

CHAPTER II

REVIEW OF RELATED LITERATURE

In this section, the literature review about students' motivation, teaching media of reading, and the use of Liveworksheet.com in teaching reading is mentioned.

2.1 Students Motivation

According to Wigfield et al. (2006) Motivation is what spurred people to act based on their beliefs and aspirations. Gardner (2006) Posits that language learning motivation requires three elements: a desire to learn the language, an effort to accomplish a goal, and satisfaction with the language learning process. Gardner (2006) Suggested that understanding the learners' ultimate objective or purpose for learning the language is essential to understanding why they were motivated. Put otherwise, a student's proficiency in acquiring English is based on how motivated they are. An individual might have a wide range of motives, some of which are highly valued and others of which are of low value. Akramah (2021) Presented the opinion that high motivation is said to increase a person's effort and competency in a foreign language by encouraging them to put in more effort during the learning process. A student who is highly motivated will also be proficient in the language. It is aligned with Siti (2017), The person who stated that the degree of someone's motivation determines whether they succeed or fail in learning English claimed that although most other school disciplines simply include elements of the student's native culture, acquiring a second language necessitates absorbing aspects of a foreign culture, such as vocabulary, pronunciation, linguistic organization, etc. This dual categorization implies that, in order to comprehend the process by which a second language is taught, factors that are important to both education and culture should be taken into account. (Bernaus et al. 2009)

Student motivation and academic performance are directly related. Learning and motivation are equally crucial for achieving goals. Students can acquire new skills

and information by learning, and motivation can help them stay motivated to experience the process of learning. According to Frymier (2016), student motivation may be summed up as students' willingness to engage with the language process. Theorists have emphasized how critical it is to understand how motivation is constructed. Students may be similarly driven, but their motivation may come from various sources, and naturally, this will affect how well they learn.

2.1.1 Students' Motivation in Learning

Motivation plays a great role in engaging students to learn. It is in line with Schunk et al., (2014) It states that the goal of motivation is to clarify why students act in certain ways and how it impacts their performance and ability to learn. In order to carry out learning activities, a person lacking motivation will not be able to pursue their desire for learning. To decide how hard students will work to learn, motivation is necessary. (Purmama et al, 2019). Students' motivation level determines whether they succeed or fail. Even when they think learning English is tough or challenging, committed students will make an effort to comprehend it thoroughly. Conversely, even when they think the material is hard, unmotivated students won't attempt to learn it, which will negatively impact their achievement.

Motivation comes in two varieties they are extrinsic and intrinsic motivation. These are two widely accepted types of motivation theories among social scientists. These motivational styles are classified according to the source of the motivation and the external factors influencing the individual.

Intrinsic Motivation

The stimulus in this instance is internal to the person and could be biological, emotional, spiritual, or social. Here, there are no external advantages. (Filgona et al., 2020). The goal of the activity is personal fulfilment and self-gratification. It might be defined as an insatiable curiosity and a willingness to take on new challenges. An individual's interest in or enjoyment of a task serves as the basis for intrinsic motivation. It comes from within the person and is independent of outside influences.

Rohana (2021) It has been argued that intrinsic motivation is shown to be the primary driver for the majority of students, who are motivated by their own reasons, such as participation, the desire to be involved, curiosity, learning more about their interests, the challenge of realizing the complexity of a topic, and social interaction, which fosters the formation of social relationships. When someone is motivated by something other than a tangential benefit, they are said to be acting with intrinsic motivation. (Ryan and Deci, 2020). When someone is intrinsically driven, they behave out of enjoyment or challenge rather than in response to incentives, pressure, or prodding from other sources. While intrinsic motivation is present in people in one sense, it is also present in the relationships that people have with the activities that they engage in. For certain tasks, people are intrinsically motivated, but not others, and not all people have an innate desire to complete a task. Furthermore, (Fachraini, 2017) Intrinsic motivation may be found in things like a student's interest, need, and hobby.

Extrinsic Motivation

According to Filgona et al. (2020), the stimulus originates from outside the person and can manifest as operant conditioning or social cognition. It talks about doing anything to accomplish a goal. It could take the form of a reward, approval from others, or tokens of appreciation. When they act with extrinsic motivation, they do so in hopes of receiving an outside benefit. Extrinsic motivation can arise from various external circumstances. Under this kind of motivation, students can put forth effort to learn a second language for practical purposes, such as passing a test, securing a better job, or gaining university admission. To obtain better positions with higher compensation in overseas firms, for instance, many study English. To be eligible for scholarships for further education overseas, some teachers or students choose to study English. As stated by Ulfa et al. (2019) Extrinsic motivation is therefore essential to students' accomplishment if they want to acquire a language because they are under social pressure or get rewards for doing so. Extrinsic motivation is the result of any number of outside factors.

