



**THE USE OF WEBQUEST AS A MEDIA
TO IMPROVE STUDENTS' SKILL
IN WRITING DESCRIPTIVE TEXT**

(An Action Research in the Grade XI of SMA NASIMA Semarang in
the Academic Year of 2010/2011)

a final project

submitted in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan
in English

by

Fatona Suraya
2201406601

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UNNES

**ENGLISH DEPARTMENT
LANGUAGES AND ARTS FACULTY
SEMARANG STATE UNIVERSITY**

2011

PERNYATAAN

Dengan ini saya,

Nama : Fatona Suraya

NIM : 2201406601

Prodi / Jurusan : Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa Skripsi / Tugas Akhir /Final Project yang berjudul:

THE USE OF WEBQUEST AS A MEDIA TO IMPROVE STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT

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Semarang, Februari 2011

Yang membuat pernyataan,



FATONA SURAYA

NIM. 2201406601

APPROVAL

This final project was approved by Board of Examination of the English Department of Language and Arts Faculty of Semarang State University on February 16th, 2011.

Board of Examination

1. Chairperson,
Dra. Malarsih, M. Sn.
NIP.196106171988032001 _____
2. Secretary,
Drs. Alim Sukrisno, M. A.
NIP. 195206251981111001 _____
3. First Examiner,
Rohani, S. Pd., M.A.
NIP. 197903122003121002 _____
4. Second Advisor as Second Examiner,
Dra. Rahayu Puji H, M.Hum
NIP. 196610201997022001 _____
5. First Advisor as Third Examiner,
Drs. Ahmad Sofwan, Ph. D
NIP. 196204271989011001 _____

Approved by
Dean of Faculty of Language and Arts,

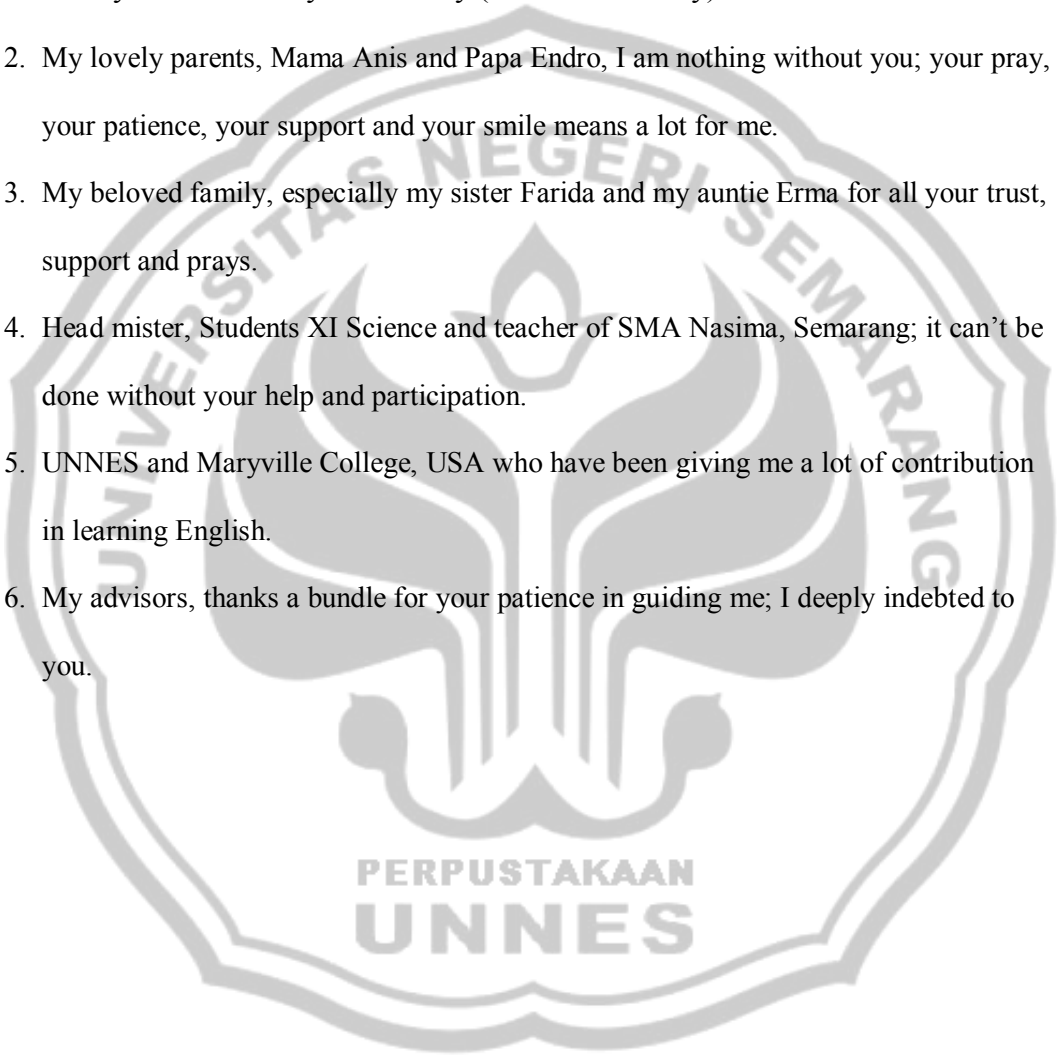
Prof. Dr. Rustono, M. Hum.
NIP. 195801271983031003

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DEDICATION

This final project is dedicated to:

1. My beloved country, Indonesia; don't ask what your country can do for you, but what you can do for your country (John F. Kennedy)
2. My lovely parents, Mama Anis and Papa Endro, I am nothing without you; your pray, your patience, your support and your smile means a lot for me.
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6. My advisors, thanks a bundle for your patience in guiding me; I deeply indebted to you.



MOTTO

The will to win is important, but the will to prepare is vital

(Unknown).

You get the best out of others when you give the best of yourself!

(Unknown)



ABSTRACT

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Key words: WebQuest, writing, descriptive text, action research.

This study deals with the use of WebQuest as a media to improve students' skill in writing descriptive text. The aim of this study was to explain and describe the implementation of WebQuest as a media to teach writing descriptive text to grade XI of SMA Nasima Semarang and also to find out how well the use of WebQuest as an alternative tool in teaching writing descriptive text gives a valuable contribution to the development of teaching writing. In order to gather the data, the researcher designed an action research. The population of this study was grade XI of SMA Nasima Semarang. The number of the subject was 21 students. There were five meetings in the research. One meeting was for the pre-test. Four meetings were for the treatments and the post test was hold in the last meeting. Before the treatment was conducted, a pre-test was given. In the pre-test, the students were asked to write a descriptive text; they were free to choose any tourist places in Indonesia to be described. The students' descriptive text in the second cycle was considered as the post-test result.

The result of this research showed that the post-test score was better than the pre-test score. The mean score of the pre-test was 64.57 and 82.42 in the post test. The difference between pre test and post test was 17.85. It means that there was a difference between the students' achievement before and after they were taught by using WebQuest.

Based on the result above, WebQuest could be one of effective media to improve the students' ability in writing descriptive text. This study suggested the teacher to use WebQuest as one of media in teaching writing, especially in writing descriptive text. Also to use WebQuest to make students more motivated to write effectively since students need enjoyable and varied learning experiences. Then it is suggested for the next researcher to conduct a deeper research by developing WebQuest as a media to be used in various learning skills.

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The last, there is nothing perfect in this world and this final project is not an exception. I realize that there are many weaknesses in this final project. Therefore, suggestions and criticisms are always needed for betterment. I hope this final project will be useful for all the readers, either for English teacher or English students or anyone who willing to read.

Semarang, February 2011



Fatona Suraya

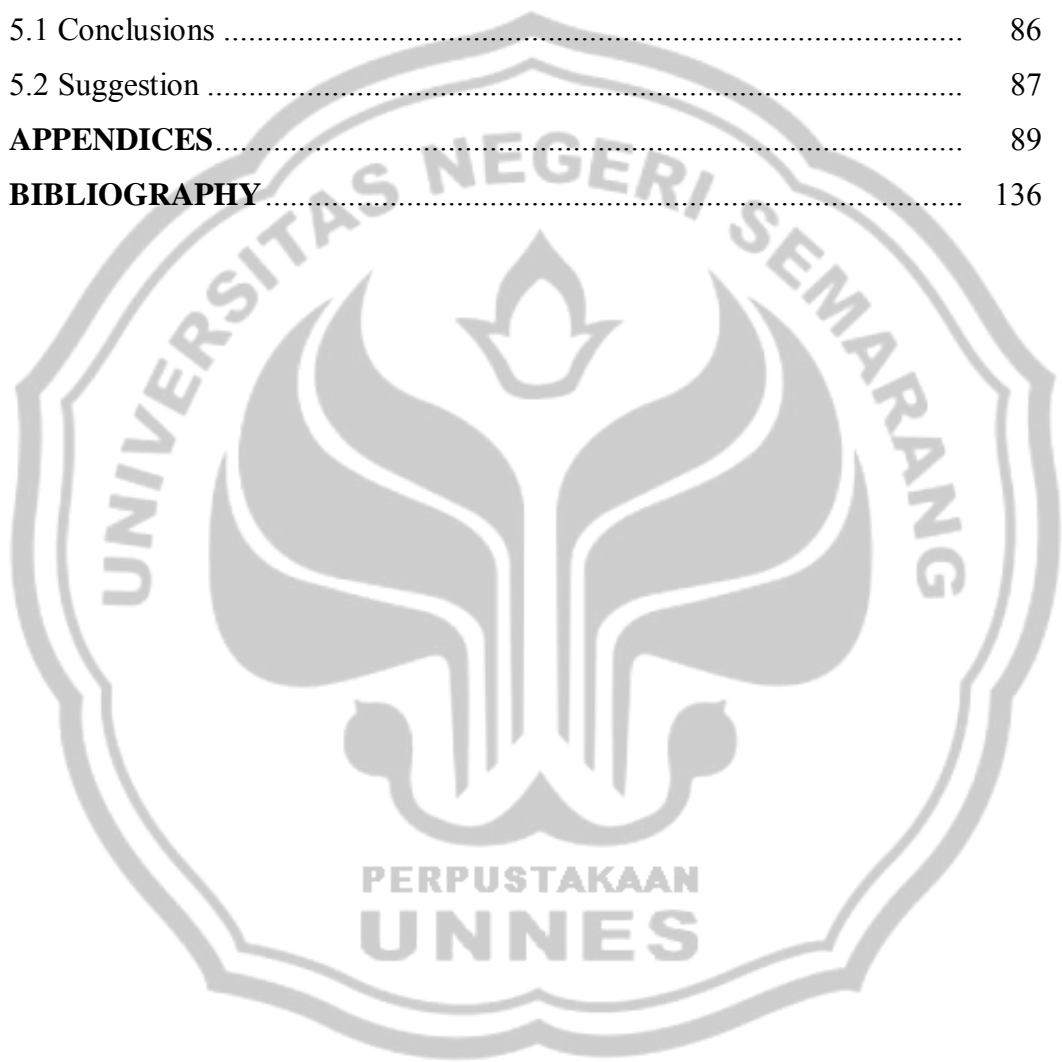
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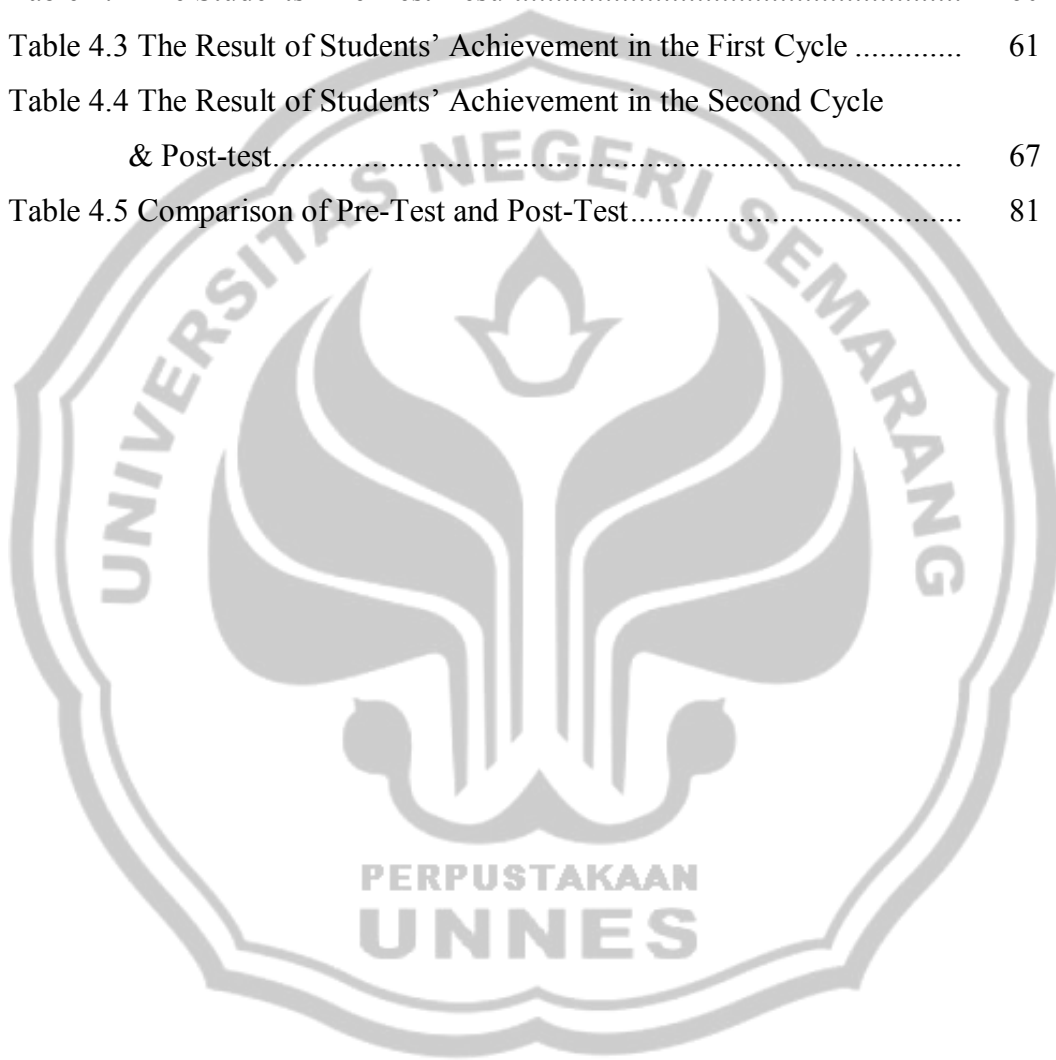
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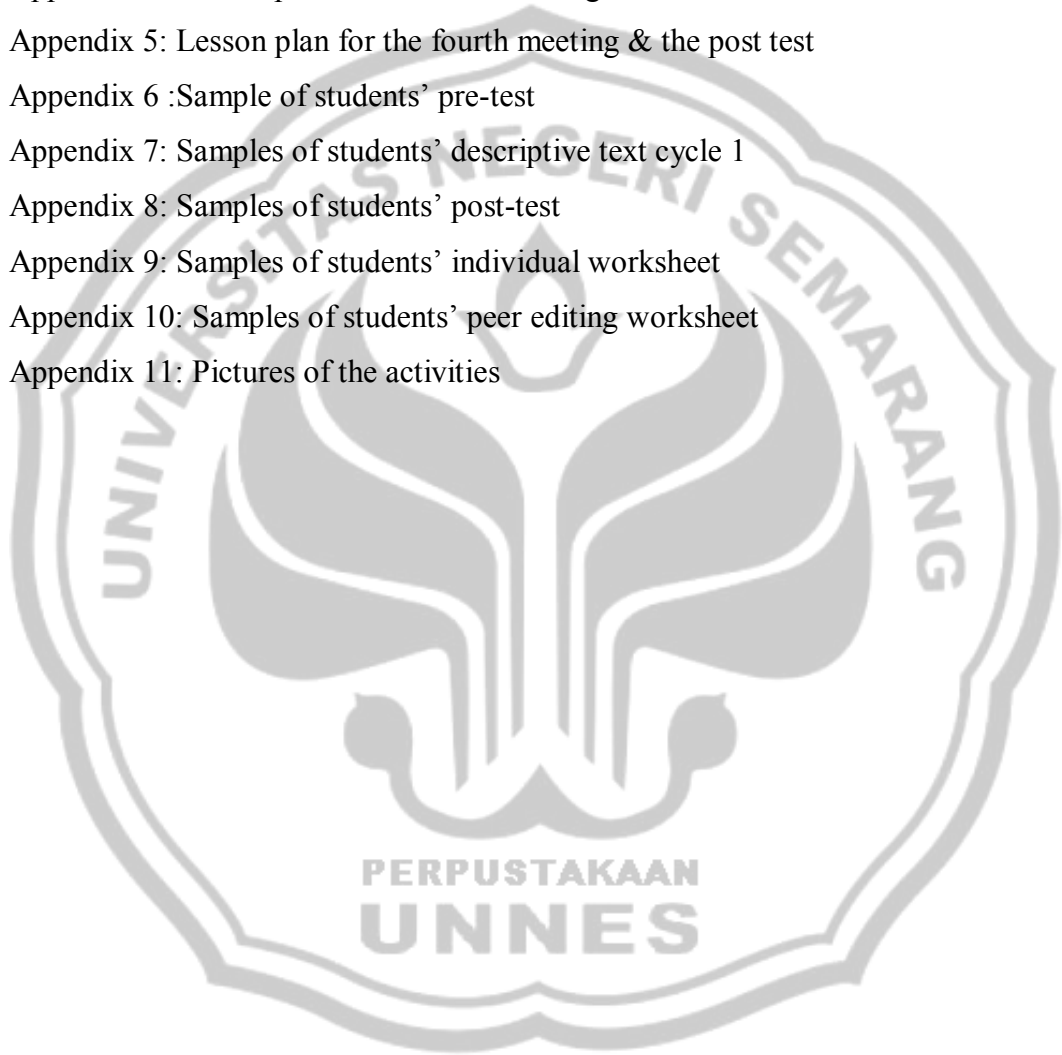
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CHAPTER I

INTRODUCTION

In this chapter, the writer would like to discuss the background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, statement of the hypothesis, definition of key terms, and the outline of the research report.

1.1 Background of the Study

How many Indonesian teachers have been using modern technology to teach writing? In fact, most teachers use traditional way to teach writing in the classroom; that means teachers often lack the time to integrate technology effectively (VanFossen 2004 quoted by Strickland 2005:1). According to Maddux, using technology to foster innovative teaching and learning, or type II technology applications, should be a priority for all educators (Maddux *et al.*, 1997 quoted by Strickland 2005:1). As the technology expands faster, people in the world can upgrade the information easier and faster through internet facility. The internet is one of the most powerful technologies for information and communication today (Vacca 2009:430). This reality should force teachers to make good use of internet as one of advanced technology to provide sources for students to access the learning and to improve their skills.

