# CHAPTER I

# INTRODUCTION

This chapter includes six main sections: research background, research problems, problem limitations, research objectives, and research significances. The research background provides an explanation of the practical and theoretical context relevant to this study. The problem formulation section lists the two primary research questions derived from the background. The problem limitation section defines the specific focus and boundaries of the study. The research objectives outline the anticipated outcomes and goals of the research. Finally, the research significances section describes the advantages and potential impacts of conducting this study.

## 1.1    Research Background

Vocational education plays a pivotal role in equipping individuals with specialized skills for various industries, and one such specialized field is English for Beauty. This specialized language instruction specifically targets English language skills pertinent to the beauty industry. It involves teaching vocabulary, phrases, and communication techniques essential for professions like cosmetology, hairdressing, skincare, makeup artistry, and other facets within the broader beauty and wellness sector Walsh (2010). The goal is to equip individuals with the language skills necessary to effectively communicate and engage in their roles within the beauty industry, catering to

the specific needs and interactions they might encounter with clients, colleagues, and employers who speak English.

In the context of vocational education, the development of effective teaching materials is crucial to facilitate comprehensive learning experiences tailored to the demand of specific sector. However, despite the significance of vocational education and its tailored language instruction, a noticeable gap persists in the realm of creating pertinent teaching materials, particularly in the field of English for Beauty. Several studies have examined the development of instructional materials for English, and most of these studies have predominantly focused on linguistic aspects, namely speaking, listening, reading, and writing. Agustina & Anum (2021) conducting research to enhance the reading abilities of third-semester students at Nahdatul Ulama Lampung University, Br Ginting et al. (2021) developing instructional materials for the 10th-grade Beauty Program at SMK Pariwisata Imelda Medan with the aim of improving students' reading abilities, Sahara et al., (2023) conducting research on developing a model for instructional material products to enhance the speaking skills of students at SMK Negeri 1 Sragi.

However, there are still other aspects that need to be taken into consideration on the development of instructional materials (Walsh, 2010). The other aspect is multimodal literacy, multimodal literacy is one of the crucial aspects in instructional material development. Based on Walsh (2010) multimodal literacy entails the creation of meaning through processes like

reading, observing, comprehending, reacting to, generating, and engaging with multimedia and digital texts.

Additionally, text-based language teaching (TBLT) is a significant approach to language instruction that focuses on the use of texts to develop language skills. Experts in language education, such as Feez & Joyce (2002), advocate for TBLT because it integrates reading and writing with other language skills within meaningful contexts. Text-based instruction emphasizes the role of authentic texts as a primary tool for teaching, which can help learners understand and produce language in realistic settings. This approach aligns with the needs of vocational education, where real-world applications of language are crucial.

This research aims to address a conspicuous gap existing between the acknowledged importance of multimodal literacy in the development of instructional materials and the minimal efforts invested in creating teaching materials with a specific focus on enhancing multimodal literacy. The majority of materials tend to concentrate solely on linguistic aspects, overlooking the broader spectrum of multimodal literacy improvement. By redirecting scholarly attention to the development of teaching materials that go beyond language proficiency alone, this study seeks to empower vocational learners in the field of English for Beauty with a holistic set of communication skills. Through a comprehensive exploration of multimodal teaching materials, this research endeavors to enrich the pedagogical landscape of vocational education and contribute to a more nuanced

understanding of effective communication within the specialized context of the Beauty industry.

The scarcity of teaching materials that incorporate multimodal literacy within English for Beauty programs underscores a significant gap in instructional resources. Initial observations conducted by the researcher within the "Family Welfare Education" program at Universitas Pendidikan Ganesha revealed a prevailing reliance on print-based content and a content-based instructional approach. This approach primarily concentrates on acquiring knowledge and English language skills, neglecting the integration of diverse modes of communication crucial in the beauty industry. Both instructors and students appeared to be predominantly engaged with traditional print materials, overlooking the potential benefits of incorporating multimedia and diverse communicative modes that are fundamental in the field.

Besides that, the existing print-based materials used by the Family Welfare Education (FWE) program at Universitas Pendidikan Ganesha, only focuses on students' technical skills not their language skills or communicative competence, such; skills of how to apply any skincare, how to provide any services like shampooing, conditioning, hair cutting or even hair coloring. There are three books used by the Family Welfare Education (FWE) program at Universitas Pendidikan Ganesha.

The first book is titled 'Technical Description Beauty Therapist.' Which is focuses on students's technical skills not their language skills or communicative competence, the learning activities also involve more group projects to simulate techniques related to beauty therapist practices like shampooing, conditioning, hair cutting or even hair coloring, the second book titled 'Beauty Therapist (Role, 2019) also focuses on students' technical skills not their language skills. The third book titles "Business English for Wellness & Cosmetics) the learning activities in this book focus on linguistic skills, namely listening, speaking, writing, reading, and grammar.

Based on the preliminary observation, it can be seen that developing learning materials for English in the context of beauty is needed in the Family Welfare Education (FWE) program at Universitas Pendidikan Ganesha. This need arises from the fact that the existing print- based materials used as learning material is not specifically designed to cater to the language needs of students in the beauty context, and there is a lack of the use of multimodal literacy in the materials. The development of learning materials for English focusing on beauty is also necessary due to the demands of the beauty industry, which requires individuals to possess proficient English communication skills in order to understand customers coming from other nations.

