

# CHAPTER I

## INTRODUCTION

This chapter discusses: 1) background of the study, 2) problem identification, 3) limitation of the problem, 4) research questions, 5) research objectives, 6) specification of product, and 7) research significances.

### 1.1 Background of The Study

One of the key components of learning a language is culture. Culture and language are inextricably linked. Both the language and the culture must be learned by the students (Byram, 1997). It is inevitable for students to pick up the culture associated with a language they study. It is a component of communicative competence, which also includes conversing, comprehending culture, and adhering to social norms and values. It might be challenging for pupils to learn both the language and the culture at the same time, particularly for beginners like elementary school students. A text that is relevant to their life, important, fascinating, engaging, and useful should be chosen by the teacher. The teacher ought to provide the students materials they are familiar with. If the students are already familiar with the materials' topic, the teacher can help them to draw their attention to the language.

A particular language usually indicates a particular group of people. Interacting with another language also means interacting with the culture that speaks the language. A person who interacts to another person with different language cannot understand one's culture without direct access to the language. When learning a new language, the person not only have to learn the alphabet, word

order, and grammar rules, but also have to learn about the customs and behaviour of that society. Languages are deeply rooted in culture, so when learning or teaching a language, it is important to reference the culture to which it belongs. So, students need to learn not only English as language but also the culture. How the teacher introduces and teaches English as foreign language inserted with its culture so the students will know global culture.

Integrating global culture into English learning is crucial for English Foreign Language (EFL) learner because someone's attitude and speech would be interpreted differently with someone from different language who have different culture background. So, it would be crucial if the English foreign language learner who learn the language without learning the foreign culture itself. Language is considered to be a medium for transmitting culture. Language is a means of transmitting culture. The teachers need to use language to show the culture. Teaching a new language means teaching a new culture. If teachers want to teach a language, they need to contextualize it through cultural ethics. As EFL learners, students need to be provided with a real-world context for the language use. It helps them understand how English is used in various cultural settings, which is essential for effective communication in a globalized world. Culture is a society's traditions and beliefs, and different communities have different cultures. Culture is a combination of beliefs, traditions, and several subcategories such as beliefs, language, food, and different things, which are grouped together into something called culture. EFL teachers should teach English to students with the cultural values, allowing them to acquire the language within its cultural context and effectively communicate in real-world scenarios (Aldawood & Almeshari, 2019).

It is important for primary students to understand global cultures because it allows them to engage in more meaningful and contextually appropriate conversations with people from different cultural backgrounds.

As a foreign language in Indonesia, teaching English is not a simple task. Teachers must take into account a number of crucial elements to fulfil the purpose of the teaching learning process. Among the elements is materials. Materials are defined as all things that are linguistically interchangeable learning resources, such as websites, flashcards, graded readers, films, and games, and conversations on mobile phones (Tomlinson, 2015). Among them English teaching-learning procedures. As previously indicated, textbooks are thought to be crucial for teaching-learning process of English.

Currently, The Indonesian Ministry of Education, Culture, Research and Technology is advancing toward a Deep Learning curriculum, which emphasizes not only skill acquisition but also deeper understanding, meaningful learning, and long-term knowledge retention. Despite this shift, many schools across Indonesia still continue to implement the Merdeka Curriculum as part of the ongoing transition. Learning in Merdeka's curriculum focuses on four skills: communication, critical thinking, collaboration and creativity. Integrating and learning the four skills helps students develop advanced reasoning skills, think critically, and find answers to problems. Therefore, Merdeka's curriculum provides students with the opportunity to learn and master in four skills that prepare them to adapt and compete in a global world. The Ministry of Education and Culture also has consistently advocated for diverse initiatives aimed at enhancing students' character education. Currently, there is a notable emphasis on the Pancasila student

profile, serving as a guide for educators to develop students' character and competence. This profile encompasses six dimensions: demonstrating faithfulness, fear of God Almighty and possessing noble character, embracing global diversity, fostering mutual cooperation, encouraging creativity, promoting critical thinking, and fostering independence (Ministry of Education and Culture, 2022). One of its elements, global diversity, is undeniably closely connected to the earlier concern of fostering tolerance towards diversity. In this element, there are four main keys, namely recognizing and appreciating culture, communication and interaction between cultures, reflecting and taking responsibility for the experience of diversity, and advocating social justice. Global diversity also refers to the act of appreciating diversity and remaining open to various cultures from around the world. It involves recognizing, valuing, and embracing differences while avoiding the tendency to isolate oneself from external cultural influences (Maghfiroh & Umam, 2023).