In spite of the fact that the world has become the wide web world of internet service (Vacca 2009: 431), with advances in technology; it is safe to

assume that in the near future most jobs will require at least a working knowledge of computer. If technology is so important to the future success of our students, it makes sense that it should also be an important part of our instruction (Strickland 2005:139). This reality challenges the teachers to equip the students with the operating computer skills and internet skills.

WebQuest as one of teaching media developed by Bernie Dodge from San Diego State University has been trying to make good use of internet in teaching learning process (Strickland 2005:139). It should be a media of teaching that could help the teachers to upgrade their students' performance.

The main difference between traditional learning and e-learning is in the traditional class, teachers' role as the sources of knowledge, who know everything about the lesson and are required to transfer their knowledge to the students. However, in the e-learning the main focus is on the students' outcomes (Rosenjack Burchum 2007:5). It means that the students do the independent learning during a certain time and are responsible for their learning. The e-learning situation will "*force*" the students to play their role actively in the learning process. The students will manage their time as efficiently as possible to reach the goals that were stated in the class.

Kurikulum Tingkat Satuan Pendidikan (KTSP) of English Language 2006 stated that teaching English has three purposes, they are : (1) to develop the competence to communicate in spoken and written form (listening, speaking, reading and writing) to reach informational literacy level, (2) to grow the awareness of the reality and importance of English as one of the foreign language

to increase the nation competition on the global society, (3) to develop the comprehension of the culture and language interrelation and broaden the culture. Based on those aims, the students should be able to develop their writing skill. Furthermore, Nagaraj (1996:99) said that language is divided into four main skills which are listening, speaking, reading and writing. Writing skill which naturally comes after listening, speaking and reading skills, is the highest domain and the highest skills in learning a language.

In order to write well students must have some ideas about the topic that they are going to write. The ideas may come from listening to any news, discussing some topics with friends or reading some texts. All of those need to be fulfilled in order to guide the students to be good writers. Besides, the teachers need to use a really good tool to teach writing. Since naturally the writing comes after reading, students need to have enough reading materials in order to be good writers. It means that the teachers also need to emphasize the reading skills. Classroom that integrates reading and writing lend encouragement to students who are maturing as readers and writers and provide instructional supports so that they can play with ideas, explore concepts, clarify meanings, and elaborate on what they are learning (Vacca 2009:246).

The writer is focusing the research on WebQuest as a media to teach writing skill since WebQuests are designed to guide the students by integrating 6 instructional components that can be used safely by students. Moreover, Benjamin Bloom stated six categories of the cognitive process dimension and related cognitive processes, they are: (1) Remember (2) Understand, (3) Apply, (4)

Analyze, (5) Evaluate, and (6) Create. The domains are met in the six instructional components of WebQuests, they are: introduction, tasks, processes, resources, learning advices and conclusion. The instructional components will help students to generate their ideas in writing, to think critically and to find many sources that they need through internet.

1.2 Reasons for Choosing the Topic

Nowadays the improvement of ICT (information and communication technology) is getting faster. All aspects in people's life have been reached by technology. Therefore, education sector which is the key to our future, should make good use of technology to improve students' quality.

The aim of teaching English for Senior High School is to develop four language skills, which are listening, speaking, reading and writing. In this research the writer focuses on the study on the highest domain skill or writing skill. The writer uses one of instructional teaching media called WebQuest to improve the students' writing skill.

The reasons for choosing the topic are as follows:

- (1) Internet is the easiest and fastest way to gain information and to upgrade students' knowledge. The misuse of internet has made parents and all educational sectors worried to allow the students to use internet facility as one of their learning sources. But WebQuest is trying to solve the problem by its 6 instructional components; one of them is providing the resources component that provides links to information resources in the internet that the students will need to access to complete their learning tasks (Vacca 2009:441).

- (2) There were some researches had been done about the effectiveness of using WebQuests in foreign countries especially in the United State of America (Strickland 2005:141), but there was very limited research had been done about the effectiveness of using WebQuest as an alternative teaching media in Indonesia. So, WebQuest as one of new media of teaching needs to be implemented in Indonesian teaching learning language process.
- (3) Writing as the highest domain in language skills hold important role in this modern society. Most companies required their applicants to have spoken and written English skills. Therefore, it is important to find an alternative media to teach writing, in order to improve students' performance in writing.
- (4) SMA Nasima Semarang is a school that is supported with the internet facilities in its teaching learning process. It is one of the best places to do the research on WebQuest.

1.3 Research Questions

This research was conducted to answer following questions:

- (1) How can the WebQuest be implemented to teach descriptive texts?
- (2) To what extent can the use of WebQuest improve the students' writing skills in writing descriptive texts?

1.4 Purposes of the Study

By the end of this research, the writer would be able to achieve these following objectives:

- (1) Describe the implementation of WebQuest as a media in teaching writing in SMA Nasima Semarang.

- (2) Explain its contribution in teaching writing, especially to improve the students' writing skills in writing descriptive texts.

1.5 Significance of the Study

The significances of the study are:

- (1) Theoretical significance:

The finding of this study can be used to develop the application of the WebQuest in teaching learning process of writing descriptive text.

- (2) Practical significance

- (2.1) For the students, the use of WebQuest will not only give them motivation to learn how to write well but also will guide them through a set of processes and instructions in the right order. In addition, it will make the writing process easier, especially for finding the sources of materials.
- (2.2) For the teachers, WebQuest can be an alternate tool in teaching English especially to teach writing. The teachers' creativity in creating fun and powerful learning through WebQuest will help students to achieve better performance.

1.6 Outline of the Research Report

This final project consists of five chapters:

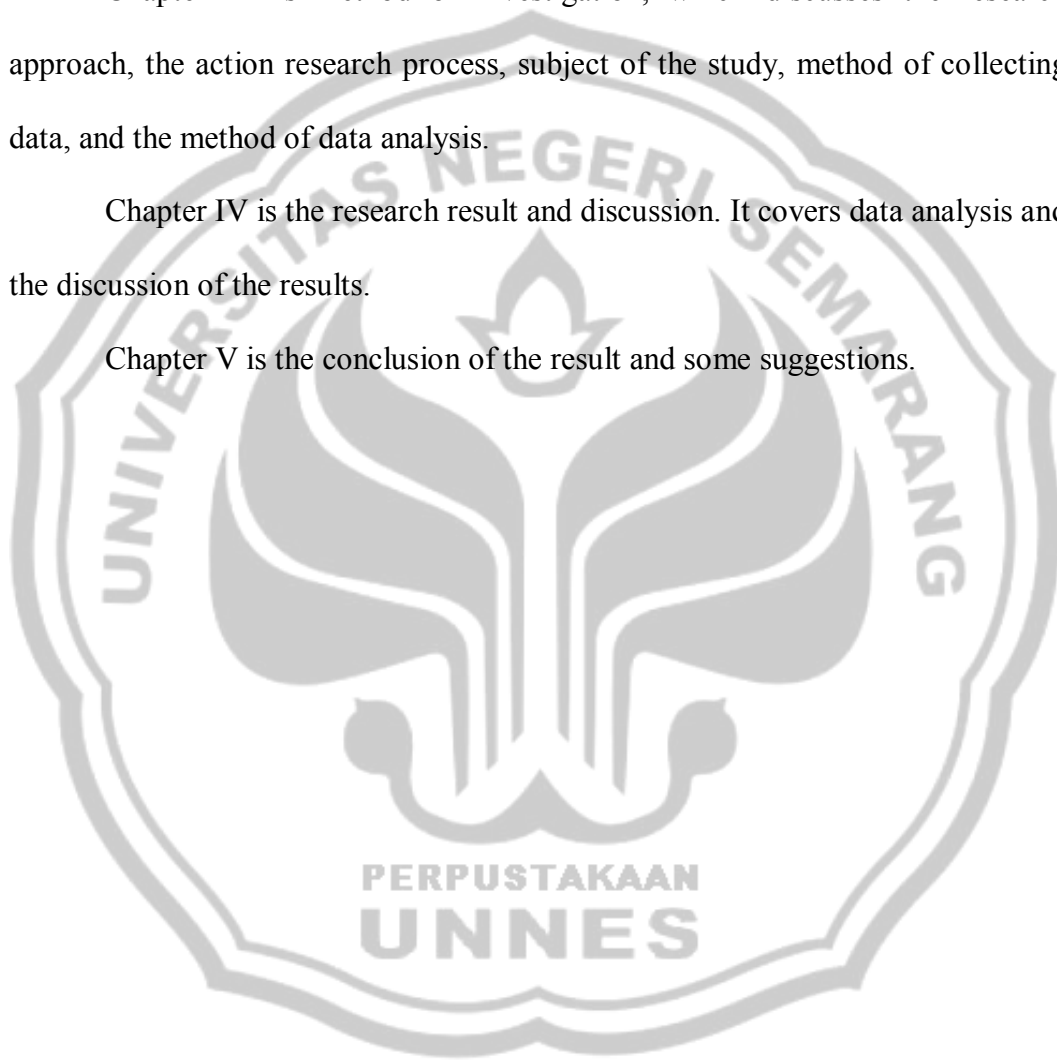
Chapter I contains the introduction which covers the background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, statement of the hypothesis, limitation of the study, and outline of the research report.

In Chapter II, the writer presents the review of related literature by describing the concept of writing, the concept of writing skill, the technique in teaching writing, teaching writing in senior high school, concepts of WebQuest, WebQuest in teaching writing descriptive text, and action research.

Chapter III is method of investigation, which discusses the research approach, the action research process, subject of the study, method of collecting data, and the method of data analysis.

Chapter IV is the research result and discussion. It covers data analysis and the discussion of the results.

Chapter V is the conclusion of the result and some suggestions.





CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer would like to discuss: concepts of writing, writing skills, teaching descriptive writing, teaching writing in senior high school, concepts of WebQuest, WebQuest in teaching writing descriptive text, and action research.

2.1 Concepts of Writing

As an essential language skill, writing demands students to master it well. This skill will help them to express their thoughts, feelings, ideas and knowledge. It is not an easy job to implement the best method in improving students' writing skills. Researchers need to understand what is involved in writing. They – in general— need to know the principles, models, and methods of teaching writing; researchers also need to particularly understand teaching descriptive text. The definition of writing is explained in many ways:

Meyers (2005:2) states that writing is an action- a process of discovering and organizing ideas, putting them on paper, reshaping, and revising them. It means that in order to create a quality work of writing, the writers need to use all their thoughts and knowledge. In other words, the writers have to be creative in generating and organizing their ideas into meaningful written text. Meanwhile, Meyers also says that writing is a way to produce language when you do and when you speak. Writing is communicating with others in a verbal way. Meyers

states: Writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. (Meyers 2005: 2).

In line with Meyers, Harris (1993:10) states that writing is a process that occurs over a period of time, particularly if we take into account that sometimes extended periods of thinking precede creating an initial draft. Even in the more immediately focused stage of constructing a text (actually writing the words down) a writer will pause, think, write, pause, think, and revise and so on.

Harmer in *How to Teach Writing* states “Writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities” (2004: 86). Quoting Plato’s statement that “Written language addresses the reader when its author is absent; written language has no capacity to respond” (2004:154), Randal Holme added that “Writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down” (2004:160).

Writing itself is considered a means of communication. Communication in writing tends to involve a thinking process. From the definition above, the writer can conclude that writing is the way to communicate ideas with others in a verbal context by organizing ideas, putting them together on paper, and editing and revising them into become a fine writing text.

2.2 Writing Skill

Meyers (2005:2) states that writing is also an action- a process of discovering and organizing your ideas, putting them on a paper, and reshaping and revising them. It means that the writers need to be creative in generating and organizing their ideas into meaningful written texts.

In organizing ideas, there are four main areas of varied skills which are necessary for writing:

- (1) Grammatical skills: the ability to write correct sentences.
- (2) Stylistics skills: the ability to manipulate sentences and use language effectively.
- (3) Mechanical skills: the ability to use correctly those conventions peculiar to written language- e.g. punctuation, spelling.
- (4) Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information (Heaton 1974:138).

Moreover, Brown (2004:221) suggests micro skills and macro skills for the successful mastery of writing.

Micro skills include:

- (1) Producing graphemes and orthographic patterns of English.
- (2) Producing writing at an efficient rate of speed to suit the purpose.
- (3) Procuring an acceptable core of words and use of appropriate word order patterns.

- (4) Using acceptable grammatical systems (e.g. tense, agreement, and pluralization), patterns, and rules.
- (5) Expressing a particular meaning in different grammatical forms.
- (6) Using cohesive devices in written discourse.

Macro skills include:

- (1) Using the rhetorical forms and conventions of written discourse.
- (2) Appropriately accomplishing the communicative functions of written texts according to form and purpose.
- (3) Conveying links and connections between events and such communicative relations as main ideas, supporting ideas, new information, generalization, and exemplification.
- (4) Distinguishing between literal and implied meanings when writing
- (5) Correctly conveying culturally specific references in the context of the written text.
- (6) Developing and using a battery of writing strategies such as accurately assessing the audience's interpretation, using prewriting devices, writing with influence in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

From the statements above, I conclude that writing is a way to produce language including organizing ideas with the correct grammar, structure, and appropriate manner to reach the writing's purposes.

2.3 Technique in Teaching Writing

Judith A. Langer (2000:3) mentions six features of effective instruction in teaching middle and high school students to read and write well, they are:

- (1) Students learn skill and knowledge in multiple lesson types.
- (2) Teachers integrate test preparation into instruction.
- (3) Teachers make connections across instruction, curriculum, and life.
- (4) Students learn strategies for doing the work.
- (5) Students are expected to be generative thinkers.
- (6) Classrooms foster cognitive collaboration.

Those principles match well with the WebQuest that the writer attempted on this research.

The first is that students learn skill and knowledge in multiple lessons. WebQuest integrates lesson types into six sequenced processes of learning.

Next is test preparation into instruction; the essential question as an instruction appears in WebQuest is how well-prepared the form of instruction is.

The third is making a connection; WebQuest has been designed to make a connection between what has been mentioned in curriculum, and make it synchronic with the instruction while relating it to the students' real lives.

The fourth is to make students learn strategically by letting them explore the sites that are provided in WebQuests. Moreover, students are expected to write down their findings during their web-exploration in the form of journals or diaries.

The fifth is the students are expected to be generative thinkers. It means the teachers go beyond students' acquisition of skills or knowledge to engage the students in creative and critical uses of their knowledge and skills. Teacher provides a variety of activities from which students will generate deeper understandings. This technique is applied in WebQuests during the activity process of WebQuests. As an example in the writer's WebQuest, the writer asked students exploring it to think about their many points of view and about the information they would write.

The last technique is to foster cognitive collaboration in the classroom. The students worked collaboratively as problem generators and solvers. By working together and helping each other as a group or team, students share their ideas and knowledge to solve the problems together. This stays within the same lines as the WebQuest; in the WebQuest students are challenged to work on collaborative team work, find the information and share it with the members of their team, and engage in deep discussion.

2.4 Teaching Writing in Senior High School

2.4.1 The Status of English in Senior High School

English language is a tool used to communicate orally and literally. Communication allows understanding and expression of information, thought, feelings; and also develops science, technology, and culture. The ability to communicate is part of discourse ability, or the ability to understand and to produce oral and written texts. That is realized in the four language skills:

listening, speaking, reading and writing. The four skills are used to respond to or create a discourse in social life. Therefore, the English subject has been directed to develop these skills to foster the graduates to be able to communicate and understand English on a certain level of literacy (Depdiknas 2004:1).

The level of literacy includes performative, functional, informational, and epistemic. At the level of performative, people are able to read, write, listen, and speak with the symbols used. In functional level, people are able to use language to meet their daily needs such as reading newspapers and instructions. At the informational level, people are able to access knowledge with their language skills, while at the epistemic level people can afford revealed knowledge into the target language (Wells 1987).

Learning English in junior high schools is targeted to foster the learners to achieve the functional level of spoken and written communication which relates to daily life matters. On the other hand, for the SMA / MA's level, the learners are expected to reach the level of informational level as they prepare to continue their education into the college level. However, the rate of epistemic literacy is considered too high to be achieved by SMA / MA's learners, for right now English is considered a foreign language.

2.4.2 The Objective of Teaching English in Senior High School

According to Depdiknas, learning English in Senior high school aims to make the learners have the following capabilities:

- (1) Develop communication competence in the form of oral and verbal communication to achieve the level of informational literacy.

- (2) Having awareness of the nature and importance of the English language to improve the nation's competitiveness in the global community.
- (3) Develop the students' understanding about the correlation between learning language with culture.

The capacity of English subjects in SMA / MA includes:

- (1) Discourse ability, the ability to understand and to produce oral and written texts that are realized in four language skills: listening, speaking, reading, and writing in an integrated manner to achieve the level of informational literacy.
- (2) Ability to understand and create a variety of short functional texts, monologues, and essays such as procedure, descriptive, recount, narrative, reports, news items, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. Gradient of the learning materials appear in the use of vocabulary, grammar, and rhetorical steps.
- (3) Supporting competence, such as linguistic competence (using grammar and vocabulary, good sound, good writing), sociocultural competence (using expressions and language acts I in various contexts of communication), the strategy competence (to overcome problems that arise in the communication process in ways to keep the communication in progress), and discourse building competence (Using the tool forming the discourse). (Depdiknas 2004:2).

As it mentions above that one of the standard competencies for high school students is to be able to write in an integrated manner in order to achieve

the level of informational literacy and also to be able to produce descriptive essays. The high school students need to be taught using an effective and interesting media to support their writing competence. One of a new media which can help the students to develop their writing ability is by using the WebQuest.

2.5 Steps to Write

According to Meyers (2004:3-12) there are six steps to follow to write well, those are:

2.5.1 Explore Ideas

First, writing involves discovering ideas. Before we start to write, let your mind explore freely and then record those thoughts by writing on whatever you can. Though, you should focus your explanation more systematically. As in speaking, you must have something to say, a reason for saying it, and someone to say it to. Ask yourself these three questions:

(1) Your subject

What is my subject, the material I want to write about, and what do I know about it? The subjects that are most interesting to your audience are usually those that you find most interesting.

(2) Your purpose

What is my purpose? Communicating has a purpose: to inform, to persuade, to entertain- or maybe to do all three.

(3) Your audience

Who is my audience? The answer to that question will determine what you say about your subject and what purpose you hope to achieve.

2.5.2 Prewriting

Second, writing processes involve writing thoughts on paper or on the computer. Do not worry about grammar, exact word choice, spelling, or pronunciation because you will probably change your mind and your wording later. There are three steps:

(1) Brainstorming

One way to capture your thought is by brainstorming or listing thoughts as they come to you. You might also brainstorm a second or third time to generate more ideas.

(2) Clustering

In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they occur to you.

