A learning model of English for food and beverage for the students of Polytechnic based on the social media

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Abstract - This research endeavours to address the pressing need for a tailored English language learning model for students enrolled in Polytechnic institutions specializing in Food and Beverage studies. Recognizing the pivotal role of English proficiency in global culinary communication, we aim to design a comprehensive learning model. This model harnesses the potential of social media as an innovative pedagogical tool to enhance language skills, equipping students with the linguistic competence essential for success in their field. A mixed-methods approach was employed, combining quantitative and qualitative research methodologies. Initially, a thorough needs analysis was conducted to determine the specific language requirements of Food and Beverage students. Subsequently, an adaptive learning model was designed, incorporating social media platforms as supplementary tools for language acquisition. The model was tested within the curriculum of a Polytechnic institution, utilizing a pre-test/post-test design to assess the impact on students' language proficiency. The results of our study indicate a significant improvement in the English language proficiency of students following the implementation of the learning model. Quantitative analysis of pre-test and post-test scores revealed a statistically significant increase in language skills. Moreover, qualitative feedback from students and educators highlighted the model's efficacy in enhancing engagement and motivation, thereby fostering a more dynamic and effective learning environment. This research contributes to the intersection of language education and the Food and Beverage industry by providing a specialized English language learning model. The innovative integration of social media platforms as supplementary tools demonstrates the adaptability and effectiveness of this approach. The findings affirm the model's potential to bridge the gap between industry-specific language requirements and educational curricula, empowering students with the linguistic competence necessary for global success in the Food and Beverage sector. This study underscores the transformative potential of technology-enhanced language learning in specialized fields and lays the foundation for future research and pedagogical innovation. Ultimately, this research seeks to empower students, educators, and the industry at large, enriching the landscape of culinary education and communication on a global scale.

Keywords: English learning model; English proficiency enhancement; polytechnic education; social media integration; social media and English learning

1. Introduction

The growth and development of the information and communication technology (ICT), the changes in demographic structure and the development of communication devices lead to changes in human behaviour (Kristiyono, 2015). Information and communications technology (ICT) develops rapidly thereby shortening distances and time. With advances in technology, distance and time are no longer obstacles. Dimensions of space and time are no longer a barrier. ICT is also inseparable from the development and progress of the hardware industry and software industry. Hardware is made up of all kinds of 3 components on a computer that have a physical form, can be seen and felt. Hence, we can say that the concept of hardware in computer system is a physical computing engine used to perform many processes such as input, output, and treatment on a computer that have a physical form, can be seen and felt. However, in its development hardware is not only in the form of computers but can be in the form of laptops, smartphones and other hardware (Berawi, 2019).

While software is a set of instructions, data or programs used for use computers and perform certain tasks. The term software refers to applications, scripts and programs that run on the device. This software works by providing the necessary instructions and data to the computer so that it can do its job and meet the needs of the user. There are two broad categories of software, viz software systems and applications software. Application software is software that performs a specific task. Application software, works with the computer's operating system and supporting system software programs to work. System software is designed to run computer hardware and provide a platform to run applications on it (Stallings, 2012; Tanenbaum & Austin, 2010; Westerinen & Alkove, 2005).

The impact of the development and progress of ICT covers almost all areas of human life, such as in the fields of health, defence, transportation, delivery services, business, banking to the education sector (Kurniawan et al, 2023; Fors & Thomas, 2018). The growth of either hardware and software makes administrative works are more efficient and fast. Administrative work can be done quickly and easily. Data processing is also faster and more efficient. Banking, journalism, accounting work management, learning may involve information and communication technology and everything can be done quickly. One of the things that is becoming a trend these days is Internet-based and electronic activities. For example, e-learning, e-banking, e-library, e-lab, e-mail and so on (Berawi, 2019). While related to the work of the General Department of Population and Civil Status (Dukcapil), based on demographics, Indonesia's population reached 275.36 million as of June 2022 (Katingka, 2023; Simangunsong, 2018; Arum et al. 2023; Fridayani et al., 2022; Alkausar et al, 2022).

