

CHAPTER I INTRODUCTION

A. Background of the Study

English is a global language used in communicating internationally. English is also used in almost all components of life, one of which is in the world of education. Through education, English is used as an important requirement in teaching English both formally and informally. English is one of the promotional media for schools that apply English to subjects that must be taught to students at all levels of education, from elementary to college. Therefore, English is considered the right language to be used as an international language as well as mastery of an important language to facilitate the ability to communicate internationally (Nishanthi, 2018).

The establishment of a program in the field of education is expected to support improving the quality of education in Indonesia to be better and more effective, especially in language learning. Students in formal schools, especially elementary school students are a part of beginners who study learning English and generally elementary school students also often experience obstacles in learning English learning (Herlina Usman *et al.*, 2019). Developments in the field of education in Desa Parit Baru regarding the importance of learning English in formal education such as elementary schools have not been realized properly. Public elementary schools in Desa Parit Baru have not realized learning English as a subject so students in basic education do not have experience in learning English well. This is an interesting problem for researcher to study further on the problems experienced by elementary school students in Desa Parit Baru.

Students in basic education in Desa Parit Baru are still not able to recognize simple vocabulary in English. Therefore, researcher need to provide support for student learning activities which are expected to be able to attract students' attention in learning English well. This is mainly due to the students' limited understanding of English vocabulary. Besides that, some

think that learning English is not important there is also an opinion that learning English is difficult to understand in terms of vocabulary and writing grammar (Oktariyani & Juwita, 2019). Thus, primary school students in Desa Parit Baru do not have basic experience in learning English so students have not been able to communicate foreign language learning such as English in their social life. The availability of learning materials for students and teachers is also still limited in their use for learning activities in the formal school of Desa Parit Baru, which is the main problem that needs to be studied in this research. And the researcher needs to make reforms, namely designing learning materials to help the learning process for elementary school students in Desa Parit Baru through non-formal education, namely the English Village learning program implemented in Desa Parit Baru.

The design of learning materials for learning English for students who study English in English Village in this research is the main focus that contributes to improving the quality of education in Indonesia, especially in the context of non-formal education. Because the role of learning materials in learning activities in the context of non-formal education also plays an important role in supporting the implementation of learning activities properly and effectively in addition to learning activities in the context of formal education. And non-formal education is also an alternative step to improve achievement in learning activities, both for teachers and students. Therefore, IKIP PGRI Pontianak held a program of learning activities in non-formal education.

The non-formal education program is an English Village program held in Parit Baru Village, Kubu Raya, West Kalimantan, Indonesia. This program is based on the collaboration between the Desa Parit Baru Government and IKIP PGRI Pontianak to make the English Village program a success to improve the quality of education in Indonesia. Thus, the program is expected to improve the quality of English learning activities effectively and sustainably, especially to attract interest and motivate students to be able to redevelop their English language skills and good study pattern. One of the

efforts to overcome this problem is to expect a teacher must have creativity and innovation in developing interesting and attractive learning materials fun for students to learn. Therefore, the researcher in this study assumed that designing learning materials through the development of modules was able to help the teaching and learning process become more effective and efficient. And learning materials also play a role in improving learning outcomes student. Based on the implementation of the program, the researcher used a genre-based approach to assist students in learning English and through the use of the ADDIE model as the development of learning materials that would be used in learning activities for students in English Village Parit Baru. And for the development of teaching materials according to the needs of the school.

The English language learning activities in this study focused on the design of learning materials as a supporting tool for student learning activities participating in the English Village Parit Baru learning program. The importance of creating the design of learning materials aims to increase the active performance of students and teachers in teaching and learning activities in the classroom. Creativity is needed in designing learning materials in order to be able to produce good and interesting teaching materials according to the needs of students and competency standards (Putri, 2017). Furthermore, the design of learning materials also plays a role in developing students' learning skills while studying the language learning context in this study. One of the important factors of learning materials in teaching is a determinant learning success (Ulfah, 2021). And the design of learning materials developed for achieving communication goals in a variety of contexts, both speaking and in writing by using a learning approach, namely the text-based approach or the genre-based approach. And the development of the design of learning materials in this study used the stages in the ADDIE model.

Based on the relationship between previous research and this research, learning materials were developed to help the teaching and learning process become more effective in learning English in a social context which was

carried out in this study through the implementation of the English Village program in Desa Parit Baru. Previous research conducted by Verawati *et al* (2019) revealed that learning materials are needed by teachers and students as a guide in learning English interactively by adjusting the context of the student's environment. Meanwhile, another research conducted by Fadila (2018) shows that the development of learning materials can improve the ability to understand the use of English vocabulary and students' interactions with the surrounding environment to be applied in real contexts such as the learning process in the classroom. This research is also supported by the research of Herlina Usman *et al* (2019) which reveals that with the support of good learning materials, students can develop learning patterns to be able to apply the learning concepts they have learned in everyday life. Then, the research conducted by Putri (2017) concluded that the development of teaching materials is useful in making learning activities more interesting, providing opportunities for students to study independently, and providing convenience in learning every competency that needs to be achieved by students. In addition, Risnawati (2017) research revealed that the development of learning material based on a contextual approach could also be applied in developing learning achievement on language competence to update English learning.

