IMPROVING STUDENTS’ WRITING SKILL TO DEVELOP IDEAS IN DESCRIPTIVE TEXT THROUGH THE USE OF INTERNET-BASED MATERIALS

(A Classroom Action Research at the Eight Grade Students of SMPN 9 Metro in the Academic Year of 2012/2013)

THESIS

Submitted to Teacher Training and Education Faculty of Sebelas Maret University as a Partial Fulfillment of the Requirements for Obtaining the Graduate Degree in English Education

By:

AULIA HANIFAH QOMAR
NIM. S891108021

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
SEBELAS MARET UNIVERSITY
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APPROVAL

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THESIS

By:
Audia Hanifah Omara
NIM: S831108021

This thesis has been approved by the Consultants of English Education
Department, Graduate Program of Sebelas Maret University, Surakarta on:
January, 7th, 2013

Consultant I,

Consultant II,

Dra. Dewi Rochsantiningih, M.Ed., Ph.D
NIP. 19600918 198702 2001

Prof. Dr. Joko Nurkamto, M.Pd
NIP. 19610124 198702 1001

Acknowledge By
The Head of English Education Department

Dr. Abdul Asib, M. Pd.
NIP. 19520307198003 1 005

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LEGITIMATION FROM THE BOARD OF EXAMINERS

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By

AULIA HANIFAH QOMAR
S891108021

This thesis has been examined by the Board of Thesis Examiners of English Education Department of Graduate School of Sebelas Maret University on February 5th, 2013.

Chairman
Dr. Abdul Asib, M.Pd
NIP. 195203071980031005

Secretary
Dr. Sujoko, M.A
NIP. 195109121980031002

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1. Dr. Dewi Rochsanti Ningsih, M.Ed., PhD
NIP. 196009181987022001

2. Prof. Dr. Joko Nurkanto, M.Pd
NIP. 196101241987021001

The Director of Graduate School
Sebelas Maret University,

Prof. Dr. Ir. Ahmad Yunos, M.S
NIP. 196102171986011001

The Head of English Education
Department of Graduate School of
Sebelas Maret University,

Dr. Abdul Asib, M.Pd
NIP. 195203071980031005

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If then this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

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Aulia Hanifah Qomar

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iv
ABSTRACT

IMPROVING STUDENTS’ WRITING SKILL TO DEVELOP IDEAS IN DESCRIPTIVE TEXT THROUGH THE USE OF INTERNET-BASED MATERIALS

Aulia Hanifah Qomar ¹, Dewi Rochsaniningsih ², Joko Nurkamto ²

Magister Program of English Education of Pascasarjana UNS, Surakarta. Email: pattrawijayane@yahoo.co.id

Abstract

The objective of the research are: (1) to identify whether and to what extent the use of internet-based materials improve students’ skill in developing ideas to write descriptive text, and (2) to describe the strengths and the weaknesses of internet-based materials in this research. This research was carried out at SMPN 9 Metro for the students of class 8 in the academic year of 2012/2013. The data were analyzed through Constant Comparative Method and descriptive statistics. The research findings showed that internet-based materials can improve students’ writing skill in developing ideas to write descriptive text. The improvement in students’ writing skill includes: 1) The number of appropriate paragraphs in describing something is all describing the topic. 2) The number of appropriate sentences in describing something was all representing main idea in the paragraphs. 3) Students had knowledgeable substantive, development of thesis or topic relevant to assign topic. 4) Students were fluent expression, ideas clearly stated / support, well organized, logical sequencing, cohesive and correct the generic structure of descriptive text such as identification and description. 5) Students were sophisticated range, effective word or diction choice and usage word from mastery, appropriate register. 6) Students have effective complex construction, few errors of agreement, tense number, word order/function, articles, pronoun, and preposition. 7) Students were demonstrated mastery of conventions, few errors spelling, punctuation, capitalization, paragraphing. The final result of the tests showed that their score were improving in the mean score; from 69 (pre test) to 73 (test in cycle 1), 79 (test in cycle 2), and 81 (in cycle 3). It was above the minimum standard of the school (72). Related to the strengths of internet-based materials, includes: 1) Teaching and learning were more effective; 2) The students were interested in the lesson especially in writing; 3) The students’ writing ideas were well developed; 4) The students did the task given by the teacher; 5) The students’ knowledge was improved. The weaknesses of internet-based materials includes: 1) The students were not controlled when they used internet; 2) The students frequently opened another sites for teaching and learning process; 3) Students needed a long time to access the materials from the internet; 4) The time management related to the classroom situation; 5) Teaching and learning process became crowded.

Keyword: Writing, Developing Ideas, Internet-based Materials, Strength and Weaknesses of
Internet-based Materials

MOTTO

Everyday always remember that

“Laa Haula Wa Laa Quwwata Illa Billah”

There is no might nor power except in Allah SWT

(HR. Ibnu Hibban and Ahmad)
DEDICATION

With the deepest love, I dedicate this thesis to:

- Allah SWT who always bestows me protection and love that shines onto me and to every creature.
- My beloved mother, Hj. Nurkhayah, S.Sos, and father, Hi. Komarudin, M.Pd. I am nothing without you all. My success comes from your prayer. Both of you are my everything.
- My dearest hubby, Wahyu Afriadi, A.Par. who always provided me spirit and motivation. Your love is my power.
- My beloved best sister, Rifqy Afifah Qomar. Thanks for your support.
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7. The Headmaster of SMPN 9 Metro who has provided permission to conduct this research.
8. Daryanto, S.Pd and Dwi Astuti, S.Pd who helped and joined with me to conduct this research.
9. All of the students of SMPN 9 Metro especially VIII A who helped and joined with me to conduct this research.

Surakarta,

Aulia Hanifah Qomar

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CHAPTER I
INTRODUCTION

A. Background of the Study

Writing as one of four skills taught in schools is important since it is not just an end result. Writing is a process that helps the students to develop their ideas and logical thinking. Principally, to write means to produce written message. Hernowo (2004: 113) states that there are two reasons why people write: to communicate with others and to provide something for people themselves. Writing is one part of four skills that have to be mastered by the students that they can express their idea in writing activity. Nevertheless, in the form of writing should consider the unity, coherence and cohesion of the paragraph to make a good writing.

According to The Regulation of Minister of Education in Culture No. 41 of 2007, the curriculum in Indonesia is adapted from the genre-based approach. This approach focuses on the text as the main resources in language learning. “Genre analysis, a recent development of discourse analysis, has concerned itself with describing the higher level organization and structure of written or spoken texts. It aims to study communicative purposes and strategies in using the language” (Qin, 2000). The application of the findings of genre analysis to English teaching has been greatly encouraged in the field of English for Specific Purposes (ESP) (Hyland, 2000; Swales, 1990; Bhatia, 1993). Besides, The
Standard of Competence and Basic Competence in junior high school are based on this Governmental Regulation. The goal is to enable students to develop the knowledge and skill to deal with spoken and written texts in social contexts. Meanwhile, in the basic competence of writing in junior high school, the goal is to enable students to write simple descriptive text.

The recent national standard of education in Indonesia is based on the Governmental Regulation No. 19 of 2005. It has the purpose ensuring the development of education in Indonesia by stating the minimum standard for every level of education. The content is about the standard process, content, graduate competence, teacher, and materials for education, cost and evaluation. In other words, that type of school should adapt and/or adopt an education standard in the country or abroad which has a high quality and has been approved internationally. SMP N 9 Metro is one of the schools which has the standard, especially in English lesson. The passing grade of English lesson in this school is stated at 72. Actually, many students fail to meet the standards in this school. The students are not good enough in writing skill and need to be improved.

There are some writing skills that students have to acquire in order to be able to were, (1) developing idea; (2) making grammatically correct sentences; (3) using appropriate diction; (4) writing sentences; (5) arranging the text cohesively. In this research, the eight grade students of SMPN 9 Metro encounter difficulties in writing mastery. The main problem faced by the students in writing a text is the difficulty of developing ideas in the written form. This problem is clearly indicated in their works, as: (1) the number of paragraphs in piece of
writing is shorter; (2) the number of sentences are not adequate to support main idea in each paragraph; (3) difficulties to write sentences relevance to the main idea in the same paragraph; (4) difficulties to unify each of paragraphs relevance to the title. In addition, they also encounter difficulty to: (5) write the paragraphs with grammatically correct sentences; (6) use appropriate diction; (7) write paragraphs with correct punctuation and spelling.

Furthermore, the result of pre test showed that the students failed to meet the passing grade of SMPN 9 Metro. The result of students’ pre test will be drawn in the following table below.

Table 1.1 The Result of Students’ Pre Test

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Category</th>
<th>Sum</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>≥ 72</td>
<td>Pass</td>
<td>13</td>
<td>46 %</td>
</tr>
<tr>
<td>2.</td>
<td>≤ 71</td>
<td>Fail</td>
<td>15</td>
<td>54 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the result of students’ pre test above, I get the point that it needs to be improved to solve the problems. The result showed that there were 13 students (46%) who passed the pre test while there were 15 students (54%) who failed to meet the passing grade of SMPN 9 Metro (72). Besides, the causes are found related to the material and teaching techniques of the teacher. Based on the interview in formal information with the English teacher DR, I indicate that the students’ writing skill could not improve. I reveal to present the thesis that in teaching writing, the way of the teacher usually used is using textbook materials. Besides, the students were not interested in teaching and learning activity. The
teacher often asks the students to do the task in their handbook of writing. From the material and technique point of view, the current sources of materials are not communicative and monotonous (textbook materials).

In this research I focused on the students’ problem in developing writing ideas. The students’ problems would be solved in this research are: (1) the number of paragraphs in piece of writing is shorter; (2) the number of sentences are not adequate to support main idea in that paragraph; (3) difficulties to write sentences relevance to the main idea in the same paragraph; (4) difficulties to unify each of paragraphs relevance to the title. In addition, they also encounter difficulty to: (5) write the paragraphs with grammatically correct sentences; (6) use appropriate diction; (7) write paragraphs with correct punctuation and spelling.

Based on the situation and condition that distract the learning process in reaching the target, I offer a solution to solve the problems above by using the facilities in the school and using internet in the classroom. The internet is a rich source of information and activity that can be used to very good effect in the classroom (Pritchard: 2007). Kasanga, (1996: 76) states that teaching writing by internet materials is one method used to increase language use and acquisition of foreign language. The development with a tight control towards the internet materials becomes the indicator whether the students are able to be more creative in developing their ideas in the form of descriptive text.

According to Dudeney and Hockly (2007: 7-8), there are many reasons to bring internet and technology into classroom, some of them are:
1. Internet access is becoming increasingly available to learners.
2. Young learners are growing up with technologies, and it is natural and integrated part of their lives- it is a way of bringing the outside world into the classroom.
3. English as an international language is being used in technologically mediated context.
4. Technology, especially the internet, presents new opportunities for authentic task and materials, as well as access to a wealth of ready-made ELT materials.
5. The internet offer excellent opportunities for collaboration and communication among learners who are geographically dispersed.
6. Technology is offered with published materials such as course book and resources book for teachers.
7. Learners increasingly expect language schools to integrate technology into teaching.
8. Technology offers new ways for practicing language and assessing performance.
9. Technology can not only be used in the classroom, but also at home and even public area.
10. Using a range of ICT tools can give learners exposure to and practice in all of the four main languages skills-listening, speaking, reading, and writing.

Based on the explanation above, if the material attractive the learners, it can be more active for the students in teaching and learning process. As quoted by Charupan (2002: 56), Maurer and Davidson mention that the strength of internet materials are: (1) Teaching and learning will be better; (2) Teaching and learning will be better when students evolve strategies to understand how they learn; (3) Teaching and learning will be better when they are an active process; (4) Teaching and learning will be better when skills are mastered and become automatic; (5) Teaching and learning will be better when seen as a development of emergent process; and (6) Teaching and learning will be better when experienced and accessed in natural contexts using internet materials.
While the above-mentioned criticisms focus more on the design of exercises to be found in language software and on the Internet, other possible limitations include problems with the medium itself. Frizler (1995: 90) states that because the ability to express oneself in writing is a crucial aspect of using the internet, some researchers propose that this puts students who lack interest or skill in writing at a disadvantage. She also points out that the quality of English found on the Internet is often non-conventional and may actually hinder students in their progress toward communicating in person with native speakers of English. Another factor which affects the internet classroom is that of social interaction. While many students enjoy the creative and imaginatively social aspects of the internet, some students may prefer to be in a traditional classroom, watching and listening to a teacher and peers in person. Allwright and Bailey (1990: 19) states that students with high anxiety towards the use of technology, or those with no prior computer experience may encounter problems.

Based on The Regulation of Minister of Education in Culture No. 23 of 2006 about The Standard of Passing Grade Competence for Elementary School and Junior High School in English Lesson SMP/MTS, in this research the students are supposed to be able to pass the standard in SMP N 9 Metro (72). This research focuses on how to implement internet-based materials in developing students’ ideas to teach writing descriptive text. It also involves the strengths and the weaknesses of internet-based materials.
B. Problem Statement

Some problems of this research dealing with the research are drawn as follows:

1. Can the use of internet-based materials improve students’ writing skill in developing ideas to write descriptive text? If yes, to what extent is its improvement?

2. What are the strengths and weaknesses of internet-based materials in this research?

C. The Objective of the Research

The objectives of the research are stated as follows:

1. To identify whether the use of internet-based materials can improve students’ writing skill in developing ideas to write descriptive text or not, and to what extent the use of internet-based materials can improve students’ writing skill in developing ideas to write descriptive text.

2. To describe the strengths and weaknesses of internet-based materials in this research.

D. The Benefit of the Research

1. For the students

This study provides opportunity for students to study using other attractive learning materials which help them to improve and motivate in writing
skill especially in developing ideas when they write descriptive text through internet-based materials. Besides that, the students can interest to browse the attractive learning materials in teaching learning process.

2. For the teacher

The researcher can show the research benefit for the teacher in general because they get a clear description about how to use the internet for getting update materials in teaching writing. This study also provides new teaching varieties which can be applied in their teaching learning process to improve their teaching quality. It opens up the teacher’s perception that learning can only be done at school. Teaching writing using internet-based materials stimulates the teachers to find new materials to develop the students’ writing ideas.

3. For the other researchers

It is hoped that the result of the study can give additional information of language teaching activity in writing skill, especially in developing ideas. The result of this research also can give valuable contribution to the other researchers who want to do the research in this area. The result of the research encourages a researcher as well as a teacher to conduct action research in developing students’ writing ideas or getting better solution of teaching and learning problems.
CHAPTER II
LITERATURE REVIEW

A. Theoretical Description

1. Writing

   a. The Nature of Writing

   Writing can be defined in various ways. There are some definitions of writing proposed by some experts. According to Harris (1993: 10) writing is a process that occurs over a period of time, particularly if we take into account, the sometimes extended periods of thinking that precede creating an initial draft. Furthermore, he also states (1993: 122) that writing is a complex activity. It is of fundamental importance to learning, to personal development, and to achievement in the education system. Teachers need to strive continually to find the best way to help pupils find fulfillment as writers.