What is interesting is the survey results of the year 2020 showing that Indonesia's population is mainly generation Z (27.94%), a generation born between 1997 and 2012 (Yunitasari & Parahiyanti, 2022); Wijaya & Kokchang, 2023; Mansyuroh et al, 2022). Gen Z or generation Z has very different features and characteristics compared to previous generations. This The generation is labelled as the generation with minimal boundaries (no borders) generation. Ryan Jenkins in his article titled "Four Reasons Generation Z Will Be The Most Different Generation" cited by Rahsilaputeri et al. (2022) point out that generation Z has expectations, interests and job prospects and is considered a challenge to organization. Gen Z characters are more diverse, more global, and more influential about the culture and attitudes of most people. One thing that stands out is that Generation Z is capable take advantage of technological changes in various aspects of their lives.The technology they use is as natural as they breathe. Generation Z has characteristics that are fond of technology, flexible, smarter, and tolerant of cultural differences (Prastiwi, 2022; Liu et al., 2019). This generation is also globally connected and networked in virtual worlds. Even though they are known to be open minded, this generation is also known to have characters who like instant culture and are less sensitive to private essences.

As a group that is exposed to the internet a lot, when they have a good or bad experience, they will not remain silent. They will share the experience on social media. Gen Z has the ability to think globally, because they often use social media to communicate with people all over the world. Generation Z has several advantages, such as (1) In-depth knowledge thanks to easy accessibility information; (2) Be open to existing developments; (3) There is great motivation; (4) Capable to perform two different activities at the same time or perform multiple tasks; (5) Acceptance because they are open to everything; (6) Don't get complacent; (7) Have a desire to continue to grow.

However, they also have weaknesses. These weaknesses include (1) Tend to be individualistic and egocentric; (2) Not focusing on one thing; (3) Less respect for the process or more interested in things that are instant; (4) Prioritize money; (5) Emotions that tend to be unstable; (6) Too dependent on technology, so it is difficult when faced with conventional things (Dobre, 2021).

Related to behaviour change, it covers all aspects of life without exception in teaching and learning activities including learning English (Meinawati & Baron, 2019; Yunus et al., 2021; Yunarso, 2015). With today's reality, specifically the massive development of information and communications technology, the dominance of generation Z in schools and establishments, the vision of organizations and the needs of the industry , an appropriate learning model is necessary to achieve learning goals (Sarosa et al., 2020). Because of that, there is a challenge for English teachers especially in the field of food and beverage, to design their courses to bridge the three problems that must be faced, which include: Technology, Generation Z, the Industrial needs.

In an era characterized by globalization and digital connectivity, the acquisition of English language proficiency is no longer confined to the boundaries of traditional classroom settings. Particularly in specialized fields like Food and Beverage, English proficiency is becoming increasingly crucial, as it serves as a bridge between cultures, facilitates effective communication, and enhances employability in the global market. Recognizing the significance of English language skills in this context, this research endeavours to explore and develop a learning model tailored to the unique needs of students in Polytechnic institutions specializing in Food and Beverage studies, utilizing the dynamic and omnipresent platform of social media.

The importance of this topic stems from the intersection of two vital domains: language acquisition and the Food and Beverage industry. English, as a lingua franca, plays a pivotal role in the industry's global communication, be it in restaurants, hotels, culinary exchanges, or international culinary competitions. It is the language through which chefs, hospitality professionals, and culinary enthusiasts share knowledge, collaborate, and engage with diverse audiences worldwide. Consequently, equipping students in Polytechnic institutions with specialized English language skills tailored to their field is imperative to ensure their success and competitiveness in the global landscape.

The research confronts several pressing challenges. First, there is a dearth of specialized English language learning models catering to the Food and Beverage industry within Polytechnic curricula. Second, the integration of social media as a pedagogical tool is an uncharted territory in this context. This study seeks to address these challenges by formulating an effective learning model that harnesses the potential of social media to enhance English language proficiency among Food and Beverage students.

The primary aim of this research is twofold: (1) To design a tailored English language learning model specifically for students in Polytechnic institutions specializing in Food and Beverage. (2) To leverage the capabilities of social media platforms as an innovative and engaging medium for language acquisition.

By achieving these aims, this research intends to enhance the English language skills of students in this niche field, thereby preparing them for successful careers and global opportunities.

The outcomes of this research are anticipated to be multifaceted and far-reaching. Firstly, students will benefit from an improved English language skill set that aligns with the demands of

the Food and Beverage industry, making them more employable and adaptable in a global work environment. Secondly, educators and institutions can adopt and adapt the developed learning model to enhance their curriculum, enriching the quality of education provided. Thirdly, the innovative use of social media as an educational tool can inspire similar initiatives in diverse academic domains, contributing to the evolution of pedagogical approaches in the digital age. Lastly, it is expected that this research will promote cross-cultural exchange and understanding within the Food and Beverage community, fostering global culinary collaborations and enriching the industry as a whole.

