

CHAPTER I

INTRODUCTION

This section introduces the study's background, research question, purposes, significance, conceptual framework, and previous studies.

A. Research Background

In recent years, the integration of digital technology into education has been significantly accelerated, especially in the field of English Language Teaching (ELT). One emerging tool in this transformation is the use of electronic worksheets (e worksheets), which are interactive, multimedia-based worksheets designed to support language learning through digital platforms. E-worksheets are particularly effective in enhancing listening skills because they combine audio, visuals, and interactivity to create engaging and age-appropriate learning experiences. For example, according to Hidayah & Asari (2022), research on interactive web-based worksheet platforms like Liveworksheets has shown that these tools can support students' listening comprehension and increase perceived effectiveness of listening instruction in digital environments.

E-worksheets differ from traditional worksheets because they offer a dynamic and interactive format, allowing learners to engage more deeply with the material. This format is increasingly used in the context of English for Young Learners (EYL). Teaching English to young learners emphasizes that age-appropriate and engaging instructional materials—such as visual and interactive resources, songs, games, and stories—help capture children's attention and support language skills development (Islahuddin, 2023). Using digital media such as audio clips, animated characters, colorful illustrations, and gamified elements in e-worksheets can capture children's attention and foster a more enjoyable learning environment.

In addition, recent studies affirm that integrating multimedia and interactive technology can significantly enhance listening comprehension and motivation in young

learners. Web-based interactive worksheets, for example, allow teachers to design 1 scaffolded listening tasks such as identifying specific information, matching sounds to images, or sequencing events based on short stories. Research has shown that interactive worksheet tools improve learner motivation and engagement when they incorporate clear multimedia input with structured listening activities (Rosadi et al., 2025).

Preliminary observations from the English education program's coursework and peer discussions indicate that many students favor incorporating technology into their future teaching methods. Many classmates demonstrated excitement when presented with digital resources like e-worksheets and multimedia-based learning platforms, pointing out how these could motivate and engage young learners. However, it was observed that several pre-service teachers were unclear about how to align technological features such as interactive animations or audio clips with specific learning objectives, particularly in teaching listening skills.

Given these factors, this study investigates English pre-service teacher perceptions of designing e-worksheets as learning media for EYL listening lessons, aiming to understand their views, challenges, and pedagogical solutions. The findings will inform teacher training programs and contribute to more effective digital resource development in early language education. By exploring how future teachers conceptualize and implement digital tools in instructional design, this research also seeks to evaluate their readiness in applying Technological Pedagogical Content Knowledge (TPACK)-based competencies. Furthermore, identifying common obstacles—such as technological limitations or uncertainty in aligning content with child-centered pedagogy—can help curriculum developers create more targeted support within teacher education. Ultimately, this study contributes to the broader goal of equipping teacher candidates with the skills, confidence, and mindset necessary to innovate and adapt in digitally enriched learning environments.

Several previous studies have examined the use of digital worksheets and multimedia-based materials in English language learning. Research findings indicate 2 that digital worksheets are generally perceived as effective, engaging, and supportive of independent learning. Other studies have shown that multimedia-based listening materials improve learner motivation and comprehension when designed with clear instructions and structured tasks. Teacher training programs focused on developing digital listening materials have also reported improvements in instructional quality and learner outcomes. These findings collectively demonstrate the potential of digital and multimedia-based worksheets in supporting language learning. This gap highlights the importance of understanding pre-service teachers' perceptions, challenges, and pedagogical considerations when designing e-worksheets for English for Young Learners (EYL), which is crucial for preparing them to integrate technology in future classrooms effectively.

B. Research Question

Regarding the issue that was mentioned in the background, there are two research questions:

1. What are the English Pre-service teachers' perceptions of designing the e-Worksheets as learning media for EYL listening lessons?
2. What challenges do English Pre-service teachers face when designing e-Worksheets for EYL listening lessons?