   Based on Peha (1995: 3), states that there are six elements in good writing such as: (1) Ideas that are interesting and important. Ideas are the heart of your piece-what you’re writing about and the information you choose to write about it; (2) Organization that is logical and effective. Organization refers to the order of your ideas and the way you move from one idea to the next; (3) Voice that is individual and appropriate. Voice is how your writing feels to someone when they read it. Is it formal or casual? Is it friendly and inviting or reserved and standoffish? Voice is the expression of your individual personality through
words; (4) Word Choice that is specific and memorable. Good writing uses just the right words to say just the right things; (5) Sentence Fluency that is smooth and expressive. Fluent sentences are easy to understand and fun to read with expression. (6) Conventions that are correct and communicative. Conventions are the ways we all agree to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read.

Sutanto, et al. (2007: 1) says that writing is a process of expressing ideas or thoughts in words should be done at our leisure. He says that we can not do something or expressing the ideas or feeling in words or in sentences while we are getting some interventions. Based on Halliday (1989: 44), is a part of language, and more specifically, it is one kind of expression in language. Its meaning is created by particular set of symbol, having conventional values for representing the wordings of a particular language, which is drawn up visually.

According to Hernowo (2004: 43), writing is an activity in which learners form graphic symbols, arrange them to form words, and put the words in order and link them together in a certain way to produce a logical sequence of sentence. He also states that writing is a complex activity since it requires students’ comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form, as writing is a means of communication.

From the some definitions above, it can be concluded that writing is a process period of thinking of creating an initial draft to express ideas, feeling, and thoughts using knowledge of structure and vocabulary to combine the writer’s
ide as a means of communication. It is a complex process and activities to arrange and produce written form in which the writer uses certain convention of variables of linguistic aspects (such as content, organization, vocabulary, language use, and mechanic) in order to express the idea, thought, opinion, and feeling.

b. Writing Skill

Besides the definitions of writing above, there are also several definitions of “skill”. According to Webster, “skill” is the ability to use one's knowledge effectively and readily in execution or performance. Hornby (1979: 820) states that “skill” is the ability to do something well. There are some components of writing skill as mentioned by Hughes (1996: 91), such as:

1) Content: The clear ideas in composing a text are very important. Readers would understand what writer writes if the content of the text is clear and easy to be understood. So, the text will have a good content if the writers write based on the topic and cues that is being given.

2) Organization: A text which has a good organization will be easier to be understood by the reader. Organization of the text is related to the plot of it. The students are able to write a coherent text.

3) Vocabulary: According to Hornby (1974:1462), vocabulary is a total number of words which make up a language, vocabulary also words known to or used by person in trade, profession, etc, while mastery is a complete control of knowledge. It can be said that the arrangement of words into a sentence is a part of vocabulary. It can describe our thought

commit to user
when the students write something. The student who wants to succeed in writing learning process has to master the component of the writing skill that is vocabulary. From that statement, it can be said that vocabulary has an important role in communication process whether spoken or written.

4) Language Use: There are various definitions of grammar. Different experts define the term grammar differently. According to Hornby (1995: 517), “grammar is the rule in a language for changing the form of words and combining them into sentences.” So, a writer must know these rules; in order he can put words together in a meaningful way. Harmer (2001:12) states that “the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.” From the definition, the writer can draw a conclusion that if people know the grammar of their language, they also know how the language is used, and they know how to construct sentences in the accepted forms.

5) Mechanics: In writing, good mechanical skill is needed. It will help the reader to understand the text. If the text has poor punctuation, spelling, and capitalization, the reader will be confused with the content of the text. Mechanic has a big role in writing a text. It can be said that mechanical skill influences the meaning or content of the text.

To conclude, writing skill is then defined as the ability to create an initial draft to express ideas, feeling, and thoughts using knowledge and certain
convention of variables of linguistic aspects (such as content, organization, vocabulary, language use, and mechanic).

c. Micro and Macro Skill

Based on Brown (2001: 343), he states that the earlier micro skills apply more appropriately to imitative and intensive types of writing task, while macro skills are essential for the successful mastery of responsive and extensive writing. In this case, the researcher focused on micro skill due to the appropriateness of writing task, intensive type, used in this research. The followings are the list of micro and macro skills for writing:

1) Micro Skills
   (a) Produce grapheme and orthographic patterns of English; (b) Produce writing at an efficient rate of speed to suit the purpose; (c) Produce an acceptable core of words and use appropriate word order patterns; (d) Use acceptable grammatical systems (e.g. tense, agreement, pluralization patterns and rules); (e) Express a particular meaning in different grammatical forms; (f) Use cohesive devices in written discourse.

2) Macro Skills
   (a) Use the rhetorical forms and conventions of written discourse; (b) Appropriately accomplish the communicative function of written texts according to form and purpose; (c) Convey links and connection between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification; (d) Distinguish between literal and implied meanings when writing; (e) Correctly convey culturally specific references in the context of the written text; (f) Develop and use of writing strategies, such accurately assessing the audience’s interpretation, using pre-writing devices, writing the fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

d. Teaching Writing
McGillick (1987: 2) states that the emphasis of learning to write fairly extended pieces of English. We are more interested in helping the students to express ideas, thought processes and feeling on papers; to organize those ideas, thoughts and feelings in writing. It means that in teaching writing, teacher helps students to express ideas, thought and feeling on papers. Then teacher also helps students to organize those ideas, thoughts and feelings in sentences to compose meaningful paragraphs or texts on learning to write.

According to Harris (1993: 11) that language in general allows us to construct representations of experience, writing, in particular, allows us the further option of working on the representation. When writing, we are able to work through a process of assembling ideas, drafting and revising. It’s clear that we need assembling ideas, drafting and revising in writings. And we should do reflection to make our next writing better. The students should reread their English writing to get sure that their writing are good enough. They can discuss their writing together with their friends and teacher.

Byrne explains there are roles of the teacher in teaching writing (1998: 32-34). The roles of the teacher are:

1) Deciding how to present the activity to the class

In early stage, begin to demonstrate the writing activities on board or overhead projector. It will help students to do a certain amount of writing.

2) Preparing the students orally

By giving a number of examples orally, help the students to know exactly what they have to do.
3) Deciding how the writing task should be carried out

An activity can be done individually, in pairs or in small groups. Some activities can also be begun in pairs or in groups but concluded or ended on individual writing tasks.

4) Deciding on correction procedures

The students can be asked to exchange their completed work to evaluate one another’s efforts. This helps to train them to look at written work critically as readers. Then writing work can also be discussed on a classroom to get necessary correction or sometime students make their own correction.

In addition, the writing process may be represented as simply as eight-stages process of brainstorming, planning/structuring, mind mapping, writing the first draft, peer feedback, editing, final draft, Evaluation and teachers’ feedback.

The process approach model comprises of eight stages (Steele, 2004):

1) Brainstorming

This is generating ideas by brainstorming and discussion. Students could be discussing the qualities needed to do a certain job. The figure of brainstorming below has been carried out on the topic ‘Should rich countries give aid to poor countries?’ in one of our EFL classrooms at United International University, Dhaka, Bangladesh. The left hand side presents the arguments for the
Brainstorming can be carried out as follows:

2) Planning/Structuring

Students exchange ideas into note form and judge quality and usefulness of the ideas.

3) Mind mapping

Students organize ideas into a mind map, spider gram, or linear form. This stage helps to make the hierarchical relationship of ideas which helps students with the structure of their texts.

4) Writing the first draft

Figure 2.1. A sample of Brainstorming from a Student in Our EFL Classroom
Students write the first draft. This is done in the class frequently in pairs or groups.

5) Peer feedback

Drafts are exchanged, so that students become the readers of each others’ work. By responding as readers students develop awareness of the fact that a writer is producing something to be read by someone else and thus they can improve their own drafts.

6) Editing

Drafts are returned and improvements are made based upon peer feedback.

7) Final draft

A final draft is written.

8) Evaluation and teachers’ feedback

Students’ writings are evaluated and teachers provide a feedback on it.

The following diagram shows the cyclical nature and the interrelationship of the stages:

Figure 2.2 A Model of Writing
e. Developing Writing Idea

Developing ideas is the process of producing or creating new ideas or more advance (Hornby, 2000: 363). It is necessary for the students to know the techniques for generating ideas before they start writing. In pre writing stage, the students are required to find out what topic they would write down so that they have something to say through paper. Ruggiero (1981:24-28) states about three techniques for generating ideas. Those are as follows:

1) The Brainstorming Approach

Brainstorming was developed by an American industrialist, Alex Osborn. The theory was that one idea would stimulate another, and those two ideas a third, and so on, eventually producing a valuable insight or solution to a problem that might not otherwise have been expressed.

2) Imaginary-Dialogue Approach

The imaginary-dialogue approach requires that one see the subject through someone else’s eyes. Naturally, it is impossible to enter other people’s perspectives totally.

3) The Background-Reading Approach

The background reading approach consists of getting factual information to stimulate and direct the writer’s thinking. This is what actually the students do in generating ideas in this research. The students would get the
stimulus from what they watch in the video. They get a matter to think and then put their thinking into writing.

According to Vanessa Glass, there are some steps in developing writing ideas. It draws in below.

1) Free Write - Simply, write down anything and everything that comes to mind, whether or not you have a topic picked out. Do not think about what you are writing. Just write.

2) Brainstorm - Write down all of the ideas that come to mind. You do not have to be organized, as long as you write them down.

3) Cluster - Take your topic and break it down. Make a cluster and branch ideas from that topic. Link the ideas together when there is a connection.

4) Journals - Keep a recording of the things that happen during your day. Make a note of anything interesting that happens, questions you have, what you read, and your opinions.

5) Ask Questions - Anything you do can produce questions. Write them down. Get the answers and determine if it is something you want to share with others.

6) Make Lists - This is more direct than brainstorming. With lists, you simply have to write down related information to a general topic.

f. Indicators of Developing Ideas

Based on the micro and macro skill of writing and the definition of developing ideas, there are some indicators of developing ideas that students have to acquire in order to be able to write, such as: (1) the number of appropriate
paragraphs in describing something is all describing the topic; (2) the number of sentences are adequate to support main idea in each paragraph; (3) writing sentences relevance to the main idea in the same paragraph; (4) unifying each of paragraphs relevance to the title; (5) writing paragraphs with grammatically correct sentences; (6) using appropriate diction; and (7) writing paragraph with correct punctuation and spelling.

g. Assessing Writing

In scoring the students’ works, it would be better for the teacher to use analytic scoring. In analytic scoring, different components or features of the students’ responses are given separate scores (e.g., paragraph in the text, sentences in the paragraph, organization, content, vocabulary, mechanics and language use might be scored separately). Analytic scoring scores are sometimes added together to yield a total (holistic) score, but they are generally kept separate and form a performance or test profile. The scoring categories included in an analytic system should reflect instructional objectives and plans. Analytic scoring provides useful feedback to students and diagnostic information to teachers about specific areas of performance that are satisfactory or unsatisfactory. This information will be useful for planning instruction and studying H. L. Jacob et al (1981: 90). An example of an analytic system for scoring ESL compositions is presented in the following figure modified from H. L. Jacob et al (1981: 90).
Table 2.2 Modification Scoring Rubric from H. L. Jacob et al (1981: 90):

<table>
<thead>
<tr>
<th>Paragraphs in the Text</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-13</td>
<td>number of appropriate paragraphs in describing something is all describing the topic.</td>
<td>number of appropriate paragraphs in describing something is almost describing the topic.</td>
<td>number of appropriate paragraphs in describing something is little describing the topic.</td>
<td>number of appropriate paragraphs in describing something is not describing the topic.</td>
</tr>
<tr>
<td>12-9</td>
<td>number of appropriate paragraphs in describing something is all representing main idea in the paragraphs.</td>
<td>number of appropriate sentences in describing something is almost representing main idea in the paragraphs.</td>
<td>number of appropriate sentences in describing something is little representing main idea in the paragraphs.</td>
<td>number of appropriate sentences in describing something is not representing main idea in the paragraphs.</td>
</tr>
<tr>
<td>8-4</td>
<td>number of appropriate sentences in describing something is all representing main idea in the paragraphs.</td>
<td>number of appropriate sentences in describing something is almost representing main idea in the paragraphs.</td>
<td>number of appropriate sentences in describing something is little representing main idea in the paragraphs.</td>
<td>number of appropriate sentences in describing something is not representing main idea in the paragraphs.</td>
</tr>
<tr>
<td>Content</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>20-16</td>
<td>knowledgeable substantive, development of thesis or topic relevant to assign topic.</td>
<td>some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic but lack detail.</td>
<td>limited knowledge of subject, little substance, inadequate development of the topic.</td>
<td>doesn't show knowledge, not pertinent, or not enough to evaluate.</td>
</tr>
<tr>
<td>Organization</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>15-13</td>
<td>fluent expression, ideas clearly stated / support, well organized, logical sequencing, cohesive and correct the generic structure of descriptive text such as identification and description relevance to the title.</td>
<td>somewhat copy, loosely organized, but main idea stand out, limited support, logical but incomplete sequencing and correct the generic structure of descriptive text such as identification and description relevance to the title.</td>
<td>not fluent, ideas confused or disconnect, lacks logical, sequencing and development and still incorrect to arrange the generic structure of descriptive text relevance to the title.</td>
<td>doesn't to communicate, no organization or not enough to evaluate and not relevance to the title.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>15-13</td>
<td>sophisticated range, effective word or diction</td>
<td>sophisticated range, effective word or diction</td>
<td>sophisticated range, effective word or diction</td>
<td>sophisticated range, effective word or diction</td>
</tr>
</tbody>
</table>
choice and usage word from mastery, appropriate register.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-9</td>
<td>GOOD: adequate range, occasional error of word or diction choice and usage, meaning confused or obscured.</td>
</tr>
<tr>
<td>8-4</td>
<td>FAIR: limited range, frequent error of word or diction choice and usage, meaning confused or obscured.</td>
</tr>
<tr>
<td>3-0</td>
<td>POOR: essentially translation, little knowledge of vocabulary, diction, word form or not enough to evaluate.</td>
</tr>
</tbody>
</table>

**Language Uses**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-13</td>
<td>EXCELLENT: effective complex construction, few errors of agreement, tense number, word order/function, articles, pronoun, preposition.</td>
</tr>
<tr>
<td>12-9</td>
<td>GOOD: effective but simple construction, minor problem in a simple construction, frequent errors of agreement, tense number, word order/function, articles, pronoun, preposition but meaning seldom obscured.</td>
</tr>
<tr>
<td>8-4</td>
<td>FAIR: major problem in complex/simple construction, frequent error of negation, agreement, tense number, word order/function, articles, pronoun, preposition, and/or fragments, run-ons, deletions, meanings confused, or obscured.</td>
</tr>
<tr>
<td>3-0</td>
<td>POOR: virtually not mastery of sentences construction rules, domination by errors, does not communicate, or not enough to evaluate.</td>
</tr>
</tbody>
</table>

**Mechanics**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-4</td>
<td>EXCELLENT: demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</td>
</tr>
<tr>
<td>3-2</td>
<td>GOOD: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.</td>
</tr>
<tr>
<td>1</td>
<td>FAIR: frequent errors of spelling, punctuation, capitalization, paragraphing poor handwriting, meaning confused or obscured.</td>
</tr>
<tr>
<td>0</td>
<td>POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.</td>
</tr>
</tbody>
</table>

### 2. Descriptive Text

#### a. Definition of Descriptive Text

Descriptive text is one type of several types. The term “type” is sometime stated as “genre”. Writing descriptive text is writing which represent or describe of people, places, things, moments and theories with enough clear, powerful and...
detail images in the mind to help the reader create the mental picture of what is being written about (Everett 1997: 1). Based on the statement above, descriptive writing wants to say and write about someone or something clearly, detail, and accurately that the reader have a picture in their mind, so they will be easy and understand what we have written a topic. Enhance, the writer could complete the writing by giving the illustration, and some techniques which make the description more clearly and accurately to comprehend and understand deeply. Furthermore, (The E (English) Team 2006: 53) they say that describing is like painting a picture with words so that our listener or reader has a picture in their mind about the particular things described.

b. The Classification of Descriptive Text

The classification of descriptive text is based on the analysis of the three main elements of a text. According to Anderson (1999: 16), the elements are:

a. The generic structure of text; analyzing structure used in composing the text, in what way is the text constructed by its teacher.

b. Language feature; taking a look at the linguistics characterizations of the text, what kind of language feature is used to build the text by its teacher.

c. The purpose of text; why is the text made?