Therefore, Schunk et al. (2014) Argued that motivation can influence what, when, and how someone learn. It was determined that students who were motivated to learn, whether through intrinsic or extrinsic factors, could decide for themselves what needed to be learned, how long it would take, and what methods would make the material easier for them to understand.

2.1.2 Indicator of Learning Motivation

Students with high learning motivation can be identified through various motivation indicators. This is a measuring tool that can be used as an illustration in observing how to determine student learning motivation. Makmun (2016) Stated that activity length, activity frequency, activity persistence, dedication and sacrifice, steadfastness, tenacity and ability, level of aspiration, degree of achievement qualification, and attitude toward the activity are some of the stated indicators of learning motivation. Whereas Uno (2017) Proposed the indicator of learning motivation as follows:

1. There is passion and a desire to succeed
2. There is encouragement and a need for learning
3. There are hopes or aspirations for the future
4. There is appreciation in learning
5. There are interesting activities in learning
6. The existence of a conducive learning environment makes it possible for a student to study well.

2.2 Teaching Media in English

The utilization of suitable media in language instruction enables teachers to establish a more effective learning environment in the classroom. (Andriani, 2022). Throughout the learning process, learning media can be utilized as a tool to deliver knowledge, in addition to serving as a channel for information dissemination throughout the educational process. Every educational medium has unique qualities. The capacity of media to provide auditory and visual stimuli allows for the identification of these qualities.

The following are examples of teaching media for reading. *First*, audio media, also known as listening media, is used by teachers to deliver messages or information through the sense of hearing. It helps students understand and comprehend information, stimulates attention, improves imaginative and fancy thinking, and encourages self- and critical thinking in the learning process. *Second*, visual media, including pictures, models, objects, graphs, and tools, provide students with a real-world experience, presenting ideas, messages, or events as they occur in the world. Efendi (2021) Argued that a common form of media used to help children improve their reading skills is the image, which is a visual aid. *Third*, audio-visual media combine audio and visual elements to deliver messages, making it easier for teachers to follow the rules and providing learners with opportunities to practice independently.

2.2.1 Teaching Media of Reading

Teaching is the process of assisting, directing, and supporting students in their learning. The primary goal of instruction is to facilitate the education of students. According to Brown (2007), teachers' knowledge of how students learn will influence their pedagogy, style of instruction, methodologies, and classroom management strategies. It suggests that if teachers have a solid grasp of the learning process, they can figure out how to teach students in a way that enhances their learning. Teachers choose the best strategy and method to apply in their classroom based on their understanding of the students' needs and challenges. Besides, Fidian (2020) Stated that choosing the right teaching media is crucial to motivating students and making the process of teaching and learning simpler, especially in students' reading skills.

According to Rao (2019), a teacher's job is to support and guide students in the classroom by designing engaging lesson plans that are enjoyable, challenging, and fulfilling. Some examples of these include group projects, games, audio and video exercises, and role-plays related to lessons. The potential of media to support students in their academic pursuits and enhance the efficacy and efficiency of the teaching and learning process is what makes its use in the classroom valuable. Through the use of

media, the learning process is more straightforward to grasp and more concretely intriguing.

2.3 The Utilization of Liveworksheet.com

Teachers must become proficient in technology to promote the success of teaching and learning. Annisa and Putri (2023) and Marwan et al. (2022) Claimed that interactive, visual, and audio media could all be used as teaching tools. Student electronic worksheets are one of the interactive instructional resources that are essential to learning activities. (Maharani et al., 2022). E-worksheets are considered a solution to alleviate students' boredom when completing assignments in printed form or from handbooks. According to Khomariyah et al. (2022) Using applications to create worksheets is also very important, as it helps students become more interested in completing their assignments. The technological improvements in education include the use of E-Worksheets based on websites. The development of e-worksheet plays a role in the world of education, which makes it easier for educational institutions, teachers, and students to carry out learning process activities or information services for teachers and students, so that the use of technology can be more effective and efficient. (Sulistiani et al., 2023). E-worksheets can be an interactive medium that supports learning activities. This must be done so that learning activities are not monotonous and can foster student interest and motivation in attending the learning.

