

CHAPTER I

INTRODUCTION

This chapter elaborates on the study's rationale as to why the study was conducted, which was supported by relevant theory and reasoning, problem identification, research question, objective, and the significance of the study.

1.1 Background of the Study

Technology is advancing rapidly in parallel with the progress of human civilization worldwide. It profoundly transforms nearly every facet of our day-to-day existence, encompassing education reshaping the educational domain, and enhancing the interactivity, availability, and appeal of learning. The era of Industry 4.0 brought rapid technological advancements, especially Information and Communication Technology (ICT). These changes affected people's lives, making life more global, diverse, and connected. However, it also increased competition and led to some jobs being done by robots, which are efficient and cost-effective (Mohamed, 2018). Machines can quickly meet needs, and Artificial Intelligence (AI) can understand human habits, preferences, and challenges. Because of our dependence on technology, Society lives in two worlds: the real world (where the physical exists) and the virtual world (the online world), which are closely linked. This is often called the Society 5.0 era (Deguchi et al., 2020). Moreover, ICT has significantly effected education by altering teaching and learning methods. To teach with ICT effectively, (Paniagua & Istance, 2018) state that teachers must pay attention to students'

needs, knowledge of the students, the teaching environment and improvement, and the infrastructure and tools used in the teaching and learning process.

The rapid development of ICT in the 21st century has significantly effected people's lives, creating a need for individuals to acquire and apply 21st-century skills effectively because to succeed in this era, it's not enough to have basic skills. People must be adaptable, think critically, be creative and innovative, and have good communication and self-management skills. Both students and teachers have become more comfortable with technology. Online education has evolved into a validated and sophisticated tool in the 21st century, supporting teaching and learning processes and enabling the development of competent teachers and students (Caena & Redecker, 2019). In this digital era, the need for distance education has become imperative, making teaching and learning more seamless (Singh, 2023). Technology allows teachers to create an interactive and engaging learning atmosphere that can encourage diverse learning approaches and abilities, thereby enhancing digital literacy (Wallace et al., 2023). Digital literacy, in turn, refers to the ability to access, evaluate, and effectively and responsibly utilize digital information.

Digital literacy skills are now essential to education, enabling students to participate effectively in a digital society. Digital literacy skills include digital communication, collaboration, and content creation. Digital literacy and education are closely related because digital literacy is essential for success in today's educational and professional environments. (Kim et al., 2022) mention that the purposes of the internet and technology in human life can vary based

on the high demands of Artificial intelligence (AI) collaboration. Moreover, (Maya & Suseno, 2022) explain that digital literacy empowers students to personalize their learning experiences by providing access to a myriad of online resources and tools that enhance their educational journey. This can help bridge the digital divide and ensure that all students have access to high-quality education to prepare them for the demands of the 21st-century workplace and enable them to participate effectively in a digital society.

The 21st century has ushered in a new era of rapid technological advancements, globalization, and interconnectedness. As a result, the skills required to thrive in this dynamic world have evolved significantly. Among these essential skills, proficiency in the English language has emerged as a cornerstone of success. The 21st century has brought about transformative changes in virtually every aspect of our lives, including education, from how people communicate and work to how people access information and solve problems. It indicates that anyone involved in education must be capable of adapting to the teaching and learning methods of the 21st century. Sumardi, et al (2020) states that learning in the 21st century is closely tied to digital technology. The 21st-century skills movement calls for changes in education to adapt to economic and societal shifts. These changes reflect the growing importance of specific skills, not necessarily new, but now essential in the contemporary economic landscape. Work and the economy have changed significantly, with routine tasks automated, leading to a demand for workers who can handle vast amounts of information and make decisions (Coombs,

2020). Moreover, Chew and Zainal (2024) distinguishes between enduring skills like collaboration, which has evolved to encompass virtual teamwork and new contextual skills like data filtering and knowledge retrieval. Despite their historical roots, these skills are now crucial for success.

The explanation of 21st-century skills is quite comprehensive, encompassing a range of abilities. Öztürk (2023) seeks to clarify some misconceptions regarding 21st-century skills. Firstly, these skills are not solely centered around technology; rather, technology forms just one component of these skills. Moreover, Abe and Birabil (2022) added those skills are survival skills, one of the skills called critical thinking in solving problems has emerged as an essential skill that is more valuable than before. According to Hujjatusnaini et al. (2022) critical thinking can be understood as possessing these key qualities and skills; being aware of a series of connected critical questions, knowing how to ask and answer these critical questions when needed, and having the motivation to use these critical questions actively. In other words, critical thinking can be defined as the ability to analyze, evaluate, and synthesize information to make reasoned judgments and decisions. Critical thinking and problem-solving stand as fundamental pillars for achieving success in the 21st century. These abilities go beyond specific academic fields and are crucial in various aspects of life, whether in daily routines, professional environments, or addressing global issues. Embracing critical thinking equips individuals to handle the overwhelming flow of information effectively, adjust to changes, and make well-informed choices. Problem-solving skills empower

individuals to foster innovation, collaborate effectively, and assert control over their personal journeys.

