

# CHAPTER I

## INTRODUCTION

### 1.1. Research Background

In the age of globalization, Indonesian students must be fluent in English. It is incredibly essential as an international language that is extensively utilized and has numerous relationships with many aspects. In the social function directs that a person must be successful in communicating with others, as well as in other situations and contexts. Students must learn the four languages skill (speaking, listening, writing, and reading skills), as well as components like as grammar, vocabulary, and pronunciation in order to connect with others in the form of written or spoken conversations to trade their needs. They study English as a tool to help them attain particular life aims such as further education and jobs. For that reason, English is a compulsory subject that must be taught and completed, which has been arranged by Kemdikbud. In this situation, a good material that can motivate and assist students in achieving these competences is needed. Materials that may be used in language acquisition include games, textbooks, graded readers, videos, websites, flashcards, and mobile phone interactions (Tomlinson, 2012:143–144). According to Kusuma and Apriyanto (2018), In achieving the learning objectives, material development has become a necessity that must be carried out by teachers which adjust to the needs of students and the material offered. According to Meganathan (2008), materials are any comprehensive statement of activities and procedures to be utilized in classroom teaching. As mentioned one of them is the use of textbooks, it is essential in the process of teaching and learning. It instructs students on how to study the topic. Therefore, textbooks must be enjoyable, fascinating, and successful

in order to engage students in the process of learning and teaching as well as in comprehending materials.

Talking about development materials, it was divided into two types, those are main materials and supplementary materials (Hakim, 2009). Between those mentioned previously, one of the skills that a teacher must have in order to carry out their duties is the able to develop supplementary materials. According to Cahyaningrum et al., (2016), supplementary materials are academic support materials that are related to the regular materials. Kusuma and Apriyanto (2018) believe that another alternative for addressing the shortcomings of the provided material is to supplement the given content. The material created and developed by the teacher is material that is not in accordance with the syllabus, curriculum, or the needs of students in order to achieve cumulative competence and in accordance with learning objectives in English (Anum & Apriyanto, 2019). The creativity of teachers to supplement the materials are needed here. There were many claims and research that using supplementary material for students is effective and has a positive impact in improving students' skills in English.

Nurliana (2019) observed in her research was focused in the second semester for eighth-grade students at SMP Negeri 9 Palangka Raya to build a model of English supplementary material based on local content. She argued that the developed model of supplementary English materials met the requirements of the students. Darmayanti et al., (2021) conducted a study to determine and analyzing the type of supplementary reading text that students choose based on their preferences and motivation in choosing the type of supplementary reading text in class VIII SMPN 1 Kepahiang. According to the findings of this study, the

following were three students' reasoning for picking the categories of text for supplementary reading material at SMPN 1 Kepahiang in grade VIII: The narrative text has some stories that may be included into them, it was enjoyable to read, which means that the text can be imagined by the students while reading it, and it was simple to comprehend. There was also research from Lestari (2019) which in her research aimed to explain how reading material for grade VIII students based on the 2013 curriculum was created and how English supplementary reading for grade VIII students was effective. The finding showed that the product development was in a relevant, useful, and valuable product for Junior High School students. The involvement of the students in the learning and teaching process highlighted the value of the supplementary reading materials. Supplementary reading might assist students in meeting their needs, improving their pronunciation and improving their vocabularies.

In this case, designing supplementary materials which is in the form of E-book must use adequate tools to support all that is needed. Canva is one of many additional tools that teachers may use to develop and design teaching materials. This was evidenced by previous research that also used the Canva application to design. In research from Himawan (2018), reading English materials were designed by the researcher for eighth-grade students utilizing the Canvas platform. It was chosen by the study because it was simple to use and comprehend. The results of this study indicated that researcher had succeeded in designing online reading materials using a canvas platform for 8<sup>th</sup> grade students at SMP Maria Assumpta Klaten. All readings and assignments were uploaded to the canvas platform. Rosidah (2021) also stated the same thing, which in this case created an E-module

using the Canva application. In her opinion, it was stated that if you need an attractive and interactive module design, you can use the Canva application. As we know that Canva is one of the online web applications that helps someone create various attractive designs because there were many templates available for various graphic design needs.

Based on the previous study, it was only focused on one language skills of EFL for high school students without seeing the development of the learning and teaching process in the twenty-first century. There was a need to respond to rapid changes in the world, prepare students to work and live in a future society, and emphasize twenty-first century skills to improve students' abilities (Larson, 2011). As a teacher in the 21<sup>st</sup> century must be able to think innovatively and creatively by collaborating with other learning skills. According to Septikasari and Frasandy (2018), "Schools as educational institutions require critical thinking and problem solving, creative thinking, collaboration, and communication skills commonly known as 4Cs". In the 21<sup>st</sup> century competencies, the schools and other educational institutions have to develop the 4Cs that have been adopted by the curriculum 2013 (Harjanti, 2018). Alongside the consideration of the expert, Indonesia curriculum was adapted this skill into the 2017 curriculum which elaborates the incorporation of 4C skills and other important aspects such as literacy skill and character education (Rindarti, 2019). Therefore, it was important to insert 4Cs in the learning activity.