C. Research Purpose

From the research questions above, this study aimed to obtain the two following purposes:

1. To discover English Pre-service teachers' perceptions of designing the e-Worksheets as learning media for EYL listening lessons
2. To examine the challenges that English Pre-service teachers face when designing e-Worksheets for EYL listening lessons

D. Research Scope

This study focuses on exploring the perceptions of English pre-service teachers regarding the design of e-worksheets as learning media for English for Young Learners (EYL), specifically targeting listening skills. The research is limited to students enrolled in the English Education Program who have participated in instructional design or material development courses. The scope includes their experiences, challenges, and insights while creating multimedia-based e-worksheets suitable for young learners aged 5 to 12.

Furthermore, the study does not evaluate the effectiveness of the e-worksheets on actual student learning outcomes. Instead, it centers on the pre-service teachers' perspectives, digital competence, and pedagogical considerations. Additionally, the research emphasizes the integration of technology in accordance with the Technological Pedagogical Content Knowledge (TPACK) framework. The findings are intended to inform improvements in teacher training programs, particularly in preparing future educators to integrate digital media in EYL classrooms.

E. Research Significance

This study holds theoretical and practical significance in English Language Teaching, particularly in English for Young Learners (EYL) and digital material development.

Theoretically, this research contributes to the growing literature on integrating technology in language education by providing insights into how English pre-service teachers perceive and engage with the design of e-worksheets for listening lessons. It offers a deeper understanding of how multimedia-based instructional tools can support language learning in young learners and how designing such tools shapes students' pedagogical awareness and digital competence. This study also supports the application of the Technological Pedagogical Content Knowledge (TPACK) framework in the

context of initial teacher education, emphasizing the importance of integrating subject content, pedagogy, and technology in preservice teacher training.

Practically, the findings of this study are expected to benefit English education programs by informing course development, particularly in TEYL and instructional technology subjects. Understanding students' experiences and perceptions can help educators design more effective and supportive learning environments that prepare future teachers to create engaging and age-appropriate listening materials using digital tools. This research also aligns with national efforts to promote digital transformation in education, highlighting the importance of equipping teacher candidates with the skills and mindset needed to innovate in the classroom. Moreover, the insights gained from this study can serve as a reference for teacher educators, curriculum designers, and policymakers who aim to enhance the quality of English teacher preparation programs in Indonesia and similar contexts.

F. Conceptual Framework

The study investigates how preservice English teachers perceive the process of designing e-worksheets for EYL listening lessons. The TPACK model and national digital education goals guide the framework. It considers how integrating multimedia tools aligns with young learners' cognitive needs and how the experience shapes the digital pedagogical competence of future teachers.