The development of ICT and the use of Digital Literacy have a lot of impacts on teachers in developing learning materials. However, the development of technology has impacted English to become more specific according to student's needs, often referred to as English Specific Purposes. English for Specific Purposes (ESP) refers to teaching English for fields such as Business, Technical, and English for the hospitality industry. It focuses on the language needed for specific activities, including grammar, vocabulary, register, study skills, and types of communication. ESP is a branch of English Language Teaching (ELT) that focuses on goal-oriented language learning (Hutchinson & Waters, 1994). Unlike general English learning, ESP is designed for students with specific tasks related to their study programs rather than learning English out of personal interest. ESP concentrates on language learning within specific professional disciplines and developing general skills crucial for preparing students for their future careers.

ESP is an important language that needs to be learned by hospitality students because the term hospitality is significantly different from general English. Being a teacher also brings new challenges in teaching English with a specific purpose (Sulaiman & Mohammed, 2023). Moreover, the teaching and learning process should be digital. ESP becomes a bridge to connect what students learn in their field of study program in English, especially in hospitality (Fadlia et al., 2020). ESP is a very must language to understand

because they mostly work with many people all around the world. In hospitality schools, English for Specific Purposes (ESP) is utilized to enhance students' language proficiency in the context of the hospitality industry, focusing on specialized vocabulary, communication skills, and scenarios relevant to their future careers in hotels, restaurants, and other hospitality sectors. Vocational students are focusing more on the ability of tourism practice and have not focused on foreign language skills. Bridging this gap requires a strategic overhaul of tourism education, incorporating more hands-on technological training, collaboration with industry partners, and continuous updates to the curriculum to reflect the latest technological trends and expectations in the hospitality field. Besides being able to speak English in this digital era, hoteliers also have a new working pressure to adapt to technology and have critical thinking in solving problems.

Technology in the industry evolves at a fast pace, many educational institutions struggle to keep up, leading to graduates who may lack the required proficiency in essential technological skills. This disparity can hinder students' career prospects and limit their ability to contribute effectively to the modern workplace. Widayana (2023) mentioned that around 23.56% of vocational graduates were unemployed because of low job readiness. This finding was supported by Putra (2018) who conducted research in one of the vocational tourism colleges and found that more than 53% of students were not ready to use English as a communication tool in the working industry. The phenomenon happens nowadays where 21st-century skills are in high demand in the

evolution of the hospitality industry 4.0, increasingly the digital transformation.

Industry 4.0 in the hospitality sector demands a workforce well-versed in digital literacy. Caballero et al. (2011) identified several key factors determining a person's work readiness. These include motivation, personal growth, technical skills, mental maturity, understanding of an organization, work attitude, interpersonal skills, adaptability, problem-solving ability, and resilience. From these factors, it can be concluded that someone is considered ready for work if they have the right skills, knowledge, understanding, and personality to perform tasks or jobs effectively. However, a considerable gap persists between the technological advancements within the hospitality sector and the readiness of students entering the workforce. Human resource like hospitality students still need a help or learn about how to use digital tool for their study and work. Consequently, they have problem in using digital tool and won't be able to face the digital transformation.

The lacks of problem solving and digital literacy are found in the food and beverage service students of Mediterranean Bali. They have difficulties when doing a task based on digital context. They won't be able to conduct a task which involves digital-based. It becomes a big problem for them because they will work in a place that closes to the use of digital tool. The lecturer has important role to teach the students in using digital tool properly. That's why the lecturer should treat them to get used to involve digital in solving their problem about learning.

Proficiency in handling smart technologies like automated check-ins and data analytics tools is crucial. Simultaneously, the industry faces challenges that underscore the need for strong problem-solving skills. Whether resolving technical issues or adapting to changing guest expectations in a digital landscape, adept problem solvers are essential. Thus, achieving a harmonious blend of digital literacy and effective problem-solving within the workforce is pivotal for the successful integration of Industry 4.0 in hospitality, ensuring optimal utilization of technology while maintaining service excellence and guest satisfaction.

The use of digital-based language teaching is an approach to solve students' difficulties in English learning especially in involving digital tools. This approach will teach students to use digital context properly. Furthermore, the lecturer will teach students to have digital literacy in order to help them in using digital or media doing a task. Finally, they can create a task based on their idea which involved digital used. Therefore, based on this explanation, this study aims to know the effect of digital task-based language teaching on food and beverage service students' digital literacy and problem-solving skills.

1.2 Identification of Problem

The current literature lacks a comprehensive exploration into the effectiveness of Digital Task-Based Language Teaching (Digital TBLT) in enhancing food and beverage service students' digital literacy and problem-solving skills. For instance, studies by Idris et al., 2023 have highlighted the

importance of digital literacy and problem-solving skills in vocational education but have not examined the role of Digital TBLT specifically within the food and beverage sector. Additionally, while Widiastuti et al. (2022) demonstrate that Task-Based Language Teaching can improve language skills, especially in speaking, its digital integration for practical, industry-specific competencies remains under-researched. This study seeks to fill this gap by investigating the impact of Digital TBLT in food and beverage service education. Based on the background of the study above and empirical explanation, the identification of the problems are as follows:

1. The difficulties of completing tasks based on digital context as food and beverage students of Mediterranean Bali struggle with digital-based task requirements.
2. Proficiency in handling smart technologies is crucial for hospitality students because nowadays hospitality industry should be able to adapt to changing guest expectations in a digital landscape.