Anderson (1999: 16) states that descriptive text is a text which says what a person or thing is like. It is purpose to describe and reveal particular person, place or thing.

a. Generic structure of descriptive text
The generic structure of descriptive text is as follows: (1) Identification is mention the special participants; (2) Description is mention physical feature, the part, quality; and (3) Characteristics of the subject being discussed.

b. Language feature of descriptive text

The language features usually found in descriptive text are: (1) using simple present tense; (2) using action verb; (3) using passive voice; (4) using noun phrase; (5) using adverbial phrase; (6) using technical term; (7) using general and abstract noun; and (8) using conjunction of time and causes and effects.

The example of descriptive text will be drawn below:

Borobudur Temple

Borobudur is Hindu-Buddhist temple. It was build in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

Analyzing the Text (Generic Structure Analysis) will be drawn as follows:
a. Identification; identifying the phenomenon to be described in general;

   Borobudur temple.

b. Description; describing the Borobudur temple in parts; eight terraces of

   Borobudur temple and its characteristics

c. Language Feature Analysis; Using adjective and classifiers; valuable;

   using simple present tense; Borobudur is well-known, The temple is
   constructed, etc.

   Additionally, some functions writing descriptions, the students have
   opportunity to enjoy the description, identify the tense used, underline the verbs,
   adjective, and learn new vocabulary. (The E (English) Team 2006: 54).

   Furthermore, the students will enjoy description by knowing the content of
   description and study more about part of speech, tenses that make them easy to
   make a paragraph description using their own words and help them to develop
   their new vocabulary and ideas by describing the events, facts, and feeling which
   happened in their environment and surroundings.

   There are some ideas, which can help the teachers and the students for
   learning activities to apply, interpret, or create the descriptive text. These are: (1)
   writing a descriptive text based on the picture; (2) getting data by interviewing
   someone and change the data into a descriptive text; (3) observing an object and
   make it a descriptive text; (4) making a picture based on a descriptive text read by
   the teacher or classmate; (5) making an imaginary creature and write the
   description, then describe it orally to classmate who will draw a picture based on
   the oral description; (6) comparing, then contrasting (or vice versa); (7) first
doing one idea, then doing the other; (8) Writing only about the comparable and contrastable elements of each idea; and (9) Only comparing or only contrasting.

Moreover, one of ideas to develop to create a descriptive text is the students write text based on the picture. The E (English) Team (2006:54) states those ideas for learning activities to interpret or create descriptive text, the students write a descriptive text based on the picture. Based on the picture students get ideas to complete the outline or table which content about the name of objects or things, definition, and general structure. Hopefully students can write a good paragraph and the readers can observe and understand what the students write in real life situation.

Based the theories above, it can be concluded that a descriptive text is used to create a vivid image of a person, place, or thing in a text. It draws on all of the senses, not merely the visual. Its purpose is to enable the reader to share the writer’s sensory experience of the subject.

3. Internet-based Materials

Internet-based materials is the sources which are taken from the internet. Internet-based materials is one of the popular education techniques in teaching and learning process. Internet-based material as stated by Somekh (1998) is a learning material taken from various sources in the internet that are given to the students as an innovative learning and it can be considered as a part of teacher professionalism besides the use of internet shows that the teacher is still up to date. To advance of information and communication technology enables teachers...
to download interesting and up-to-date authentic text from internet. Authentic text here refers to any text that was not written specifically for language learning purposes. It is a text written to say something, to convey a massage, and not simply to exemplify language (Plafell, 1986: 25).

According to Dudeney and Hockly (2007: 7-8), there are many reasons to bring internet and technology into classroom, some of them are:

a. Internet access is becoming increasingly available to learners.

b. Young learners are growing up with technologies, and it is natural and integrated part of their lives— it is a way of bringing the outside world into the classroom.

c. English as an international language is being used in technologically mediated context.

d. Technology, especially the internet, presents new opportunities for authentic task and materials, as well as access to a wealth of ready-made ELT materials.

e. The internet offer excellent opportunities for collaboration and communication among learners who are geographically dispersed.

f. Technology is offered with published materials such as course book and resources book for teachers.

g. Learners increasingly expect language schools to integrate technology into teaching.

h. Technology offers new ways for practicing language and assessing performance.

i. Technology can not only be used in the classroom, but also at home and even public area.

j. Using a range of ICT tools can give learners exposure to and practice in all of the four main languages skills-listening, speaking, reading, and writing.

The internet facilitates, classifies and enables to exchange of information, knowledge and news. Internet offers a great library of reference, materials, news, publication and others. By simply typing few words, the learners can learn about different cultures, histories, music and anything else without spending great amounts of time and money traveling.

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4. Teaching Writing Using Internet-based Materials

Teaching writing by internet materials is one method used to increase language use and acquisition of foreign language (Kasanga, 1996: 76). For example, it was found that interaction in language helps learners to gain input in language learning process. Specifically, it increases a synchronous communication of English as a foreign language and forces them to use language in real communication situations. In other words, the internet motivates learners to use English in their daily lives and provides functional communicative experiences. Teaching by internet materials needs certain procedures to do in the classroom learning process.

a. Deciding the Limitation of the Sites

Since there are so many sites found in internet, the teacher needs to decide what kind of sites will be the source of the materials used to teach writing. The determined sites should have a close relationship with certain parts of writing descriptive text discussed in learning and teaching process. In this stage, the students are free to choose any related sites to support their knowledge about the discussed parts of descriptive genre. Then, to make the students more motivated, the topics for writing should also be current and not out of date. They can choose the materials from the internet based on their favorites. Dudeney and Hockly (2007: 7-8), state that there are some ways of searching on the internet:

1) http://images.google.com/ -Google image search, allows you to search an enormous collection of images in various formats. A good place to start
looking for illustrations for worksheets, teaching materials, projects or presentations.

2) http://froogle.google.com/- Google shopping search, guides you access to comparative shopping results for products. Use this to find products you are interested in, read reviews and find the best prices.

3) http://video.search.yahoo.com/- Yahoo! video search, allows you to search a large database of online video material by keyword on category. Ideal if you want to demonstrate something in a more lively way for music videos and other multimedia classes.

4) http://www.altavista.com/video - Alta Vista video search works in the same way as the Yahoo! one above, but videos are also classified by different formats, allowing for a range of multimedia players and software to be used to watch them.

5) http://www.altaviesta.com/audio/default - Alta Vista audio search gives you access to a large online collection of audio files. Particularly good for searching for the popular MP3 format song files.

6) http://search.singingfish.com/sfw/home.jsp- Singing Fish multimedia search, combining both audio and video results in a large collection of sources, and you can search by category, including news, TV, sports and a host of others.

7) http://tv.blinkx.com- Blinkx TV video search allows you to search popular TV broadcasters like the BBC and CNN for short video clips on a wide variety of subjects. Again, this is an ideal source of news material.

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b. Learning Process

The learning processes are divided into two major discussions dealing with the parts of descriptive text: introductory paragraph, and describing paragraph. Each discussion takes two or three sessions. In the beginning of the class, teacher provides the class with access to internet and opens the selected sites related to the parts of descriptive text. Together with the students, the teacher discussed important aspects in writing each part of the essay while showing various sites dealing with the topic of discussion. Then, the teacher asks the students to work in groups of three or four to discuss the matters and practice writing the intended paragraph, either introductory or describing one. The teacher controls and manages the discussion by going around and checking all students' understanding and work. The last step is that teacher asks each student to write a certain part of descriptive text. They may browse internet to find out the most current topics from the determined sites. Their writing should be supported by reasonable opinions they share during the analysis.

There are some strengths and weaknesses of internet-based materials when it is applied in the classroom.

a. The strengths of internet-based materials:

1) Teaching and learning is more effective.

2) Teaching and learning is more effective when students evolve strategies to understand how they learn.

3) Teaching and learning is more effective when they are an active process.
4) Teaching and learning is more effective when skills are mastered and become automatic.

5) Teaching and learning is more effective when seen as a development of emergent process.

6) Teaching and learning is more effective when experienced and accessed in natural contexts using internet materials.

Internet materials later improve not only students' language level but also their confidence. If the material interests the learners, it can be more active for the students in teaching and learning process.

b. The weaknesses of internet-based materials:

While the above-mentioned criticisms focus more on the design of exercises to be found in language software and on the Internet, other possible limitations include problems with the medium itself. Frizler (1995: 90) states that because the ability to express oneself in writing is a crucial aspect of using the Internet, some researchers propose that this puts students who lack interest or skill in writing at a disadvantage. She also points out that the quality of English found on the Internet is often non-conventional, and may actually hinder students in their progress toward communicating in person with native speakers of English. Another factor which affects the internet classroom is that of social interaction. While many students enjoy the creative and imaginatively social aspects of the internet, some students may prefer to be in a traditional classroom, watching and listening to a teacher and peers in person. Allwright and Bailey
(1990: 19) states that students with high anxiety towards the use of technology, or those with no prior computer experience may encounter problems.

B. Review of Related Research

In this research, there are some articles that have collected through several academic journals related to internet-based materials. Those articles are reviewed as follows:

Faisal (2010) has reported his study with the title is *The Effectiveness of Internet-based Materials to Teach Writing Viewed from Students’ Creativity, in the Academic Year of 2009/2010*. He states that: (1) Teaching writing using internet materials to the fourth semester students is more effective than the one using textbook; (2) The writing achievement of the students having high creativity level is better than the one of those having low creativity level; and (3) There is an interaction between teaching materials and level of creativity. Based on his research findings, he concluded that the use of internet materials is effective for teaching writing for the fourth semester students of the English Department. To achieve the most optimum writing achievement, it is important to provide internet access for the students so they will find as many sample essays as possible to learn, to determine the most current issue to discuss, and to provide much time for the students to reflect their opinion in the form of argumentative essay.
According to Sujit Mudjirno (2007), *Internet Based Materials for Improving Students’ Reading Comprehension*, he states that internet-based materials can be one of authentic materials to improve students’ reading comprehension. It showed with the students’ result in cycle 1 and cycle 2. In cycle 1, it was found that only certain students were really active in the classroom discussion. Students’ score in questioning, doing the assignment, discussion and speaking English is on the average level of “sometimes” and in answering question is “seldom or never”. In cycle 2, the number of students being active in the discussion increased. Students score in questioning, doing the assignment, discussion and speaking English increased from 2 (sometimes) to 3 (often) and answering questions improved from the average of 1 (seldom or never) to 3 (often).

Dina Destari (2010) has reported her study with the title *The Effectiveness of Internet-Based Material to Teach Reading Comprehension Viewed from Learning Motivation*. She states that (1) the group of students who are taught using internet based materials have better reading comprehension achievement than those who are taught using textbook material; (2) the students who have high motivation have a better reading comprehension achievement than those who are taught by textbook material; (3) there is an interaction between the teaching materials (internet based material and textbook material) and the level of learning motivation in teaching reading comprehension for university students. It means that the effects of teaching materials used depend on the level of learning motivation of the students.

*commit to user*
Based on Eric A. Meyer, *Design Issues for Web-Based Teaching Material*, he states that, Besides, Interactive quizzing will dramatically improve the reader's ability to retain what they have read. Victoria Muehleisen (1997), *Projects Using the Internet in College English Classes*. She states that students to be exposed to a wider range of English than they usually encounter in their daily lives in Japan. Students can use English for pleasure outside of class, and thought if she taught them the basics of e-mail and "netsurfing," they would be likely to continue these activities during their free time.

Klaus Brandl (2002), *Integrating Internet-based Reading Materials into the Foreign Language Curriculum: from Teacher- to Student-centered Approaches*, he states that, this article provides guidance to teachers and curriculum developers by describing three approaches to integrating Internet-based reading materials into a foreign language curriculum. The design of an Internet-based lesson is largely determined by a teacher's pedagogical approach, her/his technological expertise, and the students' language proficiency. The approach to the pedagogical design of successful lessons falls along a continuum from being teacher-determined or teacher-facilitated to student-determined. The use of the WWW for delivery of reading instruction or the integration of Internet-based readings can improve students’ reading skill.

Based on Mateja Petrovčič (2009), *Web-based materials and applications for Chinese language teaching*, states that the materials taken from the internet are very useful for the visual enhancement of presented contents; therefore students will be used in the teaching learning process. Besides, web based
materials was very helpful manual for teachers with different knowledge of information technologies. Everyone could find something useful in it.

