CHAPTER I

INTRODUCTION

This chapter shows a big picture of the study including the background of the study, problem identifications, research question, purpose of the study, scope of the study as well as the significance of the study.

1.1 Background of the study

The development of Information and Communication Technology (ICT) occurred because of globalization. This Information and Communication Technology (ICT) development has been shifting the way people work and interact. Hence, this change affects many aspects of people's lives throughout the world including in the education sector. The integration of technology in the education sector has tremendous potential for enhancing outreach and improving quality of education (Thakur, 2014).

In recent years, we have seen the heightened awareness of the advantages in incorporating the technology in teaching and learning activity (Paramythis et al, 2003). Integrating technology in the learning process can be in the form of using digital learning material for teaching. Digital learning materials are seen as a valuable tool in learning and teaching in both in-class and out-of-class environments (Karademir et al, 2019). This type of learning material is believed to raise the interest and involvement of the students in learner centered approaches since they provide the effective presentation of audio-visual materials (Thakur, 2014).

As a result, the demand for inventive digital learning material is highly increased as it is also known that students are required to do their learning study in line with the current technology (Martalina et al, 2021). Hence, the integration of digital learning material into the learning process in school is inevitable. Students from elementary school level, junior high school level,

senior high school as well as college students need more flexible and mobile learning material that does not limit in time and place. In other words, this learning material should facilitate students to move from conventional learning style into current student-centered learning where they can access the material from anywhere they wish (Situmorang et al, 2015). Moreover, this inventive digital learning material is intended to enhance the quality of education by maximizing the English Language Teaching (ELT) activity to achieve the objectives of the learning (Martalina et al, 2021).

However, in providing and developing the digital learning material, educators need to meet the standards set for learning material. In Indonesian context of education, to be specific, education has a national standard for education that applies for every level of compulsory school students from elementary school, junior high, and senior high. This standard is expected to improve learning outcomes and produce generations who have the knowledge, abilities and skills that are in accordance with the needs of the global world. This standard regulates the goals of education, the education system, educators, curriculum, and learning materials.

Furthermore, educators need to consider the goal of education itself. According to UU Republik Indonesia No. 2/1989 Bab 1 Pasal 1, education is defined as a conscious effort to prepare students through guidance, learning, and training for future interests. Later, the government updated and refined the law by adjusting the points to the needs of the community in the meantime. It is mentioned that the previous law is no longer adequate and needs to be replaced. The latest version of the law is the UU Republik Indonesia No. 20/2003 about the National Education System (Sistem Pendidikan Nasional). In this latest version, the government has elaborated the points of educational goals that are to develop students' religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed. Starting from this point, Indonesian education has the goal to prepare the young generation to strive for future needs and to be able to work in every situation. To simplify,

the education sector has the role to form an intelligent, open, and democratic society (Ghufron et al, 2021).

Therefore, to accomplish the goal of education, the learning process, learning material, and other learning aspects need to be carefully considered so that the learning outcomes can meet the standard required. To achieve that, the central government has provided the national standard for education (Standar Nasional Pendidikan) which is conveyed in PP No. 4/2022 as the refined version of PP No.19/2005 about the National Standard for Education. This standard is a minimum criteria regarding the system of education in all jurisdictions of NKRI. It consists of eight points that covers 1) Graduate Competence Standard; 2) Standard Content; 3) Standard Process; 4) Educational Assessment Standards; 5) Education Personnel Standards; 6) Standard Of Facilities And Infrastructure; 7) Management Standards; and 8) Financing Standards.

Other than the standard for the education system, the government has also designed the curriculum which acts as the basis for the implementation of ELT activity in class. The current curriculum used is the 2013 curriculum which is the refined version of the previous 2006 curriculum. This change is one of the efforts of the government to prepare graduates to have adequate skills and knowledge relevant with today's requirements to strive for the future (Laili, 2018). The curriculum consists of two competences namely core competence (Kompetensi Inti) and basic competence (Kompetensi Dasar).

