CHAPTER I

INTRODUCTION

1.1 Research Background

Literacy is an essential skill that can broaden students' horizons and apply all the knowledge they learn at school in real life (Fitria, 2023). Bozsik (2015) stated that literacy serves as a foundational skill for success in education in the broader society, where literacy serves to understand various forms of communication such as spoken language, printed texts, broadcast media, and digital education. Literacy includes cognitive, social, linguistic, and psychological aspects that allow students to identify issues and practice problem-solving in everyday environments (Padmadewi et al., 2020). Wallendorf (2001) adds that students must master literacy skills to understand learning materials, books, textbooks, and academic concepts that lead students to think critically, have problem-solving skills, and engage in analytical activities. Additionally, students' literacy acts as a bridge that helps them understand the world and allows them to discover new knowledge and gain new perspectives (Padmadewi, Artini, & Nitiasih, 2018). Through the cultivation of a culture of literacy, the quality of education can improve because literacy has the potential to produce empowerment (Keefe & Copeland, 2011). Teachers play an important role in helping students fully develop literacy skills because they can create an environment in which literacy is a priority and help students become active learners (Kirsten, 2019).

Literacy skills in Indonesia have a poor image in the World Data Atlas, where the average use of written information is still very low. In a survey conducted by PISA, or Program for International Student Assessment, which measures 15-year-olds' ability to use their reading, mathematics, and science in 2018, Indonesia's reading ability was ranked in the bottom five, 74th out of 79 countries. In addition, in 2017, based on the World's Most Literate Nations conducted by Central Connecticut State University, the United States and Indonesia ranked 60th among 61 survey participating countries regarding literacy ability (Central Connecticut State University, 2017). The latest data from PISA 2022 states that the literacy score in Indonesia is recorded at 359 points, the lowest on record. This point is lower than the scores in 2018 and 2000, which were 371 points. This is allegedly due to the impact of the COVID-19 pandemic, which caused the government to close schools to prevent the spread of the virus. This condition inevitably made Indonesia's 2022 literacy score the lowest record since its participation in PISA.

In addition, as a student of the *Kampus Mengajar Angkatan 7* Program at SMP Ayodhya Pura Selat, the researcher also identified a similar issue about low literacy skills. *Kampus Mengajar* is one of the government's efforts to increase literacy skills, a crucial and urgent issue (Devi & Rusdinal, 2023). Several students still have problems in the literacy field, and the literacy rate is still very low. This was confirmed by the English teacher who had taught there, as the student still has low

literacy, including literacy in English. Many students exhibit limited vocabulary, difficulties understanding written texts, and challenges in expressing their ideas through writing. Despite the fact that basic English literacy in the form of the ability to read and write in English is the foundation for entering the 21st-century learning skills, which every citizen of the world demands and is obligated to have (Padmadewi et al., 2019).

In addition, Padmadewi and Artini (2018) state that the low literacy rate among Indonesian students is believed to be caused by several factors, such as a lack of reading habits and the absence of structured literacy programs in schools. Therefore, this issue requires a solution with systematic efforts and collaboration between schools, teachers, and parents to create a better literacy environment (Padmadewi, Artini, Nitiasih, et al., 2018). Since teachers play an important role in encouraging students' literacy skills, teachers should attempt to present learning tools to aid students in literacy-based learning (Suganda, 2022).

Digital technology has become an integral part of education. Digital technology serves as an important tool in the teaching and learning process and an innovation that can improve the overall performance of the educational field. The teacher realises that technology such as computers and the Internet can significantly enhance learning by making it more engaging and interactive (Dewi et al., 2024). The teacher also has a positive view of digital literacy development and good experiences with digital technology (Paramahita et al., 2023). Students can be motivated,

supported through learning innovations, fully engaged in learning, and even develop skills to be ready for future work by utilizing digital technology (Taylor et al., 2021). Besides, digital media is one of the sources of learning that can be used to implement basic literacy in learning (Fitria, 2023). The use of the internet enables the integration of digital media, such as learning videos, into educational activities and enhances students' literacy skills (Devi & Rusdinal, 2023). Literacy can be enhanced through digital technology, where teachers and students are already familiar with digital literacy through the use of smartphones, computers, laptops, the internet, applications, etc.

Liveworksheets is a digital-based software that can be used to create interactive online exercises with various engaging features. Liveworksheets is a free, web-based educational platform designed to enhance the teaching and learning process with features that cater to different learning styles, including visual, auditory, and kinesthetic, making it a versatile tool for educators and students alike (Sumanik et al., 2023). Liveworksheets allows teachers to transform traditional printable worksheets (doc, pdf, jpg) into interactive online exercises. With its engaging tools, this software can improve student motivation and interest in learning, improve student learning outcomes, and facilitate self-directed and collaborative learning (Yuliana et al., 2023). According to research conducted by Yusuf & Ali (2022) found that students' perception of using Liveworksheet as Self-directed learning is that Liveworksheets is easy,

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simple, and flexible to access; it can be accessed anytime and anywhere, students learn much new vocabulary that can be hard and visualised, and they become more independent in their learning process. In addition, the learning outcomes of students who used interactive student Liveworksheets based on discovery learning were better compared to students who did not use Liveworksheets (Maysara et al., 2023). Furthermore, Febryanti & Rusmini (2022) found that Liveworksheets can increase students' critical thinking abilities and their cognitive levels.