C. Rationale

Writing is one of the language skills which should be mastered by the students. But in fact, writing competence is considered the last language skill taught at school. In some cases, teaching learning process held in a classroom is more concerned at acquiring the other skills. The way of the teacher usually used is using textbook materials. Besides, the students were not interested in writing class. That is why the students at school have the difficulties in acquiring this language skill. They have some problems in writing skill. The main problem faced by the students which the researcher found in this research was students get difficulty of developing ideas in the written form. The indicators of the problems are clearly indicated in their works, as: (1) the number of paragraphs in piece of writing is shorter; (2) the number of sentences are not adequate to support main idea in each paragraph; (3) difficulties to write sentences relevance to the main idea in the same paragraph; (4) difficulties to unify each of paragraphs relevance to the title. In addition, they also encounter difficulty to: (5) write the paragraphs with grammatically correct sentences; (6) use appropriate diction; (7) write paragraphs with correct punctuation and spelling.

To solve the problem above later improve the students’ writing skill in developing ideas, the researcher uses internet-based materials. The internet is a rich source of information and activity that can be used to very good effect in the classroom (Pritchard: 2007). Kasanga. (1996: 76) states that teaching writing by
internet materials is one method used to increase language use and acquisition of foreign language. The development with a tight control towards the internet materials becomes the indicator whether the students are able to be more creative in developing their ideas in the form of descriptive text.

Internet materials later improve not only students’ language level but also their confidence. If the material interests the learners, it can be more active for the students in teaching and learning process. As quoted by Charupan (2002: 56), Maurer and Davidon mention that the strength of internet materials are: (1) Teaching and learning is more effective; (2) Teaching and learning is more effective when students evolve strategies to understand how they learn; (3) Teaching and learning is more effective when they are an active process; (4) Teaching and learning is more effective when skills are mastered and become automatic; (5) Teaching and learning is more effective when seen as a development of emergent process; and (6) Teaching and learning is more effective when experienced and accessed in natural contexts using internet materials. The following diagram shows the rationale in this research.
In this research, I made list of activities in teaching learning process which can solve the students’ problems in writing skill. It will be drawn in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Objectives</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher divides students into seventh groups.</td>
<td>To discuss the materials.</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher gives the students descriptive text taken from the internet.</td>
<td>To give the explanation about descriptive text.</td>
<td>A3, A6, A7</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher explain the steps of writing and explain about descriptive text.</td>
<td>To give knowledge to students about how to write well in descriptive text.</td>
<td>A1-A7</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher explaining how to browse the materials from the internet.</td>
<td>To make students know how to browse the materials from the internet.</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>Students open the internet and browse some materials about descriptive text.</td>
<td>To get some other examples of descriptive text.</td>
<td>A1-A5</td>
</tr>
<tr>
<td>6.</td>
<td>Students discuss the general characteristics, generic structure and language features of descriptive text which is taken from internet with other friends.</td>
<td>To share their ideas with their friends.</td>
<td>A1-A7</td>
</tr>
<tr>
<td>7.</td>
<td>Students present their work in front of the class.</td>
<td>To be able to explain their work.</td>
<td>-</td>
</tr>
<tr>
<td>8.</td>
<td>Students give comments to other groups.</td>
<td>To help the students to make a good paragraph.</td>
<td>A1-A7</td>
</tr>
<tr>
<td>9.</td>
<td>Students revise their work.</td>
<td>To make good paragraph.</td>
<td>A1-A5</td>
</tr>
<tr>
<td>10.</td>
<td>Students browse pictures of animal from internet.</td>
<td>To make students interested in writing descriptive.</td>
<td>A1-A5</td>
</tr>
<tr>
<td>11.</td>
<td>Students describe the animal with the appropriate general characteristics, generic structure and language features.</td>
<td>To make students easier to develop their ideas in writing descriptive text.</td>
<td>A1-A7</td>
</tr>
<tr>
<td>12.</td>
<td>Students present their work in front of the class.</td>
<td>To be able to explain their work.</td>
<td>-</td>
</tr>
<tr>
<td>13.</td>
<td>Students give comment to other friends.</td>
<td>To get some correction for their work.</td>
<td>A1, A5, A6, A7</td>
</tr>
</tbody>
</table>
They revise their work. To make a good descriptive text A1, A5

Based on list of activities above, it can be solved the problem indicators below that faced by the students.

Table 2.4 Solution Check List on Problem Indicators

<table>
<thead>
<tr>
<th>Problem Indicators</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The number of paragraphs in piece of writing is shorter</td>
<td>3, 5, 6, 8, 9, 10, 11, 13, 14</td>
</tr>
<tr>
<td>2. The number of sentences are not adequate to support main idea in each paragraph</td>
<td>3, 5, 6, 8, 9, 10, 11, 14</td>
</tr>
<tr>
<td>3. Students encounter difficulties to write sentences relevance to the main idea in the same paragraph</td>
<td>2, 3, 5, 6, 8, 9, 10, 11, 14</td>
</tr>
<tr>
<td>4. Students have difficulties to unify each of paragraphs relevance to the title</td>
<td>3, 5, 6, 8, 9, 10, 11, 14</td>
</tr>
<tr>
<td>5. Students encounter difficulties to write the paragraphs with grammatically correct sentences</td>
<td>3, 5, 6, 8, 9, 10, 11, 13, 14</td>
</tr>
<tr>
<td>6. Students have difficulties to use appropriate diction</td>
<td>2, 3, 5, 6, 8, 11, 13, 14</td>
</tr>
<tr>
<td>7. Students encounter difficulties to write paragraphs with correct punctuation and spelling</td>
<td>2, 3, 5, 6, 8, 11, 13, 14</td>
</tr>
</tbody>
</table>
CHAPTER III

RESEARCH METHODOLOGY

A. Context of the Research

1. Setting of the Research

The research was carried out at SMPN 9 Metro Lampung. This school is located on Jl. Piagam Jakarta 16 Polos Metro Barat. The phone number is (0725) 7525107. It is located in Metro city. SMPN 9 Metro is one of the schools which has accredited. It has B accreditation. Most of the students’ parents are farmer.

Even the condition of the students are weak in economic background, also weak in the prior knowledge, there are some good achievement gained by both teachers and students from this junior high school. They always want to improve their ability. This condition gives much influence to the learning habit of the students. Most of the students have high spirit to learn and practice English. It can be seen from the enthusiasm of the students to use English in the school, even the English sentence mix with bahasa Indonesia or sometimes mix with Javanese.

2. Time of the Research

This research was conducted from May until January in the first semester students of Eight Grade of SMPN 9 Metro in the academic year 2012/2013. The time setting included the preparation stage up to the reporting stage as stated in the following table.
Table 3.1 Schedule of the Research

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Months (May – November) 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>May</td>
</tr>
<tr>
<td>1.</td>
<td>Doing pre-survey</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Review literature</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Writing proposal</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Doing seminar of proposal</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Conducting the research</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Collecting the data</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Analyzing the data</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Writing the report</td>
<td></td>
</tr>
</tbody>
</table>

Related to the time schedule above, I also investigated the students’ problem, problem indicators, the cause of problem, and the solution to solve the problems to prepare for the research implementation. These are shown in the table below.

Table 3.2 The Description of Initial Reflection

<table>
<thead>
<tr>
<th>Problem</th>
<th>The students get difficulties to develop ideas in written form.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem indicators:</td>
<td>1. The number of paragraphs in piece of writing is shorter.</td>
</tr>
<tr>
<td>Developing ideas in writing skill</td>
<td>2. The number of sentences are not adequate to support main idea in each paragraph</td>
</tr>
<tr>
<td></td>
<td>3. Difficulties to write sentences relevance to the main idea in the same paragraph</td>
</tr>
<tr>
<td></td>
<td>4. Difficulties to unify each of paragraphs relevance to the title.</td>
</tr>
<tr>
<td></td>
<td>In addition, they also encounter difficulty to:</td>
</tr>
<tr>
<td></td>
<td>5. Write the paragraphs with grammatically correct sentences</td>
</tr>
<tr>
<td></td>
<td>6. Use appropriate diction</td>
</tr>
<tr>
<td></td>
<td>7. Write paragraphs with correct punctuation and spelling.</td>
</tr>
<tr>
<td>Causes</td>
<td>1. The way of teacher usually used is using textbook materials.</td>
</tr>
<tr>
<td></td>
<td>2. The students were not interested in teaching and learning activity.</td>
</tr>
<tr>
<td></td>
<td>3. Teacher often asks the students to do the task in students’ handbook of writing.</td>
</tr>
<tr>
<td></td>
<td>4. The currents sources of materials are not communicative and monotonous (textbook materials).</td>
</tr>
<tr>
<td>Proposed solution</td>
<td>Using Internet-based materials</td>
</tr>
<tr>
<td>What is Internet-</td>
<td>Internet based materials is the sources which are taken from the internet. The internet</td>
</tr>
</tbody>
</table>
based materials is a rich source of information and activity that can be used to very good effect in the classroom (Pritchard: 2007).

<table>
<thead>
<tr>
<th>Why Internet-based materials</th>
<th>Dudeney and Hockley (2007: 7-8):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Internet access is becoming increasingly available to learners.</td>
<td></td>
</tr>
<tr>
<td>2. Young learners are growing up with technologies, and it is natural and integrated part of their lives— it is a way of bringing the outside world into the classroom.</td>
<td></td>
</tr>
<tr>
<td>3. English as an international language is being used in technologically mediated context.</td>
<td></td>
</tr>
<tr>
<td>4. Technology, especially the internet, presents new opportunities for authentic task and materials, as well as access to a wealth of ready-made ELT materials.</td>
<td></td>
</tr>
<tr>
<td>5. The internet offers excellent opportunities for collaboration and communication among learners who are geographically dispersed.</td>
<td></td>
</tr>
<tr>
<td>6. Technology is offered with published materials such as course book and resources book for teachers.</td>
<td></td>
</tr>
<tr>
<td>7. Learners increasingly expect language schools to integrate technology into teaching.</td>
<td></td>
</tr>
<tr>
<td>8. Technology offers new ways for practicing language and assessing performance.</td>
<td></td>
</tr>
<tr>
<td>9. Technology can not only be used in the classroom, but also at home and even public places.</td>
<td></td>
</tr>
<tr>
<td>10. Using a range of ICT tools can give learners exposure to practice all of the four main languages, skills-listening, speaking, reading, and writing.</td>
<td></td>
</tr>
</tbody>
</table>

(Kasanga, 1996: 76): Teaching writing by internet materials is one method used to increase language use and acquisition of foreign language. The development with a tight control towards the internet materials becomes the indicator whether the students are able to be more creative in expressing their ideas in the form of recount text.

Empowering students: (1) teacher gives materials from the internet; (2) teacher asks the students to make groups; (3) teacher asks the students to find out the materials about recount texts using internet; (4) teachers ask the students to write recount text.

The initial reflection of the students writing ability in developing ideas before the action research implementation as summarized in the table 3.2 are described in more detailed as in the following. During the first month, the researcher investigate that the students have difficulties to develop ideas in writing. This problem is clearly indicated in their works, as: (1) the number of paragraphs in piece of writing is shorter; (2) the number of sentences are not adequate to support main idea in each paragraph; (3) difficulties to write sentences relevance to the main idea in the same paragraph; (4) difficulties to unify each of paragraphs relevance to the title. In addition, they also encounter difficulty to: (5) write the paragraphs with grammatically correct sentences; (6)
use appropriate diction; (7) write paragraphs with correct punctuation and spelling.

Furthermore, the result of pre test showed that the students failed to meet the passing grade of SMPN 9 Metro. The result showed that there were 13 students (46%) who passed the pre test while there were 15 students (54%) who failed to meet the passing grade of SMPN 9 Metro (72). Besides, the causes are found related to the material and teaching techniques of the teacher. Based on the interview in formal information with the English teacher DR, the researcher indicates that the students’ writing skill could not improve. The researcher reveals to present the thesis that in teaching writing, the way of the teacher usually used is using textbook materials. Besides, the students were not interested in teaching and learning activity. The teacher often asks the students to do the task in their handbook of writing. From the material and technique point of view, the current sources of materials are not communicative and monotonous (textbook materials).

3. Subject of the Research

The subject of the research is the Eight Grade of the first semester of SMPN 9 Metro in the academic year 2012/2013. It is VIII A class. There are 28 students in this class which consists of 5 males and 23 females. Most of them come from low economic status with uneducated parents while the others come from intermediate economic status whose the parents are government officers or teachers. In doing this research, the researcher actively participated in the teaching and learning process. The researcher acted both as teacher and the observer. The researcher also did collaboration with another observer. He is the
English teacher of VIII A as my collaborator. The roles of the collaborator in this research were as follows: (1) participating in designing the plans; (2) observing and making notes what happened in the classroom when the treatments were given to the students; (3) giving suggestions for better treatment.

B. The Method of the Research

1. Action Research

Burns (1999: 30) explains action research as the application of fact finding to practical problem-solving in a social situation with a view to improving the quality of an action within it, involving the collaboration and cooperation of researchers, practitioners and lay men. In addition, McKerman (2003: 5) defines Action research below:

Action research is a reflective process whereby in a given problem area, where one wishes to improve practice or personal understanding, inquiry is carried out by the practitioner—first, to clearly define the problem; secondly, to specify a plan of action—including the testing of hypotheses by application of action to the problem. Evaluation is then undertaken to monitor and establish the effectiveness of the action taken. Finally, participants reflect upon, explain developments and communicate this result to the community of action researchers. Action research is systematic self-reflective scientific inquiry by practitioners to improve practice.

Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process (Figure 3.1). Each cycle has four steps, such as; planning, action, observation, and reflection.
Somekh (1993: 29) in Burns (1999: 32) portrays action research as ‘chameleon-like’, as the plans, action, and observation through which action researchers proceed should be able to be transformed by their social, educational, and political settings as well as by the personal and professional values, beliefs, and histories. Somekh suggests that in broad term action research can be seen as a research methodology which includes the following features:

a. The research focused on a social situation;

b. In the situation participants collaborate with each other and with outsiders to decide upon a research focus and collect and analyze the data;

c. The process of data collection and analysis leads to the construction of theories and knowledge;

d. The theories and knowledge are tested by feeding them back into changes in practice;
e. To evaluate these changes, further data is collected and analyzed, leading to refinement of the theories and knowledge which are in their turn tested in practice;

f. At some points, through publication, this theories and knowledge are opened up to wider scrutiny and made available for others to use as applicable to their situation. This interrupts the cyclical process of research and action, but is useful in bringing the research to a point of resolution, if only temporarily.

Meanwhile, Gerald Susman (1983) gives a somewhat more elaborate listing. He distinguishes five phases to be conducted within each research cycle. Initially, a problem is identified and data is collected for a more detailed diagnosis. This is followed by a collective postulation of several possible solutions, from which a single plan of action emerges and is implemented. Data on the results of the intervention are collected and analyzed, and the findings are interpreted in light of how successful the action has been. At this point, the problem is re-assessed and the process begins another cycle. This process continues until the problem is resolved.

