they need, and commerce things could only succeed when both sides of traders and buyers meet, but now, with the presence of technology, shopping and trading are just one click away. The trend of the old trading system has gradually shifted since the presence of the online trading system, called electronic commerce (*e-commerce).* E-commerce activities include the electronized area of advertisement, transaction, payment, and service (Chang & Niu, 2016). E-Commerce refers to a mechanism that mediates transactions to sell goods and services through the electronic exchange (Chawla & Kumar, 2021). the advantages e-commerce has offered become the popular factor for e-commerce to be used in significant growth from year to year (Rahayu & Day, 2017), it provides various opportunities to businesses and offers full package services to customers (Koe & Sakir, 2020), it has changed the ways of people interaction in almost every sphere (Haji, 2021).

E-commerce allows sellers and buyers around the world to conduct transactions digitally without significant restrictions. In Indonesia itself, the trend of using e-commerce in trading transactions has reached a high amount and by the end of 2020 itself, there were more than two million businesses noted using e-commerce (BPS, 2020). Broadly speaking, e-commerce has become a new lifestyle, it, by all means, contributes to creating new entrepreneurs, expanding the trading range, increasing the value chain, decreasing the unemployment rate, and opening employment opportunities. The business owners could reduce the company infrastructure which costs high value and could ship their products globally, meanwhile the buyers could get cheaper products for a short distribution chain and could buy products from whole over the world (Diah et al., 2019). In short, e-commerce, with all the convenient features offered on its platform, could be used by all people of any age, gender, and educational background. Furthermore, there are a lot of e-commerce platforms spread in Indonesia, top three ranked are based on the graphic of the leading e-commerce in Indonesia Q1 2022 by online traffic in million clicks are, Tokopedia, Shopee, and Lazada.
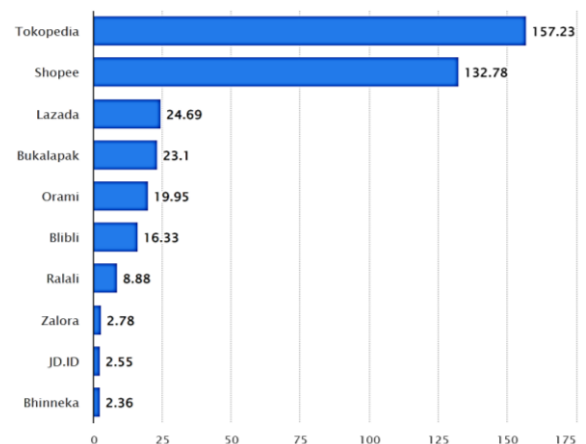

Figure 1. The leading e-commerce in Indonesia Q1-2022 by monthly traffic
Source:
https://www.statista.com/statistics/869700/in donesia-top-10-e-commerce-sites/

Whilst, discussing the existence of e-commerce, cannot be separated from the capability of human resources. Human resources in the e-commerce field refer to the business owner, e-commerce operator, packer, buyer, courier, and any related sides. Thus, to be involved in this online buying and selling activity, people must know how to operate the e-commerce platform, since different platforms have different features and appearances. Although every e-commerce has instructions for use within it, thus, it might not be possible for everyone to use and operate it. Therefore, it is necessary to prepare the e-commerce resources as early as possible to experience the future benefits of e-commerce.

On other occasions, college students are projected with various courses and projects that aim to improve their skills, character, and capacities. In addition, the Merdeka Belajar-Kampus Merdeka (MBKM) Curriculum which has been applied in Indonesia since 2020, emphasizes providing opportunities for students to hone skills according to their talents and interests by going directly into the world of work as preparation for future careers (Kemendikbud, 2020). Along with this, the old curriculum which has mostly only contained theory is now encouraged to be carried out with direct practice. Students do not always have to be burdened with study routines such as giving materials, assignments, and exams, but they can also choose what learning methods might be more beneficial to them.

