

CHAPTER I

INTRODUCTION

1.1 Research Background

Supplementary materials are complementary or enrichment learning materials for students to be more familiar with the material. So, it is optional for the students to use supplementary materials. However, supplementary materials determine the quality and outcome of the learning process in the classroom and help the teachers and students achieve educational goals as well as the main materials (Rohimajaya et al., 2021). It is because both main and supplementary materials become a guide in learning and enrich the insight of teachers and students (Marces, 2021). Supplementary materials, therefore, are important in the classroom.

The teacher needs supplementary materials if the material is unavailable in the main course books or the main course books have lack of material. Supplementary materials include any books and materials used as additional things to support their learning process. Teachers can get supplementary materials through authentic sources, such as newspapers, television, audio, video, internet, etc. Commonly, supplementary materials contain many exercises for the students to improve their extensive skills, such as grammar, vocabulary, and phonology, especially in English (Andriyani et al., 2019; Mufauwazah, 2020). Moreover, it has some communicative activities and materials that can be accessed online or offline. Therefore, teachers need supplementary materials because it provides

opportunities for the students to learn by themselves anywhere and anytime. Furthermore, supplementary materials play a role as a reference for the students in mastering English texts (Mufauwazah, 2020).

However, the course books commonly contain general material that confuse the students. Consequently, teachers need to develop supplementary materials to support their learning process and improve their skills, whether productive or excessive skills. According to Marces (2021), supplementary materials should be varied and suitable to the students' abilities and the majority level because every student has different skills and styles of learning. Teachers need to develop the material, including supplementary materials, to make it suitable for the students. Teachers should develop it based on the students' needs, interests, and capabilities (Kusuma & Apriyanto, 2018). The teacher needs to have creativity in developing learning materials. The materials that have been developed appropriately will make the learning process more joyful, systematic, and meaningful for the students. It also helps the students to achieve the learning objectives.

Nowadays, the industrial revolution 4.0 demands a learning system in education that is more effective, innovative, and qualified. It is expected that the education can help the students to master 21st-century skills which is called 4C skills. They are communication skills, collaboration (the ability to work together), critical thinking and problem-solving, and creativity. Additionally, those skills help them succeed in all life aspects in the era of globalization (Radifan & Dewanti, 2020). Once they master those skills, they will be able to think critically in solving a problem, be creative, communicate with people even from various

backgrounds, and collaborate with others to reach the same goals (Pardede, 2020). Therefore, besides considering the needs, interests, and capabilities of the students, learning materials should be developed by providing activities that can improve their 4C skills. Ratminingsih et al. (2021) stated that encouraging the students to participate more in the classroom, increasing their motivation, and enriching their creativity and innovation can be done by designing and developing learning activities that are related to the real world. Through the revision of 2013 curriculum, Indonesia education system has applied those 4C skills besides the essential skills, like character education, literacy, and HOTS (Higher Order Thinking Skills) (Rindarti, 2018).

Additionally, the integration of 4C skills in teaching and learning is required by the new curriculum, which is the Merdeka curriculum. This curriculum is a policy issued by the Ministry of Education, Culture, Research, and Technology of Indonesia to develop a curriculum from the previous one. The learning in this curriculum accommodates the learning needs of students. Also, the learning does not only focus on cognitive skills but also includes many personal and social skills. These skills are known as 4C: communication, collaboration, critical thinking, and creativity. The integration of these skills in the learning process can make demands on someone to be able to have high-level reasoning abilities, and creative thinking, and build independence in solving problems (Kemendikbud, 2021; Kemendikbud, 2022). Therefore, the Merdeka Belajar curriculum expects the students to master 4C skills to adapt to a global society.

In integrating 4C skills in English teaching and learning, supplementary materials play an essential role. Supplementary materials help teachers to fulfill the students' needs. Spratt et al. (2005) stated that digital supplementary materials which use authentic materials make the students think critically. It is because the texts and exercises provided in it are more challenging. Donal (2012) found that using appropriate pictures enriches the students' vocabularies. The other example is found by Mubar (2015), where proper materials can engage students' motivation, enthusiasm, and consciousness, such as colorful materials. Borhany et al. (2015) also found that the skills integrated into the materials are effective in improving the students' language skills, pronunciation, and grammar. Moreover, another example found by Krisbiantoro (2020) is that using games in various learning activities helps students train teamwork, decision-making skills, and creativity to solve problems. In conclusion, using English supplementary materials helps the students improve their 4C skills.

Based on the preliminary interview with an English teacher of eleventh-grade students in tourism service and business major of SMK Negeri 1 Singaraja, it is found that the school already implements the Merdeka Belajar curriculum, and the students in all majors only have 4 lesson hours of English in a week. Moreover, the English teachers and students only use the internet as guidance for their English learning because they have no main course book that completely provides all materials stated in the syllabus of Merdeka Belajar curriculum (Capaian Pembelajaran) and is suitable for tourism service and business major. The school only has a main course book that implemented the K13 curriculum. However, the materials found on the website that the students use also have

incomplete materials, so the students have to search more on the other sources on the internet. Furthermore, the internet activities lack integration into 4C skills, which are the skills required by the Merdeka Belajar curriculum. They only focus on improving the students' English language skills, like speaking, writing, reading, listening, etc. In addition, the integration of 4C skills is different from the focus in the course book used by the students. The course book only integrates some of the 4C skills.

