

CHAPTER I

INTRODUCTION

1.1 Research Background

Language plays a significant part in human life nowadays. Language, according to Fromkin (1984), is the source of human life and power. They also include the idea that language serves as a means of informing others. Language is therefore regarded as being crucial to life. Humans cannot connect without language, and it is challenging for them to articulate their views. In this age of globalization, it is crucial to master common languages like English. English is referred to as an international language since it is widely spoken around the world. English is the language that is most commonly used as a second language in this world, according to Broughton et al. (2013), and the remainder of it uses English as a foreign language. Because English makes it easier for people from different countries and languages to communicate, it demonstrates that English is currently studied by people all around the world.

According to Maxom (2009), English is now seen as a language that grants access to the globe; this is supported. It is undeniable that English is a universal language that has been employed in a wide range of industries, including those related to aviation, technology, education, politics, business, and commerce. In other words, English has taken over many spheres of life in this world. For instance, English has taken over as the language of international aviation and debate in the United States. Additionally, more than 60% of radio programmers worldwide broadcast in English, and 70%

of all mail is written in English, according to Broughton et al. (2013). Additionally, English is the language of choice for many scientific publications worldwide. These factors make learning English essential for everyone.

The Indonesian National Curriculum for English as a First Foreign Language suggests that instructors cover a variety of genres, phrases, and texts. Because English is considered a foreign language, most Indonesians only acquire it in official settings, such as school or a language training facility. This is why a teacher's involvement in teaching English as a foreign language is critical. In the context of English as a Foreign Language (EFL), students often encounter limited opportunities for utilizing the English language beyond the confines of the classroom due to their relatively diminished immediate English language requirements (Akbari, 2016). To facilitate the academic advancement of students, it is imperative for teacher to furnish sample opportunities and exposure to learning (Šafranj, 2013). In this scenario, the teacher, in their role as a learning manager, should ideally demonstrate curiosity in customizing learning materials that are appropriate for their students. These materials, in the form of supplementary resources, should be locally relevant and meaningful to enhance the students' learning experience (Kurniawan & Radia, 2017). Indeed, it poses a challenge for educators to furnish students with sufficient learning resources. Educators occasionally find themselves solely equipped with a collection of textbooks, lacking supplementary educational resources. In addition, it is worth noting that there is a limited number of educators who have received formal

training in effectively utilizing and customizing locally accessible educational resources to cater to the specific requirements of students at present (Keong et al., 2015). Consequently, a considerable proportion of learners fail to attain the intended learning outcome. One of the goals of teaching English is to help students understand the language they are learning with a deep concern for the students' interest.

Increasing student interest in learning is one of the problems that teachers, on the other hand, deal with due to the variety of settings in which they operate (B. Tomlinson, 1998). Some shortcomings in online education contributed to boredom, a decline in motivation at work, and greater electricity costs. It is not always successful if the teacher does not employ alternatives for online learning (Rahardjo & Pertiwi, 2020). Teachers cannot instruct students solely through conversation since technology advancements happen quickly and demand that we keep up with changes. A recent example of how technology developments are helpful is in the area of education during a pandemic that requires learning from home (Rahardjo & Pertiwi, 2020). Actually, technology has been applied to education for a very long time. One of them is mathematics, where using a calculator to expedite calculations is used (Sutarto et al., 2020). It is hard to avoid using media during this online learning period because it is one of the most important aspects of this epidemic.

Both the teacher's inventiveness and rigorous instructional concerns are needed in online courses (Lestiyawati & Widyanoro, 2020). Teachers will face a range of challenges, and they must develop effective solutions

for each one. On the other hand, teachers need to figure out the best approach to make sure that students understand what they are acquisitioning at the moment in class and aren't bored, as well as how to keep them interested in the online teaching and learning process (Jumani et al., 2018). The usage of a game-based learning platform by the teacher is a fantastic alternative medium from the viewpoint of the pupils. Game-based learning systems are becoming more and more common in education (Said et al., 2018). This is because a game-based learning platform is more flexible and less expensive.

Thanks to the development of technological tools, many kids will be passionate about studying English in the midst of a pandemic or when learning at home or in school (Rahardjo & Pertiwi, 2020). Learning apps can make it simpler for teachers to manage and communicate with students. Technology can be a pleasant way to learn. Because children who play are more intelligent and effective than those who do not utilize platform media, this may have a positive effect on learning English, so that children do not fear studying English in school, nor do they find it challenging or dull (Mesce et al., 2022). The traditional way of teaching students is no longer effective in terms of their potential. This approach to teaching and learning is based on pedagogical models that have been around for a while and use textbook-based approaches.