One method for creating interactive worksheets that support online learning is to use the *liveworksheets.com* website (Fauzi et al., 2021). *Liveworksheet.com* is one of the interactive learning websites that contains student worksheets that can be completed electronically. Ardiansah et al. (2023) stated that students can complete the exercises called electronic worksheets (e-worksheet) digitally, methodically, and continually. Ghaisani et al. (2023) argued that this website encourages teachers to utilize their creativity in producing engaging and interactive worksheets that students can access online. A free online tool called *Liveworksheet.com* is used to generate interactive worksheets. According to Sulistiani et al. (2023), this website offers a variety of question formats that can be employed, including multiple-choice, drop-

down, checkboxes, join-with-arrow, drag-and-drop, speaking, reading, writing, and listening. Liveworksheet.com also assists EFL students in converting conventional worksheets into interactive practice questions, which benefits both the environment and the students (Özidal et al., 2022). Another benefit of using this website is that the Liveworksheet.com system immediately grades students' worksheets once they have completed the tasks.

All that is needed to use a worksheet efficiently is to follow these steps, based on Yusuf and Ali (2022):

- 1) Go to <https://www.liveworksheet.com/> the official website for the live worksheet.
- 2) In the upper right corner, there is a "Teacher Access" option. Click the menu, then select “get started and create free account”



Figure 1. homepage of liveworksheet.com website

- 3) Complete the necessary fields, and after the data has been accurately entered, click “Create new account”

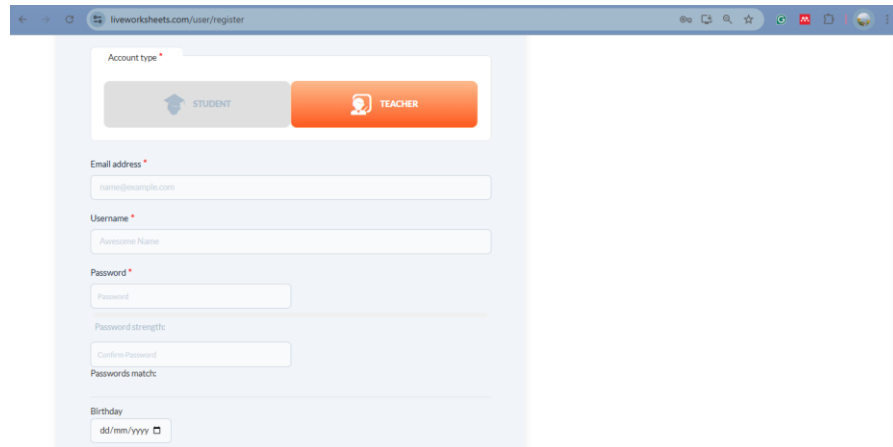


Figure 2. Create the account

- 4) After registering, click the activation link in the email that the live worksheet sent you.
- 5) After that, kindly revisit the website and finish steps one and two. However, using the second approach does not necessitate clicking "Register." The only two fields that are necessary are "Password" and "Email."

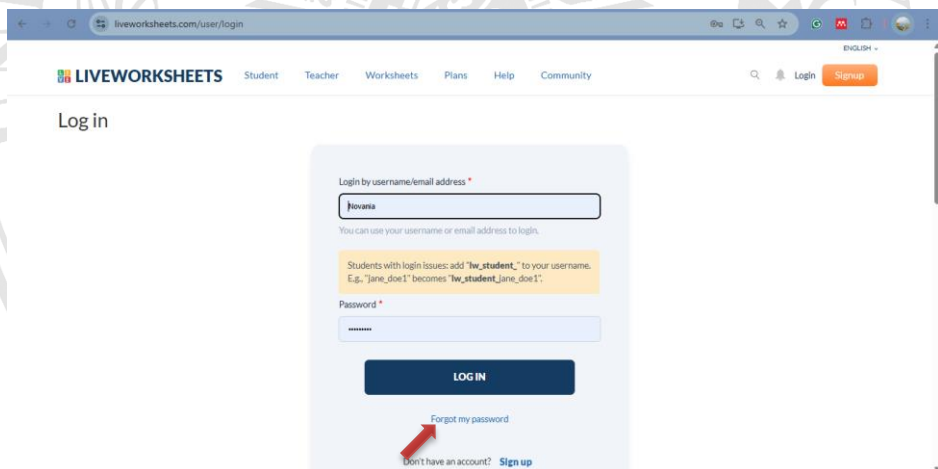


Figure 3. Log in to the account

- 6) Next, press "Log in".
- 7) The language options allow you to modify the language. You have the option to ask or modify questions via the "Worksheet" menu.

