

CHAPTER I

INTRODUCTION

This chapter consists of: 1) research background of the study, 2) problem identification, 3) problem limitation, 4) research questions, 5) research objectives, and 6) research significance.

1.1 Research Background

A curriculum known as the emergency curriculum was utilized during the pandemic of covid-19. It is intended to make things easier for educators. The curriculum can be arranged by each educator according to the needs of the pupils in their respective regions Kemdikbud, (2023). This came about as a consequence of the COVID-19 epidemic, which is currently sweeping over the globe and has had an effect on the educational system, in especially in Indonesia. Aside from that, both students and teachers experienced a variety of changes, such as difficulties in carrying out the learning process due to the impossibility of having direct communication with one another. Educators are expected to continue providing support for students' knowledge and abilities even when there are constraints associated with the implementation of this curriculum.

However, learning is starting to change as teachers and students become more accustomed to using various applications to aid in the teaching and learning process at school. Teachers and students have also done more face-to-face learning in this circumstance (Siregar, 2022). As a result, the English learning process is progressing effectively, with teachers and students not just doing lecture learning but also providing many innovative teaching techniques in which they are

constantly actively employing technology as a medium or instrument for their learning.

The substance, basically the learning material, will be conveyed by the teacher during the teaching and learning process. Learning material plays an important role in the learning process because the process will not run properly without it. One of the functions of learning materials is to assist students in achieving their learning objectives. Teachers must select appropriate materials to meet basic competencies. There are actually two sorts of material, according to Hakim (2009): main learning material and supplementary learning material. The major material is the subject content that becomes a required reference, while supplementary material is material that functions as a complement and enrichment.

According to Spratt, Pulverness, and Williams (2012), the teacher creates supplementary content to supplement student skills. Grammar, vocabulary, and phonology are the skills developed. Teachers create supplemental materials with the goal of strengthening students' talents, fostering their creativity, and engaging their critical thinking. The teacher must consider content and emotional development, skill level, learning style, social development, and student age while creating supplementary material. Supplementary resources cannot be created randomly by the teacher; rather, they must be gathered from credible sources. Furthermore, before the supplemental material is accepted, the teacher must test the findings.

One of the categories that could be concerned by teachers in creating supplementary materials is 4Cs skills of 21st century. Based on (Vacide Erdoğan, 2019), assert that modern educators need to seriously examine 21st-century issues

in order to improve their teaching methods. The four skills known as the “4Cs,” which are communication, collaboration, critical thinking, and creativity, are the ones that students have to become proficient in. The ability to communicate effectively is necessary for making someone’s career easier. According to (Vacide Erdoğan, 2019) Grammar, memorization, and building knowledge from roots are no longer the only pedagogical priorities for today's students. They need to make associations between linguistic competence and cultural awareness. If students are unable to understand this ability, they will have a difficult time adapting to new environments because misunderstandings are widespread among those who lack communication skills.

Along with 4Cs existence, the appearance of technology should be also emphasized. Technology is now extremely sophisticated and can help all activities, particularly as an easy-to-use tool for students (Ahmadi, 2018). Technology can supplement the student curriculum and help students enhance their language skills. According to (Eady, Michelle J. and Lockyer, 2013) state that an essential foundation for success in later life is the information and communication technology (ICT) knowledge and skills students acquire during their school years. Not only may students use technology, but teachers can use it to assist create their curriculum and change the way they teach English. Because technology can be accessed via an internet network, this can make it easier for teachers to apply English teaching methods, resulting in a more exciting educational experience. This may also alter the prior teacher’s teaching technique, which concentrated solely on how the teacher explained while standing as the students listened to the lecture. Laptops, computers, smartphones, and other forms of technology abound. As a

result, technology can be used to create a learner-centered environment that leads to good growth.

In other words, technology may play a variety of functions in meeting the demands of society, particularly students. Students' requirements often include carrying out learning exercises and seeking information about supplementary material connected to their commitments. This permits students to get a broader understanding of the material. The supplemental material development process, according to Almurashi (2016), Kelsen (2009), and Richards & Renandya (2002), is doable with present technology. This is due to the fact that the usage of diverse technologies is in line with the development of supplemental materials.

Not only that, but technology can help teachers create complementing resources by providing a platform for producing more fascinating and creative materials (Masruddin, 2017.). Teachers need more material that uses technology to create a clearer context while teaching English. Students can be inspired by something exciting from new workouts and learning variants with the additional material. Students studying English may benefit from this (Cahyaningrum et al., 2016; Dizza et al., 2021; Spratt et al., 2012).

Along with the supplementary materials used by teachers, textbook may seem to have high frequency to use widely. This claim has portrayed in Singaraja, the setting of place where this study taking place. Textbooks are commonly used by teachers in Singaraja to teach students. Those books are excellent, however, there is no additional practice that incorporates the 4C abilities (communication, collaboration, critical thinking, and creativity). Teachers require supplemental material that is connected with 4C abilities in learning English in order to increase

students' 4C skills – which become the gap occurred to be concerned throughout this research. The supplemental information can be designed using Canva to make it more intriguing. There is also supplementary material in the form of digital files that contain a wealth of information (Almurashi, 2016).