There are four abilities that must be learned, listening, speaking, reading, and writing. The interdependence of the four skills necessitates learners to attain proficiency in all of them. Uma & Ponnambala, (2001) assert

that acquiring language proficiency is a crucial factor in determining students' communicative competence in the target language.

Additionally, the children must be able to develop their English skills to the level required by the national curriculum. The national curriculum of 2013 in Indonesia encompasses various levels of education, including elementary, junior high, and senior high schools. Each level has specific learning objectives and competencies that students are expected to achieve. The implementation of the 4C skills (Communication, Collaboration, Critical Thinking, and Creativity) in learning is crucial for student development. These skills are considered essential in preparing students for the demands of the 21st century. The implementation of the 4C skills is relevant to students because it equips them with the necessary skills to succeed in their personal, academic, and professional lives. These skills are not only valuable for their future careers but also for their overall growth and development. Students who possess strong communication, collaboration, critical thinking, and creativity skills are better equipped to face challenges, adapt to changes, and contribute meaningfully to society. The relevance of the 4C skills to the national curriculum, as recognized by the Ministry of Education and Culture (Kemendikbud) in Indonesia, lies in the goal of providing a well-rounded education that prepares students for the demands of the 21st century. The curriculum emphasizes the importance of developing students' holistic competencies, including their social, emotional, and cognitive skills. The 4C skills align with these objectives

and provide a framework for educators to incorporate innovative and student-centered approaches in teaching and learning.

By integrating the 4C skills into the curriculum, Kemendikbud aims to create a learning environment that promotes active student engagement, critical thinking, problem-solving, and collaborative learning. This approach recognizes that the world is rapidly evolving, and students need to develop skills that go beyond rote memorization and traditional teaching methods. Voogt and Roblin (2012) demonstrated that the essential skills for progress in the 21st century encompass critical thinking, communication, collaboration, and creativity. The addition of these four skills was deemed valuable in enhancing the foundational curriculum of an educational program aimed at equipping the younger generation with the necessary tools to become active participants in the global community, possessing a wealth of knowledge and critical thinking abilities (Voogt & Roblin, 2012). Furthermore, the integration of technology in the educational setting, commonly referred to as blended learning, has presented individuals with enhanced and expedient means of communication. However, it is important to acknowledge that the multitude of available communication channels can occasionally lead to a sense of being inundated or overwhelmed. The importance of effective communication cannot be overstated, as it is a crucial skill in the 21st Century (Chiruguru, 2020). Without it, accomplishing tasks within the classroom or any other setting becomes challenging. On this occasion, the author attempted to develop English supplementary materials integrated with 4C skills (Communication,

Collaboration, Critical thinking, and Creativity) (Selman & Jaedun, 2020). Supplementary material that helps the students achieve all of these desired skills are really important to be developed.

Cunningsworth (1995) highlights the significance of supplementary materials in relation to students. The speaker holds the belief that while the course book holds significance in language teaching and learning, it is more advantageous to provide learners with authentic materials that are directly connected to real-life contexts. One compelling reason for the indispensability of utilizing supplementary materials in practical English lies in their capacity to enhance one's knowledge applicable to social contexts, including problem-solving skills within society (Gunawan et al., 2022). In this particular instance, the practical English booklet exhibits suitability not only for educators but also for students, serving as a commendable resource for language acquisition present a compilation of theories pertaining to the development of criteria for materials (Tomlinson, 2004). According to one theoretical perspective, it is suggested that instructional materials should facilitate the establishment of connections between students' classroom learning experiences and their personal lives beyond the educational setting. There are also a lot of supporting programs to build our supplementary materials to help the students achieve these skills.

Canva is an example of an application program. In 2012, Melanie Perkins founded Canva. Canva is an online application for graphic design that helps novices create, develop, and change images. These designs

include greeting cards, posters, pamphlets, infographics, and even presentations. There are three versions of Canva available: web, iPhone, and Android. Canva features a variety of appealing graphic designs, is helpful for enhancing creativity, saves time in design, is practical, has a high image resolution, can facilitate collaboration, and outputs may be saved as jpg and pdf files (Tanjung & Faiza, 2019). Canva provides a variety of appealing designs that make knowledge dissemination less laborious. The availability of a large number of free and paid templates is the factor that attracts millions of users to Canva. As an online application, Canva also requires internet access, necessitating the purchase of data packages (Resmini et al., 2021). Despite these drawbacks, a number of free designs are suitable for any event or purpose. Even if you use Canva to design a new event poster every week, there are infinite free alternatives. That concludes the discussion. It just depends on the user's creativity when it comes to designing captivating posters. In general, the majority of research in technology media conducted in EFL schools rarely examines Canva's direct usefulness to the writing process.

