

CHAPTER 1

INTRODUCTION

1.1. Research Background

Recent developments in the field of education have led to a renewed interest in the use of supplementary materials. The most likely cause of employing supplementary materials is because the main materials do not serve the needs, the interests, and the language level of the students (Mubar, 2015). Another cause of why it is used is the dissatisfactions of the students in learning, as some materials were found to be monotonous (Gutierrez, 2014; Himawan, 2018). According to Almurashi (2016); Kelsen (2009); and Richards & Renandya (2002), the use of supplementary materials is associated with the emergence of technology as it provides incredible sources of information. As the result of those cases, English supplementary materials set as additional materials purposing to cover the gaps in the textbooks, to provide additional practice for students, to meet the specific needs and interest of the students, and to provide variety in the lesson (Cahyaningrum et al., 2016; Dizza et al., 2021; Mubar, 2015; Spratt et al., 2012). English supplementary materials are available in a variety of sources, e.g., website (Almurashi, 2016), including authentic sources, e.g., magazine, newspaper, video, etc. (Spratt et al., 2012). Therefore, the affordance of the current technology tools has enabled supplementary materials to be provide more enjoyable practices to address the inadequacy of the main materials and the dissatisfaction of the students in learning.

Regarding the use of English supplementary materials, developing such materials is a continuing concern within English language learning. English has been demonstrated as a compulsory subject for all students in Indonesia from elementary school to higher education (Jumrah, 2019; Mubar, 2015), as the language facilitates people to connect to a worldwide environment in various aspects including educational settings, career, and more prestigious lifestyles (Jumrah, 2019; Ningsih, 2021; Zhang & Pérez-paredes, 2019). The proficiency of the language, thereby, is essentially a skill, not a matter of knowledge (Dizza et al., 2021; Jumrah, 2019; Kusumawati, 2017; Ningsih, 2021). This suggests a high demand for teachers to provide supplementary materials for students (Diyanti, 2010; Mubar, 2015), to practice the grammar, vocabulary, phonology, etc. (Spratt et al., 2012). Moreover, using English supplementary materials has been proved as considerable sources to upgrade the English proficiency of the students (Almurashi, 2016; Gutierrez, 2014). However, few teachers have been able to provide such materials (Diyanti, 2010; Dizza et al., 2021). As a result, the existing materials do not provide the needs of the students (Dizza et al., 2021). Thus, teachers need to provide relevant materials for their students by developing English supplementary materials when the existing materials are still insufficient to assist them in the learning process.

Moreover, the beginning of the fourth industrial revolution has challenged the educational system to equip students with the 21st-Century skills (Radifan & Dewanti, 2020). It becomes a requirement for students to master competencies, such as critical thinking, communicating, and interacting with people from many cultural background (Ula, 2019), to succeed in all aspects in globalization era

(Radifan & Dewanti, 2020). National Education Association of United States (2012) highlighted four specific skills referred to as “4C skills” as considerably the most essential skills, including communication, critical thinking and problem solving, collaboration, and creativity and innovation. With no exception, these skills has been applied in education system of Indonesia through a revision on the 2013 curriculum into the 2017 (Rindarti, 2018). Imamyartha et al., (2019) have implemented the 4C skills in English reading courses which come with significant improvement in English proficiency and literacy. In addition to that, there have been many researches proved that the integration of the 4C skills can be implemented well in EFL classroom, including Indonesia (Radifan & Dewanti, 2020).

In addition to integrate the 4C skills in English learning, English supplementary materials are considerably essential to serve the needs of the students. Hence, teachers must consider the distinctive competences and learning styles in the way of teaching the students (Ratminingsih, 2019). Chitravelu et al. (2005) suggests four types of learners including concrete, analytic, communicative, and authoritative in which they have distinctive learning styles. He explains concrete learners learn effectively through games, pictures, and video; analytic learners learn through books, independent learning, and problem-solving; communicative learners learn through film and talking, while authoritative learners learn through listening to explanation, reading, and writing. Thus, authentic materials expose the students to more challenging texts and exercises (Spratt et al., 2012) alongside with games which currently widely being applied in many activities, including teamwork, innovation, and decision making

(Krisbiantoro, 2020). EFL students need sufficient materials which stimulate their enthusiasms and interests, such as colorful materials (Mubar, 2015), and consider the vocabulary enrichment, a variety of examples, proper texts and visualizations, including font size and color (Himawan, 2018). With English supplementary materials, students expose to various materials which increase the 4C skills (Imamyartha et al., 2019; Radifan & Dewanti, 2020; Ula, 2019).

