CHAPTER I

INTRODUCTION

A. The Background of The Study

The English language is widely regarded as the lingua franca and the most widely spoken language in the world (Yen & Mohamad, 2020). English is a global language that has become essential to learn for working professionals who want to communicate with people all around the world. In Indonesia, English is taught as a mandatory subject in junior high schools, where the objective is to help students understand and use the language. Mastering English requires proficiency in four key skills: listening, speaking, reading, and writing. Learning English without writing is not an effective way to improve language learning.

Writing is one of the essential language skills. According to Purba (2018), writing is a fundamental skill that must be acquired when learning a language. It involves a communication process where students express their thoughts and opinions in written form. According to Afrin (2014), writing is a mental process, in which firstly we mingle our ideas and thoughts when we write. Then we manage those concepts in the shape of meaningful phrases or sentences and make a coherent piece of text. Several sub-skills such as planning, arranging, editing, revising, etc. emerge from this cognitive writing process. Therefore, writing is described as a "thinking process" (Rukayah, 2014). As a form of linguistic communication, writing functions as a medium for individuals to interact (Quirk et al., 1985; Rukayah, 2014).

Writing is an activity that is quite difficult for students to do. The most complex language skill to be studied and taught is writing. Though writing is a difficult part, the students should master that skill in learning English. Unfortunately, the students still have difficulties in writing, such as the problems of language, cognitive, and content (Wigati, 2015). Writing is difficult for foreign language students to achieve because some aspects or elements should be included in developing and transforming their ideas, such as content, vocabulary, grammar, spelling, and punctuation as well.

In writing, the term "genre" is used. In the Merdeka Curriculum, the approach used in learning English for the Seventh grade in Junior High School (Stage D) is a text-based approach (genre-based approach), namely text-based learning. For seventh grade which is included in Stage D, the texts studied will focus on descriptive texts, procedures, and short messages. Each kind of text has specific generic structures that make the reader understand and comprehend the purpose of the text. Especially for students in seventh grade, the first genre of texts students learn is descriptive text.

A descriptive text is a text in which a writer tries to picture what she/he is describing. The description is used to describe a particular thing/object, place, or person. The descriptive text is different from the other kinds of text. Descriptive text is the text that describes something. Dirgeyasa (2016) explains that descriptive text is a type of written text designed to clearly describe or illustrate objects, such as people, places or things, so that readers can clearly visualize what is being described. Suryana (as quoted in Dirgeyasa, 2016:57) added that

descriptive text is also used to create mental images of people, locations, events, times, or even seasons. Linguistic features of descriptive text are the use of specific participants, written in the present tense, the use of linking verbs, the use of adjectives, and the use of relational and material processes (Emilia, 2010).

Based on the journal "An Analysis of Students' Ability and Difficulties in Writing Descriptive Text" (Yoandita:2019), the researcher concluded that the teaching of descriptive text delivered by the teacher was good, but during the learning activity, the teacher used the lecturing method that can make the students felt bored. As a result, the teacher and students have no interactive communication. Besides that, based on the journal entitled "Difficulties in Writing Descriptive Texts in Junior High Schools" (Pramoedya, A.N.S., & Mandarani, V: 2023) in the results of the study, researchers revealed that students had achieved reasonable mastery in writing descriptive texts. However, in terms of writing, some students make spelling errors, and tenses still require further understanding. The research results show that the difficulties in descriptive writing are spelling, tenses, punctuation, sentence patterns, pronouns, conjunctions, and prepositions.

Based on preliminary data found by the researcher when conducting observations at SMP Negeri 2 Tebing Tinggi, it was found that students had difficulty conveying ideas when the teacher asked them to make simple present tense sentences. This is because students' vocabulary mastery is still lacking so students have difficulty writing examples of simple present tense sentences. Another fact is that English learning activities at SMPN 2 Tebing Tinggi only use conventional teaching media such as asking students to do exercises in front of the

class, namely on the whiteboard, using textbooks as learning media so that learning tends to be monotonous and makes students unmotivated and uninterested in learning. This is caused by the lack of variety in teaching media used by teachers. Teachers often give assignments on worksheet, but the worksheet used are less attractive and not colorful, only worksheets in printed books provided by the government, moreover they are not equipped with colored pictures to support students' imagination about what will be learned from the material. This factor can hinder learning objectives so that many students are unable to write meaningful writing.

Related to the conditions above, English teachers are expected to be able to adapt to the changes that occur in language teaching. In this digital era, Information and Communication Technology (ICT) has experienced rapid development. ICT has provided services and convenience for people to implement various programs in various aspects of life such as banking, health, economy, business, entertainment and also education. ICT is not something new in the field of education and it is interesting to watch its developments. Teachers in general and English teachers in particular, can take advantage of ICT developments to improve their academic and professional abilities by integrating various multimedia software and simulation programs into their teaching and learning processes. The use of visual aids that are easy to find on the internet can be a valuable resource for English teachers to use. Apart from that, learning media that can be developed by teachers themselves using various free software downloaded from the internet will be very interesting and challenging for students.

