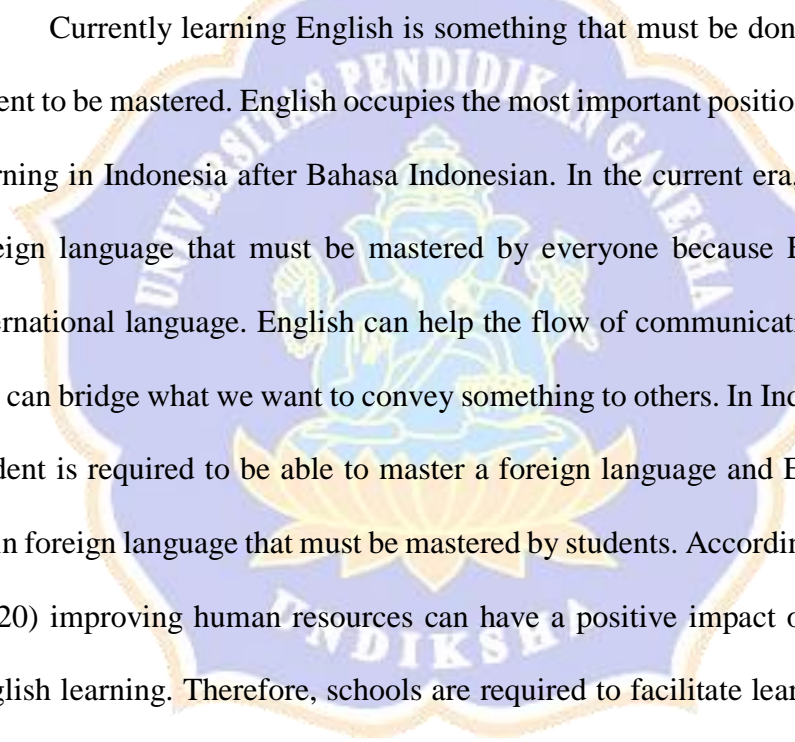# CHAPTER I

INTRODUCTION

1.1 Research Background

Currently learning English is something that must be done and is very urgent to be mastered. English occupies the most important position in language learning in Indonesia after Bahasa Indonesian. In the current era, English is a foreign language that must be mastered by everyone because English is an international language. English can help the flow of communication smoothly and can bridge what we want to convey something to others. In Indonesia every student is required to be able to master a foreign language and English is the main foreign language that must be mastered by students. According to Maru'ao (2020) improving human resources can have a positive impact on improving English learning. Therefore, schools are required to facilitate learning English well. Especially for tourism vocational schools, schools must provide good English learning because it will be very useful in the world of tourism so that students can communicate well with foreigners. The tourism industry really needs human resources who can master foreign languages, one of which is English.

In learning a foreign language there are usually many difficulties faced

by students. This is because the foreign language is different from the mother tongue. In English, students are required to understand grammar, recognize vocabulary, and be able to construct sentences in a structured manner. Most students think learning English is boring and difficult to understand, therefore English is a difficult lesson and the impact is the low student achievement results (Sintadewi et al., 2020). Even so, English must be mastered by all students, as well as students majoring in tourism. Based on what happened in one of the tourism vocational schools, students at that school can use English to convey what they want to convey, but the sentence structure and tenses they use is still messy and there are several pauses when speaking. Apart from that, based on observations regarding the books used, the book does not contain examples of specific English conversations related to tourism and it less interesting.

So far, we know that learning media plays an important role in the learning and teaching process. Learning media is the main component that must exist in the learning process so that the learning process is successful. There are five elements that are interrelated in the learning process and all have an impact on one another, namely, the objective, the method, the media, and the learning evaluation (Wibawa et al., 2019; Nastiti & Purwanta, 2019). Furthermore, learning media has a very positive effect on students, not only providing knowledge, learning media can also increase students' learning desires. According to Adnyani et al (2020), technology-assisted learning media can increase students' feelings, desires, and attention to learning. However, currently there is a lack of interactive learning media and what is needed, especially in learning grammar. Grammar is one of the important things in

English because it affects all aspects of language such as speaking, listening, reading and writing (Ahmad, 2018). all students need to learn grammar in order to master the language well.

Preliminary data were also taken at SMK Negeri 2 Singaraja to find out whether tourism students needed English e-modules that discussed tenses in the tourism context. Students are given a questionnaire consisting of several questions to explore the problems and needs of students. The results of the questionnaire show that students still use printed books as study guides. Print books only contain explanations related to general tourism materials such as F.B, Front Office, etc. In addition, the exercises in the book are also less varied. Based on the results of observations, there were no English books that studied tenses with the context of tourism and conversations in the tourism sector to support learning. Many students also agree that learning the 16 tenses in tourism is very important to help their future careers. Therefore, almost all students are interested in and need an e-module which contains material on 16 tenses with a tourist context accompanied by examples of conversations and exercises.