Based on the explanation above, the researcher uses the model of Stephen Kemmis typical action research. The model is very simple and easy to apply. The steps are complete and systematic. They are planning, action, observation, and reflecting. The researcher can manage the research well from the beginning until the end of the research.
2. The Procedure of Action Research

Schmuck states that there were three phases of Action Research (1997: 50) which consists of:

a. First: Initiation which consists of:
   Step 1: Try a new practice
   Step 2: Incorporate hopes and concerns

b. Second: Detection which consists of:
   Step 3: Collect data
   Step 4: Check what the data means

c. Third: Judgment which consist of:
   Step 5: Reflect on alternate ways to behave
   Step 6: Try another new practice
Based on Kemmis and Taggart (in Hopkins, 1993: 48), the procedure of action research can be explained as follows:

a. Identifying Problems and Planning

The activities are:

1) Pre-observation toward the teaching writing class in SMPN 9 Metro.

2) Preparing the material, making lesson plan, and designing the steps in doing the action.

3) Preparing list of students’ name and scoring.

4) Preparing teaching aids.

5) Preparing sheets for classroom observation.

6) Preparing test

b. Implementation the Action

The teacher applied the action of the teaching writing by using internet-based materials. In this step, I implemented the activities written in the lesson plan.

c. Observing

Observation is one of the instruments which are used in collecting the data. The writer as the researcher observed the students’ activities while teaching and learning process occur. The result of the observation is recorded on observation sheets as the data. The English teacher as observers gave some input and suggestions to the researcher.
d. Reflecting

After carrying out the teaching process, I recited the occurrence in classroom as the reflection of the action. The researcher evaluates the process and the result of the implementation of internet-based materials in English teaching.

C. Technique of Collecting the Data

The researcher used some instruments for collecting the data. There were test, observation, interview and questionnaire.

1. Test

An assessment intended to measure the respondents’ knowledge or other abilities. A test is an assessment often administered in paper on the computer, intended to measure the takes-takers’ or respondents’ (often the student) knowledge, skill, attitudes or classification in many other topic. The measurement is the goal of testing called a test score. Brown (2004: 3) states a test is a method of measuring a person’s ability, knowledge, or performance in a given domain. The goal in giving the test is to measure the students’ achievement in reading comprehension. In this research, I used instruction in writing test. There are pre-test and post test. Pre-test would be given to the students before being taught using internet-based materials in writing class and post-test would be given to the students after being taught using internet-based materials. So, I knew whether the use of internet-based materials can improve the students’ skill in developing writing ideas or not, and to know the strengths and weaknesses
of internet based materials before and after taught by using internet-based materials.

2. Observation

According to Burns (1999: 80), observation is a mainstay of action research. It enables me to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur. Besides, observation is either an activity of a living being (such as a human), consisting of receiving knowledge of the outside world through the senses, or the recording of data using scientific instruments. The observation is a technique of collecting data by closely watching and noticing the events during the teaching learning process in the classroom. I observed all the students' activities and situation during the teaching learning process using internet-based materials with the collaborator. It was conducted in ten times. One time was conducted in pre research and other observations was conducted in every meeting of each cycles.

3. Diaries

According to Wallace (1998: 62) states that diaries are essentially private documents, and there are essentially no ‘rules’ about how to keep a diary. Since the diary is private, diary-writers can confide to it whatever thoughts or feelings occur to them. It is therefore especially suitable for exploring affective data. Diaries are often kept on a daily basis, and entries can vary from one day to the next, and be either short or long. In
this research, I wrote all of the activities in the classroom in her notes. It begins from the pre activity, main activities and post activity in teaching and learning process.

4. Questionnaire

I gave the questionnaire before and after treatment to the students to get the information from the students about their activities, opinions, expectations, attitudes, and perceptions. I asked the students to fill the questionnaire by reading the questionnaire and put one of the responses. Questionnaires have the advantage of being easier and less time consuming to administer than interviews, and the responses of larger numbers of informants can be gathered (Burns, 1999: 129).

5. Interview

Interview is a private meeting between people when questions are asked and answered. I interviewed the students about their personal perception, experiences, opinions, and ideas related to the classroom action research. According to Burns (1999: 118), interviews are a popular and widely used means of collecting qualitative data. I interviewed 3 students and the English teacher of SMPN 9 Metro at the beginning and the end of the research to analyze their point of view about the teaching learning process.
D. Technique of Analyzing the Data

To analyze about the improvement of the students’ English writing skill (quantitative data), the researcher applied descriptive statistics that comparing the students’ writing scores during the research cycles.

The results of the cycles test were analyzed by using mean score. It was to analyze the result of teaching and learning process and to know the difference before and after the action applied. The formulation of Mean Score was stated by Ngadiso (2011: 5), as follow:

\[
\bar{X} = \frac{\sum X}{n}
\]

Where:
- \(\bar{X}\) = Mean (the score)
- \(\sum X\) = the total score
- \(n\) = number of the students

If the mean score result increases, the students writing skill in developing ideas was considered improving and could solve students’ problems in writing. Qualitative data was analyzed by using Constant Comparative Method as suggested by Burns (1999: 22). They state that in general, there are four stages in process of analyzing data through the constant comparative method, including (1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory. Although the method of generating theory is a continuously growing process, each stage after a time is transformed into the next, earlier stages do remain in operation.

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simultaneously throughout the analysis and each provides continuous
development to its successive stage until the analysis is terminated.

The four stages of constant comparative method in analyzing data in this
research can be described as follows:

1. Comparing incidents applicable to each category; while coding an
   incident for a category, I compare it with the previous incidents in the
   same and different groups coded in the same category. I categorize all
data of the research into two main categories, including: (a) students’
writing skill, and (b) the strengths and weaknesses of internet-based
materials in this research.

2. Integrating categories and their properties; I compare incidents with other
   incidents classified into the same category then compare the incidents to
   the primitive versions of the rules (properties) describing the category. I
   compare each data of the research from the pre-research data to the
   implementation of action ones.

3. Delimiting the theory; I develop findings and relate them to the previous
   theories. Delimiting begins to occur at the level of the theory or
   construction because fewer and fewer modification would be required as
   more and more data are processed.

4. Writing the theory; I construct theories based on the result of the research
   findings. The construction of theories would be better if those are
   suggested by the previous related theories. The writing theory should
   relate to the two previous main categories, including: (a) students’ writing

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skill, and (b) the strengths and weaknesses of internet-based materials in this research.

5. The collecting and analyzing data of this action research could be seen as the table below:

<table>
<thead>
<tr>
<th>Technique</th>
<th>Target</th>
<th>Purpose</th>
<th>Data</th>
<th>Analyzing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Students</td>
<td>To watch and record teaching and learning</td>
<td>Field notes of</td>
<td>Constant comparative method</td>
</tr>
<tr>
<td></td>
<td></td>
<td>activity</td>
<td>observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher’s diary</td>
<td>Teacher’s diary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>Students,</td>
<td>To know the participants feel in face-to-face</td>
<td>Interview record</td>
<td>Constant comparative method</td>
</tr>
<tr>
<td></td>
<td>Collaborator</td>
<td>interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questionnaire</td>
<td>Students</td>
<td>To get responses in non-face-to-face</td>
<td>Questionnaire</td>
<td>Constant comparative method</td>
</tr>
<tr>
<td></td>
<td></td>
<td>interaction</td>
<td>suggests</td>
<td>Scale</td>
</tr>
<tr>
<td>Diaries</td>
<td>Students</td>
<td>To know the students’ problem during</td>
<td>Diaries</td>
<td>Constant comparative method</td>
</tr>
<tr>
<td></td>
<td></td>
<td>teaching and learning process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test</td>
<td>Students</td>
<td>To get information about the current mark</td>
<td>Pre test writing scores</td>
<td>Mean score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and students improvement</td>
<td>Post test writing scores</td>
<td>Scoring rubric scale</td>
</tr>
</tbody>
</table>

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CHAPTER IV
RESEARCH FINDING AND ANALYSIS

This research describes the result of the research conducted on the Eighth grade of SMP N 9 Metro. The research was purposed to identify whether and to what extent the use of internet-based materials improve students’ skill in developing ideas to write descriptive text and to describe the strengths and weaknesses of internet-based materials in this research. The result will be described in four sub-headings: Situation Prior to the Research, Research Implementation, Research Findings, and Discussion. It will be explained separately in detail and summarized in the form of table.

A. Situation Prior to the Research

Pre observation was conducted before the action research implementation in order to know the condition of the English class in the Eighth Grade of SMPN 9 Metro. It was conducted within one meeting besides I have done interviewed with the English teacher and the Eight Grade students in SMPN 9 Metro. The questionnaires were distributed to the students to find out writing problems based on their point of view. From the questionnaire, it shows that the students already know about internet, but 60% students never use internet to get some materials of teaching and learning. However, they are interested with internet (90%) as they often accessed it outside the class.

Furthermore, based on the observation and interview, I found the student’s difficulty in writing. It was indicated by their expression when the teacher gives...
the instruction to write descriptive text. They were still confused to express their idea in written form.

Taken from the observation and interview notes, the causes of the problem were emerged from the material used in teaching writing. Teacher always gave the material that took from textbook without used another media in the school. Actually there were LCD and free internet line in the school to access the material. Besides, from the result of interview with the teacher shows that, the students did not get complete materials about kind of the text in their previous class. It was one of the problem causes that faced by the students.

The pre test was held in order to know the detail problems of students’ writing competence. I gave a test and used a modification of analytic score to write paragraphs to evaluate the test. From the result, it was found that the students’ mean score was 66 and it was lower than the minimum standard which was 72. Some common problems found in the students’ writing are listed below.

*She is live in Jakarta. (Worksheet No. 15)

*Her was born Bandung city. (Worksheet No. 1)

*She has a friends in Cherry Bell. (Worksheet No. 21)

*He has body a little fat. (Worksheet No. 22)

Based on the pre observation, interview, students’ document, and the pre test, the element of the worst score were writing sentences relevance to the main idea in the paragraphs and arranging the paragraphs cohesively in the text. It was identified that the students’ writing skill should be improved. Therefore, internet
based materials was used as the teaching learning materials during the writing class. The situation before the research is presented briefly in Table 4.1.

Table 4.1. Situation Before the Research

<table>
<thead>
<tr>
<th>Problem Indicators</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. students’ developing ideas</td>
<td>1) Their paragraphs in the text were shorter; they rarely consulted to dictionary.</td>
</tr>
<tr>
<td>1) The number of paragraphs in piece of writing was shorter.</td>
<td></td>
</tr>
<tr>
<td>2) The number of sentences were not adequate to support main idea in each paragraph.</td>
<td>2) Their sentences were sometimes not well developed to support main idea in each paragraph.</td>
</tr>
<tr>
<td>3) Difficulties to write sentence relevance to the main idea in the same paragraph.</td>
<td>3) The use of conjunctions were ambiguous in some cases.</td>
</tr>
<tr>
<td>4) Difficulties to unify each of paragraph relevance to the title.</td>
<td>4) Students rarely paid attention to unify each of paragraph relevance to the title.</td>
</tr>
<tr>
<td>5) Difficulties to write paragraphs with grammatically correct sentences.</td>
<td>5) Students frequently made mistakes in writing grammatically correct sentences; once they made it, some details were forgotten, for example the article.</td>
</tr>
<tr>
<td>6) Difficulties to use appropriate diction.</td>
<td>6) They tended to use the literal translation of word and did not use it in the proper context.</td>
</tr>
<tr>
<td>7) Difficulties to write paragraphs with correct punctuation and spelling.</td>
<td>7) Students rarely paid attention to the punctuation and it led to misinterpretation.</td>
</tr>
</tbody>
</table>

b. Mean Score
The students’ mean score in pre test was 66. The mean score was lower than the passing grade, which was 72.

B. Research Implementation

The research was conducted for about two months in SMPN 9 Metro. It was done in collaboration with the English teacher of SMPN 9 Metro. The research was carried out in three cycles through the following stages: pre research or planning, implementation, observation and reflection. The whole research is presented in the form of table and followed by the detail.

1. Procedure of the Research

The research was initialized by observing the situation and condition of the setting before any action was implemented. It was purposed to collect the first
data of the teaching learning process. The pre research activity was completely done after the initial data were collected by means of questionnaire, observation, interview, and pre test. Then, after the data were interpreted, a teaching plan was developed based on it and the second stage of observation was started. The final findings were drawn at the end of the research to conclude of the reflection. The summary of the research procedure is presented in Table 4.2.

<table>
<thead>
<tr>
<th>Table 4.2. The Procedure of the Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre research</td>
</tr>
<tr>
<td>The researcher conducted pre observation, interview, questionnaire, pre test to find the problems in writing.</td>
</tr>
<tr>
<td>Implementation</td>
</tr>
<tr>
<td>The research was carried out in three cycles.</td>
</tr>
<tr>
<td>Cycle 1</td>
</tr>
<tr>
<td>3 meetings:</td>
</tr>
<tr>
<td>1st meeting: Introduction to internet</td>
</tr>
<tr>
<td>2nd meeting: Browsing materials from the internet</td>
</tr>
<tr>
<td>3rd meeting: Writing descriptive text</td>
</tr>
<tr>
<td>Cycle 2</td>
</tr>
<tr>
<td>2 meetings:</td>
</tr>
<tr>
<td>1st meeting: Writing descriptive text</td>
</tr>
<tr>
<td>2nd meeting: Browsing picture from internet then writing descriptive text</td>
</tr>
<tr>
<td>3rd meeting: Writing descriptive text</td>
</tr>
<tr>
<td>Cycle 3</td>
</tr>
<tr>
<td>2 meetings:</td>
</tr>
<tr>
<td>1st meeting: Writing descriptive text using internet based materials</td>
</tr>
<tr>
<td>2nd meeting: Watching movie taken from the internet</td>
</tr>
<tr>
<td>3rd meeting: Browsing materials and writing descriptive text</td>
</tr>
<tr>
<td>Overall Reflection</td>
</tr>
<tr>
<td>The students got improved their writing skill. It is indicated through the reduce intensity of the problem indicators in after research.</td>
</tr>
</tbody>
</table>

2. Cycle 1

a. Planning the action

In this stage, the researcher explained and shared the implementation of internet-based materials to collaborator. She shared about lesson plan and teaching materials with collaborator before implementing the action. The lesson plan was made for the whole meetings in cycle 1. It was planned to have three meetings which conducted one week. The materials were taken from the internet. It was about descriptive text as aimed in the curriculum.
b. Implementing the action

1) The First Meeting

a) Pre activity

The lesson started at 10.30 am. It was fifth lesson on that day in 8A. I checked the students’ attendance. All of students attended in meeting. At the beginning of the English class, I started the lesson with introduce the internet to the students. Then, I explained about “pronoun” because the students still confused to use “pronoun”. The explanation about “pronoun” is a requirement in descriptive writing.

b) Main activity

I explained to the students about the steps in writing. I also explained how to develop ideas in written form of descriptive text. Then, I divided them into 7 groups according to the location of their seats. The number in each group is 4 students based on the number of students in the 8A class. It is 28 students. After that I distributed the materials about descriptive text which she took from the internet prior to each group. Group 1 got the text about the "Borobudur Temple", group 2 got the text about "The Eiffel Tower", while the third group got the same text with group 1, group 4 got the same text with group 2 and group 5 got the same text with the group 1 and 3, group 6 got the same text with group 2 and group 4 and the last group got the same text with group 1, 5, and 3. Next I gave the instructions to the students to find the subject, possessive pronouns, present participle, and an adjective in the text. After that, I asked the students to find the
generic structure of descriptive text. Finally, students discuss about the materials together.

