

CHAPTER I

INTRODUCTION

1.1. Research Background

Supplementary materials refer to materials generated to complement the course material (Tomlinson, 1998). Supplementary materials can be chosen from a certain source or designed to increase the teaching process (Darmayanti et al., 2021). The media of supplementary material can be printed, visual, audio, audio-visual, and computer-based (Sutanti et al., 2019). Supplementary materials are made for enhancing EFL (English as a Foreign Language) students' language skills, such as listening, writing, reading, and speaking. Supplementary materials are also essential to enrich the cultural and diversity knowledge of Indonesian EFL students as they patch up the shortcoming of the main material or textbook (Putra et al., 2020). Supplementary materials become a necessary aid to the teacher in teaching English because they provide extra tasks and information about the concept that students think is difficult (Bajrami, 2020). In line with those statements, some English teachers expressed that the main material, such as textbooks, must be used concurrently with supplementary materials to meet students' needs (Nurliana, 2019). To sum up, supplementary materials are complementary materials used to support the teaching and learning process that may not exist in the main material.

Supplementary materials are needed to give more instruction, performance (Bajrami, 2020), input and encourage students in learning (Papatungan et al., 2018). Besides, adding supplementary materials for students are beneficiary to

completing the lack of concept and activities in the main materials (Putra et al., 2020). The advantage of using supplementary materials also delivers meaningful learning based on amusing content and contexts that help students to be more encouraged and active in the target language by enthusiastically taking part in it (Thakur, 2015). Reddy (2013) denotes the sixth advantage of supplementary materials, namely increasing creativity, enlivening students to follow the activity, avoiding the boredom of the course, inspiring situational English, improving language and communication abilities, handling unconfident and fear, leading to teamwork, and the task could be stimulating.

In a foreign language context, the teacher should be able to facilitate students in communicating effectively. It can be conducted through various communicative activities to get used in constructing a language in a specific situation, social interaction with the context, and listening actions by direct instruction (Spolsky in Bajrami, 2020). Moreover, the learning material collected should include motivating them to find materials, discussing, and concluding the discussions (Rahayu et al., 2021). In line with that statement, it is significant for the teacher to generate supplementary materials, select suitable materials, and implement materials (Qamariah, 2015). As a result, material developments are needed to produce plausible and valid supplementary material to input more teaching concepts and motivate students to understand better (Paputungan et al., 2018). In short, supplementary materials help improve students' comprehension and enhance their interest in learning.

Moreover, some researchers have reported several problems in learning material development. According to some findings in Indonesian high schools, it

is difficult for teachers to provide students with appropriate media and material for learning; they do not have free time to make new teaching materials (Zaim et al., 2020). The teaching-learning materials activities such as textbooks provided in the schools are found insufficient for the learning goals and students' needs (Erfiani et al., 2019; Saryati & Yulia, 2019). Also, Putra et al. (2020) also mentioned that some textbooks used in English course perceived still lack references to the target culture.

Besides, Kurniasih and Rahmawati (2018) exposed that the teachers in Indonesia are mostly gathering material collected from certain writing textbooks and internet website; this method in developing materials are not appropriate as the writer of the native speaker are unsuccessful in relating the topics with the students' daily life. They continued that it could make students feel difficult and anxious in writing. Whereas in the teaching process teacher should motivate students subsequently, they are motivated and able to overcome the problems entirely by guiding them to finish the course well (Rosnaningsih & Retno Puspita, 2020). In short, those raising problems indicate the difficulties of the teacher in creating teaching material as suitable supplementary materials.

Besides to be able in delivering the appropriate teaching-learning material, the teaching and learning activity should provide the integration of Critical Thinking, Creativity, Communication, and Collaboration (4Cs) in 21st-century skills in education nowadays. The 21st-century skills are alienated into three, namely learning and innovation skills, literacy skills, and life skills (Pardede, 2020). The teacher in the classroom should recognize what 21st-century programs that improve their pedagogical development and instructional implementations

(Erdoğan, 2019a). The teacher should offer materials that contain activities to stimulate students to think critically by enabling them to view problems from many perspectives with a rational way of thinking on issues (Critical Thinking), giving students a choice to act freely whenever the opportunities arise (Creativity), communicate obviously and expressing ideas convincingly (Communication), and collaborate with a classmate by seeing them as a cooperate team to achieve group goal (Collaboration) (Pardede, 2020; Selman & Jaedun, 2020). In line with the previous explanation, integrating 4C century skills are required to be the core of a pedagogical program to prepare future generations to be part of universal, educative, and insightful communities (Selman & Jaedun, 2020).