From the explanation above, several studies have been conducted to evaluate English learning material. Laili and Wahyanti (2018) on his research aiming to analyze the consistency of the textbook "Pathway to English for SMA/MA Grade X" applied two instruments to measure the suitability and relevance of the learning material and the basic competence of 2013 curriculum. There are 1) the assessment based on KI-KD of the English syllabus of 2013 Curriculum; and 2) the assessment rubric by BSNP textbook

evaluation. The result shows that the content of the textbook obtained 94% using KI (Kompetensi Inti) 3-4 and KD (Kompetensi Dasar) of the syllabus 2013 and 81,25% using BSNP assessment. In other words, the whole chapters of the textbook are consistent with the criteria of the 2013 curriculum.

Another study was conducted by Vachanidyo et al (2020) entitled The compatibility of "Pathway to English" Text Book with Core Competence and Basic Competence of 2013 Curriculum. This study was aimed to analyze the compatibility of the English materials for grade XI presented in the book with KI (Kompetensi Inti) and KD (Kompetensi Dasar). The study used the assessment standard provided by the National Board of Education Standard (BSNP). The rubrics used were integrated with Likert Scale. The study discovered that the learning material in the textbook "Pathway to English" fulfilled 93.05% of the compatibility criteria based on BSNP Standard.

Referring to the learning material, focusing on English Language subjects in Junior High, it is required to look up the basic competence of 2013 Curriculum. The learning material acts as a source of learning for students so it must be in line with the curriculum. Furthermore, it should be relevant to the current implementation of Information and Communication Technology (ICT) in class since students tend to do learning by themselves. From this, the studies related to the evaluation of learning material is urgently needed to measure the suitability and feasibility of the content material with the other aspect referring to basic competence and learning objectives.

1.2 Problem Identification

According to Laili & Wahyanti (2017), learning materials is urgently needed by the students as a learning sources and materials provider for teachers, so it must be relevant with the curriculum. Due to the increasing need for digital learning and the demand for online courses as well as digital learning

materials, there are currently many digital learning websites available on internet that can be accessed easily. However, few of them implement the competencies according to the 2013 curriculum (Mayuni et al., 2021). For this reason, educators and material developers need to consider in choosing and developing learning materials that are relevant to competencies and educational goals according to standard set.

One of the websites provided the digital learning material particularly for the subject English language is *My English Step*, which can be accessed on www.My English Step.com. *My English Step* (MES) is a digital learning sources for Junior High School students. The material provided in the web was prepared and developed by senior teachers of English subjects along with research lecturers from the State University of Jakarta. This website is developed according to the 2013 curriculum. Referring to the learning material, it is again required to look up the basic competence of 2013 Curriculum. Furthermore, it should be relevant to the current implementation of Information and Communication Technology (ICT) in class since students tend to do learning by themselves.

According to the previous studies related to review on digital learning material, there is very few studies conducted on the English lesson field for EFL (English as Foreign Language) in Indonesia. Particularly in the level of junior high school student. Therefore, to fill this gap, the study aimed to focus on the content feasibility on digital learning material in *My English Step* website for seventh and ninth grade of junior high school based on basic competence (KD) of the 2013 Curriculum is conducted to know whether the learning material provided in the web is in line with the basic competence (KD) according to the syllabus of 2013 curriculum. The researcher is interested in analysing the content feasibility of the web using the BSNP assessment rubric and the syllabus (core competence and basic competence) of the 2013 Curriculum.

1.3 Research Question

Based on the background of study, the statement of the research questions is formulated as follows:

1. How is the content of digital learning material in My English Step presented?
2. How does My English Step fulfill the requirements of the content feasibility based on the 2013 Curriculum?

1.4 Purpose of the study

Based on the research questions above, the purposes of this research can be stated as follows:

1. To find out how My English Step website presents its content of digital learning material
2. To investigate the fulfillment of content feasibility reuirement on My English Step website

1.5 Scope of the study

The study will focus on investigate the feasibility of content of digital learning material provided in My English Step website for grade seventh and Ninthbased on basic competence (KD) of the 2013 Curriculum. The study will be conducted through analyzing the content in each unit of the class using the assessment rubric based on basic competence (KD) of 2013 curriculum and assessment standard provided by National Board of Education Standard (BSNP).

1.6 Significant of the study

The findings of this study are expected to be beneficial:

1. For English teachers

   This study can provide knowledge about choosing and offering a proper and effective learning resource to teach English in class.

2. For the researchers

   This study can be the reference in conducting future studies related to learning material and other similar topic with different focus or level.

3. For learning material developers

   This study can give insight and suggestions for educational institution to improve the facilities in order to support the learning process.