1.3 Scope of Problems

The research strives to provide valuable insights into the potential benefits of Digital TBLT for food and beverage service students' digital literacy and problem-solving skills. While the study aims to know the effect of Digital TBLT, it may not fully account for the diverse effects that can affect students' digital literacy and problem-solving skills. Additionally, the research duration and scope may impose constraints on the depth of exploration possible.

Moreover, the study's focus on food and beverage service students in a specific educational context may limit the generalizability of the findings to broader academic settings or other professional domains. The results may apply more to food and beverage service education and not readily translate to other educational disciplines or sectors. It acknowledges the need for further research to address the complexities introduced by external factors and examine this pedagogical approach's long-term implications.

1.4 Research Question

Considering the background of the study above, the problem of the research can be stated as follows:

1. Is there any significant effect of Digital Task-Based Language Teaching towards the Problem-Solving Skills of Food and Beverage Service Students?
2. Is there any significant effect of Digital Task-Based Language Teaching towards the Digital Literacy of Food and Beverage Service Students?

1.5 Research Objectives

According to the research questions mentioned above, the research objectives can be stated as follows:

1. To know the significant effect of Digital Task-Based Language Teaching (DTBLT) on the problem-solving skills of Food and Beverage Service students.

2. To know the significant effect of DTBLT on the digital literacy of Food and Beverage Service students.

1.6 Significances of Research

This research has the potential to significantly enhance educational practices by investigating the impact of Digital Task-Based Language Teaching (Digital TBLT) on students' digital literacy and problem-solving skills. Theoretical and practical are provided.

1. Theoretical Significance

This research is expected to contribute to the expanding body of knowledge on the intersection of language education, digital technology, and vocational training. By investigating the impact of Digital Task-Based Language Teaching (DTBLT) on Food and Beverage Service students' digital literacy and problem-solving skills, this study extends the understanding of how technology-integrated language pedagogy can enhance specific skill sets in vocational contexts. The findings will enrich the theoretical framework of DTBLT, providing empirical evidence of its effectiveness in developing both language proficiency and critical thinking abilities. In addition, it can support the previous empirical reviews. This research is expected to be an empirical review for further researchers.

2. Practical Significance

Practically, the results of this research pedagogically can contribute to practical implications for education and valuable feedback to the school,

teacher, and students. By demonstrating the positive effects of DTBLT on digital literacy and problem-solving skills, this study can inform the development and implementation of more effective language curricula and training programs within the hospitality industry. The findings can also guide educators and trainers in integrating digital tools and tasks into their instructional practices to enhance student's employability and performance in the workplace. Additionally, this research can contribute to the development of industry standards and benchmarks for digital literacy and problem-solving skills among Food and Beverage Service professionals. For the other researchers, this research is expected to be one of the inspiring teaching methodologies to advance the next researchers to enrich the more valuable research especially focused on language teaching.

1.7 Key Terms of Definition

In this research, some terms are mentioned many times as the key points of the study. Some terms are involved in the research, and the terms are meant to avoid misunderstanding. The terms of this research were explained in clear statements without ambiguities. Moreover, the terms of this research were about digital task-based language teaching, problem-solving, and digital literacy. The following is the definition of key terms:

1.7.1 Digital Task-Based Language Teaching

Digital Task-Based Language Teaching (DTBLT) is a pedagogical approach that synergizes traditional language instruction with the affordances of digital technology. By centering on authentic,

real-world tasks, DTBLT fosters active learning, critical thinking, and communicative competence. It equips learners with the language skills and digital literacy necessary to engage effectively in the contemporary, technology-mediated world. DTBLT promotes problem-solving, collaboration, and creativity as learners construct meaning and develop language proficiency through the completion of technology-integrated tasks.

1.7.2 Problem-Solving Skills

Problem-solving skills encompass a cognitive process that involves the identification, analysis, evaluation, and resolution of complex issues. It is a multifaceted construct that demands the integration of critical thinking, creative problem-solving, decision-making, and metacognitive abilities. Problem-solving skills are identifying and effectively addressing challenges or complex situations by systematically analyzing issues, generating solutions, and making informed decisions. These skills are valuable for overcoming problems in various aspects of life, including education and work.

1.7.3 Digital Literacy

Digital literacy encompasses many skills and competencies essential for navigating the digital landscape effectively. It provides foundational knowledge, such as using digital devices and software applications, and more advanced abilities, like critically evaluating online information and media, practicing cybersecurity measures, and

engaging in digital communication. Digital literacy also entails understanding technology use's ethical and social aspects, making informed decisions, and adapting to the ever-evolving digital tools and platforms.

