CHAPTHER I
INTRODUCTION

1.1 Research Background

English lessons are still a difficult and boring subject for most students at school (Zawodniak & Kruk, 2019). Therefore, teachers need to try various methods, techniques and learning resources to attract interest and make it easier for students to learn English. In developing teaching materials that are varied and according to the needs of students, developing teaching materials cannot always be obtained from textbooks (Gunawan & Saputra, 2020). Developers of additional teaching materials should look at the types of skills to be developed and the expected outcomes of the learning objectives. Tomlinson (2008) has described positive trends in materials development as leading to the discovery of one's own language, using a corpus for its development, using extensive reading, personalizing the process and experience, and speaking the grammar used. When developing materials, developers should not forget the important and pertinent linguistic aspects of feature writing. It is also worth remembering that language forms the topic of conversation while trying to integrate all four skills in English with authentic texts. Authentic materials and language teaching can never be separated. Students or learners should be provided with authentic materials that reflect their real world (Setyowati & Sukmawan, 2019). The materials used should be able to connect and relate to the students' background knowledge as well as their language skills. However, the reality is that most commercially produced materials only focus

on informing their users about language features and guiding them to practice them. Richards (2001) says that supplementary teaching materials generally serve as the basis of most of the language input students receive and the language practices that occur in the classroom. For this reason, in order to achieve the desired characteristics, teaching materials must be well developed by considering the context and needs of their users.

There are previous studies conducted in developing additional English language materials. For example, research conducted by Ridhani Fizi, (2016) developed writing supplementary materials for grade 7th. It has five different topics that have been selected based on the consideration that these topics can provide meaningful experiences for students. The selection of topics in each unit considers the needs of students and the competency standards according to the curriculum used. Another research conducted Hardiani, (2018) developed writing supplementary materials in the form of a textbook entitled "Easy Writing". This product was developed by paying attention to the needs of students, analyzed the characteristics of writing materials that are suitable for improving writing skills, and developing appropriate English writing materials with the Task-Based Language Teaching approach. Another study conducted by Rosiana, (2017) developed additional materials to encourage students' academic writing. The product was designed with Contextual Teaching Learning (CTL) method which has challenging activities by connecting, experiencing, applying, collaborating, and transferring. The researcher chose to adopt and adapt these materials by considering the needs and conditions of students in accordance with the competency standards and basic competencies in the syllabus. This product and

development help lecturers in providing material that is rarely given in previous textbooks. Another research conducted by Emeteria Leonila A. Perez, (2016) evaluated the effectiveness of using English songs as supplementary materials on writing skills. Using new students in two regular classes of the Philippine Polytechnic University, the evaluation was carried out by looking at the pre-test and post-test as well as a set of criteria that had been designed by researchers to evaluate students' writing. The researchers reported that the use of English songs as supplementary material for learning to write descriptive texts did not pose a level that was too challenging for the students.

From previous research on supplementary material writing that has been done by researchers, it shows that supplementary materials are mostly developed in the form of reading books and audio. Alexander, (2015) measured the improvement and motivation that occurs when using supplementary materials in learning. Based on the results of his research, the supplementary materials provide the contribution desired by the author. Nowadays, a lot of material provision can be done through widely available digital platforms. Learning materials have a great influence on the teaching demands on students, how teaching strategies in the classroom so that students' interest in learning and focus on learning are maintained (Bajrami, 2015). What needs to be considered by teachers is modern teaching methods, techniques in the teaching and learning process, and the provision of more varied teaching materials. This is to anticipate boredom in the teaching and learning process in the classroom. Belay, (2022) explains that learning with digital media helps teachers create a more interactive and more enjoyable learning atmosphere for students. Alakrash et al.,(2022) states that

language learning can be improved by the flow of information through modern digital technology, teachers in the current era should be reflective in teaching practices and adapt to modern learning styles, where the classroom is student-centered as teacher professional development has a positive impact on student performance and simultaneously improves learner achievement. Therefore, to provide varied learning experiences every meeting teacher can think of using interesting platforms that can motivate students. In addition, many digital platforms currently present various features that support learning content and are easily integrated as supplementary media in learning (Abbasi, 2020). Digital platforms as media in learning can be effectively used as a medium for preparing teaching materials because they are flexible and easy to use anytime and anywhere (Frafika Sari, 2022).