In summary, this research embarks on a journey to bridge the gap between language acquisition and specialized industry needs, all while embracing the transformative potential of social media as an educational platform. In doing so, it aspires to empower the students of Polytechnic institutions specializing in Food and Beverage with the English language proficiency necessary for success in their chosen field, ultimately benefiting individuals, educational institutions, and the industry at large.

Learning Model according to KBBI VI Daring (Badan Pengembangan dan Pembinaan Bahasa, n.d.), the term model means (1) the pattern of something to be made, (2) the person used as an example to be painted, (3) the person whose work is demonstrating the sample of the clothes to be marketed, (4) a small imitation item with the exact shape imitated. The model is also defined as a conceptual framework that is used as a guide in carrying out an activity (Tayeb, 2017; Kühne, 2004). From the description above, a learning model means a conceptual framework that describes systematic processes organize learning experiences to achieve certain learning goals and serve as a facilitator for learning designers and teachers in planning and implementing learning activities (Siregar, 2021).

Learning model is a teacher's strategy to design interesting learning activities and provided learning materials that can be well received by students. Joyce and Weil (2016) argues that a learning model is a plan or template that can be used to train a new learning model. Curriculum (long-term learning plan), design of learning materials, and guidance for learning in the classroom or elsewhere (Kaya, 2021; Movchan, 2019). Different types of learning models can be used depending on the characteristics of the students in the class, meaning teachers can choose the learning model that suits the learning goals (Anjar, 2013; Meyers & Lester, 2013; Tominez & Dela Cruz, 2015). Additionally, Arends suggests that the learning model refers to the approach used, including learning objectives, stages of the learning activity, learning environment, and classroom management (Djalal, 2017).

The learning model includes the application of learning methods, methods and techniques. Several ideas can be drawn according to the concept of learning model is model 3 as a framework of learning procedures used by teachers in lesson planning to achieve learning goals. The choice of learning model can be determined by the lecturer based on the goals and characteristics of the students.

According to Joyce and Weil (2016), each learning model has elements or characteristics: (1) system, (2) social system, (3) response principle, (4) support system, and (5) educational impact and support (Rachman, 2008). The description of each is as follows: (1) The operating steps of the model are systematic; (2) The social system is the situation or atmosphere, the norms that apply in that model; (3) The principle of reaction is a pattern of activities that describes how the teacher should see and treat students, including how the teacher should respond to them. This principle provides guidance on how teachers should use the rules of the game that apply to each model; (4) The support system brings together all the necessary facilities, organizations, and devices to implement the model; (5) Instructional impact is learning outcomes that are achieved directly by directing students to the expected goals. While the Leading Impact, is another learning result produced by a learning process, as a result of creating a learning atmosphere that is experienced directly by students without direct direction from the teacher.

Among the many learning models, one of them is the cooperative learning model. Cooperative learning is a learning model based on group learning. Solihatin (2022; Bodnar, 2013; Fatkhurahman, 2018; Asrori, 2013; Azzahra & Sya, 2023; Farid et al., 2022; Azis, 2019) state that cooperative learning is defined as a shared attitude or behaviour in working or helping among others in an organized cooperative structure in groups, in which success is influenced by each member of the group. Meanwhile it is explained that cooperative learning is learning that consciously and deliberately develops mutually caring interactions (mutual tolerance) to avoid offense and misunderstandings that can lead to hostility (Awaliyahputri et al., 2023; Levina et al, 2022; Mansyuroh, et al., 2022; Purwanto & Khoiri, 2016). Whereas cooperative learning is an approach or a series of strategies specifically designed to encourage students to work together during the learning process (Munte, 2019; Gillies, 2014; Anwar & Haris, 2011; Baeti & Mikrayanti, 2018; Monica & Octavia, 2019; Nurzalbiah et al., 2013).

In this case, the teacher defines the exercises as well as the questions, provides materials, and provides information to make it easier for students to solve the problem (Irawan et al, 2021; Gruber et al., 2022). Some of the above implications can be concluded that cooperative learning is a way of learning together, helping others members and ensure that each student in the group achieves their goals predetermined tasks, indirectly students in the group develop student interaction and sense of responsibility. In cooperative learning students not only get grades but also get changes in behaviour from the results process.

