

CHAPTER I INTRODUCTION

This chapter includes five main points: research background, research problems, problem limitation, research objective, and research significance. The research background explains the practical and theoretical content relevant to this study. This study provides two primary research questions derived from the research background. The problems' limitations explain the research focus and boundaries of the study. The research objectives outline the outcomes and goals of the study, and the last is the research significances that explain the advantages and the potential impact of conducting this study.

1.1 Research Background

Fashion is one of the trendiest things that is vital in the industrial field. In this era, the popularity of Fashion has spread in society. Fashion is a medium that is used to express human identity. According to Shetty & Kotian (2022), Fashion is one of the spreading trends, especially among teenagers and young adolescents, that gives a different look. For teenagers, Fashion is the way to belong to the present trend. For adolescents, choosing Fashion is one of the essential things in their lives because Fashion can make them feel unique in their society and express their adolescence by wearing a good dress. Other than that, Fashion also spreads among children, young people, the elderly, and especially women who have their style, which expresses their identity as a source of pleasure, anxiety, interest, and concern (Lillo & Ferguson, 2022). It means that Fashion is one of the things used to reflect people's lifestyles, making their day different, changing their presence, and being appropriate for

all ages.

It can be seen that the development of fashion in the industry can help people of all ages to motivate themselves to live and through fashion, they can be inspired to create a valuable attitude among society through creativity and it also has a positive impact on the industrial field which has a big opportunity to recruit people who interest in the fashion industry and also, especially for students who are ready to compete in the workplace by mastering the skills in Fashion.

In terms of developing Fashion, vocational schools, and universities are the institutions that offer English language subjects especially English for Fashion courses to prepare students to work within the field that they choose in the industrial area. In this course, students will learn English as their basic language because, in this era, technology is increasing rapidly, and in the fashion industry, every piece of information must be likely in English (Pratiwi, 2017). As a result, to learn English for Fashion, the students are expected to master English language skills. In this course, students will learn English phrases, vocabulary, and grammar in the context of fashion industry materials. One of the goals of learning English for Fashion is to increase individual communication, especially in English language skills. Mastering the communication skills, which are verbal and non-verbal communication, especially in English, will help you gain good interaction with the guests and provide adequate services (Teskera, 2023). By mastering those skills, students who become staff in their workplace will find it easy to communicate and interact with other employees and guests that they encounter in fashion industries who speak using English language (Ibrahim et al., 2022).

However, the crucial problem found by the teachers and lecturers in the English language, especially for English for fashion in the education field, is the lack of teaching material that involves all aspects of English (Speaking, Reading, Listening, and, Writing) that is used to teach the students. Previous studies have investigated the development of English teaching material by Sekartiningrum (2013), who stated that in improving students' speaking, the results showed that more than half of students (52.2%) preferred to study English to communicate in English. It was also supported by other studies focusing on one language aspect only, such as Writing, Reading, and Speaking (Fitriansyah et al., 2019; Astutik et al., 2022; Wulandari et al., 2022). However, to improve students' skills in English in terms of vocational school lessons, another aspect also should be considered to help students in their learning. This aspect is called multimodal literacy.

Multimodal literacy is one of the student's skills in understanding the meaning through semiotics of resources (image, text, audio, and video). The multimodal literacy process occurs by combining image, video, color, and sound to produce individual output to provide meaning in different contexts to help students in learning comprehension (Jewitt, 2006; Lim as cited in Khalida & Refnaldi, 2020). This means that multimodal literacy will help students in their learning process, especially in mastering all aspects of English and being able to compete in their workplace by using the skills that have mastered especially the skills in communication using verbal and non- verbal languages which are language skills and body movement (Kaya, 2021). Besides that, according to Callow & Zammit (2012), multimodal literacy also

be able to improve students' cognitive skills and be strongly active in class. This means, that through the material content that provides semiotic resources for example, audiovisual, image, audio, etc, students are strongly able to improve students cognitive skills, one of them remembering and catching information related to the object and subject that is provided. It can make the students easily understand the material in their learning.