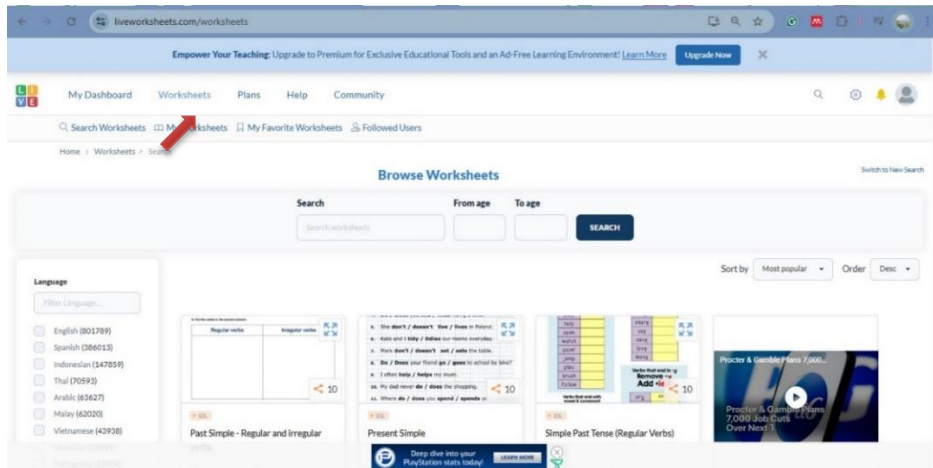


Figure 4. Menu for finding the worksheet and modifying the questions

8) You can also select “My dashboard” and select "Create." Then get started.

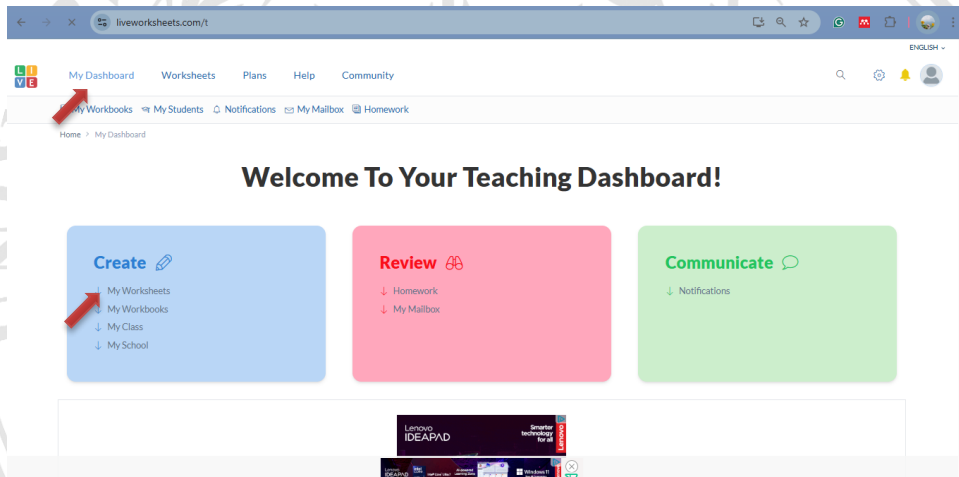


Figure 4. Menu for creating the worksheet

2.3.1 The Utilization of *Liveworksheet.com* in Teaching Reading

The Liveworksheet.com site provides several task types (Ha Le et al., 2023). For teaching reading, the most popular task types used are reading essays, true or false, and multiple-choice questions. Utilizing Liveworksheet.com in reading instruction is a relatively straightforward process. The teacher just draws an answer box depending on the material and questions that the teacher gave to the students. After opening the worksheet, the students can directly type in the box provided or choose the true or false

statements based on the questions. If the students have just completed the task, they just need to click "*selesai*" or "finish" whenever their assignment is finished. The students' subsequent works were sent to the teacher's email. To put it simply, the teacher automatically verifies their grade.

According to Widiantho et al. (2023) In his study, teachers appreciated that a wide variety of resources in *Liveworksheet.com* were available for all subjects and grade levels, making it easier for them to select appropriate reading materials for their courses. Other benefits given from the utilization of *Liveworksheet.com* are that the time and effort required to create or find materials from scratch are reduced by the availability of these resources. *Liveworksheet.com* offers flexibility and personalization. Teachers are able to alter pre-existing resources or make their own worksheets with instructions, multimedia, and questions specific to the skills and learning levels of their students. By meeting the unique demands of each student, this customization improves the products' efficacy and relevancy. *Liveworksheet.com* also makes it easier for teachers to observe and analyze their students. The website offers options for monitoring student progress, viewing their responses, and giving comments.