

**THE DEVELOPMENT OF ENGLISH MODULE FOR FIFTH-
GRADE STUDENTS AT ELEMENTARY SCHOOL**

THESIS

*Submitted in partial fulfillment of the requirements to obtain a Degree of Master
(S2) of English Education Program*



SINTA MUCHLIS
22178026

**MAGISTER PROGRAM AT ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
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PERSETUJUAN AKHIR TESIS

Mahasiswa : **Sinta Muchlis**
NIM : 22178026/2022
Program Studi : Pendidikan Bahasa Inggris

Nama	Tanda Tangan	Tanggal
<u>Dr. Havid Ardi, S. Pd, M.Hum.</u> Pembimbing		<u>20/3 2025</u>

Dekan Fakultas Bahasa dan Seni
Universitas Negeri Padang,



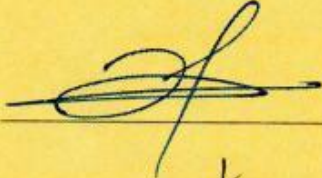
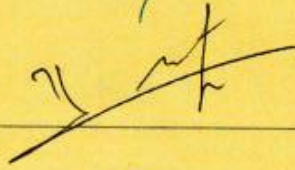

Prof. Dr. Ermanto, S.Pd., M.Hum.
NIP 196902121994031004

Koordinator Program Studi,



Dr. Muhammad Al-Hafizh, S.S., M.A.
NIP 197910062002121008

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1.	<u>Dr. Havid Ardi, S. Pd., M. Hum</u> (Ketua)	 _____
2.	<u>Dr. Yuli Tiarina, S. Pd., M. Pd</u> (Sekretaris)	 _____
3.	<u>Dr. Fitrawati, S.S., M.Pd</u> (Anggota)	 _____

Mahasiswa

Mahasiswa : **Sinta Muchlis**
NIM : 22178026/2022
Program Studi : Pendidikan Bahasa Inggris
Tanggal Ujian : 20 - 08 - 2024

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Saya yang menyatakan



Sinta Muchlis

NIM. 22178026

ABSTRACT

Sinta Muchlis (2024). The Development of English Module for Fifth- Grades Students at Elementary School.

English language learning in elementary schools often faces challenges due to the limited availability of interactive and developmentally appropriate teaching materials, leading to low student motivation and comprehension. To address this issue, this study aims to develop an English learning module specifically designed for fifth-grade elementary students using the 4D Thiagarajan development model, which includes four stages: Define, Design, Develop, and Disseminate. In the Define stage, a needs analysis was conducted to identify the most relevant and appropriate materials for the students' characteristics. The Design stage involved creating the module based on the results of this analysis, with a focus on developing interactive and engaging learning materials. Subsequently, in the Develop stage, the module was tested and validated by experts to ensure its validity and practicality before being implemented in the classroom. The final stage, Disseminate, involved distributing the module to teachers and students in other schools to test its broader effectiveness. The research findings indicate that the developed module is highly valid and effective in enhancing student engagement and comprehension. This module provides a more interactive and enjoyable learning experience and is expected to be adopted by other elementary schools as an innovative and effective teaching material for English language learning.

Keywords: Learning Module, English, 4D Thiagarajan Model, Elementary School, Instructional Material Development

ABSTRAK

Sinta Muchlis (2024). Pengembangan Modul Bahasa Inggris untuk Siswa Kelas 5 Sekolah Dasar.

