

CHAPTER I

INTRODUCTION

1.1 Background of The Problem

English as an important international language, is increasingly considered essential, particularly during early childhood. Therefore, the introduction of English from elementary school is highly encouraged, because the child will have a better basic knowledge before going to higher education. The implementation of English at the elementary level serves as a preparatory step for students to engage with the language in higher education levels. In recent years, English has increasingly become a preferred local content subject in both rural and urban schools. This trend is evident in many Jakarta-based schools that have incorporated English from as early as the first grade. This early exposure reflects the growing recognition of English as a vital tool for introducing young learners to its role as a global language (Milawati, 2019). This early exposure reflects the growing recognition of English as a vital tool for introducing young learners to its role as a global language, highlighting the importance of teaching English from an early age to build a strong foundation for future education.

Learning and teaching English certainly has various weaknesses and obstacles, especially in various countries where English is not the main language. This is supported by a 2025 survey by EF EPI, which ranks Indonesia at 80th place out of the countries surveyed, indicating that the overall English proficiency in Indonesia remains at a low level (EF, 2023). This low ranking highlights the underlying issues within the English education system in the country, the implementation of English as a foreign language instruction presents a variety of challenges, including students' learning experiences, difficulties faced by English teachers, the assessment methods employed, curriculum and textbook design, as well as other contributing factors that affect the overall effectiveness and success of English language education. Consequently, addressing these challenges is essential to improve the quality of English teaching and ensure

better learning outcomes, especially in countries with low proficiency levels like Indonesia (Agus, 2023).

Many students still face challenges in learning English at school, which makes it difficult for them to communicate confidently and effectively in the language. Based on the observations performed in November 2024, SDN Susukan 08 Pagi strongly supported the existence of this program, there are some obstacles that inhibit this program. The students' English proficiency at the school is relatively low, as evidenced by the results of their end-of-semester exams, which show that many students scored below the minimum passing grade. First, the school offers a book about packages for English documents, but the book is limited. Learning books or Module only reveals cognitive aspects and lack of concepts. Based on interviews with some students, they can only read the textbook at school and cannot reappear at home. Some students have some efforts to continue studying at home by buying the same book in a bookstore where they often make a copy of the textbook and student also can take a note. The school imposes the time to study in English in the middle of the day, where students are distracted, bored and feels sleepy.

One essential competency for teachers in fulfilling their responsibilities is the ability to develop effective teaching materials. The creation of these materials is crucial for enhancing the effectiveness and efficiency of learning while ensuring alignment with the desired competencies. The use of inappropriate teaching materials in any lesson can result in the message being poorly understood by students (Rahmawati et al., 2019). One of the teaching materials that teachers can develop to improve the quality of English instruction is the teaching module. The use of modules allows teachers to design learning experiences that are more tailored to students' needs and curriculum goals. The module becomes one of the important elements of the educational process because it acts as a means to increase the independence of students' learning. A teaching module is an instructional framework structured in accordance with the relevant curriculum, aiming to facilitate the attainment of specified competency standards. It plays a vital role in guiding educators through the lesson planning and instructional process. Teachers are central to the development of these educational materials, as the process

encourages the cultivation of critical and innovative thinking. The creation of teaching modules is thus regarded as a reflection of a teacher's pedagogical proficiency. It is intended to enhance instructional practices in the classroom, ensuring they remain focused, efficient, and aligned with the established learning objectives and assessment indicators (Kadek, 2022).

Module learning supports a holistic approach in addressing the following challenges: formation of educational content capable of responding flexibly to specific educational conditions, practical needs; encourage students' independence and responsibility; increase the creative potential of the teacher, free him from everyday tasks; ensuring individualization according to the pace of training, level of assistance and stratification of training content (Rahayuningsih & Muhtar, 2022). Modules should have self-instructional to be able to guide students independently. In addition, a module should be self-contained, meaning that all documents needed to achieve the learning objectives are provided in full (Fitriani, 2021). Therefore, the module is essential to support the achievement of optimal educational goals.

Therefore, the development of an English Day learning module that is both effective and engaging is essential for enhancing English proficiency among elementary school learners. The researcher intends to study the development of an e-module for English learning in the English Day program using the ADDIE model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation to ensure the module's quality and effectiveness.

This research is conducted to address the need to improve English language teaching in primary schools by thoroughly analyzing existing instructional resources, developing a focused module, and evaluating feedback from both educators and students. The significance of this study lies in its potential to fill gaps in current teaching materials and methodologies, thereby enhancing the effectiveness of the English Day program at SDN Susukan 08 Pagi. The findings are expected to provide practical insights that will inform the design of future modules and support the more efficient and impactful implementation of English Day program.

1.2 Identification of The Problem

Based on identifying the issues on background of the problems, the point of the problems can be identified such as:

- 1.) The module is so general and less conceptual, many students feel bored and did not feel interested to read the module
- 2.) Limited textbook: many students do not have a textbook Module because the textbooks must be left in the school and they cannot access the book again at home.
- 3.) The time to study in English in the morning: many students were difficult to focus in the afternoon.

1.3 Limitation of The Problem

Based on the existing problems, problem restrictions are given so that this research is more directed, focused and does not deviate from the main target of the research.

1. The module is specifically designed for **elementary school students in grade 4** at SDN Susukan 08, considering their language proficiency level and learning needs. With digital or electronic modules (e-modules) that enhance teaching and learning through accessibility, interactivity, and personalization. Furthermore, E-Modules and mobile devices enable students to access educational content anytime and anywhere
2. The module covers **basic English skills**, including vocabulary, simple sentence structures, greetings, self-introduction, and daily expressions that are suitable for English Day activities.

1.4 Formulation of The Problem

Based on the Identification of the problems, the problem can be formulated:

1. How to Develop English E-Module Learning for English Day Program at SDN Susukan 08 Pagi
2. How effective an English day learning e-module be developed for use SDN Susukan 08 Pagi?

1.5 Objectives of The Study

1. To find out how to develop English E-Module Learning for English Day Program at SDN Susukan 08 Pagi

2. To find out how effective of an English day learning module developed for use at SDN Susukan 08 Pagi

1.6 Significance of The Study

Theoretically, this study contributed the literature on teaching module development aligned with the principles of student-centered learning and differentiated instruction as promoted in the Merdeka Curriculum. The findings may serve as a reference for future research on digital or electronic modules (e-modules)

Practically, (1) This research helped teachers to developed teaching module can serve as a ready-to-use and adaptable tool that which facilitated effective and structured learning. (2) The Module provided students with clearer guidance, structured activities, and relevant content that support independent learning and improved motivation and academic achievement. (3) Theoretically it also served as a basis for future researchers investigating the same topic