Figure 4.1 The Picture of Students’ discussion

c) Post activity

After they finished their discussing, I asked them to read their work based on their own group and other groups gave input and suggestions. Then they revised their work based on the feedback from other groups. Before the lesson was over, the researcher shared with the students to conclude the subject matter. Then, I leaved 8A class with Mr. DR.

2) The second meeting

a) Pre activity

The class started at 9.30 am. I checked the students’ attendance. There were not students who absent in the meeting. I gave the topic/theme to students. I
accompanied by Mr. DR. as the English teacher. SMP N 9 Metro already had internet facility that can be accessed at the school.

b) Main activity

I started the lesson in the computer lab because most of students did not have and brought laptop. Before starting the lesson, I divided them into 7 groups which the members of their group were similar to yesterday. Then I divided 7 pieces of paper to each group with different themes. Group 1 got theme about "Land Animal", group 2 got theme about "Water Land Animal", while group 3 got theme about "Kitchen Tool", then group of 4 got theme about "Bedroom Tool", group 5 got theme about "Flower", group six got "Water Animal theme, and group 7 got “Fruit” theme. After each group received each theme, I asked them to open the internet and looked for images or information related to their theme. The students seemed interest in using internet-based materials. After they finished browsing the material, the students wrote descriptive text of each theme which different title. The students can express their ideas in written form. Then, the leader from each group came to the front of the class to read the description of the group, but without saying the name of object which they described. Then the other group was given the opportunity to guess the object. For the group who could guess the most correctly from the description of other groups, then the group was the winner. Fortunately, group 2 could guess three objects that described by other groups. The researcher also gave them reward. It was chocolate for each student in group 2.
e) Post activity

The last session, the researcher opened the question and answer term to the students. Then, I gave homework for students to the next meeting. They should bring the Idol picture which taken from the internet. Finally, I concluded the lesson and reflected the teaching and learning process together with the students. Then, I leaved the class together with Mr. DR.

3) The third meeting

a) Pre activity

I entered in the class with Mr. DR. He observed me in the back of the class. I started the lesson after checked the students’ attendance. There was one student who did not come.
b) Main activity

Then, I asked the students to describe their picture which has taken from the internet. Before they described it, they should make a draft and they wrote a descriptive text at least 3 paragraphs. After finishing their work, students asked to come in front of the class to read the result of their works. Then the other students gave feedback and suggestions. After that, students were asked to revise their work based on the feedback that has been given.

Figure 4.3 The Picture of Students’ Activity in Doing the Task

c) Post activity

Finally, the researcher opened question and answer term to the students. Then, I closed the lesson with concluded the lesson together with students Next, I leaved 8A class with Mr. DR.
c. Observing the action

In the first meeting, all of the students were grouped based on to their own groups. They began working on a task that she gave. There were two students who did not participate in discussions with their group and were just waiting for the results of their group. After I gave the warning, they began to participate in discussions with their respective groups. However the groups were fixed as noted in the diary:


Internet based materials that given by me could be motived the students. The materials were not monotonous and communicative. It made the students more spirit than the materials which are taken from textbook. The class situation could be controlled although there were two students did not participate in their group before. In the second meeting, students looked very enthusiastic when they searched images or information related to the theme of their respective groups. They were eager to describe their themes in writing. I walked around to see how they worked in browsing the materials relating to their theme. I gave reward for the group who could be the winner. It meant that students were eager during the lesson. As noted in the diary:

Setelah selesai “browsing” materi, para siswa menuliskan deskripsi masing” tema yang mereka dapat. Kemudian salah satu ketua dari masing-masing kelompok maju ke depan kelas untuk membacakan hasil deskripsi kelompok mereka namun tanpa mengatakan nama benda, hewan atau tanaman yang mereka deskripsikan. Kemudian kelompok lain diberi kesempatan untuk menebak benda, hewan atau tanaman yang commit to user
didiskripsikan. Bagi kelompok yang dapat menebak paling banyak dan
dengan benar hasil deskripsi kelompok lain, maka kelompok tersebut
adalah pemenangnya. Ternyata kelompok 2 dapat menebak 3 benda yang
di deskripsikan oleh kelompok lain. Saya pun memberikan mereka
“reward” berupa cokelat untuk setiap anak dalam kelompok 2 (Research
diary, 14/09/2012).

Students seemed more spirit and enthusiasm during the lesson. They
looked more excited than yesterday when I just gave them the materials that has
been browsed at home. I concluded that students are more eager to write and their
ideas were more developed when she asked them to find their own direct material
taken from the internet by looking at the final of student work.

The last meeting, the students brought the pictures as assigned in the last
meeting. They should bring 1 picture for each person. I asked students to describe
the pictures in their book. As noted in the diary:

*Siswa terlihat bersemangat menunjukan gambar artis idola mereka yang
telah mereka “browsing” di internet sebelumnya di rumah kepada saya
dan kepada siswa yang lain* (Research Diary, 15/09/2012)

Before they wrote they should make draft then described their idol at least
3 paragraphs. One of the students asked me “*Miss, kok banyak amat sih 3
paragraf*”. It meant the students still difficult to develop their paragraph. After
finished, I asked the students to read their work in front of the class and the others
gave input and suggestion. After getting feedback from me and other friends,
students revised their work again. Before the class was over as usual, I concluded
the materials with students and she told to students that tomorrow I would gave
them test. It was post test 1. Then I closed the lesson today and leaved the
classroom with Mr. DR.
d. Reflecting the Result of the Observation

There were found some improvements on students’ writing skill and their attitude toward the lesson. At first, the students were reluctant and not too interested when they were asked to write in English. They felt difficult to express their ideas in at least three paragraphs. But, then, they did the task with no further discussion on it since the process was done continuously starting from writing simple sentences to longer paragraphs. In addition, the students also paid more attention to the instruction before they did the task. Their interest on the internet was one of the factors that made them more eager during the lesson.

Basically, internet-based materials can help the students to access the materials easily. They were more eager when they browsed the materials in the internet by themselves. Internet-based material can solve the students’ problem. It could give more information connected the materials that given by the teacher. Although, the problem on internet connection was often arising, it did not make lazy for the students to access the materials from the internet.

The improvement of students’ writing skill in developing ideas could see in the learning process significantly. The students could write descriptive text easily. They ideas could be developed through internet-based materials. Supporting to the statement, the result of post test 1 indicated the improvement of students writing skill in developing ideas up to 10.6%. Taken from the pre test the students only got 66 as the mean score, but in the post test 1 they got 73.

In summary, the improvement of the students’ learning and achievement can be drawn as in the following table.
Table 4.3. The Improvement of Students’ Learning and Achievement in the End of Cycle 1

<table>
<thead>
<tr>
<th>Before the Action</th>
<th>After the Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Teaching and Learning Process</strong></td>
<td><strong>a. Teaching and Learning Process</strong></td>
</tr>
<tr>
<td>1. Teacher did not give enough models for writing.</td>
<td>1. Teacher gave models in teaching writing.</td>
</tr>
<tr>
<td>2. Students did not pay full attention to the teacher.</td>
<td>2. Students used internet to browse some materials related with the theme.</td>
</tr>
<tr>
<td>3. No media were used in teaching learning process.</td>
<td>3. Students were more interested to access the materials taken from internet.</td>
</tr>
<tr>
<td>4. Students were not interested in teaching learning process.</td>
<td></td>
</tr>
<tr>
<td><strong>b. Students’ developing ideas</strong></td>
<td><strong>b. Students’ developing ideas</strong></td>
</tr>
<tr>
<td>1. The number of paragraphs in piece of writing was shorter.</td>
<td>1. The number of appropriate paragraphs in describing something was little describing the topic.</td>
</tr>
<tr>
<td>2. The number of sentences were not adequate to support main idea in each paragraph.</td>
<td>2. The number of appropriate sentences in describing something was little representing main idea in the paragraph.</td>
</tr>
<tr>
<td>3. Difficulties to write sentences relevance to the main idea in the same paragraph.</td>
<td>3. Students have limited knowledge of subject, little knowledge, inadequate development of the topic.</td>
</tr>
<tr>
<td>4. Difficulties to unify each of the paragraphs relevance to the title.</td>
<td>4. Students were not fluent, ideas confused or disconnect, lacks logical, sequencing and development and still incorrect to arrange the generic structure of descriptive text.</td>
</tr>
<tr>
<td>5. Difficulties to write paragraphs with grammatically correct sentences.</td>
<td>5. Students were still make major problem in complex/simple construction, frequent word of negation, agreement, tense, number, word choice/function, articles, preposition, pronoun, and/ or fragments, run-ons, repetitions, meanings confused, or obscured.</td>
</tr>
<tr>
<td>6. Difficulties to use appropriate diction.</td>
<td>6. Students have limited range, frequent error of word or action choice vocabulary, meaning confused or obscured.</td>
</tr>
<tr>
<td>7. Difficulties to write paragraphs with correct punctuation and spelling.</td>
<td>7. Students were make frequent errors of spelling, punctuation, capitalization, paragraphing poor hand writing, meaning confused or obscured.</td>
</tr>
<tr>
<td><strong>c. The strengths of IBM</strong></td>
<td><strong>c. The strengths of IBM</strong></td>
</tr>
<tr>
<td>1. The students were more interest in the lesson.</td>
<td>1. The students were more interest in the lesson.</td>
</tr>
<tr>
<td>2. The students can express their ideas.</td>
<td>2. The students can express their ideas.</td>
</tr>
<tr>
<td><strong>d. The weaknesses of IBM</strong></td>
<td><strong>d. The weaknesses of IBM</strong></td>
</tr>
<tr>
<td>1. The classroom situation became crowded.</td>
<td>1. The classroom situation became crowded.</td>
</tr>
<tr>
<td>2. The students needed long time to use the internet.</td>
<td>2. The students needed long time to use the internet.</td>
</tr>
</tbody>
</table>

The mean score of pre test: 66
1. The students’ low interest and attitude in English lesson, especially in writing class.
2. The students’ developing ideas in writing skill were low.

The mean score of post test 1: 73
1. The time management related to the classroom situation (internet connection).
2. They still made errors in grammatical and still difficult to express their ideas.

**Data source:** Students’ document, Questionnaire, Observation, Interview, Pre test, Post test 1.

Based on the summary in cycle 1, it can be concluded that there was improvement of students’ writing skill in developing ideas. It was indicated with the result of students’ post test 1. However, there were some unsolved problems yet in this cycle. So, I recommended continuing to the next cycle.
3. Cycle 2

a. Revising the plan

Considering the reflection in cycle 1, the research was continued to the second cycle. There were some unsolved problems related to the students’ writing skill and the surrounding situation in the first cycle that needed further action. Those problems were the number of appropriate paragraphs in describing something was little describing the topic, the number of appropriate sentences in describing something was little representing main idea in the paragraphs, students have limited knowledge of subject, little substances, inadequate development of the topic. Besides, the time management related to the classroom situation (internet connection) and the students still made errors in grammatical and still difficult to express their ideas. I revised the plan with collaborator.

The revised plan was about giving more time for personal writing, while accessing any website would give the students ideas for writing. They would have one computer per one student in order to give them more spaces to explore their interest that would motivate them to write. One way of overcoming the unpredictable connection was preparing task which could be conducted offline if some computers were broken.

b. Implementing the action

1) The first meeting

a) Pre activity

The meeting was conducted at 9.30 am. It was third lesson in 8A. I checked the students’ attendance. There were 28 students who attend the meeting.
The lesson started with the review on the result of post test 1. I have promised to the students to give reward for the students who got pass the passing grade of English lesson.

b) Main activity

After I gave the reward, I gave the theme about "My House" to the students which will they described. Before that, the students opened the internet and searched some images as well as any information relating to the theme. I guided the students to browse the materials using internet. Students pay full attention to the teacher. In the lab, each student had a personal computer and they were all so excited to go online. While waiting for the computer to be ready for a connection, the students listened to the instruction. After finishing browsing the material, the students wrote a descriptive text based on the theme. Then after describing the results of their work, students were asked to come in front of the class to read their descriptions. Then other students provided to give comments and suggestions. After that, students were asked to revise their work based on the feedback that has been given.
Figure 4.4 The Picture of Students' Activity in Browsing Material

c) Post activity

Before closing the lesson, I opened the question and answer term then, I together with students concluded the learning materials. Finally, I and Mr. DR leaved the classroom.

2) The second meeting

a) Pre activity

It was the second meeting in cycle 2. The lesson started at 07.15 am. It was the first lesson. I entered the class with Mr. DR. He observed me in the back of the class.

b) Main activity

After I checked the students’ attendance, I asked the students to find some materials about descriptive text on the internet. The theme of descriptive text was “Pet”. Students made a partner to look for the materials about descriptive text.
After they got the material of descriptive text, she asked the students to write
descriptive text. The students focused on the steps of writing. The text was
consist at least 3 paragraphs. After finishing their work, students asked to come in
front of the class to read the result of the discussion. Then the other students gave
feedback and suggestions. After that, students were asked to revise their work
based on the feedback that has been given. As noted in diary:

Setelah selesai dengan pekerjaan mereka, siswa diminta maju ke depan
kelas untuk membacakan hasil diskusi dengan seorang teman mereka.
Kemudian siswa lain memberi masukan dan saran. Setelah itu, siswa
diminta untuk merevisi hasil kerja mereka berdasarkan masukan yang
telah diberikan (Research Diary, 22/09/2012).

c) Post activity

Before I closed the lesson, I asked the students to give some questions
about descriptive text and their difficulties in writing. Then, I concluded the
lesson together with students. Before closing the lesson, I told my students that
there was a test tomorrow. It conducted for posttest 2. Then, I together with the
students concluded the subject matter today. After that, she and Mr. DR leaved
the classroom.

3) The third meeting

a) Pre activity

The lesson started at 10.30 am. I entered the class with Mr. DR. He
observed me in the back of the class as usual. I checked the students’ attendance.
All of the students came in this meeting.