A considerable amount of literature has been published as regard to develop English supplementary materials. Aquino & Vera (2018) conducted research about the development of learning materials for grade 7th, especially for students with difficulties in reading skills. The research implemented descriptive-developmental method using questionnaires and reading tests. The developed learning materials provided reading exercises to improve the ability in word recognition, and reading skills. Another research has also done by Dizza et al. (2021) about developing supplementary materials for grade 10th of vocational high school using ADDIE model. The research found that the developed supplementary materials showed positive impacts in stimulating the motivations in learning and improving the English proficiency of the students. A study has confirmed the findings of Ningsih (2021) which found that the developed English materials increased the achievements of the students of mathematics study program in learning English. Research on developing learning materials has also been conducted by Noviarani & Suherdi (2021). The research revealed three principles as consideration in developing learning materials for online learning, including providing new information, facilitating the learning styles and behaviors, and incorporating audio-visual media. Investigating the limited group

of trial of web-based learning, Himawan (2018), designed online reading materials using Canvas for 8th grade students which provides variety of materials and exercises to assist the students in learning. However, previous studies of developing supplementary materials for EFL students have not dealt with the integration of 4C skills and the use of Canva application in producing the supplementary materials.

Regarding the renewed interests in the development of supplementary materials and the importance of 4C skills in 21st-century, developing supplementary materials alongside the integration of 4C skills is an increasingly important area in education. Therefore, a design and development of supplementary materials in English learning using Canva was conducted by implementing ADDE (Analysis, Design, Development, and Evaluation) model. Canva is selected as the platform of developing supplementary materials due to the features, especially for education, such as tools for designing, collaborating, publishing, and practicing creativity (Canva.com, 2013).

1.2 Research Questions

Based on the background of the study, this study was carried out to address the following research questions.

- 1.2.1 How to develop supplementary material in English learning with the integration of 4C skills by using Canva for 5th grade students at SD Negeri 4 Kaliuntu?

1.2.2 How is the quality of English supplementary materials in English learning with the integration of 4C skills by using Canva for 5th grade students at SD Negeri 4 Kaliuntu?

1.3 Research Objectives

This study was carried out to answer the research questions. The following are the research objectives of this study.

1.3.1 To understand the process of developing supplementary materials in English learning with the integration of 4C skills by using Canva for 5th grade students at SD Negeri 4 Kaliuntu.

1.3.2 To investigate the quality of the supplementary materials in English learning with the integration of 4C skills by using Canva for 5th grade students at SD Negeri 4 Kaliuntu.

1.4 Research Significance

This study provided important opportunities to advance the understanding of the following parts.

1.4.1 Theoretical significance

Theoretically, the result of this study described the process in developing supplementary materials in English language learning with the integration of 4C skills by using Canva and facilitate the English teachers with supplementary materials using Canva in teaching and learning process. Besides, this research described the quality of the supplementary materials developed to facilitate the fifth-grade students at SD N 4 Kaliuntu.

1.4.2 Practical significance

- a. EFL students improved their language skills and the 4C (Communication, Critical thinking, Collaboration, and Creativity) skills.
- b. EFL teachers were able to provide innovative learning materials for the students in English teaching and learning.
- c. The readers were provided with useful information about supplementary materials especially for English learning.
- d. Future researchers were able to explore innovative pedagogical approaches and instructional strategies that could be integrated into supplementary materials to reinforce students' 4C skills, promote student engagement, autonomy, and self-directed learning.

1.5 Scope of the Research

The present research focused only on developing supplementary materials with the integration of 4C skills by using Canva for fifth grade students in Buleleng Regency. The research was conducted at SD Negeri 4 Kaliuntu located at Dewi Sartika Utara Street No. 37, Singaraja, Bali. The research also recognized the importance of supplementary materials in providing additional practice, covering gaps in textbooks, and offering variety in lessons. It also highlights the demand for English supplementary materials in the Indonesian education system and the challenges faced by teachers in providing relevant materials. The research seeks to develop materials that fulfil to different learning styles and incorporate authentic and engaging content, including visuals and games. Additionally, the use of technology, specifically the Canva platform, is emphasized as a tool to

create interactive and creative supplementary materials. The English supplementary materials were developed by following the ADDE (Analysis, Design, Development, and Evaluation) model proposed by Richey and Klein (2007).