Based on the interview result applying structured interviews with the English teacher in SMA Negeri 4 Singaraja, the researcher found that the school still implements Kurikulum 2013 for the eleventh and twelfth grades. Moreover, he mentioned his struggle in teaching and learning English in this school, such as difficulty determining the suitable materials since the regular materials provided are insufficient for the student's needs and syllabus target. As a result, the teacher sometimes selects and develops additional materials from internet sources and relies on students' worksheets as complimentary. However, the teacher still feels the materials from the internet are not appropriate and adequate for the students. Moreover, the materials from students' worksheets are monotonous (with the same content as the previous years). Moreover, the materials provided have not optimally integrated the 4C skills. Conversely, the students are unmotivated to follow the learning process and lack the initiative to learn independently.

Besides, the 11th-grade classes active in the teaching and learning process are using Kurikulum 2013. The implementation of Kurikulum Merdeka is merely applied in the 10th grade. The materials provided have not already employed the activity optimizing 4C skills which do not fulfill the needs of 21st Century Learning. The 21st Century Learning Paradigm requires students to learn through activities emphasizing their competencies in communication, collaboration, critical thinking, and creative thinking (Chiruguru, 2020). When the Kurikulum Merdeka has emphasized the practice of deeper basic competencies, Kurikulum 2013 remains on the content understanding. Thus, the development of supplementary materials is urgently needed by 11th-grade students to assist the teacher in teaching and learning to support the activities integrated to 4C skills.

Amongst the tools of learning media, Canva has many advantages, such as implementing technology to develop supplementary materials. Christiana & Anwar's (2021) research revealed some benefits of using Canva as the supplementary and substitution function. For the supplementary function, (1) Canva helps the teacher to produce learning material, and (2) Canva facilitates the virtual learning process. While the substitution function of Canva is (1) enhancing the teaching media appropriately, (2) learning media in Canva is easy to share with the students, and (3) Canva helps to fulfill the technology necessities. Furthermore, Rahmatullah et al. (2020) denote that Canva is a free-access app with some premium features and a web-based app that can be used to develop learning material. Canva provides several templates in any model and form: magazine, document A4, infographic, poster, etc. Learning involving technology is more exciting and challenging, so the tool may encourage students to learn

(Rahayu et al., 2021). Technology offers the space for the teacher and students to communicate, enables comprehensive input and output, supports learners to improve thinking skills, promotes learning to be more student-centered, encourages learners to be independent and elevate their confidence, and inspires them to learn a foreign language (Ahmadi, 2018). Canva offers the space for students to think creatively; then, they can recall the prior knowledge through the activity (Susilawati et al., 2019). Thus, Canva technology could be used as a medium to create appropriate supplementary material.

Several studies published the development of supplementary learning materials for English language teaching, which has become a trending issue in the last 5 years ((Azizah et al., 2021a; Erfiani et al., 2019; Papatungan et al., 2018; Rahmiani et al., 2018; Saryati & Yulia, 2019; Zaim et al., 2020). For example, the study conducted by Azizah & Sugirin (2019) investigated the need of Junior High School students to develop environment-based supplementary reading materials. The subject of the study is 38 students in 8th grade. This research was conducted using four stages of research and development (R&D): exploration, prototype development, revision, and finalization. In the revision stage, two experts were involved in classifying the qualities of supplementary material. Moreover, the study aims to create supplementary reading material with three steps: pre-reading, while-reading, and post-reading. The result of the study is that environment-based supplementary material is beneficial to be implemented to increase students' awareness.