Although several studies have been conducted on using Liveworksheets and have positively impacted the learning process, more specific or in-depth research is still needed to discover the impact of implementation on a certain level and in different fields of learning. Previous studies have not examined the implementation of digital technology in the form of Liveworksheets in teaching basic English literacy. On the other hand, the English teacher at SMP Ayodhya Pura Selat mentioned that the teacher did not actively encourage Liveworksheets in the learning activities. The teacher also stated that there had never been research related to this field within the school. Additionally, students still struggle with literacy, including literacy in English. Therefore, the researcher was eager to investigate the implementation of Liveworksheets in teaching basic English literacy and whether or not it makes any significant difference among 7th-grade students of SMP Ayodhya Pura Selat.

1.2 Problem Identification

Since literacy is crucial for students as it serves as the foundation for their academic, personal, and social development, students must pay attention to their literacy ability. According to available data in the research background, literacy still appears to be very low, so more attention is required to this issue. According to previous researchers, digital technology in the form of Liveworksheets can impact students' learning process. However, a lack of research focuses on how this tool can be implemented in teaching basic English literacy. In addition, teachers in SMP Ayodhya Pura Selat have not actively used Liveworskheets in the teaching and learning process. Moreover, there is no research that examines the effect of Livewroskheets on students' basic English literacy at 7th-grade students in SMP Ayodhya Pura Selat. Therefore, this research will focus on implementing digital technology in the form of Liveworksheets in teaching basic English literacy to the 7th-grade students of SMP Ayodhya Pura Selat.

1.3 Research Limitation

Based on the urgency of the problem identification, the researcher limits the problem of this research to implementing digital technology in the form of Liveworksheets in teaching basic English literacy to the seventh-grade students of SMP Ayodhya Pura Selat. While liveworksheets offer interactive learning opportunities and have several benefits in

improving student motivation and interest in learning and students' learning outcomes, the effectiveness of this tool may vary based on students' familiarity with digital platforms, access to reliable internet, and individual learning styles. In addition, the study will be limited to a specific group of 7th-grade students in SMP Ayodhya Pura Selat, which may not represent the broader population of seventh-grade students. As a result, the findings may not be fully generalizable to other contexts or student populations.

1.4 Research Question

Based on the previous context, the researcher presents the following problem to be discussed in this research:

1. Is there any significant difference in the students' basic English literacy of grade 7th at SMP Ayodhya Pura Selat who are taught using Liveworksheets compared to those taught using conventional learning media?

1.5 Research Objective

1. To investigate whether there is a significant difference in the students' basic English literacy of grade 7th at SMP Ayodhya Pura Selat who are taught using Liveworksheets compared to those taught using conventional learning media.

1.6 Research Significance

1.6.1   Theoretical Significance

The theoretical contribution of this research lies in its potential to support and expand existing theories on how Liveworksheets affect students' basic English literacy. By examining the role of Liveworksheets on literacy, this study contributes to a broader understanding of how digital tools influence students' learning process. Moreover, this study can also contribute to understanding the effect of Liveworksheets in teaching basic English literacy.

1.6.2   Practical Significance

The practical contributions of this study are:

a. For Teachers

This study is expected to provide insights into how Liveworksheets influence students' literacy skills. Teachers were expected to consider the potential of digital technology, such as Liveworksheets, in the classroom. This research also provides ideas for varying the learning media in the teaching process.

b. For Students

This study gives students a better experience in the learning process by providing variations of learning material through digital technology in the form of Liveworksheets. Learning using the software Liveworksheets also gives an interactive learning experience for students.

c. For Other Researchers

The findings of this study can offer researchers further insights for development in other related studies. This study is also expected to be a reference and source of information about implementing digital technology in the form of Liveworksheets in teaching basic English literacy.

1.7 Definition of Key Terms

1. Basic English Literacy

    a) Conceptual Definition

    Basic English literacy is the fundamental ability to read, write, understand, and communicate in English. It encompasses the capacity to comprehend and utilize written information for communication, social engagement, and personal growth. Basic literacy enables students to acquire knowledge, think critically, and communicate effectively (Maulidah et al., 2019).

    b) Operational Definition

    In this study, basic literacy is defined as the ability of students to read, write, and comprehend information. Basic English literacy is measured through the ability of 7th-grade students to recognize and write vocabulary related to the topic, form simple sentences, and comprehend and utilize

information from the texts. These abilities are assessed using a post-test.

2. Digital Media

 a) Conceptual Definition

 Digital media in education refers to integrating technology and digital resources into teaching and learning. Examples of digital media often used in education are online learning platforms, educational apps, digital textbooks, and resources (Suganda, 2022). Digital media has been proven to be an engaging learning tool that can improve students' skills in many fields.

 b) Operational Definition

 In this study, digital media refers to the tools used in the learning process, specifically Liveworksheet. Liveworksheets incorporate various components, including multimedia content such as YouTube videos, audio recordings, and pictures. In addition, there are interactive exercises such as drag-and-drop activities, fill-in-the-blank tasks, and multiple-choice questions. These features enhance student engagement and support literacy development.

3. Liveworksheet

 a) Conceptual Definition

Liveworksheets is a digital media tool that serves as an interactive online learning platform for students and teachers across all languages and subjects (Liveworksheet.com). Liveworksheets provide various features to create engaging learning resources for students. These features include drag-and-drop activities, multiple-choice questions, fill-in-the-blank exercises, and multimedia components such as videos, images, and audio recordings.

b) Operational Definition

Liveworksheet is a digital learning platform employed to teach basic English literacy to 7th-grade students at SMP Ayodhya Pura Selat. The traditional learning materials will be transformed into Liveworksheet, incorporating various interactive features such as instructional videos, drag-and-drop exercises, multiple-choice questions, fill-in-the-blank tasks, and matching activities. Teachers can monitor students' progress while students receive immediate scores upon completing the worksheet. Liveworksheet will be utilised to teach the chapter on Culinary and Me.