CHAPTER I

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INTRODUCTION

1.1 Research background

Material development is an important thing that should be conducted by providing the learning objectives that fulfil learners' needs (Kusuma & Apriyanto, 2018). The teacher can develop the material by writing textbooks, advertisements, telling stories, and expressing opinions; it should be done in principled ways related to how languages can be effectively learned (Tomlinson, 2011) There are some principles of developing materials that were proposed Richards and Renandya, (2002): a). the material must be based on sound theoretical learning principles, b). the material must motivate and control students' interest and attention, c). fulfil students' needs, d). provided examples of language used, e). they provided meaningful activities, f). they provided more chances for using authentic language use. Moreover, these principles should be implemented in developing material and supplementary material.

Several materials can be used in teaching the students. One of the materials that can be used is supplementary material. Supplementary material is materials that are designed to be additional course material for a course (Tomlinson, 2011) According to Cahyaningrum et al. (2015), supplementary materials are supported academic materials that support regular materials. Supplementary materials can be anything that increases the learners' knowledge or experience of the language such as newspaper articles and public speeches, television programs, films, discussions, debates, etc. (Thakur, 2015). Several studies found that employing supplemental teaching material is beneficial since students' performance improves as a result of using the supplementary teaching material (e.g. Cahyaningrum et al., 2015; Dewi et al., 2022; Nurliana, 2019; Thakur, 2015; Cruz, 2019). Therefore, in creating supplementary materials for teaching English as a foreign language, materials development should be conducted (Nurliana, 2019). Moreover, many teachers still do not have time and access to adequate technology to create authentic materials (Richards & Renandya, 2002). Thus, the selection among platforms during developing

materials should be planned well in conducting material development. Hence, the platform will affect the supplementary material itself, and selecting the appropriate learning media will be crucial.

In the 21st century, learning involves technology a lot; therefore, the use of technology should be considered a requirement for creating supplementary material. Digital supplementary material should be involved in learning media based on technology; it helps students acquire knowledge, skills, and attitudes without being limited by time and space (Kusumadewi & Subroto, 2019). Adisel and Prananosa (2020) suggest educators should be utilized technology that develops material that teachers and students can use during or after the learning process. Concerning the definition of material, which is anything that can be used to improve students' knowledge, digitized supplementary material is material that is digitalized to be supplementary in teaching. This is in line with curriculum 2013, which has been implemented in Indonesia. In curriculum 2013, there is no limitation among the selected resources of materials; the teacher can select the proper material for conducting learning (Kementrian Pendidikan dan Kebudayaan, 2014). Thus, the material selection should also be engaged with learning media to make the learning more interactive, fun, interesting, and easy to understand (Kustyarini et al., 2020). Regardless, technology has developed more and more, which makes the selection among many variations in learning media should meet the students' needs.

Variations of learning media have increased during the utilization of technology, which helps teachers teach the material interactively and efficiently (Ahmed, 2022; Ratminingsih et al., 2018). Learning media is one of the innovations of the 21st century; it increases during the advancement of information and communications of technology (ICT) (Elmunsyah et al., 2019). Learning media in the 21st century plays a vital role in supporting learning activities; appropriate learning media will increase students' attention and interests, which also depend on its appearance. (Kustyarini et al., 2020; Ratminingsih et al., 2018). Thus, the selection among variations of learning media should be conducted depending on the students' needs. Gamification platforms can be one alternative for teaching English in the classroom.

Many gamification platforms can be used to teach English. Kahoot!, Duolingo, Quizizz, and EduCandy, are examples of gamification platforms; therefore, Wordwall is less mainstream to teach English to Indonesian students. Wordwall is an interactive learning platform that attracts students; Wordwall is an easily used platform; it is also simple and easy to use for creating mini-games, such as picture matching, quizzes, wheel of fortune, crosswords, puzzles, etc. (e.g., Çil, 2021; Gandasari & Pramudiani, 2021; Nissa & Renoningtyas, 2021; Safitri et al., 2022; Wafiqni & Putri, 2021). The researcher found that Wordwall can be used as a teaching grammar digital supplementary for learning and assessing relative clauses with these features. Therefore, unjumble, quizzes, true and false, and missing words can be used for teaching and assessing grammar, especially relative clauses. Mechanically, Wordwall is more effective to be used in learning grammar than other gamification platforms such as Quiziz, Kahoot, and Educandy. Although Duolingo can be used for learning grammar the material is automatically made by Duolingo apps, the teacher cannot input the material into Duolingo apps. However, these limitations make Wordwall the best choice of learning media to be used for learning grammar.