A private college in Medan, Sekolah Tinggi Ilmu Manajemen Sukma, has implemented this MBKM curriculum as well. Although the process of assimilation is still being undergone, it has become a concentration for the board of stakeholders. This college collaborates and synergizes with lecturers to objectify the successful implementation of this curriculum. The lecturers are allowed to explore students' knowledge and abilities with various renewable methods relevant to the course's objectives. A Business English course can combine two skills at once. The objective of this course is that the students can apply knowledge of the English language for business in everyday life, learning, and employment. This course encourages students to enter the business world confidently, without experiencing language difficulties as the medium of communication. Since the purpose of this course is in line with the benefit the e-commerce platforms offer, here, the researchers try to actualize Business English learning with the use of e-commerce. Since e-commerce has provided a brand-new technical method for higher education, simultaneously higher education has provided the profit pattern and the environment for electronic commerce (Chang & Niu, 2016). In other words, this has become an experiential learning activity, which is expected to improve student skills, character, and capacities. In experiential learning, the knowledge results from the combination of grasping and transforming experience (Kolb, 1984), it touches all the bases of the learning cycle – experiencing, reflecting, thinking, and acting (Kolb & Kolb, 2018), and it shifts the learning design from being teacher-centered to the students' direct experiences tied to real-world problems and shifts the role of the educator to a facilitator, (Bartle, 2015), it will transform higher education to face the educational technology which provides rebuilt learning platform to empower the learners (Kolb & Kolb, 2017). A beneficial experiential learning task structure involves four phases; design, conduct, evaluation, and feedback (Wolfe & Byrne, 1975). Experiential learning is ensuring that students gain an appreciation for both practical and theoretical information systems concepts (Abrahams & Singh, 2010). The implementation of experiential learning has successfully improved students' achievement, as proven by

numerous studies; language learning strategies in EFL contexts (Boggu & Sundarsingh, 2016); students' questioning activity (Barida, 2018); teaching sciences for general education in Vietnam (Giac et al., 2017); practical ethics in sciences and technology (Parahakaran, 2017); academic performance and motivation in learning physics (Agsalog, 2019); cultural literacy education (Tohani et al., 2019); teaching strategies in life sciences (Mc Pherson-Geyser et al., 2020); implementation of field study course (Burac, 2020); hospitality from academic and industry perspectives (Azar et al., 2020); effective learning among English language learners (Silver, 2021); creative dance in state primary education (Payne & Costas, 2021); social entrepreneurship education (Thomsen et al., 2021); virtual business simulation into an accounting cycle project (Sathe & Yu, 2021). In this study, the students are given chances to learn Business English course in different ways, in which they are put into a real condition of digital trading, e-commerce platforms in this case. E-commerce learning gives a real impact on small and medium enterprise management classes the ability and level of students' understanding of the lecture material, and the students get real experience and direct insight into the business (Arifianto & Coiri, 2018), e-commerce would be able to improve professional business skill for students (Ratno, 2020).

This actualization activity is also considered the right solution at a time when covid-19 is still spreading in town where students and lecturers could only interact actively through online learning. Thus, the objectives of this study are simplified into two points, to find out the role of e-commerce platforms in Business English learning, and to find out the students' course achievement.

2. RESEARCH METHODS

This study engages with the descriptive qualitative method. The data is collected by using questionnaires to measure the students' learning perception, and experience, then it is enclosed with some open-ended questions within. The respondents were 26 students of STIM Sukma with corporate management study concentration who took the Business English course in the third semester of the academic year of 2021/2022. In the middle of the pandemic era, the lecturer assigned them to conduct the e-commerce project during the running semester. Adopting the experiential learning phases by Wolfe & Byrne (1975), the lecturer adjusted and provided several procedures to run the e-commerce project, described as followings;

1. Grouping – the students are divided into groups of four to five. Each member of the group has duty/es as an e-commerce administrator/ IT support, a social media promotor and marketer, a stock keeper, a packer and shipper, and a financial manager.
2. Designing the business plan – the students are allowed to plan, design, and define the type and product of a business they will sell on Shopee.
3. Conducting the business – the students as the sellers start running the business, including the activity of opening the online shop account on Shopee, filling out all the online requirements, providing the products, uploading the products to platforms, and marketing the products through social media, maintaining and controlling the business cycle.

