

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

21st-century education could only be measured in knowledge but could be viewed from students' readiness for learning (Gunadi et al., 2022). It means that every student has the same opportunity to receive an excellent education to help them reach their capability. The Economic Co-operation and Development Organization (2018) mentioned that education is essential in increasing knowledge, attitudes, skills, and values that contribute to a promising future. In addition, Oliver (2016) stated that leaders such as politicians, educators, and entrepreneurs believe that 21st-century learning positively influences the 21st-century. Furthermore, a good education system must consider the variety of society and recognize the variety of students needed in addition to several factors such as gender, age, ethnicity, and place of residence (Efendi, 2018). Recognizing student diversity requires teachers to pay attention to how they teach because each student has unique characteristics and needs (Sari et al., 2020).

Therefore, teaching English was a challenging job for teachers. It is because every student who comes to school is different. Their differences reflect diverse students. Most teachers were aware of student differences, but not all were trying to address student diversity in learning and teaching (Krish et al., 2010). The diversity of the students in schools is a significant challenge for teachers. One of the diversity of students is at the level of understanding in learning. Several types of children in the classroom have varying learning ability levels. Each individual is at a different level of understanding; one is a fast learner. Fast

students have higher abilities than slow learners. Students who are fast learners typically understand the material quickly and takes little time to grasp certain concepts (Varghese & Aneesa, 2021). According to Nurfadhillah et al. (2021), the benefits of fast learners included: being quick to identify and respond to events around them; being fluent in reading; being quick to count; and having many friends. Furthermore, Nurfadhillah et al. (2021) identified the weaknesses of fast learners: being quickly bored if the material being taught is monotonous consistently, not being willing to share knowledge with other students, and sometimes needing to be in a hurry to complete the task.

Fast learners can learn quickly and create connections with others. They usually avoid the long material explanation and want to move on to other materials quickly. They often complete assignments faster than other students. They would get tired of waiting for a long time. Fast learners liked complex activities. It is viewed from the attitude that was often shown, such as; exhibiting an intense academic and emotional character, highly inquisitive, demanding, and sometimes sensitive to other students. Fast learners are unique since they need a robust school environment to meet their needs and reach their maximum potential (Manning, 2006). Therefore, a teacher needs to be aware of fast learners in the regular classroom. Due to the presence of these students, the teacher has more responsibility to create a compelling and conducive learning atmosphere for fast learners. Besides, the material given also has to suit students' abilities.

The result of the preliminary observation showed that in SMP Negeri 6 Singaraja, the students categorized as fast learners can be seen from the score they got, their active involvement in the class, and their ability to complete the

activities instructed by the teacher. The fast learners tended to get high scores in English. The students obtained a score, usually above the standard score in the school (KKM). The result of the interview conducted showed that the fast learners actively participated in the class, such as answering the examination from the teacher and giving their thought about the topic discussed. They sometimes dominated the class more than the other students. Furthermore, fast learners quickly understood the activity given by the teacher. Therefore, the teacher would give little explanation to them.

In addition, several characteristics of a fast learner include: students can analyze and understand ambiguous or abstract information. For example, students can state critical arguments, find essential points, have a good memory, and explore important meanings (Manning, 2006). A fast learner has diverse capacities, including memory capacity, problem measurement, and visual ability (Hindal et al., 2013). They believe that putting in the most effort will result in something insightful. Furthermore, a fast learner is a student who never gives up and is not afraid to try and fail.

Furthermore, a fast learner tends to prefer to learn through experience. Students prefer to learn practically as well as theoretically. When students learn a language, they want to understand the grammar rules, usage, and everyday usage. Furthermore, the activities assigned by the teacher tend to be completed quickly, and students must wait for other friends to finish the worksheets. A fast learner is a student with a positive attitude toward learning; they are always curious, understand deeper understanding, and seek solutions to problems in the material. Sometimes, the fast learner will be a perfectionist (Rinn, 2019). Several fast

learners also have a predisposition toward perfectionism, which can lead to a reluctance to try new activities for fear of failing. When things do not go well in the view of a fast learner, they might be pretty critical of themselves or even become upset.