(3) Free writing

You simply write about the subject without worrying about sentence structure, spelling, logic and grammar. Your free writing maybe disorganized, but that is alright. It is just a way to put ideas into words that you can look at, expand on, change, or limit. Getting words on the page will help you to generate ideas, even if you know you will change them later.

2.5.3 Organizing

After you put your ideas into words, you can begin to organize them. This process involves:

2.5.3.1 Selecting (including sub tracking and adding)

Think again about your purpose and audience. Return to your prewriting and do the following:

- (1) Underline or highlight the best ideas in your brainstorming list. Then organize the list, putting related ideas together.
- (2) Choose the part of the clustering diagram that has the best idea. Do a second clustering diagram that explores those ideas in greater detail.
- (3) Circle or highlight the best parts of your free writing. Do a second or even a third free writing on them.

2.5.3.2 Outlining

After selecting, sub tracking, and adding the writer can make an informal outline.

2.5.4 Write First Draft

You have done some prewriting, selected your best ideas, expanded on them and arranged them in some reasonable order. At this point do not worry about being “perfect”. New ideas will come to you later and you may discover a better arrangement of ideas.

2.5.5 Revise the Draft

Revising is among the most important steps of writing especially for people who write in a second language. It is the part of writing process that may take the most time. There are some tips for revising:

- (1) Make notes in margins- or write new material on separate sheets of paper.
- (2) Circle words you think you misspelled or will want to change later.
- (3) Tape or staple additions where you want them go.
- (4) On the computer, use cut and paste or insert commands to move things around.
- (5) Print out a double-spaced copy for revision: slow down and revise in pencil.

2.5.6 Produce the Final Copy

After you have finished revising your paragraph, you can begin the final copy.

There are some ways to produce the final copy:

2.5.6.1 Editing

After have revised your work, you can edit it and check it carefully. Focus on grammar, word choice, verb forms, punctuation and spelling.

2.5.6.2 Proof Reading

Proofreading means carefully examine the final copy again. Notice that the final draft is more entertaining than the original. All of its content develops the main point. Each sentence is clear and it has plenty of details.

By following the six steps of Meyers, we can produce a good model of writing, but the writing process is not over yet. There are still some guidelines to examine or analyze writing. Nunan (2003: 89) states:

“Writing was use to show that students had mastered a partial grammatical rule, rather than had a good idea about the subject matter. In fact, correct spelling, grammar and overall organized were the most important evidence of second language proficiency.”

Harris (1969: 68-69) states that there are at least five components in analyzing writing, they are:

(1)Content

The substance of the writing, the idea expressed. It is a topic or theme that the writer will write. It describes what is inside the writer's mind. Good or bad, the content in a paragraph depends on how it represents the topic.

(2)Form

The organization of the content; a good writing is written in order. It means that if the form is good, the content can be understood easily.

(3)Grammar

The employment of grammatical form and syntactic patterns; the grammatical and syntactic pattern mistakes in writing influence the meaning of what the writer will write.

(4)Style

The choice of structures and lexical items to give a particular tone or flavor to writing; how the writer chooses his or her own way to write the ideas in writing including how he or she chooses selected lexical and structures.

(5)Mechanic

The use of graphic convention of the language; it refers to the methods or procedures of writing a write must follow. For example paragraph format and punctuation.

From the explanation above, we can see that the writing process, as commonly conceived, is a highly sophisticated skill combining a number of diverse elements. Only some of which are strictly linguistic.

One more important thing about writing is that it is beneficial to people's lives. As a language skill, it helps people to express what goes through their mind. On the other hand, as a human's work, it works as a source of knowledge and information for other people in the form of newspapers, magazines, books and so on. Without a doubt, writing offers important contributions to human life.

2.6 Definition of Paragraph

A paragraph is a group of related sentences that discuss one main idea. Hogue (1997: 6) states that a paragraph is a group of related statements that a writer develops about a subject. A paragraph is a group of sentences, usually two or more, which tries to communicate at least one main idea (but perhaps more) through a certain pattern, order or framework (Haryanti, Dwi, 1999:1). In addition, Meyers (2005: 13) states that a paragraph is a group of sentences that discuss a smaller idea.

Based on the statements above, it can be concluded that a paragraph is a group of related sentences that consist of a single topic, and the topic is then developed by the supporting sentences.

Basically, according to Broad and Frydenberg (2002: 19-24), a paragraph has three structural parts, they are:

(1) The topic sentence

It is the most important sentence in a paragraph because it contains the main idea of the paragraph. The topic sentence has two parts:

1. The topic; it is the subject of the paragraph. It is what we were writing about.
2. The controlling idea; it limits the topic of paragraph to the aspect of the topic which we want to explore in our paragraph.

(2) The body (supporting sentences).

The supporting sentences support the topic sentence. There are three common ways to support a topic sentence.

1. Use facts or statistics.
2. By using examples
3. By using an illustration that is based on personal experience.

(3) The concluding sentence.

There are two ways to conclude a paragraph, they are:

1. Restatement

It may not be possible to restate the topic itself, but it is always possible to restate the controlling idea.

2. Summarizes

That is to write a sentence that summarizes the main points in the body of the paragraph. (Broadman and Freydenberg, 2002: 19-24)

In the writing process, we do not only involve a topic sentence and supporting sentences, but we also have to consider the characteristics of a good paragraph, i.e. coherence, cohesion, unity, and completeness.

By applying the characteristics above, our paragraph will have a sense of quality and fluidity. There are types of paragraphs or texts in which the characteristics of a good paragraph can be applied such as: procedure, descriptive, recount, narrative, persuasive and report.

2.7 Descriptive Text

2.7.1 Definition

Description is writing about how something or someone looks and uses space order (Oshima&Hogue 1997: 48). Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

According to Alan Meyers (2005: 60), a description of a scene allows your readers to see, hear, or even feel the subject matter clearly. Through careful word choice, strong details, and clear organization, you create a mental picture for your readers. Instead of just telling them that a place is pretty, unusual, or horrible, you vividly express to them the places so that they can see its beauty, uniqueness, or ugliness for themselves.

In line with Meyers, Oshima and Hogue explain that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is like a “word picture” that the reader can imagine the

object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader (1997:50).

2.7.2 Social Function and Language Features

According to Dwi Rukmini, the social function of descriptive text is to describe a particular person, place or thing. The generic structures of description are divided into two parts, first is identification which identifies phenomenon to be described. The second one is description which describes parts, qualities, and characteristics. The lexico grammatical features of description are divided into four, those are:

- (1) Focus on specific participants
- (2) Use of attributive and identifying processes
- (3) Frequent use of epithets and classifiers in nominal groups, and
- (4) Use of simple present tense

(Rukmini 2010:29)

In a description, writers often use spatial order to organize their ideas. Spatial order is arranging details in space in some orderly way (Meyers 2005:60); it uses the arrangement of items in order by space. It does not usually matter whether the spatial organization is left to right, right to left, near to far, outside to inside, inside to outside, top to bottom, or bottom to top. It is only helpful to use some kind of spatial order when you write a description (Oshima & Hogue 1997:51). Within the spatial organization, there may be movement as people or even animals engage in various activities. A diagram of a spatially organized descriptive paragraph may include most or all of these elements:

(1) Topic Sentences: statement of the main idea.

(2) Body: element of scene, arranged in spatial order

Overview of scene

Specific detail (and activity) 1

Specific detail (and activity) 2

Specific detail (and activity) 3

(3) Conclusion: restatement of the main idea, call for action, or summary

(Meyers 2005: 61).

2.7.3 Grammar and Mechanic of Descriptive Essay

Present continuous tense is frequently used in writing description. When writers want to tell about the activities that are happening in the scene they are describing, they use the present continuous tense. In other words, present continuous is used to describe actions that are actually taking place at the present time and are temporary (Oshima & Hogue 1997:55).

The subject of a descriptive essay usually uses the subject *it is*, or uses the expletive *there* such as *there is* and *there are* (Oshima & Hogue 1997:57).

2.7.4 The Process of Writing a Description Text

According to Meyers (2005: 63-65), there are at least five sequence steps to writing a good descriptive essay, they are:

2.7.4.1 Gathering the Materials

The best way to gather material for the paragraph is to visit the place for about half an hour. Take notes on what can be seen and heard. Record as much as information as possible. The writers probably won't use it all, but it is better for

the writer to have more than they need than not enough when they compose a first draft. The following four questions should guide the writers in note taking:

- (1) Where is the location? (And what is its name?)
- (2) What are the dimensions and most important features? Where is each feature –on the right, in the middle, above something else, close or far away?
- (3) How large or small are the objects you see? How are they shaped? What are their colors?
- (4) What are people doing in the scene, and where are they? What do they look like?

2.7.4.2 Arranging the Materials

It is in thinking about the claim that the writer can make a text based on the information. The writers can accomplish this task in one of two ways – or both of them:

- (1) Write a topic sentence and then select the materials to develop and support it.
- (2) Select and arrange the material through additional brainstorming, clustering, free writing, or perhaps an informal outline. Then write the topic sentence.

The rest of the paragraph would probably be organized as follows:

- (1) A general description of the setting, including its location (and probably the time of the scene)
- (2) Details that support the topic sentence; in the example above, those details would show what is relaxing and pleasant, as well as how people are meeting each other

- (3) More specific details about the scene, arranged in logical order – probably spatial or thematic (that is, supporting the main point or claim)
- (4) Transitional sentences or phrases that introduce the activities in the scene
- (5) A description of those activities, including a few specific examples.

2.7.4.3 Writing the First Draft

After the writers arrange the material, it is time to write a first draft.

2.7.4.4 Revising the First Draft

After writing the first draft, take a break for a few hours then view the draft with a clear mind and better judgment. Look at the arrangement of details. Also, look at the beginning of each sentence. Then consider ways to rearrange the materials and add transitions.

2.7.4.5 Further Revising and Editing

On this part, the writers should go over the paragraph and revise it again, this time paying special attention to specific details and strong word choice. Then edit and proofread the description, checking for misspelled words, and any other errors. Finally, hand in a clean copy of descriptive essay.

2.8 Concepts of WebQuests

WebQuests have become a popular instructional model for engaging learners on the internet. WebQuest is a teacher-designed web page that packages various learning tasks and activities for students to complete using Internet resources. WebQuests are typically organized around several components: introduction, task, process, resources, learning advice, and conclusion (Vacca 2009:441).

According to Rosenjack Burchum (2007:42), WebQuests are guided activities that can be used to engage students in learning about specific topics and then applying that knowledge in new ways. Dr. Bernie Dodge and his former student, Tom March, are the creators of the WebQuests design (Dodge 2001). Dodge defines a WebQuests as “an inquiry oriented activity in which some or all of the information that learners interact with comes from resources on the internet”.

A WebQuest is built around an engaging and doable task that elicits higher order thinking of some kind. It is about doing something with information. The thinking can be creative or critical, and involve problem solving, judgment, analysis, or synthesis (Starr, 2005:14). March (2006) elaborates this opinion, WebQuest is a scaffold learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of a central, open ended question, development of individual expertise and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding. The best WebQuests do this in a way that inspires students to see richer thematic relationships, facilitate a contribution to the real world of learning and reflect on their own metacognitive processes.

According to Rebecca Kelly on her journal article, Working with WebQuests, WebQuests is a teacher-created lesson plan in the form of a simple World Wide Web page with active, preselected Internet links and a specific purpose for students. It is designed to provide students with an independent or

small group activity that incorporates research, problem solving, and application of basic skills. It can be created at no cost to the teacher and can be constructed on a computer with a minimum 486 processor that has Internet access. The lesson then provides guided research using the Internet while incorporating skills such as problem-solving skills (Kelly 2000:1).

WebQuest was created by Dodge in 1995, during the early stages of widespread Internet access. With the increase in Internet access in university labs, Dodge began to experiment with effective ways to integrate the technology into classroom instruction (March 2000). As Dodge developed activities for teachers, “he launched the WebQuests, arguably the most popular approach for integrating the Web in classroom learning” (March 2000:1). A teacher conducting an online search of posted WebQuests will find many activities from all subjects and topics. Whether for a long term or short term, quality of WebQuest has certain critical attributes (Strickland 2005:2).

2.9 WebQuests Components

The original model of WebQuests includes six components, which are: Introduction, Task, Process, Resources, Evaluation and Conclusion that guide students through the lesson. The components may be renamed or rearranged to meet the needs of the students. The WebQuests can be used as preceding information for a unit, extension of an idea expressed within the unit, or a culminating project. WebQuests received the 1999 Project IDEA (Identifying and Disseminating Educational Alternatives) award from the Delaware Department of

Education and the Exceptional Children and Early Childhood Group (Kelly 2000:1).

According to Vacca (2009: 441) WebQuests are typically organized around several components: introduction, task, process, resources, learning advice, and conclusion. The introduction to a WebQuest provides an overview of the learning opportunity available to the students. Often the introduction places the learners in a hypothetical situation somewhat similar to RAFT writing activities. As a result, students are assigned a role and a purpose for engaging in the learning activity. The task component of the WebQuest describes the tasks students will complete and a list of questions that guide the information search. The process component outlines the steps and procedures students will follow to complete the learning task. The resources component of a WebQuest provides links to information resources on the internet that students will need to access to complete the learning task. The “learning advice” components provide directions to students on how to organize information, whether in outlines, time lines, graphic organizer, notebook entries such as the double entry journal format, or I-charts. And finally, the conclusion to the WebQuest brings closure to the activity and summarizes what students should have learned from participation in the WebQuest.

2.10 The Advantages of Using WebQuests

WebQuest is one way to incorporate practice in education. There were several practical advantages of WebQuests that made them particularly well suited for a writing course, those are:

- (1) WebQuests provided a way to integrate several learning outcomes within a single assignment. By synthesizing these, faculty would not have to devise individual assignments for evaluation of learning, and students would not have to struggle with numerous individual assignments focused on a single task.
- (2) WebQuests required that students use critical thinking skills. It was important that in order to write well students begin using the higher cognitive levels of analysis, synthesis, and evaluation (Bloom 1956).
- (3) Finally, from the advantage point of faculty, the WebQuest's template provides a ready framework for constructing assignments and developing learning activities. These advantages are explored in more detail below using one of the nine WebQuests developed as an illustration.

According to Tom March who is credited as being a major contributor to the development and refinement of WebQuests in the early stages, WebQuests have several advantages, such as (March 1998:2 as quoted by Strickland 2005:4):

- (1) WebQuests promote student motivation and authenticity, develop thinking skills, and encourage cooperative learning.
- (2) WebQuests increase student motivation by providing an essential question, real-life resources with which to work, and opportunities to work in cooperative groups.
- (3) WebQuests, by their very nature, encourage the development of thinking skills. The assigned task requires students to “transform information into

something else: a cluster that maps out the major issues, a comparison, a hypothesis, a solution, etc.” (March 1998:2).

- (4) In addition, WebQuests encourage cooperative learning among students. Because WebQuest’s tasks are often complex or involve controversial topics, students work in groups to complete tasks (March 1998:2).

2.11 Creating WebQuests

Educators wishing to create their own WebQuests must begin by building a Web page. Many educators use popular Web page authoring software such as Netscape Composer or Microsoft Front Page. Some, however, simply build a page using Microsoft Word and save the file as a Web page. The actual program used to create the page is unimportant; the content of the page is critical (Strickland 2005:2).

WebQuests can be created using common word processing software such as Notepad, Microsoft Word, and Open Office as well as with web editing software such as Dreamweaver or FrontPage. WebQuest templates allow educators to get a jump start on the development of WebQuests by providing a pre-designed format which generally can be easily edited. Templates are characterized by frame-type (framed or unframed) and by the placement of the navigation bar (Top Navigation, Bottom Navigation, Left Navigation, and Right Navigation).

2.12 How to Use WebQuests in the Classroom?

WebQuests can be used in many ways to cater for the needs of all students. Individuals, small groups and whole classes can participate in the learning process. They are not exclusive to computer lab usage, and can be used on-line and off-line, using a number of computers or only a few.

The logistics of how to use WebQuests can be quite overwhelming, however with careful planning and flexibility, they can be invaluable in utilizing the school library, computers, staff and wider community.

2.12.1 Using the Computer Lab - Whole Class Access

(1) Class teams

Classes could be divided into teams working on the same topic, but working on different WebQuests. On completion of the WebQuests, students could gather together as a class to share their experiences and perspectives on the topic.

(2) One WebQuests focus

The whole class can work through one WebQuest on-line. Although each group would be creating their own results, it allows for valuable conversations to occur among groups, aiding in their learning.

(3) Limited access to the lab

Where classes have only weekly access to the lab, the focus might be for students to do all internet research during that time, and leave the other components for off-line sessions in the classroom or library.

2.12.2 Computer Stations - Part Class Access

(1) On-line and off-line work

If access to on-line computers is limited, many WebQuests allow, or can be adapted for groups to work on and off-line. Some students may take turns using the computer, while others are researching using other methods (interviewing community members, making phone calls to relevant establishments, conducting surveys, visiting the library, etc.)

(2) Using the library

In collaboration with the Information Literacy teacher, teachers working together can give students the opportunity to use library resources and Information Communication Technology (ICT) skills. Both can act as facilitators throughout the process and draw on each other's expertise to get the most out of students and the WebQuests they are working on. The library might be an area where some groups work off-line with one teacher while other groups are working on line with the other.

(3) Rotations

WebQuests can be used as an activity for a class rotation in which small groups work on the computer for the period of the WebQuests before moving onto the next activity. All activities could focus on the same issue, topic, theme, and concept.

2.12.3 Access to One or Two On-line Computers - Individual Student Access

(1) WebQuest teams can still be involved in researching the Internet. It might mean that individuals rotate within their group to access the computer, so that everyone has a turn. During this time, others might be looking through concrete materials at the same time in the same area to

maintain discussion among group members. Through the course of the day or week, each team gets access to the computer.

- (2) Alternatively, the teacher might give one student in each group the role of "Internet Investigator" for a particular WebQuest. Only they can investigate using the computer during WebQuest sessions. A roster would help students and teachers keep track of turns and length of usage.

2.12.4 No Computers Available On-line - No Student Access.

- (1) Working with community members

WebQuests can ask students to engage in community involvement.

Students may be asked to write to a political figure or to interview a significant local member, giving them that "real world" involvement.

- (2) Involving parents or guardians

Parents will feel valued and appreciated by participating in WebQuests with their children. They can act as support people to help guide students through the process of a WebQuest. Parents can also act as another resource for students to discourse with.

- (3) Using stand alone computers

Computers that are not connected up to the Internet can also be used.

Software that may be part of the process or presentation of a WebQuest's construction can be used. They can be used during and after students have used alternate research methods off-line. Stand alone computers can be used in conjunction with any WebQuest's classroom management strategy.

(4) Downloading information

In most instances, websites are vital to the success of a WebQuest. In these cases, teachers, parents, support teachers, or students could download the information and make a copy for each group to view. Downloading the WebQuest itself may also be necessary for students to see what they are doing. It could be made into an overhead transparency or put into the plastic sleeves of folders for safekeeping and future use.

