

CHAPTER I

INTRODUCTION

2.1 Background of the Study

Writing is one of the most challenging language skills and requires memorization and practice, as it demands considerable cognitive resources and full conscious attention in applying grammar rules and constructing clear ideas (Obaydia, Shakkib, & Pikhartc, 2025 & Yin, Saad, & Halim, 2024). Writing is one of the basic skills through which students can demonstrate what they actually know, and it is used as a versatile tool for communicating, persuading, informing, and recording information (Fonkamo & Zeru, 2022). The success of students in improving their writing skills cannot be separated from their active involvement in the classroom in the process of planning, drafting, revising, and final editing (Hoang & Hoang, 2022). Therefore, mastering writing skills is very important for learners so that they can organize, develop, and analyze ideas, as well as convey or express them clearly according to their understanding.

In mastering writing skills, there are several challenges that writers need to understand, such as organization, structure, grammar, and word choice (lexical) (Alghasab, 2025). The most commonly identified weaknesses are grammar and vocabulary, while errors that are rarely found are word order and text structure (Polakova & Ivenz, 2024). Students found it difficult to choose words that were similar in form but different in meaning, and experienced cognitive barriers where they struggled to find equivalents in the target language, thus disrupting the writing process due to limited vocabulary (Masruddin & Nasriandi, 2022). This indicates

that writing is one of the skills required to be able to organize, develop, and analyze ideas, as well as convey or express them clearly in accordance with students' understanding as a factor in their progress in the language.

One genre of text is descriptive text, because it is a basic form of writing that is often used to develop other genres of writing. Through descriptive text, students learn to present “sensory details” (sight, taste, etc.) that are very important for conveying the main idea in any form of writing (Robillos & Bustos, 2023). The core of descriptive writing quality is the ability of students to coherently arrange elements of identification and description/attributes, so teaching should focus on mastering these components (Stavans & Ehrlich, 2024). Therefore, descriptive texts can be an effective tool because they are the easiest way to help students understand how to organize the application of grammar and vocabulary in assessments.

In writing instruction, assessment is not only necessary as a tool for measuring final results (summative), but also as an integral part of the learning process that aims to aid student understanding and improve the quality of learning itself (See, Gorard, Lu, Dong & Siddiqui, 2021). Formative assessment can be one way to determine how assessment functions as a pedagogical tool that encompasses all activities carried out by teachers and/or students that provide information to be used as feedback to modify their learning activities (Børte, Greiff, Lillejord, Wasson, 2023). Teachers report an increased ability to critically evaluate their assessment practices, which is an indicator of deeper assessment literacy, so that assessment becomes a tool for teachers to discuss and improve their teaching strategies (Vattøy & Gamlem 2025).

In conventional assessment tends to be one-way (monologue) and is often given after the task is completed rather than during the writing process, making it dominated by a teacher-centered approach (Børte et al. 2023; See et al. 2021). This poses several challenges, especially in terms of time, because providing detailed written feedback on each student's worksheet requires significant time and effort from the teacher. Technological developments have made it easier to provide personalized and immediate feedback to individual students tailored to their performance in real-time, making it feasible for schools to increasingly use such technology to facilitate immediate mass feedback that is difficult to do manually (See et al. 2021).

Therefore, One-way delivery of material causes delayed feedback, which can reduce its impact on student active learning (Børte et al. 2023). With digital comments remaining available to students, they can review and utilize the feedback at their convenience. (Vattøy & Gamlem, 2024). Formative assessment platforms also use games to facilitate learning like Quizizz, Socrative, and Liveworksheets are examples of gamified formative assessment systems. The games themselves may not be formative, but studies show that gamified Student Response Systems are more effective than non-gamified SRS in improving learning (See et al. 2021). So that in the learning process, students can also convert standard worksheets into interactive exercises, which are beneficial for the environment and students (Özden, Atasoy, & Güneylli, 2022).

In addition, as preliminary data, an interview with an English teacher was conducted on January 30, 2026, at MAN 2 Model Medan. Regarding the use of

Liveworksheets as a formative assessment tool in English teaching, the following is the transcript.

R: “What are the most common difficulties students face when writing descriptive texts?”

T: “According to me, the difficulties may be only for the right information about the thing we want to describe, for grade X, commonly the students are suggested to describe the historical building. So, they must find the fact real information about the building or place. The level words are more difficult to get the technical words based on the things described.”

(R= researcher; T= Teacher) [D1/HH/310126]

Preliminary data collected through classroom observations and questionnaires given to English teachers showed that challenges related to manual correction and feedback were time-consuming and exhausting, while instant feedback was essential to the learning process and could only be implemented using technology. Although the number of studies on educational technology continues to increase (Børte et al. 2023, See et al. 2021 & Vattøy & Gamlem, 2024), there is still a clear gap in these studies, with a significant gap in terms of providing delayed feedback. This study also presents a new perspective using qualitative descriptive methods to set the personal experiences, challenges, and formative assessment itself, thereby providing a deeper understanding of how Liveworksheets can be applied in the formative assessment process. So that it can contribute to teaching innovations that improve the writing skills of 10th grade students at MAN 2 Model Medan.

2.2 Problem of the Study

Based on this background, the research question for this study is “how teachers implement the Liveworksheets as a formative assessment in teaching descriptive texts to 10th grade students?”

2.3 Objective of the Study

Based on this research question, the objective of this study is to determine “how teachers implement the Liveworksheets as a formative assessment in teaching descriptive texts to 10th grade students.”

2.4 Scope of The Study

The scope of this study will focus on determining how teachers will implement interactive worksheet websites in teaching descriptive texts in the classroom, as well as the challenges teachers face in the classroom. Teachers will be observed throughout the learning process in the classroom and will be interviewed after using this application several times, and data will be collected from writing assignments in the classroom. This study focuses only on students' writing skills in writing descriptive texts.

2.5 Significances of the Study

The benefits of this research are divided into two categories: theoretical and practical, as follows:

1.5.1 Theoretically

The findings of this study are expected to broaden and enrich understanding of theories related to formative assessment in teaching descriptive text. This study is also expected to contribute to the implementation of the Liveworksheets platform in descriptive writing, especially worksheets that support student engagement and enhance learning in English classes.

1.5.2 Practically

The practical benefits of this study are as follows:

1. For the researcher: This study serves a valuable reference for conducting further research on the implementation Liveworksheets and formative assessment in teaching writing descriptive text.
2. For teachers: These findings will equip teachers, especially English teachers, with insights on how to effectively integrate technology into classroom learning activities, thereby enriching their teaching methods.
3. For students: It is hoped that this study will provide students with new knowledge about formative assessment, especially in writing skills, which can be done individually or in groups with the help of technology.
4. For future Research: This study can assist future researchers in examining the use of technology, especially the Liveworksheets website, in the application of formative assessment in the classroom.