

CHAPTER I

INTRODUCTION

1.1. Background of the Research

The era of the industrial revolution 4.0 will have an impact on the role of the learning process, especially the role of teachers. If the role of teachers still remains as a conveyor of knowledge, then they will lose the role in line with technological developments and changes in learning methods, Adayatun (2020). The impact of the 4.0 Industrial Revolution on education can be seen in the emergence of changes in educational technology and learning technology. Changes brought about by the 4.0 Industrial Revolution, which requires educators to use technology as a tool in the learning process, are expected to make the teaching and learning process easier for educators. Teachers, as central figures in the educational world, must be able to adapt to and follow developments in the current digital era. This is an indicator of a student's ability to master the material being studied. With the current pandemic situation, an interactive multimedia learning innovation is required to make learning more effective.

After the 4.0 era in the world of education, a new direction emerged, namely the 5.0 era. In facing the era of society 5.0, educational institutions, especially educators with students as the school academic community, are required to have mental preparation to be able to follow the challenges of the times well. Therefore, the curriculum in the era of revolution 5.0 must provide learners that learning is not necessarily done conventionally in the form of face-to-face in the classroom, but with technology, learning can be done in the classroom. According to Reksoatmodjo (2010), the curriculum used in schools must be able to direct students to be able to learn in the era of the new revolution, namely revolution 5.0 in the fields of science, technology, engineering, and mathematics (STEM). In the era of revolution, 5.0 teachers must have good technical skills, be able to provide varied learning, and have good cooperation.

The learning process with the help of learning multimedia provides a new atmosphere in learning to be more interactive, effective, efficient, interesting, and

able to foster student learning motivation. The use of learning multimedia can improve student understanding because learning materials are presented systematically and accompanied by contextual examples. According to Rahmat (2015) Learning using learning multimedia places the teacher as a companion or facilitator for students in the learning process. Learning is no longer teacher-centered learning, but student-centered learning. Learning with the help of learning multimedia encourages students to be more active and creative in the learning process.

In addition, Merdeka Curriculum is a policy of the Ministry of Education and Culture of the Republic of Indonesia. The purpose of implementing a Merdeka Curriculum is to foster students' independent thinking skills. In addition, Merdeka Belajar also opens new horizons for teachers to the problems they face. Starting from registration, teaching modules, learning processes, assessments, to national exams. Thus, teachers become a vehicle for releasing the potential to sow the seeds of the nation's higher hopes so that an interesting and innovative learning atmosphere is needed for students to be enthusiastic about learning in the future Ningrum (2022). Independent learning focuses on students' interests and talents, making education more enjoyable and creative. The Merdeka curriculum addresses issues in the traditional education system by promoting this approach. Technology helps educators improve the learning process, allowing students to explore knowledge and try different ways of learning. Using technology in the classroom makes learning more fun and innovative. Today, information and educational materials are easy to access through various apps. The Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) recognizes the importance of technology in modern education. It helps reach more students and effectively implement policies. This also enhances the Merdeka curriculum by offering different learning methods to meet each student's unique needs and interests. This technology strategy supports the Merdeka curriculum's goal of independent learning, making education more engaging and effective for students.

Daryanto (2010) said that the benefits of using interactive learning multimedia in learning are that the learning process will be more interesting for students, besides that learning, becomes interactive and teaching time can be shorter, students' understanding of learning material can be improved because they can learn independently by doing it anywhere and anytime. One of the learning media that can be used as a learning tool for students is Articulate Storyline 3. So in this research, the researcher used the Articulate Storyline 3 for learning tenses for one semester at ten grade students in Vocational High School.

An Articulate Storyline application presents features such as videos, images, animations, audio photos, and others. The articulate storyline has almost the same function as Microsoft PowerPoint. Articulate Storyline has 3 versions namely, Articulate Storyline 1 which was launched in 2012, Articulate Storyline which was launched in 2014, and Articulate Storyline 3 is software produced by the e-learning company Articulate and media software. It was launched in 2014 as the latest generation after Articulate Storyline 2. The difference with PowerPoint lies in the features in the software such as timelines, movies, images, characters, and others that are easy to use. In this study, researchers decided to use Articulate Storyline 3 because Articulate Storyline 3 is an application that makes learning learner-centered the learners can explore information from various sources, then collect the information obtained in the articulate storyline application and learners can give each other feedback on presentation activities that can add information. Articulate Storyline 3 is software produced by e-learning. Articulate Storyline 3 has better features. Articulate Storyline 3 is software that can be accessed offline; the products produced from articulate Storyline 3 can be used on personal computers and smartphones. The advantages of articulate storyline 3 are (1) the application is easy to learn for beginners, (2) it supports game-based learning because it is interactive; (3) there is a quiz creation application without uploading files that are outside, and (4) providing interactive content that involves students more in learning.

