

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Student worksheet, also known as LKPD (Lembar Kerja Peserta Didik), is most likely used as teaching material that can support teachers in teaching and learning activities. Hidayatullah (2019) in Syafitri and Tressalina (2020), defined a student worksheet as a teaching resource in the form of sheets offering material, summaries, and tasks that students must complete. Using student worksheet has the advantage of possibly supporting teachers carry out their instruction and encouraging students to take an active role in their learning. Furthermore, Student worksheet is able to be useful as a medium for teaching a variety of texts, such as narrative, descriptive, procedure, recount, etc. According to Sembiring (2022), students' e-worksheet developed as teaching material in her research was considered appropriate to be used for teaching reading of narrative text to tenth grade students of SMAN 21 Medan.

The ministry of education, culture, research, and technology has implemented the Merdeka Curriculum at several schools since 2020. In E phase, the tenth grade students have to learn a variety of texts, such as narrative, description, procedure, exposition, recount, and report. These texts may be in the form of print or digital text, and multimodal or interactive text. In learning a variety of texts, one of the language skills that is important to learn by the students is reading skill. In the reading-viewing element of learning achievement in E phase in the Merdeka curriculum, the students have to read to find information,

locate and evaluate specific details and main idea, developing understanding of main idea, issues, or plot development, and identify the author's purposes. Understanding a variety of texts is not easy for the students specifically the students who learn English as a foreign language. As a result, teachers need student worksheet as a teaching material to support students read and understand these texts in an effective way.

The twenty-first century has brought about a rapid advancement in technology, which has changed many aspects of human life, including education. Almost all human activities now are not able to be separated from the use of technology, such as gadgets. Technological advancements have resulted in new innovations to aid the learning process. This is in line with Afrin (2014) who claimed that, in concrete terms, information and communication technology (ICT) can improve teaching and learning by creating a dynamic, interactive, and engaging environment, as well as providing real opportunities for individualised instruction. This demonstrates that the technological development have a significant impact on the field of education.

Information and communication technology (ICT) plays an important role in language learning, particularly in English. ICT has the potential to help learners learn spoken and written English while also mastering language skills. Pim (2013) stated that the internet can provide a wealth of authentic oral models in the form of recorded songs, talking electronic books, podcasts, and video clips that aid learners in pronunciation as well as the acquisition and reinforcement of new vocabulary; these tools can also assist teachers who are unsure of their own

language skills. Furthermore, it is likely that ICT is used to facilitate learners to reinforce their English reading skills. This is supported by Pim (2013), who claimed that ICT, such as wordle, a web-based tool, is able to assist cement the link between reading, writing, and the importance of visual literacy in a twenty-first century world.

Because of its importance in language learning, information and communication technology should be used in teaching and learning activities in schools to support English language learning in the twenty-first century. In order to create technology-based English learning programs that are interesting and relevant for students, teachers have to possess creativity and innovation. Teachers are capable to utilise a variety of ICT resources to support students to be more interested in learning English, such as the use of digital worksheet. Digital worksheet is known as student worksheet that is specifically created in digital format for reading on a computer or portable device. According to Ramadhan (2024), A digital worksheet developed to promote an engaging and interactive method to acquiring reading comprehension is valid and appropriate for use in an educational setting. Therefore, the use of digital worksheet is expected to be able to be medium to assist students' understanding of the text being studied and enhance students' interest in the learning process.

According to a preliminary observation conducted at MAN 2 Model Medan, The reality worksheet used in the school was a conventional printed worksheet. The worksheet did not contain a summary of the material where the worksheet should contain it. The texts displayed on the worksheet were only a written text,

whereas the text used in learning should take various forms such as written text, visual text, and interactive text, in accordance with what is stated in the learning achievement. The activities contained in the worksheet were not interactive enough where students were only asked to underline, circle, write, and number the answers. Such activities made students easily get bored in learning English especially when the learning was conducted during the day. In addition, the worksheet contained minimal visuals and the visuals used were not clearly displayed and were not colorful. Furthermore, according to IAM (teacher's initial), one of the English teachers in the tenth grade, the utilization of technology in English learning in tenth grade was still very rarely done. The students needed to be given interesting learning, such as digital-based learning. Based on the teacher's experience, eleventh grade students who was exposed to English learning using ICT were more enthusiastic and interested in the learning process. Therefore, the use of ICT in English learning for the tenth grade students was needed to be developed, so that students were more enthusiastic and interested in learning English.

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MADRASAH MANDIRI BERPRESTASI

Angelina : Yes, I'm taking Art Department.
 Brian : Do you like dancing, singing, and drawing?
 Angelina : Yes, that's why I'm taking that major, but I like singing most.
 And you?
 Brian : I'm taking Literature. I love reading so much.
 Angelina : So, what do you want to be in the future?
 Brian : I wanna be a writer next. How about you?
 Angelina : I would like to be a composer.
 Brian : That sounds good. Oh I have to go Angel. I have a class.
 See you.
 Angelina : See you Brian.

| No | Asking information about self introduction | Giving information about self introduction | Pronouns |
|----|--|--|----------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

Fill in the blanks with the right pronouns!

