

# CHAPTER I

## INTRODUCTION

This is the first chapter and covers the following topics: research background; problem identification; problem limitation; research questions; research aims; specification product; research importance; and definitions of important terminology.

### **1.1 Research Background**

Generally, language is a communication tool used by people to interact with other people in society. Thousands of languages worldwide are used for communication, including English. Currently, English become the most used language in today's global world (Nishanthi, 2018). Approximately 1.5 billion people worldwide speak English as their first or second language. As a global language that is often used everywhere, either as an official or a second language in several countries or a foreign language by many people, English is developing very fast and is often learned by people worldwide, including in Indonesia. English is positioned as a foreign language in Indonesia, where it is mostly only learned in school, and there must be more opportunities to use it in daily conversations. It is because Indonesia has its official language, namely the Indonesian language, which they use daily in society. Therefore, English is not used as an official language in Indonesia. However, it is still considered a priority and the most important foreign language, also known as an ELT, which stands for English as a Foreign Language taught at every school level (Lauder, 2008).

TEFL, which stands for Teaching English as a Foreign Language, has become vital for many countries that need to utilize English as their first language (Husni, 2020). Indonesia is one of the countries that uses English as a foreign language. In contrast to ENL, which stands for English as a Native Language and ESL, which stands for English as a Second Language, Napitupulu & Shinoda (2014), stated that EFL, which stands for English as a Foreign Language, is the use of English as an additional language by users for whom the language serves no purposes with their own country. This is in line with Yulfi & Syaprizal (2020), who stated that EFL usually takes place in nations where English is not used or spoken exceptionally by users in their ordinary way of life. According to Yusny (2013), English Language Teaching (ELT) in Indonesia has been implemented since the Dutch colonial period. Related to that, in ELT in vocational high schools, students are required to have particular communicative skills to be connected in their working environment afterwards (Akbari, 2018). Therefore, the learning goal of English for vocational students is to assist them in communicating easily within genuine working circumstances (Irawan et al., 2022). However, keep in mind that ELT in vocational high school that students learn should be in line with the profession they want to run in the future. Regarding that, in vocational high schools in Indonesia, teaching English as a foreign language is intended for specific purposes or what is commonly known as ESP which stands for English for Specific Purposes. This is done to prepare students to find jobs according to their major and profession because most students in vocational high schools will usually apply for jobs after graduation. English language teaching in vocational high school can be defined as teaching English, which directs students to real situations in work-life

through ESP. Hence, ESP, part of English as a second or foreign language, assists vocational students in improving their English communication skills according to their major.

Hutchinson & Waters (1987), expressed that ESP is an approach to English language education in which the content of the teaching material is based on the needs and reasons why the learner wants to learn English. Furthermore, the idea from Hutchinson & Waters (1987) is seen as a milestone in the founding of ESP, where other experts developed the idea. Another opinion was also conveyed by Stevens (1988), who argued that ESP is an English teaching program outlined to meet the learner's particular needs related to certain industries and professions so that the learning program is distinctive from common English. According to Robinson (1991), ESP has three characteristics: 1) limited time period, which means that the ESP study period is very short, unlike in formal schools. 2) adult means ESP learners are generally people who are already working or want to start working. 3) homogeneous means ESP will be more effectively taught in class where the learners have the same needs and goals. Dudley-Evans & St John (1998) classified ESP into two types: first is EAP, which stands for English for Academic Purposes, and second is EOP, which stands for English for Occupational Purposes. If EAP is English instructed for scholastic purposes or needs at that point, EOP is English instructed for work and professional purposes or needs. In vocational high schools, English taught is included in EOP because learning English is applied to fulfil the special needs of students, which will support them in work life later.

In teaching English as a foreign language in vocational high school, several problems faced by teachers were found. Asrifan et al. (2020), stated that it was

difficult to find an English textbook in vocational high school that fit into students' major, teachers did not have enough time to develop English materials for vocational students, and teaching English in vocational high school was still common which was not much different from teaching English at the high school level. This is consistent with Irawan et al. (2022), who argued that existing English teaching materials for vocational high school students are still designed too generally and insufficient to assist students in practising the English skills that will be used in their work-life later. Therefore, English teachers in vocational high schools must be selective in designing, developing, and adapting English teaching material to support learning material that is appropriate to the student's major because teaching material plays a very basic role. Thus, learning English in vocational high school can have a consequential impact on students.

Regarding that, in the 21st century, where the development of Information Technology (IT) is very rapid, English teachers at vocational high schools are required to be more inventive and imaginative in developing learning media that are not only based on textbooks but by utilizing digital technology in accordance to the major and profession of students in work life later. Nowadays, technology has an impact and an important role in every aspect of human life (Ratheeswari, 2018). Technology can change our lives for the better and easier than before. One of them is related to the field of education. Technology in education is called Information Communication and Technology (ICT). Generally, ICT alludes to the technology-based instructing and learning process closely related to utilizing learning technology in schools. In the 21st century, where ICT is no stranger to education, teachers no longer need to bother using a whiteboard or printed textbooks to explain

the material. Instead, teachers can take advantage of currently developing ICT to explain the material, such as using learning videos. Thus, the teacher's part is as a facilitator and direct within the learning handle within the classroom. However, remember that ICT is only a supporting tool in conveying material, and the rest of the teacher is still vital in motivating students within the learning handle (Jan, 2017). Therefore, the important role of ICT in education must be addressed. ICT has helped teachers and students make the education and learning process more enjoyable and interactive (Raja & Nagasubramani, 2018). The use of ICT within the instruction segment has many benefits, such as making the educating and learning process more successful and can also produce various learning media.