Among the previous research papers in this topic, Yundayani et al., (2019) reviewed about Canva as an infographic tool for delivering educational materials. According to the findings, Canva provides a variety of themes and professional layouts for creating an appealing infographic for presenting educational information. It's also a straightforward and user-friendly tool. It's worth noting that their study was limited to infographics and did not include the usage of Canva as a language-learning tool

(Wahyuni et al., 2018). Thus, the researcher would conduct this study to develop English supplementary materials integrated with 4C skills (Communication, Collaboration, Critical thinking, and Creativity) using Canva and investigate the quality of the material for better implementation at SMP 4 Singaraja.

1.2 Problem Identification

Based on Kementerian Pendidikan dan Kebudayaan's Basic Competence for the first year of senior high school, students are expected to comprehend social function, text structure, and linguistic elements in oral and written reading texts (descriptive, narrative, recount texts, etc.). In reality, however, the children have not met the curriculum requirements and have poor comprehension skills.

The incorporation of the 4C skills into the learning process as outlined in the Merdeka Curriculum necessitates that primary and secondary educational institutions adhere to the predetermined standards set by the government. Nevertheless, the incorporation of the 4C skills into the classroom learning process, as required by law, has not been prominently observed within the field. Several studies have indicated that students' proficiency in critical thinking, communication, collaboration, and creativity remains insufficient (Pratiwi & Muslim, 2016; Yuliati, 2017; Zubaidah, 2016). This phenomenon has occurred due to the educational model implemented in schools, which prioritizes the teaching process over the learning process. Students were instructed, educated, and even compelled to focus solely on subject matters that have been formulated and

mandated by educators, educational institutions, or governmental bodies. These actions led to homogeneity of knowledge and cognitive patterns among the students. The students often feel anxious and lack of motivation because of the monotonous pattern of the textbook used, it had decrease their willingness in learning English.

Furthermore, based on preliminary observations at SMP Negeri 4 Singaraja, students' comprehension of English through digital is still lacking. As the teacher use the conventional method using LKS in which the picture obtained was mostly blurry and mostly black and white form, the students did not feel so interested in putting their attention within the learning material. This empirical issue brings meaning that improving the quality of teaching media in this digital era helped students more easily obtain information and knowledge. Thus, research that constructs about the development of fresh and unique media to improve students' English comprehension coherence with 4C skill by the students is really needed.

1.3 Problem Limitation

The researchers give scope to this research on which the research is only focused on the process of the development of English supplementary materials integrated with 4C skills for 8th-grade students at SMP 4 Singaraja. This investigation aimed to examine the significance of 4C skills in English language learning, as per the requirements of 21st-century students, utilizing a Design and Development (D&D) research approach with an ADDE (analysis, design, development, and evaluation) model. The research was conducted among 8th-grade students at SMP N 4 Singaraja. In addition, the

researcher also investigated the quality of the developed materials so it could be implemented better.

1.4 Research Questions

Based on the research background, the research questions of this study are:

1. How is the development of English supplementary materials integrated with 4C skills for eight grade students at SMP 4 Singaraja?
2. How is the quality of developed English supplementary materials integrated with 4C for eight grade students at SMP 4 Singaraja?

1.5 Research Objectives

Based on the research question, the objectives of this study are:

1. To develop English supplementary materials integrated with 4C skills (Communication, Collaboration, Critical thinking, and Creativity) for eight grade students at SMP 4 Singaraja.
2. To investigate the quality of developed English supplementary materials integrated with 4C skills (Communication, Collaboration, Critical thinking, and Creativity) for eight grade students at SMP 4 Singaraja.

1.6 Research Significances

This research is expected to present a positive contribution to the term of theoretical and practical significance.

1. Theoretical significance

This research is expected to give positive information about the development process of English supplementary materials integrated with 4C skills (Communication, Collaboration, Critical thinking, and Creativity) using Canva application for junior high school students.

2. Practical significance

This research is also expected to give a practical contribution and information for Universitas Pendidikan Ganesha, SMP 4 Singaraja and other researchers.

1) Universitas Pendidikan Ganesha

The results of this study are expected to give a positive impact to the sources for research and development studies at the university.

2) SMP 4 Singaraja

a. The result of this research is expected to give reinforcement or feedback through the teaching reading process at SMP 4 Singaraja by the developed supplementary integrated English material.

b. The result of this research is expected to guide future teachers in engaging good and fresh techniques of and media in teaching reading with the help of technology.

3) Other Researchers

This research could be used as a source or reference for future studies that are linked to this one, and it could assist others in this field in gathering a great deal of knowledge about a similar issue.