4. Transaction – the sellers start doing selling and buying transactions on the e-commerce platform, including responding the customer chats and demands, stocking, packing, delivering the products, and handling the after-sales service.
5. Final report – at the end of the semester, all groups arrange for the entire e-commerce project report to be notified and checked by the lecturer. It consists of the business profile and organization, products, promotion and marketing strategies, and financial reports.
6. Evaluation – to measure the students/groups' performances in running the e-commerce project, and to expose the effectiveness of the experiential learning design applied in the Business English course.
7. Feedback – aim to detect the positive and negative features that occur in the project, this phase eventually has been started from the beginning of the course until it is completed.

3. FINDINGS

The students who were put into groups were allowed to choose the e-commerce platforms to be used, but they dealt to use only one type namely, Shopee since they all were familiar with it and they claimed that Shopee was the easiest platform to be used. The products they sold were varied such as socks, shirts, towels, scarfs, face masks, hair masks, talk powder, herbal tea, utensil, flower vase, household, and tote bags. Their capital ranged from Rp. 50.000 – Rp. 400.000, and all of the capital came from their fund.
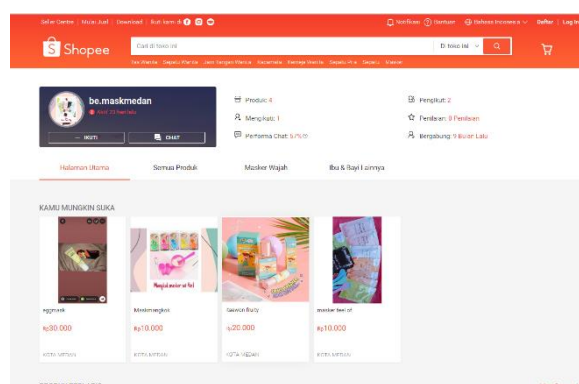

Figure 2. Shopee account view (https://shopee.co.id/maskmurahmdn)

The students' learning perceptions and experiences were gathered from the results of the questionnaires which consisted of 4 categories of questions that respectively reflected the students' experiences, platform operation abilities, knowledge and skill achievements, and teamwork management with 25 questions in total. The scales of questions ranged (in percentage) from 1-5, 1 *(strongly disagreed)*, 2 *(disagree),* 3 *(neutral),* 4 *(agree)*, and 5 *(strongly agree).* Though the students were grouped, the questionnaire was filled out individually to gain the students' genuine personal perceptions. Therefore, table 1 below shows the result of the experience item.

Table 1. Item A - Experience

No.	Question	1	2	3	4	5
1	I have sold or bought things from an e-commerce platform	0	0	26.9	38.5	34.6
2	The Business English project has introduced me to a new way to sell products.	0	0	19.2	50	30.8
3	Running a business through e-commerce is new to me.	0	0	26.9	50	23.1
4	I like selling things through e-commerce more than selling through an offline shop.	0	0	42.3	26.9	30.8
5	I find that running a business through e-commerce is much easier and more practical.	0	0	38.5	30.8	30.8

The experience category consisted of five question items, the first item aimed to find out whether the students had ever operated e-commerce either for the purpose of selling or buying, the researchers needed to know it, for the researchers could decide whether to educate them about e-commerce operation or not. Thus, the first item showed that all of the students had ever bought products from e-commerce, but they had never sold products on it. The second item showed that all of the students agreed that the e-commerce project brought them a new way to sell products, which is commonly done in a conventional way but now, it can be done online. The third item supported the first and the second items which showed that the e-commerce project would be their first-time selling products online. The fourth item aimed to expose the students' preferences in picking the place for selling the products, and all of them agreed that selling products in e-commerce had become their preference. Meanwhile, the last item showed that all the students claimed that e-commerce made their business activities easier and more practical. In addition, table 2 below aims at showing the result of the platform operation item.

