



# CHAPTER I

## CHAPTER I INTRODUCTION

### 1.1 Research Background

In developing the teaching material, the variation of students' needs, abilities, and learning environments make the development of teaching material is not always possible obtained from a textbook (Thakur, 2015). To fulfill students' needs and lesson's objective, the appropriate teaching material as supplementary in language classroom should be chosen and used by teachers (Karki, 2018). The development of supplementary material usually includes the skill of writing, speaking, reading or listening rather than the items of English learning, also it includes vocabulary and grammar. Not only to be used as additional material to fulfill students' needs and lesson's objectives, the supplementary material can also be the guidance for teachers when they face inadequate learning materials during teaching in the classroom (Cahyaningrum et al., 2016). Cahyaningrum et al. (2016) added that supplementary materials are then developed to produce complete and relevant material to cover the limitation of material from textbooks and become a solution of students' diversity in learning needs. In addition, according to Karki (2018), digital supplementary material makes students understand the text given, save time, and helps learners contact objects, places, things, also people.

There is much research conducted in developing supplementary

English material. For instance, research conducted by Febriani (2015) about the development of reading supplementary material based on genre based approach. She chose three topics based on syllabus and developed the content and reading activities become more variative. She was selecting stories used in the topic of hortatory exposition text, spoof text, and narrative text and developing the detailed activities conducted in the classroom. The selection of story is considered the need and interest of the students, the suggestion of the teachers, and the syllabus used. Another research done by Nurhidayat and Rofi'i (2019) who developed ESP material for a nursing study program using Instructional Conversation. The supplementary material made was implemented through group activities that can enhance their communication skill during the activities. Moreover, Angkajaya and Mardijono (2016) developed supplementary material and implemented it through the various activities in the classroom for 7<sup>th</sup> grade students. They developed the content through activities like rearranging stories, giving game beat the match, giving open ended questions, memorizing dialogue through listening, giving game last minute standing, passing the words, differentiating expression, and differentiating text. Those activities give students supplementary in other skills and language features besides the objective of the topic.

There are some previous studies that have proven the effectiveness of using supplementary material in teaching. One of them is using supplementary material for reading skill. For instance, the research by Rahayu (2019) who developed English reading supplementary material for

8<sup>th</sup> grade students. Reading supplementary material that has been developed, included some forms of question, they were true-false, jumbled words, multiple-choice, completing sentences, and jumbled sentences. Those activities involve part of starting, learning, and checking. From the research that has been done, it showed that supplementary reading material through the developed activities help the students in gaining their needs, boarding their knowledge in language learning, attracting students' attention and engagement, and improving their reading comprehension. Furthermore, Prilini et al. (2016) developed pop up handouts for teaching narrative text as supplementary reading material for Junior High School students of SMPN 19 Pontianak. They made the illustration of the handout using Adobe Photoshop to make it is more interesting. From the result, it showed that the students were very enthusiastic studying using Pop-Up Handouts. The students can understand each generic structure of narrative text and enrich their vocabularies. It helps students to enhance their motivation and understanding of narrative text.

From the previous study about reading supplementary material that has been conducted by the researchers, it showed that supplementary reading materials were mostly developed in the form of conventional learning material such as books and printed material. Whereas, technology used increases continuously. Digital based of supplementary material should be developed since this is the digital era. However, a study conducted by Santosa et al. (2022) showed that technology practice is a challenge for teachers. But it is very important to understand the use of technology in

learning process. According to Zhao et al. (2017) mobile learning helps the teacher to provide an understandable learning environment, promoting students authentic, interactive, and creative learning. In addition, the advantages of the mobile learning system is that it can be integrated easily as a supplement in the learning process (Zatulifa et al., 2018). Mobile technology as a learning medium can be effectively implemented as an alternative in teaching and learning because it is flexible, does not limit by time or place (Anam & Hakim, 2017). Apps became the best solution to cover technological limitations such as screen size, memory, and storage capacity (Khaddage et al., 2011). Therefore, mobile learning in the form of apps can be integrated in the process of learning.

There are a lot of apps that can be implemented as media in learning. Apps used as teaching and learning media are mostly used as a communication tool, like Facebook, Skype, even Zoom which are capable of being installed in mobile phones (Khaddage et al., 2011). Aside from the use of communication, many apps also can be used as sources of learning material. One of the platforms can be used to create various kinds of apps as digital supplementary material is Glide. Glide is a website for making apps without coding and just by using spreadsheets (A. I. N. Rahmawati et al., 2021). Glide does not limit the text only in creating apps, but it can contain picture, video, audio, link and others that make the app become an interactive and innovative multimedia (Viola et al., 2021). Besides becoming a digital supplementary material, we can also use Glide to developed app that carry out discussion related to the material or create



social interaction among students by adding *Chat* feature.