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b) Main activity

I gave topic about “My Favorite Teacher” to the students. They described about their favorite teacher. Some of the students did not know about the detail information of their favorite teacher. They often asked to Mr. DR who sat in the back of the class to get the information about their favorite teacher. After they finished in writing, they came in front of the class to read their work. Then, they got comments and suggestions from other friends. They revised their work based on the comments and suggestions. I asked the students to give some questions about descriptive text and their difficulties in their writing.

c) Post activity

Finally, I concluded the lesson together with the students. Then I told to the students that I gave the second post test in the next meeting. I also told to give reward for the students who got the best score. Then, I leaved the classroom with Mr. DR.

e. Observing the action

 Students seemed very enthusiastic when they searched some images or information related to the theme. They were eager to describe their themes in writing. But there was problem connection of internet. The internet access took long time. It could not the students gave up to describe the theme. They could express their ideas in written form.

Almost all students eagerly said, “Yes!” when they were told to have a class in the computer laboratory again. Their writing was developed especially in developing ideas. Based on their result of the daily test their paragraph was more...
improved than before. It was indicated of the number of sentences in their paragraph were more developed.

Siswa terlihat bersemangat saat mereka mencari materi atau teks deskriptif. Mereka jg terlihat bersemangat untuk mencari “possessive pronoun, present articiple, dan adjective” (Research Diary, 22/09/2012).

d. Reflecting the result of the observation

The students could start to use the drafting to generate their idea before writing, but there was not enough changes given during the learning process. However, taken from the result of post test 1 and post test 2, there was improvement in the draft written. In the post test 1, the students still wrote the draft in form of word phrases, but then in the post test 2 most of them wrote it in the form of clauses including the time connectors.

In addition, the students were more excited during the learning process from time to time. They could actively respond the instruction and even there were no more students bargaining the task. Basically, the students in this class were all having high motivation in learning, but not all of the students were interested in writing. After the end of cycle 2, it was found that the students were more interested in writing and their idea was well developed than before.

The overall reflection about the students writing score, there was an improvement on it. After the cycle 2, the mean score of students’ writing test was 79. It was higher than the mean score of post test 1 which was 73. The improvement of students’ writing ability in developing ideas will be drawn in the table below.
Table 4.4. The improvement of Students’ Learning and Achievement in the End of Cycle 2

<table>
<thead>
<tr>
<th>Before the Action</th>
<th>After the Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Teaching and Learning Process</strong></td>
<td><strong>a. Teaching and Learning Process</strong></td>
</tr>
<tr>
<td>1. Teacher gave models in teaching writing.</td>
<td>1. Teacher gave the example on how to browse the materials in teaching writing.</td>
</tr>
<tr>
<td>2. Students used internet to browse some materials related with the theme.</td>
<td>2. Students pay full attention to the teacher.</td>
</tr>
<tr>
<td>3. Students were more interested to access the materials from internet.</td>
<td>3. Students used internet to browse some materials related with the theme.</td>
</tr>
<tr>
<td>4. Students were more interested and eagerly to access the materials from internet.</td>
<td>4. Students were more interested and eagerly to access the materials from internet.</td>
</tr>
<tr>
<td><strong>b. Students’ developing ideas</strong></td>
<td><strong>b. Students’ developing ideas</strong></td>
</tr>
<tr>
<td>1. The number of appropriate paragraphs in describing something was little describing the topic.</td>
<td>1. The number of appropriate paragraphs in describing something is almost describing the topic.</td>
</tr>
<tr>
<td>2. The number of appropriate sentences in describing something was little representing main idea in the paragraphs.</td>
<td>2. Students had some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic but lack detail.</td>
</tr>
<tr>
<td>3. Students have limited knowledge of subject, little substance, inadequate development of the topic.</td>
<td>3. Students were loosely organized, somewhat copy but main idea stand out, limited support, logical but incomplete sequencing and connect the generic structure of descriptive text, simple identification and description.</td>
</tr>
<tr>
<td>4. Students were not fluent, ideas confused or disconnect, ideas logical, sequencing and development and still incorrect to arrange the generic structure of descriptive text.</td>
<td>4. Students were not fluent, ideas confused or disconnect, ideas logical, sequencing and development and still incorrect to arrange the generic structure of descriptive text.</td>
</tr>
<tr>
<td>5. Students were still make major problem in complex/simple construction, frequent error of negation, agreement, tense number, word order/function, articles, pronoun, preposition, and/or fragments, run-ons, deletions, meaning confused or obscured.</td>
<td>5. Students had effective but simple construction, minor problem in a simple construction, several errors of agreement, tense number, word order/function, articles, pronoun, preposition, but meaning seldom obscure.</td>
</tr>
<tr>
<td>6. Students had limited range, frequent error of word or diction choice and usage, meaning confused or obscured.</td>
<td>6. Students have effective but simple construction, minor problem in a simple construction, several errors of agreement, tense number, word order/function, articles, pronoun, preposition, but meaning seldom obscure.</td>
</tr>
<tr>
<td>7. Students were make frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.</td>
<td>7. Students were occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.</td>
</tr>
<tr>
<td><strong>c. The strengths of IBM</strong></td>
<td><strong>c. The strengths of IBM</strong></td>
</tr>
<tr>
<td>1. The students were more interested in the lesson.</td>
<td>1. The students did the task given by the teacher.</td>
</tr>
<tr>
<td>2. The students can express their ideas.</td>
<td>2. The students did the task given by the teacher.</td>
</tr>
<tr>
<td><strong>d. The weaknesses of IBM</strong></td>
<td><strong>d. The weaknesses of IBM</strong></td>
</tr>
<tr>
<td>1. The classroom situation became crowded.</td>
<td>1. The students frequently opened another sites for teaching and learning process.</td>
</tr>
<tr>
<td>2. The students needed long time to use the internet.</td>
<td>2. The students were not controlled when they used internet.</td>
</tr>
<tr>
<td><strong>The mean score of post test 1: 73</strong></td>
<td><strong>The problem or weaknesses which must be solved</strong></td>
</tr>
<tr>
<td><strong>The mean score of post test 2: 79</strong></td>
<td>1. The time management related to the classroom situation (internet connection).</td>
</tr>
<tr>
<td></td>
<td>2. They still made frequent error in using grammatical.</td>
</tr>
<tr>
<td></td>
<td>3. There were still some students who were not confident in their writing.</td>
</tr>
</tbody>
</table>

Data Source: Observation, interview, questionnaire, post test 1, post test 2

Based on the result above, there was improvement in developing ideas. The result of post test 2 was improved. However, there were still unsolved problems or weaknesses which must be solved.
problem about internet connection, the students still made frequent error in using grammatical and some students were not confident in their writing. To solve the problem in cycle 2, the researcher recommended continuing in cycle 3.

4. Cycle 3

a. Revising the plan

Based on the reflection in cycle 2, the research was continued to the third cycle. There were some unsolved problems related to the students’ writing skill and the surrounding situation in the second cycle that needed further action. Those problems were internet connection, the students still made frequent error in using grammatical and some students were not confident in their writing. The revised plan was still about giving more time for personal writing, while accessing any website would give the students’ ideas for writing. They still would have one computer per one student in order to give students more spaces to explore their interest that would motivate them to write. Besides, they could access some materials from the internet in outside of class. It meant that, they could access the materials by their own laptop. I consulted and shared the lesson plan and teaching materials with collaborator. One way of overcoming the unpredictable connection was preparing task which could be conducted offline if some computers were still broken.
b. Implementing the action

1) The first meeting

a) Pre activity

I started to implement the third cycle in my research. After I corrected the result of students’ post-test 2, it was increased. However, I wanted to make it was easier to students to develop their ideas especially in writing descriptive text. I went to the class and provided the materials to students via internet. Mr. DR was accompanied me in the class. The lesson started at 09.30 am. After she checked the students’ attendance list, she told to the students about some of the students who passed the post-test 2 yesterday. Then, I gave some chocolates as the reward to the students who got the best score.

b) Main Activity

After that, the researcher gave the theme about “My Mother” whom they would describe. At this time, she did not asked students to browse the material from the internet because she wanted to see the development of students' writing ideas without seeking material from the internet. They described their own mother. After they finished in describing, students asked to come in front of the class to read their work. Then, the other students gave feedback and suggestions. After that, students were asked to revise their work based on the feedback that has been given.

c) Post activity
Before closing the lesson, I and students concluded the learning materials. I asked the students to give comments about their difficulties in writing descriptive text. After that I and Mr. DR were leaved the classroom.

2) The second meeting

a) Pre activity

I went to the class accompanied by Mr. DR. I checked the students’ attendance. There were not students who did not attend the meeting. Then I began the lesson by reminding the material previously which learned yesterday. After that I started with giving the material.

b) Main Activity

I invited students to watch a movie that she had browsed previous on the internet. After watched the movie, students began to describe one of the characters on the movie which would they described. However, while watching the movie they should make a draft or note about the characters in the film. They were asked to make a descriptive text at least 3 paragraphs. After they finished their work, she asked the students to read their work in front of the class and the others gave input. After got feedback from me and other friends, students improved their work again with revised their work.
c) Post activity

Before the class was over, I concluded the lesson with students. Then I closed the lesson and left the classroom with Mr. DR.

3) The third meeting

a) Pre activity

This lesson started at 10.30 am. It was the third meeting in cycle 3. I entered the class with Mr. DR. He observed me in the back of the class. I checked the students’ attendance. All of the students attended this meeting.

b) Main Activity

After I checked the students’ attendance, she asked the students to find some materials about descriptive text on the internet. The theme of descriptive text was “Holiday Place”. They looked for the picture or information about holiday place which has visited. After they got the material of descriptive text, I
asked the students to write descriptive text. The students focused on the steps of writing. The text was consist at least 3 paragraphs. After finishing their work, students asked to come in front of the class to read the result of the discussion. Then the other students gave feedback and suggestions. After that, students were asked to revise their work based on the feedback that has been given.

![Figure 4.6 The Picture of Students’ Activity in Laboratory](image-url)

c) Post activity

Before closing the lesson, I and students concluded the learning materials. I asked the students to give comments about their difficulties in writing descriptive text. I told the students that the next meeting did the post test 3. Because of this is the last meeting in my research, I said that she proud with them because they had good improvement while did this research. And I said thanks to them who has participated in my research. After that I and Mr. DR were leaved the classroom.
c. Observing the action

It was the second times for the students to make descriptive text without browsing the materials from the internet. The students were not interested, they asked to me to browse the materials from the internet first before they started to write.

Siswa terlihat kurang bersemangat karena pada hari ini mereka tidak "browsing" materi dari internet. "Miss, kok gak browsing dulu sebelum deskripsiin katak biu sanga [au Miss]. Namun dengan tema “My Mother” tersebut membuat siswa tetap bersemangat untuk menulis (Research Diary, 28/09/2012).

The second meeting, the students looked very excited and came to the laboratory early morning because the English lesson today was started at the first lesson. There were not students who came late this time even they had entered the laboratory before the teacher asked the students to come in the laboratory.

It happened because she had informed to the students that this time, they would watch a movie. Students looked very excited when the movie was played. None of the students were noisy. Most of the students watched and listened to the movie because after watched the movie, I asked students to describe one of the characters that exist in the movie.

Siswa terlihat sangat bersemangat saat film diputar. Tidak ada satupun siswa yang ribut. Mereka semua memperhatikan dan menyimak film tersebut karena setelah menonton film tersebut, saya meminta siswa untuk mendeskripsikan salah satu tokoh yang ada dalam film tersebut (Research Diary, 29/09/2012).

d. Reflecting the result of the observation

The students were not interested when they asked to make descriptive text without browsing the materials taken from the internet. It meant that they were...
more interested if they could access the internet before they write. But for the second day in cycle 3, they were very interested and excited when they watched the movie before they write.

Considering those situations, she could concluded that they needed something new to make they interested before they started to write descriptive text. In addition, they were eagerly when they did or got something new which was not usual.

The overall reflection about the students writing score, there was an improvement on it. After the cycle 3, the mean score of students’ writing test was 81. It was higher than the mean score of post test 2 which was 79. The improvement of the students’ ability in developing ideas and teaching learning process will be drawn in the table below.

Table 4.5. The improvement of Students’ Learning and Achievement in the End of Cycle 3

<table>
<thead>
<tr>
<th>Before the Action</th>
<th>After the Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Teaching and Learning Process</strong></td>
<td><strong>a. Teaching and Learning Process</strong></td>
</tr>
<tr>
<td>1. Teacher gave the example on how to browse the materials in teaching writing.</td>
<td>1. Teacher guided and gave the example on how to browse the materials in teaching writing.</td>
</tr>
<tr>
<td>2. Students gave full attention to the teacher.</td>
<td>2. Students gave full attention to the teacher.</td>
</tr>
<tr>
<td>3. Students used internet to browse some materials related with the theme.</td>
<td>3. Students had easier in using internet to browse some materials related with the theme.</td>
</tr>
<tr>
<td>4. Students were more interested and eagerly to access the materials from internet.</td>
<td>4. Students were more interested and eagerly to access the materials from internet.</td>
</tr>
<tr>
<td><strong>b. Students’ developing ideas</strong></td>
<td><strong>b. Students’ developing ideas</strong></td>
</tr>
<tr>
<td>1. The number of appropriate paragraphs in describing something is almost describing the topic.</td>
<td>1. The number of appropriate paragraphs in describing something is all describing the topic.</td>
</tr>
<tr>
<td>2. The number of appropriate sentences in describing something was almost representing main idea in the paragraphs.</td>
<td>2. The number of appropriate sentences in describing something was all representing main idea in the paragraphs.</td>
</tr>
<tr>
<td>3. Students had some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic but lack detail.</td>
<td>3. Students had knowledge able substantive, development of thesis or topic relevant to assign topic.</td>
</tr>
<tr>
<td>4. Students were loosely organized, somewhat copy but main idea stand out, limited support, logical but incomplete sequencing and correct the generic structure of descriptive text such as identification and description.</td>
<td>4. Students were fluent expression, ideas clearly stated / support, well organized, logical sequencing, cohesive and correct the generic structure of descriptive text such as identification and description.</td>
</tr>
<tr>
<td>5. Students were adequate range, occasional error of word or diction choice and usage, meaning confused or obscured.</td>
<td>5. Students were sophisticated range, effective word or diction choice and usage word from mastery, appropriate register.</td>
</tr>
</tbody>
</table>
6. Students have effective but simple construction, minor problem in a simple construction, several errors of agreement, tense number, word order/function, articles, pronoun, preposition but meaning seldom obscure.
7. Students were occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.

c. The strengths of IBM
1. Teaching and learning process were more effective.
2. The students did the task given by the teacher.

d. The weaknesses of IBM
1. The students frequently opened another sites for teaching and learning process.
2. The students were not controlled when they used internet.