Table 2. Item B – Platform Operation

No.	Question	1	2	3	4	5
1	I am capable of operating the e-commerce platform functions.	0	0	38.5	38.5	23.1
2	By using e-commerce, I can control the sale of my product more flexibly and easier.	0	0	26.9	46.2	26.9
3	I write the full description of my products as a reference for my customers.	0	0	30.8	38.5	30.8
4	I can make a successful transaction with my customer who buys my product.	0	0	26.9	50	23.1
5	I give after-sales service options such as return, refund, replacement, warranty, and repair.	0	0	30.8	50	19.2

The platform operation category was constructed to investigate the students' abilities in operating and using the menu or functions available on the Shopee platform. The first item showed that all of the students were able to operate the functions in Shopee, particularly in the *'my sale'* menu. The second item showed that all students agreed that e-commerce made their products sale became more flexible and easier since they could monitor the buying and

selling activities at anywhere and anytime. The third item showed that all students could write the full description of their products which was required to be filled out before the product could be displayed on the Shopee store, the full description of products includes a picture, name, brief description, category, variation, price, stock, delivery cost, condition, and promotion of the products. The fourth item signified that the group had managed successful transactions with their customers starting by accepting orders, packing products, delivering products, having products received by the customer, and getting the credit into their bank accounts. At last, as the reflection of the good product sellers, the students provided the after-sales service to the customer in terms of return, refund, replacement, warranty, and repair, but after all, it was found that none of the customers claimed using those services. Furthermore, table 3 below presents the category of knowledge and skill.

Table 3. Item C – Knowledge and Skill

No.	Question	1	2	3	4	5
1	E-commerce projects increase my business knowledge.	0	0	23.1	34.6	42.3
2	The E-commerce project introduces me to business terms in English, more practically.	0	0	19.2	42.3	38.5
3	The E-commerce project puts me into the real condition of a business, especially in this digital era.	0	3.8	19.2	30.8	46.2
4	E-commerce project makes me more creative to promote and market my products.	0	0	26.9	30.8	42.3
5	The E-commerce project teaches me to manage my financial flow better and be more focused.	0	0	26.9	38.5	34.6
6	I can make a good business report after joining the e-commerce project.	0	0	23.1	42.3	34.6
7	E-commerce projects can improve my business skill and knowledge	0	0	19.2	38.5	42.3
8	The E-commerce project connects me with online and conventional commerce at once.	0	0	23.1	50	26.9
9	The E-commerce project makes me want to continue running my business online.	0	0	26.9	42.3	30.8

The knowledge and skill categories consisted of 9 questions, aimed at revealing the knowledge and skill the students had achieved during and after running the business through e-commerce. The first item informed that the entire students agreed that the project had increased their knowledge of business, especially in terms of digital trading. The second item showed that the students found that e-commerce increased their specific business English vocabularies since they were instructed to set their language preferences to English. The students also agreed that the e-commerce project had taken them into the real business situation in this digital era, as shown in the third item. Therefore, they became aware of digital trading and directly contributed to its existence. All of the students, as presented on the fourth item, claimed that this project called out their creativity and innovation in marketing and promoting their products, in which they could apply their obtained knowledge right into the real business field. The easy-to-use financial functions, Shopee has given the students the opportunity to manage and supervise the financial flow of their store more

practically, more concentrated, neater, and more transparent. Therefore, even non-financial management students could track the money flow effortlessly. It was compulsory for the students to make the business report as the final work of the project, all of the students had reported their works in a printed form containing the background of the project, company history, company profile, business scope, business area, business sector, business division, business organization, products, marketing and promotion strategy, capital source, debt and credit, loss and profit, final result, conclusion, and suggestion. Those contents were the realization of the course material they had learned during the semester, in other words, things they learned were meant to be actually employed. The seventh item proved that all students agreed that the project could improve many aspects of their business skills and knowledge. The ninth item showed that e-commerce had drawn the integrated connection for the students to know about the differences, similarities, and gaps between online and conventional commerce. Lastly, most of the students assumed that there would be possibilities and willingness for them to continue running their e-commerce business even after the project had reached its end. It showed that this project seemed to have had a good impact on fostering the entrepreneurial spirit of the students. Thus, table 4 below focuses on the teamwork of the project.