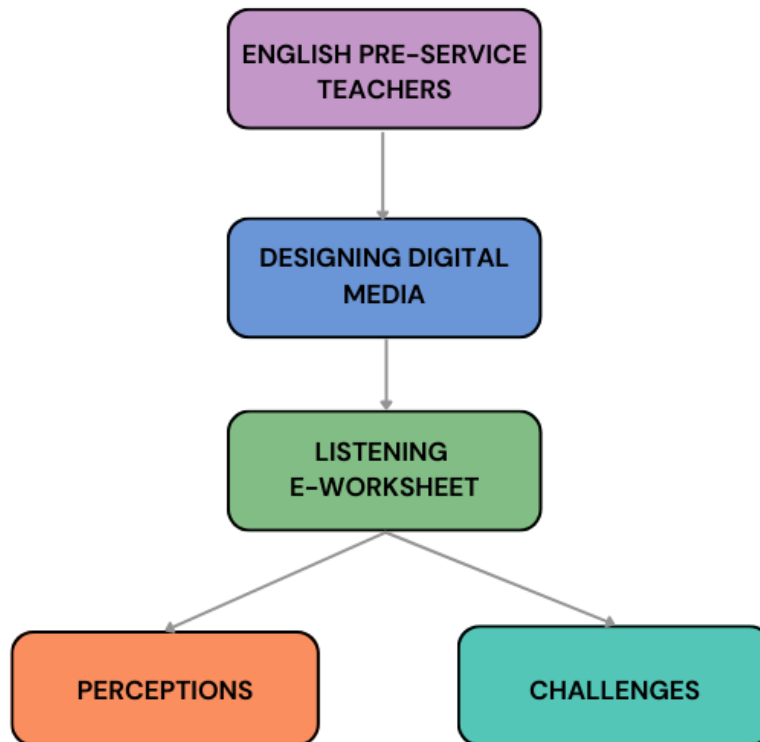


Figure 1.1 The Conceptual Framework

As future English educators, English pre-service teachers are in a crucial professional development phase in which they integrate theoretical knowledge with real classroom practices. Developing digital learning materials such as e-worksheets demands not only linguistic understanding but also the integrated use of technological, pedagogical, and content knowledge. According to the TPACK framework, teachers must coordinate these three domains to design instruction that meaningfully integrates technology with pedagogical goals and content requirements (Harris & Hofer, 2009). In the context of English for Young Learners (EYL), learning materials are expected to be age-appropriate, engaging, and developmentally appropriate, as these qualities are crucial in supporting foundational skills such as listening comprehension (Nilsson, 2019). Developing these competencies not only strengthens pre-service teachers' digital readiness but also equips them with the creativity and confidence needed to meet the diverse learning needs of young learners. Consequently, the ability to design

adequate digital resources becomes vital in preparing them to become innovative and reflective practitioners in future classrooms.

To support this process, students must develop a solid understanding of the Technological Pedagogical Content Knowledge (TPACK) framework. This model emphasizes the importance of blending content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK) to achieve effective teaching (Mishra and Koehler, 2006). Accordingly, English pre-service teachers must not only grasp the subject matter and appropriate teaching strategies for children but also become competent in utilizing digital tools such as audio clips, interactive platforms, and animations to enhance learning outcomes. Thus, mastering TPACK is essential in preparing teachers capable of designing meaningful and technologically rich learning experiences.

Furthermore, through material design, students sharpen their digital skills and reflect on their pedagogical approaches. By engaging in this creative process, they learn to adapt content to learners' developmental needs, incorporate visual and auditory support, and ensure that the designed activities align with curricular goals. Consequently, e-worksheets emerge as powerful tools for integrating texts, images, sounds, and interactivity to enhance listening comprehension in young learners. When effectively implemented, such materials foster learner motivation and improve engagement in listening activities.

Nevertheless, teaching listening to young learners presents its own unique challenges. Listening is not passive; it requires learners to interpret meaning, follow sequences, and respond to spoken input, which can be difficult without contextual support (Goh & Vandergrift, 2022). Maintain that preservice teachers must design scaffolded listening tasks, such as matching audio to images, sequencing story events, or identifying keywords from a recording. These activities, grounded in multimedia learning principles, cater to young learners' cognitive stages and help them better understand oral language.

Moreover, students' perceptions are key in shaping how they approach digital material design. Positive perceptions are often linked to higher confidence, creativity, and willingness to innovate in the classroom. In contrast, when students feel uncertain or underprepared, they may hesitate to adopt new tools or may rely on more traditional methods. Hence, exploring pre-service teachers' perceptions offers valuable insights into where teacher education programs can provide more substantial support and scaffolding for digital integration.

However, various challenges often arise throughout this process. Some students experience difficulties operating digital tools, while others struggle to align technological features with clear learning objectives. As a result, there is a pressing need for structured guidance, collaborative learning opportunities, and practical exposure to classroom-based material development. Addressing these challenges strengthens pre-service teachers' TPACK development and prepares them to implement engaging, effective, and learner-centered lessons in digitally enriched language classrooms.

G. Previous Studies

This section involves previous studies to support this study's goal and identify the study's gap. The first study, by Annisa and Putri (2023), explores students' perceptions of using electronic worksheets (E-LKPD) via Liveworksheets.com in grammar-focused English learning. Published in the Journal of English Language Teaching (JELT), Vol. 12(3), this quantitative research involved 264 third-grade high school students. It employed the Technology Acceptance Model (TAM) to assess perceived usefulness, ease of use, and attitudes toward the tool. The findings indicate that students viewed E-LKPD as highly effective and efficient in supporting grammar learning. Most found it easy to use and felt more engaged and less bored than traditional worksheets. On average, over 80% of respondents strongly agreed that Liveworksheets.com improved their performance, was flexible, and made learning enjoyable. This research

underscores the positive role of technology-enhanced worksheets in EFL classrooms and advocates their broader use to promote motivation and learning success.