C. Research Findings

The research findings were gathered for several sources of data. The findings included the effectiveness of internet based materials to improve students’ writing ideas and the strengths and the weaknesses of internet based materials. Based on the final result, it can be concluded that there were two main points in this research and the additional information about the situation in teaching learning activity. The first point was about the students developing ideas in descriptive text. Those were: (1) Paragraphs in the text. The number of appropriate paragraphs in describing something is all describing the topic; (2) Sentences in the paragraph. The number of appropriate sentences in describing something was all representing main idea in the paragraphs; (3) Content. Students had knowledge able substantive, development of thesis or topic relevant to assign topic; (4) Organization. Students were fluent expression, ideas clearly stated / support, well organized, logical sequencing, cohesive and correct the generic structure of descriptive text such as identification and description relevance to the title; (5) Vocabulary. Students were sophisticated range, effective word or
diction choice and usage word from mastery, appropriate register; (6) Language use. Students have effective complex construction, few errors of agreement, tense number, word order/function, articles, pronoun, and preposition; (7) Mechanic. Students were demonstrated mastery of conventions, few errors spelling, punctuation, capitalization, paragraphing.

The second point was the strengths and the weaknesses of internet based materials. Related to the strengths of internet based materials, included: (1) teaching and learning were more effective; (2) the students were interested in the lesson especially in writing; (3) the students’ writing ideas were well developed; (4) the students did the task given by the teacher; (5) the students’ knowledge was improved. While, the weaknesses of internet based materials, included: (1) the students were not controlled when they used internet; (2) the students frequently opened another sites for teaching and learning process; (3) students needed a long time to access the materials from the internet; (4) the time management related to the classroom situation (internet connection); (5) teaching and learning process became crowded.

Furthermore, the additional information in teaching and learning activities were: (1) the students interested in the lesson which mostly done online; (2) the students’ attention was fully transferred to the explanation and instruction, even they could corrected the slip happened; (3) the classroom interaction was set informally; and (4) students’ interest on computer was supported so that finally they could finish the task. The overall findings were summarized in table below.
Table 4.6 Summary of Research Findings Regarding the Strengths and the Weaknesses of IBM in Writing Skill

<table>
<thead>
<tr>
<th>Problem Indicators</th>
<th>Pre Research</th>
<th>During the Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The number of paragraphs in piece of writing was shorter.</td>
<td>1. Their paragraphs in the text were shorter; they rarely consulted the dictionary.</td>
<td>The improvement of students' writing skill in developing ideas could be seen in the learning process.</td>
</tr>
<tr>
<td>2. The number of sentences were not adequate to support main idea in each paragraph</td>
<td>2. Their sentences were sometimes not well developed to support main idea in each paragraph.</td>
<td>The improvement of students' writing skill in developing ideas was found in teaching and learning process.</td>
</tr>
<tr>
<td>3. Difficulties to write sentences relevance to the main idea in the same paragraph</td>
<td>3. The use of conjunctions were ambiguous in some cases.</td>
<td>The improvement of students' writing skill in developing ideas was found in teaching and learning process.</td>
</tr>
<tr>
<td>4. Difficulties to unify each of paragraphs relevance to the title.</td>
<td>4. Students rarely paid attention to unify each of paragraphs relevance to the title.</td>
<td>The improvement of students' writing skill in developing ideas was found in teaching and learning process.</td>
</tr>
<tr>
<td>5. Difficulties to write paragraphs with grammatically correct sentences.</td>
<td>5. Students frequently made mistakes in writing grammatically correct sentences; once they made it, some details were forgotten, for example the article.</td>
<td>The improvement of students' writing skill in developing ideas was found in teaching and learning process.</td>
</tr>
<tr>
<td>6. Difficulties to use appropriate diction.</td>
<td>6. They tended to use the literal translation of word and did not use it in the proper context.</td>
<td>The improvement of students' writing skill in developing ideas was found in teaching and learning process.</td>
</tr>
<tr>
<td>7. Difficulties to use appropriate diction.</td>
<td>7. Students rarely</td>
<td>The improvement of students' writing skill in developing ideas was found in teaching and learning process.</td>
</tr>
</tbody>
</table>

- C1: The number of paragraphs in piece of writing was shorter.
- C2: The number of sentences were not adequate to support main idea in each paragraph.
- C3: Difficulties to write sentences relevance to the main idea in the same paragraph.
- C4: Difficulties to unify each of paragraphs relevance to the title.
- C5: Difficulties to write paragraphs with grammatically correct sentences.
- C6: Difficulties to use appropriate diction.
- C7: Difficulties to use appropriate diction.
<table>
<thead>
<tr>
<th>write paragraphs with correct punctuation and spelling</th>
<th>paid attention to the punctuation and it led to misinterpretation.</th>
</tr>
</thead>
</table>

**The strengths of IBM**
1) Teaching and learning were more effective.
2) The students were interested in the lesson especially in writing.
3) The students' writing ideas were well developed.
4) The students did the task given by the teacher.
5) The students' knowledge was improved.

**The weaknesses of IBM**
1) The students were not controlled when they used internet.
2) The students frequently opened another sites for teaching and learning process.
3) Students needed a long time to access the materials from the internet.
4) The time management related to the classroom situation (internet connection).
5) Teaching and learning process became crowded.

**The mean score**

<table>
<thead>
<tr>
<th>66</th>
<th>73</th>
<th>79</th>
<th>81</th>
</tr>
</thead>
</table>

**Data sources**
1) Observation
2) Interview
3) Questionnaire
4) Students' document
5) Pre test

1) Observation
2) Interview
3) Post test
4) Diary
5) Post test
1. The improvement of students’ writing skill in developing ideas to write descriptive text

The use of internet based materials had improved the students’ writing skill. Referring to the result of the pre test and post test, the students’ mean score was improved 21.44%. However not all aspects of writing were constantly improved. The complete mean score was presented in the table below.

<table>
<thead>
<tr>
<th>Aspects</th>
<th>PT</th>
<th>SP</th>
<th>C</th>
<th>O</th>
<th>V</th>
<th>E</th>
<th>M</th>
<th>Total</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre test</td>
<td>9.8</td>
<td>8.9</td>
<td>12.2</td>
<td>11.4</td>
<td>9.9</td>
<td>10.6</td>
<td>3.5</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Post test 1</td>
<td>11.0</td>
<td>9.5</td>
<td>13.2</td>
<td>12.2</td>
<td>11.0</td>
<td>11</td>
<td>3.5</td>
<td>73</td>
<td>10.6%</td>
</tr>
<tr>
<td>Post test 2</td>
<td>11</td>
<td>10</td>
<td>14.4</td>
<td>13.2</td>
<td>12.2</td>
<td>13</td>
<td>4.5</td>
<td>79</td>
<td>8.3%</td>
</tr>
<tr>
<td>Post test 3</td>
<td>11.2</td>
<td>10.2</td>
<td>14.2</td>
<td>13.5</td>
<td>14.2</td>
<td>12.5</td>
<td>5</td>
<td>81</td>
<td>2.54%</td>
</tr>
</tbody>
</table>

PT: Paragraphs in the text  
SP: Sentences in the paragraph  
C: Content  
O: Organization  
V: Vocabulary  
LU: Language Use  
M: Mechanics

Based on the table it can be concluded that the students had a good achievement at the end of the research. Their score was increasing from cycle 1 to cycle 3. Furthermore, the number of the students who passed the test increased up to 100% in the post test 3. It was indicated for each elements of scoring. For each elements was increased up to 10.6% in post test 1, then it was increased up to 8.3% in post test 2 and it was increased up to 2.54% in post test 3.
2. The Strengths and the weaknesses of internet-based materials

The applying of internet-based materials in students’ writing skill to develop their ideas had some strengths and the weaknesses. Those are some strengths and weaknesses of internet-based materials.

a. The strengths of internet-based materials

1) Teaching and learning were more effective.
2) The students were interested in the lesson especially in writing.
3) The students’ writing ideas were well developed.
4) The students did the task given by the teacher.
5) The students’ knowledge was improved.

b. The weaknesses of internet-based materials

1) The students were not controlled when they used internet.
2) The students frequently opened another sites for teaching and learning process.
3) Students needed a long time to access the materials from the internet.
4) The time management related to the classroom situation (internet connection).
5) Teaching and learning process became crowded.

Furthermore, the classroom situation before the action, there were some positive progresses. The students were firstly more interested in minding their own business in the class. But then, they became aware of what the lesson is about and paid more attention to the lesson. The use of internet based materials
could rise students’ interest on writing class. They had responded differently on the statement: *Dengan menggunakan materi dari internet selama pelajaran di kelas, saya dapat mengembangkan ide menulis (Pre Questionnaire).* Compared to the question on Post Questionnaire whether they were interested in writing class, the result showed that the number of students who like it had increased.

Moreover, the use of computer could finally be controlled and directed to focus on learning process. They even enjoyed the activity of writing descriptive text.

**D. Discussion**

This section presents the discussion of research findings focusing on students’ writing skill in developing ideas and the strength and the weaknesses of internet based materials. In more detail, each of the findings is presented as follows.

1. **Internet based materials is able to improve students’ writing skill in developing ideas to write descriptive text**

   The implementation of internet based materials in teaching and learning process had improved students writing skill in developing ideas. The focuses of the research involved seventh aspects of writing skill: paragraphs in the text, sentences in the paragraph, content, organization, vocabulary, language use, and mechanics. The findings showed that those aspects had a higher final achievement after the research.

   *commit to user*
The improvement of students writing skill in developing ideas is shown in the findings that number of appropriate paragraphs in describing something is all describing the topic and number of appropriate sentences in describing something is all representing main idea in the paragraphs.

The students got improvement in their vocabulary mastery, language used and acquisition. Through browsing the materials from the internet, they got new and many words on it. The findings is supported by Kasanga (1996: 76) who claims that teaching writing by internet materials is one method used to increase language use and acquisition of foreign language.

2. The strength and weaknesses of internet based materials in this research

Considering the research findings, there were some strengths and weaknesses of internet based materials in teaching and learning process. The strengths of internet based materials in this research were:

a. Teaching and learning were more effective.

b. The students were interested in the lesson especially in writing.

c. The students’ writing ideas were well developed.

d. The students did the task given by the teacher.

e. The students’ knowledge was improved.

The findings is supported by Kasanga (1996: 76) who states that it was found that interaction in language helps learners to gain input in language learning process. Specifically, it increases a synchronous communication of English as a foreign language and forces them to use language in real
communication situations. In other words, the internet motivates learners to use English in their daily lives and provides functional communicative experiences.

While the weaknesses of internet based materials in this research as the research findings were:

a. The students were not controlled when they used internet.

b. The students frequently opened another sites for teaching and learning process.

c. Students needed a long time to access the materials from the internet.

d. The time management related to the classroom situation (internet connection).

e. Teaching and learning process became crowded.

The findings is supported by Frizler (1995: 90) who states that because the ability to express oneself in writing is a crucial aspect of using the Internet, some researchers propose that this puts students who lack interest or skill in writing at a disadvantage. She also points out that the quality of English found on the Internet is often non-conventional, and may actually hinder students in their progress toward communicating in person with native speakers of English. Another factor which affects the internet classroom is that of social interaction.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTIONS

The implementation of internet based materials brings some effects as mentioned in the previous chapter, especially in developing writing ideas. The last chapter presents about the conclusion, implication, and suggestion of the action research conducted in the eighth grade of SMP N 9 Metro in the academic year of 2012/2013.

A. CONCLUSION

The final discussion in the previous chapter can be drawn into two conclusions. Firstly, the use of internet based materials to teach writing can improve students’ writing ideas in descriptive text. It is taken into account that the students had positive progress in writing skill as mentioned in the research findings. The improvement on developing, arranging, and connecting of ideas had allowed the students in writing descriptive text. The number of paragraphs in the text and the number of sentences in the paragraph were developed well. The better word choice and correct grammar were also performed in their writing.

Supporting the statement, the students had higher mean score in the final post test (post test 3), which was 81. This score was above the school passing grade which was settled at 72. The mean score had gradually improved since the second and the first post test. The students got 79 in post test 2 and 73 in post test 1. The result of pre test was 66.

commit to user
The second conclusion is that the strengths and the weaknesses of internet based materials during the teaching and learning process. Referring to the research findings, the strengths of internet based materials were: Teaching and learning were more effective. The students were interested in the lesson especially in writing. The students’ writing ideas were well developed. The students did the task given by the teacher. The students’ knowledge was improved. Meanwhile, the weaknesses of internet based materials during the teaching and learning process were: The students were not controlled when they used internet. The students frequently opened another sites for teaching and learning process. Students needed a long time to access the materials from the internet. The time management related to the classroom situation (internet connection). Teaching and learning process became crowded.

Furthermore, the additional information in the implementation of internet based materials in writing class improves the situation during the teaching and learning process. The students interested in the lesson which mostly done online. The students’ attention was fully transferred to the explanation and instruction, even they could corrected the slip happened. The classroom interaction was set informally. Students’ interest on computer was supported so that finally they could finish the task.

Finally, internet based materials can effectively be used in writing. Having a range of advantages that allows internet based materials facilitates the learning process, and it can be improved the students’ writing skill in developing ideas.
However, internet based materials had the strengths and the weaknesses during the teaching and learning process.

**B. IMPLICATION**

The implementation of internet based materials effects the teaching and learning process. Through the use of internet based materials, the teaching and learning process will be more interesting. In addition, the application of internet based materials should be completed with the appropriate teaching methods to achieve the goal. In this research, the implementation of internet based materials was combined with the discussion and PPP (Presentation, Practice and Production) method.

The appropriate attractive learning materials could encourage and motivate the students to be actively involved in the lesson. Moreover, the positive effects of it can motivate the students to use media in the class, and develop the students’ ideas in writing especially descriptive text.

The use of internet based materials was not only restricted to write descriptive text, but also can be utilized to write other text types and held discussion forums. In conclusion, it can be implied that internet based materials can be used as an alternative attractive learning materials in language teaching process especially for teaching writing in developing ideas.

**C. SUGGESTIONS**

Referring to conclusion and implication above, there would be some suggestions dealing with the teaching of writing.
1. For teachers

The teacher should provide attractive learning materials and appropriate teaching method. The teacher could use internet based materials in collaborative learning other than previous method mentioned, so that they could also develop various materials of teaching writing especially in developing ideas. Before implementing the use of internet based materials, teachers should explain how to do the steps clearly. The teachers must guide the students patiently.

2. For students

They must change their mind that writing is not difficult. The students should be paid more attention in using internet based materials. They should focus on the materials given by the teacher, so that the teaching and learning process will be effectively and the students’ ideas in writing will be developed well.

3. For other researchers

The researchers can use this research as additional and comparative information to conduct better researches related to develop ideas in writing. It is hoped that they will conduct a similar study on different school. They should encourage and support the English teacher to improve the quality of their teaching. It can be done through providing facilities that enables access to new materials and media in teaching and learning process.