2.13 WebQuests Templates

These are the writer's WebQuest templates in writing descriptive text:

2.13.1 Opening Page

The writer created an opening page that tells the students a brief description about the WebQuest and its components.



2.13.2 Introduction

Quality WebQuests begin with an introduction. The introduction provides the students with background information on the topic and sets the stage for the investigation or activity (Dodge 1997). One critical aspect of WebQuests sometimes included in the introduction is that the students are presented with an open-ended, essential question (March 1998); when students are presented with an essential question, “We encourage more advanced performances” (March 2000:56). The introduction should also motivate the students to want to learn more and explore the topic in depth. This is an outline of the introduction component:

2.13.3 Task

The next section of the WebQuests is “task”. The task includes an activity that is doable and is the students’ interest. March cautioned that “problems can occur; however, if people expect higher-order thinking outcomes from assignment inviting copy/paste masterpieces. This type of sloppiness undermines the integration of the best practices we hope to support” (March 2000:56). Therefore, the task students complete should go beyond “read the page-answer the questions” activities. Peterson and Caverly (2003:39) stated that “to nudge students beyond introductory knowledge acquisition into the messy world of multiple texts and primary resources, the WebQuests should require critical thinking, rather than a scavenger hunt for answers”. Likewise, WebQuests should be designed to “use learners’ time well, to focus on using information rather than looking for it” (Chandler 2003: 38). Dodge (1997) suggested that the thinking skills that were

required in a quality WebQuest included comparing, classifying, inducing, deducing, analyzing errors, constructing support, making abstractions, and analyzing perspectives. The task also often identifies roles for cooperative group members. Each student is assigned a role to play as the group completes the assigned activity.

This is the print screen of task that the writer created:

The screenshot shows a Google Sites page for 'fatona.suraya' with a 'Task' section. The page includes a navigation menu on the left and a main content area with the following text:

Task

1. Before you begin your journey, you will be assigned to work in a group of two. After that, you and your partner will decide who will be the group leader.

2. You will work together equally and collaborate as a group; one group will visit one location. It can be one city or one tourist place in the city.

3. You will do some researches and answer several questions about the tourist place.

4. You will write all the things you are observing and learning on your trip.

5. Keep all of the notes you make in your journal folder.

The page also features an image of two people working at a table and a 'Writing Journal' folder.

2.13.4 Process

The process section provides a step-by-step guide for completion of the activity. The WebQuests should provide a clear description of exactly what students should do to complete the task. Again, the resources may or may not be embedded here as anchors to Internet sites.

The image displays two screenshots of a Google Sites page for 'fatona.suraya'. The top screenshot shows the 'Process' section of a WebQuest. It includes a navigation menu on the left with options like 'Introduction', 'Process', 'Resources', 'Evaluation', and 'Conclusion'. The main content area is titled 'Process' and contains 'Step 1' instructions. Step 1 asks users to visit descriptive sites in the Resources Page to learn about writing descriptive text. It provides four links: 1. <http://www.thewritingtips.org/resources/generativedescriptive.asp>, 2. <http://www.webenglishteacher.com/descriptive.html>, 3. http://www.youtube.com/watch?v=5L_gmFOlqg, and 4. <http://www.youtube.com/watch?v=22deqhtlytvs>. The bottom screenshot shows 'Step 7: Send your Email', 'Step 8: Revise your first draft as advise by your partner and create your final draft.', and 'Step 9: Send your final draft to your friend, your partner and to my email address.' Below the steps is an 'Attachments' section listing several files: 'Descriptive Letter Evaluation.pdf' (644 KB), 'Example of Descriptive Letter.doc' (396 KB), 'TRAVELING JOURNAL FOLDER.doc' (124 KB), 'WORKSHEET.doc' (296 KB), and 'WORKSHEET Peer editing 2003.doc' (296 KB). The page footer includes 'Powered by Google Sites'.

2.13.5 Resources

Next, the resource section provides links to high-quality Internet-based resources that students will use to complete the activity. Some WebQuests have a separate section for information sources, where some embed their resources in the WebQuests as anchors pointing to information on the Internet (Dodge 1997).

What is most important for this section is that the resources are high quality and developmentally appropriate for the targeted age group. Below are the writer's example of Resources Page:

The image shows two screenshots of a Google Sites page titled "Resources". The page is designed for a project on "Descriptive Writing".

Navigation Menu:

- WebQuests
 - Introduction
 - Task
 - Process
 - Resources
 - Evaluation
 - Conclusion
 - Project 1 - WRB 2.0
 - Tools
 - Project 3 - This I believe
 - Project 4 - BAVE
 - Review
 - Project 6 - Lesson Plan and Flipchart
- Editable

Resources Page Content:

WebQuests > Resources

These are some online sources that will help you to create a descriptive text:

- <http://www.thewritingpage.org/resources/genre/descriptive.asp>
- <http://www.thewritingpage.org/resources/genre/descriptive.asp>
- <http://www.webenglishteacher.com/descriptive.html>

Audio Visual:

- Link 3: http://www.youtube.com/watch?v=5L_pcmP0Bgg
- Link 4: <http://www.youtube.com/watch?v=2JteGHhYtvs>

These are some links that will help your journey:

Link of tourism destination based on 32 provinces in Indonesia:

- <http://www.indonesia.travel/en/discover-indonesia#first>
- <http://www.indonesia.travel/>
- <http://www.indonesia.travel/en/discover-indonesia/region-list#first>
- <http://www.indonesia-tourism.com/>

Tourist places in Indonesia: http://id.wikipedia.org/wiki/Daftar_tempat_wisata_di_Indonesia

Visit Indonesia 2010: <http://wisataindonesia.net/>

Visit Indonesia by the map: <http://www.indonesia-tourism.com/>

Below are some links of specific cities for your tourist destinations:

- Borobudur :** <http://www.indonesia.travel/en/destination/233>
- Semarang:** <http://semarang.go.id/pariwisata/>
- Jakarta:** <http://jakarta-tourism.go.id/wisataidkisp/>
<http://wisataameleyu.com/id/dest/2142-00-jakarta/>
- Central Java :** <http://www.central-java-tourism.com/id/index.php>

Please find in the attachment below:

- An example of descriptive letter
- Generic Structure, Language Feature and Grammar of descriptive text.

2.13.6 Evaluations

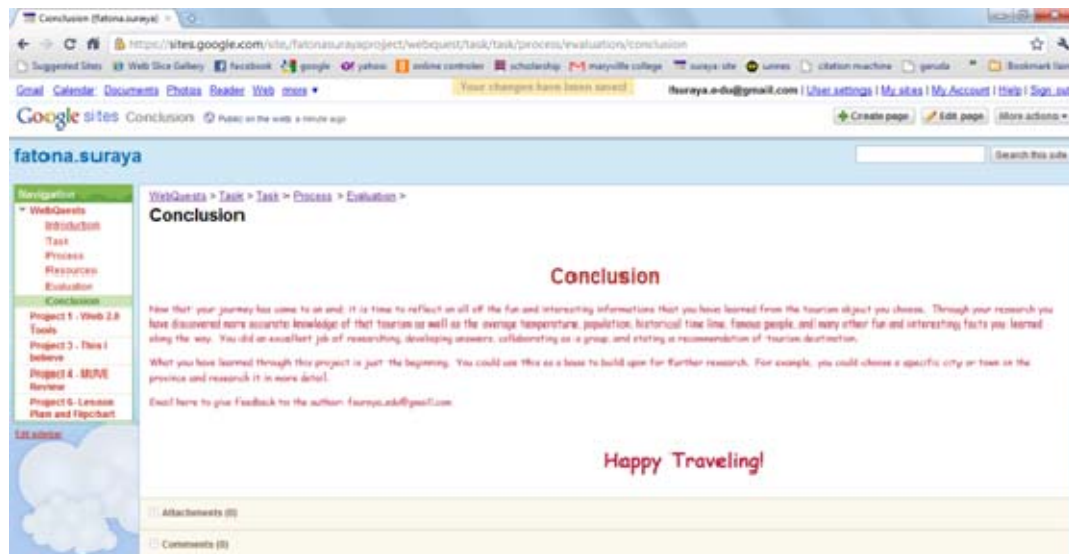
Most quality WebQuest includes an evaluation tool or assessment instrument as the next to last section. The evaluation may be in the form of a rubric or checklist. Because the task involves some types of inquiry learning, paper-pencil types of assessment will not work. The evaluation tool should illustrate to students exactly what they should do to be successful. Here is the example of the writer's Evaluation page:

The screenshot shows a Google Sites page for 'fatona.suraya' with the title 'Evaluation'. The page content includes a navigation menu on the left and a central section titled 'EVALUATION'. Below this title, there is a sub-section titled 'WRITING EVALUATION' which contains a table with the following data:

Area	Criteria	Level	Score	Comment
Content	EXCELLENT TO VERY GOOD: knowledgeable, very closely follows assigned topic.	30-27		
	GOOD TO AVERAGE: some knowledge of subject, limited development of topic, lack depth of detail.	26-22		
	FAIR TO POOR: limited subject knowledge, not enough development of topic.	21-17		
	VERY POOR: shows little knowledge of subject, not related to topic, not enough to complete.	16-13		

2.13.7 Conclusion

The last section of a WebQuest is the conclusion. The conclusion brings closure to the activity and summarizes what the teacher hopes the students have been learned as a result of completing the activity. The conclusion may also encourage students to extend their recently gained knowledge to other domains (Dodge 1997). The writer's Conclusion page is shown as follow:



Taken together, these sections should form a WebQuest that is reflective, fluid, and dynamic (Watson 1999:1). Students are motivated to engage in inquiry learning and are provided all the resources and guidance to do so. Students are aware of what they need to do to be successful. In addition, they are encouraged to use their newly acquired knowledge in different contexts. By using WebQuest, students will be able to “answer questions and solve real-world problems that are relevant to both the social studies and to students’ interests” (Molebash & Dodge 2003:158).

2.14 Action Research

2.14.1 Definition

Action research explores a practical problem with an aim toward developing a solution to the problem. Action research undertakes a study because it explores whether or not something can be done in a better way or not. Most classroom teachers involved in a research activity are doing action research. The study might

be made for the purposes of trying to improve local classroom practices. Action research provides an opportunity for educators to reflect on their own practice (Creswell 2005:550).

Action research designs are systematic procedures done by teachers or other individuals in an educational setting to gather information about, and subsequently improve, the ways their particular educational settings operate, their teaching, and how well their students are learning (Mills 2000 as quoted by Creswell 2005:550). In addition, it addresses specific issues and tries to seek solutions toward a problem. Researchers use action research methods when they face a specific educational problem.

Although action research has gained support in education, many observers have deprecated action research as nothing; some view it as an informal process of research, conducted by teachers and other educators who are not formal academic researchers. The practical aspect of action research also applied oriented rather than scientific approach. The methods of action research are adapted and changed in response to the practitioners' objectives to understand a practical problem.

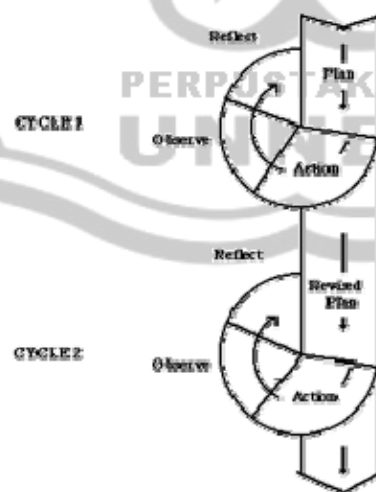
Despite these concerns, action research has an important role for the teacher researcher and school-teams to study local school issues. Moreover, it applies scientific methods to real life problems and represents a great improvement over teachers' subjective judgments based upon story and their limited personal experiences. In fact, the scope of action research provides a means for teachers or

educators in the school to improve their practices of taking action and to do so by participating in action.

In other words, it can be said that by doing an action research, teachers develop their skills in giving the material to students. They have a challenge to solve the problem they have found in class. They have inner motivation to do this research because they aware of this advantage: their class situation needs a special treatment and direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students. On the other hand, this reality proves that a teacher is able to be a good researcher and good teacher at the same time.

2.14.2 Action Research Process

A variety of forms of action research have evolved. A commonly known cycle is the model of Stephen Kemmis; he has developed a simple model of the cyclical nature of the typical action research process, this model is also known as the Reflective Spiral (Rory O' Brien 2001:3) as shown in figure 1:



(Figure 1)

The figure above shows a cycle of action and reflection. Each cycle has four steps: plan, action, observe, and reflect. Each one of these phases, says Carr and Kemmis, is validated by the previous phase, and looks forward to the next (so, for example, the action phase is validated by the planning phase, and looks forward to the observation). The cycle can begin at any stage, and does not stop after one circle has been completed, but rather begins another one; hence it is a "spiral", rather than "cycle".



CHAPTER III

METHOD OF INVESTIGATION

In this study the writer used an action research study to explore a practical problem in writing descriptive text with an aim to develop a solution to a problem by using WebQuest as a media of teaching. To know the details about it, the chapter will describe about: the research approach, the action research process, subject of the study, method of collecting data, and the last was method of data analysis.

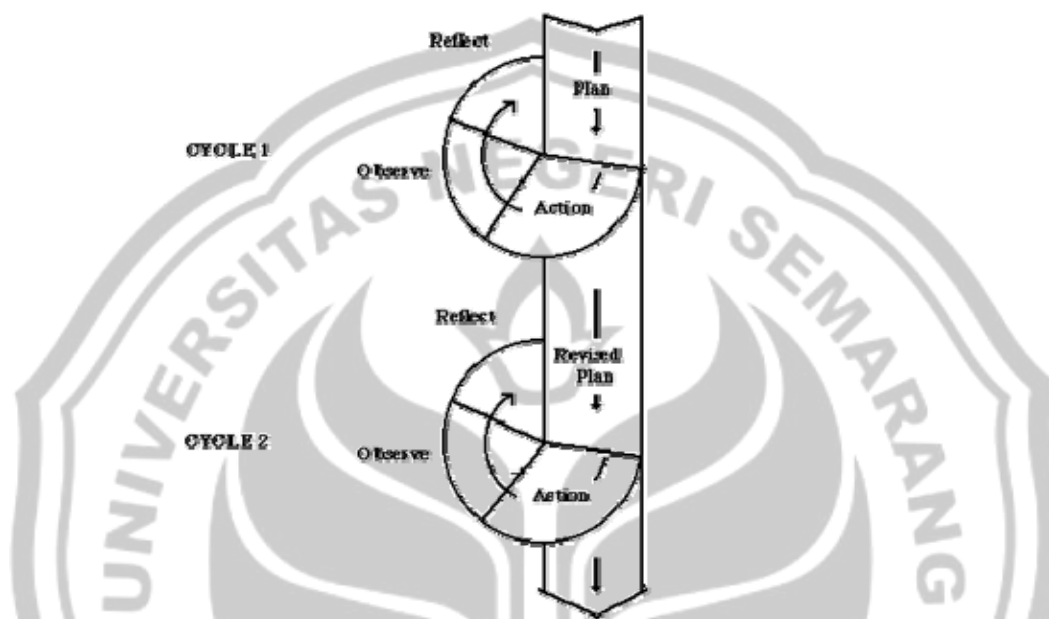
3.1 Research Approach

3.1.1 Action Research

An action research study was used in this research, by adapting the model of Stephen Kemmis that is called as Reflective Spiral (Rory O' Brien 2001:3). The action research fitted well with this study because of the characteristic of action research which is a practical focus oriented. In this case, there was a problem identified by the teacher and then an action was conducted to provide opportunity for the teacher to take actions and for the students to participate in the actions, with the specific purpose to improve local classroom practice.

3.1.2 Action Research Process

In conducting an action research, the writer adapted the model of Stephen Kemmis that is called as Reflective Spiral (Rory O' Brien 2001:3), as shown in figure 1:



(Figure 1)

In this model, the action component was merged with the observation component. It was because in the reality, the action and the observation were two activities that held together. Since both of them were conducted in one time; while the action was conducted, in the same time the observation also was conducted.

Two cycles were conducted in this action research. The process in the research can be explained below:

3.1.2.1 Pre Cycle

An Observation and pretest was hold before conducting the action. At first, the writer discussed with the teacher of the class about some problems that the teacher

found in teaching English to the Nasima students. Then, the teacher came up with some problems. After that, the writer and the teacher decided to narrow the problems into a smaller scope and focus on one problem to be solved. After having a long discussion, the teacher and the writer decided to focus on the students' writing skill problem, particularly in the writing descriptive text. Afterwards, the writer came with an idea to investigate the students' writing skill in writing descriptive text by conducting a pre-test.

The purpose of giving the pre-test was to check the students' ability in writing descriptive text and to identify the students' writing quality based on five categories given, those are: content, organization, vocabulary, language use and mechanic. Another purpose of this test was to check the students' ability in writing descriptive text, especially to determine their basic background, such as whether the students were familiar or not with the genre and organization of descriptive text. By doing pre-test the teacher and the writer can focus on resolving the problem and improving the students' performance. Before the pre-test, the English teacher of the class introduced the writer to the students. . The pre-test was conducted in the first meeting

The pre-test result showed that the students' writing ability were bellowed the standard competence of SMA Nasima standard competence for English Language. Upon this reality, an action research to improve students' performance in writing descriptive text was conducted.

3.1.2.2 Cycle 1

(1) Planning

In this research the planning includes:

- a) The preparation of research planning

The writer made a list of activities to do.

- b) Preparing the subject of the study

The writer chose an appropriate school to conduct the WebQuest. The school that appropriate was school which has computer laboratory and internet facility to run the WebQuest program. After finding the school, the writer discussed with the English teacher of the school about the main problem that the teacher found in teaching English and offered the teacher to collaborate in conducting action research to search an alternative way of teaching in order to solve the problem.

- c) Preparing the teaching materials

The main teaching material was writing descriptive text. Therefore, the writer created a lesson plan with SK and KD of writing descriptive text. Moreover, materials about writing descriptive text were emphasized in the WebQuest. The writer also made lesson plans, found some literatures such as books, web sources, videos and journal article that supported the materials that would be taught.

- d) Preparing the research instruments

A pre-test, field notes and worksheets were created as the research instruments.

- e) Preparing the evaluation scores

A scoring guidance and a students' rating scale were created to evaluate the students' writing performance.

(2) Action

During the action stage, the instructions, which were stated either in the lesson plans or in the WebQuest templates, were followed. Below are the lesson objectives of each meeting:

Meeting 1:

- (1) TSWBAT (The Students Will Be Able To) mention the meaning / idea of descriptive text.
- (2) TSWBAT identify the generic structure and language feature of descriptive text.
- (3) TSWBAT gather materials and resources about their favorite tourist places in the form of travel journal.

Meeting 2:

- (1) TSWBAT use the information from their individual worksheet to write the first drafts of descriptive text.
- (2) TSWBAT send the first drafts of their descriptive texts to his/her friends through email.