Teachers must create interesting and fun learning media to attain learning that agrees with students' learning needs and interests (Mutia et al., 2020). Learning media can be used as an effective means for teachers to convey learning material to students in class to achieve predetermined learning objectives. Besides that, the utilization of learning media can increase intrigue in learning and can prevent students from feeling bored when the teacher delivers the material because the material presented is more interesting with learning media in it (Puspitarini & Hanif, 2019). After the COVID-19 pandemic, teachers are increasingly creative in choosing and utilizing learning media for students, especially using ICT to achieve learning goals and increase students' motivation in ELT. This is done so that students do not feel bored or do not study under pressure, because students are getting bored and lose their motivation to learn day by day.

Over time, the rapid growth of existing technology has brought many changes and innovations in education, especially in ELT. The development of ICT

in education can now be used as media in developing supplementary visual learning media. According to Puspitarini (2019), learning media can be defined as media in the form of physical or non-physical that aims to deliver and convey the material information by teacher to students which become more effective and efficient. Spratt et al. (2011), learning media can be in the form of books, newspapers, PPT, video, etc., that can be used in addition to the coursebook to complete something that is missing in the coursebook or to present something different in the learning process. Regarding to that, Meidasari (2017) stated in her research that a learning media that uses digital interactive technology as a complementary teaching material can help students understand the material more. For example, video or other internet-based learning media. Teachers widely use learning media to help support the learning process and also create a more meaningful learning process while at the same time providing opportunities for students to get to know technology in this 21st century. Therefore, learning media is needed by teachers to improve students' learning results (Dewi et al., 2022). However, on the other hand, the selection of learning media must be careful by paying attention to the following points: first, appropriate to the needs and interests of students; second, adapt to learning goals; third, practical and effective; fourth, have good quality and meet certain technical requirements.

Video is a technology-based learning media because it looks attractive and can develop students' thinking in educating and learning exercises. In addition, this learning medium can also be utilized for offline and online learning (hybrid learning). Nowadays, there are many applications out there that can be used to create learning media within the shape of video; one of them is using Canva as an

application media to form curious and fun learning media within the frame of learning video for vocational high school students with several interesting features in it. According to Fauziyah et al. (2022), Canva is a digital platform used by many people to create graphic designs, pamphlets, posters, presentations, resumes, brochures, bookmarks, bulletins, etc. This platform consists of two types of services, namely, pro and free. Of course, if we use Canva Pro, we can use more features than Canva Free. In Canva, we can choose many attractive designs, and of course, they are supported by features that are easily accessible anytime and anywhere so, which can increment the inventiveness of teachers in creating and developing learning media using Canva as the application media. Therefore, using learning videos created by Canva might assist students in learning English from the video more easily.

Based on the preliminary observation conducted by the researcher with the English teacher at SMK Negeri 1 Singaraja, the English teacher said that the 10th-grade students of the hospitality major still need learning media that supports them in learning English, especially in terms of English vocabulary. This statement is because students are still trying to learn a few vocabulary words from the learning material but sometimes they feel that the learning media provided is not interesting, so they feel bored. On the other side, students are familiar with the utilize of technology in school and need visual media to learn English vocabulary. Therefore, the researcher can offer a solution to develop learning media in audiovisual form (learning video) by using Canva to assist the teacher in improving students' vocabulary mastery and reviving students' curiosity in learning English vocabulary so that learning is more interesting and meaningful.

## 1.2 Problem Identification

Based on the research background that has been written before and the preliminary observation conducted by the researcher, it can be identified that there are several problems in ELT in the 10th-grade hospitality major at SMK Negeri 1 Singaraja. The researcher got some information from the English teacher that most of the students need visual media to learn English vocabulary because the teacher still uses a traditional learning media, which is a whiteboard, to provide the material to the students in ELT for a long time. This is because the use of a whiteboard is considered simple and practical to provide the material. Also, some students still need help with vocabulary mastery and wrong vocabulary use on certain materials. Hence, the researcher concludes that the problems faced during ELT are the learning media used by the teacher are still monotonous, less attractive, and sometimes less efficient for the students and also the lack of students' motivation to learn English, especially vocabulary mastery because the material provided is less curiously so they feel bored. Therefore, this research will assist the teacher in solving the existing problem above by developing a learning media within the shape of audiovisual (learning video) for ELT in 10th grade of hospitality major based on the user need and the English ATP (*Alur Tujuan Pembelajaran*) or syllabus of 10th grade using Canva to improve students' ability and inspiration in learning English vocabulary.

