CHAPTER I
INTRODUCTION

1.1. Background

Reading is one of the basic skills in learning English. The purpose of reading is to understand textual materials and get the idea from the materials. Fauziati (2010) stated that reading skill is an ability to relate the textual material to one's own knowledge by comprehending the text. In reading textual materials, the readers are not just moving their eyes along the sentences, instead the readers' mind needs to work to get the idea from the textual materials. It is called Reading Comprehension.

According to OECD (2023), an assessment report on the international students' abilities, known as the Programme for International Student Assessment (PISA) 2022 stated that the reading abilities of Indonesian students are classified as low on the ASEAN scale, with a score of 359 points, significantly below the average scores of OECD member countries, which range from 472 to 480 points. Based on the data from the National Library (Perpustakaan Nasional), the overall reading interest rate (TGM) of the Indonesian population was 63.9 points in 2022. This score reflects a 7.4% increase compared to the previous year, which was 59.52 points. This data showed that Indonesian people that have low interest in reading.

According to Widyaningrum (2022), external factors causing low students' interest in reading include an unsupportive school environment, suboptimal library roles, and the influence of mobile phone usage. Sari (2018) had similar statement regarding external factor of low interest in reading of Indonesia students. Sari stated

that external factors causing low students' interest in reading include an unsupportive school environment, suboptimal library roles, limitations in books/reading materials, lack of family support, and the influence of watching television and using mobile phones. Two statements above showed that mobile phone was one of the external factors that caused low students' interest in reading.

Two statements above showed that mobile phone was one of the external factors that caused low students' interest in reading. Thus, researcher planned to develop a digital reading media that could be operated on mobile phone. The researcher expected that students will be more interested when using mobile phone as a learning reading media. A study by Kabali et al. (2015), published in the journal "Pediatrics," indicated that the use of interactive digital books can enhance children's interest in reading and promoted positive social interaction. Digital books could create a more engaging and participatory reading experience. Ainsworth (2008) emphasized that various media in digital books can enhance readers' motivation and engagement. The use of images, animations, and interactive elements can make learning more interesting and motivate learners to actively participate. Dobler (2016) also had positive view about the uses of digital media in learning. Dobler argued that interactive digital books can provide better support for diverse learning styles. The use of multimedia allows students to choose how they understand and present information. Since the students often used printed worksheets in the class, thus the researcher will develop an interactive digital worksheet that could be accessed through a smartphone. The product of this research was expected to increase students' interest in reading.

Printed worksheets and digital worksheets were two different approaches to providing learning materials. Printed worksheets were physical copies of educational resources that are printed on paper and distributed to students. While a digital worksheet is an electronic version of the same material that can be accessed via a computer, tablet, or mobile device.

One of the benefits of printed worksheets was that they provide a tangible, tactile learning experience. Students could write, draw and mark on paper. Printed worksheets are easy to distribute and do not require internet access or digital devices. However, printed worksheets can be easily lost, damaged, or forgotten, which can lead to learning disabilities.

Digital worksheets have several advantages over printed worksheets. They can be easily shared and accessed online. This is especially important in distance learning. Digital worksheets can be interactive so students can complete exercises, get instant feedback, and track progress. It may also contain multimedia elements such as videos and animations that enhance the learning experience. However, digital worksheets may not be very appealing to students who prefer a hands-on learning experience and need Internet access and a digital device to access them.

In conclusion, while both printed and digital worksheets serve the same purpose of providing practice and reinforcement of concepts, they have distinct advantages and disadvantages. Printed worksheets may be preferred by some students for their tactile experience, while digital worksheets offer greater interactivity, feedback, and customization options. Ultimately, the choice between

printed and digital worksheets depends on the specific needs and preferences of students and teachers.

The researcher conducted a preliminary informal interview with an English teacher in SMAN 11 Kota Jambi at 20 November 2022. The teacher stated that digital media is rarely used in the learning process, especially in learning English. This is caused by the teachers who are not really competent enough to operate gadget for learning purpose. The teachers admit that gadget can contribute positively to learning process, but at the same time they do not understand how to use it. The students of SMAN 11 Kota Jambi will enjoy the English learning process. The researcher planned to develop a digital worksheet containing quizzes, games and basic style questions using Google Forms. In the interview, the English teacher agrees that the product will be applied in the learning process.

Students' worksheets are printed learning materials in a piece of paper containing materials, summaries, instructions and it refers to the implementation of learning tasks to be done by students along with basic skills to be acquired. In this research, the researcher is planning to build a digital worksheet. The digital worksheet will be developed using Google site. Aucard (2008) stated that "Google Sites can function as virtual classrooms for posting homework assignments, class notes or other student resources". This digital worksheet will make learning using a worksheet easier and more fun. Digital worksheets not only can provide textual or visual materials. They can also contain video and audio materials. The teachers can customize the contents of the worksheet based on students' needs. The digital worksheet will be developed based on students' needs. Google Sites enables any user invited to join a site to edit pages without requiring knowledge of Web coding

or design (Aucard, 2008). Some teachers can collaborate in editing the same worksheet as long as the teacher knows how to operate Google Site. In digital worksheets, some tasks have limited time to be done. The students need to focus on the tasks and finish the tasks before the time runs out. So, the students have a very small chance to cheat or copy their friends' works.

1.2. Problem

Based on the previous explanation above, the research problem of this research is:

How is the process of developing the digital worksheet in reading comprehension using Google Site?

1.3. Purpose

The purpose of this research is to develop digital a worksheet in reading comprehension using Google Site.

1.4. Limitation

The product of this research, which is a reading comprehension digital worksheet, was only developed for smartphone. When the worksheet is opened on a laptop or PC desktop, the layout of the worksheet will become disheveled.

1.5. Significance

The product of this research, which is student digital worksheet, is projected to be significant to three parties, namely students, teachers and future researchers.

For students, the worksheet may serve as an additional media during learning in the classroom. Since it is in a digital format, it also can improve their digital literacy. Then for teachers, this product can be utilized to enhance students' learning comprehension abilities. Furthermore, the results of this research hold value for other researchers as well. They can use these findings as a reference for conducting similar research in the future, thereby contributing to the collective knowledge in this field.