Based on research by Nurmaisa, N., Sujarwati, I., & Sofyan, D. (2023) entitled "Perceptions of the Application of ICT-Based Media in Teaching English in the BTA 70 Course" concluded that students' perceptions of ICT-based Media in English Language Teaching show that there is positive aspects for students such as allowing students to share information, enhance students' learning, and doing science experiments safely. And students' attitude showed the students agree the use of ICT is effective in learning. It can be concluded if there are benefits of ICT in the learning process. Such as, ICT helps the students to improve, and also the students can learn individually.

Therefore, the teacher needs ICT-based teaching media to solve the problems faced by students in writing descriptive texts. The solution is an interactive worksheet in English. Learning that is carried out using interactive worksheets will make the learning atmosphere more enjoyable and not feel boring (Ryabchikova et al., 2020). The benefits of developing interactive worksheets include the ability to easily duplicate them, provide immediate feedback, edit the work, or allow students to complete them at home, with the teacher providing feedback on student submissions (Ryabchikova et al., 2020). This advantage is in line with the idea that interactive worksheets can increase student participation in the digital learning era. Interactive worksheet development incorporates the features of interactive applications, enabling real-time feedback for students. Student worksheets also function as a diagnostic tool to assess what students have learned and identify any difficulties they are facing. Through interactive worksheets, the diagnostic assessment process occurs in real-time, so teachers can

provide immediate feedback. Research shows that self-assessment is a key factor in supporting student learning and engagement with worksheets (Taras, 2010). Self-assessment is a formative process in which students evaluate their own work and reflect on whether they have met their learning goals (Andrade & Valtcheva, 2009).

Based on these problems, researcher was interested in developing interactive worksheets that can be used to develop students' writing skills in writing descriptive texts by using Liveworksheets.com. According to Novikova (2020) Liveworksheets is an online platform that enables teachers to convert traditional printed worksheets (such as doc, pdf, jpg, etc.) into interactive exercises with self-correction. It also serves as an educational platform where teachers can create their own interactive worksheets or access those shared by communities of teachers from around the world.

Liveworksheets can be used as a learning media to transform traditional printable worksheets, such as doc, pdf, jpg, and many more, into interactive online exercises with self-correction, which we call 'interactive worksheets'. Liveworksheet is evolving which was a printed teaching material that now can be presented in electronic media. Not only showing the materials but also showing an interactive picture, games, and videos which first can attract students' interest in learning English and next can improve students' understanding. In conclusion, Liveworksheets is an innovative learning tool that converts printable worksheets into interactive online exercises with self-correction. It allows teachers to create

interactive worksheets or access shared resources worldwide, providing an engaging and interactive learning experience for students.

By using Liveworksheets.com, it is expected that students will become more interested and excited to follow the material and be able to make descriptive texts. Teachers are also expected to be more creative in utilizing technology as a learning media by using Liveworksheets.com Therefore, based on the explanation above, the researcher was interested in conducting development research entitled Developing Interactive Liveworksheets.com for Teaching Writing Descriptive Text of Seventh Grade Students at SMP Negeri 2 Tebing Tinggi.

B. The Problem of The Study

Based on the background of the study above, the problem of the study was formulated as the following : "How was interactive Liveworksheets.com developed for teaching writing descriptive text of seventh grade students at SMPN 2 Tebing Tinggi?"

C. The Objective of The Study

The objective of the study was to develop interactive Liveworksheets.com for teaching writing descriptive text of seventh grade students at SMPN 2 Tebing Tinggi.

D. The Scope of The Study

There are many types of media that can be used to create interactive worksheets, but in this study the researcher is interested in developing interactive Liveworksheets.com, which is developed specifically on writing descriptive text for the seventh grade students at SMP Negeri 2 Tebing Tinggi.

The scope of this study was to develop interactive Liveworksheets.com for teaching writing descriptive text of seventh grade students at SMP Negeri 2 Tebing Tinggi.

E. The Significance of The Study

This research was expected to be useful and give valuable contribution, theoretically and practically, as follows:

1. Theoretical Significance

It is hoped that the results of this research can become a reference in developing worksheets that are more interactive, and useful for teachers and students as a learning resource in writing descriptive texts and other materials. This can also be used as a reference source for further research.

2. Practical Significance

a. For students

This research can provide students have many opportunities to be creative in writing and can make students more enthusiastic and interested in writing descriptive texts.

b. For Teachers

This research expected will make the teacher use Liveworksheets.com to make more interactive worksheets for teaching writing, in order to make the classroom more attractive. This is useful for English teachers as their reference for discovering new things teaching media.

c. Reader

This research may give readers some information about how to create interactive worksheets by using Liveworksheets.com for writing skills.

d. Other Researchers

This research can be a reference for other researchers who want to learn about Liveworksheets.com as a media for developing interactive worksheets for teaching writing in other genres of text.