Therefore, teachers need to review the essential components to achieve the targets and objectives of the learning and teaching process. One of these components is material. Material is used in language learning activities, including books, games, videos, flashcards, and the web (Nurliana, 2019). Among the types of material previously mentioned, textbooks are considered to have an essential role in learning. Textbooks for learning English are significant in helping students learn the language well. Rohimajaya et al. (2021) stated that a good book is a book that functions as a suitable learning medium. The context learned must be contained in the book. Therefore, the material in the book becomes an essential component in language learning and others. Students need materials appropriate to their field of study and learning targets. Thus, relevant teaching materials must be developed again to add student references. Rohimajaya et al. (2021) assumed that applying material based on students' needs would motivate them to learn English because it will appear suitable for their program.

Material development is carried out to prepare supplementary materials for teaching English. Developing supplementary material is a process educational activists use to create and produce a product for language learning and evaluate, design, product, adapt, and research materials. The material developed will help teachers as an additional source of teaching (Nurliana, 2019).

The researcher chose 8<sup>th</sup> grade students since grade 8 has 1 year of learning experience at junior high school, of course fast learners will feel bored and does not improve their ability if there is no additional learning material. According to preliminary observations conducted in SMP Negeri 6 Singaraja, the material criteria required for fast learner students were problem-based activities. It was because students enjoy analyzing a situation or problem. It is in line with Hindal (2013) that stated fast learners are interest in analyzing situation and solving a problem. Besides, doing observation is also necessarily conducted for fast learners. Students were fond of observing their friends and the situation around them. Furthermore, fast learners preferred carrying on a conversation and completing a picture conversation. Students were fond of analyzing and imagining something visual. In addition, fast learners were interested in discussing an issue related to the current situation. By discussing, they could state their opinion on the issue and know their friends' points of view.

Additionally, project-based activities were another type of material required for fast learners. Based on the interview with the teacher, the learning model implemented in the class just discovery-based and problem-based learning. At the same time, the students stated that they were fond of doing activities such as making a video, having and participating in conversations, and designing a poster. Fast learners enjoyed creating videos that expressed their thoughts and creativity. It was because students were already very familiar with technology and could be creative. Furthermore, role-play, such as performing a short drama, was preferred by students. They claim role-play allows them to improve their English while practicing collaboration with other students quickly. According to

Ramadhan and Yundayani (2020), role play can help students improve their communication skills.

Furthermore, due to the number of technology development, fast learners will be required to design a digital poster. Fast learners like to visualize something; they tend to do more than think in their minds. Thus, online and offline learning is needed for fast learners.

Blended learning is a type of learning that integrates in-person learning and online-based learning (Wagiono et al., 2022). The realization of blended learning has become a trend to facilitate an effective teaching and learning process in the new average era of the pandemic situation; teachers and students in Indonesia have adopted blended learning as a demand and a trend (Menggo et al., 2022). Blended learning allows students to access the material, finish tasks, and participate in discussions. Furthermore, teachers could provide feedback and communicate with students through online and offline methodologies. Blended learning can also be thought of as a reaction to technological advancements. It is more than a mix of online and face-to-face learning. Besides, Blended learning is a chance to incorporate technological advances that can be used in-person and on the internet.

Blended learning has three significant benefits for students: (1) Portability in the classroom environment encompasses students' different study behavior patterns, timetables, and learning rhythms. (2) Individual feedback from instructors both inside and outside of class. (3) Understand the significance of

face-to-face instruction. (4) The learning process could be conducted in school and at home. (5) Students can easily access the material at home and school.

The material developed also considers the curriculum used. Currently, 8<sup>th</sup> grade junior high school uses the 2013 curriculum. According to Permendikbud No. 22 of 2016, three aspects must be met in the learning process using the 2013 Curriculum; affective, cognitive, and psychomotor. The affective aspect focuses on the substantial transformation of teaching materials. The psychomotor aspect involves changing teaching materials so students can apply the given stimulus. The cognitive aspect concerns changing the material so students can reason and think logically. In the 2013 curriculum, the expected output is equality or balance between soft and hard skills covering these three aspects. With a designed learning process, learning outcomes are effective in producing creative, effective, and productive students (Gunawan & Daud, 2018).

Saputra (2019), denoted that language learning material is taught according to the context in which it is used. It is in line with the objectives of the 2013 Curriculum, where teachers must be able to develop teaching materials according to the needs, abilities, and conditions of students. It is also mentioned by Andariyani and Nurhajati (2016) that teachers must have the competence to develop materials according to teaching objectives, choose the proper method, manage the class, etc. Harmer (1998) and Richard (2001) also revealed that English teachers must have the skills to adapt and modify material according to students' abilities. Furthermore, in the 2013 curriculum, teachers are expected to convey material well, follow teaching procedures, apply teaching techniques that

attract and motivate students to learn English, and manage classes well (Andariyani & Nurhajati, 2016).