Table 4. Item D – Teamwork

No.	Question	1	2	3	4	5
1	I always coordinate with the other group members for discussing every single thing.	0	0	26.9	30.8	42.3
2	I never work individually, because the group members are all active.	0	0	38.5	23.1	38.5
3	I can finish all of my jobs on time.	0	0	15.4	50	30.8
4	Working with teamwork makes a hard job seem so light.	0	0	30.8	38.5	30.8
5	I find that my group can solve all the project things well-organized.	0	0	30.8	46.2	23.1
6	I find that my group is great teamwork.	0	0	30.8	34.6	34.6

There are 6 questions in the teamwork category, each representing the real teamwork activities in the e-commerce project. The first item showed that the students coordinated well with the other group members to discuss everything related to the e-commerce project, such as the planning, the administration process, the issue that might come up, and so on. The second item showed all the group members were actively involved in every stage of the project. Due to the togetherness of the teamwork, the students could finish the e-commerce project due to the time, in terms of delivering products to the customers, and finishing the final report, therefore it rose effective yet efficient time management. The fifth item showed that every group could solve all the problems that occurred during the project very well. In the end, the students admitted that they had great teamwork which made the project succeed.

After the questionnaire results were analyzed, the researchers attempted to explore the obstacles and advantages experienced by the students during and after conducting this e-commerce project, thus the results appeared to be like what table 5 below shows.

Table 5. Obstacles of the E-commerce project

No.	Obstacle	Qty
1	No significant problem	3
2	Lack of customer attention and interest	5
3	Tight sale competition	3
4	Lack of e-commerce operation ability	2
5	Delivery of products	3
6	Packaging cost	2
7	Creating product advertisement	1
8	Application crash	1
9	Uncooperative teamwork	1
10	Time management	1
11	Network issue	1
12	Capital source	1
13	Inconstant sale strategy	1
14	Lack of marketing	1

From the questionnaire result of the obstacle faced by 26 students, it was found that; three students faced no significant problem during running the e-commerce project; five students experienced that getting the customer attention and interest had become the issue to their product sales; three students claimed that the tight competition in selling products made their product was not entirely sold out; two students admitted that lack of ability in operating e-commerce had made them a little hard to sell the product optimally; three students stated that they found difficulties in delivering the products for the distance between their defined location and the delivery counter; two students stated that the cost of packaging had been an obstacle to them where they needed to prepare the packaging tools which swelled their capital; a student claimed that the obstacles varied from the difficulty in creating the product advertisement which related to the promotion and marketing phase; a students faced the crash of application; a student assumed that he had uncooperative teamwork; a student found it hard to manage his time between working, studying and running the project; a student individually found the network issue that caused him unable to access the online shop; a student stated that the capital fund had become his obstacle in running this project; a student claimed that inconsistency in selling strategy resulting in low sales; and the last student found that the lack of marketing activity causing their low sales as well. Table 6 below presents the advantage which the students obtained from the e-commerce project activity.

Table 6. Advantages of the E-commerce project

No.	Advantage	Qty
1	Wide customer reach	4
2	Convenient, easy, and practical	14
3	No shop rental	1
4	Wide product variety	2
5	Online shopping enthusiasts	2
6	Good group member	1
7	Easy promotion	1
8	Time-saving	1

From the table above, it can be inferred that besides having obstacles, the e-commerce project had also given advantages to the students. Four students stated that e-commerce helped them to reach a wider range of customers, in terms of age range and location range. Most of the students claimed that e-commerce provided them with convenience, ease, and practicality to sell their products, due to the majority of the students were workers. Moreover, one student stated that this project had the advantage of decreasing the amount of capital, in which they didn't have to rent a shop for trading, meanwhile two students informed that by using e-commerce, they could upload unlimited kinds of permitted product varieties, which made their store displayed more interesting. Two students admitted that online shopping enthusiasts created more visitors and buyers to their online stores. One student claimed that the advantage was good group member, and one other student stated that e-commerce served them the facility to promote their store and products in a such an easy way, yet the last student argued that selling through e-commerce could save their time efficiently. The tables showing the results of the analysis are beneficial to reach the purpose of this research, moreover, the connecting line between research objectives and the findings would be presented in the following section.