Pembelajaran bahasa Inggris di sekolah dasar sering kali dihadapkan pada masalah keterbatasan bahan ajar yang interaktif dan sesuai dengan kebutuhan perkembangan siswa, yang berdampak pada rendahnya motivasi dan pemahaman siswa. Untuk mengatasi masalah ini, penelitian ini dilakukan dengan tujuan mengembangkan modul pembelajaran bahasa Inggris yang dirancang khusus untuk siswa kelas V sekolah dasar, menggunakan model pengembangan 4D Thiagarajan, yang terdiri dari empat tahap: Define, Design, Develop, dan Disseminate. Pada tahap Define, dilakukan analisis kebutuhan untuk mengidentifikasi materi yang paling relevan dan sesuai dengan karakteristik siswa. Tahap Design melibatkan perancangan modul berdasarkan hasil analisis tersebut, dengan fokus pada penyusunan bahan ajar yang interaktif dan menarik. Selanjutnya, pada tahap Develop, modul diuji coba dan divalidasi oleh ahli untuk memastikan validitas dan kepraktisannya sebelum diimplementasikan di kelas. Tahap terakhir, Disseminate, mencakup penyebarluasan modul kepada guru dan siswa di sekolah lain untuk menguji efektivitasnya secara lebih luas. Hasil penelitian menunjukkan bahwa modul yang dikembangkan memiliki validitas tinggi dan efektif dalam meningkatkan keterlibatan serta pemahaman siswa. Modul ini memberikan pengalaman belajar yang lebih interaktif dan menyenangkan, sehingga diharapkan dapat diadopsi oleh sekolah-sekolah dasar lainnya sebagai alternatif bahan ajar yang inovatif dan efektif dalam pembelajaran bahasa Inggris.

Kata Kunci: Modul Pembelajaran, Bahasa Inggris, Model 4D Thiagarajan, Sekolah Dasar, Pengembangan Bahan Ajar

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Padang, 15 August

The Researcher

Sinta

Muchlis

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Developing an English module for fifth-grade students is a complex task that requires a clear understanding of the challenges faced by both teachers and learners in the English learning process. In Indonesia, English is introduced as a subject starting from the third grade in elementary school under the Merdeka Curriculum. This curriculum shift highlights the growing importance of English proficiency at an early age, as globalization and technological advancements demand stronger language skills. However, despite this early introduction, many elementary students still struggle with English due to various factors, including limited exposure, inadequate teaching resources, and differences in students' learning backgrounds.

One of the primary challenges is that many fifth-grade students have limited foundational English skills. According to Rahmiyati (2022), students often struggle with basic vocabulary, pronunciation, and grammar, which affects their ability to comprehend and communicate in the language. This problem is exacerbated for students who have faced interruptions in their education due to factors such as frequent relocations, economic hardships, or personal circumstances. These disruptions create significant gaps in their language learning progress, making it difficult for them to keep pace with their peers. Another significant issue in English learning is the effectiveness of instruction in elementary schools. Zimmerman (2014) pointed out that

many teachers face challenges due to a lack of resources, training, and institutional support. Without sufficient materials and professional development opportunities, teachers may struggle to create engaging and effective learning experiences. This is particularly problematic in large and diverse classrooms, where students have different levels of English proficiency and learning styles. Furthermore, many schools in Indonesia still rely on traditional rote-learning methods, which do not encourage active participation and fail to develop students' practical language skills.

Student motivation is another crucial factor in English learning. Mekki et al. (2022) highlighted that when students find English lessons difficult or irrelevant to their daily lives, they lose interest and become disengaged. Language learning requires active practice, especially in speaking and listening skills, which are often neglected in traditional classroom settings. Additionally, conventional assessment methods tend to focus on written tests, which do not fully capture students' language abilities, particularly their speaking and comprehension skills. This underscores the need for more innovative assessment techniques that provide meaningful feedback and encourage continuous improvement. Research by Sikubwabo et al. (2024) examined the challenges of teaching spoken English in rural schools, revealing that limited vocabulary, inadequate speaking practice, and insufficient resources contribute to low proficiency levels. Socio-economic factors, such as poverty and restricted access to technology, further hinder students' ability to practice English

effectively. The study emphasizes the importance of context-specific strategies, integration of technology, and increased speaking opportunities to enhance students' English proficiency.