Some researchers conducted numerous researches related to the development of learning materials, as it is something that has been introduced previously. Aquino and Vera (2018) researched developing learning materials for seventh-grade students with difficulties in reading. This research applied the descriptive-developmental method, with questionnaires and reading tests as the method of data collection and the instruments. The materials were developed by providing various reading exercises to improve the students' reading skills. A previous study done by Iswati (2019) developed an ESP course book for college students by using the ADDIE model. It is found that course books need to be developed in the visual elements because it can generate the students' interest to use and read the book. The other research, Berlin et al. (2021) conducted research which is developing an e-module of Islamic reading text materials by adapting ADDIE model. It is found that the developed materials in the form of e-module can support the students' independent learning, especially during the Covid-19 pandemic. It gives the students a deeper understanding of the topic because it provides self-instructional material and self-evaluation. Moreover, the e-module has Islamic characters value in it, which can strengthen the Islamic character

values of the students during learning. However, it is necessary to research developing English supplementary materials integrated with 4C (Communication, Collaborative, Critical Thinking, and Creativity) for vocational high school students, particularly for eleventh-grade students in tourism service business major.

1.2 Problem Identification

Referencing the research background and the previous studies, supplementary materials are very important to be developed to improve the student's skills, including 4C skills. However, there were some problems found in eleventh-grade students of SMK Negeri 1 Singaraja related to the use of English learning materials. First, eleventh-grade students are the first grade of SMK Negeri 1 Singaraja who experience the Merdeka Belajar curriculum, so they must foster 4C skills as they are required to be mastered. Second, the English teachers of eleventh-grade students only use a course book that implemented K13 curriculum. Furthermore, the course book used lacks integration of 4C skills. Also, teachers have to search for additional materials on the internet to teach the students. The supplementary materials have not been developed and integrated to all 4C skills. Moreover, the lesson hours of English are only 4 hours a week. The time constraint may affect the implementation and effectiveness of the developed supplementary materials, as there may not be sufficient time for extensive practice and reinforcement of the 4C skills integrated into the materials.

Based on the observation and the previous studies, it can be inferred that the students need developed English supplementary materials to facilitate their

English learning. Moreover, there needs to be a study that develops supplementary materials integrated into 4C skills for vocational high school students, especially in tourism service business major. It is because the previous studies only focused on developing the learning materials and the elements of the materials book to help the students achieve the learning goals without considering the 4C skills. Additionally, there needs to be research on developed English supplementary materials for eleventh-grade students in tourism service business major. Based on those previous studies' weaknesses, it is necessary to do further research on developing English supplementary materials integrated to 4C skills and technology for eleventh-grade students in tourism service business major in vocational high school.

Thus, the researcher of this study wanted to conduct a Design and Development (D&D) and adopt ADDE model (Analysis, Design, Development, and Evaluation) to develop English supplementary materials integrated to 4C skills (Communication, Collaborative, Critical Thinking, and Creativity) by using Canva for eleventh-grade students of tourism service business major. The researcher chose vocational high school as the level of the study because no research develops English supplementary materials integrated to 4C skills by using Canva for vocational high school eleventh-grade students, especially in tourism service business major. In this case, Canva is selected as the platform to develop English supplementary materials because it serves many design features (Canva.com, 2013).

1.3 Problem Limitation

Based on the study background, this research focuses specifically on eleventh-grade students of tourism service business major in one vocational high school (SMK Negeri 1 Singaraja) in academic year 2022/2023. The topics chosen were based on the second semester syllabus for eleventh grade students. The findings and outcomes of the research may not be directly applicable to other schools, grade levels, or majors within vocational high schools. Therefore, the researcher provided and developed the materials according to the learning objectives of tourism service business major. Moreover, supplementary materials integrated to 4C skills and designed by Canva are appropriate for the students. This assumption is based on the interview in preliminary observation in which students only get English for 4 lesson hours in a week. Furthermore, they only use a main course book to learn English which has no complete materials stated in the syllabus, and the activities are not integrated all of the 4C skills. In this research, developed English supplementary materials integrated to 4C skills by using Canva is considered as the object of the research. Meanwhile, the eleventh grade students and the English teacher of ULP of SMK Negeri 1 Singaraja are the participants of the research.

1.4 Research Questions

Based on the research background, there are two research questions constructed as the following:

- 1.4.1 How is the development of English supplementary materials integrated to 4C skills for eleventh-grade students of SMK Negeri 1 Singaraja?

1.4.2 How is the quality of the developed English supplementary materials integrated to 4C skills for eleventh-grade students of SMK Negeri 1 Singaraja?

1.5 Research Objectives

Based on the research questions above, there are research objectives which are formulated as follows:

- 1.5.1 To develop English supplementary materials integrated to 4C skills for eleventh-grade students of SMK Negeri 1 Singaraja.
- 1.5.2 To investigate the quality of developed English supplementary materials integrated to 4C skills for eleventh-grade students of SMK Negeri 1 Singaraja.

1.6 Research Significances

This research is expected to provide benefits theoretically and practically, as the following:

1.6.1 Theoretical Significance

The result of this research is expected to enrich the knowledge of other researchers related to the development of English supplementary materials integrated to 4C skills by using Canva. It is because this research will describe the procedure in developing English supplementary materials by integrating it to 4C skills and using Canva for eleventh grade students of SMK Negeri 1 Singaraja.

1.6.2 Practical Significance

- a. The students will improve their 4C (Communication, Critical Thinking, Collaboration, and Creativity) skills.
- b. English teachers will be able to provide innovative learning media for the students that can improve their English and 4C skills.
- c. The readers will be able to get useful information through reading the developed English supplementary materials integrated to 4C skills.
- d. The future researchers will be able to use the developed supplementary materials integrated to 4C skills as a reference in developing other materials.