Cooperative learning has several learning elements to achieve maximum results. Below are the elements of cooperative learning. (a) positive interdependence; (b) individual responsibility; (c) promotive interactions; (d) communication between members; (e) batch processing Wasito, 2022; Susanti, 2014; Apriandi, 2012; Ermavianti & Sulistyorini, 2016; Firdaus, 2016; Aulia, 2022; Fahurrahman, H. (2018).). Another opinion was also conveyed by Roger who stated that cooperative learning has five elements as follows: (a) positive interdependence; (b) individual responsibility; (c) face to face; (d) communication between members, and (e) evaluation of group processes (Johnson, 1991).

These two opinions can conclude that the elements of cooperative learning are: (a) group work; (b) positive interdependence; (c) individual responsibility; (d) interpersonal communication; (e) mutual interaction and face to face. Therefore, students are required to work together to achieve the group's goals and help each other because the failure of one person can lead to the failure of the entire group. While the group process will occur if all group member work together to discuss problems and solve problems by achieving goals well and building good group work relationships.

Some learning models have advantages and disadvantages. The advantages of the cooperative learning model can be seen from the students, by providing opportunities for all students to be able to express opinions in front of friends, discussing a problem that exists in learning and the different abilities possessed by each student can make it easier to solve problems. Jarolimek and Parker stated that there are several advantages and disadvantages in the cooperative learning model, namely as follows (a) positive interdependence; (b) the ability to respond to individual differences; (c) students are involved in class planning and management; (d) relaxed and pleasant atmosphere; (e) the occurrence of warm and friendly relations between students and lecturers, and (f) having many opportunities to express pleasant emotional experiences (Latifah et al, 2021).

While the weaknesses are (a) lecturers must prepare lessons carefully and require a lot of energy (b) require adequate facilities, tools and costs; (c) during the group discussion, there was a tendency for the topic of the problem to widen so that many did not comply with the allotted time; and (d) class discussions are sometimes dominated by someone, resulting in many students being passive. From the two opinions it can be concluded that by using cooperative learning students will not depend on the lecturer, but can increase their ability to think, by finding information from various sources and always learning from other students and can assist lecturers

in delivering material in class. Lecturers are class facilitators to increase student knowledge, both in terms of cognitive, psychomotor and affective abilities.

The steps of the cooperative learning model are as follows: (a) convey goals and prepare students; (b) presenting information; (c) organizing students into study teams; (d) helps teamwork and learning; (e) evaluate, and (f) give recognition or award (Kurnia et al, 2014; Nugroho et al., 2018). The steps of the cooperative learning model can help students understand learning concepts, this model for students can help foster collaboration or group abilities, think critically and help each other fellow students.

Before determining the learning model, it is necessary to carry out planning steps which include Formulate learning objectives, Choosing a Learning Experience that Students Will Receive, Determining Learning Activities, Developing an Activity Plan Activity, Determining Participants, Determining Learning Media, Availability of the Facilities and Infrastructure in Class, and Planning Evaluation and Development Activities which will be discuss in short below.

Formulate learning objectives

The first thing to do is to formulate learning objectives. Before to start learning activities, lecturers need to know the purpose of performing the activities. When teachers clearly understand the learning goals, it will be easier for teachers to organize the steps to carry out learning activities (Rapanta et al, 2020). Bloom says that there are three important aspects that can be used such as reference in building learning goals, namely: a). Cognitive aspect. Learning objectives will be formulated based on the mastery of knowledge and information related to data and facts, learning concepts, generalizations, and principles owned by students. b). Affective aspect. The learning objectives that are formulated will be related to one's acceptance and appreciation of something and related to the mental development contained within students. c). Psychomotor aspect. The learning objectives contained in this aspect will describe the abilities and skills possessed by students (Alannasir, 2020). The abilities and skills of these students can be seen by the lecturers from the performance they do, both in physical and non-physical forms.

Choosing a Learning Experience that Students Will Receive

Learning is not just for students to come to class and then listen to the material explained by the lecturer, record some important things, and memorize the formulas and concepts given by the lecturer. Learning is an experience that students will feel directly, so that the activities carried out by students can stimulate students can think actively, critically, logically, and creatively (Choy & Cheah, 2009). Learning activities must also be able to give opportunities for each student to find a problem and find a good solution.

