

# CHAPTER I

## INTRODUCTION

This chapter presents the background information of this study, research questions, purpose of the study, limitations of the study, and the significance of the study.

### 1.1 Background of the Study

Education has changed in recent years all over the world due to the Covid-19 outbreak. For the time being, the outbreak is over, at least for the moment, and life is slowly returning to normal (Stoian et al., 2022), we were forced to adapt to the new normal situation. Schools have also started implementing full face-to-face learning. With the transition from remote learning to full face-to-face learning, it has become a challenge for teachers to adapt post-online learning by re-creating learning tools. Learning tools that support the implementation of face-to-face learning so that it runs smoothly and effectively (Harumi & Pambudi, 2022).

Technology has always been a part of our daily life. Teaching and technology are inextricably linked. Technology offers several alternatives for making the teaching process more interesting and productive. The development of innovative technology aids students in understanding the course content and achieving good outcomes in the classroom (Roy, 2019). Therefore, the resumption of face-to-face learning is inevitable from technology in the classroom's teaching and learning process. For years, there has been

considerable interest in using digital technology for learning. However, lightweight, and portable digital gadgets have liberated learning from the confines of fixed and preset settings, significantly altering how information travels throughout educational society. Interest in mobile learning technology has developed tremendously in the context of the COVID-19 situation (UNESCO, 2020).

Policies regarding Information and Communication Technology use are also stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 65 of 2013a concerning Standard Processes for Elementary and Secondary Education in paragraph 13. It is stated that "the use of information and communication technology to increase the efficiency and effectiveness of learning." Thus, Wibawa (2016) said the advancement of computing and communication technologies has improved and changed the learning models from traditional to electronic learning (e-learning). The rapid development of technology, especially the internet, is incredibly advantageous to teachers in creating electronic-based teaching materials and various learning activities (Hariyati & Rachmadyanti, 2022). With today's rapid technological advancement, a teacher's most significant contribution to the success of the student learning process is the creation of teaching materials. The ability to utilize technology is essential for any teacher. Hence, a teacher's ability is crucial in developing interesting instructional materials.

In contrast to traditional methods in which students played a passive part in the learning process, technology now allows them to play an active one. Incorporating technology into the classroom can increase student motivation

by reducing concerns and pressure due to their understanding of innovative technologies. Therefore, the learning material used should keep up with technological advancements. Innovative learning will foster an active, engaging, and pleasant learning environment.

The advancement of technology has aided teachers in developing lesson plans and providing learning materials, one of which is assessment activities through assignments. At all educational levels, teachers assign various assignments to their students to practice and reinforce what they have learned. Moreover, according to Ulum (2020), teachers, parents, and authorities consider that assignments are valuable educational instruments that improve students' understanding. Utilizing Information and Communication Technology (ICT) in assignment activity is expected to increase learning outcomes and foster students' enjoyment and interest in the learning process. Technology in the assessment process can facilitate the teacher's work in evaluating or correcting answers.

Nowadays, the form of an assignment given to the students is done more than just conventionally. For example, students download the assignments and then work on their paper, then upload their work again, or work on their assignment written on paper, which is less effective and efficient. Instead of doing assignments conventionally, numerous developed applications can be used for students to do their assignments (Puspitasari & Wulandari, 2021). Therefore, to avoid students being bored or losing their motivation to learn because of the assignment given, teachers can find new ways of giving assignments to students that can attract and increase students' motivation by

using interactive online worksheets (LiveWorksheets) for their assignments. Thus, the advantages of using interactive worksheets reinforce the idea that teachers could boost student engagement in the present era of digital learning (Cholifah & Nafsi, 2021).

LiveWorksheets is an interactive online worksheet that can be accessed through <https://www.liveworksheets.com/> by mobile phone or computer for free using the internet. This web-based online platform allows users to transform traditional printable worksheets (doc, pdf, jpg) into interactive online exercises with self-correction. LiveWorksheets can provide a worksheet with an attractive appearance and various activities that students can access and respond to online without downloading first (Puspitasari & Wulandari, 2021). Among the numerous available digital tools, there are several potential reasons why "LiveWorksheets" was chosen as a medium for student assignments: 1) the teacher can still monitor the cognitive knowledge of students, 2) it enables students and teacher to convert traditional worksheets into online self-correcting exercises (Yusuf & Ali, 2022).