The situation that occurred in Singaraja could be observed in SMP Negeri 1 Singaraja. This school is known as the most favorite secondary school in Singaraja; hence, things happen on this school might be used as barometer for other schools in similar setting. Based on the preliminary study used through observations and document studies, textbooks are often used in SMP Negeri 1 Singaraja classrooms; however, the textbook lacks a considerable number of activities that might assist students in improving their skills, notably their 4C skills. The school library does not have all of the books needed for 4C integration, but it does have some additional material volumes.

The teacher stated that he is in desperate need of supplemental material that both develops and engages students. In addition to textbooks, students at this institution typically use notebooks as learning materials. It is because the text book only includes a brief explanation and discussion of the content. Furthermore, students enjoy doing creative things while studying. To meet their needs, the researcher creates this supplemental content, which is connected with 4C skills and will take the form of a book full of engaging activities, color, and animation using the Canva tool.

Several studies have been conducted on this subject, showing this topic indeed is essential to conduct. First, a study titled “*Developing English Supplementary Materials through Instructional Conversations*” by Nurhidayat and

Rofi'I (2019). Second, a study titled "*Investigating the Effect of Canva on Students' Writing Skills*" by Yundayani et al. (2019). Third, a study titled "*A Supplementary English-Speaking Materials Development Through Describing Picture Method for Junior High Students*" by Holina and Salamun (2020). Fourth, Hadi et al., (2021) conducted a study titled "*Teaching Writing through Canva Application to Improve Students' Writing Performance.*" Fifth, based on the paper "*Development of Digital Supplementary Material Using Quizizz-Based Learning Media in Intensive English Course*" by Dewi (2022). Sixth, based on the study "*Fostering Students' 4c Skills Toward Writing by Using Canva*" by Putra, (2021). The final study was titled "*Digital Supplementary Future Tense Material Development Using Quizizz Application for First Year Students*" by Suharwipa, 2022.

According to prior research, it is crucial to bring up the idea of creating supplemental materials that are connected with the 4Cs (communication, cooperation, critical thinking, and creativity). This study might help the school as main setting of this place in filling the gap of lacking supplementary materials with 4Cs skills integration. Moreover, it may enrich the study of this topic, especially on the novelty of setting which differ this research with another related research. On this premise, researchers create materials, particularly for students in the second semester of junior high school (9th grade) at SMP Negeri 1 Singaraja. This study is a design and development (D&D) study that employs the ADDE (Analysis, Design, Development, and Evaluation) approach.

1.2 Problem Identification

The objective of this study was to help students enhance their skills, particularly in the 4Cs (communication, collaboration, critical thinking, and

creativity), by creating supplementary material that was integrated with 4C skills in English learning. The observations were carried out at SMP Negeri 1 Singaraja. The activities used by teachers to teach students in the classroom were the focus of the observations. Because of the lack of exercise in the book as a result of preliminary observations at school, the teacher devised their own practice for the children. The exercises in the book were still unable to incorporate 4C skills into students' learning of English. The text book was nice, although there were a few tasks that needed additional variation in exercises to help the students improve their skills. To finish it, students needed supplementary material that was combined with English skills, as well as 4C skills to boost student competence.

1.3 Problem Limitation

The purpose of this study was to design English supplementary resources for ninth-grade students that incorporated the 4C skills of communication, collaboration, critical thinking, and creativity. At SMP Negeri 1 Singaraja, the study was carried out utilizing the design and development (DnD) research method as well as the ADDE model developed by Richey and Kleyn (2014).

1.4 Research Questions

Based on the background, the formulation of the problem in this study is as follows:

1. How is the development supplementary material in English learning with the integration of 4C skills (Communication, Collaborative, Critical Thinking, and Creativity) by using Canva for ninth grade

students at SMP N 1 Singaraja?

2. How is the quality of the supplementary materials in English learning with the integration of 4C skills by using Canva for ninth grade students at SMP N 1 Singaraja?

1.5 Research Objectives

The objectives of this research are:

1. To develop English supplementary materials integrated 4C skills (Communication, Collaborative, Critical Thinking, and Creativity) by using Canva for ninth grade students at SMP N 1 Singaraja.
2. To investigate the quality of the supplementary materials in English learning with the integration of 4C skills by using Canva for ninth grade students at SMP N 1 Singaraja.

1.6 Research Significances

1. Theoretical Significance

The findings of this study will describe the process of creating supplementary material that is integrated with 4C skills using the Canva program. Furthermore, this supplementary material would help the teacher teach English to 9th grade students in junior high school. This study would provide further information about the process of generating supplementary material that was integrated with 4C skills by employing technology-based learning, specifically the Canva program.

2. Practical Significance

- a. For EFL students, supplementary material can help them learn English by including 4C (Communication, Critical Thinking, Collaboration, and Creativity) skills.
- b. Supplementary material for EFL teachers could be additional innovative learning media for students in English teaching and learning.
- c. Readers could gain important information on supplementary material, particularly for English learners.
- d. For future researchers to utilize as a reference for designing supplementary material, particularly for English learners.