The 4Cs consists of critical thinking, collaboration, creativity, and communication. Teaching critical thinking to young learners leads them in developing many skills, such as high level of concentration, good analytical

abilities, and thought processing (Roekel, 2018). Teaching creativity allows the students in expressing everything they have learned in another way (Erdogan, 2019). He also stated that teaching collaboration skill helps students in understanding how to solve a problem in group work, give solutions, and decide the best action in group work. Meanwhile, communication skill helps students in articulating thoughts and ideas effectively by using oral, written and nonverbal communication (Yu, 2019). According to Selman and Jaedun's (2020) study that explored the assessment of 4C skill implementation, teachers are concerned about giving the execution of 4C skills, but the lack of textbook as one of the learning source is producing inhabitation of the implementation. Meanwhile, the lack of sources is not aligned with the Indonesian lesson plans that appear to incorporate HOTS, creativity, collaboration, communication as the indicator of components of lesson plans and other completeness that integrated 4C skills can be easily found.

This was felt by teachers at SMP N 2 Singaraja. The preliminary observation has carried out by observing the process of learning English for seventh grade students at SMP N 2 Singaraja. According to the teacher who teaches in seventh grade students, there were still students who experience a decrease in learning motivation, especially learning English. This was confirmed by evidence collected by the researcher from the English teacher, who indicated that not all students actively participated in their learning and neglected to do assignments. As a result, learning objectives cannot be achieved. During the observation, the English teacher who taught in second semester was used supporting books in the form of textbooks obtained from the Kemdikbud as the main materials. In addition, the teacher and students also used student worksheets (LKS) as additional books in class. The

analysis result was done by analyzing the two books as existing materials that used when studying in class. Based on the analysis of the results in the existing material, there were several deficiencies found which referred to the learning needs of students, and the integration of 4C skills both in terms of design and activities available in the book.

The existing materials had been integrated with the 4C skills through learning activities carried out and instructed by the teacher to students. However, it was still difficult for students to carry out independent activities that integrated with 4C skills because in the existing material there were still minimal activities that invite students to be directly active when reading them. Some examples of activities in the students worksheet were about "Read the text and answer the questions". In this activity, students were provided with a text about "Online learning", which after reading the text, students were required to answer several questions related to the text. As for the conversation activity where in the book there was a complete conversation that must be read by students then answer the questions below related to the dialogue. In addition there were also several activities regarding completing sentences that focus on grammar, one of which was the use of "Have/Has" or "Don't have and Doesn't have". In this activity, several monochrome images were available and other points such as time and days are adjusted according to context. In addition, through the analysis conducted on student worksheets, there were still minimal practice questions that contained game activities. On the other hand, according to information from the seventh-grade English teacher, the teacher should create new practice sheets in the form of worksheets based on the materials provided. This is

because, sometimes the textbook in the form of worksheets have practice questions that were not in accordance with the needs of students in learning.

Based on the activities in the existing materials, it can be seen that after answering the questions, whether in the form of text, multiple choice and blank sentences, there was no further activity that invites students to be active both in terms of discussing the results of the answers, and collaboration so that the activity available was still a passive activity. In other words, the material did not provide opportunities for students to express ideas verbally and non-verbally in good ways, where the integration of 4C with the activities available in books was still minimal and weak in improving students' English skills. Student needs cannot only be carried out with paper, pencil and text because as we knew there was a need for communication and collaboration for students which must be implemented through interactions between people, it meant students need to do something in a fun way such as English game activities which integrated with 4C skills. The existing materials were also minimal in providing complete instructions and procedures so students have to wait for directions from the teacher. In addition, some activities did not have an initial example that serves as a guide for students in doing the exercise. The existing materials used by students and teacher were in the form of textbooks, which are only used if they want to study offline.

Moreover, the book design used in both the main materials book and student worksheets had minimal illustrations to support the available activities. Picture illustrations are effective visuals that are helpful in learning (Lale & Aditi, 2020). Illustrations improve several elements of learning, including understanding, memory, problem solving, and so on. It aided in the development of students' visual

literacy, critical thinking skills, and a variety of other abilities. Apart from illustrations, the colors in the books used were also colorless, especially in student worksheets (LKS). The background of the students worksheet was only gray with a monochrome image color. Therefore, this made the book less attractive to seventh graders. It was necessary to have colorful and attractive illustrations that were adjusted to the level or age of students to support learning activities so that students more easily understand the material and exercises available.