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According to the material in Merdeka curriculum, students are focused on learning texts such as descriptive text, recount text, and procedure text. Learning tenses as a language feature is one of the materials taught in the Merdeka Curriculum, besides that, learning tenses must be in accordance with the texts taught in the classroom, because good grammar mastery can be used not only to communicate in English but also as a tool for writing, or in scientific writing. Tense is a sentence pattern that is arranged based on the words to be made. Every sentence in English relies on tenses because they must have something to do with the time and nature of events. Based on the tenth-grade syllabus, the tenses to be used in Articulate Storyline 3 are (1) Simple Past Tense, (2) Simple Present Tense, and (3) Present Continuous Tense.

Based on the observations at Vocational High School Taruna Indonesia Jambi, the researcher is also an English teacher from the school. It is found that teachers have applied technology as a medium of instruction in classroom learning

such as using power point, WhatsApp, Quiziz and G-meet. PowerPoint has also been used even though it has not been maximized because the presentation of the material is still packaged in a simple way that only contains text. Therefore, there is a need for innovation and variety in the use of learning mediums so that effective and efficient learning objectives can be achieved. The results interviews that have been done by the researcher in grade ten marine class of Vocational High School Taruna Jambi. That students prefer interesting learning, especially application-based. According to students, in Merdeka curriculum they learn a lot about texts such as descriptive text and recount text for the first semester. They are taught about generic structure, language feature, and social function. Linguistic feature (tenses) in text is an important element in natural language analysis and other text processing tasks, one of which is understanding tenses helps students convey information clearly and effectively, so that others can understand when an event occurs and the ability to use tenses correctly helps students construct sentences grammatically and make written or oral communication more precise.

However language features in text are difficult and boring to learn. Based on the final results of student, the researcher found that most students do not understand how to create texts with good language features, the problem is especially evident among first-semester students who are recent graduates from junior high school and do not have a strong understanding of English tenses. The main contributing factors identified are low motivation, inadequate classroom learning time, and lack of engaging content.

From the background above, the researcher is interested in conducting research and development of teaching material entitled ***“The Development of Medium Learning By Using An Articulate Storyline 3 in Teaching English Tenses for Vocational High School Students”***

1.2. The limitation of the Research

This research is limited to the design and development of articulate storyline 3 in tenses learning for Vocational High School students. The tenses discussed are only based on semester one/ odd, which consist of (1) Simple Past Tense, (2) Simple Present Tense, and (3) Present Continuous Tense.

1.3. The Specification of the Product

The product specifications in this research have several characteristics:

1. The Articulate Storyline 3 is based application that can be converted into links and Android applications.
2. The material consists of 3 tenses (1) Simple Past Tense, (2) Simple Present Tense, and (3) Present Continuous Tense.
3. The theme is very contextual and follows the abilities of vocational high school students, grade ten.
4. The application of Articulate Storyline 3 is practical because it can be accessed on electronic devices such as various mobile phones, laptops, and computers.
5. The materials, examples, and tasks that will be provided. So it can make learning more effective and interactive. The materials will be contextual and colourful to make learning more interesting and innovative.

1.4. Formulation of the Research

Based on the background of the research and identification of the problems presents above, the researcher raised 3 questions as follows:

1. What are the students' needs for learning English tenses at grade ten?
2. How is the process of designing the articulate storyline 3 in learning English tenses at grade ten?
3. How is the use of the articulate storyline 3 application in learning English tenses at grade ten?

1.5. Objectives of the Research

The objectives of this study are formulated as the followings

1. To describe the students' needs for learning tenses at 10th grade for Vocational High School students.
2. To describe the process of the articulate storyline 3 application in learning tenses at 10th grade tenses for Vocational High School students.
3. To describe the use of the articulate storyline 3 application in learning tenses at 10th grade for Vocational High School students.

1.6. Significances of the Research

1. For vocational high students, hopefully, this product can make learning fun and effective because the material can be packaged with interactive and fun technology.
2. For English teachers, this research product in teaching learning process. It can be used as a guideline to improve learning through the use of the Articulate Storyline 3 Application in Independent learning of English, especially in learning tenses in the odd semester
3. For further researchers, the researcher hopes this product can be used as one of the guide to help researchers to develop media learning use the Articulate Storyline 3 application with different materials or same materials.

1.7. Definitions of Key Terms

1. Articulate Storyline 3 is a software presents features such as videos, images, animations, photos, and others. This application can be used as an android and it can helps the teacher and students as interactive learning
2. Tenses is category of grammar that emphasizes the use of verbs in relation to the time they are used
3. Simple Past Tense is an English verb used to describe an action that started and finished in the past

4. Simple Present Tense is stating something happens over time or repeatedly or to state a general truth
5. Present Continuous Tense is a tense that describes an event that is happening in the present time