

CHAPTER I

INTRODUCTION

1.1 Research Background

In this digital 5.0 era, technology has dominated various sectors of life. One sector that cannot be separated from the use of technology is the Education Sector (Raja & Nagasubramani, 2018). This is because technological developments are not only used by adults to help them find the information they need, but technology has also coexisted with young children, who now almost all understand the use of technology. Therefore, education in this digital era must be adapted to technological developments to balance the learning process to suit the interests of students who generally belong to the alpha generation (born 2010-2024) (Ziatdinov & Cilliers, 2021). In most schools, especially in Indonesia, English is implemented and implemented for junior high school students. English at primary school level is mostly implemented as a local content subject, so it cannot be implemented optimally. However, the curriculum currently being developed and implemented requires every school to implement English language learning in elementary schools at every level. The curriculum currently being implemented is the Merdeka curriculum. The implementation of learning in the Merdeka curriculum is very free for teachers to innovate and be creative in the learning process, such as implementing technology-based learning which can realize success in an innovative and effective learning process applied to elementary school students (Syafiana Putri, 2022). Apart from that, the choice of learning model

and learning media must be chosen and adjusted by the teacher according to student needs so that it can be relevant to the developing curriculum (Dinda Sartika et al., 2023).

The role of teachers in teaching English at the elementary level is one of the big challenges for teachers. Children's character is very difficult to start new learning, especially foreign languages (Kusmaryati, 2020). Therefore, appropriate media is needed so that students' understanding can be built and improved. Various existing learning media can be implemented in the learning process. Especially in learning English at the 6th-grade elementary school level, teachers must choose appropriate media to apply based on the character of the students being taught. Several media can be used in the learning process such as technology, learning with large illustrated books, the use of E-storybook, and other media.

Based on initial observations, researchers found that teachers in teaching classes, especially in English language learning, still use printed books issued by the government that not align with the Merdeka Curriculum as the main media in the learning process. Only one type of book will be used for teaching for two semesters. The technology used only uses LCDs in learning, they also have to share and communicate with other teachers because of the limitations of LCDs, while the school has Chromebooks which can be used in the learning process but have not been utilized optimally. The use of additional learning media is still not optimal so it cannot support the learning process. As is known, textbooks are the main media in the learning process which is expected to be used to complete the learning process and increase students' knowledge, however, based on interviews conducted with English teachers at SDN 1

Baktiseraga, the teacher said that textbooks were very difficult for students to understand, because it uses complicated sentences and there is no translation of the sentences. With the level and abilities of students not being able to adapt to the media used, the use of textbooks as the main media in the learning process becomes less effective. Apart from that, the learning process is still focused on the teacher, so in learning there is very minimal reciprocal interaction between teachers and students, whereas, in the developing curriculum, learning is more focused on students' activeness in learning and exploring more creative and interesting learning activities (Senthamarai, 2018). This is what causes the need to adapt learning materials according to student's abilities and needs. The right media is also needed to help students understand the learning material better and can increase students' understanding of the material provided. Apart from that, based on a conversation with the English teacher at SDN 1 Baktiseraga, he said that in schools there are very few or almost no digital books available, including digital-based story books, which in the Merdeka curriculum should have implemented digital media in the learning process in particular English learning is expected to help students understand lessons because in the printed books currently used students have difficulty understanding the material. Moreover, the contents of printed books contain too much text that is not as expected. In this case, the development of E-storybooks as an English language learning medium or complementary material is currently very necessary in schools to support the English language learning process in schools.