In line with the era of Revolution 4.0, the education world is required to prepare innovative teaching and learning systems that improve students' ability to acquire 21st century skills. The four skills are communication skills, collaboration ability, critical thinking and problem solving, and creativity. The skills enable students to think critically, be creative, communicate fluently, express the opinion, and collaborate with others to get things done to solve problems. Acquiring these skills will help students successfully navigate all aspects of life during this period (Radifan & Dewanti, 2020). One element that affects learning achievement is the learning material used in the process. According to Brown (1995), learning materials are explanations and descriptions that are logically constructed based on

methods that instructors will use to instruct students in the classroom. In order to support the teacher in instructing and assessing students, the course materials have been thoughtfully organized in compliance with the learning design. According to Amadioha (2019), learning materials are crucial because they serve as a roadmap for educators and learners to accomplish learning goals. Although a lot of commercial learning resources can be obtained in bookstores, Hermawan et al. (2021) point out that this does not mean teachers must only use books when instructing students. Teachers need to create and develop their own instructional materials in order to meet learning objectives. The created and developed materials aim to attract students' interest and facilitate student activities.

According to Hakim (2009), there are two categories of learning materials: primary materials and supplemental materials. The learning resources known as main materials are those that teachers and students must use in order to complete their coursework. On the other hand, supplemental materials are extra resources that can be utilized to finish off previously published educational content. (Nurliana, 2019a) concurs that instructional resources other than textbooks are referred to as supplementary materials. She continues, saying that additional resources include things that help students practice their skills in areas like phonology, grammar, and vocabulary include online communicative actions that are accessible. Teachers should be required to provide innovations by developing supplemental materials as part of their learning materials. Unfortunately, a lot of teachers never do that since they usually just use the textbooks that pupils are given. As a result, students do not acquire new information, a wider understanding, or skills pertaining to the subject being studied.



Supplementary materials are completed by supplemental materials (Tomlinson, 2015). The purpose of additional materials is to aid students in deepening their comprehension and mastery of the core content. According to Rahmawati & Qamariah (2023) supplemental materials aid educators and learners in meeting learning goals and achieving better learning outcomes. Using both primary and supplemental texts can help pupils learn to broaden their perspectives. Supplementary materials help students learn more about EFL (English as a Foreign Language) and improve their speaking, writing, listening, and reading abilities. As a result, using supplemental materials to enhance the teaching and learning process is crucial when learning English.

In the event that the main book lacks relevant explanations and a variety of learning activities, teachers need additional material or supplementary material. According to Ridha Yoni Astika et al. (2020), supplemental materials offer students a variety of learning exercises that enhance their comprehension and proficiency in areas including phonology, grammar, and vocabulary. As a result, employing supplemental materials gives pupils the chance to learn more and broaden their horizons both at home and at school. Students gain from the significance of supplemental material because it offers them engaging and relevant content that motivates them to participate more actively in their English learning process. It is necessary to develop the primary contents into supplemental materials as a result. Teachers must utilize additional resources in accordance with each student's demands and skill level, which refers to the level of student learning (Kusuma & Apriyanto, 2018). That way, learning objectives will be achieved and students will have good learning progress.

Several studies on learning materials development demonstrate the importance of materials development in learning. For example, Agustina, Lidiya, (2018) developed reading materials for 93 middle school students. The development of reading material is based on local culture. They reported that the material development could be used as a teaching aid to focus students' attention on learning language use through stories. Similarly, Aquino and De Vera (2018) created a supplementary reader as a teaching material development for 33 middle school students. They reported that the development of learning materials improved students' reading comprehension skills in terms of vocabulary recognition and reading comprehension. Also, Hanifah et al., (2019) used a sample of 34,444 high school students to observe the development of short story writing module materials and see how the impact of the product evolved. They found that development of the teaching materials was evaluated as effective and feasible in improving students' understanding of the structure and rules for writing good short stories, and that students were able to create consistent short stories.

Based on previous studies, researcher conclude that the teachers need to be creative improving supplementary material/additional material that would be used to improve students' interest and ability in learning English. However, compared to previous studies, the materials developed in this study are specifically designed to integrate global cultural elements. As mentioned above, students who learn foreign language need to learn not only the language but also the culture of that foreign language. That's the reason researcher need develop supplementary material integrated to global culture. This reason also supported by statement from Zakso. According to Zakso et al. (2021), to promote global diversity among students,

integrating intercultural education into the curriculum must be conducted. This involves instructing students about diverse cultures, traditions, languages, and perspectives worldwide. This is very suitable when combined with English lessons which are non-local content. Based on pre-observation conducted by researcher in one of elementary school, the researcher got the problem which was not supported this statement.

