

CHAPTER 1

INTRODUCTION

1.1. Background of the Report

According to Adipramono (2016), English has become an international language and since then it becomes the second language in many countries, such as, Indonesia. Without English, people in Indonesia cannot keep up with the current development. Thus, it is very important for people in Indonesia to learn English. Since our society now views English as an important subject, it cannot be denied that many schools in Indonesia had taught the students about English at a very young age. At elementary school, children can learn English from the first grade until the fifth grade. Meanwhile, the sixth-grade students only reviewed the subject they have learnt for five years and preparing themselves for their National Exam.

Many children nowadays have the access to learn English easily due to technology advances but it does not close the possibility they still learn from books or modules. However, the goal remains the same which is to learn English. There are a lot of books or modules about English subject they can learn from. Not to mention, there are many teachers writing some modules, with the coursebook for their references, so they can use it as additional materials. The differences between a book and a module are book is printed entirely so students can read and learn all the materials in a book. Meanwhile, modules are usually printed per chapter (Wardani et al., 2016). So, if children want to learn and understand more about a particular chapter, they can read and learn from the module instead.

Making modules does not always about the material in it, but teachers also need to make sure that the materials in those modules can be understood by the learners. Teachers are required to be able to teach well and to design the materials of teaching-learning English appropriately. It is very important to pay attention to give materials that is appropriate with the students' conditions and students need. Therefore, material for language teaching is one of the important things for students' successes in English mastery.

In elementary school, students must master four skills they have learnt in English subject. Based on their intelligence level and interest within their vocabulary achievement level of around 500 words, students are required to have the basic skills of listening, speaking, reading and writing. Consistent reading, listening, speaking and writing skills are included in the content. As a result, the four language skills should be developed sequentially throughout the teaching-learning process (Mar'atuzzahra, 2019.).

In order to handle these kinds of difficulties, teachers need to work together with their students about the materials in it. They need to communicate with each other. Students should be more active in class and teachers should be more innovative in teaching the materials. According to the results of an interview with some teachers about the state of instructional materials, recent themed-based instructional materials were less informative. Additional educational resources that were appropriate for the topics as well as numerous other guides from outlets, such as the internet, previous curriculum books, and other references that supported and were required by the teachers were also needed by the teachers (Pratomo, 2018).

The writer conducted her internship at Stella Maris Elementary school. Stella Maris is one of the private schools in Surabaya that accepts 360 students every year. The writer was assigned as one of the English teachers. Before she did her internship, there was only one English teacher. The writer's daily work was teaching and making some animated videos about the materials. Also, she was given the responsibility in making middle test exercise questions. During her internship, the writer found some problems. For instance, since the students were still in online class, they often underestimate their assignments. In fact, they barely opened their books. Not to mention, the teacher who only teach based on regular basis. In other words, the students sometimes got bored and did not pay attention to the material that was being taught. As a result, some of the students did not understand about the material. To prevent the students getting bored by reading their regular book, the writer took the initiative to make an English module that is simple yet easy to understand. Therefore, the writer would like to write a report on "Creating English Learning Module for 5th Grade Students in Stella Maris Elementary School."

1.2. Statements of the Problems

There are two problems in this report as follows.

- a. What are the types of English learning module for 5th grade students in Stella Maris elementary school?
- b. What principles were used in creating an English learning module for 5th grade students in Stella Maris elementary school?

1.3. Limitation of the Report

1.3.1. Access to data

At first, the writer wanted to include more topics in her module. Then, she realized that it would take too long time. Therefore, the writer only collected specific topics based on the school's coursebook.

1.3.2. Lack of time

Due to the writer's bad time management, she had limited time amount to do her task. The writer made her module while she did her internship and sometimes the module got abandoned because the internship works she had to do.

1.3.3. Method

The writer only used observations for data collection during her internship. Since the writer create an English learning module for 5th grade students in Stella Maris elementary school, she did not use interviews and questionnaire method but she used the school's coursebook as her reference. The writer also consulted with her supervisor about the results of the writer's module.

1.4. Objectives of the Report

The objectives of the report are:

- a. To describe types in a learning module for 5th grade students in Stella Maris elementary school.
- b. To discover what principles were used in creating an English module for 5th grade students in Stella Maris elementary school.

1.5. Significance of the Report

1.5.1. For the writer

1. To gain more knowledge in writing a module, especially teaching materials module.
2. To apply the courses that has been learnt.
3. To acquire graduation requirements for a degree of English Diploma.

1.5.2. For English Diploma Program

1. To improve the quality of English Diploma students.
2. To maintain and improve relationship with Stella Maris elementary school.

1.5.3. For Stella Maris elementary school

1. To use this report as a guide to write its own English module.
2. To help the teachers on making additional module so the students could learn more, not just based on the tasks on the books.

1.5.4. For other interns

1. To give vision on how to write a module.
2. To use this report as a guideline in writing a module.