

CHAPTER I

INTRODUCTION

This chapter presents the introduction that the researcher uses, including background, identification the problem, research question, Objective the research, limitation of the research, significant of the research and definition of key terms.

1.1 Background of The Research

The development of English teaching in Indonesia has been developed along with the development of the curriculum (Macalister and Nation, 2019). Nation and Macalister state that “language curriculum development refers to the field of applied linguistics that addresses these issues. It describes an interrelated set of processes that focuses on designing, revising, implementing, and evaluating language programs”. Meanwhile, “curriculum is a set of plan and rules of the objectives, content, material and the technique used as a manual of teaching activities to achieve the educational objectives” (Brown, Educator, and Ma n.d.)(Decree of educational ministry number 69 year 2013)(Utami, 2020).

Furthermore, Indonesia had been changing the educational curriculum several times (Supriani et al. 2019). The change of the curriculum was a sequence of the development of science and technology in this globalization era; besides, it was a mandate from the law of the national education system. The recent curriculum in Indonesia was named independent curriculum (*kurikulum merdeka*).

The Merdeka Belajar curriculum is one of the innovations in the world of Indonesian education, which aims to develop students' learning potential and interests to the fullest. This curriculum is designed to students can learn according

to their interests and talents, without feeling burdened by too high academic demands. In this curriculum, learning content is designed to be more optimal, providing sufficient time for learners to understand concepts and develop competencies.

The objectives to be achieved through the implementation of Merdeka Belajar Curriculum are 1) Improve the quality of learning that is more enjoyable and effective. 2) Reducing students' academic load so that they have more time to explore their talents and interests. 3) Encourage teachers to be more creative and innovative in making relevant learning methods. 4) Shaping the character of students who are independent, critical, and have good social sensitivity.

In today's digital era, English is a subject that demands engaging learning materials to capture students' interest, especially since it encompasses four key skills, including reading. Reading is often seen as a less exciting part of English learning because it requires students to comprehend the text. This challenge is heightened in Indonesia, where English is a foreign language and not easily understood by everyone.

Reading is regarded as an essential skill and serves as a crucial factor in enhancing learning outcomes across various subjects. When reading a text, the reader must be able to correctly pronounce the words and grasp the meaning conveyed. Through reading practice, students develop the ability to effectively answer exam questions, as comprehension of the text is necessary to respond accurately during assessments.

The lack of student engagement in English language learning is a critical issue that necessitates the creation of more innovative teaching materials. This problem is primarily caused by monotonous and unengaging teaching methods, coupled with materials that students perceive as irrelevant to their daily lives. Limited support facilities, such as language laboratories, and a lack of encouragement from the surrounding environment, further exacerbate this situation. Interest and motivation are essential foundations for learning English; without them, students struggle to actively participate and achieve optimal results.

In accordance with the results of preliminary observations, where researchers interviewed teacher and several students who indirectly said existing reading materials are often irrelevant to the context and needs of students, and pay little attention to their psychological aspects and cognitive development. Therefore, it is important to develop reading materials that not only fit the curriculum but can also facilitate an effective and enjoyable learning process for students.

Teaching reading materials play a crucial role in the successful instruction of reading. It is important to ensure that the vocabulary and reading level match the students' abilities, and that the exercises are carefully selected to provide the most suitable content for learners. Therefore, developing teaching materials tailored to the needs of the students and the specific conditions of the school should be a primary focus in order to achieve the desired learning outcomes.

The English reading materials created in this study serve as supplementary resources, providing more exercises to assist students in better understanding English lessons by incorporating up-to-date content and sources. These additional

materials are presented in the form of a flipbook. flipbooks offer a number of advantages that make them an attractive option for enhancing the learning experience. Their interactive nature and ability to combine different types of media such as audio, video and text, are effective in capturing students' attention and reducing boredom. More than just an engaging medium, flipbooks have also been shown to improve reading skills and vocabulary acquisition, as well as facilitate understanding of basic concepts. With its ease of access and flexibility, flipbooks make a positive contribution in creating a more vibrant and relevant learning environment for students.

