

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Literacy is a core skill essential for students to succeed academically and in everyday life. Khairuddiniyah (2018) emphasizes that literacy forms the basis of education. It is seen as vital for transmitting information in education and represents modernity and an educated society. Literacy is sometimes described as a complex skill relevant to everyday activities. In today's knowledge-based era, literacy is vital for fostering a society of learners (Nurchaili, 2016). It forms the basis of critical, creative, and responsible thinking, which is essential for facing global challenges. Wulanjani & Anggraeni (2019) argue that literacy encompasses more than technical skills; it also involves learners' capacity for analysis, critical thinking, and effective use of information. When people can read and write, they can communicate and access information (Padmadewi et al., 2022). The Ministry of Education and Culture (2016) emphasizes that a well-developed culture of literacy empowers students to think critically, analyze information, and reflect deeply. This is align with Artini (2017) who emphasizes that systematic exposure to literacy materials significantly benefits young students' literacy development. In education, literacy skills are crucial because students need them to master various kinds of knowledge (Padmadewi et al., 2020). Basic literacy skills are essential because they provide learners with the tools necessary to access and process information. This allows them to engage with complex ideas and reach their full potential. By fostering a culture of literacy within the educational environment, learners can not only achieve

academic success but also become lifelong learners and adapt to an ever-changing world.

However, students in Indonesia have a low literacy level because the reading content is believed to be less interesting to them, and the difficulty of the language and words in the readings makes them even more reluctant to read. In 2009, the OECD found that among 52 East Asian countries, Indonesia had the lowest level of reading culture. Furthermore, data from Central Connecticut State University's World's Most Literate Nations places Indonesia at 60th out of 61 countries in literacy ranking. Reading may seem simple, but in practice, it is not as easy as it sounds because language learners are diverse, coming from a variety of circumstances. These differences include unique academic requirements, cultural backgrounds, languages spoken, interests, and attitudes toward learning.

To effectively address the diverse needs of learners, teachers must carefully prepare suitable learning media. Wiratmojo and Sasonohardjo (2002) argue that the integration of learning media during the initial phase of teaching plays a crucial role in enhancing both the efficiency of the learning process and the clarity of message and content delivery. Similarly, Zaini (2017) also mentioned that with learning media, teachers can capture students' attention and prevent boredom during lessons. Utilizing learning media may help to generate interest and motivation, boost engagement, and even influence learners psychologically. During instruction, learning media serve as a tool to facilitate understanding of the materials being presented. This idea is supported by Musfiqon (2012), who states that the integration of media helps direct learners through the instructional

process to accomplish the intended learning outcomes. Additionally, Ratminingsih & Budasi (2020) highlight the essential function of media in the educational process, as they assist teachers in delivering content clearly and support students in comprehending the material more effectively, ultimately contributing to the achievement of learning objectives. Considering these points, it can be inferred that learning media are crucial factors that should be carefully considered in designing and implementing the teaching and learning process.

Within the educational context, multiple forms of instructional media are employed, and digital learning media represent one significant category. According to current social facts, Indonesian people show low literacy in the digital era because the nation's youth are more captivated by the appeal of digital tools and platforms rather than developing reading habits. Hendra et al. (2023), in their book titled “Media Pembelajaran Berbasis Digital,” Highlight that integrating digital technology into learning serves as a relevant alternative that aligns with students' current behaviors and surroundings. Digital learning media undeniably serve as advanced tools and can provide the novelty that students are generally familiar with in this era. To address this, educators must also adapt and try to use learning media that may interest students, starting with digital learning media. As noted by Handayani et al. (2023), digital learning platforms bring valuable benefits by incorporating multimedia features such as visuals, motion graphics, and interactive tools that can attract students’ attention and stimulate learning involvement. In today’s educational landscape, educators have the opportunity to enhance learning effectiveness by transforming

traditional Student Worksheets into digital formats. This is backed by the wide availability of digital learning media, allowing teachers to use different technology tools to promote more engaging and interactive lessons.

Among the many digital learning tools that have emerged, one notable site is Liveworksheets, which provides interactive digital worksheets. According to the book titled “Learning Media for the Millennial Generation,” liveworksheets empower educators to design engaging materials that effectively enhance student skills more enjoyably. It is explained that the platform Liveworksheets offers the ability to convert conventional printed activity sheets into interactive digital media, thereby facilitating students' engaging with educational games while acquiring knowledge. The platform also features automatic correction, making it possible to connect students' assignments with educators' accounts. This feature helps teachers save time when assigning tasks and conducting formative assessments. Additionally, using live worksheets contributes to reducing paper use, aligning with environmentally friendly learning initiatives. Live worksheets allow educators to foster a more interactive and stimulating learning environment for students.