To facilitate students in acquiring strong multimodal literacy, an effort is required in the development of instructional materials that effectively integrate text and video. Through the utilization of video, students can

observe the nonverbal elements employed by professionals in the beauty industry when communicating with clients. One form of instructional material that can accommodate this need is a *flipbook*. A *flipbook* is a software that simulates the sensation of flipping through the pages of a physical book, enhanced with digital elements like animations, images, videos, and audio. It adds an engaging and interactive dimension to educational materials, making them more captivating for students. Based on Purwaningsih et al., (2022) A flipbook is a type of digital book that integrates multimedia elements such as audio, images and videos. The multimedia incorporated within the *flipbook* is believed to provide stimuli to learners concerning the material they are studying.

The research collection offers a broad view of flipbook technology and multimedia's application across diverse educational fields. Purwaningsih et al., (2022) design flipbook media to teach English grammar, specifically the "simple past tense," showcasing its effectiveness through research and development. Saputri et al., (2022) explore flipbook applications in early childhood education, especially relevant amid the COVID-19 pandemic's emphasis on technology-based English learning. Villanueva & Salazar (2021) introduce a digital flipbook as a self-instructional resource to boost English proficiency.

Rasiman & Pramasdyahsari (2014) focus on e-comics for math learning, aiming to enhance critical thinking among junior high schoolers. Abror et al. (2019) use digital flipbooks to engage diverse learners in history

education. Framz & Mulyadi (2022) targets elementary science education, specifically animal life cycles, using flipbook media. Oktarina et al., (2021) study multimedia flip books' impact on critical thinking in vocational schools, particularly in computer network engineering. Ginting et al. (2022) examine EFL teachers' multimedia practices during remote teaching amid the COVID-19 crisis. Each study provides valuable insights into utilizing flipbook technology and multimedia to enhance learning methods and outcomes across various educational settings.

Based on the background of study and identified empirical gaps in previous research, the development of a *flipbook* to enhance students' multimodal literacy in the course *"English for Beauty "* becomes imperative. This research endeavor aims to bridge the knowledge gap stemming from the existing available literature. The creation of this *flipbook* will enable students to comprehend and proficiently employ both verbal and nonverbal communication aspects, thus equipping them to excel in the professional realm. By fostering an understanding of both verbal and nonverbal communication, students can confidently assume effective roles in the workforce. Not only verbal communication, but in the context of the beauty industry, nonverbal communication also plays a crucial role. When a beauty professional interacts with clients, facial expressions, friendly eye contact, and open body language can contribute to creating a comfortable and empathetic environment. This can help build client trust and ensure that positive messages about beauty treatments or products are well-received.

Therefore, an understanding of nonverbal communication is highly significant for those who aim for success in the beauty industry.

## 1.2    Problem Identification

In the beauty industry, effective communication plays a pivotal role in establishing strong relationships between beauty professional and clients. The ability to attentively listen to customers' needs and preferences and convey relevant information in a clear and empathetic manner is an invaluable skill. Proficient communication enables beauty professionals to design solutions that align with clients' objectives and desires, whether it pertains to skincare, haircare, or makeup. Furthermore, the capability to communicate with fellow industry peers is also essential for exchanging knowledge and the latest techniques within the field. As such, being adaption at communication not only aids in building a positive reputation but also contributes to creating a favorable customer experience within the beauty industry. Hence, instructional materials that encompass both aspects of communication need to be developed. However, in reality, there is a scarcity of instructional content that addresses both aspects, particularly in the realm of nonverbal communication.

In the beauty styling program at Universitas Pendidikan Ganesha, students face a notable challenge with the English textbooks provided. These materials predominantly focus on linguistic aspects such as speaking, reading, listening, and writing. However, for students studying beauty styling,

relying solely on these textbooks leads to difficulties in self-expression during communication. As a consequence, they grapple with articulating themselves and often exhibit a lack of confidence and discomfort when engaging in conversations. This limitation within the provided materials appears to hinder their ability to effectively communicate within their field of study and professional practice. It indicates that developing learning materials of English for Beauty  is required at Universitas Pendidikan Ganesha.

## 1.3    Problem Limitation

This study is limited to the development of supplementary learning materials of English for Beauty . The limitation of this study viewed from; the English materials needed, how the English materials are developed, and the quality of the developed product. Additionally, the product is developed only up to the stage of quality testing and has not yet reached the implementation stage.

## 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 Beauty in "Family Welfare Education" (FWE) program at Universitas Pendidikan Ganesha?

2. How is the quality of learning materials of English for Beauty that have been developed for the students in "Family Welfare Education" (FWE) program at Universitas Pendidikan Ganesha?

## 1.5 Research Purposes

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

1. To describe the development of the learning materials of English for Beauty for the students in "Family Welfare Education" (FWE) program at Universitas Pendidikan Ganesha?

2. To explain the quality of supplementary learning materials of English for Beauty that have been developed for the students in "Family Welfare Education" (FWE) program at Universitas Pendidikan Ganesha?

## 1.6 Research Significances

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

### 1.6.1 Theoretical Significance

This study provides theoretical information about English for Beauty by confirming and enriching the existing concepts of ESP supplementary material. The provided information in this study also can give readers' inside in developing supplementary learning materials in ESP context.

### 1.6.2 Practical Significance

Practically, the result of this study gives a contribution for students and lectures in university. Students can use the developed supplementary English materials to gain the information about the language skills used in beauty industry. Lecturers can apply the

developed supplementary materials as the learning media and strengthen their roles as facilitators in the classrooms. In addition, the result of this study can be used as an empirical source for conducting further research about developing ESP materials.