

CHAPTER I

INTRODUCTION

This chapter presents the research background, problem identification, research limitations, research questions, research aims, and research significance.

1.1 Background of Study

Developing supplementary material refers to students with a below-average level of understanding by providing instructions for the students and are adapted to the era of globalization 4.0 in the 21st century. The development of the period is so rapid that many new habits are formed. In this era of globalization 4.0, There have been many new technologies that can make it easier for humans to do activities. Technology can help us solve all the existing problems, especially in education. In this era of globalization 4.0, students have been greatly facilitated in accessing learning materials according to the level of education taken. In the condition of the corona virus that is increasingly spreading, students are required to study at home. With technological developments, students can continue to learn and meet friends, and teachers at school use applications such as Zoom and Google Meet. All the explanations above prove that technology in this era is very close to society.

Students need more English learning, especially at the junior high school level, because most children at that age are very unfamiliar with English vocabulary caused of not being used to hearing and speaking English from an early age and English having differences between their mother tongue and target

language (Maheswari et al., 2020). This proves that English is very important to be taught to students with good and appropriate strategies because the difficulty level of each individual differs according to habits (Paneerselvam & Mohamad, 2019). In other words, if parents do not have a specific strategy for teaching children to master English, then the level of mastery of English in these children is very low, and this is where the teacher's role is very important and affects the quality of student learning if the teacher ignores this problem and does not pay attention to the quality understanding of each student, it is certain to have an impact on the smooth learning of students in the future (Farooq et al., 2012). Good quality education must consider all factors related to education improvement strategies (Sari et al., 2021).

A strategy to improve the quality of education is to create a curriculum that fits the current situation (21st century) and allows students to participate in the learning process. Merdeka Belajar Syllabus is the latest syllabus published by Kementrian Pendidikan and Kebudayaan Indonesia. The Merdeka Belajar Curriculum, which focuses on students and the recovery from the COVID-19 epidemic, is a curriculum designed to enhance students' hard and soft abilities through innovative learning (Yaelasari et al., 2022). The 2013 Curriculum is currently being replaced by the Merdeka Belajar Curriculum, which was introduced in February 2022. Curriculum transformation, the 2013 curriculum was changed to an independent learning curriculum. The programs provided by the independent learning curriculum helped students increase their soft and hard skills. The establishment of the 2013 curriculum aims to improve students' thinking, namely having critical thinking skills, a very high level of creativity, and

a supportive attitude in collaborating among fellow groups (Nofrion et al., 2018). Erlin and Ernawawi (2019) in (Pratiwi & Mustadi, 2021) found that the 2013 curriculum implementation was student-focused and that students discussed (collaboratively) their issues with their group. Students are led to be more active in finding sources of information by relying on existing technology so that students can get used to thinking critically; the role of teachers is only to be a facilitator for students, guiding students to take the proper steps in each learning process, teachers obliged to re-discuss the material that has been taught in the previous class to students so that students and relate it to the current material. In the process of making the curriculum, it must go through several rigorous survey processes, such as what is the purpose of making a new curriculum, what targets can be needed by the progress of a country, how the operational system works, whether the curriculum is suitable to be implemented in every region and school in the country. Over time, changes are a sure thing, so revising every performance and curriculum must be done so that education in Indonesia is not left behind because a strong nation actually comes from an intelligent society.

Developing supplementary material aims to help students better understand the material taught in class. Many researchers apply different learning strategies for each level of student understanding, especially for slow learners, and say they are successful and very useful. However, there are several research cases, one of which is the research conducted by (Lavania & Nor, 2020), the research was conducted on one of the In general, in South Africa, teachers at these schools find it difficult to identify appropriate teaching strategies, determine student ability level groups, and adjust the curriculum that is being implemented.

(Aldossari, 2018) stated that the difficulties experienced by teachers in implementing differentiation learning were when making different additional learning materials for each level of student understanding. The researcher made initial observations at the selected school, namely SMPN 6 Singaraja, the results of these observations were that teachers at that school had difficulties in handling slow learning students, the teacher paid special attention to slow learning students but the activities provided were the same as other students, if the teacher making different learning instructions on their own will take longer, therefore the teacher still uses the same instructions for slow learning students so that learning does not run optimally and slow learning students still have difficulty understanding the instructions given by the teacher, therefore the teacher really need different instruction guides for slow learner students, teachers at the school believe that by providing special instructions for slow learner students, it will be easier for teachers to transfer information to slow learner students, this is also based on opinion by Fajriah et al. (2021) that slow learners tend to take longer and find it difficult to understand non-academic and academic material (NURHAJATI, 2018). The need for the development of additional material aims so that students stay energized carrying out classroom learning; teachers must be able to provide various teaching techniques. The class consists of various types of student characters, and some students are very eager to learn but have a level of solving a common problem; with a high enthusiasm for learning, these students can get above-average grades. It can be concluded that if someone has a high level of curiosity, even though the student's IQ is not superior or genius, the student will be able to compete with students with a high IQ in the future.

