

CHAPTER I

INTRODUCTION

1.1 Background

The importance of English in the development of technology, information and industry today needs to be the concern of all parties, not only adults but also children who will be the next generation of every nation. The main theory of language learning is the theory of language acquisition device which states that the process of learning foreign languages is no different from the first language learning process. This theory is also supported by the theory of a critical age hypothesis which states that biologically the elasticity of the child's brain is still high so that every child is very easy to master any language, but the elasticity will stop after the child enters puberty. According to affective theory, at the age of children, input will be easier to become intake because affective conditions in children are still very good. This effective factor supports experts to approve English to be taught since elementary school (Sutarsyah, 2017). In the application of English learning in accordance with Permendikbud Regulation No. 67 of 2013 concerning Primary School Curriculum, not mentioned at all the existence of English subjects. Therefore, not all elementary schools apply English subjects. If there is, they still use conventional methods. According to Natalia and Ketut (2020), this conventional learning system is deemed less effective because of the characteristics of children who are still imaginative so they need to be combined with images or animations in the delivery of material to make it more easily absorbed.

The development of technology has now been used by all circles, including elementary school students who currently use more technology by playing games in the devices they use. In Indonesia, children spend too much time playing games and some even become addicted to affect their interests and learning achievements (Harahap & Ramadan, 2021; Mertika & Meriana, 2020; Ramdani, 2018; & Nuhan, 2016). The survey states that around 70-80% of children aged 5 to 12 years tend to play games (Hanum, 2015). This is supported

by the data that in Indonesia, applications that tend to be downloaded are games and followed by social media applications (Jemadu and Dicky, 2021). Moreover, with the Pandemic of Covid-19, the central government ratified policies to dismiss all educational institutions face-to-face learning processes. The pandemic situation changes the face-to-face learning system to online (Atsani, 2020). On the other hand, UNESCO supports the implementation of large-scale long-distance learning programs and learning platforms to reach students from a distance. Therefore, technology-based learning media needs to be applied.

Pandemic Covid-19 puts great pressure on the tourism industry, such as the decline in the arrival of domestic and foreign tourists, the decline in the tourism business, and its derivatives (Winata & Dyah, 2021). The pressure on the sustainability of the tourism industry is very visible with the decline in the arrival of tourists who are quite large (Unwto, 2020). In 2020, the number of foreign tourist visits in Indonesia decreased by 75.03%, according to the Central Statistics Agency (Herman, 2021). Furthermore, based on the Strategic Plan of Kemenparekraf/Baparekraf 2020-2024, the problem of developing tourist destinations, one of which includes the community around the tourism destination, is not yet optimal. To overcome this problem, the potential of attractions in Indonesia must be introduced early on to the younger generation, including elementary school students.

At present, both students and teachers consider tourist attractions just as the places visited during holidays. As a result, many teachers do not take the time to invite students to interpret tourist attractions as contextual learning resources (Hanapi et al, 2017). Inviting students to tourist attractions and interpreting the activities in the vicinity is one form of preservation of tourism potential as contained in Permendiknas No. 22 of 2006 that the use of regional potential can be done by optimizing the surrounding environment, including tourism objects as a learning resource. The strong link between the use of English and the tourism industry can be applied by involving tourism in the learning process. Based on educational statistics from the Ministry of Education and Culture (2020), the number of elementary school students in the 2019/2020 school year is 25,203,371.

This shows the potential of English as a lesson for elementary school students associated with the use of attractions can have a significant impact.

Based on the explanation above, Animated English learning interactive media with the content of local wisdom can be a good concept. This type of learning media is created to increase student interest in learning as well as to introduce local tourism in supporting sustainable tourism. To optimize the effort of English learning in Indonesia, interactive learning media should be applied to elementary school students. Therefore, the writer decided to write a final project report entitled **“Making E - Tren: English Tourism for Children as website-based English attractive learning media for elementary students to support sustainable tourism”**. Through this innovation, it is hoped that elementary school students throughout Indonesia can learn English and get to know local tourism in their respective regions well, not only during the pandemic but also in the future.

1.2 Problem Formulation

Based on the background above, the problem formulation of this final report is “How to make E - Tren: English Tourism for Children as website-based English attractive learning media for an elementary student to support sustainable tourism”

1.3 Problem Limitation

This final report focuses on how to make E - Tren: English Tourism for Children as website-based English attractive learning media for elementary students to support sustainable tourism in Palembang.

1.4 Research Purpose

Based on the problem above, the research purpose of this final report is to find out the steps in making E - Tren: English Tourism for Children as website-based English attractive learning media for elementary students with the content of local wisdom in Palembang to support sustainable tourism.

1.5 Benefit

1. For Readers

- a. This report helps readers know how to create website-based interactive learning media that can be used as teaching or learning materials for elementary school children throughout Indonesia and as a tool to promote local tourism to support sustainable tourism development goals.
- b. This report can be adapted by all regions in Indonesia to increase knowledge and love for domestic tourism and local wisdom.

2. For Institution

This report can be utilized by the Sriwijaya State Polytechnic institution as a material for literature for research and community service projects related to the inauguration of English, website creation, and local tourism preservation.