CHAPTER I

INTRODUCTION

A. Background of Problem

English is a widely spoken language in almost every country in the world. People should study language properly because of its value as a means of communication. English as a foreign language is taught in Indonesia at all level from elementary to high school.

There are many skills in English language such as listening, speaking, reading and writing. Writing is a means of communication and skill development that is required in many aspects of life, including in the world of education. Teaching writing is important because it not only provides them with academic English abilities but it also prepares them for life in a world where they must write for a variety of purposes and genres.[1] Writing is a useful language ability it refers to writer's ability to convey information to a reader or group of readers. The capacity to apply language rules is another indicator of a writer's skill. The writer writes to efficiently communicate knowledge from the writer's thinking

---

[1] Anne Burns and Joseph Siegel, *International Perspectives on Teaching the Four Skills In ELT Listening, Speaking, Reading and Writing* (Switzerland: Palgrave Macmillan, 2018), 193

to the reader.[2] It has been recognized that English learners must master writing.

In writing skills, one type of text that must be learned by Students is descriptive text. Descriptive text is a type of text that processes the decomposition processes through a clear sorting of their characteristics, beginning with naming, classifying them, and dealing with attributes, behaviors, functions, and the reader or listener may be able to pay attention to what the writer wrote as if they could immediately see it through their own eyes[3]. This is normally used to describe something, people, places or events. There are many factors that can affect students in learning English mainly in writing skill of descriptive text, such as internal factors and external factors. Internal factors consist of within students such as learning motivation, interest, personality, etc. The external factor consists of the ability of teachers in delivering material, school facilities and learning media.

Learning media has an important role to convey material or information from teachers to students. In addition, the learning media works as a tool to pique students' interest, resulting in a rise in student

---

[2] Sanggan Siahan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), 2

[3] Eko Noprianto, "*S*tudent's Descriptive Text Writing in SFL Perspectives" *Indonesian Journal of English Language Teaching and Applied Linguistics Vol. 2 (1)*, (2017), 67

learning motivation.[4] If the teacher can apply learning media that match the situation and more attractive to students will increase the ability of students in understanding the material.

From the observation in MAN 4 Pandeglang on July 2021, the researcher found some problems in English learning, particularly in writing. The researcher interviewed with English teacher and had observed in the classroom during learning process, and the result revealed that students at MAN 4 Pandeglang had low motivation in the learning process, as evidenced by less effective media, which has an impact on writing ability.

In writing of descriptive text, students must have some ideas about the topic they will write. The ideas may come from listening to any news, discussing some topics with friends or reading some texts. All of that needs to be fulfilled to guide students to become good writers. In addition, teachers need to use a very good tool for teaching writing. Naturally writes after reading, students need to have enough reading material to become a good writer. This means that the teachers also need to emphasize reading skills. Classes that integrate reading and writing

---

[4] Yanuari Dwipuspitarini, Muhamad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School"*Anatolian Journal Education vol 4 No 2* (2019), 58

provide encouragement to students who are due as readers and writers and provide instructional support so that they can play with ideas, explore the concept, clarify the meaning, and describe what they learn.[5] To get enough reading the material, internet can be used as media to get information and knowledge.

According to Richard, the internet has become one of the most important tools for teachers and students to share and receive research and learning resources.[6] Because there are so many internet-based media in teaching English, particularly in teaching writing, in this research the researcher implements webquest as a media in teaching writing descriptive text. Webquest is a tool for focusing students' attention on certain content and promoting their investigations through the World Wide Web. Depending on how the task is organized, the task can be done independently or in small group. Because the creator of webquest provides connections to relevant information, students may access the content they need to accomplish the tasks without having spends a lot of time searching, if necessary, students can be given connections to stuff

---

[5] Richard T. Vacca, Maryann Mraz and Jo Anna L. Vacca, *Content Area Reading: Literacy and Learning Across the Curriculum Twelfth Edition* (New York: Pearson, 2017), 246

[6] H. Richard, A. Haya, "Examining Student Decision to Adopt Web 2.0 Technologies: Theory and Empirical Tests" *Journal of Computing in Higher Education, 21 (3),* (2009), 183-198

on the internet rather of having to search their own site.[7] Webquest provides online sources or learning resources in support of material such as a website link to an article, blogs and various other supporting materials to get knowledge and information and the sources can be accessed easily by students.

Based on the description above, the researcher would like to reduce the problem in writing skill by means of "The Implementation of Webquest in Teaching Writing Descriptive Text (A Case Study at The Tenth Grade of MAN 4 Pandeglang)".

B. Statement of the Problem

Some research problems may arise since many factors are involved. Those problems are formulated in questions as follows:

1. How is the implementation of webquest in teaching writing descriptive text at the tenth grade of MAN 4 Pandeglang?

2. How is students' writing ability after using webquest at the tenth grade of MAN 4 Pandeglang?

3. How is the students'response towards the implementation of webquest in teaching writing descriptive text?

C. The Objective of the Research

---

[7] Tony Erben, Ruth Ban, Martha Castaneda, *Teaching English Language Learners Through Technology* (New York: Routledge, 2009), 45

The objectives of this research are:

1. To explain the implementation of webquest in teaching writing descriptive text at the tenth grade of MAN 4 Pandeglang

2. To know the students' writing ability after using webquest at the tenth grade of MAN4 Pandeglang

3. To describe the students' response towards the implementation of webquest in teaching writing descriptive text

D. The Significance of the Study

The significances of the study are:

1. Theoretical significance

This research can be brought into play as a reference for anyone who has the same interest in the same topic. Namely teaching English using a webquest as a media and can be appropriate as a reference in selecting media in teaching writing, mainly descriptive text.