Based on previous research that has been done, the development of a learning material can support the students' learning process in learning English in a social context which is applied in this research through the English Village Parit Baru program. This study also uses a genre-based approach as a framework for designing learning materials that have not been used elsewhere, especially in the context of non-formal education. The use of a genre-based approach as a teaching method for tutors in teaching English to the students of English Village Parit Baru was carried out in this study because the teaching of English in this study was carried out based on the teaching context of the student's social environment. And the concept of teaching this genre-based approach which is carried out by tutors who teach

by providing explicit guidance also seeks to teach English to the students of English Village Parit Baru to be active and independent in the learning process. Thus, the design and development of learning materials carried out in this study seeks to help the performance of tutors who teach English learning in English Village Parit Baru so that the learning materials can be studied by students independently with the help of explicit guidance by the tutor.

Regarding the explanation of the problems faced by students in learning English, the researcher was interested in taking the title “Designing Learning Materials for Teaching Students of English Village of Desa Parit Baru”. Because through this research, the researcher can find out the importance of the suitability of learning materials in the learning process and the development of English teaching materials can also provide a great impetus to improve the quality of English learning through learning activities in English Village Parit Baru.

B. Research Problems

Based on the background above, the questions formulated in this research are as follows, namely:

1. How to develop learning materials using the ADDIE model development to teach English to the students of English Village Parit Baru?
2. How do determine the feasibility of the learning materials used to teach English to the students of English Village Parit Baru?

C. Research Purposes

Based on the research problems above, the researcher can conclude that this study aims to determine are:

1. To find out the develop learning materials using the ADDIE model development to teach English to the students of English Village Parit Baru.
2. To find out the feasibility of the learning materials used to teach English to the students of English Village Parit Baru.

D. Research Significance

1. Theoretical Significance

The research conducted in this study is expected to be able to become a research material and reference in the development of scientific education in the field of education, especially in designing learning materials.

2. Practical Significance

a. For the Desa Parit Baru Government

Regarding to the implementation of the English Village program, it can develop the quality of village education, especially for learning English, for elementary school students, they can have the opportunity to learn basic English material.

b. For the students

This research can be used as a reference for students who want to take part in the English Village program at the next opportunity. And it is hoped that the English Village program can increase students' enthusiasm and develop their learning abilities in learning English through learning materials that have been designed to help the process of learning English well.

c. For the further researcher

The results of this study are expected to be used as a reference for further researchers to examine how to develop a product design specifically for learning English.

E. Product Specifications Developed

The product developed in this research is the design of learning materials in the form of a module to help tutors teach English to the students of English Village Parit Baru. The content of the module material taught contains eight topics related to learning English vocabulary related to students' social life. The design of teaching materials contains simple English vocabulary and teaches how to pronounce them properly and correctly which

is developed based on the needs of students by applying a genre-based approach in the learning process. The application of a genre-based approach as a learning method aims to develop students' skills to be able to communicate English learning to be applied in everyday life. The design of this learning material is based on the use of the ADDIE model as the manufacturing stage by adjusting the five stages of the procedure. As an additional learning resource in non-formal education, the design of these teaching materials can be used by students and teachers to support the implementation of an effective and efficient English learning process.

F. Scope of Research

The scope of this research is to focus on designing learning materials for teaching English. This research target is the students of English Village of Parit Baru Village.

1. Operational Definition of Variable

The operational definition is a conceptual limitation that explains the problem that becomes the research variable. A research variable is an indication or nature or value of a person, object or activity that has a certain variation determined by the researcher to be studied and then drawn conclusions (Sugiyono, 2013, p. 38). Based on this study, it can be said that there are two variables, namely:

a. Independent Variable

The independent variable is a variable that affects or causes the change or emergence of the dependent variable (Sugiyono, 2013, p. 39). In this study, the independent variable was module as the learning material based on the implementation of the ADDIE model.

b. Dependent Variable

The dependent variable is the variable that is affected or is the result, because of the influence of the independent variable (Sugiyono, 2013, p. 39). This study, which shows as the dependent variable is student learning.

2. Research Terminology

The researcher provided research on several terms to describe clearly in the study to avoid misinterpretation. The following are the terms contained in the title, namely:

a. Designing Learning Material

The design of learning materials is a device that supports learning activities to be more effective and efficient with the existence of a new design of learning materials for students and teachers. The design of teaching materials in this study was aimed at students who took part in the learning activities of Parit Baru English Village.

b. English Village

English Village is a non-formal education program as a center for English learning activities in the context of good management. The English Village in this research was implemented in Parit Baru Village, Kubu Raya, West Kalimantan, Indonesia. This program is implemented within a period of one month for eight meetings. And this English Village activity was carried out by a group of students majoring in English Education from IKIP PGRI Pontianak.

c. Desa Parit Baru

Desa Parit Baru is the research location chosen for this research. Desa Parit Baru is located close to the city center of Pontianak. Desa Parit Baru is a village located in Sungai Raya District, Kubu Raya Regency, West Kalimantan Province.

d. Communicative Competence

The term communicative competence refers to knowledge of the language and the ability to use language effectively in social contexts.

e. Genre-based Approach

A genre-based approach is a learning approach that helps students become more competent in the language, and able to communicate language in a social context through mastering language skills including listening, speaking, reading, and writing.

f. ADDIE Model

The ADDIE model is a systematic approach to learning development, including the development of the design of teaching materials developed through this research for learning English to English Village students in Desa Parit Baru.