Based on the document analysis that has been carried out, the Merdeka curriculum, especially the English subject, is aimed at developing students to be able to interact and convey what they want in various life contexts, to be able to express the main ideas that they want to convey comprehensively and to improve their abilities, communicate even though their still pausing while talking. Learning English in the Merdeka curriculum explains that curriculum development can help students achieve successful communication skills in English as part of life skills by implementing a learning approach that focuses on text in various modes such as oral, written, visual, audio, and multimodal. Apart from that, the curriculum explains that English lessons have characteristics such as using various types of text in the learning process such as descriptions, narratives, procedures, and others which can be presented in the form of written text, spoken text, visual text, and also multimodal text. Then the teacher can determine the type of text he wants to teach according to the conditions and understanding of students in the class. The learning process in this curriculum is focused on students, which means the learning process must be focused on efforts to change students' behavior from being less capable to being able to understand learning, and the last aspect is focusing on students' language skills by the stages of development of the participants' language skills (Kementrian Pendidikan, 2022).

As expected, the use of printed books as the main material to support the learning process can help teachers provide learning materials that suit students' needs, apart from that students are also more interested in learning through digital media available at school. This process is because most students are already actively using gadgets and are more interested in doing everything through gadgets, including

communicating with their classmates (Puspitarini & Hanif, 2019). This is due to the influence of technological developments which make most students more active in using technology because they were born in an era of technological upheaval, so they are accustomed to using technology from an early age. Apart from that, research conducted by Farhana et al. (2021), shows that the application of technology in digital-based learning can improve student achievement in understanding learning material (Farhana et al., 2021). This is caused by the use of technology in learning that is tailored to student's needs and abilities so that students understand the learning material more easily than just using printed books. Thus, the use of digital books in the learning process is very necessary to develop students' understanding because students in this era have great needs and interest in the use of technology. This is supported by research conducted by Smeets D. (2015) which explains the result of using interactive animated e-books can be a medium that helps in the learning process that is adapted to the curriculum because it has a creative design and elements that help in supporting the learning process and can help improve kindergarten students' vocabulary (Smeets & Bus, 2015). This research was also conducted by Choo B. et al. (2017) who expressed a similar opinion that interactive e-books are quite effective learning media for students to improve their reading comprehension (Bee Choo & Zainuddin, 2018).

Based on this analysis, it can be concluded that the implementation of English learning in the Merdeka curriculum at SDN 1 Baktiseraga, especially in the 6th class, is not by the demands of the curriculum which requires that the English learning process can help students develop their language skills. Apart from that, the absence of supporting books in the learning process also results in students having difficulty

finding additional materials or handbook materials that can help in the learning process. Especially at the elementary school level, with the character of students who are more interested in learning using pictorial media, it makes it difficult for students only to be given material orally by the teacher during the learning process. This is supported by research conducted by Oktavia (2023) which states that cooperative and innovative learning media are needed for students at the elementary school level, students will more easily understand the material that is balanced with audio, visual, and image media that can help students understand the context of the reading. Media often used in the learning process are animated videos, pictures, flashcards, board games, and other educational game media that can help students. Thus, teaching media is needed to help students in the English learning process adapted to the Merdeka curriculum. This is the reason for developing E-storybooks as learning books or additional materials that are integrated into the Merdeka curriculum so that the context of discussion in the book is by the learning guidelines in the Merdeka curriculum (Oktavia et al., 2023).

According to Suyitno et al. (2018), media is a tool that can be used in the learning process which helps students more easily understand the learning material provided by the teacher (Putri Sahasti & Suyitno, 2018). By applying learning media, students will gain new learning experiences and atmosphere, thereby motivating and attracting students' attention to learning. One of the learning media in teaching English as a foreign language is English E-storybooks. English E-storybooks are interactive digital books that provide a new atmosphere for students in learning by utilizing technology so that textbooks are displayed in digital form which is more interactive

and interesting for students so that students feel more interested in the reading material. English E-storybooks are learning media that cover several aspects of the learning process including text, audio, image visualization, video, and other elements (Bakar et al., 2013). The application of E-storybook in the learning process helps students understand the learning context, especially for students in elementary schools who need interesting and attractive learning media. This is supported by research conducted by Pasaka J. et al. (2022) who examined the design of digital Storybooks as learning media in the form of educational games. In this research, it was explained that the use of illustrations in developing storybooks can help students improve students' understanding and ability to understand the story and material presented, it can also attract students' attention and interest in reading books with more attractive designs (Pasaka et al., 2022). This is also supported by research conducted by Khasanah (2023) research regarding the effectiveness of interactive storybooks for teaching reading to 4th-grade elementary school students. Using storybooks in the learning process can increase students' interest in reading, besides that students can also understand vocabulary more easily through the picture illustrations provided in the storybooks (Khasanah, 2023).

