

CHAPTER I

INTRODUCTION

1.1 Research background

The success of learning can be seen from many things. It could be the teachers and students, teaching and learning strategies, teaching and learning techniques, teaching media, learning styles, learning environments, learning motivation, learning materials, and others (Ilina, 2019). All of those factors have important roles in the learning process and they are interrelated with each other. The learning process will not be meaningful and effective if one of the previous factors is not involved. For example, if students have a high learning motivation but the learning material does not present properly, students will still not be able to understand the material well, even though their enthusiasm for learning is high. Etfita et al., 2020; Siagian et al., (2019) argued that learning material is one of the factors that occupy the most important position in the learning process. Learning materials must be prepared well so that the learning objectives can achieve the target.

Learning material is expected to have connections with relevant concepts in the real world so that students will get easier in understanding materials. Learning material is one of the most important factors for the success of learning. Therefore, each of the materials that will be taught to students must be well prepared so that the implementation of learning reaches the targets that are in

accordance with competency standards. Ulandari et al., (2019) stated that the learning outcomes can be influenced by learning materials such as how the material is structured, how the material is presented, and how students understand the material. Thus, the use of learning materials is one of the most affected factors in the learning process. According to Mubar, (2015), teachers must consider these three principles in determining and shaping learning materials, including relevance, consistency, and adequacy. Learning materials or textbooks can affect students' learning motivation because textbooks are very dense and complicated so students will quickly feel bored if they read books whose contents are dense and monotonous (Wulandari, 2019).

Since the EFL material is broad and complex material, the teacher must prepare as well as possible the learning materials that will be taught in the classroom where the material brought must be in accordance with the targets and cognitive levels of students. The teacher must be able to create appropriate, light, and interesting teaching materials in the learning process and the teacher must also be able to present the material as clearly as possible. To deal with those problems, the use of supplementary materials is needed in the learning process by teachers to improve the learning process, especially for EFL (English as a Foreign Language) classrooms. Supplementary material is known as materials that complement the existence of main materials used in the learning process (Tomlinson, 1998).

According to Dodd et al., (2015), supplementary material is the additional materials that provide many benefits in the learning process such as helping students improve soft skills, stimulating students' motivation, grammar,

pronunciation, etc. The forms of supplementary materials are printed, visual, audio, audio-visual, and computer-based (Sutanti et al., 2019). Supplementary materials have two types, namely digital supplementary materials and non-digital supplementary materials. Teachers can use supplementary materials in developing students' talents (Adnyani et al., 2022). In EFL classes, supplementary materials are produced to improve the language skills such as listening, writing, reading, and speaking. The benefit of using supplementary materials is that they can provide fun but still meaningful learning to students so that students are more motivated and active in participating in the target language learning process (Thakur, 2015). Supplementary material can also be used to explore the culture and diversity of EFL students which can increase students' knowledge of cultures around the world, especially in Indonesia (Putra et al., 2020). To sum up, the presence of supplementary materials is very important in the learning process because it can improve students' skills and the quality of the learning process itself.

The following are several reasons why supplementary material is urgently needed in the learning process. First, the era of the industrial revolution 4.0, the learning process must be led to the 4Cs skill and explored the real-world. The learning material used in the classroom must be close to the 21st century learning concept that emphasizes the real-world and soft skills (Azahary & Ratmanida, 2021). As stated by Akbari & Razavi (2015) that the materials must be as a link between classroom knowledge and real-world knowledge. Supplementary material is one of the learning materials that is very suitable to be used in the 21st century learning (Azizah et al., 2021; Silviyanti & Aceh, 2014) . Second,

supplementary materials are the necessary aid to the teachers in carrying out English teaching because it makes students easily in understanding the concepts that students think are difficult and provides additional assignments, and provides occasion to students in exploring any information (Bajrami, 2020). In line with this, some English teachers consider that supplementary material needs to be used together with the main material such as textbooks to meet students' needs (Nurliana, 2019).

In addition, the importance of using supplementary materials in the learning process are to give more instruction, performance (Bajrami, 2020), input, and encourage students in learning (Papatungan et al., 2018). Reddy (2013) provides a list of six advantages of supplementary materials, namely increasing creativity, encouraging students to be more active in the class, empowering students to be more confident, improving language and communication skills, avoiding the boredom of the course, inspiring situational English, leading to teamwork, and the task can be stimulating. In line with the previous statements. (Mufauwazah, 2020) also stated that supplementary materials can be used as a reference for students in mastering English concepts. Supplementary materials contain any pictures that can motivate students in the learning process. Same as what Donal (2012) found that the use of appropriate pictures in the supplementary materials can motivate students and enrich the students' vocabularies.

As on the following studies that examined about supplementary material, (Adnyani et al., 2022) used a Trilingual Dictionary as a supplementary material in helping elementary students in mastering the three languages. Their research showed that the use of dictionaries as learning media or supplementary material is

beneficial for students. Meanwhile (Silviyanti & Aceh, 2014) conducted her research to investigate students' interest in using YouTube movie videos in practicing their listening skills either inside or outside of the class. The results of her research showed that students agreed that a YouTube movie as a supplementary material is very beneficial in improving their listening skills. It also can motivate students in using it in the classroom but it less motivated in using outside of the class. Both of those previous studies showed that supplementary material is important in many things.

On the other hand, the concept of 21st century learning also expects the learning process to be more effective, exciting and meaningful. The concept of 21st century learning demands a lot of skills that must be mastered by students and must be integrated by the teachers into the learning process. 21st century learning asks students to master 4cs skills (collaboration, creativity, collaboration, and critical thinking) and technology for sure. The learning process must include activities that can improve the skills above. 21st century learning is also known to cover three pillars, namely learning and innovation skills, literacy skills, and life skills (Pardede, 2020). Moreover, the new curriculum which is the Merdeka Curriculum expects the learning process to be more effective and integrated with 4c skills. The learning process in this curriculum is required to meet the needs of students. In addition, the learning does not only focus on cognitive skills, but also includes social skills, attitudes, and so on. Therefore, this Merdeka Curriculum is very close to the concept of learning in the 21st century.