4. DISCUSSION

This section provides a broad discussion of the implication of the analysis result to the objectives of the study. The experience item showed that all of the students had ever done a transaction through the e-commerce platform, which implied that they were quite familiar to use it; more than half of the students found a new way to sell products through the e-commerce project, which implied that Business English course gave them a brand-new experience to the selling method; more than half of the students had just known how to run a business by using e-commerce, it depicted that they hadn't have run a business before, particularly through the online platforms; more than half of the students like selling things through e-commerce than selling through an offline/conventional shop, it depicted that the students found it interesting to use e-commerce to selling things; more than half of the students found it easier and more practical to run a business by using e-commerce. Based on the results of the experience items, a conclusion could be drawn that the students experienced a new, easier, and more practical method to buy and sell products. The results of this study about the students' experiences in using e-commerce were supported by studies conducted by Arifianto & Coiri, (2018) and Farell et al., (2021).

Since e-commerce is an online platform, the students' perceptions of its operation were investigated as well. Containing five items of questions, the platform operation section revealed that more than half of the students were capable of operating the functions and menu the e-commerce presented, which implied that students might not have found it difficult to operate; more than half of the students agreed that they could control the product sale more flexibly by using e-commerce, it informed that the selling through e-commerce fitted in them; most of the students wrote the full description of their products as the references for the customers, it implied that they could fulfil the requirements the Shopee platform had defined; more than half of the students had the successful transactions with the customers, it implied that they could administer the procedure of selling and buying through

the platform; half of the students provided the after-sales service to the customers, in options of return, refund, replacement, warrant or repair, terms and condition applied, it portrayed that the they were responsible to the products they sold and able to maintain good relationship with the customers. The platform operation results showed that the majority of the students could operate the platform well, and through it, they could create a good online transaction environment. The importance of capability in using the functions in the e-commerce platform was supported by the research conducted by Suryani et al., (2021)

Related to the student's learning achievements, most of the students agreed that this e-commerce project had increased their knowledge of business, yet they could learn about business terms in English more practically, for they could set their language preferences into English on that platform. More than half of the students agreed that they could experience real business situations, especially in the digital era by using the e-commerce platform. The students also made more creative ways to promote and market their products, creating the promotions through social media such as WhatsApp, Instagram, Twitter, and Facebook, making live products broadcasting, making store promotions using the tools provided by Shopee, and promoting directly to the relatives, they had never undergone those activities before. More than half of the students agreed that the e-commerce project taught them to manage their cash flow since the platform provided a very clear yet transparent financial menu in it, the debt, the credit, and the balance could be monitored very well, and they could also apply the accounting knowledge they had learned so far. More than half of the students could make a good business report after experiencing the e-commerce project in groups, the reports were the actualization of the course material they had achieved during the running semester, it contained company history, company profile, business scope, business area, business sectors, business organization, products, marketing and promotion strategy, financial reports including the capital sources, debt and credit flows, profit and loss, and plans. They claimed that this project did not only connect them with the world of digital commerce but also improved their skills and knowledge. This project increased their interest in running the online business, proven by numbers that more than half of them were willing to continue running their business. The findings related to the student's learning achievement in using e-commerce to run a business were supported by the research conducted by Congwei (2015); Trihudiyatmanto (2019); Azizah et al., (2020); Nursobah & Arfyanti (2021); and Maskan & Utomo (2021).

The E-commerce project had also given the students opportunities to work in a team, which put them into collective activities, therefore they needed to coordinate with the other group members to discuss diverse things as the realization of cooperative teamwork. More than half of the students found the group members were all active, which made the team work interactively. Together with the team, students were able to complete the work on time, including solving all the obstacles that happened during the process. More than half of the students agreed that they had great teamwork. Conducting the e-commerce project with teamwork had successfully proven by Ngai (2007) in his research.

