

## **An Exploration of English Online Learning Platforms in a Culinary Art Vocational School**

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### **Introduction**

Learners' responses to online learning are a sign of their enthusiasm. The goals of the instruction will lead us to the strategies we should arrange and train to develop the learners' autonomy in language learning, especially during the Covid-19 pandemic. When there is a teacher who explains English material through an e-book in online learning, the students will react creatively if the teacher shows suitable strategies. Attitude and Affective Strategies in language learning are influencing the development of these skills (Wijirahayu & Dorand, 2017). In English learning, especially in Culinary art, a teacher could develop the student's awareness of their identity. It is by giving them the chances and challenges to practice expressing Indonesian art in culinary in English. Teachers' beliefs in language learning and language learning strategies play an essential role in maintaining the learners' engagement in the teaching-learning process.

Covid-19 is a deadly virus that affects many people. Covid-19 started in a city in China called Wuhan in December 2019. Then, this virus spread widely and rapidly throughout the world. The government in each country must take measures to lock down their respective regions because of this virus. One activity that the government does is online learning. This pandemic caused all universities and schools across the globe to suspend their activities. All districts followed the policy, and their schools switched to online learning. Because many schools were closed, the Minister of Education and Culture Nadiem Makarim officially enforced online learning activities and eliminated national exams.

This online learning process requires students to learn independently and follow the instructions set by the teacher. In addition, teachers must be able to develop student potential through the existing learning process. The availability of adequate facilities and administrators who can store all learning data is a must in the E-Learning-based learning process. Learning Management System (LMS) has an essential role in online learning. Students access all learning materials through the LMS used by their respective teachers. Ghalib (2016) states that online learning is the learning process using various electronic media devices. assignments, post announcements, send feedback, and upload course materials for students to view and interact in the class stream or via email (Hemrungrote, Jakkaew, and Assawaboonmee, 2017).

Google Meet is one of the video conference media platforms. It is currently to support online learning activities. This application has a positive perception from the user because it is an easy-to-use. The number of Google Meet users is increasing rapidly (Purwanto & Tannady, 2020). The teacher can use this online platform to explain the material to students.

### **Method**

This study involved students from 3 classes with one teacher at a vocational school in Jakarta. The teacher designed the way they respond to the material through the platforms.

It was at a state vocational school in East Jakarta. There were 85 students from 3 classes of the eleventh grade Culinary Art involved. This study is a survey. The information about students' perceptions of online learning was by distributing a questionnaire to the students. It was from several sources. To collect the data, we used Google form. We shared a link through the students' WhatsApp group.

### **Discussion**

#### **Online Learning Platform**

Overall, from the digital exploration, online systems platforms showed a percentage of 62,7% response. The teacher usually uses WhatsApp, Google class, and Google meet. We found that online learning activities support the students to promote innovation and creative ideas. Regarding the e-book and the task related explicitly to culinary art, the students showed positive feedback (57,1%) on the assignment. One reason challenges the teachers to apply strategies to teach English in the Culinary Arts department.

Digital technology has become a tool, especially during the Covid-19 pandemic. Rearranging student learning content involve students in classroom activities (Oyarinde, Noah, Komolafe, and Gbemisola, 2020). Overall, students gave favorable feedback on the online learning platform, especially WhatsApp, Google Classroom, and Google Meet (70,6%).

Table 1.  
Students' perception about the use of Online Platform

Aspects	Items	Percentage		
		SA + A	N	D + SD
Online learning platform		70,6%	17,1%	12,4%
- WhatsApp	25, 38	66,5%	20,6%	12,6%
- Google classroom	23, 24	78,2%	14,7%	7,1%
- Google meet (positive statement)	21	76,5%	14,1%	9,4%
- Google meet (negative statement)	22	57,0%	17,0%	24,7%
- Internet access	7, 9, 10	46,7%	18,82%	35,3%
- Internet access	8	90,6%	5,8%	3,3%

