

CHAPTER I

INTRODUCTION

1.1 The Background of the Research

Language is a dynamic tool that enables us to convey thoughts, ideas, emotions, and feelings in various forms. It plays a key role in social interactions, beginning within the family and expanding to larger social circles. As Vygotsky (1978) emphasized, language is fundamental to cognitive development, serving as a bridge for social interaction, self-regulation, and the internalization of thought. This process shapes not only how individuals think but also how they learn and grow.

In the era of globalization, Indonesians are expected to communicate not only in their native language but also in foreign languages. Mastering a foreign language, particularly English, is essential for Indonesians to compete internationally in academic, social, and economic fields. As a result, even though English is not widely used in daily life, it is taught as a foreign language in Indonesia. The significance of learning English, particularly the four core language abilities of speaking, listening, reading, and writing, is widely acknowledged. Because of its close relationship to other language abilities, reading is given a prominent position in the Indonesian curriculum.

Reading is an essential ability that constitutes the foundation of a student's educational journey and lifelong learning. It represents a basic literacy skill, which includes the ability to read and understand simple texts,

essential for academic success and effective communication (Artini et al., 2020). Early development of reading skills is particularly crucial for foreign language learners to build a strong foundation. Unfortunately, the state of basic literacy among Indonesian elementary students has raised concerns. As per the 2022 Program for International Student Assessment (PISA) conducted by the OECD, Indonesian students ranked significantly lower in reading literacy compared to their global peers, with many struggling to reach basic proficiency (Kompas, 2023).

This concerning literacy condition is made worse by the fact that Indonesia does not have a robust culture of reading or reading in general. Research conducted by Suada et al. (2025) found that when schools and families fail to provide pupils with encouragement, the result is an atmosphere in which students do not view reading as an activity that is either significant or pleasant. Therefore, fostering motivation to read is a critical challenge that educators must address.

Literacy and reading comprehension are closely related concepts in English as a Foreign Language (EFL) learning. Literacy encompasses the abilities to read, write, count, and understand texts (Ningsih et al., 2021), as well as to form sentences, understand words, and create coherent paragraphs (Rosmalah et al., 2021). Reading comprehension, on the other hand, refers to the ability to understand, interpret, and derive meaning from texts (Islam & Puspitaningsari, 2024; MacDonald et al., 2009). Strong literacy skills provide the foundation necessary for deep and accurate reading comprehension (Kirby, 2007).

In recent years, the incorporation of technological innovations into teaching has shown promising potential to enhance literacy and reading comprehension. With digital tools, students can access vast amounts of information that they need to analyze and synthesize into comprehensive knowledge (Lailiyah et al., 2022). Incorporating technological innovations into teaching can improve the learning process by making it more interactive and engaging (Nyoman Sari Pratiwi et al., 2024). Interactive digital media, in particular, plays a crucial role in teaching reading comprehension by increasing learners' motivation and interest (Laksana et al., 2024). The rapid advancement of technology has significantly impacted education worldwide, especially in English language learning contexts.

One innovative digital tool gaining attention is Liveworksheets, an interactive platform that offers instant feedback and engaging features such as drag-and-drop exercises, clickable text, and multimedia elements. These features make learning more enjoyable and adaptable to different student needs. Research by Rusdan and Mulya (2023) demonstrates that Liveworksheets can significantly improve literacy skills by providing hands-on, interactive learning experiences. Teachers can also use Liveworksheets to create customized digital learning materials for reading comprehension, vocabulary development, and other language skills (Ramadhani & Wandini, 2024). This approach has been shown to increase student interest and make learning English more fun and effective.

Despite the promising benefits of digital media like Liveworksheets, there remains a gap in research specifically focused on their implementation to improve reading comprehension among elementary students in Indonesia. While studies have shown the effectiveness of digital media in enhancing literacy during the COVID-19 pandemic (Suganda, 2022), research on Liveworksheets in Indonesian primary schools is still limited. However, Amalyasari et al. (2022) found that 90.15% of students had positive perceptions of using Liveworksheets for learning narrative texts, indicating high engagement and usefulness.

Preliminary observations at SD Negeri 1 Kerobokan reveal that students lack interest in learning English, particularly reading comprehension, and that teachers predominantly use traditional media such as whiteboards and textbooks without integrating technology. This highlights the urgent need to explore innovative teaching tools like Liveworksheets to address these challenges.

This study seeks to address the research gap by examining the utilization of Liveworksheets to teach reading comprehension to sixth-grade students at SD Negeri 1 Kerobokan. By focusing on this specific context, the research will provide valuable insights into the effectiveness and applicability of interactive digital media in Indonesian primary education. The findings will augment the expanding corpus of knowledge on digital media and offer practical recommendations for educators and policymakers seeking to enhance literacy outcomes in similar educational settings.