Based on the preliminary observation that was found by the researcher at Ganesha University of Education in the study program of Family Welfare Education (Pendidikan Kesejahteraan Keluarga), especially in the English for Fashion course, there were only 3 printed books used by them in teaching English for Fashion. The activities are monotonous and are only focused on drilling activities. In addition, there are limited verbal and non-verbal materials and limited scaffolding which provides explicit knowledge and guided practice to help students in learning independently. There were also not many researchers that created teaching materials that focus on multimodal literacy that are combined by image, video, and audio as teaching material for English for Fashion.

To cover this problem, the researcher created a teaching material in the form of Flipbook based on text-based language teaching to enhance students' multimodal literacy in learning. Text is commonly used in teaching students, through text, students can learn and understand what messages are conveyed from the written text. According to Feez and Joyce (1998), text is any stretch of language that is arranged together cohesively to form a meaning. So that, it will help students improve their skills in understanding

messages that are delivered in written language. This is also one of the reasons, why this research uses text-based language teaching to help students in learning. Text-based language teaching is a teaching approach in the English language that focuses on using text explicitly. The special thing about this approach is it provides scaffolding which is a guide for students in learning. To interpret this text, this research will create a flipbook as a teaching media to support learners in learning especially to enhance students' multimodal literacy because in this media the teacher will be able to put image, video, and audio flipbook features that have been provided by itself to helps students in understanding the materials. According to Wibowo & Purnamasari (2019), a flipbook is a learning media that provides PDF files, images, videos, and animation as well as other features such as background, control buttons, and back sound that can attract students to learn.

1.2 Identification of the Problem

To develop fashion, vocational schools, and universities are one of the education departments that offer fashion majors, especially for English for Fashion. In every learning process, teaching material is an important thing that we have to consider as teachers and lecturers. However, the crucial problem found by the researcher is the lack of teaching material to provide students in the learning process. The relevant problems were found at Ganesha University, where the students were provided with an English textbook. These problems affect the learning process of Ganesha University of Education students who choose English for Fashion courses which are provided by textbooks as their teaching medium. As a result, they struggle to

help themselves in learning and understanding the material and struggle to practice their communication verbally and non-verbally. Based on those problems, developing material for English for Fashion to integrate multimodal literacy through Flipbook is required at Ganesha University of Education especially for the Welfare Family Education study program, especially for the English for Fashion course.

1.3 Limitation of the Problem

This study is limited to the development of supplementary learning material of English for Fashion through multimodal literacy at Ganesha University of Education particularly for fashionmajors. The limitations of this study are viewed from; English material needs, how the English material is developed, and the quality of the developed product.

1.4 Research Questions.

This study is underlined by two questions, such as;

1. How is the flipbook developed for the course of English for Fashion in Welfare Family Education (WFE) study program at Ganesha University of Education?
2. How is the quality of the flipbook developed in the course of English for Fashion in Welfare Family Education (WFE) study program at Ganesha University of Education?

1.5 Research Purposes

There are two research purposes Underline this study, such as;

1. To describe the flipbook developed for the course of English for Fashion in Welfare Family Education (WFE) study program at Ganesha University of

Education.

2. To describe the quality of the flipbook developed in the course of English for Fashion in Welfare Family Education (WFE) study program at Ganesha University of Education.

1.6 Research Significances

The significances of this study are divided into two categories that can be seen as follows.

a. Theoretical Significance

This study provides theoretical information about English for Fashion by confirming and enriching the existing concept of ESP supplementary material. The provided information in this study also can give readers insight into developing supplementary learning material in the ESP context.

b. Practical Significance

Practically the result of this study gives a contribution to students and teachers especially in Vocational Schools and for the course of English for Fashion in Welfare Family Education (WFE) at Ganesha University of Education. Students can use the development of supplementary English material to gain information about the language skills used in the Fashion department. Teachers and lecturers can apply the developed supplementary materials as the learning media and strengthen their role as facilitators in the classroom. In addition, the result of this study can be used as an empirical source for conducting further research about developing ESP materials.