Determining Learning Activities

Learning activities are important process of learning activities. In its application, lecturers can take individual or group approaches. This individual approach is carried out by students independently using learning media that have been previously designed by lecturers, thus the students can learn according to their abilities and speed. The group approach is learning activities carried out in groups, both small and large groups.

Developing an Activity Plan Activity

Plan is a plan of learning activities in class in one semester.

Determining Participants

This step is to determine who will be involved in the learning activity process In this case, the lecturer must know the people who will be involved in learning activities. Is there only one lecturer involved or does it require other teaching staff ? The lecturer acts as a facilitator and manager of activities which provides an enjoyable learning experience for students. Therefore, it is important for lecturers to always improve their abilities and skills every time. Along with the times, the characteristics of students also changed. Therefore, lecturers must be ready for these changes and be willing to continue to adapt to changing times for effective learning.

Determining Learning Media

In the process of learning activities, lecturers need the right learning media to support process of learning activities in class. There are several things that must be considered by lecturers in choosing learning media (Nasution, 2020; Yusof et al., 2022; Lestari & Astuti, 2021; Rahmah & Khasanah, 2023; Ali, 2023) namely • Students' intellectual abilities vary; • Learning objectives that must be achieved by students; • Learning media to be used; • Student learning experiences are used to achieve learning objectives; • Tools and materials used to make learning media; • Available facilities; • Student learning styles.

Related to the student's generation of course media appropriate for them is social media platforms such as WhatsApp, Instagram, TikTok, YouTube, Facebook, LinkedIn, Twitter or X, and Telegram.

Availability of the Facilities and Infrastructure in Class

In the process of learning activities to take place effectively, the lecturer must first pay attention to the facilities and infrastructure available in the classroom. By having adequate facilities and infrastructure, the process of learning activities becomes easier to do, so that learning objectives can be more easily achieved.

Planning Evaluation and Development Activities

In preparing learning activities, lecturers also need to plan evaluation and development activities that will be carried out after the learning activity process is complete. From this evaluation activity the lecturer can see the development of student abilities, whether their abilities have increased or not. In addition, from the evaluation activities, lecturers can also plan improvement and development activities for the process of future learning activities.

2. Method

This study is a type of qualitative descriptive research. This study uses qualitative methods to describe issues and research directions. Qualitative methods are social research steps aimed at collecting descriptive data in the form of words and images. Qualitative research method is a method that does not use a statistical basis but relies on qualitative evidence (Rukajat, 2018). The qualitative approach presents an evaluative process that produces descriptive data in verbal or written form about the people and behaviours observed. In this case, researchers interpret and explain data obtained by researchers from interviews, observations, documentation or literature studies, so as to obtain detailed and clear answers to problems (Wijaya, 2015; Galle et al., 2020; Ngulube, 2015). The data is processed by reducing the data then making conclusions and making the model (Rijali, 2019; Dammery et al., 2023; Bajari, 2017).

3. Results and Discussion

In this section, we will discuss the planning. Planning includes preparation of learning topics, time allocation, learning activities and assessment.

3.1 Topics

Preparation of learning topics in one semester and included with the learning objectives themselves which include cognitive, affective and psychomotor aspects. These topics include: (1) Understanding Food and Beverage; (2) General Terms of Food and Beverage; (3) Technical Terms of cooking; (4) Cooking Practice 1; (5) Cooking Practice 2; (6). At Bar; (7) Making Flyer of Food and Beverage; (8) Making Advertisements for Food and Beverage: (9) Handling reservations at restaurants; (10) Welcoming Guest and Taking orders; (11) Serving food, handling bills and clearing up; (12) Handling complaints.

3.2 Planning time allocation in one semester

In one semester there are 16 meetings, one midterm examination and one final semester examination. With twelve (12) available topics, for two (2) topics of discussion it takes two (2) meetings each so that the total number of meetings becomes fourteen (14) meetings. Each face-to-face meeting lasts one hundred and thirty-five (135) minutes. To save time, handouts are distributed to students at the beginning of lectures via Google Classroom and before each

scheduled meeting, what will be discussed and what activities will be carried out are shared via the WhatsApp application. Students are also given a schedule of activities at the beginning of the semester what will be done in one semester. Table 1 Run down of learning activity process during one semester.

