

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In nowadays era, modernization has penetrated all aspects. Technological developments also propagate and dominate in all fields. This era affects many lives, such as economy, politics, art, culture and including education. In every field, technology has become the center of assistance for all activities carried out. Technology in education is called online learning. According to Wahyuningsih & Makmur (2017), the use of online learning in learning according to the latest research has a positive impact on the learning process and targets. Online learning will allow students to interact with anyone and access information whenever needed. In addition, the learning process will be more effective and efficient in terms of time and energy.

Online learning activities are carried out so that students can still learn without direct contact with other people and make the user can do the learning activities autonomously. Online learning is an activity for developing materials, delivering instructional, managing programs and other educational activities using the internet and several other important technologies (Fry, 2001, as cited in Olasile and Emrah, 2020). Although learning continues, the effectiveness obtained will be different from learning in real classes, because, at the time of online learning, the smoothness of learning activities is determined by the internet as a

communication liaison between parties involved in the learning taking place (Shodiq, 2021). In addition, the effectiveness of online learning can also be seen from the connecting media used. The facilities commonly used in online learning are WhatsApp, Google Classroom, Google Meet, Zoom Meeting, Schoology, or E-learning owned by the school if any (Alvin, 2015; Enriquez, 2014; Iftakhar, 2016; Kumar & Nanda, 2019; So, 2016; Wilson, 2020, p.68). Knowledge of technology is also very necessary in order to be able to use facilities that support online learning activities. So, it can be concluded that learning without direct contact can be carried out effectively when all components can understand technology well.

In the Law on Teachers and Lecturers Number 14 of 2005 Chapter I Article I it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic, education, and secondary education (DPR RI, 2012). In carrying out their duties, teachers are required to have *Technological Pedagogical and Content Knowledge* (TPACK) capabilities in fulfilling their role as proclaimed by the law on teachers and lecturers. *Technological Pedagogical and Content Knowledge* (TPACK) itself is an ability that teachers must have to face 21st century skills such as communication, collaboration, creativity and critical thinking skill) and in accordance with the curriculum launched by the education and culture government (Zahwa, 2021). Technological Pedagogical and Content Knowledge (TPACK) concerns how technology, pedagogy, and content knowledge are put together, such as presenting the

concept of using technology, through pedagogical methods and techniques can utilize technology in teaching knowledge content, utilizing technology to solve problems faced by students (Koehler, 2006 in Zahwa, 2021). So, in this case the mastery of technology and also the implementation of tasks as a teacher have a close relationship.

Mastery of this technology is also related to the curriculum launched by the government as a solution for closing schools in this technology era, namely Merdeka Learning. Abidah et al., (2020) stated that Merdeka Learning means “freedom of learning”, which aims to give students the opportunity to study as freely as possible so that each has a portfolio that matches their passion. This condition provides an opportunity for all parties to implement independence in the selection of learning media and continue to rely on students as the center of learning and the teacher acting as a facilitator. (Abidah et al., 2020). However, although the Ministry of Education and Culture has declared that students are the center of learning and give freedom to students in learning, this curriculum has not been used effectively enough due to the lack of relevant teaching materials and sources of information that can help students, especially in learning grammar. According to Yunus et al (2020, p.163), grammar is one of the subjects categorized as core subjects in further mastery of English. So mastering grammar is a basic key that must be mastered when taking a study program related to English. Learning grammar will help students to be able to identify sentences, make sentences with the correct structure and will also improve speaking skills according to the correct rules of English. So that

teaching materials to one grammar for students must be well understood. However, the current situation is that many lecturers and teachers who teach English only have teaching materials or sources of information intended for native speakers, not for EFL (English Foreign Language) and ESP (English For specific Purpose) students. In line with this statement, Yunus et al. (2020) said that many lecturers still use teaching materials that are intended for native speakers and are still minimal for foreign language learners” (p.163). Therefore, it is very necessary to have new innovations so that the needs of teaching materials are met for all types of English learners.

Moreover, if grammar learning has minimal teaching materials, then the application of a student-centered curriculum will be less effective. It is necessary to create teaching materials where students can learn independently whenever and wherever. This has been overcome by the existence of learning modules that can facilitate students to be able to learn and explore lessons independently (Wijaya, 1988 in Herawati & Muhtadi, 2018, p. 182). Currently, the modules already exist, however, most of them are only in printed form so that students feel lazy and bored to open the books and also seem less effective because they cannot always be taken anywhere. So, to overcome this, the researchers created a module model that is easier to use, more flexible and also in accordance with nowadays era, namely the module in electronic form or it can be called by e-module. According to Sugihartini & Jayanta (2017), e-modules are a module in digital form that have advantage of being more flexible, interactive, there are practice questions that can be accessed anytime and anywhere.

According to Daryanto (2013: 9), in developing E-modules, it should have five characteristics in common, namely; a) self-instruction, b) self-contained, c) stand-alone, d) adaptive, and e) user-friendly. The characteristics of the E-module are almost similar to the E-book, the difference between the two lies in the content, namely the E-Book is Mindful while the E-module is self-learning (Encyclopedia Britannica Ultimate Reference Suite in Herawati & Muthadi 2018; Dirto, 2021).