Several factors that influence student learning achievement consist of: first, the methods and techniques used in the learning process applied by the teacher. Second, the media available to support the learning process is less effective for students. Third, most students do not have the interest and motivation to learn English. Various methods can be applied to solve the problems faced by these students. In situations like that, teachers can apply media that is interesting and suits students' interests so that it can

motivate the system in learning. Learning media has an important role in solving problems faced by students (Emiyati Ali, 2017). The E-storybook that will be developed is designed according to students' needs and adapted to the topics in the learning modules that are integrated with the Merdeka curriculum. Apart from that, the E-storybook design will also be designed with an interactive design containing images, audio and animation which can help students to more easily understand the context of the reading and is also equipped with reflections to determine students' understanding of the reading. contents of the book. This is also supported by research conducted by Khrismaswari et al (2023) which explains that the use of digital-based books can increase student enthusiasm in the learning process and increase student literacy by utilizing new media developed (Khrismaswari et al., 2023).Based on the problems found in schools through initial observations, this research was conducted to find out how the development of E-storybooks for 6th grade students and to find out the quality of E-storybooks as supplementary book/material for 6th grade students at SDN 1 Baktiseraga.

1.2 Identify the Problem

Learning media is a tool to support the learning process which can improve the teaching process well and is easy for students to understand. Through appropriate learning media that suit students' needs, the learning process will run interestingly and interactively because in the process there will be active communication between students and students and students and teachers (Brianna Lukita et al., 2017). Apart from that, using interactive learning media will increase students' motivation and enthusiasm for learning in participating during the learning process. Apart from that,

students also have difficulty understanding the material provided because the teacher's way of teaching does not suit the student's needs. In this case, it is hoped that students will be active and motivated in participating in the learning process, but teachers choose to teach media and techniques that do not suit their students' needs and still use traditional teaching media that do not keep up with current technological developments. The fact states that in the learning process, students' attention in following the learning process starts from the learning media and the way the teacher teaches students. Students seem less enthusiastic about participating in the learning process because the media and the teacher's way of teaching are not appropriate so students get bored easily. Therefore, this research focuses on developing E-storybook as additional English language teaching media, and also the quality of E-storybooks as supplementary book/material for 6th grade students at SDN 1 Baktiseraga.

1.3 Research Questions

Based on the research background, the problem can be formulated as follows:

1. How does the development of E-storybook of 6th grade elementary school students?
2. What is the quality of E-storybook in learning English for students at SDN 1 Baktiseraga?

1.4 Problem Limitations

In this study, the researcher focused his research on how does the development of E-storybook in 6th grade elementary school and how teachers and students respond to the use of E-storybook as a learning medium in the English language teaching process.

1.5 Research Objectives

The objectives of this research are as follows:

- a. Developing an E-storybook as additional English material for class VI students at SDN 1 Baktiseraga.
- b. To determine the quality of E-storybook as additional English material for 6th grade students at SDN 1 Baktiseraga.

1.6 Research Significance

The importance of this research aimed at students, teachers, and target schools is:

- a. For English teachers in elementary schools

For teachers who teach English at SDN 1 Baktiseraga, the development of E-storybook can support teachers in perfecting and completing the material in the main book as well as providing various learning activities.

- b. For elementary school students

For elementary school students involved in this research, the results of developing E-storybook can have a positive impact in increasing students' understanding of the material contained in the main book and can increase students' understanding and knowledge in understanding the material and improve students' language skills.

- c. For the destination school.

With E-storybook, schools get new learning materials that can be used as additional resources that provide English learning materials and activities. The development of E-storybook is designed with various interesting features so that students can enjoy the learning process well.