Besides, a development study using specific project phases consists of analysis, design, development, and evaluation by Richey and Klein conducted by

Rahmiani et al. (2018). The study resulted in a travel guidebook containing local content as supplementary materials for a private institution of tourism vocational school in Pontianak City, which successfully raised students' interest and enthusiasm to be active in learning English. Saryati & Yulia (2019) also gained the same good result that developing Contextual Teaching and Learning (CTL) supplementary materials using a simplified six steps from the ten steps of Gall and Borg. The study found that the efficacy of the reading book as supplementary reading materials helps students improve their reading skills, especially in grammar and vocabulary. The activity, including individual, pair, group discussion, and whole class activities, engages students to acquire the materials.

Previous studies have shown the positive impact of supplementary materials on teaching and learning. However, the supplementary materials that emphasize the four language skills integrated to 4C skills in 21st-century learning for the eleventh grade of senior high school in SMA Negeri 4 Singaraja are still limited. Therefore, this study proposes to develop English supplementary materials integrated to 4C skills for the eleventh grade of Senior High School.

1.2. Problem Identification

The previous studies have done the development of valid and practical supplementary materials for English teaching. The supplementary materials were known effective to improve students' comprehension effectively. However, there are some shortcomings identified. First, the material developed is merely focused on one skill. Secondly, the research steps are not entirely conducted due to the time and cost. Lastly, the materials are not optimally designed to be integrated to

4C skills. Based on the former explanation, the present study intends to be the conceivable reason to fill the gap between the lack of students' learning materials and students' needs by providing richer integrated 4C skills learning materials and activities in English language learning.

While in the teacher's perspective, the English teacher of SMA Negeri 4 Singaraja in the interview stated that the textbook provided is used as the main source of English subject learning and is not sufficient to fulfill the students' needs and syllabus target. Moreover, the additional material is designed without optimizing and integrating 4C skills completely. In addition, the supplementary materials integrated to 4C skills to be acquainted with the 21st century in Indonesia Senior High School, such as in SMA Negeri 4 Singaraja, is still limited. Thus, this study aims to develop supplementary materials integrated to 4C skills for the 11th grade of Senior High School.

1.3. Problem Limitation

The development of supplementary materials limited the current study. The study emphasizes the development of English supplementary materials integrated to 4C skills for Senior High School Students in Buleleng and the quality of the supplementary materials. The study's fundamental relies on the students' need for 4C skills in English language learning through the research for the Eleventh grade implementing the Design and Development (DnD) method. The participants were the eleventh-grade students and the English teacher in SMA Negeri 4 Singaraja.

1.4. Research Question

Based on the research background explained formerly, this study aimed to address the following research questions:

1. How is the development of supplementary materials for English language learning in Senior High School integrated to 4C?
2. How is the quality of the learning materials (supplementary materials) developed?

1.5. Research Objective

The aims of this study are determined as the following:

1. To develop the English language learning material development (supplementary materials) integrated to 4C (Communication, Collaborative, Critical Thinking, and Creativity) for Senior High School Students.
2. To investigate the quality of the learning material (supplementary materials) that is developed.

1.6. Research Significance

The result of this research is expected to contribute to the teaching-learning needs in terms of English supplementary materials integrated to 4C theoretically and practically.

1.6.1. Theoretical Significance

Theoretically, developing English supplementary materials integrated to 4C skills could contribute to educational theory and practice.

The process of integration of critical thinking, creativity, collaboration, and communication skills combined with effective learning activities could reinforce English language learning and fulfil the needs of 21st-century learning. In other words, it gives insight into how integrating 4C skills can provide a more holistic language learning experience.

1.6.2. Practical Significances

1. For the English Teacher

The results of this study could be used to support the teacher by providing English learning materials integrated with 4C. Furthermore, the teacher can choose suitable activities that practice Communication skills, the Ability to Work Collaboratively, Thinking and Problem-Solving, and Creativity.

2. For the Eleventh Grade of Senior High School Students

The result of this development study is aimed to impact efforts in enhancing English language skills. Using English supplementary material developed, the learning is designed to be meaningful, amusing, and interesting, including an opportunity to improve 21st-century skills.

3. For the Senior High School

The supplementary material for English language teaching in Senior High School would benefit from the available material that could be used during English language teaching. The learning environment is designed to be more amusing and meaningful by providing the developed material.

Besides, the learning material with various designs promotes the teaching-learning process to be not monotonous.

