CHAPTER I

INTRODUCTION

1.1 Research Background

Learning material in the learning process is one factor that determines achievement of learning. Brown (1995) defines learning materials as descriptions and explanations that are systematically arranged from techniques that teachers will apply to teach students in class. The material to be taught by the teacher has been properly arranged in accordance with the learning design that helps the teacher in teaching and evaluating learning. Amadioha (2009) states the importance of learning materials as a guide for teachers and students in achieving learning objectives. Fakhrudin et al. (2019) add that many commercial learning materials are found in bookstores, but this does not make teachers rely on books during the teaching process. To achieve learning objectives, teachers must design and develop their teaching materials. The designed and developed materials aim to attract students' interest and facilitate student activities.

Hakim (2009) states that learning materials consist of two types, namely main materials and supplementary materials. Main materials are the learning materials that become mandatory sources for teachers and students in the teaching and learning process. Meanwhile, supplementary materials are additional materials that can be used to complete existing learning materials. Nurliana (2019) agrees that supplementary materials are teaching and learning materials other than textbooks. She adds that supplementary materials have materials that train students' skills, such as learning grammar, vocabulary, and phonology, and

contain communicative activities that can be accessed via the web. The development of learning materials by making supplementary materials should be an activity teachers must carry out in providing innovations. Unfortunately, many teachers do not do that because teachers tend to only use textbooks given to students. This causes students not to get additional material, broader knowledge, and skills related to the topic being studied.

Supplementary materials complete the main material used in learning (Tomlinson, 1998). The existence of supplementary materials has a function as an addition to help students improve their understanding and master the main material well. Supplementary materials help teachers and students achieve learning objectives and improve learning outcomes (Rohimajaya et al., 2021). The use of main materials and supplementary materials are both important sources for learning to expand students' insight (Marces, 2021). Supplementary materials increase students' knowledge and skills in EFL (English as a Foreign Language) learning, such as listening, writing, reading, and speaking. Therefore, the use of supplementary material in English learning is very important to support the teaching and learning process.

Teachers need supplementary material if the main book does not present material explanations and various learning activities. Supplementary materials provide students with many learning activities to improve their understanding and skills, such as vocabulary, grammar, and phonology (Andriyani et al., 2019). Therefore, using supplementary materials provides opportunities for students to explore many things and improve their understanding at school and home. The importance of supplementary material provides benefits for students because the

materials provide meaningful and interesting content that encourages students to be more active and enthusiastic about participating in the English learning process (Thakur, 2015). Therefore, the main materials need to be developed into supplementary materials. Teachers need to use supplementary materials based on the needs and abilities of students, which refer to the level of student learning (Kusuma & Apriyanto, 2018). That way, learning objectives will be achieved and students will have good learning progress.

Several studies related to the development of learning materials provide evidence of the importance of material development in learning. For instance, Agustina et al. (2018) developed reading material for 93 Junior High School students. The development of the reading materials is based on local culture. They reported that the material development could be used as supplementary materials that can draw students' attention to learning the use of the language through the story. Similarly, Aquino and De Vera (2018) created supplementary reading material as material development for 33 junior high school students. They reported that the development of learning materials improved students' reading skills in vocabulary recognition and literacy comprehension in reading. Also, Supriadi et al. (2019) observed the development of module teaching material for writing short stories to see how the effect of the products developed by using 34 Senior High School students as a sample. They found out that the development of the teaching material was declared effective and feasible to be used in increasing students' understanding of the structure and rules of writing good short stories, and students could produce coherent short stories.

Nowadays, the era of revolution 4.0 demands the world of education to prepare a teaching and learning system with innovations that increase student competence in mastering 21st-century skills. There are four skills: communication skills, the ability to work collaboratively, critical thinking and problem-solving, and creativity. By having 4C skills, they can think critically to solve a problem, show creativity, communicate fluently in expressing opinions, and collaborate with others in doing something (Pardede, 2020). Mastering those skills can help students successfully deal with all aspects of life in this era (Radifan & Dewanti, 2020). Therefore, teachers must use supplementary materials that contain learning activities that help students improve 4C skills.

Integrating 4C skills is mandatory because of the new curriculum policy, namely the Merdeka curriculum. The Indonesian Ministry of Education, Culture, Research, and Technology developed the previous curriculum into a new curriculum called the Merdeka Curriculum. Learning in the Merdeka curriculum emphasizes 4C skills, namely communication, critical thinking, collaboration, and creativity. Learning by integrating 4C skills encourages students to have high-level reasoning abilities, think critically, and find answers to a problem (Kemendikbud, 2021; Kemendikbud, 2022). Therefore, the Merdeka curriculum provides opportunities for students to learn and master the 4C skills that prepare them to adapt and compete in a global world.

Besides 4C skills, technology integration is needed in creating and developing supplementary materials. Teachers must use developed teaching media to make the learning process effective and interactive in this sophisticated era. Technology is a sophisticated invention, a change towards renewal, systems,

knowledge of tools, techniques, and skills in solving problems, making solutions to achieve a goal, and producing certain functions (Kieu et al., 2021). However, many teachers still struggle with the use of technology in developing materials, even though ICT knowledge reform has had a major impact on the industrial revolution (Maolida & Salsabila, 2021).

