

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Kachru in Sukri and Anggita (2024) state that English plays an important role as it is used for both, spoken and written communication in international communication, business, and also education field. There are four skills that are important to master when learning English, namely writing, reading, listening, and speaking. Although all four language skills are essential, writing is often regarded as one of the most demanding skills because it requires students to organize ideas, apply appropriate vocabulary, and use grammar accurately. According to Menegre (2021), writing is one of the four key language skills which is important in academics field and is considered one of the most challenging for students. Writing is a complex process that offers writers the opportunity to express their ideas. Setiyono and Anggraeni in Maulana (2023) explain that students get trouble in mastering their writing skills due to lack of vocabulary, lack of student enthusiasm English language subject, lack of understanding of grammar and structure, and inability to express ideas in good writing, especially difficulty translating from Indonesian into English.

Gerot and Wignell (1994) define that descriptive text is a text to describe a particular person, place, or thing. Descriptive text aims to provide detailed information about a specific participant so that the reader can clear imaginely the object being described. However, many students still difficulties in writing

descriptive text. Influencing writing to be a good one such as vocabulary and grammatical mastery, punctuation and spelling knowledge which must be integrated to be a paragraph.

There are many previous researchers that discuss the use of digital worksheet for supporting students' abilities. One of them is Dilla et al. (2023), proved that the use of technology as a learning medium can support students' ability to master narrative writing, and the use of electronic worksheets through the *LiveWorksheet* can improve students' writing skills. However, the development of digital worksheets specifically designed to support descriptive text writing, as well as their feasibility validation is still limited, especially those developed using *BookWidgets*.

Based on the researcher's observation conducted during PLP II at MTsN 2 Medan, it was found that students experience difficulties in generating ideas, organizing content, and revising their writing due to the limited use of learning media. The current practices still rely on worksheet in conventional textbook whose types of questions are still limited in supporting students' writing skill or guiding students through the writing process, encouraging involvement, reflection and peer feedback during writing activities, particularly in writing descriptive text. Furthermore, students' interest in learning using technology is more visible, showing their active and enthusiastic participation in the learning process. This was seen when researcher conducted observations in other subjects and also when applying it directly in class during discussions of other materials. Therefore, when

digital learning media is used, students become more enthusiastic and actively participate during the learning process.

This indicates a gap in classroom learning activities between the limited use of learning media and students' learning needs to improve their writing skills. Researchers also interviewed English teachers to obtain information about students' abilities in writing descriptive texts. The teachers stated that only a few students were able to write descriptive texts, but also many students still did not reach the Minimum Mastery Criteria (KKM) for descriptive texts. They still struggle to write descriptive texts due to generic structures, lack of grammar, limited vocabulary, and difficulty translating the language in their minds into written English.

BookWidgets is a potential interactive learning platform, but it is still less known and used as a research tool for teaching writing, especially descriptive texts. *BookWidgets* enables teachers to design interactive worksheets with various activity types, such as open ended questions, checklists, guided writing tasks, matching, puzzles and etc. By developing digital worksheets with *BookWidgets*, students will be guided step by step through the writing process, while learning activities become more engaging and structured. Therefore, this research focuses on developing digital worksheets through *BookWidgets* to support students in writing descriptive texts for junior high school level.

1.2 Problem of the Research

Based on research background, the problem will be formulated as follows:

“How is the development of the digital worksheet with *BookWidgets* in writing descriptive text for seventh grade students at MTSN 2 Medan?”

1.3 Objective of the Research

Based on the research problem above, this research aims to develop digital worksheet with *BookWidgets* in writing descriptive text for seventh grade students at MTSN 2 Medan.

1.4 Scope of the Research

The research focuses on the development of a digital worksheet with *BookWidgets* in writing. This research conducted at seventh grade students of MTsN 2 Medan. The learning material is limited to descriptive text and writing skill. *Bookwidgets* use as the digital platform to develop worksheet in the form of interactive activities. This research aims to produce an appropriate digital worksheet that can be used as a learning medium, based on expert validation.

1.5 Significances of Research

This research is expected to make a significant contribution both theoretically and practically in the field of English language teaching and learning, particularly in teaching writing skills.

From a theoretical perspective, it is expected to contribute to the development of knowledge in English language teaching, particularly in the use of digital worksheets such as *BookWidgets* for teaching descriptive writing. It also provides additional references for the development of English learning media and serves as a foundation for future research on teaching descriptive writing.

In addition to its theoretical contribution, this research is also expected to provide practical benefits for English teachers, students, and future researchers. For English teachers, it offers useful information for designing and implementing digital worksheets with *BookWidgets* to make descriptive writing activities more interactive and engaging. For students, it helps improve their descriptive writing skills while increasing their motivation and participation during the learning process. For future researchers, this research can serve as a reference for further research on the development of digital worksheets, particularly for teaching descriptive writing.