2. Practical significance

a) For students, the use of webquest can increase students' motivation to learn how to write well, and help students understand the material through a set of process and instructions in the Webquest components.

b) For Teachers, webquest can be a useful tool for teaching English. Particularly in writing subject, it will be easier for students to absorb the information if the teachers use their creativity to make learning enjoyable and interesting through webquest.

c) For researchers, it means of learning and training in an effort to make a scientific contribution, especially in teaching English.

E. Scope and Limitation of the Study

This research can make the teacher creativitas in creating webquest as media to make their students enjoy when they learn english especially in teaching writing. The subject of this study is the tenth grade of MAN 4 Pandeglang by using webquest as a media in teaching writing descriptive text. The researcher will describe the implementation of webquest in teaching writing descriptive text, the result of students' writing and the students' response towards the implementation of webquest.

F. Previous Study

1. "An Analysis of Pre-service Teacher Perceptions on Creating Webquests as Alternative Media to Teach English (A Descriptive Qualitative Study of Students of the Department of English Education IAIN Salatiga in Academic Year 2018/2019)," by Riza Yusuf K

(23030150142) of the Department of English Education, Faculty of Teacher Training and Education, State Islamic Institute (IAIN) Salatiga.

The purpose of this research is to determine the perceptions of pre-service teachers and their challenges in creating Webquest as an alternative media for teaching English. In general, this research has two main questions, such as (1) what is the perception of pre-service teachers in creating Web-quests as an alternative media to teach English? (2) what are the difficulties faced by pre-service teachers in creating Web-quest as an alternative media to teach English?

This research is a qualitative research. Five pre-service teachers from 2015 class who had participated in an institutional internship program called PPL (Praktek Pengalaman Lapangan) were the subjects of this research. Data was gathered through questionnaire and interview. Qualitative research methodology is used to examine and interpret the data. The data shows that the majority of pre-service teachers have a positive perception of Webquest as media for teaching English.

2. "The Use of Web-quest in Blended Learning to Improve Students' Speaking Skills for The Eleventh Grade Students of MAN Salatiga in The Academic Year of 2018/2019" is a study by Dian Amalia (113-

14-017) from the English Education Department at The Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

There are 21 students who are used as objects in this study, the author uses classroom action research, instruments used in data collection, namely pre-test and post-test (oral test). In this study, the writer uses two cycles to find a significant increase in speaking skills after the webquest. In this study, the writer uses two cycles to get a significant increase in reading skills after the Webquest is implemented in the learning process as a mixed learning media, after the target of the presentation from the passing level has been achieved that it means that the webquest as a media in mixed learning has succeeded in improving student speaking skills, speaking is one of the skills in teaching English.

3. "The Effect of Webquest Strategy on Students' Reading Comprehension in The Second Grade of SMA NEGERI 14 PEKANBARU," by Erna Marlisa from the English Study Program at the Teachers Training and Education Faculty of Islamic University of Riau Pekanbaru.

Experimental research as a method used by the writer, as many as 76 students as a sample in this study, 38 students XL IPA 3

as the control class and 38 students of XL IPA 4 as an experimental class, as many as six meetings in the experimental class, namely pre-test and post-test, The multiple choice test that the writer used as a research instrument as 25 items, it can be concluded that show a significant difference in understanding of reading students from the experimental class that used a webquest as a media in the learning process.

Comparing previous studies above with my research are the first previous study is about an analysis of pre-service teacher perceptions on creating webquest as alternative media to teach english and my research, the researcher will focus on teaching writing descriptive text by using webquest. The Students must follow the steps in the webquest component. The second is the using of web-quest in blended learning to improve students' speaking skills and my research focus on implementation webquest in teaching descriptive text. The third is the effect of webquest strategy on students' reading comprehension and my research using case study, that the writer tries whether webquest can help students to understanding descriptive text material and webquest can used for motivated students in learning process because webquest upplies online sources or learning

resources in support of material such as a website link to an article, blogs and various other supporting materials to get knowledge and information and the sources can be accessed easily by students.

G. Organization of the Writing

Chapter I: introduction, consist of the background of the study, the limitation of the problem, the focus of the research, the statement of the problem, the objective of the research, the significance of the study, previous study and organization of writing.

Chapter II: theoretical framework and it contains of the definition of writing, types of writing performance, the process of writing, the purpose of writing, teaching writing, assessments of writing, concept of ICT (Information, Communication and Technology), concept of webquest as ICT, definition of webquest, types of webquest, elements of webquest, advantages of webquest, definition of descriptive text, generic structure of descriptive text, the feature of descriptive text, the example of descriptive text.

Chapter III: Methodology of the reserch consists of method of the research, place and time, the participant, technique of data collection and data analysis.

Chapter IV: Research finding and discussion, it provides the result of the implementation of webquest in teaching writing descriptive text, the students' writing ability after using webquest and the students' response towards the implementation of webquest.

Chapter V: conclusion and suggestion, in this chapter the researcher conclude research based on the analysis in chapter four as answer toward the statement of problem and giving the suggestion.