Existing research has primarily focused on general language learning difficulties or secondary education, with limited studies addressing early English education in Indonesian elementary schools under the Merdeka Curriculum. Moreover, most studies have examined either teaching strategies or systemic issues without integrating instructional methods, innovative assessments, and digital resources tailored for young learners. This research aims to develop an English module that not only addresses students' language skill deficiencies but also incorporates digital tools to enhance accessibility and engagement. A key feature of this module is the inclusion of a barcode that provides students with access to a digital version of the material. This feature allows for flexible learning, enabling students to study at school and at home with additional digital resources. Unlike conventional textbooks, this module blends traditional print-based learning with technology to create a more dynamic and interactive experience for learners. Additionally, this study considers the diverse backgrounds of fifth-grade students and proposes differentiated instructional strategies to cater to varying skill levels. By focusing on the integration of digital tools, innovative assessments, and interactive learning methods, this research offers a fresh perspective on how English modules can be designed to support both students and teachers effectively.

By addressing the specific challenges of fifth-grade students and introducing new elements in English module development, this study contributes significantly to the field of elementary English education. The findings and recommendations of this research will not only aid educators in improving their teaching methods but also ensure that students receive a more engaging and effective English learning experience. Ultimately, this study advocates for a more inclusive and adaptable approach to English education, ensuring that all fifth-grade students, regardless of their backgrounds, have equal opportunities to develop their English proficiency.

By learning from past studies and adopting a broader perspective, teachers and policymakers can develop more effective ways to teach English to fifth-grade students. This approach not only addresses the immediate challenges in the classroom but also pushes for systemic changes that ensure all students have equal access to quality education and language support. In the end, creating a supportive and inclusive environment can help fifth graders develop strong English skills, unlocking future academic and career opportunities. So that, the researcher conducted her research entitled **“Developing English Module for Fifth Grades Students at Elementary School”**.

1.2 Identification of the Problem

The current landscape in elementary schools, specifically at SDN 10 Sungai Sapih, reflects a noticeable absence of learning aids, particularly

concerning the lack of modules designed for English language education. Instead, there's a heavy reliance on traditional printed books and Student Worksheets (LKS) as primary teaching resources. However, these materials often pose challenges for students, with the content occasionally being too complex, hindering their comprehension and ability to effectively engage with exercise questions. This reliance on conventional resources contrasts with a growing preference among students for interactive and engaging learning media. Research has highlighted the potential benefits of interactive learning tools, emphasizing their ability to significantly enhance student engagement, comprehension, and the effectiveness of teachers in delivering instructional content. However, the educational landscape currently underutilizes these tools, which could facilitate effective content delivery, data processing, and the creation of high-quality educational resources.

Hence, there's an urgent need to develop engaging, efficient, and self-directed learning materials specifically tailored for English education. Such materials would surpass the limitations of traditional resources, boost student motivation, and support independent learning, catering to the evolving preferences and needs of today's students. Considering this, the researcher conducted the research on the title " **Development English Module for Fifth-Grade Students at Elementary School**".

1.3 Limitations of the Research

Based on the background above, the researcher limited the study to developing an English module for the fifth-grade students at elementary school.

1.4 Formulation of the Problem

The researcher formulated the research as follows:

“What is the valid and practical design of English module for fifth-grade elementary school students?”

1.5 Research Questions

The formulation of the problem above elaborated in the following research questions:

1. What are the teachers and students needs in the English module for the fifth-grade students at elementary school?
2. What is the valid and practical design of English module for fifth-grade students at elementary school?