Therefore, high-quality English reading resources are vital for improving how well students understand and engage with the material. Constructivism, which focuses on how learners actively build their own knowledge, provides a strong framework for creating teaching materials that encourage deep understanding and critical thinking. This research aims to discover the best way to develop English reading materials for senior high school students, based on constructivist principles.

Furthermore, in English language learning, constructivism promotes students' active involvement. By using constructivist methods, teachers can create learning environments that motivate students to explore, evaluate, and make sense of the content, which aligns with the goals of the independent curriculum in Indonesian education.

Based on the information presented, the researcher is motivated to carry out a study on titled "Developing English Reading Materials for Tenth Grade of Senior

High School by using canva” It is expected that these supplementary materials will function as an effective means to support and improve the learning process.

1.2 Identification the Problem

Based on initial research conducted at Senior High School 14 Merangin regarding teaching and learning activities in October 2024, it was found that teachers have not yet utilized sufficient learning media in their instruction. Currently, they rely mainly on worksheets, PowerPoint presentations, and textbooks. The teaching methods remain traditional, primarily involving lectures and providing sample frameworks for English lessons. These media are seen as less practical since students cannot access them at any time, and there is a lack of engaging, multimedia-based resources. Additionally, students do not have access to software tools that could facilitate their learning. Therefore, it is important that learning media are designed to be as appealing as possible and in line with the advancements of the digital era.

Also, on Monday, October 21st 2024, the English teacher mentioned that the book used by the students was at the upper level compared to the current proficiency of the students. Understanding the material is more difficult as the students need to be guided and motivated to learn even more. Therefore, supporting learning materials for the introduction of basic English are expected to help in student learning. So that it can shorten the explanation time in class.

The materials should align with the students' requirements and the intended learning objectives. Learning material is designed based on the students need. Therefore, based on the problem identification to the school environment and students and teacher needs, the material development expected to help the teaching and learning process in the class. Additionally, the researcher undertakes a preliminary investigation to collect relevant data crucial for this study.

1.3 Research Questions

Considering the research background and problem identifications, the researcher intends to solve the problems

1. How is English reading material for tenth grade of senior high school by using canva developed ?
2. How is the validity of the English reading material for tenth grade of senior high school by using canva developed?
3. How is the effectiveness of English reading material for tenth grade of senior high school by using canva?

1.4 Objectives of the research

Based on the problem explain, the objective of the research

1. To develop English reading material for tenth grade of senior high school by using canva as supplementary material
2. To evaluate the material's validity for its intended use

3. To find out the effectiveness of the English reading material for tenth grade of senior high school by using canva in creating an enjoyable learning situation during reading learning

1.5 Limitation of The Research

Teaching and learning process have various kinds of purposes. The objective serves as the initial criterion for evaluation and future planning. Moreover, the researcher must maintain focus and specificity in the approach. This study is specifically cantered on developing an English reading material for tenth-grade at senior high school 14 Merangin. Moreover, because of time constraints and the researchers' knowledge, the researcher did not design all the materials needed by the students. The study focused on the design of reading materials for tenth grade of senior high school 14 Merangin in the second semester of the academic year 2024/2025.

1.6 Significances of The Research

The researcher expected to give valuable contribution to the following parties:

1. For teachers

Can use the book to facilitate constructivist teaching, encouraging innovative approach and developing skills to design inclusive activities.

2. For future researchers

To further examine the integration of constructivism approach with technology or other innovative learning methods to improve students' reading and critical thinking skills more optimally.

3. For the students

It encourages students to actively learn, boosting their interest, building thinking skills, and promoting independent thought, turning them into active learners who gain knowledge through experience and teamwork.

1.7 Definition of Key Term

In order to avoid misunderstanding and misinterpretation, the researcher present the definition of key term applied in this research. The key term explained in this following points :

1. **Developing** is the The process of creating, designing, and refining educational resources
2. **English Reading Material** is the Texts or resources used to teach reading skills in English.
3. **Supplementary Material** is the learning media that creat for additional learning sources and it can be use to do independent learning.