## 1.3 Limitation of the Problem

In arrange that the consideration can be profoundly inspected, the researcher ought to restrain the study to one of the classes in the 10th grade of hospitality major



in vocational high school at SMK Negeri 1 Singaraja for the 2023/2024 scholarly year. The researcher as it were centers on developing learning media within the frame of audiovisual (learning video) through the Canva platform to improve students' motivation in learning English vocabulary based on the English syllabus or ATP (*Alur Tujuan Pembelajaran*) of 10th-grade SMK Negeri 1 Singaraja using type 1 Design and Development (D&D) method proposed by Richey and Klein (2005).

#### **1.4 Research Questions**

Based on the study's backdrop as previously mentioned, the following queries were put forth:

1. How is the prototype of the learning media for teaching English vocabulary for hospitality major?
2. How is the quality of the learning media for teaching English vocabulary for hospitality major?

#### **1.5 Research Objectives**

This study has two different types of objectives, general and specific, which are as follows:

1. General Objective

In general, this study aims to develop a learning media in the form of video for teaching English vocabulary to hospitality majors in vocational high schools by using Canva as the application media.

2. Specific Objective

- a) To know the prototype of the learning media within the frame of video by using Canva as the platform media for teaching English vocabulary in 10th-grade hospitality major in vocational high school at SMK Negeri 1 Singaraja for the 2023/2024 scholarly year.
- b) To know the quality of the learning media within the frame of video using Canva as the platform media for teaching English vocabulary in 10th-grade hospitality majors in vocational high school at SMK Negeri 1 Singaraja for the 2023/2024 scholarly year.

### **1.6 Specification of the Product**

The resulting product in this research has the following specifications:

1. The product of this research is a learning media made by utilizing the Canva platform, which creates an audiovisual (learning video) to help students in the 10th grade of hospitality major learn and improve their inspiration in learning English vocabulary. The delivered learning video comprises clarification and vocabulary, which makes the students less demanding to get the topic during the learning handle and enhance their vocabulary.
2. The students may watch the delivered learning video to learn English and enhance their vocabulary because the learning video incorporates explanations and vocabulary translations that make the students understand the topic during the learning process. The learning video may be added with some pictures to gain students' interest.
3. The topic utilized within the product is based on the English ATP (*Alur Tujuan Pembelajaran*) or syllabus of 10th grade SMK Negeri 1 Singaraja.

## 1.7 Research Significance

The researcher anticipates that this study will impact vocabulary instruction in English for students majoring in hospitality at vocational high schools. This study has two different kinds of relevance, which are theoretical significance and practical significance, which are as follows:

### 1. Theoretical Significance

Theoretically, this research can be a reference for conducting similar research in the future. This research provides an overview and increases knowledge of developing learning media using Canva for teaching English vocabulary to hospitality majors in vocational high schools.

### 2. Practical Significance

In practical terms, the research is expected to bring certain benefits as follows:

- a) Students: It is intended that using the study's findings will increase students' drive to pick up vocabulary in English.
- b) Teachers: It is also useful for the teacher as additional knowledge about learning media and as an innovative learning media in teaching English vocabulary for hospitality majors in vocational high school.
- c) Other researchers: This study can be used as a referral and additional knowledge for other researchers in developing creative and innovative learning media in the future.

## 1.8 Definition of Key Terms

### 1. Conceptual Definition

a) ICT Media

Generally, Information Communication and Technology (ICT) alludes to the technology-based education and learning handle closely related to the utilization of learning innovation in schools. ICT can assist the teacher in explaining the material so that the teacher's role is only as a guide in the learning process in the classroom. ICT has helped teachers and students alike form the education and learning handle more enjoyable and interactive (Raja & Nagasubramani, 2018).

b) Learning Media

According to Puspitarini (2019), learning media can be defined as media in the form of physical or non-physical that aims to deliver and convey the material information by teacher to students which become more effective and efficient. Teachers widely use learning media to help support the learning process and also create a more meaningful learning process while at the same time providing opportunities for students to get to know technology in this 21st century. Therefore, learning media is needed by teachers to improve students' learning results (Dewi et al., 2022).

c) Canva

Canva is a digital platform that many people use to create graphic designs, pamphlets, posters, presentations, resumes, brochures, bookmarks, bulletins, etc. (Fauziyah et al., 2022). In Canva, we can choose many attractive designs, and of course, they are supported by features that are easily accessible anytime and anywhere so, which can increase the creativity of the teacher in creating and developing learning media using Canva as the platform media.

## 2. Operational Definition

a) ICT Media

In this research, the ICT media utilized by the researcher to create learning media by using Canva for teaching English vocabulary are laptops and smartphones to run the platform. Those tools would be used to create and develop learning media.

b) Learning Media

The produced learning media in this research is used to help support the learning process and also create a more meaningful learning process, which is in the form of a learning video created using a digital platform, Canva. The product would be uploaded on Google Drive, which could be easily opened throughout the learning process.

c) Canva

Canva is a digital platform accessed directly on the official website at “canva.com” or by downloading the application on App Store for iOS devices or Google Play Store for Android devices on smartphones and creating an account if you do not yet have one. This application can help users create interesting and fun learning media with several interesting features in it.