1.6 Purpose of the Research

The main purpose of the research is to design an English module for fifth-grade students at elementary school. In details, the purpose of this research explained as followed:

1. To find out the teachers and students needs in the English module for the fifth-grade students at elementary school.

2. To develop the valid and practical design of English module for the fifth-grade students at elementary school.

1.7 Significance of the Research

This research held significant value as its findings were beneficial for the researcher, teacher, and students. For the researcher, the research offered valuable experience, especially if they aspired to become a professional teacher. It provided an opportunity to apply theoretical knowledge in a practical context, which was instrumental in their professional development. The findings from the research were used to create English modules. These modules served as educational resources, enhancing the researcher's teaching portfolio and potentially opening up opportunities for sharing knowledge and expertise with others. For the teacher, the English modules resulting from the research were used as an effective teaching tool. They incorporated innovative teaching techniques and methods, making the learning process more engaging and enjoyable for both teachers and students. These modules also helped teachers diversify their teaching materials, allowing them to adapt to different learning styles and needs of their students. For the students, the modules offered an opportunity for them to engage in independent learning. This fostered self-directed study habits and critical thinking skills. In summary, this research had the potential to bridge the gap between theory and practice for the researcher, enhance the teaching experience for educators, and empower students with resources for independent learning.

1.8 Product Specification

The research and development conducted aimed to produce a module for English subjects in the fifth grade at elementary school, with the following product specifications:

1. The cover design was visually appealing. The combination of colors, images, and font styles on the cover was arranged neatly to create a pleasant atmosphere and attract the students' interest in learning.
2. The content of the module covered the English learning materials for the fifth grade of an elementary school in accordance with the Merdeka Curriculum. The contents are about the human parts of body, adjectives, comparative adjectives and superlatives adjectives.
3. There were an interactive assignment for the students. It should feature fun activities like group projects or quizzes that actively involve students and use stimuli such as videos or visuals to capture attention and cater to different learning styles (Mayer, 2009). The assignment should have clear goals, helping students focus on specific skills aligned with the curriculum (National Education Standards Agency, 2013). Providing feedback and reflection opportunities helps students improve their work.

1.9 Definition of Key Terms

To minimize confusion or misinterpretation related to specific conceptual terms, the researcher offers the subsequent definitions:

1. Valid refers to a quality standard indicating that a product complies with the relevant rules and standards.
2. Practical means that a product meets a standard of being easy, enjoyable, and appealing to use.
3. Learning module is a structured educational resource designed to teach a specific subject or set of skills. It typically includes a variety of components and activities aimed at facilitating learning in an organized and coherent manner.
4. Teachers' needs refer to the tools, resources, and support required to facilitate effective teaching.
5. Students' needs refer to the specific requirements and preferences of learners to achieve their learning goals effectively.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

Based on the research and development process, the following conclusions can be drawn. The English digital module for 5th-grade elementary school students achieved a high practicality score of 94.04% from teachers, categorizing it as very practical. This indicates that the module significantly facilitates teachers in delivering English material to students, effectively supporting their role as facilitators. The module also received high practicality scores from students, with 86.8% for ease of use and 89% for time utilized. This demonstrates that students found the module easy to understand, follow, and complete within the allocated time. Overall, the module achieved a practicality score of 87.2% from students, indicating that it is user-friendly and effective for learning English. The high practicality scores from both teachers and students demonstrate that the developed English digital module is an effective learning tool, providing a practical solution for teaching and learning English in the 5th grade. This makes the learning process more manageable and efficient for both educators and learners.

5.2. Suggestions

To further enhance the effectiveness and usability of the English module, several suggestions are proposed. Continuous improvement should be sought by regularly collecting feedback from both teachers and students to identify areas for

enhancement. This can help in updating and refining the module to meet the evolving needs of the users. Incorporating more interactive elements such as quizzes, games, and multimedia content can further engage students and make the learning process more enjoyable, aiding in better retention of the material.

Expanding accessibility to ensure that the module is available on various devices, including smartphones, tablets, and computers, will allow students to access the learning material anytime and anywhere, providing more flexibility in their learning process. Providing training for teachers on how to effectively use the module in their teaching can help in maximizing the module's potential and ensuring that it is used effectively in the classroom.

Additionally, periodically updating the module content to align with the latest curriculum changes and educational standards will ensure that the module remains relevant and up-to-date. By implementing these suggestions, the English module can continue to be a valuable resource for teaching and learning English in the 5th grade, enhancing the overall educational experience for both teachers and students.

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