In this study a preliminary observation was conducted in one of public Senior High School in North Bali, Study Program of Bahasa dan Sastra. The aim of conducting preliminary observation is to observe the 11<sup>th</sup> grade English teaching media and English material development. The result of preliminary observation showed that material development in grade 11<sup>th</sup> was done from collecting the material from the textbook, but if it is inadequate, the teacher usually searches for additional or a variety of material from the internet. For audio visual material, it was collected from YouTube, for text-based material was usually collected from Google like from online newspapers. The problem faced during developing the material is that the teacher admitted that it takes time to select the appropriate material and exercises that are given to the students. Therefore, the observation was conducted through analyzing syllabus and interview to developing digital supplementary material app based using Glide. Glide is chosen to be implemented as a platform to create an app as digital supplementary material because it has many features that can be customized according to the needs of teacher. In addition, Glide is easy to use because the product is in form of app that can make the learning activity become more interactive and fun. Furthermore, Glide can be used in android, iOs, and web.

Based on the observation, it was found that it is difficult for the teacher to find the appropriate example of particular reading text that appropriate in length for 11<sup>th</sup> grade. The reading material was taught well,

but the teacher said that it was less challenging and made students feel less motivated in learning because of monotonous activity and tools that are used. In addition, in topic of personal letter the teacher also felt that it is less challenging for students to read example of personal letter text about foreign culture about Halloween, Christmas, New Year, etc. Therefore, the teacher needs personal letter text about local culture to stimulate students' engagement in reading. It supported by Tomlinson (2011) that good material should be relevant and fits students' interest. Agustina et al. (2022) added that students always bring they prior knowledge in learning, therefore local culture-based learning brings them into contextual learning where they can involve with the object the read. It will lead them into a better understanding of the reading text. Furthermore, Nambiar et al. (2020) found that local culture based learning material make students feel more confident in learning.

For the reason that it is hard to find appropriate text and to stimulate students' engagement in reading lesson and help facilitate teacher in teaching reading, this study focused on developing an app based English reading supplementary material using Glide for 11<sup>th</sup> grade students. The method employed in his study was Design and Development research design by Richey and Klein (2005). This study discussed the procedures to develop reading supplementary material app based using Glide and examined the quality of the app itself.

## **1.2 Problem Identification**

Related to the problems occurred in teaching reading material

namely difficult to find appropriate text, take time in finding supplementary material, and solve students' boredom in learning, it can identify that in the 11<sup>th</sup> grade, the teacher needs an interactive learning media as supplementary material that can bring experiences for teacher and students in teaching reading skill. The teacher often feels difficult in finding the examples of reading text that is appropriate. Appropriate here means that the text is challenging and appropriate in the length. Furthermore, based on the interview, the students have capability in using the mobile devices well. The implementation of app in the process of teaching and learning became an appropriate medium to be implemented in order to get a better experience. Therefore, the development of app based English reading supplementary materials using Glide is important to be done.

### **1.3 Limitation of The Problem**

This research was focused on developing an app based English reading supplementary material using Glide for 11<sup>th</sup> students at SMAN 1 Singaraja. The development of the reading supplementary material app itself was done by implementing the steps on the Design and Development research model.

### **1.4 Research Questions**

Related to the background of the study, the problems of this study were as in the following questions.

1. What are procedures in developing an app based English reading supplementary material using Glide for 11<sup>th</sup> grade students at SMAN 1 Singaraja?



2. How is the quality of an app based English reading supplementary material developed using Glide for 11<sup>th</sup> grade students at SMAN 1 Singaraja?

### **1.5 Research Objective**

In this study there were two objectives proposed. They were general objective and specific objective.

#### **1. General Objective**

Generally, this study aimed to discuss procedures in developing an app based English reading supplementary material using Glide for 11<sup>th</sup> grade students and described the quality of the app based English reading supplementary material using Glide.

#### **2. Specific Objectives**

Specifically, there were two objectives in this study. They are:

- a. To understand the procedures in developing an app based English reading supplementary material using Glide.
- b. To analyze the quality of the app based English reading supplementary material using Glide.

### **1.6 Research Significance**

The result of this research may contribute part of theoretical significance and practical significance as explains in the following.

#### **1. Theoretical Significance**

Theoretically, the result of this study has significance in analyzing the procedures of an app based English reading supplementary material using Glide and facilitating teachers in teaching reading using the app.

## 2. Practical Significance

Practically, the result of this study has significance as the following.

- a. For teachers: it is to provide the teacher new insight into innovative learning medium as supplementary material in teaching English especially teaching reading.
- b. For EFL learners: it is to become their supplementary material in learning reading and improve their ability in reading by doing exercises provided in the app.
- c. For future researchers: it will be a reference in developing an innovative digital supplementary material.

