

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Learning English is a very mandatory study in order to keep up with the newest learning. English for learners in the world should start from primary school age. In Indonesia, especially in Bali, English learning has been implemented since primary school. English is very important for everyone, and also can be used at every level of activity in the form of work or study. Therefore, students should be given an understanding of English lessons from an early age since primary school. The importance of learning English in primary schools is based on the benefits of teaching language from an early age for students. Divayana (2018) argues that the earlier the learner is familiar with the language, the better his mastery will be. At an early age, students are given a foundation of simple oral communication skills to further master other communication skills, such as writing. The importance of learning English from an early age is a basic foundation for primary school children because the use of English is very necessary in everyday life. According to Sepyanda (2017), we can find many English terms that have been used in various aspects of our lives. Therefore, learning English at school is the initial foundation

for students to be able to know various aspects of English such as grammar, vocabulary, and correct pronunciation.

However, the problem that occurs is that the learning that occurs is not fully optimal. This is caused by the limited ability of teachers who do not come from an English education background. Class teachers in primary schools tend to teach all learning subjects, including English. However, teachers often cannot provide appropriate or good material in the process of learning English in class so the material is not delivered properly to students. This shows that teachers do not have enough basic knowledge about pedagogical knowledge in teaching English prior to their educational background. There are still many English language teachers in primary schools who are not yet qualified and really need guidance, but lessons that provide solutions for these teachers are very rare.

One of the primary schools that was the target of observation was SD Negeri 1 Suwug. It can be seen that the teacher has not been able to provide good and correct English language material. Learning tends to be monotonous over and over again and does not involve enough practice. Teachers only tend to use textbooks as a guide, but the textbooks they own do not provide easy-to-understand directions for teachers in delivering English language material in class. The application of the English language teaching module is the right solution to guide teachers so they can provide English language teaching in the classroom. The teaching module provides instructions that are much easier to understand and also has many activities that can be used in carrying out the learning process in class. The teaching

modules have also been adjusted to the level, curriculum, and learning demands for grade 6 students at SD Negeri 1 Suwug. The teaching module also provides good PCK for teachers to be able to teach English material well and provide maximum instruction in learning English in class.

Pedagogical knowledge is very important when teaching the students. Based on Sonmark (2017) that said pedagogical knowledge refers to the specialized body of knowledge of teachers for creating effective teaching and learning environments for all students. Kutlsum (2017) also explained that pedagogical content knowledge (PCK) is the combination of the knowledge of a teacher's teaching abilities and the subject matter taught. In order to be able to provide good learning skills about English material to the student in the classroom, teachers need to possess such things as the basis for content teaching. Therefore, it is important for a teacher, in this case, the English teacher, to acquire knowledge about good PCK.

Furthermore, the author wants to deliver the e-module for the first semester of the sixth grade in Primary School number 1 Suwug (SD Negeri 1 Suwug). Sixth grade is the most important grade in the primary because the sixth grade is the last grade before they enter the final exam to find the middle school. The author chose Primary School number 1 Suwug (SD Negeri 1 Suwug) because the teacher who taught English for the sixth grade is not from an English Educational background. Therefore, it is essential to implement suitable modules to help the teacher deliver well the English materials in the learning process.

## **1.2 Problem Identification**

The problem that often occurs is the lack of the teacher's ability to understand and provide material according to the abilities of students in the class. Of course, we realize that each class level has different abilities, therefore this must be adjusted to students' abilities in learning English material. For example, in primary schools there are different levels and semesters. Each semester has different material. By paying attention to these problems, the teacher will be able to provide material according to the level of students, and students will be able to easily understand the material presented according to the level they are currently practicing. According to Rahayu (2020), various problems arose, but these problems should not become a barrier to continuing to teach English in primary schools. By providing supporting material such as the English module, it can provide guidance for teachers to be able to provide useful material for students in class. Moreover, education has led to the modern era, of course teachers must be able to provide and implement good and correct teaching modules. The implementation of English modules that can be applied as examples through smartphones online can help students learn English wherever they are and whenever they can.

## **1.3 Limitation of The Study**



The main reference for making this English language module is to serve as a guide for teachers who do not have special qualifications, especially for class 6 semester 1. This module was also developed with PCK elements so that teachers will be able to teach English learning material with good PCK. However, the aim of this research is to find out the efficacy of E-pedagogic content knowledge module in helping understanding the usage of the school curriculum book in primary school English teachers in teaching English and being able to provide English learning materials well in classroom learning.

#### **1.4 Research Questions**

1. How is the procedure for developing THE E-module?
2. How is the product quality by using the E-module?

#### **1.5 Research Objectives**

##### **1.5.1. General Purpose**

The general objective of this research is to create an E-pedagogic content knowledge module that can assist English teachers in primary Schools in increasing their knowledge through appropriate activities in English classes.

##### **1.5.2. Specific Goals**

The specific objective of this study was to determine the efficacy of the Pedagogical content knowledge module in assisting primary School English teachers in teaching English.

## **1.6 Research Significances**

The theoretical studies applied in this study will be supported by research backgrounds, research problems, and research questions. This research has theoretical and practical significance from this research.

### **1.6.1. Theoretical Significant**

The theoretical significance of this research is expected to be able to assist primary School English teachers in the process of preparing, implementing, and developing English materials through the use of the E-pedagogic content knowledge module. So that in the future learning can take place well and students are expected to master the English material taught in class.

### **1.6.2. Practically Significant**

The findings of this study will assist primary school English teachers in increasing their knowledge of pedagogical content in teaching English and will provide an overview of the material development for each existing grade level.

### **1.7 Limitation of the Product**

The following is an overview of the final results of the research, namely the creation of an E-pedagogic content knowledge module for primary school English teachers, which is the result of this study. The aim of the E-module is to support teachers as they create, adapt and implement the English curriculum. So that this E-module can help teachers to make it easier to provide English learning materials at different levels.