From the first meeting the product was some information that students got from their WebQuest searching in the form of students' travel journal. For the second meeting the product was students' descriptive texts.

Observing

At this stage, the students' activities during the action research process were observed, identified and analyzed. The data collected in this study were qualitative data in the form of descriptive data and quantitative data in the form of students' scores.

(3) Reflecting

It is the activity of evaluating critically about the progress of the students' performance in writing descriptive text. The progress of all treatments in the first and second meeting were evaluated and analyzed in the reflection. At this stage, all of the students' descriptive texts were read. The activity was followed by analyzing the students' draft to find their common problems. After that, a list of students' common errors, mistakes, and problems were made. Furthermore, the field notes that were taken during the activity were considered as the reflection of students' affective domain.

After one cycle was completed, the observation result and evaluation in the first cycle were analyzed. The writer reflected all the activities that had been done in the first cycle and identified the weaknesses of the WebQuest media and teaching learning process in order to improve the quality of those components. Moreover, the students' needs also were analyzed. After that, a new lesson plan for the second cycle was created.

3.1.2.3 Cycle 2

(1) Revise the Plan

From the first cycle, the writer found many areas that needed to be improved. Then, a new lesson plan was designed by considering the reflection from the first cycle as the area of improvement. After that, revised materials were designed to be taught in the second cycle. The materials were uploaded in the WebQuest page.

(2) Action

The second cycle was divided into two meetings; the goals for each meeting were as follows:

Meeting 3:

- (1) TSWBAT do peer editing of the first draft by completing the peer editing worksheet.
- (2) TSWBAT revise their first drafts of descriptive text.

Meeting 4

- (1) TSWBAT write the final draft of descriptive texts and send it to the teacher's email address.

In the third meeting the product was students' peer editing worksheet. The purposed of this worksheet was to help the students to develop their analytical thinking, so they could analyze the errors, mistakes, the strong and the weaknesses of their friend's descriptive text. Moreover, the students would get broader ideas and another point of view from their friends in order to make their descriptive writing better.

(3) Observing

During the teaching learning process, the students' behaviors and activities were continuously observed.

(4) Reflecting

In this step, all of the implemented treatments were evaluated and analyzed to know the students' progress.

3.2 Subject of the Study

The subject of the research was students in class XI Science of SMA Nasima, Semarang. There were 21 students, consisted of 12 females and 9 males.

The choice of the research's subjects was based on the following considerations:

- (1) The students had not learned using WebQuest yet, so it would be a challenge for the students.
- (2) The students mostly find difficulties in writing process; it was hard for them to organize ideas into a good writing text.
- (3) The students needed a new way in learning English in general and writing in particular.

3.3 Roles of the Researcher

This action research was conducted in collaboration between the teacher and the writer. The writer created the lesson plan, the WebQuest media, pre-test, post-test, worksheet and all the teaching instruments. The action and the field notes were collaboration between the teacher and the writer.

3.4 Method of Collecting Data

In this study, tests, worksheet and field notes were used as the instruments for collecting the data. The aims of using these techniques were: to know the students' progress before and after conducting the action; to know the students' responses during the activities and to see the students' abilities in writing.

3.4.1 Test

3.3.1.1 Pre-test

A pre- test was used as one of the research instruments. The pre-test was conducted in the beginning of the lesson before the treatments were given. The purpose of giving the pre-test was to check the students' ability in writing descriptive text and to evaluate the students' writing quality based on five categories given, those are: content, organization, vocabulary, language use and mechanic.

Procedure of the pre-test:

- (1) The teacher and the writer came to the class and then the teacher introduced the writer to the students.
- (2) The students were asked to take a piece of paper and write their name in the top of the paper.
- (3) The writer showed several pictures of tourist places and the students mentioned the names of the tourist places.
- (4) The students were asked to choose one tourist place in Indonesia that they wanted to visit; they were free to choose.

- (5) The students were asked to describe the tourist place, which they chose, in the form of descriptive paragraph.
- (6) The writer gave 45 minutes intended for the students to finish their descriptive writing. During the writing process the students were told to work individually.
- (7) After they finished writing the descriptive text, the students submitted their paper.

3.3.1.2 Post-test

The purpose of the post test was to check the students' ability in writing descriptive text after they had been taught using WebQuest. The students' post-test results were taken from the students' descriptive writing in the second cycle, since the product of the second cycle was considered as the final product. Considering the purpose of the research was to explain WebQuest contribution to improve the students' skill in writing descriptive text; the post test should include WebQuest as a media in students' writing process. Therefore, the results of the second cycle were taken as the post test result.

3.4.2 Worksheet

The trip journal in the form of individual worksheet was part of the assessment to assess the students' process of gathering information to make a descriptive text. In addition, there was a peer editing worksheet as another assessment that helped the students to assess not only their own work but also their partner's work. The reason to give the assessment to the students was to measure the students' progress in every step during the teaching learning process.

3.4.3 Observation (Field Notes)

The last technique in collecting data was the use of field notes, either while the lesson was in progress or immediately afterwards. The aim of field notes was to have the document about the class situation where the writer conducting the action research. Therefore, the writer paid attention to the students' responses and students' behavior during the teaching learning activities.

3.5 Method of Data Analysis

After conducting the research, the students' works were analyzed and the scores were given according to the quality of their work. Scoring the students' works was a step to obtain information about student. One of the ways to score or to evaluate the students' achievement in writing was using the rating scale. The rating scale was taken from ESL composition profile (Harvey 2010:1). In using the rating scale, the scorer could make a range order of the result of the students' work based on given categories to know which students got the highest and which students got the lowest rank. Here is the table of the students' rating scale:

Table 3.1 Students' Rating Scale

Area	Criteria	Level	Score	Comment
Content	EXCELLENT TO VERY GOOD: knowledgeable; very closely follows assigned topic		30-27	
	GOOD TO AVERAGE: some knowledge of subject; limited development of topic; lack depth of detail		26-22	
	FAIR TO POOR: limited subject knowledge; not enough development of topic		21-17	

	VERY POOR: shows little knowledge of subject; not related to topic; not enough to evaluate	16-13		
Organization	EXCELLENT TO VERY GOOD: follow the generic structure of descriptive text; ideas clearly stated and supported; well organized and sequence	20-18		
	GOOD TO AVERAGE: follow the generic structure of descriptive text; loosely organized with main ideas clear; logical order but not complete	17-14		
	FAIR TO POOR: does not follow generic structure of descriptive text; ideas confused or disconnected; lack logical order to writing	13-10		
	VERY POOR: does not communicate; unorganized; not enough to evaluate	9-7		
Vocabulary	EXCELLENT TO VERY GOOD: high range of words; use a lot of adjectives and verbs; good word choice and usage	20-18		
	GOOD TO AVERAGE: enough range of words, use some adjectives and verbs; occasional errors in word usage; but meaning is clear	17-12		
	FAIR TO POOR: limited range; frequent errors in words choice or usage; meaning is confused	11-7		
Language Use	EXCELLENT TO VERY GOOD: complex sentence construction; few errors of agreement, tense, etc	25-22		
	GOOD TO AVERAGE: effective but simple construction; several errors in agreement, tense, etc	21-18		
	FAIR TO POOR: major problem in	17-12		

	construction; frequent errors; meaning often confused			
Mechanics	EXCELLENT TO VERY GOOD: very few or zero mistakes	5-4		
	GOOD TO AVERAGE: minor mistakes in mechanic	3-2		
	FAIR TO POOR: numerous mistakes that make sentences choppy	1		
Total Score				

(Harvey, 2010:1)

The scoring of the students' ability was based on the analytical method. In order for the raw score to become more meaningful numerical data, they should be converted to numerical data which were processed to the scale of 1 – 100. To get the total score, all of the components above were calculated. It means that the maximum grade that the students could get for their work is 100.

Then, the processed scores could be used as the basis to make decisions. If all students' score were arranged from the highest to the lowest, it would be easier to know the position of a student in his or her group. To measure the students' achievement, the writer modified Harris's table as presented.

Table 3.2 Level of Achievement on Students' Writing

Test scores	Level of Achievement
100-80	Excellent to Very Good
79-60	Good to Average
59-50	Fair to Poor
49-0	Very Poor

(Harris, 1969: 134)

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter, the results are presented in the form of data compiled from the activities. Additionally, the analysis of each activity from pre-test to post-test is discussed.

4.1 Results

This research was conducted every Tuesday from 1:30 pm to 3:00 pm in the language and computer laboratory from October 19th 2010 to November 16th 2010. The Participants of the research were students in class XI Science of SMA Nasima, Semarang. The schedule of the study is displayed in the table below:

Table 4.1 Schedule of Research in SMA Nasima, Semarang

No	Activities	Dates	
1	Pre-Test	Tuesday, October 19 th 2010	
2	Cycle 1	Activity 1	Tuesday, October 26 th 2010
		Activity 2	Tuesday, November 2 nd 2010
3	Cycle 2	Activity 3	Tuesday, November 9 th 2010
		Activity 4 & Post test	Tuesday, November 16 th 2010

The result of those activities can be seen in table below:

Table 4.2 The Students' Pre-test Result

No	Students' Code	Component of Writing Scoring					Score
		C	O	V	LU	M	
1	A - 01	16	15	11	17	1	60
2	A - 02	17	16	14	18	2	67
3	A - 03	15	17	11	18	3	64
4	A - 04	15	15	11	16	1	58
5	A - 05	21	15	15	13	2	66
6	A - 06	15	16	11	15	2	59
7	A - 07	17	16	13	18	2	66
8	A - 08	16	16	15	17	2	66
9	A - 09	18	16	12	15	2	63
10	A - 10	20	15	14	16	2	67
11	A - 11	20	13	10	15	1	59
12	A - 12	21	17	16	17	2	73
13	A - 13	19	15	10	15	2	61
14	A - 14	17	14	14	17	2	64
15	A - 15	21	18	14	18	2	73
16	A - 16	17	16	17	17	2	69
17	A - 17	19	15	14	16	1	65
18	A - 18	21	17	16	17	2	73
19	A - 19	16	14	12	18	2	62
20	A - 20	16	15	14	15	1	61
21	A - 21	18	15	10	16	1	60
Σ	21	375	326	274	344	37	1356
Mean		17.85714	15.52381	13.04762	16.38095	1.761905	64.57143

C = Content

O = Organization

V = Vocabulary

LU = Language Use

M = Mechanics

In order to know the students' pre-test achievement in details, the following formula was used to find the average of the students' achievement. The formula is the following:

$$\begin{aligned} \text{The average score of pre-test} &= \frac{\sum \text{Students' Score}}{\sum \text{Students}} \times 100\% \\ &= \frac{\sum 1426}{\sum 21} \times 100\% \\ &= 64.571\% \end{aligned}$$

The formula used for computing the mean was as follows:

$$M = \frac{\sum x}{n}$$

Where:

M : The mean

$\sum x$: The sum of the item scores, and

n : The number of the students.

Table 4.3 The Result of the Students' Achievement in the First Cycle

No	Students' Code	Component of Writing Scoring					Score
		C	O	V	LU	M	
1	A - 01	22	17	17	19	3	78
2	A - 02	27	18	18	18	3	84
3	A - 03	29	19	20	15	4	87
4	A - 04	14	18	15	15	2	64
5	A - 05	27	18	18	18	1	82
6	A - 06	26	18	18	18	1	81
7	A - 07	25	17	20	17	1	80
8	A - 08	27	18	18	21	4	88
9	A - 09	25	18	17	17	1	78
10	A - 10	27	17	17	21	1	83
11	A - 11	21	17	17	17	1	73
12	A - 12	14	19	17	17	1	68
13	A - 13	22	18	14	16	1	71
14	A - 14	27	18	17	18	2	82
15	A - 15	24	19	17	20	3	83
16	A - 16	29	19	17	22	2	89
17	A - 17	29	19	19	22	4	93
18	A - 18	28	18	17	20	2	85
19	A - 19	23	17	16	18	1	75
20	A - 20	26	17	17	20	1	81
21	A - 21	27	18	18	21	2	86
Σ	22	519	377	364	390	41	1691
Mean		24.714	17.952	17.3333	18.571	1.95238	80.52381

The average score of the first cycle = $\frac{\Sigma \text{Students' Score}}{\Sigma \text{Students}} \times 100\%$

Σ Students

$$= \frac{\sum 1691}{\sum 21} \times 100\%$$

$$\sum 21$$

$$= 80.52\%$$

Table 4.4 The Result of the Students' Achievement in the
Second Cycle / Post-test

No	Students' Code	Component of Writing Scoring					Score
		C	O	V	LU	M	
1	A - 01	22	17	17	21	4	81
2	A - 02	27	18	18	20	4	87
3	A - 03	29	19	20	16	4	88
4	A - 04	14	18	15	17	2	66
5	A - 05	27	18	18	19	2	84
6	A - 06	26	18	18	19	2	83
7	A - 07	25	17	20	20	3	85
8	A - 08	27	18	18	22	5	90
9	A - 09	25	18	17	19	4	83
10	A - 10	27	17	17	21	2	84
11	A - 11	21	17	17	17	2	74
12	A - 12	14	19	17	17	1	68
13	A - 13	22	18	14	16	2	72
14	A - 14	27	18	17	18	4	84
15	A - 15	24	19	17	20	4	84
16	A - 16	29	19	17	23	4	92
17	A - 17	29	19	19	24	5	96
18	A - 18	28	18	17	21	3	87
19	A - 19	23	17	16	18	1	75
20	A - 20	26	17	17	20	1	81
21	A - 21	27	18	18	21	3	87
\sum	21	519	377	364	409	62	1731
Average Score		24.71428	17.95238	17.33333	19.47619	2.95238	82.42857

The average score the third activity = $\frac{\sum \text{Students' Score}}{\sum \text{Students}} \times 100\%$

$\sum \text{Students}$

= $\frac{\sum 1731}{\sum 21} \times 100\%$

$\sum 21$

= 82.43%

4.2 Discussion

4.2.1 Analysis of the Pre-test

A pre-test was conducted by the teacher and the writer at the beginning of the study. The purpose of giving the pre-test was to check the students' ability in writing descriptive text and to identify the students' writing quality based on five categories given, those were: content, organization, vocabulary, language use and mechanic. Before the pre-test, the English teacher of the class introduced the writer to the students.

The pre-test was taken by 21 students on October 19th 2010. In this activity the writer at first asked the students whether they wanted to travel somewhere around Indonesia or not. The students were very enthusiastic to answer and replied, "Yes, I Want!" The writer then mentions several examples of tourist places such as: Wonderia, Tugu Muda Monument, and Lawang Sewu. Afterward, The students were asked to choose a tourist place in Indonesia that they want to visit. They got approximately 5 minutes to make a decision. After 5 minutes, each

student picked the place they want to visit. Then, the writer asked each student to write on a piece of paper three reasons why they prefer to visit the tourist destination. Then the writer asked the students to write a descriptive text about their favorite tourist destination. The writer gave 45 minutes intended for the students to finish their writing. During the writing process the students were told to work individually. After they finished writing the descriptive text, the students submitted their paper.

The students' achievement average on the pre-test was 64.82 %. It was lower than the SMA Nasima standard competence for English Language lesson, which states that 75 % is required to pass. Therefore, it could be concluded that the students' pre-test achievement was below the standard competence of SMA Nasima. There were two specific areas that the students need to improve those were: Content and Mechanic. In term of content, the average pre-test was 17.8 which was considered as "fair to poor". In addition, in term of mechanics, the average pre-test score was 1.76 which was also considered as "fair to poor". For this reason, the writer conducted the action of improving students' performance in writing descriptive text.

4.2.2 The Analysis of the First Cycle

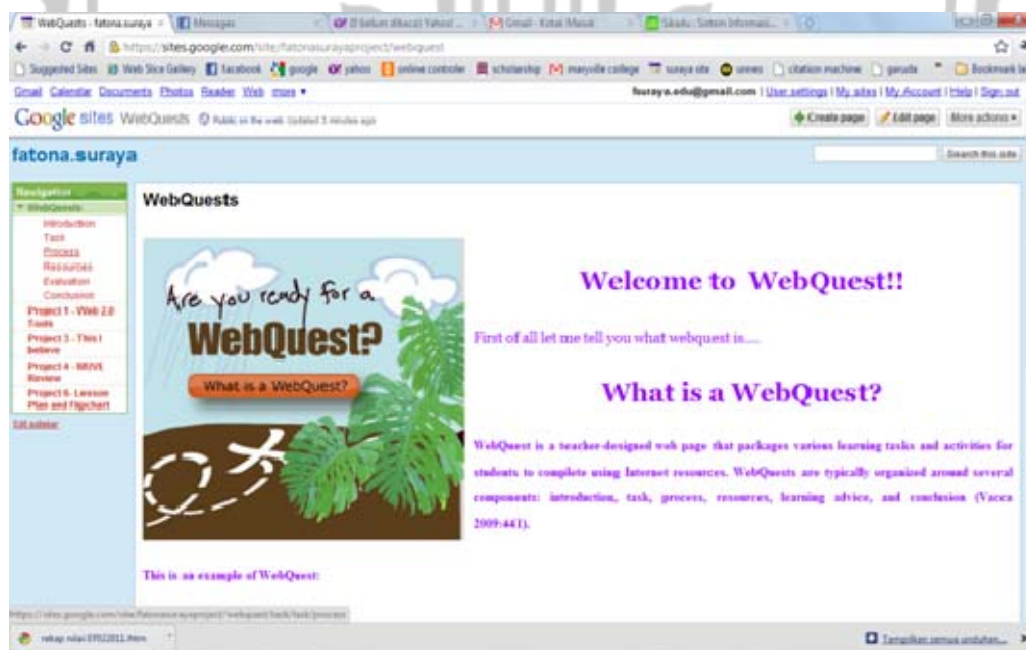
The first cycle was conducted in two meetings, which were identified as the first and second activity.

4.2.2.1 The Analysis of the First Activity

The first activity was conducted on October 26th 2010 by 21 students. Since WebQuest is an online learning method, the activity was conducted in a computer

laboratory with internet connection. The writer used a computer that linked to an LCD screen so the students could see each step that the writer explained. Moreover, each student sat at their own computer. All of the computers had direct access to the internet.

For the first action, the writer introduced the WebQuest method to the students. The writer asked whether they had heard of WebQuest before, and none of the student were familiar with WebQuest. The writer then introduced the WebQuest method to the students. At first, the writer asked the students to connect to the internet and open Google. Each step was shown clearly from the LCD screen. After the students were on the Google page, the writer asked them to type “WebQuest Fatona Suraya.” Upon typing the entry, some options appear in the Google screen. The students then clicked on the top first option, which was “Fatona Suraya WebQuest.” Students were then on the WebQuest’s front page, as shown below:



The students read the definition of WebQuest, and then the writer verbally explained this method. Afterwards, the writer told the students to explore the WebQuest for about 10 minutes in order to help them become familiar with this new method. Then the writer asked the students to click on the introduction, which was located on the top left of the screen, as shown below:

Considering that one of WebQuest's purposes was to create independent learning, the writer asked the students to read the introduction part very carefully to understand the meaning. The introduction was really gaining the students attention since it used interesting language and invited the students to travel around Indonesia. Most of the students were really enthusiastic, especially when the writer read it out aloud and emphasized it. They were very excited to continue to the next information.