Based on student responses, developing e-modules is a necessary and urgent thing to do in order to help students in learning. Using interactive learning media with the help of technology can provide a fun learning experience for students. The learning process that takes place using technology-based media is also different (Tahang & Yuliana, 2021). Even though there are printed modules that can facilitate students, this is not enough to help students. The developed e-module can be used anywhere and is not as heavy as a printed book so that students can apply autonomous learning. Autonomous learning is

believed to be more effective and efficient because students are more focused and learning is done personally (Angeliawati, 2021). Therefore, the use of technology-based learning media is very important to help students at this time and it suits the needs of students.

With the developed e-module, students will find it easier and faster to understand the material. The developed e-module is different from e-books. According to Dirto (2021), e-modules have self-learning properties, while e-books are mindful. The researcher will provide an e-module that is easily accessible and contains several practice questions, the user only needs to access the link in the e-module to practice. Compared to using a printed module, using an e-module will be more effective and memorable. Textbooks such as e-modules can provide teaching materials that are easy to understand (Tahang, & Yuliana, 2021). Moreover, students often use technology to access learning. This research can also be used by teachers as a source of teaching past future tense.

There are several previous studies that have been done related to the development of e-modules. Previously, Matsun and Saputri (2020) had carried out research related to the development of Physics e-modules with the help of the *Whatsapp* application to assist learning during the Covid-19 pandemic. This research is a research and development (R&D) method. The developed e-module contains covers, indicators, materials, sample questions, practice questions, and summaries. Based on the results of the study, there were 56.52% of the total number of students who gave a positive response to the practicality of the e-module and there were students who were very active in using the e-

module, which was around 65.22% of the students. In addition, many students get good learning outcomes. It can be concluded that the developed e-module meets the effective criteria. Furthermore, research related to e-module was developed by Rahman et al. (2022), The research is on the development of an English e-module for the context of tourism. This research uses research and development (R&D) as the research method. This study discusses the appropriate use of English in accordance with the context of tourism, in which the vocabulary used is related to tourism. The results of this study are available on the Google Play Store and have been validated. So those are some of the e-modules that have been developed and have different uses.

Based on the research that has been presented and the initial research data that has been collected, the development of e-modules has been carried out by other studies, but research related to the development of grammar e-modules that discusses tenses is still rarely done. In addition, based on the opinion of student 11th AP 2 Class in SMK Negeri 2 Singaraja, they need an e-module of tenses with a tourism context because they don't have it yet and they are also interested in learning tenses because it is very useful for the tourism sector. Therefore, researchers are interested in developing an e-module grammar that discusses past future tenses in the tourism context. The tourism context refers to front office, housekeeping and laundry, food and beverage services. The tourism context was chosen because the use of English in tourism is very necessary. In addition, Bali is also a tourism area where many people work in the tourism sector. With the development of this e-module, it is hoped that tourism students will be able to use tenses properly according to the correct time

information. The basis for the preparation of this e-module is the tourism curriculum with various topics related to tourism. This e-module is also adapted to current learning needs and this e-module focuses on providing material for tourism vocational students. The use of e-modules can be accessed using a smartphone or laptop. This e-module will contain learning materials, examples of using tenses, questions, learning through pictures, and animations. Students can study independently using this developed e-module.

1.2 Problem Identification

There are several problems that make this research conducted. The development of technology today is very fast. We can access all information using technology, as well as e-module. There are so many e-module that we can read on the internet, but the development of e-module on past future tense learning in the tourism context is still limited. In addition, learning that is carried out in schools often uses technology to access material. Teachers sometimes tell students to access the internet to get the material they want. In addition, the printed books provided in schools are only used as a basis for learning and mostly only contain theory. Students tend to use internet assistance to access material. Therefore, e-module is very suitable for learning today because it can be accessed via online anywhere and anytime. We don't need to carry a lot of books, just with a smartphone or laptop we can access materials. So because of those problem, the development of an e-module for learning the past future tense in tourism context is carried out.

1.3 Limitation of the Problem

In general, the purpose of this research is to create a learning tool that can

be used by tourism students or new people who want to learn grammar, especially the past future tense in the tourism context independently. The developed e-module is in pdf format which will be easily accessed by users. The material provided in this e-module is in accordance with the tourism context and uses the tourism curriculum.

1.4 Research Question

1.4.1 What features are included in e-module for learning past future tense in the context of tourism?

1.4.2 How is the development of e-module past future tense in tourism context?

1.4.3 How is the quality of e-module for learning past future tense in tourism context?

1.5 Purpose of the Study

1.5.1 General Purpose

In general, the purpose of this research is to create a learning tool that can be used by tourism students or new people who want to learn grammar, especially the past future tense in the context of tourism independently.

1.5.2 Specific Purpose

a. Understanding the features contained in e-module for learning past future tense in the context of tourism.

b. Developing E-modules for learning past future tense in the context of tourism.

c. Investigate the quality of the E-module for learning past future tense in the context of tourism.

1.6 Research Significance

1.6.1 Theoretical significance

Theoretically, the results of this study will be useful for the development of digital learning facilities, especially in past future tense learning in the context of tourism and make it easier for students to access learning materials.

1.6.2 Practical Significance

a. To improve students' ability to study the past future tense in the context of tourism.

b. To assist teachers in providing new digital-based learning media innovations.

c. As reference sources for further research in the development of e-modules.