It was also commonly recognized that the majority of language teachers utilize textbooks. However, not all textbooks can encounter students' needs and desires (Tomlinson, 2010). As a result, every teacher must constantly review, evaluate, adapt, supplement, and develop efficient ways to implement the material selected for use in class. Therefore, material development should be crucial to any course intended to train, empower, or develop teachers into facilitators capable of creating additional materials to fulfill the needs of students. Aside from the pragmatic function of preparing teachers for reality, the development of classroom teaching materials can also be very beneficial in assisting teachers in understanding and applying language learning theory to achieve professional skill development (Tomlinson, 2001).

Previous research conducted about developing supplementary material for the junior high school includes; Agustin et al. (2021), which developed task-based writing supplementary material of descriptive text accompanied by audio-visual Media. Raudah et al. (2020) developed English reading material for the eighth grade; Azizah (2019) developed environment-based supplementary reading materials, etc. Based on previous studies, researchers still need to develop supplementary material using problem-based, project-based, and discovery-based learning. The three learning models are very much needed in implementing the 2013 Curriculum under the suggested approach, namely the Scientific Approach. However, most researchers still focus on speaking, writing, listening, and reading skills.



In addition, there needs to be more previous research that develops material for a fast learner. Even though the problem found in the classroom is that the material being taught still needs to be to the interests, readiness, and student profile of each student. The teacher provides the same activity for all students without taking into account all of their differences. It causes fast learners to follow ordinary students' learning styles. Teachers must be creative in designing learning activities and adapt to each student's abilities. Currently, teachers have still designed traditional learning activities without considering relevant learning models for students. Thus, the researcher intended to develop supplementary material for fast learners at 8<sup>th</sup> grade junior high school using learning models of problem-based, project-based learning, and discovery learning.

In addition, this research aimed to assist teachers in facilitating the teachers to fulfill students' needs in learning. The researcher hopes that the material developed is helpful for teachers and students, especially for fast learners. Therefore, it is essential to create material for fast learners since their learning achievement targets can be accomplished. Students will not be bored waiting for other friends to continue the material.

## **1.2 Problem Identification**

The result of preliminary observations in SMP Negeri 6 Singaraja, conveyed problems included:

1. Teachers used the general English textbook and exercise book for all students.

2. More material for covering students' needs is needed based on their ability and interest, especially for fast learner students.
3. The students needed a variety of learning models to avoid boredom in learning.

Therefore, the researcher developed supplementary material using problem-based, project-based, and discovery learning. Teachers found challenging to design project-based learning. Teachers had difficulty determining the type of project to give students because they needed help understanding the material in class. In addition, another obstacle was the adjustment to the school schedule because students had to complete the topics that had been planned. With this, the teacher usually needed extra time to implement project-based learning.

### **1.3 Research Limitation**

The research was limited to supplementary development for fast learners in the 8<sup>th</sup> grade of junior high school. The study mainly focused on developing supplementary material for fast learners using problem-based, project-based, and discovery learning approaches. The researcher considered using Design and Development (D&D), which consists of four phases: Analysis, Design, Development, and Evaluation.

### **1.4 Research Question**

Based on the research background and problem identification, the research questions are the following.

1. How is the material assigned to students in the 8<sup>th</sup> grade of junior high school?

2. What materials are necessary for fast learners in the 8<sup>th</sup> grade of junior high school?
3. What is the quality of material development for fast learners in the 8<sup>th</sup> grade of junior high school?

### **1.5 Research Objective**

The aims of the study research are:

1. To identify the general material given to the 8<sup>th</sup> grade junior high school students.
2. To perceive the activity needed for fast learners in 8<sup>th</sup> grade of junior high school.
3. To recognize the quality of the material developed.

### **1.6 Research Significance**

This study is anticipated to aid in the development of the development of teacher supplementary material for fast learners in the school.

#### **a. Theoretical significance**

This research is expected to contribute to developing English learning material based on students' learning styles, interests, and readiness levels. Furthermore, there has been the fewest research on developing material for fast learners.

#### **b. Practical significance**

The research could be beneficial in some aspects. For students, this research is intended to enhance the quality of the learning process in the classroom. Besides, the research aims to help teachers develop appropriate

instruction by realizing students' needs and characteristics. In addition, this research is intended as a reference for future research about developing supplementary material for the fast learner in the 8<sup>th</sup> grade of junior high school.