Following the introduction, the writer then asked them to open the next page, which was Task. It was located under Introduction, as shown below:

The screenshot shows a Google Sites page for 'fatona.suraya' with a 'Task' page. The page content is as follows:

Task

1. Before you begin your journey, you will be assigned to work in a group of two. After that, you and your partner will decide who will be the group leader.

2. You will work together equally and collaborate as a group; one group will visit one location. It can be one city or one tourist place in the city.

3. You will do some researches and answer several questions about the tourist place.

4. You will write all the things you are observing and learning on your trip.

5. Keep all of the notes you make in your journal folder.

The WebQuest task had been created with considering the language ability of High School students. The writer tried to make the language as simple as possible and as clear as possible, using the common vocabulary for high school level that was easy to be understood by high school students. Therefore, the writer asked the students to pay attention to the task and do it on their own without any help from the writer. The writer assumed that the students would be able to do the task on their own.

Unfortunately, the students did not give good responses for the instruction. They were not yet able to learn independently, and the writer had to involve herself in the learning process to control the students' activity. The writer told the class that the task was what they would have to do during the lesson. The writer explained each point in the task then let the students ask any questions.

Following the task was the process. The writer lead the class to move to the process screen by clicking the word *Process* under the word *Task* on the top left of their task screen. Afterward this page will appear:

The image displays two screenshots of a Google Sites page titled "Process" for the user "fatona.suraya".

The top screenshot shows the "Process" page with the following content:

- Step 1:**
 - Visit the descriptive sites in the Resources Page to learn about **writing descriptive text**.
 - Please click the following links to learn about the steps and process how to write a good descriptive paragraph by:
 - Link 1: <http://www.thewritingtips.org/resources/gener/adescriptive.asp>
 - Link 2: <http://www.wsbenglishteacher.com/descriptive.html>
 - Audio Visual:
 - Link 3: http://www.youtube.com/watch?v=-5L_gmPOlpg
 - Link 4: <http://www.youtube.com/watch?v=2J3egthlybes>
- Step 2:**
 - Let's find a partner!
 - You and your partner will have to decide which city or province you would like to visit.
 - Go to the website in the Resources Page. It will guide you to find many tourism places in Indonesia, that have been categorized into 32 destination places. These are the websites:

The bottom screenshot shows the continuation of the "Process" page with the following content:

- Use the information on your worksheet and journal folder to help you describe the tourism place.
- Visit the descriptive site in the Resources page to learn about **writing descriptive text**. See the example of descriptive letter in the attachment below.
- Step 7: Send your Email**
Send your first draft letter to your partner's email address and Cc to my email: fsuraya.edu@gmail.com or princessuraya@gmail.com
Do peer editing using the worksheet peer editing in the attachment below.
- Step 8:**
Revise your first draft as advise by your partner and create your final draft.
- Step 9:**
Send your final draft to your friend, your partner and to my email address.

Below the steps, there is a section for "Attachments (5)":

- Descriptive Letter (Evaluation).ppt - on Nov 9, 2013 8:51 PM by Fatona Suraya (version 1) [Remove](#)
64K [View Download](#)
- Example of Descriptive Letter.doc - on Nov 1, 2013 10:40 PM by Fatona Suraya (version 1) [Remove](#)
39K [View Download](#)
- TRAVELING JOURNAL FOLDER.doc - on Oct 26, 2013 10:03 PM by Fatona Suraya (version 1) [Remove](#)
15K [View Download](#)
- WORKSHEET.doc - on Oct 26, 2013 7:38 PM by Fatona Suraya (version 1) [Remove](#)
2K [View Download](#)
- WORKSHEET Peer editing 2013.doc - on Nov 2, 2013 12:25 AM by Fatona Suraya (version 1) [Remove](#)
2K [View Download](#)

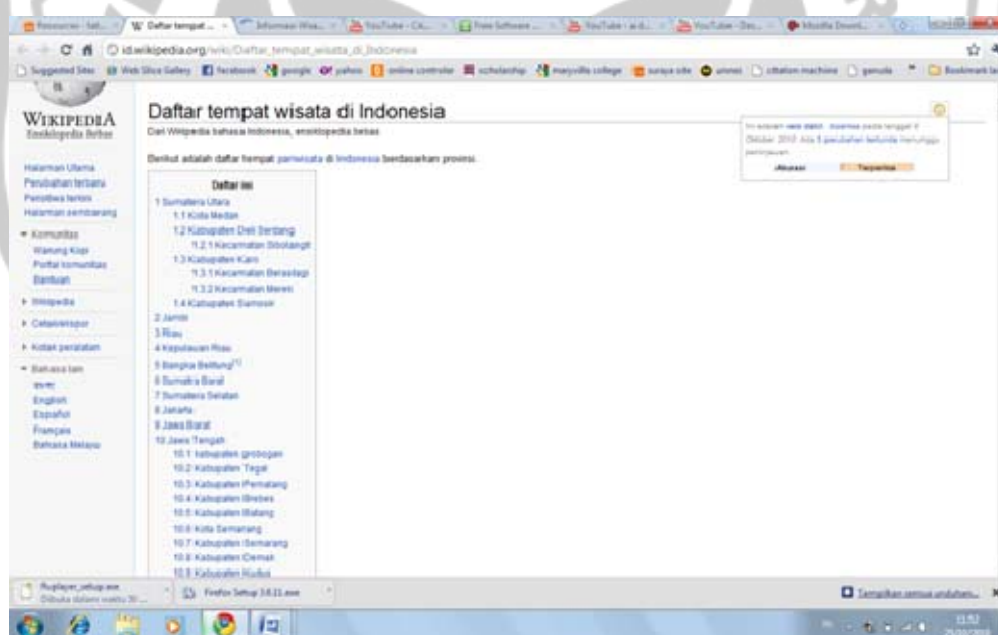
At the bottom, there is a section for "About a file" with a "Fish Details" button and the text "Tetapi ada file yang dihapus".

The writer gave the students about five minutes to read and understand the process that was stated in the process screen. The writer then walked around the class and observed what the students were doing. While observing the class, the writer noticed that some students were reading the process very carefully and still some others were trying to open Twitter, Facebook and games online. Then the writer reminded every student not to play on Facebook or any other site during the class. Learning from this experience, the writer changed her way of teaching from the independent learning expectation into accompanying students to work on the process step-by-step. This way worked better for the students.

After five minutes the writer encouraged the students to start doing the process. At first, the writer asked the students to read the first process; then the writer explained the process; and finally the writer asked the students to find a partner and move closer to their partner. The students were very excited to find a partner to travel with and directly moved their seat closer to their partner. The class situation was getting more alive starting from process number one. In giving the instruction the teacher said: "Okay Class, now let's do process number one! Before we start our travelling, let's learn about descriptive text by visiting the descriptive sites in the resources page to learn about writing descriptive text," the writer explained. Then the writer guided the students to open the resources page and let them learn about descriptive text from the links mentioned in the resources page. There was also a link to the YouTube video that explained about descriptive text, and the writer played the Descriptive YouTube Video on the LCD screen and asked the students to focus on the video explanation. Most of the

students were concentrating to watch the video explanation. After the video session was over, the writer guided the students to move on to the second process, which was “Learn and Decide Your Tourist Destination”. The writer read the instruction out loud and let the students start doing the exploration of tourist place. The writer told the students to open resources page and go to the websites that showed them many tourist places in Indonesia, which have been categorized into 32 province destination places. Then they had to choose one tourist destination. There were some tourist links provided, and some students were opening the following link:

http://id.wikipedia.org/wiki/Daftar_tempat_wisata_di_Indonesia



Other students were opening this link:

<http://www.indonesia-tourist.com/>



The rest of the class was opening other links mentioned in the resources page. During this time the students seemed busy finding their destination and discussing with their partner about where they would like to go. The writer asked them to decide one place or one city or one province to be visited, and then explore one tourist destination at that place. The writer told them to find as much information as possible and write it down in their notes. Before the writer was able to move on to the next step, the bell was rung and the writer had to end the class.

From the first meeting the writer learned many important things, such as:

- (1) The students were less motivated to observe and find information if there was no worksheet provided for them to do. They seemed confused and did not really know what information that they had to find. Some others said that they

had got all the information, but they did not write any notes. Consequently, it would be hard to observe the students' work without any worksheet.

- (2) The students were more likely to listen to the teacher's explanation rather than read and try to understand the instruction stated on the WebQuest page.
- (3) The writer needed to control the use of the internet facility during the class activity since many students were using it for playing online games or accessing Facebook or Twitter.
- (4) The writer needed to give worksheets in order to make the students stay focused, understand the goal, and make the lesson easier to be observed.

4.2.2.2 The Analysis of the Second Activity

The next meeting the writer continued giving the treatment. This time, the writer distributed individual worksheets for the students to complete. The students then looked at the worksheet. The writer asked the students to open the WebQuest the same way that they did last meeting, but some students asked again how to open it. Consequently the writer re-explained the simple step to open it. Afterwards, the writer asked them to open the process page and reminded them of the last activity that they did in the previous meeting. The students gave positive responses and showed that they understood well what the writer was talking about.

Later, the writer invited the students to continue to the next process, which was process number three. The writer read the instruction out loud: "Worksheet, keep you to stay on your track! Before you continue your exploration, let us stay on track! Open Worksheet folder in the WebQuest screen and use the questions to

guide you during your exploration.” The writer had distributed the worksheet file to the students; therefore, she asked the students to open the paper that she gave them. Then the writer asked the students to answer the question stated on the individual worksheet.

The individual worksheet was used to guide the students in organizing ideas, content and information that they got during their online exploration. The purpose of giving the worksheet was to help them focus on some items that they would need to describe in their descriptive text. The writer distributed the individual worksheet during the second action, which was on Tuesday, November 2nd, 2010 and 21 students responded. The writer gave 9 items to be answered. The students’ task was to find the information about their journey based on the questions provided in the worksheet.

Question number one asked what the name of the city that the students were traveling to. The aim of this question was to remind the students that they had to visit and focus on one city only. Based on the answers, most of the students got it right by mentioning a city that they had visited. It was clear that the majority of the students understood the WebQuest Task.

Question number two was a more specific question and asked about the tourist objects that the city had. In this question, students could mention as much tourist objects as they wanted, as long as those tourist objects were located in the city they visited. Most students mentioned more than one tourist object. It showed that they had gotten some information about the tourist object in the city they chose.

Question number three asked about the tourist object that the students like most. The words “most” means that the students could only choose one tourist object. The aim was to specify the students’ idea into smaller items, so they could focus on one tourist object only. Seeing the results of the students’ responses, it can be said that they could decide which tourist object they wanted to explore.

Question number four concerned with the instruction to name one tourist attraction that students could visit or explore more. The aim of this activity was to encourage the students to tell about at least one tourist attraction.

In line with question number four, question number five asked what the tourist attraction looked like.

Question number six was trying to search for deeper information about the tourist attraction by asking what special things that the object had. The students were expected to describe more about the special things that the attraction had that might not be found in other attractions. Most of the students responded correctly.

The next was question number seven, asking the students’ feelings or opinion about the attraction by asking them why they liked it. Question number eight followed, asking students whether there were any other interesting things that they wanted to describe or not. The students were expected to share their own idea of any other attraction that they found in the tourist place they were visiting. Most of them did not add more information for question number eight.

The last item, question number nine, asked the students to write down all the sites that they used to gather information about their journey. Based on the

results of the individual worksheet, it can be concluded that almost all of the students understood every question in the worksheet and answered it well.

This activity ran successfully because all of the students were focusing on doing the individual worksheet. They did the Process number four automatically to answer the worksheet. This process took around 15-25 minutes. After 15 minutes the writer asked the students to start writing a descriptive writing using the information that they wrote on their individual worksheet. The writer encouraged the students to finish the writing in the class and told them to send their writing via email to the email mentioned in the WebQuest screen.

As stated before, the students were more likely to listen to the teacher's explanation rather than read the instructions; the students asked the teacher many times about where they had to send it. Finally, the writer had to write down the email on big letters, even though it was mentioned clearly on the "Process" page. Fifty percent of the class population was able to finish their descriptive paragraphs within the class time, and some students sent their writing later. Some students had difficulties in sending it and attaching the file; so, the writer explained to them how to send and attach a file in an email.

Those who finished writing their descriptive text were asked to do the peer editing worksheet as stated in process number 8 which said, "Send your first draft letter to your partner and do peer editing." For those who did not finish it within the class time, they were told to finish it at home.

The result of the students' achievement during the first and second activities can be seen in the table 4.3.

The average of the achievement of the first activity was 80.52%. It was higher than the Depdiknas criterion. Therefore, it can be concluded that the first activity was successful. The writer saw that most of the students could write a descriptive paragraph well in terms of organization, content, vocabulary and language use, but as seen in table 4.3, students need to improve their writing mechanic skill.

4.2.3 Analysis of the Second Cycle

The second cycle also was conducted in two meetings, which was the third activity and fourth activity.

In this cycle, the writer considered the weaknesses that the writer did in the first cycle. Then, the writer did some reflections and evaluations to improve the teaching learning performance; especially to manage the students' behavior in order to make them pay more attention to the lesson's instructions.

The writer's evaluations that had been practiced in the second cycle included: spoke more clearly and slowly in order to make the students understand the instructions. Furthermore, the instructions were not only mentioned in the WebQuest page, but also were displayed in the LCD screen and written in the white board to make them clearer. Next was for the activity, the writer provided worksheets to be filled by the students, with the purposed of making the students focused on the materials that they had to search. After that was the shut down access to the online social networks such as facebook, twitter and Yahoo Messenger. So, the second cycle was conducted based on those evaluations

4.2.3.1 Analysis of the Third Activity

The third activity was conducted on Tuesday, November 16th 2010. The writer prepared some materials to be discussed and returned back the Peer Editing Worksheet to the students.

Remember when the second activity was conducted, the students were required to read their partner's descriptive text that had been sent to their email. After that, they had to analyze their partner's work through answering 7 items in "Peer Editing Worksheet". They are:

- (1) Is there any identification paragraph?
- (2) What information does your friend need to add in his/her identification?
- (3) Is there any description paragraph?
- (4) What information does your friend need to add in his/her description letter?
- (5) Pay attention to the vocabulary. Does the vocabulary vary enough?
- (6) Give some suggestions to make it better.
- (7) Is there any sentence that confuses you?
- (8) Write down the confusing sentence.
- (9) Is the content clear enough for you? Any suggestions?
- (10) Is there any grammatical error? Mention!
- (11) What is your general impression of his/her descriptive letter?
 - a. Strength (what do you like most about the lesson?)
 - b. Weaknesses (Give some suggestion for your friend's improvement!)

The students had to submit their peer editing worksheet on the third meeting, and unfortunately, not all of the students did it well. Despairingly, some of students had to revise and rewrite their descriptive letter based on the writer's

advice only in order to save time, without considering their partner's advice through the peer editing worksheet as one source to in revising students' descriptive text.

Following the peer editing worksheet, the writer graded the students' descriptive text and analyzed their errors. Also, the writer had made comments on every student's paper. Afterwards, the writer cumulated the students' errors and analyzes their errors. Moreover, the writer created materials related to the students' common mistakes in order to minimalist their mistakes. The material was created in the form of power point presentation, which the writer posted on the WebQuest page.

The writer handed back the student's composition with some comments inside. The students read the comments and analyzed their mistakes. An activity followed in the form of power point presentation. In that presentation, the writer gave explanations from power point slides which addressed some common mistakes taken form students' papers. During the power point presentation, the writer explained the students' common mistakes and gave some advice in order to make their work better. The students were then given a chance to ask questions. After the question-answer session was finished, the writer asked the students to repair their descriptive essay based on that day's explanation and the comments stated in their paper.

For those who had gotten the Peer Editing Worksheet from their partner, they also had to consider their partner's comments to be included on their new descriptive text. Unfortunately, some of the students had not done the peer editing

worksheet yet. Some of them said that their partner had not sent them the descriptive text email so they could not do the Peer Editing Worksheet. The writer told the students to finish their second descriptive text today and submit it to the writer's email address. She also asked the students who have not done the Peer Editing Worksheet to work on it this week and send their Peer Editing to the writer's email address and to their partner's email address.

4.2.3.2 Analysis of the Fourth Activity & Post-test

The fourth activity was an extended activity for the students who had not submitted their descriptive text and their peer editing worksheet in the third class meeting. For those who have submitted they were requested to revise it, since this descriptive letter were considered as their post-test result. All students were required to submit their works to the teacher's email address by November, 16th, 2010. The result of students' achievement in the second cycle can be seen in the table 4.4.

The average achievement of the second cycle was 82.432%. This achievement was improved from the first activity, which was 80.52%. This activity was successful because it was higher than SMA Nasima standard competence for English Language. Therefore, the writer did not revise the plan because the results of the activities were good enough. Moreover, the students' score from the second cycle was considered as the post test score.

4.2.4 The Comparison between Pre-Test and Post-Test

The post-test was taken from the result of second cycle on Tuesday, November 16th 2010. The aim of this test was to find out whether there was an improvement

from the students after they were treated using WebQuest Method. To prove the improvement, gain scores were calculated by subtracting students' score on the post-test by their score on the pre-test. It can be seen in the table below:

Table 4.5 Comparison of Pre-Test and Post-Test

Activity	Pre-Test	Post-Test	Post - Pre
Content	17.86	24.71	6.85
Organization	15.52	17.95	2.43
Vocabulary	13.05	17.33	4.28
Language Use	16.38	19.48	3.1
Mechanics	1.76	2.95	1.19
Total	64.57	82.42	17.85

The post test score was 82.42, which was higher than the pre-test that was 64.57. From this fact the writer concluded that the students' achievement has improved by 17.85 points. The students' improvements were analyzed based on five areas. First was area of content, this area is divided into four criteria, as shown in the table below:

Table 4.7 Content Criteria

Area	Criteria	Level
Content	EXCELLENT TO VERY GOOD: knowledgeable; very closely follows assigned topic	30-27

	GOOD TO AVERAGE: some knowledge of subject; limited development of topic; lack depth of detail	26-22
	FAIR TO POOR: limited subject knowledge; not enough development of topic	21-17
	VERY POOR: shows little knowledge of subject; not related to topic; not enough to evaluate	16-13

The content score was raised 6.85 points from 17.86 to 24.71. This means that the students' ability has risen from fair to poor into good to average. The content score of the descriptive text increased because the writer gave the individual worksheet during the treatment. The individual worksheet helped the students focus on their content. It also helped the students give details that followed their topic so that the post-test descriptive text flew better.