**Internet Access**

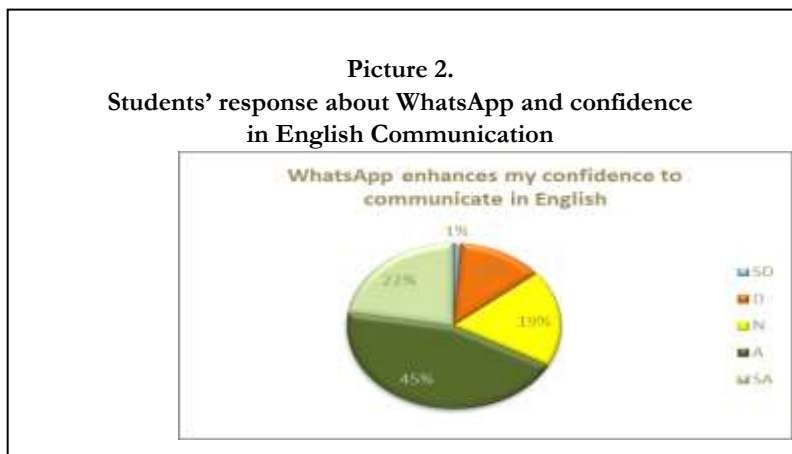
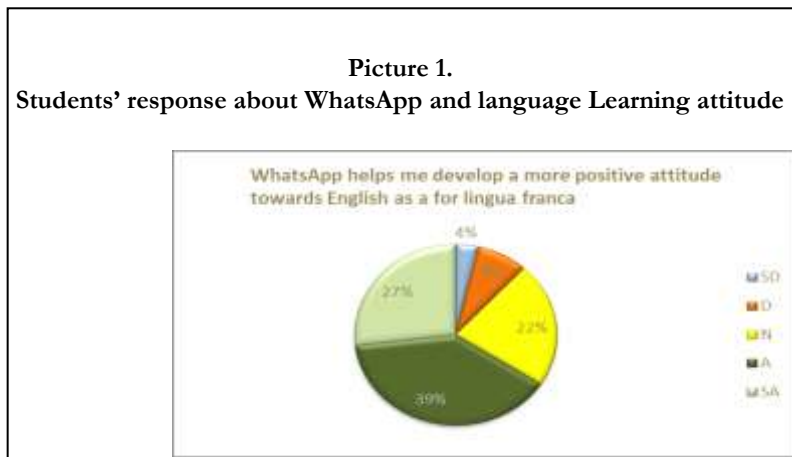
What the students need during online learning are internet access and network quality. If there is no internet, and the network is not good, it will hamper their learning activities. It is from the percentage (90,6%). Most of the students felt the quality of the internet affects online learning, Culinary Art students of SMKN 24 Jakarta have good quality around their house and enough internet quota to support their online learning. Also, students have hardware (laptop, personal computer, or smartphone) and software to connect to the internet platform with no problem. The percentage of this statement is 46,7%.

**Online Learning System**

This aspect of the online learning system in this study results in a percentage of 62,7%. Online learning can make students do more activities. It can promote innovation and creative ideas in reading and writing (Wijirahayu & Kamilah, 2021)

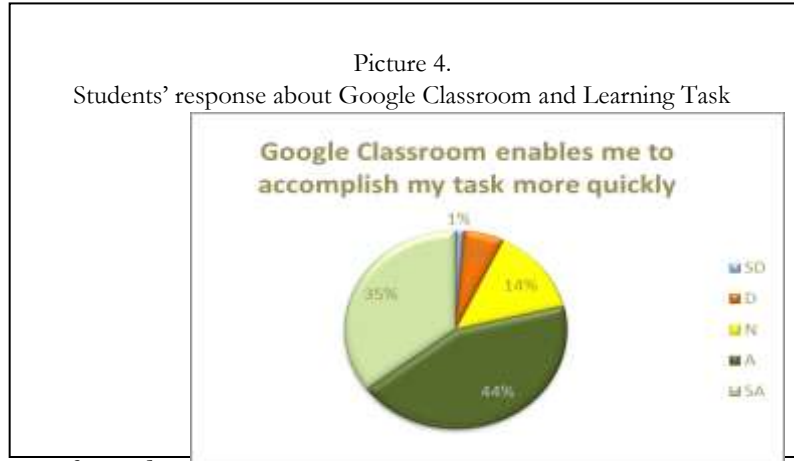
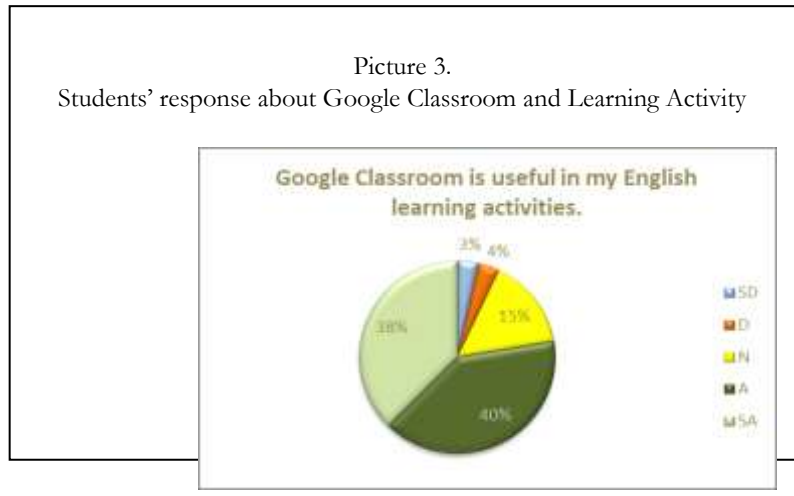
**WhatsApp Platform and Language Learning**