- _____ (Me/I) come to Yogyakarta every month.
- I'm going to introduce _____ (she/her) to one of my pen pals in Malaysia.
- They run their family business themselves because _____ (their/they) died last year.
- The teacher tells _____ (we/us) to make friends with students from English speaking countries so that _____ (we/us) can improve our English.
- Alia's brother wanted to have pen pals too. Alia introduced _____ (he/him) to Hannah's and Saidah's brothers. Now, they have become good friends. Sometimes Alia writes about _____ (their/them) in _____ (she/her) letter to Hannah and Saidah.

How do you think the understand yet, you may to explain it back to you. able to do Task I. We go to  above Task, It is easy right? If you still don't ask your teacher or the smart student in your class Nothing difficult. If you quite comprehend and be the next test.

Prepare your self !!!

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Figure 1.1 The example of student worksheet used at MAN 2 Model

Medan

Based on these considerations, the researcher was motivated to develop an interactive worksheet based on students' needs as a learning activity to support reading recount text for tenth grade students by using Liveworksheets. Liveworksheets is a great application for students, teachers, and schools that converts conventional printed worksheets into interactive online worksheet with automated grading. Using Liveworksheets is enjoyable to work on and saves time and paper. Liveworksheets potentially supports teachers to be more creative in designing student activities because this application has many features that make learning interactive, such as textfield, checkboxes, drop down select box, word search puzzle, speaking exercise, drag and drop, join with arrows, play MP3, simple text, listening exercise, etc. Additionally, Liveworksheets is user-friendly for both teachers and students. To use Liveworksheets, teachers are able to directly access it on the Liveworksheets website without having to download the application, then after designing the student worksheets, the teacher is able to distribute student worksheets to students via an automatic link and students simply need to click on the link to begin working on the worksheet.

Several studies was conducted on the use of Liveworksheets as a teaching media in teaching English. Firstly, a study titled "Promoting Liveworksheets to Raise Senior High Students' Speaking Confidence and Motivation" was carried out at Batam Senior High School, specifically SMAN 20 Batam, among tenth-grade students. The study aims to determine whether technology can be used as a tool to increase motivation and confidence in speaking English, as well as the numerous other benefits that come with it. As a

result of Liveworksheet's implementation of blended learning, 90 percent of students in a representative 10th senior grade class improved their speaking, motivation, and confidence, as well as three out of five speaking skill elements such as grammar structures, fluency, and pronunciation. As a result, it is proposed that Liveworksheet can be used as a significant invention that significantly increases student participation in class and learning. Secondly, a study titled "EFL Students' Perception on the Use of Live Worksheets as Teaching and Learning Platform" aims to provide comprehensive insights into EFL students' perceptions of using the Live Worksheets as a teaching and learning platform. The study implemented the case study design by using the descriptive statistics method and was conducted in SMP Excellent Al-Ikhlâs Rembang at eighth grade students. The results of the study reveals that Liveworksheets emerged as an efficient teaching and learning platform. It is found to be easily accessible, visually appealing, and diverse in its range of tasks, making it a valuable tool for EFL education. In both studies, the researchers used Liveworksheet as a medium to teach speaking skills. This study would use Liveworksheets as an interactive worksheet to teach reading comprehension, specifically recount text. According to two previous studies, the development of an interactive worksheet using Liveworksheets to teach reading recount text at MAN 2 Model Medan, which used Research and Development with ADDIE model, has not been carried out. As a result, this study would be carried out to develop an interactive worksheet using Liveworksheets to teach reading recount text at MAN 2 Model Medan.

1.2 The Problem of the Study

Based on the above background, the problem of the study is formulated as:
How is interactive worksheet developed by using Liveworksheets in teaching reading recount text for tenth grade students at MAN 2 Model Medan?

1.3 The Objective of the Study

Based on the above problem of the study, the objective of this study is to develop interactive worksheet by using Liveworksheets in teaching reading recount text for tenth grade students at MAN 2 Model Medan.

1.4 The Scope of the Study

A student worksheet is a type of teaching material that teachers can use to support students learn. It contains material, directions, and a sequence of exercises that students must complete. Student worksheets can be printed or digital, website-based. Student worksheet can be effective for teaching a variety of texts as well as helping students master language skills in English study. Based on the English learning achievement of the Merdeka Curriculum in E phase (tenth grade), many texts are the main references for learning English, including narrative, description, procedure, recount, exposition, report and authentic text. There are three elements of learning achievement in the Merdeka Curriculum namely Listening-speaking, reading-viewing, and writing-presenting. This research focuses on developing interactive worksheet by using Liveworksheets to teach reading recount text about biography for tenth-grade students at MAN 2

Model Medan. Biography text is chosen in this research because this type of recount text is taught to the students in accordance with the curriculum and the book that is used for tenth grade students in the school.

1.5 The Significance of the Study

The study is expected to provide knowledge that has both theoretical and practical implications, as follows:

1. Theoretical Significance

The study's findings are expected to broaden and enrich the horizons of theories related to the development of interactive worksheets for senior high school students, as well as contributed to the development of Indonesian education research on the application of information and communication technology in education, particularly in language learning.

2. Practical Significance

a. For Teachers

This research is intended to assist teachers in using Liveworksheets, an interactive worksheet application, in teaching reading recount text to their students. Teachers will also find it simple to assess their students' comprehension of the recount text because Liveworksheets uses automatic grading.

b. For students

The product of this research is intended to make the students more enthusiastic and interested in studying and understanding English specifically reading recount text.

c. For Readers

This research is also intended to serve as a resource for readers, particularly those who want to conduct similar research on developing interactive worksheets for teaching English.