Regarding the concept of 21st century learning and the importance of supplementary materials, it becomes the reason why supplementary materials

need to be used by teachers. Based on the preliminary research that has been conducted by the researcher with a home-room teacher in SD Negeri 3 Kaliuntu, it was found that the school is still implementing the Curriculum 13 for the grade six. In teaching English, the teacher only used the main material which is the textbook entitled “*Grow with English*” produced by *Erlangga*. The book has integrated to language skills, 4Cs skill, and technology. However, it still needs more integration especially in the learning activity because the book is more emphasize the language skills than the 4Cs skill. The teacher used this book both in the pandemic or post-pandemic situation. In the pandemic situation, the teacher just shared the materials that scanned from the textbook and then shared to the students on *WhatsApp* group. The teacher added that sometimes the supplementary materials used during the learning process were taken from the internet. This is very concerning because the teacher only relies on one book which does not have much access for students to master the material itself and 4C skills.

Moreover, the teacher mentioned his struggle in teaching and learning English in this school in the pandemic situation such as he does not have enough time in teaching English because he adjusts to the condition of some students who do not have smart phones and only use their parents' smart phones. Additionally, the material is very complex like the word-choice is too complex so that teacher and students sometimes have difficulty in understanding the material. Moreover, the materials are monotonous (have the same content with the previous years) and the answers are already leaked out in internet. To sum up, the materials provided already integrated the 4C skills but it needs the integration of 4c skills more in the

learning activities. On the other hand, students are less motivated to participate in the learning process because learning activities are monotonous and they lack the initiative to learn independently so that their exploration of the outside world is also lacking. On students' perspective, the students mentioned that the learning material used in the learning process already interesting, contained a lot of pictures, and exercises. However, they mentioned that the material was lack of games, songs and videos, and colors so that students was less-motivated to follow the learning process.

Based on the results of the preliminary research, the development of supplementary materials is urgently needed by the 6th grade students to assist the teacher in teaching and learning process to supports the activities integrated with 4C skills. The recent research was developed English supplementary materials integrated to 4C skills and also research filled the gap of some previous research regarding the development of supplementary materials. *Canva* was used to develop the English supplementary materials. *Canva* is selected as a tool in in this research because *Canva* has many features that can easier for the researcher to make the product more interesting so that it can attract students' motivation to learn. *Canva* was also offers a lot of free features. Apart from that, *Canva* was user friendly so that users can access it anytime and anywhere. Additionally, Elsa & Anwar (2021) shared some reasons why *Canva* is suitable to be used in developing the learning materials namely, (1) *Canva* provides a space and facilitation for teacher to make learning materials and media, (2) *Canva* can Improve online teaching process and learning materials and media effectively, and (3) *Canva* is easy to use for students.

1.2 Problem identification

Previous studies have conducted the development of supplementary materials for English language teaching. These studies reported that the supplementary materials were effective in improving students' comprehension. However, there were some shortcomings identified from these studies. First, the materials developed only focused on improving one skill out of the four language skills. Secondly, the research steps were not carried out in full due to time and cost. Last, the supplementary materials developed were not integrate the 4C skills.

Meanwhile, based on the results of interviews conducted with the sixth grade teacher at SD Negeri 3 Kaliuntu, the target school requires the development of supplementary materials to fill the lacks in the main materials used in the English language learning process. The main materials used in teaching English for grade six already integrated with the 4C skills. However, more integration of 4C skills was needed as the activities in the main materials used focused on presenting and answering questions. Based on the previous explanation, this research was intended to fill the gap between the lack of materials that students have and the needs of students by providing learning materials for 4C integrated skills in English learning. Therefore, this research aimed at developing supplementary materials integrated with 4C skills for 6th grade students at SD Negeri 3 Kaliuntu.

1.3 Problem limitation

Based on the research background and problem identification, this research focused on the development of English supplementary materials

integrated to 4C skills for the sixth-grade students in SD Negeri 3 Kaliuntu. The topics developed were based on the second semester English syllabus for grade six. Moreover, these supplementary materials were appropriate to grade six because these supplementary materials were integrated to 4C and 4 language skills and also designed by Canva. The developed materials were filled with full colors and pictures which can make students interested to learn since they belong to young learners.

1.4 Research questions

Based on the background of the study that has been described, the formulations of the problems in this research are as follows:

1. How was the development of English supplementary materials integrated to 4C skills by using *Canva* for 6th grade students at SD Negeri 3 Kaliuntu?
2. How was the quality of the developed English supplementary materials integrated to 4C skills by using *Canva* for 6th grade students at SD Negeri 3 Kaliuntu?

1.5 Research objectives

The aims of this study were as the follows:

1. To develop the English supplementary materials integrated to 4C (Communication, Collaborative, Critical Thinking, and Creativity) for sixth grade students by using Canva.

2. To investigate the quality of the developed English supplementary materials integrated to 4C (Communication, Collaborative, Critical Thinking, and Creativity) for sixth grade students by using Canva.

1.6 Research Significance

The lack of 4C skills integration and the necessity of developing activities and exercises in the main material that can improve students' language skills become the significance of this study. The results of this study were English supplementary materials integrated to 4C skills can be used by teachers to fill the lack of information from the main material and create various learning activities, as well as students who can use this supplementary material to add information that is not available in the main material in terms of improving 4C skills, language skills, and enriching more English vocabulary.

