

CHAPTER I

INTRODUCTION

1.1 Research Background

A workbook is beneficial in the learning process. According to Collado & Abubo (2021), a workbook can stimulate students to understand the lessons by doing the activities. Astuti (2017) stated that a workbook can be used as an assessment instrument. Yusubjanovich (2021) stated that teachers can observe students' skills and knowledge by using workbooks. It can be concluded that a workbook can help students to work independently and the teacher can use it to assess students' understanding of the material given.

Even though it is beneficial, a workbook faces some problems in the digital era, especially in online learning. The problems appear because most of the workbooks used are still in the printed version. Based on the interview with the teacher that was done in March 2022 at SMAS Pelita Nusantara in Tanjungpinang, the teacher confessed that printed workbook is not effective in online learning and it is not quite motivating the students to learn English since it is not attractive. The teacher also confessed that the exercises in the available printed workbook do not match the students' characteristics and are not contextual. Hence, an update of the workbook is needed to fix these problems.

An interactive workbook is one of the updates that can be done for online learning. Interactive workbook suits online learning because it uses technology to

use it, making it more effective. It also helps students to understand the material easier in online learning. As the research that was conducted by Ratnawati (2021), it showed that 87.5% of students find it easier to understand the material by doing the exercises in the interactive workbook.

In creating an interactive workbook, we must pay attention to the current needs. In the current education, it is not just about teaching the students about knowledge, but it also needs to grow their potential (Pratiwi & Alimuddin, 2018). As stated in the *Peraturan Pemerintah Republik Indonesia Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan Pasal 77* that “Secondary education aims to form students to be a person who is knowledgeable, capable, critical, creative and innovative”. One of the alternatives to grow students’ potential is by directing the learning process so that students can apply high-order thinking skills (HOTS) (Pratiwi & Alimuddin, 2018). Therefore, students need to practice with HOTS questions to grow their potential.

However, based on the questionnaire result that the researcher shared in March 2022 at SMAS Pelita Nusantara, more than half of the tenth-grade students do not know about HOTS questions. The students who know about HOTS questions also answered that they rarely practice with HOTS questions. Based on the interview with the English teacher, it was found that the teacher rarely gave HOTS questions because most students have low English mastery.

If students rarely practice with HOTS questions, it will be difficult for them to grow their potential, as stated by Arifin & Retnawati (2017) stated that students need to often practice with HOTS questions to develop their HOTS ability. HOTS

questions can also promote students' thinking skill as stated by Nourdad et al. (2018) that to encourage students to think in higher level, teacher should provide them with high-level questions and it may also increase their motivation to learn English. Hence, exercises with HOTS questions are needed for students to get used to HOTS questions.

In creating an interactive English workbook, we also need to pay attention to the skills that will be taught so that it can help students to improve their English skill. For this research, the researcher focused to create exercises for reading skill since reading skill is beneficial to improve other language skills. Hamra (2010) stated that reading is crucial since it can affect the improvement of learning outcomes in other fields of study, and reading skill is related to any part of English courses. HOTS questions are also related with the reading skill. As the result of the research that was conducted by Yoke et al. (2015), it shows that classroom with HOTS activity can provoke students to think critically, which can improve their reading skill. If students' reading skill is improved, they will find it easier to improve the other English skills.

With the problems stated above, the researcher tried to design an interactive workbook for online English learning via the *Liveworksheets* website. The researcher chose the *Liveworksheets* website over other websites since it is easy to operate and it also has a user-friendly interface. The researcher has decided to use three topics of material from the second semester of tenth-grade, and all of the questions in the interactive workbook also made in HOTS form. It is hoped that the teacher and students can use the interactive workbook in the classroom. The design

of the interactive workbook is conducted as research entitled “Designing Interactive Workbook via *Liveworksheets* for Reading Skill at Tenth-Grade”.

1.2 Research Question

The research question can be formulated as follows:

1. How was the interactive workbook via *Liveworksheets* for reading skill at tenth-grade designed?
2. How was the validity of the interactive workbook via *Liveworksheets* for reading skill at tenth-grade?
3. How was the practicality of the interactive workbook via *Liveworksheets* for reading skill at tenth-grade?

1.3 Research Objective

The objective of this research can be formulated as follows:

1. This research was to design interactive workbook via *Liveworksheets* for reading skill at tenth-grade.
2. This research was to validate interactive workbook via *Liveworksheets* for reading skill at tenth-grade.
3. This research was to find the practicality of the interactive workbook via *Liveworksheets* for reading skill at tenth-grade.

1.4 Specification of Product

In this research, the interactive workbook has specific specifications as follows:

1. The product was designed in the Microsoft Word.
2. The finished design was exported to the *Liveworksheets* website to make it interactive.
3. The interactive workbook was designed for online learning.
4. The interactive workbook can be used by English teachers and students.

1.5 Research Significances

This research is expected to contribute significances as follows:

1. ★ Theoretical significance:

The theoretical significance of this research is hoped to give more knowledge in designing interactive workbook for online English teaching.

2. Practical significance:

The research is beneficial for teachers, students, and other researchers.

They are as follows:

- a) Teachers

This research is useful for English teachers as an interactive and easy to evaluate instructional material.

b) Students

This research is useful for students. It can increase their motivation in doing an assignment and help them to get to know more about HOTS questions.

c) Other researchers

For other researchers, this research can be used as a reference for doing further research in the same field.

1.6 Assumption and Limitation

The assumption from the designed interactive workbook is that it can make it easier for teachers to evaluate students' work and make the online learning process more effective and practice. It is also hoped that the interactive workbook can increase students' motivation and help them to understand the learning materials easier. The design of the interactive workbook is limited to only three English materials of tenth-grade.

1.7 Definition of Key Terms

To evade misconception, clarifications on several key terms are needed to be established. They are as follows:

1. Interactive Workbook

An interactive workbook is a workbook with two-way flow of communication between the user and the website. The two-way flow of communication makes the workbook become not monotonous for the students.

2. Liveworksheets

Liveworksheets is a website that is used to make a workbook becomes interactive.

3. HOTS

HOTS is the highest level of thinking skill that students need to develop.

4. Reading Skill

Reading skill is one of the English skills that students need to master since it is related with the other skills.

5. Tenth Grade

Tenth grade refers to the first level of high school. The students in the tenth grade are commonly 15-16 years old.