The research conducted at one of elementary school in Badung, SD Negeri 3 Sading. SD Negeri 3 Sading which is one of the educational units at elementary school in Sading, Kec. Mengwi, Kab. Badung, Bali. In carrying out its activities, SD Negeri. 3 Sading is under the Ministry of Education and Culture. The address of SD Negeri 3 Sading at Umahannyar, Sading, District. Mengwi, Kab. Badung, Bali. SD Negeri 3 Sading provide some facilities, such as electricity to assist teaching and learning activities. SD Negeri 3 Sading provides internet access that can be used to support teaching and learning activities more easily. Learning at SD Negeri 3 Sading is carried out for 6 days. subjects in SD Negeri 3 Sading formulated based on *Merdeka* Curriculum for grade 1, 2, 4, and 5 and Curriculum 2013 for grade 3 and 6. However, based on the researcher's observations, the English textbooks used in Grades 1, 2, and 4 have already integrated global cultural elements to some extent. For example, the Grade 1 textbook focuses on basic vocabulary such as fruits, shapes, school objects, and family members. These terms are commonly recognized and used in English worldwide. Similarly, the Grade 2 textbook introduces simple vocabulary, and the food topic refers to globally known foods such as fried chicken rather than exclusively local dishes. The Grade 3



textbook continues similarly, presenting basic verbs, daily activities, and household items, which are terms already widely used in international contexts.

In contrast, the Grade 5 English textbook shows limited integration of global cultural elements. The materials remain largely focused on local content, such as the use of 'bakso' in the food topic, rather than introducing more globally familiar items. Rather than highlighting global culture, what is emphasized in textbooks is local culture. for example, the materials related to customs, habits, currency, food and drink, celebrations, and others only discuss things that exist in Indonesia. The teacher reveals that too difficult to insert global culture into learning with the books currently available. This gap highlights the need to develop supplementary materials for Grade 5 that better integrate global cultural perspectives and align with the target language culture. Therefore, teachers should use supplementary materials that contain learning activities that help students improve their skills and insert global culture as stated by the Ministry of Education and Culture that Merdeka's curriculum prepare students with the opportunity to learn and master in four skills that prepare them to adapt and compete in a global world.

Based on background above, this study focused on developing supplementary material based on the *Merdeka* curriculum which is inserted global culture to prepare students having knowledge about global world. This supplementary material developed for fifth grade with reason that the main textbook used by fifth grade lack of global culture and focus only with local culture. This case different with the textbook used by first grade until fifth grade which have integrated with some points of global culture. Due to that reason, this

supplementary material based on the *Merdeka* curriculum which is inserted global culture for fifth grade was developed.

## **1.2 Problem Identification**

The research background highlights the importance of developing supplementary materials to enhance English language learning for primary students of fifth grade, particularly focusing on the integration of global culture. However, it raises the need to address a specific problem: How can teachers effectively design and implement supplementary materials and strategies to enable primary students not only to acquire the example of global culture but also to apply this cross-cultural awareness to significantly enhance their communication skills, cultural competence and global perspective. Besides, the problems that identified in one of primary school reveals that students need adequate learning materials that integrated with global culture. However, teachers have difficulties to design attractive learning to support the textbook. Thus, it is necessary to develop supplementary materials that integrate with global culture at the level of primary students.

## **1.3 Limitation of The Problem**

The purpose of this research is to design English supplementary resources that integrate with global culture for primary students. Considering the accessibility, although technology-based material can give many positive benefits to enhance learning, ensuring equitable access to educational resources for primary students is a main thing that should be considered. Thus, regarding that matter in this research

the supplementary material was provided learning resources that not really technology-oriented.

#### **1.4 Research Questions**

Referring to the research background previously mentioned, the research questions of this study can be formulated as follows:

1. How is the design of English supplementary material integrated with global culture for fifth grade students?
2. How is the development of English supplementary material integrated with global culture for fifth grade students?
3. How is the quality of English supplementary material integrated with global culture for fifth grade students?

#### **1.5 Research Objectives**

Related to the research questions above, the purposes of this research can be formulated as follows:

1. To describe the design of English supplementary material integrated with global culture for fifth grade students
2. To describe the development of English supplementary material integrated with global culture for fifth grade students
3. To describe the quality of English supplementary material integrated with global culture for fifth grade students

## **1.6 Specifications of Product**

The developed product has three specifications. Those specifications can be described as follows:

1. The product was in form of supplementary materials for primary students at fifth grade.
2. The product was integrated with global culture.
3. The supplementary materials were designed by design platform and published in .pdf extension.

## **1.7 Significance of The Study**

The results of this research are expected to give both theoretical and practical significances. Each significance is described as follows.

### **1. Theoretical Significance**

This research aims to develop a supplementary material for primary students at fifth grade especially based on global culture. It provided supplementary material which is contain information about the procedure of creating a supplementary material by using design platform and increase the sources for additional and more in-depth research into this specific area and as contribute to present Global Awareness and culture which is based on technology tool in developing this learning supplementary material.

### **2. Practical Significance**

a) For Primary Students

For primary students, the product of this research is expected to accommodate supplementary material for learning and provide them real-world examples and context for various subjects, making the learning experience more meaningful. The existence of the products may help them to learn individually as well as boost their motivation in learning English.

b) For English Teacher

The product of this research was beneficial for English teachers in providing a learning media specifically for integrating global culture into learning process. The result also gives additional ideas for English teachers who interested in developing other supplementary materials.

c) For Other researchers

This study provides a reference in developing an innovative digital supplementary material.