Using Liveworksheets allows us to add materials such as sentences, images, MP3/sound, videos, and other icons or symbols to make LKPD more attractive. Several types of tasks that educators can create in LKPD with Liveworksheets include multiple choice, matching, pairing, drop-down menus, open questions, ticks, drag-and-drop, voice, and other task types tailored to the educator's needs (Widyaningrum et al., 2020). Moreover, liveworksheets' flexibility allows for personalized learning experiences by tailoring content to each student's specific

needs and learning style. This adaptability helps meet diverse classroom requirements and improves the overall effectiveness and relevance of learning. Therefore, digital worksheets like those from Live Worksheets offer educators opportunities to improve teaching quality, foster a more engaging learning environment, and boost students' motivation. This marks a positive advancement in addressing the challenges of learning in the ever-changing digital age.

Based on this background, with Indonesians' low literacy levels in the digital era, especially among the younger generation, there is an urgent need for educators to adapt and integrate digital learning media into their teaching methods. By transforming traditional student worksheets into digital formats like liveworksheets, educators can better meet students' growing preference for digital literacy and engagement.

Several previous studies show that using Liveworksheets enhances learning quality. For example, research by Sholehah et al. (2021) shows that Liveworksheets can boost student scores with an effectiveness rate of 95.8%, exceeding the minimum passing standard. Additionally, research by Putri and Rachmadyanti (2022) supports this, showing that Liveworksheet-based teaching materials received positive responses from students, with reliability of 89% on media and 95% on documents. This demonstrates that Liveworksheets is an effective learning medium that can enhance student achievement.

Although previous research has shown that Liveworksheets affect student engagement, motivation, learning results, and overall experience, limited

research has focused on its effect on specific skills like basic English literacy. Additionally, none of the existing studies have explored how Liveworksheet can be effectively used to teach basic English literacy at a specific grade level, such as Grade 10. This research offers novelty by examining how effectively Liveworksheets can enhance students' basic English literacy skills, specifically among Grade 10 students at SMAN 4 Singaraja. In this study, researchers aim to investigate whether using digital media, such as Liveworksheets, impacts the basic English literacy of tenth-grade students at SMAN 4 Singaraja. The basic English literacy skills evaluated in this research include students' reading comprehension, vocabulary mastery, and listening abilities.

1.2 Problem Identification

According to UNESCO, Indonesia is ranked second from the bottom in terms of global literacy, which shows that relatively few people in Indonesia have a strong interest in reading. Data collected by UNESCO (2012) shows that only 0.001% of the Indonesian population is interested in reading, which is a very concerning statistic. The problem of low literacy levels is a serious challenge, especially in the digital age, where people need to access, understand, and utilize information critically. Regarding the importance of literacy, children should be guided to become literate early on, as the sooner they learn, the better prepared they will be for success in both academic and social aspects (Ariati, et al. 2018). Padmadewi & Artini (2018) argue that the phenomenon of low literacy among Indonesian children, as mentioned above, is allegedly caused by several factors, namely, children reading fewer books, and schools, as formal

educational institutions, often lack literacy development programs or do not foster a systemic reading-writing culture.

The problem identified in this context is the low literacy level among people in Indonesia. One of the regions in Indonesia that also faces this problem is the province of Bali. The researcher found a school in Bali that is still struggling with low literacy levels among its students. The school in question is SMAN 4 Singaraja, located at Jl. Melati, Banjar Jawa, Kec. Buleleng, Buleleng Regency, Bali. According to the teacher at SMAN 4 Singaraja, the students' literacy levels are still relatively low, and the teacher has not yet found an effective way to improve the students' literacy skills. The teacher also mentioned that in this digital era, teachers at this school have never used digital media like Liveworksheet in their teaching.

This situation supports the researcher's interest in conducting research using digital-based learning media at SMAN 4 Singaraja. Unfortunately, research on the use of digital media in the form of live worksheets is still very rare in teaching basic literacy in high school. Therefore, in this study, the researcher has more opportunities to examine the effectiveness of applying live worksheets in teaching basic English literacy to 10th-grade students at SMAN 4 Singaraja.