WhatsApp is an online platform that facilitates teaching and learning in the classroom. Many online sources advise teachers to use the WhatsApp application to teach. According to Gon & Rawekar (2017), WhatsApp has become a new and convenient platform for teaching. The teachers can be present anywhere and anytime, if they use WhatsApp as a learning platform.



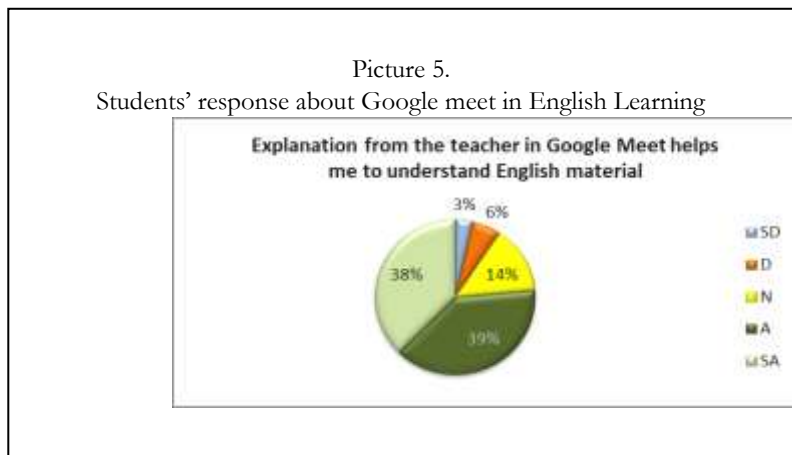
WhatsApp can increase their beneficial attitude also gain their communication. It is in line with Riyanto (2013), asserted students can interact with their friends, study, and even learn English through WhatsApp. Creativity is part of the attitude in language learning that will develop through suitable learning tools in the instructional design (Wijirahayu, Priyatmoko & Hadianiti, 2019)

**Google Classroom and Learning Activities**

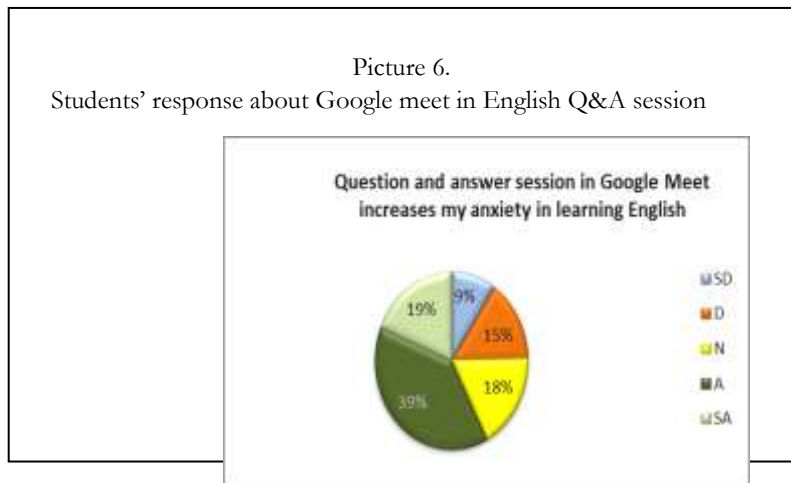


The result for the use of Google Classroom is 78,2%. We can access everywhere on any device; laptop, personal computer, and smartphone. Therefore, the students are easier to accomplish their tasks (Northey et al., 2015).