Developing supplementary material refers to student teaching techniques inside and outside the classroom, examining and researching the characteristics of each individual, how the student is facing the problem, and whether the student has a low or high level of understanding. Each individual must have different characteristics, as well as students; there are various kinds of student characteristics in the class. These differences in characteristics occur because of differences in habits that have been carried out since childhood, so they can continue continuously. So the teacher's role is essential to provide teaching techniques that are to the abilities and needs of students. The instructions given by each student can be different according to the level of the student's ability; the technique is considered adequate because giving different instructions to each individual can no longer work. there is cheating on a friend's work so that the student will think critically in order to solve a problem that has been given.

Slow learners are students who have an understanding level below the average of around 70-100. In order to achieve maximum learning targets, teachers develop special learning strategies for slow learners; because these students have a level of understanding of the material below the average student in general and their age, slow learners will find it difficult to understand the material and interact with their surroundings (Hedge, 2000). Slow learners need time to understand the problems given tend to take longer in general, instructions given in academic or non-academic learning should be more detailed and simpler so as to help slow learners to understand the intended instructions, thereby learning new concepts students are included in classes of students with special needs (Fajriah et al., 2021; NURHAJATI, 2018).

Teachers encounter difficulties, especially in applying blended learning to slow-learner students, difficulties experienced in providing learning, especially online learning, and determining appropriate activities for slow learners (Hermanto & Srimulyani, 2021). One of the researchers found a problem that occurs in slow learners, namely when compared to offline learning, students tend to dislike online learning more (Sriwichai, 2020); this reason is based on the level of attendance and activity of students and the final grade obtained, if online learning is carried out these students will feel working alone and feel very bored, and there is no encouragement of motivation from people around, less interaction. If these obstacles are resolved immediately, it will positively impact student development. Students who are slow learners will continue to be left behind in lessons, especially English lessons, even though English is an international language that is very important to be mastered by all citizens of the world. With the reasons explained by the researcher, this became the basis for the research entitled "Developing English Blended Supplementary Material for Slow Learners in the First Semester of 8th Grade of Junior High School," which was carried out to support slow learners students to get a special and appropriate education. so that these students are not left behind with the times.

1.2 Problem Identification

Based on the research background and per-observation that has been explained, it proves that the quality of education in Indonesia must be given special treatment. The factors that influence the lack of quality education are economic factors, appropriate curriculum and teacher quality, learning methods, and

strategies according to needs. Today's students conduct surveys and examine the condition of students when understanding the material being taught and the formation of teaching strategies; each individual must have different characters and different backgrounds so that it is influenced by asking the student to learn if a teacher does not have the right strategy. To overcome this, the researchers created a guidebook for additional material in eighth-grade English subjects, especially for slow learners. The book is designed based on the interests of slow learners and uses three learning methods: project-based learning, problem-based learning, and discovery learning. Researchers choose to use these three methods so that students can keep up with the times (technology-based) and can collaborate, exchange opinions, socialize, establish closer relationships with people around them, and improve 4C skills; therefore, the material development book made will be very helpful teachers and students in following learning in class and outside the classroom (blended learning).

1.3 Limitation of The Problem

This study discusses the development of additional materials for eighth-grade junior high school students who can understand slow-learner learning materials. The topic is available in the syllabus of eighth-grade students in the first semester at SMPN 6 Singaraja. This study uses the Design and Development (DnD) method.

1.4 Research Questions

Based on the explanation above, the problem formulation is as follows:

1. How was the development of English supplementary materials for slow learners in the first semester of 8th grade of junior high school?
2. How is the quality of developed English supplementary materials for slow learners in the first semester of 8th grade of junior high school?

1.5 Research Objectives

Based on the research questions that have been described, the research objectives of this study are:

1. General Objective

In general, this research is a research on the development of additional materials for students with the ability level classified as slow learners; the materials to be developed are eighth-grade materials according to the syllabus provided by the school where the research was conducted.

2. Specific Objective

- a. To examine the development of English supplementary materials for slow learners in the first semester of 8th grade of junior high school.
- b. To investigate the quality of developed English supplementary materials for slow learners in the first semester of 8th grade of junior high school

1.6 Research Significance

This research is expected to contribute to the education world to help teachers determine appropriate supplementary material development strategies, especially in problem-based and project-based learning.

The results of this study might contribute to the following parts:

1. Theoretical Significance

Theoretically, to provide teaching development strategies for eighth-grade students with a slow learner level of understanding.

2. Practical Significance

The findings of this study make an essential contribution to the field of education, teaching students by making additional material development strategies that are suitable for students' conditions, namely students who have slow learner understanding.

This research offers several benefits:

a. Teachers

The benefits of this research for teachers are to help teachers understand students with a slow learner level of understanding and to provide additional material development.

b. Students

Students learn to the maximum with the guidance and support of teachers and the school environment.

c. Readers

In the future, this research will help readers understand the characteristics of students with slow learner understanding and become a reference for further research assignments.