The second one is organization. The organization was also divided into four criteria as shown in the table below:

Table 4.8 Organization Criteria

Organization	EXCELLENT TO VERY GOOD: follow the generic structure of descriptive text; ideas clearly	20-18
---------------------	--	-------

	stated and supported; well organized and sequence	
	GOOD TO AVERAGE: follow the generic structure of descriptive text; loosely organized with main ideas clear; logical order but not complete	17-14
	FAIR TO POOR: does not follow generic structure of descriptive text; ideas confused or disconnected; lack logical order to writing	13-10
	VERY POOR: does not communicate; unorganized; not enough to evaluate	9-7

The organization increased from 15.52 to 17.95, which was 2.43 differences. Even though it was slightly different, the students improved their performance in terms of organization, which changed their categories from fair to good and then from good to average, into excellent to very good.

This progress was because during the first cycle in the first activity, the writer uploaded several videos related to the organization of descriptive text in the WebQuest page and asked the students to watch the video. Throughout the

meeting the students were also required to watch one video together which explained about the organization of descriptive text in detail. The students learned about identification paragraph, description paragraph and many other things. It was assumed that the students understood the YouTube video explanation well and then they interpreted it in the post-test activity. The writer also gave an example of descriptive text complete with the explanation of the organization; the writer put it in the WebQuest attachment and discussed it in the class.

The third one was vocabulary; it was divided into three criteria:

Table 4.9 Vocabulary Criteria

Vocabulary	EXCELLENT TO VERY GOOD: high range of words; use a lot of adjectives and verbs; good word choice and usage	20-18
	GOOD TO AVERAGE: enough range of words, use some adjectives and verbs; occasional errors in word usage; but meaning is clear	17-12
	FAIR TO POOR: limited range; frequent errors in words choice or usage; meaning is confused	11-7

Throughout the teaching learning process from the first until the fourth activity, the students got many new words both from the teacher and from their own browsing in the internet. Often, the students asked new vocabulary to the teacher. Moreover, their searching information from the internet had significantly added to their new vocabulary. It was not amazing that their vocabulary increased from 13.05 which fall in the level good to average to 17.33 standing in the level excellent to very good. Moreover, this beat the score margin which was 4.28 difference; the highest margin ever throughout five areas of writing.

The fourth was language use; it was broken down into three criteria:

Table 4.10 Language Use Criteria

Language Use	EXCELLENT TO VERY GOOD: complex sentence construction; few errors of agreement, tense, etc	25-22
	GOOD TO AVERAGE: effective but simple construction; several errors in agreement, tense, etc	21-18
	FAIR TO POOR: major problem in construction; frequent errors; meaning often confused	17-12

The students' *language use* score increased from 16.38 which fall in the level of fair to poor, to 19.48 which fall in the level of good to average. It increased by 3.1. This increase was because during the second cycle in the third

activity, the writer discussed the common mistakes students made in their descriptive text. Common mistakes by students included the following: writing “in there” instead of “over there”; writing “I and my family” instead of “my family and I”; and many other grammatical mistakes. The writer pointed out those mistakes and taught the students how to repair their mistakes. That activity gave them lesson and helped them develop their language use. This was why the students’ score in the language use criteria increased more than 3 points.

The fifth was mechanic, and this was actually the thing that students hate most since it pointed out the details, such as commas, semi colons, capital letters and many other mechanical procedures that were very precise. It was divided into three criteria:

Table 4.11 Mechanics Criteria

Mechanics	EXCELLENT TO VERY GOOD: very few or zero mistakes	5-4
	GOOD TO AVERAGE: minor mistakes in mechanic	3-2
	FAIR TO POOR: numerous mistakes that make sentences choppy	1

In mechanics, the students’ score improved 1.19 points, from 1.76 to 2.95. The students were able to reach the 2.95 points score because the teacher has been

continually reminding the students to pay attention to capitalization, punctuation including commas and periods, and other mechanics that were easy to miss.



CHAPTER V

CONCLUSION AND SUGGESTION

To end the study the writer would like to draw conclusion and suggestions.

5.1. Conclusion

After conducting the research, the writer concluded that WebQuest could be an alternative teaching media to teach writing descriptive text to the grade XI, students of SMA Nasima, Semarang. It could be drawn from the means of the pre-test and the post-test. The mean of the pre-test was 64.57 and the post-test was 82.42 so the difference was 17.85. These scores mean that there was an improvement in the students' ability in writing descriptive text. From the result, it was clear that the students' post-test obtained better results, which represented improvement in their ability to write descriptive text.

Furthermore, it could also be concluded that the students were interested in using WebQuest as a media. They liked to do the online research and surf on the internet about the tourist objects they wanted to describe. This enjoyment of the media was represented by students' enthusiasm in following the lesson from the beginning to the end.

5.2. Suggestions

WebQuest is only one of the alternative media in teaching writing. There are a lot of other media that can be used. However, using WebQuest as a teaching media helps the teacher find an alternative tool to teach writing descriptive text, as well as gives opportunities to the students to explore ideas and put them into sentences.

Based on the previous statement (the students' performance in writing descriptive text showed improvement after the treatment using WebQuest Method was conducted), the writer would like present the following suggestions:

- 1) Since WebQuest is a learning method using internet facilities, the use of internet during the teaching learning activities needs to be monitored. It is not impossible that the students will use the internet outside of the assigned lesson topic. Therefore, the writer needs to always monitor the students' internet use. Certain sites such as Facebook, Twitter, online games and Friendster, which can disturb the teaching learning activities, can also be blocked. The writer needs to make sure that all of the students work based on the instructions stated on the WebQuest page.
- 2) The writer needs to give worksheets in order to control the students' work and to help them stay in track. Moreover, the worksheets will also make evaluating students' learning progress easier for the writer.
- 3) The writer needs to emphasize the time limit to the students since some of the students were not good in managing their time between surfing and gathering for information needed, organizing it and then writing it. Thus, the writer should help the students by reminding them about the time they have spent and the time that is still left.

Finally, the writer hopes that the result of this research will be useful for the readers. The writer expects that the readers will have more information about the use of the WebQuest

as a media to improve students' writing skills in writing descriptive text. This research can also be one of the references for the next researches.



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APPENDICS



Appendix 1 Instrument of the Research**PLANNING****Pre-test**

Name : Fatona Suraya
 Date : Tuesday, October 19th 2010
 SMA / MA : SMA Nasima
 Subject : English
 Theme : Descriptive Pre-Test
 Class / Semester : XI Science/ 1
 Meeting /Time : 1 / 2 x 45'

Standard Competence

12. Menulis

Mengungkapkan makna dalam esei sederhana berbentuk descriptive dalam konteks kehidupan sehari-hari

Basic Competence

12.1 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk descriptive.

I. Objective

The objective of pre-test is to identify the students' writing ability in the area of: content, organization, vocabulary, language use and mechanic of the writing.

II. Procedures

1. The teacher shows three examples of tourist objects to the students.
2. The teacher mentions several names of tourist places.
3. The students are asked to take a piece of paper and write their name on the top of the paper.
4. The students are asked to choose one tourist place in Indonesia that they wanted to visit; they are free to choose one tourist place.
5. The students are asked to describe the tourist place that they chose, in the form of descriptive paragraph.

6. The teacher gives 45 minutes intended for the students to finish their writing. During the writing process the students are told to work individually.
7. After they are finish writing the descriptive text, the students' paper are submitted.

Picture 1



What Picture is it?

Picture 2



Picture 3



What Picture is it? The students mention the name of tourist places

Pre-Test

III. Instruction :

Choose one of tourist destination in Indonesia that you want to visit. Then create a descriptive text, describing the place you chose.

IV. Grading Scale

Area	Criteria	Level	Score	Comment
Content	EXCELLENT TO VERY GOOD: knowledgeable; very closely follows assigned topic	30-27		
	GOOD TO AVERAGE: some knowledge of subject; limited development of topic; lack depth of detail	26-22		
	FAIR TO POOR: limited subject knowledge; not enough development of topic	21-17		
	VERY POOR: shows little knowledge of subject; not related to topic; not enough to evaluate	16-13		
Organization	EXCELLENT TO VERY GOOD: follow the generic structure of descriptive text; ideas clearly stated and supported; well organized and sequence	20-18		
	GOOD TO AVERAGE: follow the generic structure of descriptive text; loosely organized with main ideas clear; logical order but not complete	17-14		
	FAIR TO POOR: does not follow generic structure of descriptive text; ideas confused or disconnected; lack logical order to writing	13-10		
	VERY POOR: does not communicate; unorganized; not enough to evaluate	9-7		
Vocabulary	EXCELLENT TO VERY GOOD: high range of words; use a lot of adjectives and verbs; good word choice and usage	20-18		
	GOOD TO AVERAGE: enough range of words, use some adjectives and verbs; occasional errors in word usage; but meaning is clear	17-12		
	FAIR TO POOR: limited range; frequent errors in words choice or usage; meaning is confused	11-7		
Language Use	EXCELLENT TO VERY GOOD: complex sentence construction; few errors of agreement, tense, etc	25-22		
	GOOD TO AVERAGE: effective but simple construction; several errors in	21-18		

	agreement, tense, etc			
	FAIR TO POOR: major problem in construction; frequent errors; meaning often confused	17-12		
Mechanics	EXCELLENT TO VERY GOOD: very few or zero mistakes	5-4		
	GOOD TO AVERAGE: minor mistakes in mechanic	3-2		
	FAIR TO POOR: numerous mistakes that make sentences choppy	1		
Total Score				

V. Assessment

Individual assignment

To obtain an exact score we sum up each of aspect's score.

The total score is = $\sum A + \sum B + \sum C + \sum D + \sum E = 100$

English Teacher

Nur Indah Mahardhani, S.S.

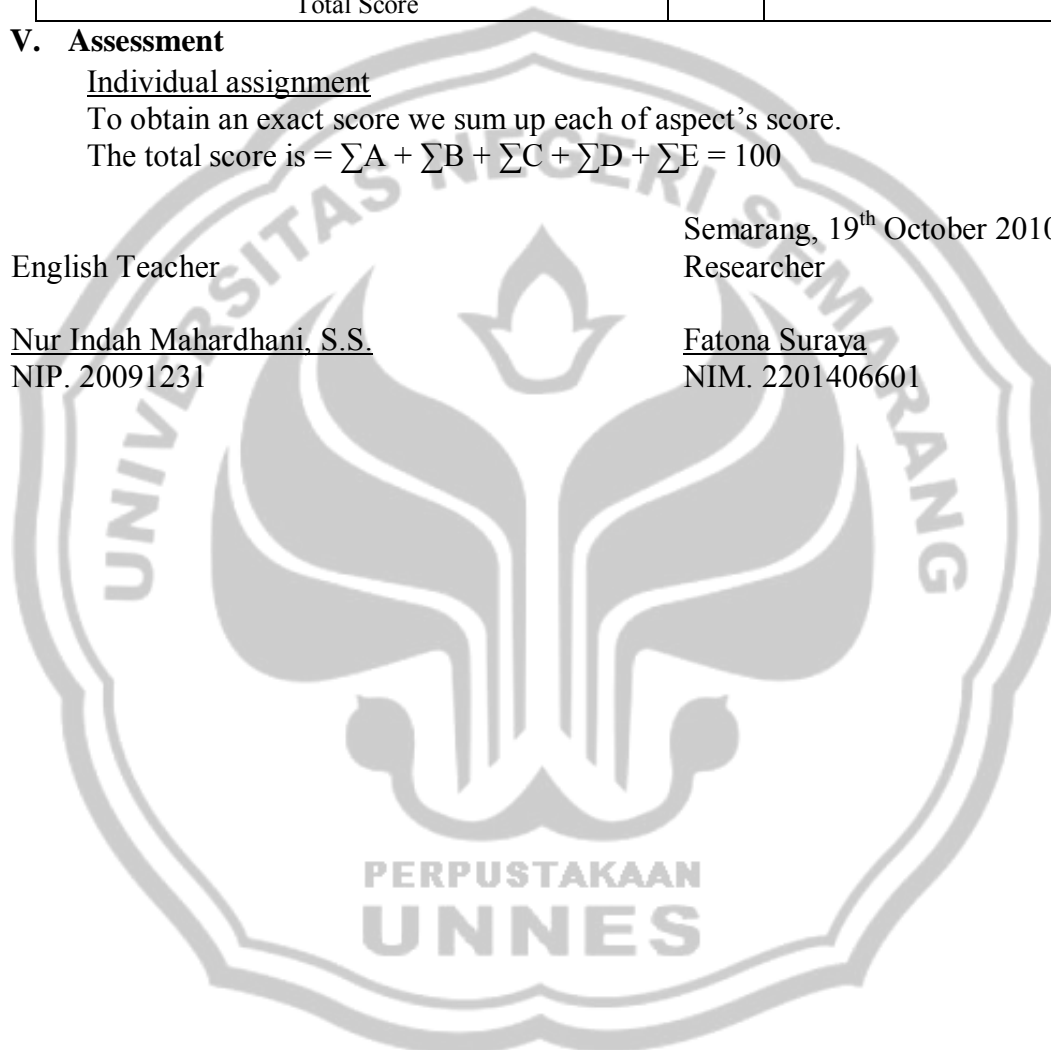
NIP. 20091231

Semarang, 19th October 2010

Researcher

Fatona Suraya

NIM. 2201406601



Appendix 2 Instrument of the Research**LESSON PLAN**
(Teaching Learning Activity Cycle 1)

Name : Fatona Suraya
Date : Tuesday, October 26th 2010
Grade Level : XI Science/SMA
Unit Topic : Descriptive Text
Lesson Topic : Describing Tourist Place
Meeting /Length of Lesson: Second Meeting / 2 x 45`

Standard Competence

12. Menulis

Mengungkapkan makna dalam esei sederhana berbentuk descriptive dalam konteks kehidupan sehari-hari

Basic Competence

12.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk descriptive.

I. Lesson Objectives

By the end of the study:

1. TSWBAT (The Students Will Be Able To) mention the meaning / idea of descriptive text
2. TSWBAT identify the generic structure and language feature of descriptive text.
3. TSWBAT gather materials and resources about their favorite tourist place in the form of travel journal

II. Teaching Learning Activities

✓ **Opening**

1. The teacher opens the lesson by greeting the student.
2. The teacher checks the students' attendance list.
3. Relate to real life: the teacher ask wheteher the students want to travel around Indonesia.
4. Label learning:
 - The teacher tells to the students about the lesson that they are going to be learned.
 - The teacher states the objectives of the meeting.
5. The teacher introduces the media to the students and demonstrates how to use it.

✓ **Main Activity**

1. The teacher asks the students to go to "WebQuest Fatona Suraya".
2. The students then click on the top first option, then students come on the WebQuest's front page.
3. The students are asked to open "Introduction page" to understand what states as the goal of the lesson.
4. The students are asked to open the next page, "Task page".
5. All students read the instruction in the WebQuest's task page; they move from the task page into the process page.
6. The process guides the students into several process they will need to complete in order to fulfill the task.
7. The students read the instruction in the process page.
8. The students are asked to follow the steps that are stated in the process, as mention below:
9. The students follow step 1 and step 2, that are stated in the process page.
10. The students move closer to their partner as stated in task number 1.
11. The students explore many tourist places as stated in task number 3.
12. The students discuss with their partner to choose a tourist place to visit as stated in task number 2.

13. The students write the information about one tourist place that they choose, as stated in task page number 4.
14. The teacher monitors the students' activity.
15. The students are supposed to submit their travel journal.

✓ Closing

1. The students sum up the main materials.
2. The teacher evaluates and add some important detail from the materials.
3. The teacher says good bye.

III. Materials

1. Youtube learning of descriptive text.
2. Genre & generic structure of descriptive text grammar.
3. Example of descriptive text.
4. Sources of tourist places in indonesia.

Step 1: Learn about Descriptive Text

- 1.1 The students visit the descriptive site in the resources page to learn about writing descriptive text:

Link 1: <http://www.thewritingsite.org/resources/genre/descriptive.asp>

The Writing Site	
Goal:	Descriptive writing helps portray a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience.
Characteristics:	The general characteristics of descriptive writing include: <ul style="list-style-type: none"> • extensive use of sensory language • rich, vivid, and fresh details • figurative language such as simile, metaphor, alliteration, onomatopoeia and personification • showing, rather than telling through the use of active verbs and precise modifiers
Uses:	Descriptive writing appears almost everywhere and is often included in other genres, such as in a descriptive introduction of a character in a narrative.
Exercises:	<ul style="list-style-type: none"> • Observe, and then describe an event. • Think of a person or object that stands out in your memory. Make a description of that subject. • Find an example of descriptive writing; explain the elements that make this a good example.
Additional Internet sites:	<p>Lesson Plan: Writing Descriptive</p> <p>This lesson's goal is to improve students' writing to</p>

Link 2: <http://www.webenglishteacher.com/descriptive.html>

The screenshot shows the 'Web English Teacher' website. At the top, there are banners for 'charity: water' and 'enotes'. Below the site logo, there is a sign-up form for a 'FREE Newsletter'. The main content area is titled 'Descriptive Writing' and features three lessons:

- Artistic Elements: Exploring Art Through Descriptive Writing**: Using the book *Amigo's Art Adventure* by Eugene Ionesco as the basis for discussion, students are led through a scaffolded lesson in which they use adjectives to describe the color, shape, size, and mood present within various pieces of artwork. When their descriptions are complete, students are then asked to use their observations to create their own renditions of an artist's work.
- Can't Complaint? Writing About That Problem**: How can students express their complaints in articulate and constructive ways? In this lesson, students read the New York Times Complaint Box series and use descriptive and persuasive writing strategies to communicate their own pet peeves succinctly and productively.
- Decoding the Food World (Descriptive Writing)**: Students use detail to describe a dish. Be sure to check the Teacher's Notes.

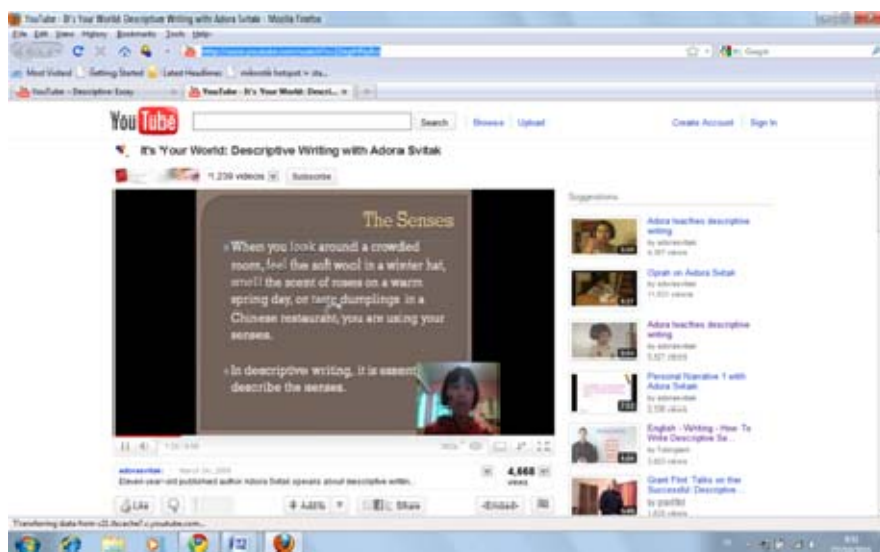
There are also advertisements for 'charity: water' and 'Labor Law Center' on the right side of the page.