Second, the research conducted by Alfiana (2023), about EFL students' perceptions on the use of Liveworksheets as a teaching and learning platform, employed a case study design using descriptive statistical methods. It involved 14 eighth-grade students (9 female and 5 male) from SMP Excellent Al-Ikhlâs Rembang. The study aimed to explore students' perceptions and experiences with the Liveworksheets platform, particularly in learning pronunciation. Data were collected through questionnaires and structured interviews. Results revealed that 78.6% of students had previously used Liveworksheets, while 85.7% reported enjoying it. Most students found it easy to access (71.4%), visually appealing (78.5%), and varied in task types (78.5%). The platform's interactive features instant feedback and speaking exercises supported engagement and learning. Although some students faced technical issues and voice recognition difficulties during pronunciation tasks, overall perceptions were positive. The study concludes that Liveworksheets is an efficient and motivating digital tool for EFL instruction, especially in enhancing independent learning and pronunciation skills.

Third, the research conducted by Tsiqah and Arini (2022), about designing an audio e-worksheet to teach listening-speaking for 7th graders, used a mixed-method approach within the ADDIE development framework. The study involved 25 seventh-grade students from a junior high school in Ngawi, East Java. The researchers developed an audio-based e-workbook to improve students' listening and speaking skills through digital, self-study materials. Data were collected via observations, interviews, questionnaires, and pre-/post-tests. The results showed significant improvement in students' listening skills, with post-test scores rising from an average of 42 to 65. Expert evaluations rated the workbook as "adequate" to "good," and over 70% of students found the media accessible, engaging, and effective in practicing listening. Students particularly appreciated the automatic feedback and interactive features. This study concludes that integrating technology through audio e-workbooks can enhance

students' English listening and speaking competencies while promoting independent learning.

Then, the study by Putriani, Suyadi, and Dewi (2022), about the students' perceptions of using worksheets in English online learning at the ninth-grade junior high school in Jambi, explores how students perceive the use of worksheets in an online English learning environment. Published in the *Journal of English Language Teaching (JELT)*, Vol. 6(2), this qualitative research involved six ninth-grade students selected through purposive sampling, representing a range of academic abilities. Data were collected via interviews and analyzed thematically. The findings indicate that while students often experienced difficulty interpreting worksheet content without face-to-face guidance, they generally found the worksheets helpful and supportive for independent learning. The worksheets' structured guidance, task variety, and illustrations helped enhance understanding and engagement. Students expressed that worksheets made online learning more practical and enjoyable, even though occasional challenges in comprehension persisted. Overall, the study highlights the dual role of worksheets in promoting autonomy and reinforcing English skills during remote learning.

The next is the study by Fakhrudin, Usman, Rahmawati, and Sulvinajayanti (2020), about designing English listening materials through YouTube video editing: training for English teachers of Islamic junior high schools, Parepare, South Sulawesi, which investigates how YouTube-based video editing training can enhance English teachers' ability to create listening materials. Published in the *Indonesian Journal of English Language Teaching and Applied Linguistics*, Vol. 4(2), this mixed-method study involved 18 teachers and 150 first-grade students across 10 Islamic junior high schools. The training focused on downloading, editing, and transforming YouTube videos into listening materials supported by custom worksheets. Findings revealed that over 70% of teachers could produce valid and usable materials, particularly in video editing and test construction. Students showed improved engagement and listening

skills, with more than 60% performing in the "good" or "very good" categories. Additionally, students demonstrated increased focus and motivation during lessons. This research highlights the practical benefits of leveraging free digital resources like YouTube to develop authentic, curriculum-aligned listening content in EFL contexts.

Previous studies have examined various digital tools to support English language learning, focusing on grammar, listening, speaking, and pronunciation. Different platforms, such as interactive worksheets, audio-based workbooks, and video editing tools, have enhanced student engagement and improved learning outcomes. These studies have also explored English education students' perceptions of designing e-worksheets as learning media for English young learners' listening lessons, highlighting the effectiveness of digital media in increasing motivation and addressing challenges in language instruction. This gap highlights the importance of understanding pre-service teachers' perceptions, challenges, and pedagogical considerations when designing e-worksheets for English for Young Learners (EYL), which is crucial for preparing them to effectively integrate technology in future classrooms.