**Google Meet and English Learning Activities**



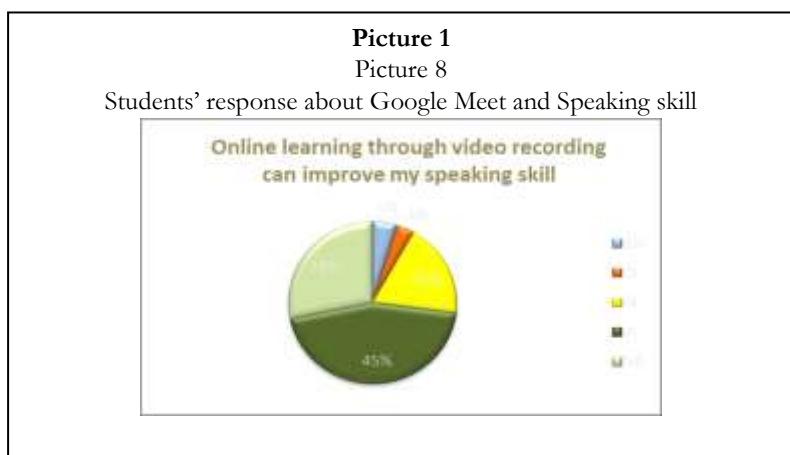
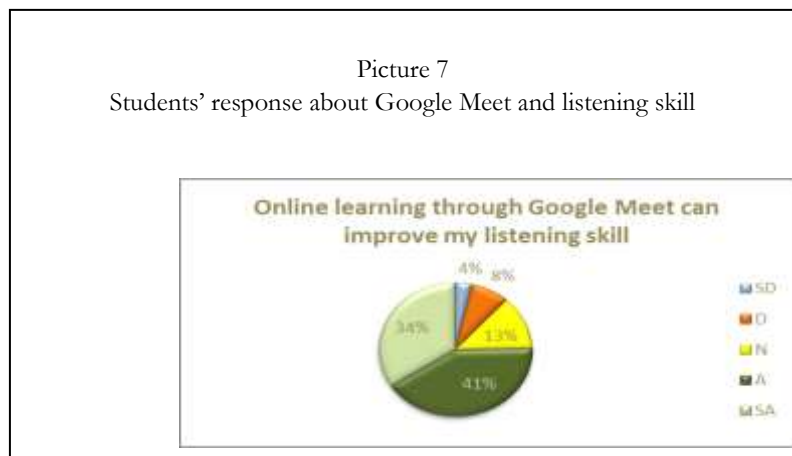
Google meet is a videoconference application developed by Google; it has a similar function to Zoom (Purwanto & Tannady, 2020). In this study, the teacher explanation about the material provided via WhatsApp or Google Classroom is still in need.



Google Meet as a videoconference application has become learning media for English material. The percentage (76,5%) revealed this application encourages the students to understand English learning material. Although the students admitted that they could learn the material in Google meet, yet the anxiety in asking and answering question was still high. The connectivity, financial matters, lack of face-to-face interaction, and psychological matters. (Wijirahayu & Kamilah, 2021)

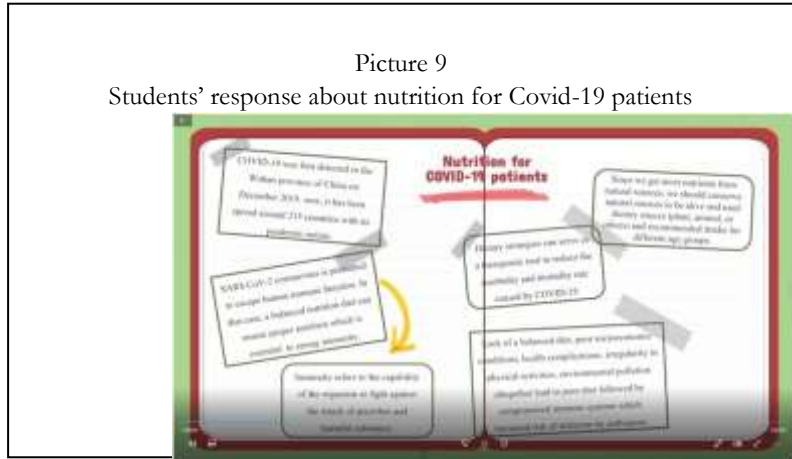
**Language Skills and Vocabulary**

Language skills and vocabulary showed a percentage of 71,4%. In learning English, there are four different language skills, namely listening, reading is receptive skills category. Speaking and writing are in the productive skill category. The use of video in online learning influence the utterances acquired by the students (Hama, Rashid, Wijirahayu, 2022)