After all procedures of the project have been conducted, the researchers managed to gain the students' feedback as the last phase of experiential learning, which might be in the form of obstacles, advantages, or expectations. In running a business, whether it is conventionally or online, there must be obstacles that might happen, here, in this project,

those obstacles refer to the negative features. The lack of customer attention and interest in viewing the products on the online store became the most obstacle according to the students, it might be caused by poor promotion and marketing strategies. Besides, the students admitted that the products they sold already circulating on the platform, even at lower prices and more variative, caused the tight sale competition. The delivery and shipment of products were uneasy to be done for some groups since the members were all employees, causing hard for them to manage and divide the time to deliver the products, so some orders couldn't be fulfilled. Some students couldn't operate the platforms well, which caused unbalanced activities in the group, so the platform was only operated by the students who could. The students needed to pack products safely and neatly, and they had to prepare things such as plastic bags, bubble wrap, duct tape, cardboard, sticker tape, etc. which caused the higher cost of the packaging only. Some students found no significant problems with the e-commerce project, but the rest did. The other obstacles were difficulty in creating product advertisements, application crashes, uncooperative teamwork, hard time management, network issue, the limitation in capital sources, inconstant sale strategy, and lack of marketing strategy.

Not only the obstacles, this project indeed had given the students a lot of advantages, table 3 brought the insights that e-commerce provided them with convenience, ease, and practical ways to carry out trading activities. Most of the students stated that by using e-commerce they could sell and monitor their sales just from home or office without any necessity to go to the store just like what commonly happened in conventional trading, it was such an efficient time-saving for them. They could also reach a wider area of the customer, and display more types of products since e-commerce could be unlimitedly accessed throughout the national and global range. The high number of online shopping enthusiasts had also triggered the e-commerce seller to keep updated on their activities on the platform, for it provided quite easy promotion menus to be used by the seller. The other advantage to the students was that they didn't have to rent a shop where they could spend less capital and save more. The findings related to the advantages of e-commerce had been in line with research conducted by Yadewani & Wijaya (2017); Aidah (2019); Erlinda & Astuti (2019); and Badri & Yusendra (2021).

Thus, based on the open-ended questions given in the questionnaires, all of the students admitted that running a business through e-commerce can increase their experiences, knowledge, and skills. Some arguments about the e-commerce project came up to the surface as followings; e-commerce made things easier; it increased digital marketing and business online skills; it opened their minds to run the business differently and smoothly; it helped the students to know the advantages and disadvantages of online selling; its scopes were wide; it added new insight, idea, and experience; it added their incomes; it encouraged them to set up their own business so they could employ people. These findings were supported by the studies conducted by Sari (2017); Yadewani & Wijaya (2017b); Pratiwi & Purwanto (2020); Prabowo (2021); Agustina (2021); Maisan & Nuringsih (2021); and (Gultom, 2021). The responses given by the students proved that the e-commerce project had given positive features to their learning achievements.

5. CONCLUSION

By adopting Wolfe & Byrne's (1975) phases of experiential learning in this study, the researchers found that the e-commerce project had a role as the medium or facility of learning the Business English course in a new distinguished method. The students' feedback showed that the project posed negative and positive features in the project. These findings accorded to Wolfe & Byrne's theory that in experiential learning, negative and positive features were not interferences but rather as being fruitful sources of information for the improvement of the learning process in the future. Moreover, the e-commerce project contributed several achievements to the student's learning courses, such as real business experience, the ability to operate e-commerce platforms, selling, promotion, and marketing skills, and teamwork management. The entire result of this research implied that the e-commerce project was ideal to be applied in the learning activity, especially in the realization of Business English courses and similar. Thus, the researchers expected that the future researcher could conduct broader studies on experiential learning by considering the need of the learners themselves, and the appropriate stimulation that could be applied in the classroom situation. The researchers also suggested that the teachers or lecturers could use this study as a reference for the further teaching-learning process, particularly in language, business, or even IT learning, and as the consideration of the syllabus revision. It was also highly recommended for the students use other types of e-commerce platforms to run the online business to gain more knowledge and experience, for it was rich in types.

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