

CHAPTER I

INTRODUCTION

1. 1. Background of The Study

English communication skills are becoming increasingly important in the workplace as the tourism sector expands globally especially in Bali. Therefore, the world of education should be able to help prepare students, past generations, to be fluent in English. This occurs because mastering English is necessary for carrying out communication and correspondence responsibilities in the tourism field. Hence, mastering English is a must for vocational students where they will be dealing directly with native people who are on holiday in Bali. Because English is not a required language in Indonesia, learning English grammar can be difficult. This is so because the grammar of English differs from that of the languages spoken in these nations. According to Nata et al (2020), grammar is an essential element of language education programs because it plays a fundamental and determining role in assisting language learners in achieving specific levels of proficiency. This is a fundamental talent for the other four English skills—listening, writing, speaking, and reading—and is a crucial part of learning the language (Nata et al., 2020). A language learner will find it difficult to develop the other skills listed above without understanding grammar. There are a number of things that are thought to be the causes of students' interest in or disinterest in grammar instruction, including their interest in the strategies and resources.

Students who comprehend English are expected to be able to format various types of material effectively for usage in daily life. However, Listia

and Febriyanti (2020) assert that English is a difficult language with numerous complex grammatical rules to learn, and mastering grammar is a difficult process that requires the users to have the ability to decide when and why to use one form in speaking or writing instead of the other. However, there are distinct typologies of grammatical constructions and elements in English and Indonesian. While Indonesian does not follow the norms of tenses, English does. Due to this, the majority of Indonesian students have trouble comprehending and correctly applying the tenses and other elements of English.

This problem also affects students in vocational schools. According to Bu Sumerta, a teacher at SMK, "another problem for English classes is that students are more interested in focusing on what the teacher is saying, however, even though we as teachers also provide certain information to students in PDF format, they still have difficulty understanding it and embarrassed to ask if there is a problem." Based on a few interviews, the researcher concluded that some of the teaching media used by educators were less attractive and too general.

The term autonomous learning emerged, autonomous learning which students are in charge of managing their own educational activities. Because only the instructor explains the content in the classroom and students only listen without further investigation, teacher-centered learning is alleged to be unsuccessful. According to Abidin & Walida (2017), autonomous learning gives pupils the chance to take responsibility for organising and disciplining themselves as well as developing learning skills independently. Students

should adopt this mindset since it exemplifies the maturity of an educated person (Horváth, 2007). In order to learn independently, students must look for information on their own, solve problems for themselves, and attempt to comprehend the topic outside of the classroom. However, independent study does not mean self-study. Students may study with friends, discuss with friends or other learning resources in solving the difficulties they face (Abidin, Zainal & Walida, 2017).

The achievement of the teaching and learning process can be measured by various elements such as learning objectives, learning content, learning methods, learning tools, environment, educators, and students. As is widely known, media and learning material play an important role in facilitating the implementation of the learning process. Learning media can be seen of as a tool or instrument that both students and teachers can use (Etfita & Wahyuni, 2020). According to Harsono (2020), "language learning media" includes anything that can assist in the learning of a language by linguistic, visual, auditory, or kinesthetic means. It implies that learning materials may be distributed in a variety of ways, including printouts, cassettes, and modules (Harsono, 2017). A large number of educators still utilise worksheets and book sets as their primary tools for instruction. Students become bored and slower when learning is done in a repetitive manner, which limits their ability to study independently (Nurhasnah et al., 2020)..

One of the best options to assist students in the present is the development of e-Modules. Technology-based media and learning material are undoubtedly enjoyable to use. Because they are thought to be particularly effective, many

teachers have up until now utilized E-Modules as teaching material from elementary to tertiary levels. The results of various studies that suggested the availability of E-Modules might improve education support this concept. A research by Nurhasnah et al. (2020) is titled Developing Physics E-Modules Using "Construct 2" to Support Students' Independent Learning Skills. This study created a simulation to demonstrate how e-Modules may affect learning quality and boost learning effectiveness. It involved class XI IPA at a high school in Padang. Additionally, Dinata (2020) designed an electronic English grammar course for class VIII students at SMPN 12 Bandar Lampung that was centred on Lampung culture. The ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) is used in this research, which is a Research and Development (R and D) study. The results of this study indicate that the score reaches up to 3.67 which means that the material described is valid for designing English grammar e-Modules.

It is obvious from the previously discussed research that different subjects have frequently been used to produce e-Modules. However, no one has yet created the grammar e-Module that only in tourism context, particularly in the past tense. The majority of researchers created e-Modules in the domains of science and mathematics between 2018 and 2020. The study of grammar in the tourism industry is still quite limited, and the knowledge of tourism is too general and does not explain sentences with grammatical tenses in tourism context so that students pay more attention to the language used than to the context in which it is used. Therefore, the ideal way to enhance learning of tourism grammar is through the creation of e-Modules. The study was

conducted to gather initial information about the needs of 11th grade AP (Administrasi Perhotelan) students at SMKN 2 Singaraja; in this case, 70% of students stated that they wanted an English book that was directly related to the course they were taking; However, the reference books they use are paid and some are free. 85% of students agree that they prefer to supplement their classroom learning with technology-based literature. Based on the problems and desires of students, it is hoped that e-Modules can be produced in the context of tourism, especially hospitality, because the school's majors concentrate on these subjects.

This e-Module is based on the tourism curriculum, which covers subjects like front desk work and housekeeping, for vocational students who take hospitality major and whom wants to study about hospitality. The development of e-Module will offering access via Android/IOS, which designed to meet the requirements of today's students so be able to support self-learning. The material is more thorough and precise in tourism context. Additionally, there are engaging student activity sheets. A final evaluation question is included in each chapter. Lastly, the e-Module has videos and photos of animations that students can utilize for independent study at home which different with the traditional books.

1.2. Problem Identification

In this case, the researcher found several problems that were closely related to what the researcher done, including:

- 1.2.1. The student's English grammar ability was still low
- 1.2.2. The student's need spesific material to their major

1.2.3. The written material without interactive exercises or quizzes so that students who use it quickly get bored

1.3. Limitation of The Problem

This study concentrates on the development of a prototype for an e-Module that teaches in the past tense about tourism. This study focused on SMKN 2 Singaraja or community members who desired teaching media or past tense content in the context of tourism. This E-Module was created as a link that can be accessed via a smartphone or laptop, enabling independent learning for both students and teachers. The explanation of the subject and the practice questions are customized to the verbs in the tourism context and use the tourism curriculum as a guide.

1.4. Research Questions

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

1.5. Research Objectives

1.5.1. General Objective

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

1.5.2. Specific Objective

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

- a. Developing e-Modules in learning past tenses in the context of Tourism
- b. Describe the features included in e-Module past tense in the tourism context
- c. Describe and evaluate how the quality of e-Modules in learning past tenses for tourism context

1. 6. Significance of the Study

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 past tense grammar e-Module with a tourism context that is self-learning and interactive.

1.6.2. Practically Significance

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