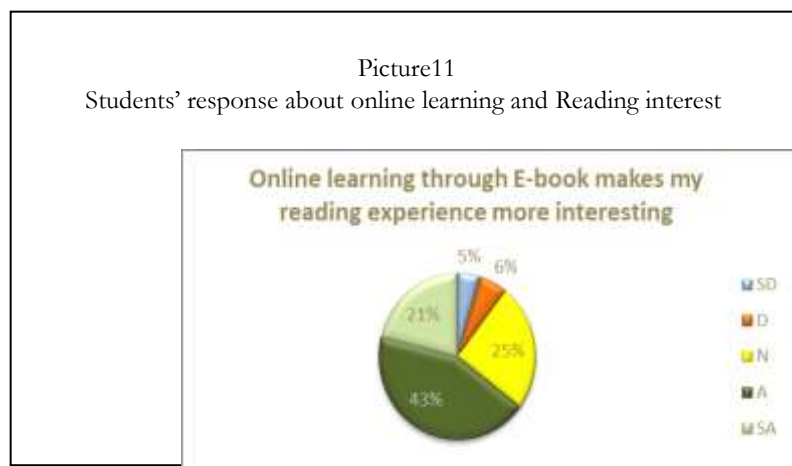


**English Learning for Culinary Art**

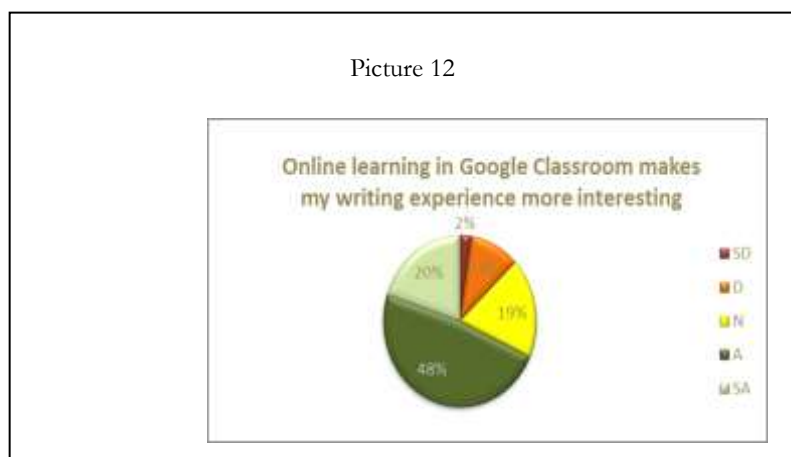
The teaching material in Vocational High School and Senior High School is slightly different. It makes teachers have to use strategies on how to teach English in the Culinary department. Students gave positive feedback (57,1%) on the assignment of the English course in the Culinary department. Teaching English at the Vocational High School level is an English for Specific Purpose (ESP) program.



There are several advantages of online learning, flexibility and comfort of entry time, the use of various methods, and the flexibility to monitor the progress of students (Zianul, 2016). It will reduce the students' anxiety. There are several disadvantages of online learning. Yet, the connectivity, financial matters, lack of face-to-face interaction, and psychological matters. The anxiety in writing will be lower if the students have more reading activity (Wijirahayu & Kamilah, 2021)



Daniel & Oludele (2020) argued that blended learning is a bridge to resolve the imbalance. They stated that the optimization of an innovative gain of the online learning, the interaction and participation offered is best only by exploring the traditional learning. The interaction will depend on the instructional goals (Alim, Umam & Wijirahayu, 2016). Critical thinking and creativity are the literacy elements developed in online learning (Wijirahayu, Priyatmoko & Hadiyanti, 2019)



When there is a teacher who explains English material through an e-book in online learning, the students will react creatively if the teacher shows suitable strategies (Wijirahayu & Muliya, 2022). Attitude and affective strategies in language learning are influencing the development of these skills (Wijirahayu & Dorand, 2017). Digital literacy of the teachers plays important roles (Wijirahayu & Roza, 2022).

### Conclusion

Culinary is one way to increase the awareness about the national identity. In vocational school, the students should learn culinary arts from all over Indonesia. The students must also develop the value of struggle during the pandemic of Covid-19. They learned to be more autonomous in online learning.

Positive perception of online learning English courses through online platform develop more confidence in using digital tools. The students considered English online learning flexible as they could do more activities. The online learning platform helps the learning process easier. Sending assignments and studying the English material were through Google Classroom and WhatsApp. In addition, online learning also has a positive impact on their language skills.

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