Teaching grammar is not easy, and there are some challenges to teaching grammar. Grammar is associated with tenses, clauses, parts of speech, etc. As a result, grammar should be taught using a variety of strategies and meaningful activities so that students can figure out the patterns of a target language and apply them effectively (Becker & Roos, 2016; Howatt & Smith, 2014). On the other hand, debates on teaching grammar focus on whether it is implicitly or explicitly taught, or taught deductively or inductively; the aim is to help students master it so that they can use it in their communication skills, both in oral and written language (Graus & Coppen, 2017a; Osa-Melero, 2017a). Otherwise, in Indonesia, teaching grammar was restricted by the first language of the students; for example, in teaching relative clauses to Indonesian students, Bahasa can only relativize the subject; while in English, the language can reckon subject, direct object, indirect object, oblique object, and object's possession. (Novianto & Suhandano, 2019)

The researcher conducted this study on students in grade 12th for Bahasa dan Sastra's study program at SMA Negeri 4 Singaraja. The purpose of the study is to create digital supplementary material for the students. Meanwhile, the students have been teaching using Google Classroom, Google Meet, Quizziz, and YouTube. Therefore, the teacher met some challenges in the teaching and learning section; the common challenge was the students' understanding. The students did not understand well from the teaching and learning section, thus, making the teacher feel the challenge was difficult to tackle. This problem occurs in linguistic features, especially for relative clauses: restrictive and non-restrictive. The issue also is found in the syllabus, where one of the learning objectives is to create a dialogue using those linguistic features. So, this research will help the teacher tackle the problem by conducting design and development methods to develop supplementary material for learning relative clauses.

This study will develop interactive and effective learning media with Wordwall as their learning and formative assessment. Wordwall can be used as a learning platform and formative assessment. Wordwall's web-based application is similar to Quizziz; therefore, in Wordwall, several games will be conducted, such as crosswords, a quiz, a match-up, true and false, and jungle. As one of the features of Wordwall games, Flip tiles can be used for learning. The definition, examples, characteristics, and other terms can be input in flip tiles. The students see the title and flip the tiles to open what they want to learn. For example, there is a flip tile with a title definition of a relative clause, and students can flip the tiles and then see the definition. The Wordwall web-based application can effectively increase students' motivation, knowledge, and engagement (Azizah, 2018; Çil, 2021; Gandasari & Pramudiani, 2021; Nissa & Renoningtyas, 2021; Safitri et al., 2022). This platform will be used to motivate students and tackle some problems that have been mentioned. Therefore, the platforms can be used outside of classroom time; whenever students want to recall their understanding, they can go to the link and reread the materials. Thus, the Wordwall platform can be developed as an interactive and effective learning media with an appropriate method.

1.2 Problem identification

Based on the background of the study, it can be identified that the problem has happened in Senior High School for 12th-grade students. The researcher assumes that the teacher should use the Wordwall web-based application to tackle monotonous learning and help students to learn during online and offline learning (hybrid learning). The researcher will provide digital supplementary material that fulfils the needs. The digital supplementary material will be developed according to the learning objectives in the English Language and Literature program study syllabus. Therefore, the learning material is writing skills, especially relative clauses: finite and non-finite. The issue also is found in the syllabus, where one of the learning objectives is to create a dialogue using those linguistic features. Moreover, Wordwall will be the appropriate learning media; the usage of web-based applications will be interactive learning media for students. This assumption is based on the interview of preliminary observation, in which students are familiar with crossing multi applications in learning. Furthermore, the development of digital supplementary material is an essential thing to be done.

1.3 Limitation of the problem

The limitation of this study will be based on the learning objectives. This study will be developed material based on focused learning objectives. Thus, the learning objectives on the syllabus will be ignored. The limitation happens due to the needs of both the teacher and students. On the other hand, the digital supplementary material will be developed by design and development by Richard and Klein in 2015.

1.4 Research questions

Based on the background of the study has been described above, the research questions for this study are:

1. What procedure is needed to develop digital supplementary material based on the Wordwall web-based application?
2. How the digital supplementary material qualities can be used for learning relative clauses?

1.5 Research objectives

Based on the research questions that have been described, the research objectives of this study are:

1. General objective

    In general, this study will describe the appropriate learning materials, the development of supplementary material, and the qualities of developed supplementary material.

2. Specific objectives

    There are several specific objectives in this study; they are:

    a. To identify the procedure for developing digital supplementary material for 12th-grade students.

    b. To analyze the qualities of developed digital supplementary material that is based on the Wordwall web-based application.

1.6 Research significance

The results of this study might contribute to the following parts:

1. Theoretical significance

    Theoretically, this study will analyze the procedure for developing digital supplementary material based on Wordwall web-based application as the learning and teaching media for the teacher and the students.

2. Practical significance

    a. For EFL students is to improve their writing skills, especially relative clauses: finite and non-finite.

    b. For EFL teachers is to provide the innovation of using another learning media for teaching EFL.

    c. For future researchers would be able to make this study as a reference and find out the implementation.