

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Students' worksheet is a learning tool in print form that helps teachers deliver material during the learning process (Mahsunah & Shobah, 2022). Students' worksheets can help students achieve the learning objectives. Worksheets can be used as supplements to textbooks to add information for students. When combined with appropriate learning models, questions in worksheets can increase students' interest. Furthermore, worksheets have a lot functions in different contexts (Lee, 2014, p.96). So, it can be concluded that students' worksheet is a learning tool that assist teachers in delivering material during the learning process and can assist students in achieving their learning objectives.

In the 2013 Curriculum, the Indonesian Ministry of Education and Culture highlights the relevance of 21st century skills. Teachers are supposed to help students develop 21st century learning and innovation abilities, also known as the 4Cs (critical thinking and problem-solving, communication, collaboration, and creativity). As a result, the teacher should put project-based learning into practice.

By looking at the demands 21<sup>st</sup> century skills, Project-based learning is a powerful teaching model that motivates students, assists students in meeting standards and performing well on tests that require students to demonstrate in-depth knowledge and thinking skills, and allows teachers to teach more adequately. (Larmer, John Mergendoller, 2018, p.2).

Project based learning is a learning method that gives students the opportunity to organize their own learning activities, work on group projects, and present the finished products. Project-based learning started with the problem in order to obtain and introduce new information based on their real-world experiences. Students are encouraged to use this model to understand events and solve problems. As a result, critical thinking, creativity, time management, and teamwork are needed by the students. (Tan, 2016, p.8).

In long-term activities, students design, produce, and share products to solve real-world problems using the project-based learning model. The concept of project-based learning stems from the known theories of academic and philosopher John Dewey. He believed that by experiencing and practicing conditions, pupils could acquire practical and efficient knowledge. Dewey's idea is frequently referred to as "learning by doing." Ulrich (2016), p.55.

The researcher provided preliminary data by interviewed the English teacher of SMP Negeri 4 Medan on January 12<sup>th</sup> 2023. The interview transcript discussed below, R as researcher and T as teacher.

**Interviewer 1:** LSP (English teacher of seventh grade at SMP Negeri 4 Medan).

**R** : At school, do you use students' worksheet during the teaching and learning process?

**T** : Yes, the students' worksheet is Solatif based on 2013 curriculum.

**R** : For the seventh grade, what skills do students have difficulties, ma'am?

**T** : Actually the students have lacks in many skills, especially in writing. The lowest is descriptive text. Since the elementary school, the students are not used to using English. It's hard to get their attention.

**R** : In your opinion, is the students' worksheet good enough and appropriate for improving the students' English skills?

**T** : Of course no, sometimes this book is not up to date. The students become a little bit sleepy, a little bit lazy.

**R** : Do you use a specific learning model when teaching English?

**T** : I usually just lecture method only. I still apply teacher centered.

**R** : Have you ever used project based learning ma'am?

**T** : Never before.

Below are the pictures of students' worksheet and textbook used in teaching and learning process:

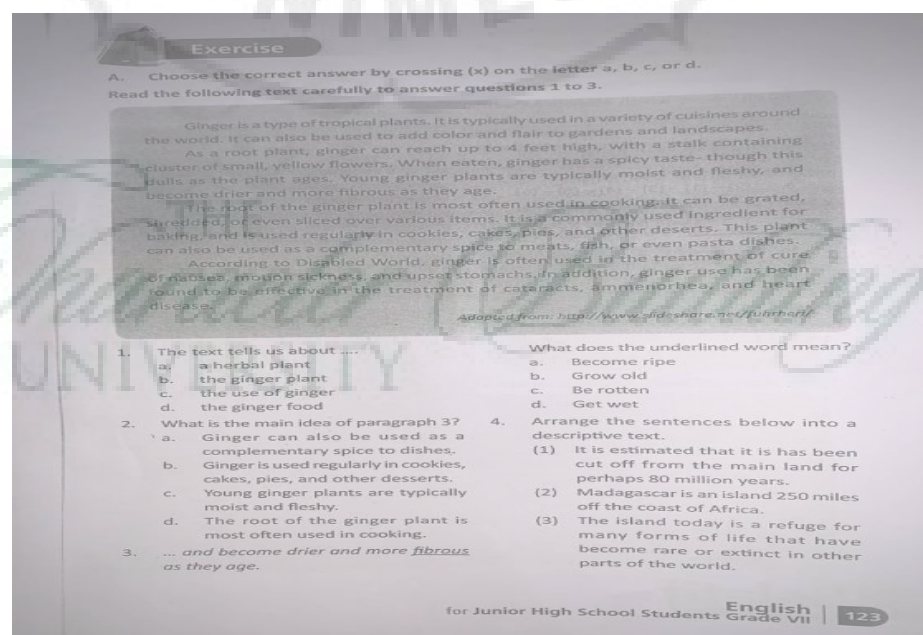


Figure 1. 1 Students' worksheet

It showed that the teacher used worksheet in teaching writing descriptive text. The worksheet was entitled *Solatif: Solusi Siswa Aktif Junior High School Students Grade VII* by Widya Trisnawati based on 2013 curriculum. The worksheet of descriptive topic was filled with 40 multiple choices questions. Meanwhile, the syllabus in 4.7.2 asked the students to be able to write a short descriptive text related to people, animals, and things paying attention to the social function, generic structure, and grammatical features.

Based on an analysis of the teaching and learning process in writing descriptive text at SMP Negeri 4 Medan, it was found that the current approach is primarily teacher-centered and lacked appropriate writing tasks related to the syllabus, leading to low student ability in writing descriptive text. The use of students' worksheet based on project-based learning is identified as a potential solution to address this gap in the current approach, by providing students with engaging and relevant writing tasks that emphasize critical thinking, creativity, time management, and teamwork.

Related studies have been conducted by Kovalyova (2016), who researched the implementation of project-based learning for English writing skills. The study found that students' reading and writing skills, as well as their vocabulary acquisition and grammatical understanding, improved. Santoso (2021) did additional research, discovering that developing biology students' worksheets through project-based learning can increase higher-order thinking skills and time management in the medium and high influence categories. Furthermore, (Hidayati, 2022) applied project-based learning as a learning strategy to develop students'

worksheets of explanatory text. The outcome indicated that the product is effectively worked for learning.

Based on the explanation above, this study tried to develop students' worksheet based on project based learning in teaching writing materials for seventh grade at SMP Negeri 4 Medan.

### **B. The Problem of the Study**

Based on the background above, the research problem was how was the students' worksheet developed based on project-based learning in teaching writing descriptive text for seventh grade at SMP Negeri 4 Medan?

### **C. The Objective of the Study**

Based on the problem above, the objective of this study was to develop students' worksheet based on project based learning in teaching writing descriptive text for seventh-grade students at SMP Negeri 4 Medan.

### **D. The Scope of the Study**

The focus of this research was to develop students' worksheet based on project based learning in teaching writing. The worksheet has developed for seventh grade students at SMP Negeri 4 Medan. This research focused on descriptive text that includes animal, people and things and only provides writing tasks of descriptive text.

### **E. The Significances of the Study**

The findings of this study expected to provide information that will be useful and contribute both theoretically and practically, as follows:

1. Theoretically, this study was expected to add knowledge and expand references related to developing students' works based on project-based learning in teaching seventh-grade descriptive text.
2. Practically, this study was expected to be useful for:
  - a. For students, this research was expected that the students became motivated and actively involved in the process of learning descriptive text by using a project-based learning worksheet.
  - b. For English teachers, this research was expected to become a helpful reference and innovation in teaching and learning, especially in writing descriptive text. The teachers also would use the worksheet the researcher developed in the future.
  - c. For other researchers, this research was expected to provide a source of knowledge that would use as a reference for further research.