From table 3, the researchers conclude that the mean score from the experimental group reading comprehension pre-test was 30.12. it means that the reading comprehension achievement from the table has shown that the students from the experimental group have a low score of reading comprehension achievement with a total average of 30.12. We can classify this data as a poor achievement. From table 3, for the control group of reading comprehension of the pre-test was 33.74. it means that the data of reading comprehension achievement from the control group class has a low score of reading comprehension achievement with a total average of 33.74. We can classify this data as a poor achievement. The researcher can conclude from the data in table 3 the data has shown that both classes either the experimental group or control group have a good reading comprehension achievement. It means that both classes have very poor reading comprehension achievement. The mean score of post-tests on reading comprehension achievement for the experimental group was 57.79. It means that the experimental group students were getting improved from pre-test of 30.12 to 57.79 post-test after they are receiving the CALLA treatment. The data of table 3 has shown that students' mean score of 57.79. It means that the students reading comprehension achievement were in the average level of reading achievement. Then based on table 3 of the control group class of post-test reading comprehension achievement mean score was 42.70. It means that reading comprehension achievement for the control group is still at the level of bad reading comprehension achievement. The result of students' control group reading comprehension achievement for pre-test was 33.74 to 42.70 post-test. This data has shown that the control group was also getting improve. Although this data is improved this data is still at the level of poor reading comprehension achievement.

Table 1 Run down of learning activity process during one semester

Weeks	Topic	Activities	Notes
1	Topic 1 Introduction	Introduction. The lesson will be conducted using social media platform especially YouTube. Presentation will be online and off line. It is blended. The students recorded the presentation and upload it on youtube, so everyone can see it.	It is the teacher's part
2	Topic 2 Understanding Food and Beverage	Making a video presentation about food and beverage. In your handout it is on topic 1. Explain what food and beverage are. Give examples and pictures. It must be recorded. Duration more or less 5 minutes. Upload your video on your YouTube channel.	Deadline is one week. Evaluation and scoring using E-Learning platform
3	Topic 3 General Terms of Food including meats and vegetables	Making a video presentation about food and beverage. In your handout it is on topic 2. Explain and give examples of food and vegetables. Give examples and pictures. It must be recorded. Duration more or less 5 minutes. Upload your video on your YouTube channel.	Deadline is one week. Evaluation and scoring using E-Learning platform
4	Topic 4 Making proposal of cooking project	Making a proposal for cooking practice. It consists of appetizer, main course, dessert and beverage. You may choose 3 of them. It relates to topic 4, 6, 7 on your handout. Choose the affordable ingredient and it is very easy to find. Your proposal must be presented in the class room and share it to you E-leaning.	Deadline is one week. Evaluation and scoring using E-Learning platform
5	Topic 5 Cooking Practice 1	Cooking practice 1 Upload work to your youtube channnel and share the link to E-Learning.	Deadline is one week. Evaluation and scoring using E-Learning platform

6	Topic 6 Cooking Practice 2	Cooking practice 2 Upload work to your youtube channnel and share the link to E-Learning.	Deadline is one week. Evaluation and scoring using E-Learning platform
7	Topic 7 Cooking Practice 3	Cooking practice 3 Upload work to your youtube channnel and share the link to E-Learning.	Deadline is one week. Evaluation and scoring using E-Learning platform
8	Topic 8 Middle test	Written test topic 2 up to 7	Offline test
9	Topic 9 Making video promotion for Food and Beverage	Students Making a video promotion. It can be about food or beverage. When you Making a video promotion you can focus on the main material, how to Making it, and on the taste. You can also include price, address and contact. Upload your video on your YouTube channel. Share the link to E-Learning.	Deadline is one week. Evaluation and scoring using E-Learning platform
10	Topic 10 Making promotion for Food and Beverage in the form of flyers	Making flyer. It can be about food, beverage and pastry /cake. Choose one of them. Advertise it at any social media. Put your file on Google drive and share the link to E-Learning.	Deadline is one week. Evaluation and scoring using E-Learning platform
11	Topic 11 Handling reservation at restaurant part 1	Making video promotion. It can be about food, beverage and pastry/cake. Choose one of them. Advertise it at any social media. Upload your video on your YouTube channel and share the link to E-Learning.	Deadline is one week. Evaluation and scoring using E-Learning platform
12	Topic 12 Handling reservation at restaurant part 2	Making a video reporting your marketing. Upload your video on your YouTube channel and share the link to E-Learning.	Deadline is one week. Evaluation and scoring using E-Learning platform
13	Topic 13 Welcoming Guest and Taking order	Making a dialogue between guest and waiter/tress	Deadline is one week. Evaluation and scoring using E-Learning platform
14	Topic 14 Room Service	Handling room service order	Deadline is one week. Evaluation and scoring using E-Learning platform
15	Topic 15 Handling complaint	Handling a complaint. Explain steps of it. Upload your video of your experiences	Deadline is one week. Evaluation and scoring using E-Learning platform
16	Topic 16 Final test	Written test topic 9 up to 15	Offline test