Hariyati & Rachmadyanti (2022) researched the development of teaching materials for printed worksheets into interactive worksheets that utilize the LiveWorksheets site. The study showed that the advantage of utilizing LiveWorksheets is that it makes learning more exciting and enjoyable because it does not rely just on textbook teaching materials. Developing interactive worksheets based on LiveWorksheets is feasible for use in the learning process. Rhosyida et al. (2021) did a similar study on using LiveWorksheets, intending to describe the use of LiveWorksheets in optimizing the assessment of flipped

classrooms in elementary schools and to determine how the teacher responds to the use of LiveWorksheets as an alternative evaluation tool in learning in elementary schools. They found that the LiveWorksheets could be used as an alternative to an online-based assessment tool that was attractive, interactive, easily accessible, and presented various activities that could be adjusted to the characteristics of students. Their study suggests that the teachers use LiveWorksheets as part of the media for presenting information and assessing students.

The studies outlined have shown that LiveWorksheets is one of the digital tools for learning that makes learning more exciting, enjoyable, and easily accessible. While several studies have investigated the effectiveness and usage of LiveWorksheets to improve assessment, teaching, and learning, only a few have investigated the perceptions of both students and teachers regarding this interactive online worksheet in Jakarta high schools. The potential subject of this study is an English teacher and tenth graders students at SMA Diponegoro 1 Jakarta who uses LiveWorksheets as a medium for giving assignments.

Therefore, the following research aims to examine the students' and teacher's perception towards the use of LiveWorksheets as one of the media for their English class assignment at SMA Diponegoro 1 Jakarta and to find out the advantages and disadvantages of using LiveWorksheets as media for students' assignment.

## 1.2 Research Question

Based on the background of the study and the problems stated, this study aimed to answer these questions:

1. What are the student's and teacher's perceptions of using the *LiveWorksheets* as media for their English class assignments?
2. What are the advantages and disadvantages for student's and teacher's of using *LiveWorksheets* as media for English class assignments?

## 1.3 Purpose of the Study

Based on the research questions above, this study aims to investigate the perceptions of students and teacher regarding the use of *LiveWorksheets* as a medium for English class assignments. The research aims to investigate the in-depth understanding of how students and teachers perceive *LiveWorksheets* in the context of their English assignments. By conducting interviews and analyzing the collected data, this study seeks to explore the advantages and disadvantages experienced by both students and teachers when using *LiveWorksheets*. The case study design allows for a comprehensive examination of the specific educational setting, providing rich insights into the intricacies and dynamics of incorporating *LiveWorksheets* as a digital tool. The findings of this research will contribute to the existing literature and inform educators about the potential benefits and challenges associated with the integration of *LiveWorksheets* in giving assignments, fostering more effective instructional practices, and promoting student engagement in assignment completion.

## 1.4 Limitations of the Study

This study focuses on students' and teacher's perceptions towards the use of using *LiveWorksheets* as a medium for assignments and to find out the advantages and disadvantages of using *LiveWorksheets* for students doing and teacher giving assignments in 10<sup>th</sup> grade English class at SMA Diponegoro 1 Jakarta.

## 1.5 Significance of the Study

The significance of this study is expected to give a useful contribution theoretically and practically.

### 1.5.1 Theoretical Significance

The theoretical significance of this study lies in its contribution to the existing literature on educational technology and instructional practices. By exploring the perceptions of students and teachers regarding the use of *LiveWorksheets* as a medium for English class assignments, this research expands our understanding of the potential benefits and challenges associated with digital tools in the classroom.

### 1.5.2 Practical Significance

#### a. Significance for Students

The practical significance of this study for students is that it focuses on their perceptions of using *LiveWorksheets* as a medium for English class assignments. By understanding how students perceive and experience this digital tool, educators can design assignments that are more engaging, relevant, and aligned with their needs. Students will benefit from assignments that leverage the advantages of

LiveWorksheets, such as interactive features, multimedia integration, and immediate results of their work. This research will provide valuable insights into the students' perspective, helping teachers create a more conducive learning environment and fostering their motivation and active participation in completing assignments.

b. Significance for Teachers

For teachers, this study holds practical significance by offering a comprehensive exploration of the advantages and disadvantages of using LiveWorksheets as a medium for assignments. The findings will equip teachers with knowledge about the potential benefits and challenges associated with this digital tool. By understanding the practical implications of LiveWorksheets, teachers can make informed decisions about its integration in their instructional practices. This research will enable teachers to design assignments that align with their learning goals, promote student engagement, and enhance the effectiveness of their learning. It will also assist teachers in addressing any identified challenges and implementing strategies to optimize the use of LiveWorksheets in their teaching.

c. Significance for Researcher

This study has practical value for the researcher in broadening the current knowledge on educational technology and instructional practices. The researcher will gather insights into the specific educational setting and the dynamics of implementing LiveWorksheets as a digital tool by conducting interviews and evaluating data. This



knowledge will benefit the academic area by offering a better grasp of the advantages and disadvantages of using LiveWorksheets into English class assignments. Furthermore, the results of the researcher may be used as a basis for future study and to inform the development of standards and best practices for utilizing digital technologies in English language lessons.

