CHAPTER I

INTRODUCTION

1.1   Background of the Study

One of the most crucial abilities in learning English that one must comprehend is writing. Writing was a productive talent. Students could study a variety of reading styles in their English classes at school, including procedural, retelling, story, procedure, description, exposition, dialogue, news, anecdotes, discussions, and tricked reading. Numerous studies aimed to pinpoint the writing issues Indonesian EFL pupils faced. According to Toba et al. (2019), Indonesian students struggled with some writing-related issues, like vocabulary, content, grammar, mechanics, and structure.

According to Rahmatunisa (2014), Indonesian students struggled with three different kinds of writing issues, which included psychological issues, linguistic issues, and cognitive issues. Husin and Nurbayani (2017) demonstrated as well that students' writing concepts were not well elicited, essential grammatical rules were not properly applied, and logical thinking abilities were still lacking. At the high school level, students must be able to articulate their views and organize their comments effectively. If high school students had learned how to effectively organize text when composing hortatory expositions, this would have been more appropriate.

Digital was a very important teaching medium. Teaching media was an important element in the English language teaching method. The teacher distributes media to students when they are carried out in class. Teaching media to add interest to students when the lesson is placed must be interesting, Kane et al. (2016).

Teaching media started with the main learning facilities. There were various types of materials, including printed materials, video materials, and interactive teaching materials. Teaching materials would have used by teachers and students. Next, teaching media could help teachers and students carry out their learning.

Since the digital worksheet could have used with smartphones, laptops, PCs, and anywhere else without internet data, it served as an engaging educational tool and offered a remedy in the age of advanced technology. Because they included educational videos, images, and activities that provided immediate stimulus, e-books were produced creatively and engagingly. Dewi et al. (2019). The digital worksheet was a piece of instructional content in a computerized format. The digital worksheet could, by definition, be used on PCs, notebooks, and smartphones. Additionally, this differs from typical instructional resources, like written materials. You can access instructional movies and complete assignments directly in the e-book without the need for students to take notes back in the book.

Since all instructors and students then used cell phones, the situation of technology that was so prevalent today had an impact on education as well. Education was one area where learned techniques were frequently used, followed by cell phones because they were more convenient. For the time being, these issues necessitate instructors and students looking at more practical answers that could help everyone and address the issues that were presented. the creation of cutting-edge and novel technology because of what a smartphone could do during a class, Iqbali, El (2019). Created a creation from this digital exercise. Google made it very simple to utilize this application.

This digital worksheet made it easier for teachers because it became a digital student worksheet that checked directly through details. It was quite simple, and it made it easier for students because the digital worksheet students only used a cellphone or laptop. Therefore, digital worksheet students could fill in answers directly without copying them back into the notebook. Students received and valued the form of marks, points, or figures if they completed queries or practiced exams both during and after learning. the benefit that pupils derive from getting educational materials.

Research showed that digital worksheets were an important tool in teaching and learning and provided convenience for both instructors and students. Nurhayati (2019) stated that technology built on digital worksheets aimed to make learning more convenient for both students and instructors. Teachers could use digital worksheets to help students better understand the subject matter, leading to more interactive classes that encourage independence and responsibility.

One technology that could have been utilized was a worksheet based on digital worksheets, which allowed teachers to design interactive and interesting materials that could be easily accessed. Prasetya (2021) explained that SMAN 5 Tanjungpinang had already implemented an independent curriculum with access to laptops and wireless internet. However, issues with digital worksheets in English learning included teachers using printed or traditional worksheets, which were less efficient and did not utilize technology. This results in students lacking comprehension during the learning process.

The use of digital worksheets in English classes could engage students and enhance their interest in written material. Texted exposition, a persuasive form of writing, was a key component of the curriculum, and it addressed important topics. While it may present a one-sided viewpoint, it also included reasons against the issue at hand. However, students often struggled to comprehend and compose exposition texts due to a lack of information, particularly in English classes. According to Retno Wati (2017), this was a common challenge for students, including those at SMA Negeri 5 Tanjungpinang. In response to this issue, a research study titled "Designing a Digital Worksheet of Exposition Text for 11th Grade Students of SMAN 5 Tanjungpinang" was conducted to address the lack of digital resources for learning and teaching English at the school.

1.2   Research Question

Based on the context, the following issue could have formulated: How was the English Digital Worksheet for writing an Exposition Text for 11th grade designed?

1.3   Purpose of Study

The objective of this study was to develop an English digital worksheet for teaching exposition to eleventh-grade students. The aim was to enhance students' understanding of the subject matter as they engage with the material.

1.4 Specification of Product

The following were the expected outcomes of this study:

a. Researchers utilize expert Canva and Flipped PDF to develop their digital worksheets.

b. The digital worksheet comprises reported material containing videos, colored pictures, and individual tasks.

c. Key information is aligned with texts and essential skills.

d. The information was in line with everyday tasks and the environment

e. The English digital worksheet is based on the independent curriculum and teaching module.

f. The digital worksheet is accessible online.

1.5 Significance of Study

The researcher attempted to create an English digital worksheet for the exposition texted in eleventh grade. This research offered benefits for both groups and individuals and included theoretical and practical significance.

The theoretical significance of this research lies in enriching the existing theory of the English language, particularly in writing for eleventh-grade students.

The practical significance of this study was that it could benefit teachers, students, and other researchers. Specifically:

a. For students:

This research could help students develop a greater sense of freedom and interest in their learning process, as well as improve their ability to comprehend information, particularly in exposition texts.

b. For teacher

This study may lead to innovations in education, make it easier for instructors to teach students, and provide a valuable teaching resource for both online and traditional classroom settings.

c. For other researchers

This study can serve as a guide for scholars seeking to improve their understanding of English language issues in digital worksheets, particularly in the context of exposition text.

1.6 Assumption and Limitation

1. Assumptions and limitations in this study were as follows:

1) The assumption was that the digital worksheet could be used in both online and traditional classroom settings.

2) The limitation was that an internet quota was required to use the merchandise.

3) The digital worksheets for the eleventh grade are based on the independent curriculum and skills.

4) The product could be used in the eleventh grade of SMAN 5 Tanjungpinang, focusing on routine tasks and the academic setting.

2. Limitations

This study is focused on students in the eleventh grade at SMAN 5 Tanjungpinang. Currently, there is a lack of digital worksheets for written exposition used on the pages in this grade. Furthermore, there is a limited availability of educational resources on this topic. It is also important to note that the content of the report did not depend on the environmental actions of the students. As a result, the researcher is chosen to prioritize the development of digital worksheets for written exposition.

1.7 Definition of Key Terms

1. Writing

Writing was the act of creating written notes or data using a script. Traditionally, writing was done on paper with a pen or pencil, but with advancements in technology, it could also be done on a computer or notebook.

2. Exposition

Exposition writing is a form of English writing that conveys factual knowledge or information in order to persuade readers or listeners.

3. Digital Worksheet

       In the classroom-based learning activities, instructors and students could utilize a digital worksheet as a teaching tool. It included color picture, texts, and individual exercise videos for eleventh grade students.