1.3 Limitations of The Study

The author aims to examine whether using live worksheets significantly improved students' basic English literacy skills, such as reading comprehension, listening, and vocabulary mastery. This research specifically targeted tenth-grade students at SMAN 4 Singaraja and was limited to two classes.

1.4 Statement of Research Question

- a. Is there any significant difference in the students' basic English literacy of grade 10th in SMAN 4 Singaraja between those taught using Liveworksheets and those who are taught using conventional learning media?

1.5 Objective of the Study

Aligned with the previously outlined problem formulation, this study aims to achieve the following objectives.

- 1) To investigate whether there was a significant difference in the students' basic English literacy of grade 10th in SMAN 4 Singaraja between those taught using Liveworksheets and those who are taught using conventional learning media?

1.6 Significance of the Study

1. Theoretical Significance

This research's theoretical significance lies in its focus on enhancing English language learning practices, particularly in utilizing digital media Liveworksheets to enhance students' basic English literacy. The application of Liveworksheets for teaching basic English literacy is valuable because it can create various interactive elements that allow students to engage directly with the content, such as filling in answers, clicking on objects, or expressing themselves creatively. This differs from traditional worksheets, which are static and lack interactive features.

2. Practical Significance

A. For Learners

The use of innovative media for learning will definitely influence the success of the learning process. By using a learning media based on liveworksheets with various features, learning becomes more engaging and flexible. This approach will benefit learners by increasing student activity, which in turn can boost motivation and improve learning skills.

B. For teachers

This study's findings will help educators better understand innovative learning media that make learning more engaging. Moreover, teachers can explore the use of digital live worksheet media to increase student interest and boost overall learning effectiveness.

C. For other researchers

This study is anticipated to offer meaningful perspectives for other researchers involved in implementing digital media, especially Liveworksheets, and may be suitable for further study.

1.7 Definition of Key Terms

1. Basic Literacy

a. Conceptual definition

The Ministry of Education and Culture, in its Guidebook for the School Literacy Movement in Primary Schools, defines literacy as the ability to access information through various activities such as reading, viewing, listening, writing, understanding, and using it effectively. The guidebook also states that the School Literacy Movement is a

comprehensive effort to transform schools into learning environments that promote individuals' lifelong learning through public participation (Zulela, 2012).

b. Operational definition

Basic literacy in this study is defined as students' ability to read, listen, and comprehend information. Basic English literacy was measured through Grade 10 students' ability to understand a text, recognize and write vocabulary related to the topic, and form random sentences into proper sentences using a post-test.

2. Liveworksheets

a. Conceptual definition

According to Le & Prabjandee (2023), "Liveworksheets is a digital platform designed to assist teachers in developing interactive worksheets or accessing a wide range of worksheets shared by international teaching networks." Liveworksheets offers interactive learning materials that come with numerous benefits, such as user-friendly access, efficient tools for formative assessment, diverse task formats, environmental sustainability, and allow flexible implementation in classrooms. When used correctly, both teachers and students can gain significant benefits from this platform. Therefore, using live worksheets as a teaching resource can be an excellent way for teachers to develop more innovative and engaging learning experiences.

b. Operational definition

In this study, Liveworksheet is a digital learning medium used to teach basic English literacy to grade 10 students at SMAN 4 Singaraja. Liveworksheet with various interactive features such as learning videos, PowerPoint, drag-and-drop, multiple choice, fill-in-the-blank, and matching activities was implemented in conducting the learning.

3. Conventional Learning Media

a. Conceptional definition

According to Fahrudin, et al. (2021), conventional learning is often seen as monotonous and teacher-centered, where the delivery of material is mostly verbal through lectures without much variation in interaction. Conventional learning still depends on textbooks as the main source of information, and the material is taught in the order it appears in the book (Sanjaya & Budimanjaya, 2017). Students tend to be passive learners because the learning process is theoretical, disconnected from real-life contexts, and covers a lot of information from a single field. Most of the learning time is spent listening to lectures, completing textbook assignments, and doing exercises individually.

b. Operational definition

In this study, conventional learning media refer to traditional, non-digital teaching tools used to provide basic English literacy instruction to 10th-grade students at SMAN 4 Singaraja. These media include printed textbooks, worksheets, whiteboards, and lectures. The application of these tools emphasizes verbal explanations, individual

written exercises, and structured assignments without the use of interactive or digital technology.

