

CHAPTER I

INTRODUCTION

1.1 Background

Reading is crucial, particularly in an academic setting. Without a doubt, reading is necessary for students to succeed in their studies. When reading, students must learn by absorbing the data presented in their reading materials, which could include books, modules, or journals. (Permatasari et al. 2023). Hamilton (2018) Regardless of their fields of study, students in higher Education frequently still struggle to understand the core ideas in academic texts. This aligns with the phenomenon that is occurring nowadays, where students in high school struggle to comprehend the material and often feel bored while reading, particularly when it comes to exposition texts, one of the topics they learn in school.

Additionally, students often find the learning material boring, which lowers their enthusiasm, especially when learning a foreign language. Senior high school students are more interested in mobile phones or other electronic devices than books or printed teaching resources. Teachers must develop creativity in managing learning resources to improve student learning outcomes. As stated by Rosyida (2016) She explained that even if the teachers are generally happy with the textbooks they have chosen, teachers should be able to create their supplemental resources and modify or adapt those included in the textbook. Additionally, supplementary teaching resources help achieve learning objectives and enhance students' motivation and understanding. Therefore, teaching resources should enhance students' competencies in specific areas.

In the educational field, supplemental resources for students have grown rapidly, especially in digital and internet-based formats. Alenezi (2020) stated that there are set expectations in both the business and Education sectors about the use of the Internet to offer e-learning initiatives. Also, one of the reasons for the rapid growth in Education is that the needs change regularly. Accordingly, many teachers promote

digital learning materials as well as evaluation for students to create fun learning. Creating an English worksheet for each student to use in the learning process is one of the key responsibilities of teachers in lesson preparation. Mahsunah and Shobah (2022) stated that students' English worksheets are sheets with assignments that students need to complete. They take the form of step-by-step instructions on how to finish a task. They believed that additional materials make learning easier to achieve goals and increase students' knowledge, as well as their motivation. In addition, to make the learning materials suitable with the students, the teacher should have attractive learning materials that fit the students' traits.

Many educational tools have been improved through technology. One such electronic worksheet media is the Liveworksheet.com site. Liveworksheet.com is a website that contains exercises uploaded by teachers worldwide, allowing users to access them directly on their mobile phones or other electronic devices online. Fuadi et al. (2022) Stated that in order to keep studying interesting for students, *liveworksheet.com* can offer a variety of learning opportunities. Using *Liveworksheet.com*, teachers may produce interactive worksheets for their students. Teachers can convert standard printed worksheets into interactive activities by uploading them as Word or PDF documents and utilizing various forms, such as selecting, drag-and-drop, and multiple-choice options, which can include videos or audio if required.

Research on the use of Liveworksheet.com for assessing students in schools has been conducted by several researchers. An experimental study conducted by Rusdan and Mulya (2023) aimed to determine the effectiveness of using *Liveworksheet.com* in their learning processes in Civic education subjects. The result showed that there was a significant difference in average scores between a group that used *Liveworksheet.com* and a group that did not use *Liveworksheet.com*. This view is supported by Ariana and Haetami (2023) and Solange (2021). They emphasized the potential of *Liveworksheet.com* in teaching, highlighting their roles in student learning and the importance of interactivity. The results of the study showed that it recommends keeping

these teaching channels using *liveworksheet.com* to facilitate language acquisition through practice and effective learning for the students.

Giving research support, Maulidya et al. (2022) Conducted a study about developing a *live worksheet.com*-based E-Quiz for biodiversity, aimed at training higher-order thinking skills. The results showed theoretical validity, empirical validity, reliability, and practicality, with a high correlation. The study concluded it is valid and practical. Moreover, using *Liveworksheet.com* can be a refreshment for students to learn new ideas. As the research conducted by Annisa and Putri (2023) Their students' attitude towards using E-worksheet with *Liveworksheet.com* is positive, indicating their students feel happy and not bored while learning grammar. It is efficient, effective, and helps improve performance. Students also find it easy to use, as it offers flexibility in grammar work.