There is a wide range of digital platforms that can be used according to their needs and usefulness in learning and beyond. As a means of communication and information, there are various online teaching programs including *Zoom Cloud Meeting, Microsoft Teams, Vsee, Google Classroom*, and *Google Hangout* as well as other sites that are excellent in helping them design funny and interesting interactive activities for students such as *Kahoot* and *Quizzes* (Quyen & Hong, 2021). In addition to their functions as communication, information, and assignment media, these platforms can be used as a source of learning materials. One of the digital platforms that can be used as a medium to create digital supplementary materials is Canva. Canva is a graphic design tool that unites users to easily design various types of creative writing designs (Klug & Williams, 2016). The selection of the Canva application as a media tool for designing

supplementary teaching materials allows students to more quickly and easily understand a discussion of material that usually has difficulty and may feel bored if only through textbooks. Canva is increasingly recognized for its effectiveness in the world of education, this is stated in research that shows an increasing interest in using Canva when used as a tool in ELT for example, (Al Khoeri et al., 2021); (Jumami, 2021) (Yundayani et al., 2019) (Hadi et al., 2021) (Elsa & Anwar, 2021)(Fauziyah et al., 2016). For example, (Elsa & Anwar, 2021) implemented the use of the Canva application as a virtual learning media for 20 English teachers in Loei Thailand, and found that the Canva application made it easier for teachers to teach, Canva also improved the online learning process in the classroom. Since the Canva app is easy to share with students, this example shows that Canva is very suitable for ELT and needs more exploration to improve literature, more collaborative learning media, and this type of technology is very suitable for the current style of students, where students can learn and create by relying on what already exists (Rezkyana & Agustini, 2022). Thus, its impact in facilitating the teaching and learning process by incorporating the latest technology platforms can also be used as a tool to design teaching materials using platform technology. The focus of the current study was to look at the effectiveness, and teacher and student perceptions of using Canva in the EFL classroom.

In this study a preliminary observation was conducted in the 7th grade SMP Negeri 1 Payangan as the research location because based on initial observations that schools with locations in rural areas could be the main factor requiring a variety of learning that could help increase student motivation.

Previously the researchers had made observations in several schools in Payangan, but based on these observations the researchers chose one of the schools as a place of research to be conducted at SMP Negeri 1 Payangan. The results of preliminary observations show that in the research location schools, teachers have not applied or integrated digital teaching material, especially in learning English. In addition, through the observations of researchers, the motivation to learn English in writing skills in class is still low and the English subject teacher states that students' writing skills still need to be updated, because learning English is considered difficult to understand the learning material and know how to write correctly. Students must be made to feel that learning is fun, far from tension, and learning is monotonous. The next problem lies in students who have not been able to master the ability to write in English. Writing is part of the ideas that are poured by the author himself. Supplementary teaching materials that will be designed are expected to meet and effectively use according to the level of students.

1.2 Problem Identification

There are still many teaching and learning processes that still use traditional methods in their learning. Teachers should have started to look out that now the teaching and learning process is required to use various media such as using technology. Due to the rarity of learning variations using technology media, it gives the impression of an ordinary learning. Based on this case, the researcher wants to develop digital learning by providing additional teaching materials using Canva as a tool for designing materials. With this, it is hoped that teaching will not only use old strategies and the continuous use of textbooks in the classroom.

So, variations in the use of digital media and books still occur to give a different impression in the meeting.

1.3 Limitation of The Problem

This research is limited to the development of digital-based additional teaching materials designed through Canva media for the descriptive writing skills of seventh grade students of SMP Negeri 1 Payangan. In this study using design and development (D&D) by (Richey & Klein, 2005). In the development research, it will use three directed steps, in which the design and evaluation of tools will be carried out to develop additional materials used in teaching descriptive writing more intensively. In designing materials, researchers first analyze the flow of learning objectives or ATP *(alur tujuan pembelajaran)* used. This research directs that the use of digital complementary teaching materials can provide progress and benefits for the continuity of learning and teaching.

1.4 Research Question

Based on the background described above, the researchers tried to formulate the problem as follows:

1. What are the procedures required in developing digital-based supplementary material using Canva designs to increase motivation in write descriptive text?
2. How is the quality of digital-based supplementary teaching materials using Canva on descriptive writing skills in junior high school?

1.5 Research Objective

There are two objectives of the research that are still related to this research, as follows:

1. General purpose

In general, this study will discuss the procedure for developing digital-based materials to improve writing skills using Canva, and describe student responses to the development of digital-based materials for writing skills using Canva. In addition, what is the quality of Canva when used to design writing materials at the junior high school level..

2. Special purpose

   The specific objectives of this research are:

   a. To understand the procedures for developing digital teaching materials using the Canva application, and to find out student responses from use.

   b. To know the qualities of supplementary materials using Canva's design as a digital-based teaching material for teaching English writing for seventh graders of junior high school.

1.6 Research Significant

1. Theoretical Significance

   The results of this study can provide additional knowledge to readers theoretically. This research analyzed the procedure of developing descriptive writing teaching materials and facilitate teachers with the development of Canva teaching materials as an application of ICT.

2. Practical Significance

   a. Using digital learning in the form of digital platforms in learning to write, students are more interested and motivated in learning to write.

   b. With the existence of digital teaching materials, it is useful to increase the creativity in providing teaching material designs for teachers..

c. The development of this supplementary material can be useful to be a reference for further research in developing digital learning.