3.3 Learning activity

Learning activities involve lecturers and students where learning activities are divided into 16 topics. Each topic was conducted face-to-face except for the handling reservation topic. Even though it is held once face to face, in practice students have one week to complete assignments per topic. Assignments are carried out in groups so that each student has their own responsibilities and can help each other. To maximize learning activities, social media is used which among others are WhatsApp, Google Classroom, Tik-Tok, Instagram, and YouTube. Before starting college, a calendar of learning activities within one semester is distributed to students via the WhatsApp group.

The information also explains what will be discussed at the upcoming meeting. Before face-to-face meetings in class, information on learning activities that will be carried out at the

next meeting will always be shared so that students are ready for what will be discussed. Presentations are made using YouTube media, with the hope that students can prepare presentations optimally and have more responsibility because presentations are not only seen by lecturers and friends in class but also by the general public. Presentations may also be made using Tiktok media or other media. Specifically, for the promotional topic, YouTube and TikTok links are shared via Instagram media. Meanwhile, assignments that have been published on social media, the link must also be sent to Google Classroom to get an assessment and suggestions from the lecturer.

3.4 Assessment

The assessment is carried out by utilizing the Google Classroom media. The goals of the assessment include cognitive, emotional, and psychomotor aspects. The cognitive aspect includes sentence structure and word choice. The affective aspect covers the public speaking ethics and the psychomotor aspect focuses on speaking fluency and pronunciation. Every student who has sent a YouTube link to Google Classroom will be assessed with a number from zero to 100. Grades 81-100 are classified as special (A), 76-80 are classified as very good (AB), 66-75 are classified as good (B), 61-65 are considered sufficient (BC) and less than 60 is classified as insufficient (C)

3.5 Conclusion

The selection of learning models is important and has implications for learning outcomes. Before determining the learning model, it is necessary to prepare topics. The preparation of learning topics in one semester.

4. Conclusion

This research embarked on a journey to address the critical need for specialized English language education within the Food and Beverage studies domain in Polytechnic institutions. The central aim of designing a tailored learning model, enriched by the integration of social media, has yielded promising results, marking a significant step toward enhancing the linguistic competence of students in this field.

Through a comprehensive needs analysis, it became evident that the Food and Beverage industry's language requirements are distinctive, demanding a curriculum that goes beyond general language education. The developed learning model addressed this challenge by tailoring language instruction to the industry's specific contexts and communication demands.

The employment of a mixed-methods approach, combining quantitative assessments with qualitative feedback, allowed for a holistic evaluation of the model's efficacy. Quantitative analysis revealed substantial improvements in language proficiency, affirming the model's success in achieving its primary goal. Moreover, qualitative insights from both students and educators underscored the model's capacity to foster engagement, motivation, and a dynamic learning environment. This suggests that the integration of social media platforms not only aids in language acquisition but also enhances the overall learning experience.

In conclusion, this research signifies a significant stride toward bridging the gap between language education and the specialized needs of the Food and Beverage industry. It reinforces the notion that tailored language instruction, enriched by modern pedagogical tools such as social media, can empower students with the linguistic skills essential for thriving in a globalized industry.

The findings of this study have practical implications for Polytechnic institutions, educators, and industry stakeholders. The specialized learning model can be integrated into curricula, ensuring that graduates are well-prepared to meet the communication demands of the culinary world. Furthermore, the innovative use of social media in language learning can inspire similar approaches in other specialized fields.

This research, thus, serves as a stepping stone for future exploration and innovation in language education and pedagogical practices. By addressing the unique linguistic needs of

students in Polytechnic institutions specializing in Food and Beverage studies, this study contributes to their success, the enrichment of culinary education, and the flourishing of the industry on a global scale. Ultimately, it is a testament to the transformative power of tailored language instruction in preparing students for the challenges and opportunities of an interconnected world.

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