1.2 The Problem Identification of the Research

A pre-interview with the principal of SD Negeri 1 Kerobokan revealed that most teachers primarily use conventional teaching media rather than digital tools, limiting the integration of technology in classroom instruction. This reliance on traditional methods may affect the development of students' reading comprehension skills, as digital media can offer interactive and engaging learning experiences.

Additionally, a pre-interview with the homeroom teacher highlighted that reading comprehension is the key skill that needs improvement. Many students struggle to understand passages, identify main ideas, and make inferences, indicating the need for more effective instructional approaches.

Although Liveworksheets have been recognized as a useful tool for enhancing reading comprehension, their implementation in schools is still minimal. Factors such as teachers' preference for printed materials, limited technological resources, and varying levels of students' digital literacy contribute to this challenge. This study explores the potential of Liveworksheets in improving reading comprehension by analysing their effectiveness, benefits, and the obstacles to their classroom integration.

1.3 The Limitation of the Research

The study focuses on using Liveworksheets to teach reading comprehension to sixth-grade students at SD Negeri 1 Kerobokan. The study investigates the significant effect of Liveworksheets on sixth-grade students in SD N 1 Kerobokan. This study uses a pre-experimental method and one group pretest-posttest as a design.

1.4 The Problem Formulation of the Research

In light of the information presented above regarding the context of the study, the research question can be stated as “Is there any significant effect of Liveworksheets as a reading comprehension teaching media on the reading comprehension of sixth-grade students in SD N 1 Kerobokan?”

1.5 The Objectives of the Research

Based on the problems above, the research objective can be determined as follows “to investigate whether the use of Liveworksheets as a teaching media had a significant effect on the reading comprehension of sixth-grade in SD Negeri 1 Kerobokan”.

1.6 The Significances of the Research

This research has both theoretical and practical implications, as evidenced by the research background, the research issue, and the research objectives. Following is a list of the significances of the research:

1. The theoretical significance of this study is anticipated to assist theories related to students' reading comprehension through the use of digital media, specifically digital worksheets. The study aims to enhance existing theories on this topic and contribute to the scientific knowledge in this field.
2. The practical significance includes: 1) Young learners will understand how to improve their reading comprehension through Liveworksheets; 2) Teachers will incorporate Liveworksheets into their reading comprehension instruction; 3) Future researchers will find the use of Liveworksheets to be a valuable reference for studies on teaching and

learning activities. By using liveworksheets, educators can offer students an interactive tool that enhances information retention and overall learning experiences. Ultimately Liveworksheets could be a promising tool for improving the effectiveness of teaching and learning.

4) The findings of this specific research cannot be generalized to other populations or contexts due to the unique characteristics and limitations of the sample and setting used in the study.

1.7 Key Term of the Research

1. Reading Comprehension

Conceptually, reading comprehension is the dynamic process through which readers derive meaning from written texts by integrating their prior knowledge, the text's content, and their cognitive abilities. to connect ideas within and beyond the text. It involves not only understanding words and sentences but also identifying main ideas, supporting details, and integrating new information with what the reader already knows (Nuttall, 1996; Clark & Silberstein, 2008). Reading comprehension encompasses a range of cognitive skills, including decoding, vocabulary understanding, syntactic and discourse knowledge, and critical thinking (Donald et al., 1987). It is essential for extracting, interpreting, and evaluating information from written materials.

Operationally, reading comprehension refers to sixth-grade students' ability to understand, interpret, and respond to written

English texts as measured by their performance on reading comprehension tests.

2. Teaching Media (Liveworksheets)

Conceptually, teaching media refers to any tool or resource used by teachers to facilitate the learning process and make instruction more effective. It is designed to engage students' motivation, perceptions, and interest, especially when learning complex or abstract concepts (Rahayu et al., 2021; Elisa et al., 2023). Teaching media can take various forms—such as visual aids, interactive digital platforms, or hands-on materials—and aims to create a more enjoyable and meaningful learning atmosphere (Aprilia et al., 2023). Effective teaching media should be relevant to learning objectives, encourage student interaction, support active participation, and provide feedback and assessment opportunities.

Operationally, In this study, teaching media specifically refers to the use of **Liveworksheets** as a digital, interactive platform in the reading comprehension lessons for sixth-grade students at SD Negeri 1 Kerobokan. Liveworksheets functions as the main instructional tool, providing interactive exercises, immediate feedback, and multimedia features to support student engagement and learning. The effectiveness of Liveworksheets as teaching media is observed through students' participation in classroom activities and measured by the improvement in their reading comprehension test scores before and after its implementation.