Many design applications can be used to develop the main materials into supplementary materials. For example, Canva. Canva is an application for designing something in which it provides many interesting features such as photos, image filters, unique fonts, creative icons, various page templates, and many other awesome features (Christina & Anwar, 2021). Everything for designing content is provided in Canva. All the features in Canva can be used to create the content of supplementary materials. Besides the amazing features, Canva also has positive effects on the learning process.

Some studies revealed the effectiveness of Canva in learning. Hadi et al. (2021) studied using the Canva application in teaching writing to improve the writing skills of 41 ninth-grade students in Junior High School. They reported that teaching writing using the Canva application is effective in facilitating students in enhancing writing performance. The application of Canva is useful as a medium for students to implement their writing skills. Similarly, Yundayani et al. (2019) investigated the effect of Canva application on writing skills in two classes of Indonesian EFL students in mid-intermediate college. Each class consists of 22 students. They reported that students in the class who were taught writing skills using Canva had better writing skills than those who were not taught. So, their research showed and confirmed that using Canva had a positive effect in

improving students' writing skills. So, teachers must create innovations and think creatively to develop materials as supplementary materials using technology. Furthermore, many research studies rarely use Canva as a technological medium to develop learning materials in EFL classes (Yundayani et al., 2019). Therefore, this study intends to investigate the development of English supplementary materials using Canva for fourth-grade students to demonstrate 4C skills (communication, collaboration, critical thinking, and creativity).

1.2 Problem Identification

The previous studies only focus on developing learning materials into supplementary materials that help students learn English skills, such as reading and writing without considering the integration of 4C skills as skills needed in the 21st century. Moreover, the previous studies observe the material development for junior high school and senior high school levels. Creating material development into supplementary materials is also needed for students at the elementary school level. The development of learning materials encourage students to master English better at a young age because students have basic English knowledge and skills that will help them understand English at the next level of education.

Regarding the explained studies relate to Canva, Canva is only used as a teaching medium to help students improve their English skills. Canva has not been used for material development. Furthermore, very little is shown about the demonstration of 4C skills (communication, collaboration, critical thinking, and creativity) because the studies have focused on only one skill in EFL. Those skills

of 4C are very valuable and useful. The 4C skills help students prepare themselves who will compete in a global and informative world.

Furthermore, this study aims to fill the lack of materials that need to be sufficiently studied by students and the need for 21st-century skills by providing supplementary materials integrated with 4C skills. Therefore, further study needs to be carried out in which the study develops English supplementary materials integrated into 4C skills using Canva for fourth-grade students in elementary school.

1.3 Problem Limitation

The current study is limited by the development of supplementary materials. This research focuses on English supplementary materials development integrated into 4C skills for elementary school students in Buleleng and the quality of the supplementary materials. The material topics to be developed are topics in the second-semester for fourth-grade students. The basis of this research is the importance of 4C skills in learning English which are the needs of students in the 21st century. The research object is English supplementary materials integrated into 4C skills designed and developed using Canva. Meanwhile, the participants in this study are the fourth-grade students and an English teacher at SD N 3 Banjar Jawa.

1.4 Research Question

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

a. How is the development of English supplementary materials with the integration of 4C (Communication, Collaborative, Critical Thinking, and Creativity) skills by using Canva for 4th-grade students at SD N 3 Banjar Jawa?

b. How is the quality of the English supplementary materials with the integration of 4C (Communication, Collaborative, Critical Thinking, and Creativity) skills by using Canva for 4th-grade students SD N 3 Banjar Jawa?

1.5 Research Objectives

The research objectives to be achieved in this study are as follows:

a. To develop English supplementary materials integrated into 4C skills (Communication, Collaborative, Critical Thinking, and Creativity) for fourth-grade students at SD N 3 Banjar Jawa.

b. To investigate the quality of the English supplementary materials integrated into 4C skills using Canva for 4th-grade students at SD N 3 Banjar Jawa.

1.6 Research Significance

a. For the English teacher in elementary schools

For the teacher who teaches English in target elementary schools, the development of supplementary materials integrated into 4C skills supports teachers in filling the lack of material in the main book and providing various learning activities. Furthermore, the developed supplementary materials help teachers facilitate students in practicing the 4C skills.

b. For elementary school students

For elementary grade students recruited in this research, the result of the development of supplementary materials has a positive impact on improving students' understanding of the materials in the main book by the use of supplementary materials. In addition, the supplementary materials provide opportunities for students to learn and practice 4C skills as the skills needed in 21st-century learning.

c. For target school.

With the supplementary materials, the school gets new learning materials that can be used as an additional source that provides materials and learning activities for 4C skills in English learning. Furthermore, the supplementary materials are designed with various interesting features that make students can enjoy the learning process well. Thus, the supplementary materials make the learning atmosphere more enjoyable because the materials are developed creatively using Canva.