Numerous advantages of this study include improved conceptual comprehension and increased student participation and interaction, both of which can enhance learning. *Liveworksheet.com* offers interactive resources like games, multiple-choice questions, puzzles, and more that can make learning concepts more engaging and dynamic for students. Teachers can use live worksheets to provide some kinds of text, formative tests, and daily tests that are conducted during the learning process. By knowing the significance of utilizing the *liveworksheet.com* for students' learning results, related research in the area of English Language Teaching (ELT) should be considered.

From the background stated previously and the phenomenon of learning English in one of the Islamic schools in Gresik, applying interactive student worksheets based on *liveworksheet.com* is pivotal. There are differences in current research, especially in the field of education and English language teaching. From an educational level, Rusdan and Mulya (2023), Ariana and Haetami (2023), and Maulidya et al. (2022) conducted research at the high school level and focused on non-English subjects. Annisa and Putri (2023) and Solange (2021) focused on L2 learning to find out students' perceptions and how to use *Liveworksheet.com* as an academic tool for

teaching English. Meanwhile, current research contributes to L2 learning, which focuses on measuring students' affective domain, in this case, students' motivation for using *liveworksheet.com* in learning English. The aim of this research is to explore how the teacher uses *liveworksheet.com*. And how its utilization enhances students' motivation in learning English, especially in Exposition Text material.

1.2 Research Questions

1. What are the teachers' views about the utilization of Liveworksheet.com in teaching reading skills for exposition texts?
2. How does the use of Liveworksheet.com influence students' motivation in developing their English reading skills for exposition texts based on learning motivation indicators?

1.3 Research Objectives

- 1) To investigate how the teachers' views on utilizing *liveworksheet.com* in teaching reading skills for exposition text.
- 2) To know how the use of Liveworksheet.com influence students' motivation in developing their English reading skills for Exposition Text based on learning motivation indicators.

1.4 Scope and Limitations

The study was conducted at SMA Muhammadiyah 10 GKB in 2 classes, consisting of 71 students and two teachers. The topic or material used is Exposition Text. The limitation of the study resulted from the limited previous studies. In addition, the researcher cannot conduct the research for more than two months because the material of Exposition Text is learned by the students in the first (Analytical Exposition Text) and second (Hortatory Exposition Text) semesters of the class.

1.5 Significance of the Study

For the researcher, this study can give practice in developing her knowledge and skills in producing the electronic English worksheet, as well as creating a fun environment for learning, especially by using *Liveworksheet.com*. For English teachers, the result of the study can provide helpful activities to use in classroom

practices. For students, the result of the study may help them to be more interested in learning English and increase their motivation to study. For other researchers, the study can give general knowledge of how to develop Learning worksheets, especially in an electronic way by utilizing *Liveworksheet.com*. The study can also be used as the foundation for the next research.

1.6 Definition of Key Terms

- *Liveworksheet.com* site

Liveworksheet.com is one of the instructional tools used to maximize learning activities in an online way. Teachers may create unique worksheets by adding different kinds of questions, multimedia features like pictures and videos, and interactive elements like clickable regions or drag-and-drop capabilities.

- Students' motivation

Motivation is a process that begins with a need and results in an action that advances a person toward reaching a goal. (Husna and Murtini, 2019). According to Brown (2007), motivation is the degree to which you choose what objectives to pursue and how much effort you will put into doing so. It can be concluded that a student's motivation is a component of their feelings that will drive them to seek certain objectives in their lives. Motivation is crucial because people would exert great effort to attain their goals when they are motivated to do so.

- Exposition Text

Exposition text is a text that is used to present a logical argument from a particular point of view. The structures of Exposition Text are:

1. Thesis: presented in a succinct and unambiguous thesis statement, which comes first.
2. Arguments and Evidence: It gives arguments or points of view on the matter, then backs each one up with facts, figures, instances, or other evidence to bolster the case.

3. Reiteration: The thesis and arguments' conclusion words are contained in this last paragraph.

