

## INTRODUCTION

### 1.1 Background of the Study

Teaching English as Foreign Language is a major area of language teaching and learning development. Indonesia use English as foreign language and most of people in Indonesia learn English to support their career in workplace. The needs of using English force them to learn the language. Learn English as a Foreign Language is about trying to listen, think, and get the message of what we listen to, and express it.

The development of the tourism and hospitality industry influences the role of English as the most used. The role of English is significant and becomes English for Specific Purposes (ESP). Zeng (2013) proposed ESP classes have purposes and goal most in functional or practical English. In line with this Lamri (2016) stated that ESP is about teaching English for some specified goals. ESP students learn English not because they are interested in English or culture of the language itself but they learn English to support their study or work. The studies above agree with the previous descriptions by Hutchinson and Waters (1987) that are applied for common core elements called as 'study skill'.

Hospitality students learn English both for practical and theory in the class. They learn English for Specific Purposes. It is because the purpose of learning English is for study or work. They spent in a few months to develop their understanding about both theories and practices. Based on observation in Apollonia Hotel School, the students who applied as culinary division, restaurant and bar division, and front office division spent 6 months course in the campus before take training in the hotels. It is divided into two portions, 3 months for theories purposes, and 3 last months for practical after that they can take training period for 6 months in the hotels.

During their learning theories in the class and practically in the kitchen and hotel, they learn English for Culinary from the lecturer. Maci et.al. (2018) reviews that lecturer should understand the application of ESP approach. Based on the interviews with the lecturers in a hospitality college, Apollonia Hotel School, the lecturers usually use conventional ways in the teaching and learning process whereas teaching ESP in the field of tourism and hospitality consider to use media to teach specific knowledge which is related to the field (Khalaf, 2018).

Hospitality students should learn their fields both theoretically and practically and contextual to their workplace. Based on the observation in the classroom the lecturers deliver the material which is contextual for the students. But, they seemed did not enjoy the class because they should memorize everything in conventional ways. The education backgrounds of the lectures mostly do not from education department. They were having significant experiences in the cruise line. They were knowledgeable in the theories and practices but have lack teaching knowledge. When the students get bored, the lecturers were asked to give them video.

The teaching media should deliver the material which is meaningful to the ESP students. That should learn the language through the media which is related to their real life in the workplace. Based on Johnson (2002) in his book entitled “CTL” it is stated that the learner have to criticized on why they learn several things so it is normal when they asked and looked for the meaning of the learning. Contextual teaching and learning in United State is effective when the theory and practice inserted into one (Johnson, 2002).

There were studies about effectiveness of YouTube live streaming as digital learning media conducted by Aniroh, et al., (2018) and Khalaf (2018). It was found that the learning effectiveness was increasing due to the students’ own learning style, enjoyable feeling and the

repetition of video display. They propose YouTube as the most effective internet tool to teach TEFL especially to teach tourism and hospitality subject.

From the studies above it can be conclude that YouTube as audio visual material is effective teaching media for higher students especially ESP students. White (2013) said that in reality, animation can be approached in any way that you wish to. And may it forever be so, for variety is the spice of life! Visual animation can walk through the anything in life. In his book “How to Make Animated Films/Tony Whites’ Complete Master class on the Traditional Principles of Animation” he show that visual animation has flexible sense in any purpose of understanding something.

Visual learning can be easier to understand and deal with their learning (Islam et.al. 2014). Visual images of animation video can help to convey meaning (Acharya & Devi, 2012). She also stated that visual images of animation can help the students to understand and tell the meaning of the visual images of animation. The students get the meaning easily because of the animation. In a video there are some actions which help the learner to construct their understanding of the message of the expression that is shown. The learner easily get the meaning of the language used by shown picture and heard the right pronunciations with good tone.

The choice of teaching media is significant because some of them are not appropriate to use picture and audio. Oyodele et. al. (2013) stated there are the teaching and learning media which can be commercial. They include modern technologies such as computers. Owodave (2015) stated that E-Learning Material refers to any instructional materials which need electronic current or alternating current to function. It is really different from static media. Static media is mostly often created electronically but do not need electronics that accessed by people in printed form. Familiar E-Learning Material sources are known such as video recordings, audio

recordings, multimedia presentation, slide presentation, CD-ROM, and online content. Those are generally associated with content recorded on a storage medium but recordings are not required for live broadcasting and online networking. He also made clear that electronic communication process such as television, radio, telephone, desktop computer, game console, and device may also be considered as electronic media.

Electronic media becomes a healer in teaching and learning development. Audio visual teaching and learning media has significant role in education. Laaser & Toroza (2017) presented studies about the existence of audio visual as teaching and learning media. First, video would be a standard part of education. The role of video will grow beyond delivering content to students, showing purposes of communication, feedback, students' assignments, and portfolio. Second, video would become flipped learning and distance learning. Third, video would be innovative type of e-learning and teaching. Forth, video would replace most textbooks.

Based on the literature review, it seems that the important of audio visual learning media needs to be considered as effective E-Learning Material to improve students learning achievement.

The researcher conducted interview and discussion with the instructors of Apollonia Hotel School. It was found that there was no appropriate syllabus and any lesson plans in the school. They only used textbook which was designed by the instructors. It means that the researcher needs to arrange syllabus of food production course in order to define appropriate material that should be developed in the product. There was no course contract too. The researcher had interviewed the school principal and they said that the course was divided into two. The first three months was for teaching theories of food production, and the last three months was for cooking practice.