Several E-Module English grammar developments have been carried out, one of which is the E-Module development by Dinata (2020) which designed, developed and to know the feasibility also the attractiveness of electronic module on English grammar learning based on Lampung's culture for the eighth grade of students SMPN 12 Bandar Lampung. This research was used Research and Development (R and D) and used ADDIE model. The result in implementation of students respond, researcher obtained average score 3.56 which mean the media was Attractive for students. Related research has also been conducted by Dewi et al. (2019) who at that time conducted research on the development of E-Module English for Specific Purpose. The development of the E-Module English Specific Purpose based on a computer application was carried out at the development stage using the Four-D model. A similar study was also conducted by Putra et al (2022) regarding the development of a hospitality E-module to improve the English skills of Hotel Grand Zuri Padang employees.

From some of these studies, it can be said that E-Module Development is very suitable in today's era because it gives very good results from users. Then for the development of E-Module grammar is still very little and also nothing special for the context of tourism. So, the development of E-Module Grammar 16 tenses is very suitable to be developed in this research. The e-module that will be developed will have many features that will make it an interactive e-module. Activities such as fun quizzes, material videos and practice will be included in the grammar future tenses e-module that will be developed. The topics to be discussed are hospitality topics that have been reviewed from the tourism vocational school curriculum such as Front Office, Housekeeping and Laundry, and Food and Beverage Service.

The selection of the tourism context in the future tenses e-module is based on the situation around the author, Bali, which is famous for its tourism to foreign countries, so there will be many actors involved in the development of this tourism. In line with that, Purwahita et al. (2021) stated that in Bali, tourism is one of the leading sectors besides agriculture and small and medium industries. Purwahita et al. (2021) also added that the growth and development of tourism in Bali, directly or indirectly, has made a major contribution to regional development and also to the welfare of Balinese people's resources. Tourism in Bali is not only in demand by local Indonesians but also in the international arena. Until now Bali is a favorite place for visitors from abroad. Therefore, the use of English as an international language is indispensable in connecting communication

between visitors and tourism actors. The ability to speak English has now become the main requirement when applying for jobs in the tourism sector such as Receptionist, Waiter and others. For this reason, many people who are interested in going into the world of tourism choose to learn about tourism by taking courses in related majors. In tourism courses, learning English will always be taught. From how to pronounce a word correctly, to how to speak English according to the rules. This e-Module grammar 16 tenses will certainly make it easier for students majoring in tourism to speak English with the correct grammar, especially since this e-Module uses tourism as its main context.

The study was carried out to gather preliminary information on the needs of students at SMKN 2 Singaraja; in that case, 70% of students claimed that they wanted an English book that directly related to the course they were taking; however, the reference books they use are paid and some are free. 85% of students agreed that they would prefer to supplement classroom learning with technology-based literature. Based on student issues and wants, it is hoped that an e-module would be produced in the framework of tourism, particularly hospitality, because the school's department concentrates on this subject.

In conclusion, the development of the e-module will be very useful because it can be a way for students majoring in hospitality who want to master English with the appropriate grammar. This e-module is also equipped with modern features based on technology which of course will

become an interactive e-module like links that can access video conversations and some exercises using online quizzes that are fun in nowadays era such as quiziz and wordwall. Dialog dialogues are also provided in this e-module so that students who use it are able to have an idea of what speech can be applied to the real world. Audio transcripts of dialogues in this e-module are also an advantage of the developed e-module. Finally, that things will be an added value and benefit from E-modules that cannot be obtained from print modules that are still use in nowadays.

1.2 Problem Identification

In learning grammar, there are several interesting phenomena related to e-modules as grammar teaching materials for tourism students. First, the role of technology which has penetrated in all aspects, so that all fields, especially the field of education, must slowly be mingled with technology. So, to fulfill it, teachers must use digital materials that can be accessed online and also make students interested. Then, Bali, which until now has become one of the tourist destinations for foreign countries, makes work and school in the tourism sector a promising thing, so now mastering English with good grammar has become an important requirement. Finally, there are many E-modules that only contain written material without exercises or quizzes so that students who use them can get bored quickly.

1.3 Limitation of the Problem

This research focuses on creating prototypes for e-modules that teach about tourism in the future. This study focuses on SMKN 2 Singaraja or community members interested in learning media or future tense content

in the tourism setting. This e-module was created in Canva.com and includes links to practice questions that can be accessed via a smartphone or laptop, allowing students and teachers to learn independently. Subject explanations and practice questions are tailored to verbs in the tourist context and guided by the tourism curriculum.

1.4 Research Questions

- 1.4.1. How is the development of e-module for learning future tense in the tourism context?
- 1.4.2. What features are included in the e-module for learning future tenses in the tourism context?
- 1.4.3. How is the quality of e-module for learning future tense in tourism context?

1.5 Research Objectives

1.5.1 General Objective

In general, this research aims as a learning tool that students can use and new people who want to understand how the future tenses material in the world of tourism independently or self-learning.

1.5.2 Specific Objectives

The following are the specific objectives of this study, such as:

1. Developing e-modules in learning future tenses in the context of Tourism

2. Describe the features included in e-module future tenses in tourism context
3. Describe and evaluate how the quality of e-modules in learning future tenses for tourism

1.6 Research Significance

The results of this study can produce the following parts, such as:

1.6.1 Theoretical significance

Theoretically, this study aims to help provide teaching materials by developing a future tense grammar e-module with a tourism context that is self-learning and interactive.

1.6.2 Practically

1. The study is expected to be used as a reference or study future tense in the tourism context for students
2. This study is expected to be used as additional information or to add new readings on how the quality of the future tense grammar e-module is good and can be implemented in the field studied later for the future researcher.