Some audio visual sources that explain about descriptive text:

http://www.youtube.com/watch?v=SL_pemPO8gg

The screenshot shows a YouTube video player. The video title is 'a descriptive text - tourist resort.aaf'. The channel is 'Subotomengano' with 3 videos. The video is from December 20, 2012, and has 45 views. The video content shows a stage with blue lighting and a person sitting at a desk. The YouTube interface includes search, share, and like buttons.

<http://www.youtube.com/watch?v=2JJegHNy8vs>



Step 2: Learn and Decide Your Tourist Destination

Your group will have to decide; where it is you would like to travel to within Indonesia. Go to the websites that show you many tourist places in Indonesia, that have been categorized into 32 province destination places.

Choose one of province that you would like to visit by clicking on the name of the province. Explore and choose one of tourist destination by using some sources in “Resources Page”.

http://id.wikipedia.org/wiki/Daftar_tempat_wisata_di_Indonesia



Visit Indonesia by the map:

<http://www.indonesia-tourism.com/>



IV. Method of Study

1. Question and answer
2. Discussion
3. Explanation

V. Source and media

Technology: WebQuest (an online learning media), Laptop, LCD, online sources

Texts: online explanation of descriptive text, online genre of descriptive text, online example of descriptive text

VI. Structured assignment

- Group assignment.
- Individual assignment: notes in the form of journal travel.

Semarang, October 26th, 2010

English Teacher

Researcher

Nur Indah Mahardhani, S.S.

Fatona Suraya

NIP. 20091231

NIM. 2201406601

Appendix 3 Instrument of the Research

LESSON PLAN
(Teaching Learning Activity Cycle 1)

Name : Fatona Suraya
 Date : Tuesday, November 2nd 2010
 Grade Level : XI Science/SMA
 Unit Topic : Descriptive Text
 Lesson Topic : Describing Tourist Place
 Length of Lesson: 2 x 45`
 Meeting : 2

Standard Competence

12. Menulis

Mengungkapkan makna dalam esei sederhana berbentuk descriptive dalam konteks kehidupan sehari-hari

Basic Competence

12.3 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk descriptive.

VII. Lesson Objectives

By the end of the study:

4. TSWBAT (The Students Will Be Able To) use the information from their individual worksheet to write a first draft of descriptive essay
5. TSWBAT send by email, the first draft of descriptive story to his/her friend's email and forward it to teacher's email

VIII. Teaching Learning Activities✓ **Opening**

6. The teacher opens the lesson by greeting the student.

7. The teacher checks the students' attendance list.
8. Label learning:
 - The teacher tells to the students about the lesson going to be learned.
 - The teacher states the objectives of the meeting.

✓ **Main Activity**

16. The teacher distributes individual worksheets to the students.
17. The students are asked to open the WebQuest.
18. The students are asked to open process page.
19. The teacher asks the students to continue to work on process number 3.
20. While continuing their exploration, the students are asked to answer the individual worksheet as their guidance.
21. The students do process number 4.
22. The students start to write descriptive letter.
23. The students send their descriptive letter to teacher's email.

✓ **Closing**

4. The teacher do an online checks, checking the list of students who had sent their descriptive letter to teacher's email.
5. The teacher closes the class.

IX. Materials

5. Sources of tourist places in Indonesia.

Step 3: Worksheet; Keep You to Stay on Your Track

Before continuing your exploration, let's stay on track! Open the worksheet folder in the WebQuest screen and use the questions to guide you during your exploration.

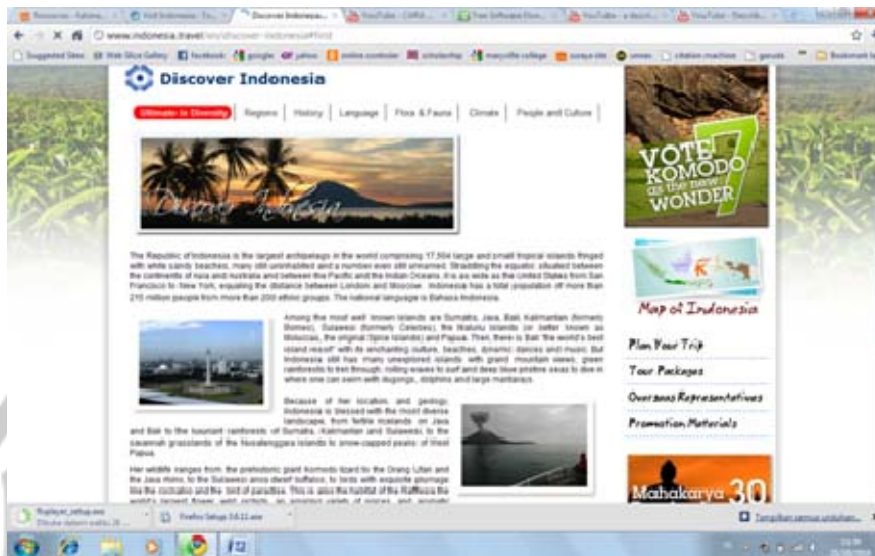
Step 4: Finding Sources

To get more specific information about your tourist places, find the information from the sites provided on the resources page.

You will then explore and elaborate the place that you are visiting by clicking on the sources. Gather all the data, pictures and documents that you get; put it in the journal folder.

These are the sources that you can visit:

<http://www.indonesia.travel/en/discover-indonesia#first>



Borobudur: <http://www.indonesia.travel/en/destination/233>



<http://semarang.go.id/pariwisata/>



<http://jakarta-tourism.go.id/wisatadkiapp/>



<http://wisatamelayu.com/id/dest/342/dki-jakarta/>



<http://www.central-java-tourism.com/id/index.php>



Step 5: Describing the Tourist Destination

Now after you have visited the tourist place, please answer the question in the attached worksheet. You can add some more questions to help you describe why you prefer that tourist destination rather than others. Send your worksheet to your teacher's email.

Name :

Fav. City:

INDIVIDUAL WORKSHEET

What we have learned in our journey

1. What is the name of the city that you travel to?
2. What is the tourist objects that the city has?
3. What is the tourist object that you like the most?
4. Please mention one of tourist attraction that you could participate in!
5. How does the tourist attraction look like?
6. What is the special thing that the tourist attraction has?
7. How do you like it?
8. Did you learn any other interesting fact about your tourist destination?
9. Write down the sites that you used to gather the information

Step 6: Write Descriptive Text

The students will use the information they have had in their journal to write a first draft of descriptive letter.

X. Method of Study

4. Question and answer
5. Discussion
6. Explanation

XI. Source and media

1. Technology : WebQuest (an online learning media), Laptop, LCD, online sources
2. Texts: individual worksheet, online sources of Indonesia's tourist places.

VI. Structured assignment

- Individual assignment : individual worksheet, descriptive letter

Semarang, November 2nd

2010

English Teacher

Researcher

Nur Indah Mahardhani, S.S.

NIP. 20091231

Fatona Suraya

NIM. 2201406601



Appendix 4 Instrument of the Research**LESSON PLAN****(Teaching Learning Activity Cycle 2)**

Name : Fatona Suraya
 Date : Tuesday, November 9th 2010
 Grade Level : XI Science/SMA
 Unit Topic : Descriptive Text
 Lesson Topic : Describing Tourist Places
 Length of Lesson: 2 x 45`
 Meeting : 3

Standard Competence

12. Menulis

Mengungkapkan makna dalam esei sederhana berbentuk descriptive dalam konteks kehidupan sehari-hari

Basic Competence

12.4 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk descriptive.

XII. Lesson Objectives

By the end of the study:

1. TSWBAT (The Students Will Be Able To) suggest some revision to their partner descriptive text in the form of peer editing first draft.
2. TSWBAT revise the first draft of their descriptive text

XIII. Teaching Learning Activities✓ **Opening**

9. The teacher opens the lesson by greeting the student.
10. The teacher checks the students' attendance list.
11. Label learning:

- The teacher states the objectives of the meeting.

✓ **Main Activity**

24. The teacher gives additional materials in the form of Power Point presentation that have posted online in the WebQuest.
25. The teacher explains the materials entitled “Descriptive Letter Evaluation”.
26. The teacher asks the students to read their group partner’s descriptive letter.
27. The students are asked to open peer editing worksheet, attached in the WebQuest.
28. The students are asked to do the peer editing worksheet for their partner’s descriptive letter.
29. After finishing the worksheet, the students are told to give those worksheet to their partner.
30. The students who has got the worksheet back are assigned to revise their descriptive letter with considering the peer editing worksheet and the power point presentation as the revise sources.
31. The students submit the revision of their descriptive letter to teacher’s email.

✓ **Closing**

6. The teacher checks online, the list of students who has sent their descriptive letter to teacher’s email.
7. The teacher says good bye.

XIV. Materials

6. Peer Editing Worksheet.
7. Power Point Presentation entitled “ Descriptive Letter Evaluation”

Critiqued for:

Critiqued by:

PEER EDITING WORKSHEET

What we have learned in our journey

1. Is there any orientation paragraph?
2. What kind of information does your partner need to add in his/her orientation paragraph?
3. Is there any description paragraph in his paper?
4. What kind of information does your partner need to add in his/her description paragraph?
5. What do you think about your partner's grammar?
6. Can you mention some of grammatical errors in your partner's paper?
7. What is your general impression about your partner's descriptive letter?

Strenght:

Weaknesses:

PERPUSTAKAAN
UNNES

POWER POINT PRESENTATION

DESCRIPTIVE LETTER EVALUATION

COMMON ERRORS

In there...

- Ex:
- **In there** are many tourism objects.
- → **There are** many tourism objects in
- Or → There are many tourism objects over there .

CAPITAL LETTERS

Name of persons

Dear **miss suraya** → Dear **Miss Suraya**,

Name of Places

...north Sulawesi and close to **manado lake**.

→ ... **North Sulawesi** and close to **Manado Lake**.

First letter of new sentences

the place is...

The place is ...

PRESENT CONTINUES TENSE

- Formula:

S + to be (is/am/are) + V-ing

- Wrong Ex.: I writing this letter.
- Right Ex.: I am writing this letter.

SUBJECT AGREEMENT

- Wrong Ex.:
- I and my family were spending our holiday in Lampung.
- Right Ex.:
- My family and I were spending our school holiday in Lampung
-

SINGULAR PLURAL

- **Singular : Noun without s**
- If you like to see a new bridges come to suramadu bridge.
- If you like to see a new bridge come to Suramadu bridge
- **Plural : Noun + s**
- There is many beautiful scenery of beach.
- There are many beautiful sceneries of beach.
-

SIMPLE PRESENT

Formula :

S + V1

or

S+ to be (is/am/are) + adj/adv/noun

Wrong Ex → It very nice place.

Right Ex → It is very nice place.

TODAY'S ASSIGNMENT


○ For those who has not finished **the first draft of descriptive letter,**

1. Please finish it now.
2. Then send it to your partner's email address and to my email address:
princessuraya@gmail.com
3. After you got a descriptive email from your partners, open the email and read it. Besides, you should Fill out the Worksheet peer editing of Descriptive letter that I gave you.

UNNES

TODAY'S ASSIGNMENT

For those who has finished the first draft and has send it to my email:

1. Please read your partner's descriptive letter and do the Worksheet peer editing.
2. After you filled out the Worksheet, give it back to your partner for her/his evaluation.
3. Then 

TODAY'S ASSIGNMENT

For those who has got back his/her Worksheet peer editing

1. Please revise your descriptive letter based on the advise in the Worksheet peer editing.
2. Send it to your partner email address and to my email address:
princessuraya@gmail.com

XV. Method of Study

7. Question and answer
8. Discussion
9. Explanation

XVI. Source and media

Technology: WebQuest (an online learning media), Laptop, LCD, online sources

Texts: power point evaluation

XVII. Structured assignment

- Individual assignment.

2010

English Teacher

Semarang, November 9th

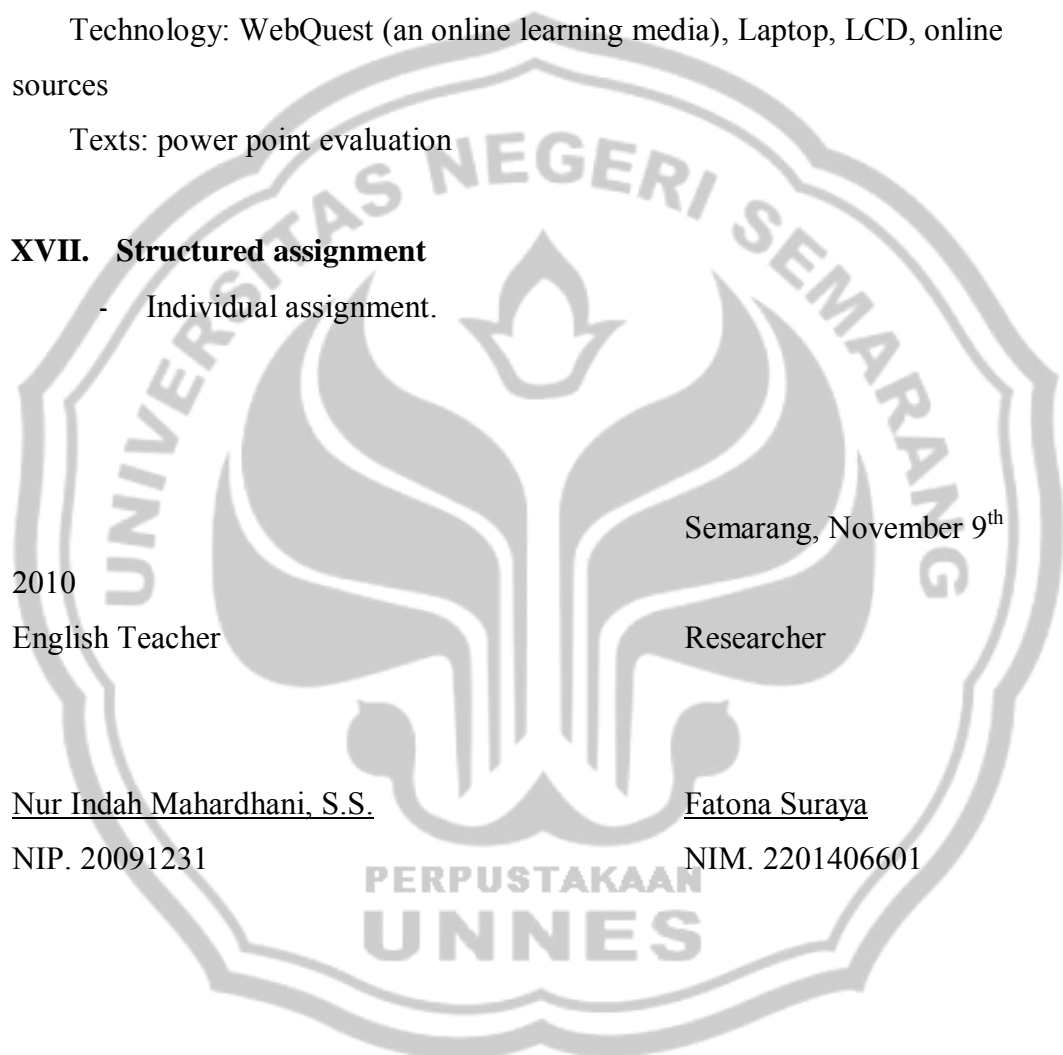
Researcher

Nur Indah Mahardhani, S.S.

NIP. 20091231

Fatona Suraya

NIM. 2201406601



Appendix 5 Instrument of the Research**LESSON PLAN****(Teaching Learning Activity Cycle 2)**

Name : Fatona Suraya
Date : Tuesday, November 16th 2010
Grade Level : XI Science/SMA
Unit Topic : Descriptive Text
Lesson Topic : Describing Tourist Places
Length of Lesson: 2 x 45`
Meeting : 5

Standard Competence

12. Menulis

Mengungkapkan makna dalam esei sederhana berbentuk descriptive dalam konteks kehidupan sehari-hari

Basic Competence

12.5 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk descriptive.

XVIII. Lesson Objectives

By the end of the study:

6. TSWBAT (The Students Will Be Able To) write the final draft of descriptive letter and send it to teacher's email address

XIX. Teaching Learning Activities✓ **Opening**

12. The teacher opens the lesson by greeting the student.

13. The teacher checks the students' attendance list.

14. Label learning:

- The teacher states the objectives of the meeting.

✓ **Main Activity**

32. The teacher gives times to students to re-write and or revise their descriptive letter.

33. The students are asked to send their final product (descriptive letter) to teacher's email address.

✓ **Closing**

8. The teacher checks online, the list of students who had sent their descriptive letter to teacher's email.

9. The teacher says good bye.

10. The result of students' final draft of descriptive letter are considered as the post test result.

XX. Grading Scale

Area	Criteria	Level	Score	Comment
Content	EXCELLENT TO VERY GOOD: knowledgeable; very closely follows assigned topic	30-27		
	GOOD TO AVERAGE: some knowledge of subject; limited development of topic; lack depth of detail	26-22		
	FAIR TO POOR: limited subject knowledge; not enough development of topic	21-17		
	VERY POOR: shows little knowledge of subject; not related to topic; not enough to evaluate	16-13		

Organization	EXCELLENT TO VERY GOOD: follow the generic structure of descriptive text; ideas clearly stated and supported; well organized and sequence	20-18		
	GOOD TO AVERAGE: follow the generic structure of descriptive text; loosely organized with main ideas clear; logical order but not complete	17-14		
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Mechanics	EXCELLENT TO VERY GOOD: very few or zero mistakes	5-4		
	GOOD TO AVERAGE: minor mistakes in mechanic	3-2		
	FAIR TO POOR: numerous mistakes that make sentences choppy	1		
Total Score				

XXI. Assessment

Individual assignment

To obtain an exact score we sum up each of aspect's score.

The total score is = $\sum A + \sum B + \sum C + \sum D + \sum E = 100$

2010

English Teacher

Semarang, November 16th

Researcher

Nur Indah Mahardhani, S.S.

NIP. 20091231

Fatona Suraya

NIM. 2201406601

Pictures of the Activities

The Pre-test activity



The writer was explaining about the WebQuest Template



The teacher and the writer were helping the students to find some online sources about descriptive text



The writer handed back the students' peer editing worksheet