The instructors were involved in the development of the syllabus and course contract. Before the researcher designed the syllabus and course contract, the instructors stated the indicators, needs, how many meetings that the students should have, and the amount of theory and practice classes.

The researchers distributed questionnaires to the instructor and the chefs there. The 80% of instructors stated that using media in a form of flash cards, and pictures was effective because the students could understand and remembered the material easier before used it into practice. They also experienced that using electronic media was beneficial because it was an innovative way rather than used textbook. The students got bored and asked the instructor to change the material into video to be played in the class. It could be in a form of movie or short movie. The movie was not related to the material especially food production theories. In this case, the instructor tried to find out appropriate short video for the culinary students but it is difficult.

The electronic media that they usually used was power point presentation. They made power point presentation separately. In other words, all the materials were not included in one power point. It means that the instructor should make power point based on the sum of materials. According to the interviews, they need teaching media which is compactable meaning that the teaching media in consist of all the material and support language skills. The material should be shown in a form of pictures, animation, which attract the students to be motivated in the learning food production theories. The media should help the students understand the material before apply it in the practice later. The design is also need to be fun for the students and easy to use by the instructors as well as the students.

Related to food production material, the media should be consist of kitchen definition, and kitchen structure organization chart, tools and equipment in the kitchen as well as the cooking method. The students also need to learn vegetables cutting style, stock and sauce, kitchen staples, and dairy product. The main focus of food production material before cooking practice is menu skeleton and recipes, and breakfast which need to be inserted in the teaching media. All of those materials need to be developed in a form of electronic media. The theories should be wrapped into one media that helps the students to apply the theories into practice later. All the instructors hope the researcher makes the electronic media so they can use it as supplementary beside of text book.

So, based on interviews there is a need of interesting teaching media in a form of audio visual or video to help the students enjoy the class and improve their skills both of listening and speaking better than through conventional way.

From the explanation about the significance of video as teaching media for higher students and interviews with the lecturers this study designed and developed suitable English E-Learning Material in a form of video which is suitable for hospitality course especially culinary division.

## **1.2 Research Problems**

- 1.2.1 What kind of E-Learning Material which is needed to be developed in order to be matched with the existing material of food production course in Apollonia Hotel School?
- 1.2.2 How to develop E-Learning Material which is designed for culinary classes in Apollonia Hotel School?

1.2.3 What is the quality of Flash English E-Learning Food Production Material?

### **1.3 Research Purposes**

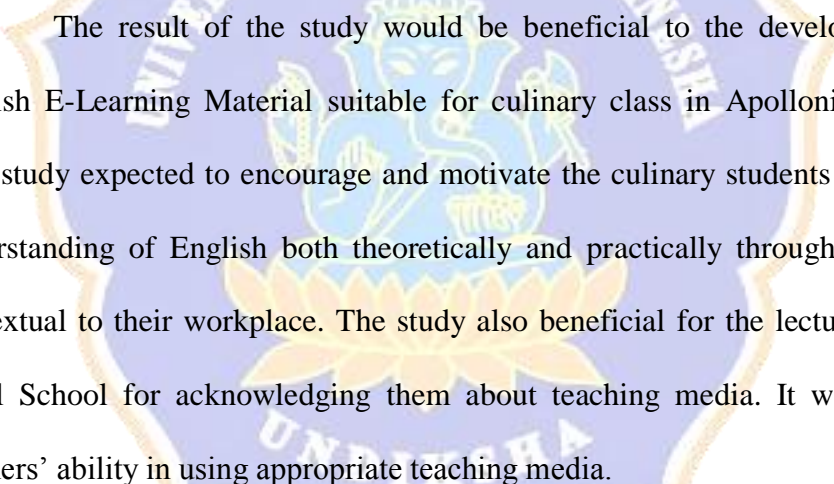
1.3.1 To identify the kind of E-Learning Material which is needed to be developed in order to be matched with the existing material of food production course in Apollonia Hotel School.

1.3.2 To describe the process of Flash English E-Learning Food Production Material are designed for culinary classes in Apollonia Hotel School.

1.3.3 To distinguish the quality of Flash English E-Learning Food Production Material.

### **1.4 Significance of The Study**

1.4.1 Theoretical significance



The result of the study would be beneficial to the development of Flash English E-Learning Material suitable for culinary class in Apollonia Hotel School. This study expected to encourage and motivate the culinary students to develop their understanding of English both theoretically and practically through video which is contextual to their workplace. The study also beneficial for the lecturer in Apollonia Hotel School for acknowledging them about teaching media. It was also improve teachers' ability in using appropriate teaching media.

1.4.2 Practical Significance

1.4.2.1 For the lecturers

The product of this research and development study provided Flash English E-Learning Material as media to make the lecturers easier delivering the materials which were contain of food production material for culinary class. By conducting this study, the lecturers would be given Flash English E-Learning Material and the

way how to use it. It could be beneficial for their teaching and learning process and made the process run effectively

#### 1.4.2.2 For students

The product of the study made the students improve their English for culinary. The media would be designed contextual to their workplace later so the students could develop and use their English better when they graduated and work in their workplace.

#### 1.4.2.3 For other related study

The result of this study will add literature for researchers who are going to conduct similar study related with audio visual electronic media.