Related to the problems, the design and content in the existing materials need improvement. The development of material was very appropriate for use in learning. This was also supported by the English teacher stated the development materials are very much needed for the seventh-grade students at SMP N 2 Singaraja, because it could be used to provide all skills not detailed in the main course textbook, as well as to be used for learning in regular courses and remedial purposes or enrichment. Therefore, knowing about the problem, the researcher took an initiative to attract the interest and motivation of students to learn English actively by developing materials that refer to English supplementary material in the form of E-book by using Canva integrated 4C skills for seventh grade students second semester in SMP N 2 Singaraja. It could be used by both of teacher and students in both offline and online learning situations. Therefore, the English supplementary material can be used online through digital technology such as smartphones and laptops, or teacher and students can also print out the E-book. It meant the teacher and students were free to choose from learning needs in accordance with the ways and situations of learning activities, in which it could be utilized and used as supplementary learning material continuously and accessed

practically. Besides that, the development of English supplementary material aimed to cover the deficiencies available in the existing book, both in terms of activity, design, and suitability of content to the needs of students and the syllabus used by the school.

## **1.2. Problem Identification**

The researcher can identify certain problems based on the observation. Those are:

- 1.1.1 Many students who experience a decrease in learning motivation, especially learning English because the learning activities in textbooks are less attractive (monotonous book model) in supporting the student learning process.
- 1.1.2 Students and teacher used the existing material was in the form of a textbook when studying, which can only be used offline because it was printed so it was less flexible when studying because students have to need a place for things like a bag to carry the textbook when the students want to study outside of school every time.
- 1.1.3 The main material has been integrated with the 4C skills through learning activities carried out and instructed by the teacher to students and various materials available. Unfortunately, there were some drawbacks that do not suit the needs of students and still difficult for students to carry out independent activities that are integrated with 4C skills because in the main book there are still minimal activities and exercises that invite students to be directly active when reading them, just as the material does not provide opportunity for students to express ideas verbally and non-verbally in good

ways, it was difficult to find activities that can support or enhance students' skills.

1.1.4 In the student worksheets (LKS), there were many exercises, but the book has blurry writing with unattractive colors and does not include several illustrations such includes images or pictures and a variety of assignments, so this book looks less attractive. It has promoted 4C skills yet in a segregated way. In detail, the given English supplementary material also has implemented the 4C skills however the integration of 4C skills were segregated which means the one skill to another are apart from each other in different sub topics. In addition, the contents of the exercises in the book are mostly answer a question and multiple choice, which is lacking in a game adapted to the exercises to motivate students in learning so that it becomes a monotonous book model.

### **1.3. Problem Limitation**

The development of supplementary materials in this research limited. This research focused on the development of English supplementary materials integrated 4Cs for grade VII in SMP N 2 Singaraja. The relevance of 4C skills in learning English, which were the demands of students in the twenty-first century utilizing Design and Development (D&D) research with an ADDE (analysis, design, development, and evaluation) model were the basis of this research, which was conducted for the students of grade VII second semester in SMP N 2 Singaraja.

### **1.4. Research Questions**

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

- a. How is the development supplementary material of English learning with the integration of 4C skills by using Canva for seventh grade students at SMP N 2 Singaraja?
- b. How is the quality of the supplementary materials of English learning with the integration of 4C skills by using Canva for seventh grade students at SMP N 2 Singaraja?

### **1.5. Research Objectives**

The objectives of this research are described as follows:

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

### **1.6. Research Significance**

This study provided important opportunities to advance the understanding of the following parts.

1. Theoretical significances

Theoretically, the result of this study will describe the process in developing supplementary materials in English language learning in the form of E-book with the integration of 4C skills by using Canva. This study is expected to give new innovation of English students' book that integrated 4C skills as supplementary material that can help students' 4C skills development in learning activities.

## 2. Practical significances

### a. For Students

This research results are expected to facilitate students at the secondary level, especially 7<sup>th</sup>-grade students, to improve their 4C skills and English language skills through developing English supplementary material integrated 4C skills.

### b. For Teacher

This research results are expected to support English teachers in developing and implementing engaging learning media for teachers and students by integrating 21<sup>st</sup> century skills learning through developing English supplementary material integrated 4C with appropriate stages.

### c. For Readers

The research results are expected to inform the readers of important of 4C in the learning activities. Besides, it teaches readers about developing a supplementary material integrating 4C skills for junior high school.

### d. For Other Researchers

This research results are expected to be a reference for other researchers who would research in the same field using English supplementary material integrated 4C skills to improve students' English language skills. This research is expected to be empirical evidence that can be used to strengthen research that other researchers would carry out.