THE EFFECT OF USING THINKQUEST AS AN ONLINE LEARNINGIN TEACHING WRITING PROCEDURE TEXTAT SMP PEMBANGUNAN LABORATORIUMUNP PADANG

THESIS

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ABSTRAK

Febriani, Ranti. 2014. "The Effect of Using ThinkQuest as an Online Learning in Teaching Writing Procedure Text at SMP Pembangunan Laboratorium UNP Padang". Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Tujuan dari penelitian ini adalah untuk menjelaskan penerapan *ThinkQuest* sebagai media pembelajaran guna memotivasi siswa dan meningkatkan kemampuan menulis siswa dalam belajar menulis teks prosedur pada satuan pendidikan Sekolah Menengah Pertama (SMP). *ThinkQuest* merupakan salah satu media alternatif yang bisa digunakan oleh guru dalam meningkatkan keterampilan menulis teks prosedur. Oleh sebab itu penerapan media yang bagus dan menarik sangat dibutuhkan untuk meningkatkan pemahaman dan kemampuan siswa dalam menulis.

Jenis penelitian ini adalah penelitian eksperimen. Populasi dari penelitian ini adalah siswa kelas IX SMP Pembangunan Laboratorium UNP Padang tahun pelajaran 2013/2014 yang terdiri dari 6 kelas. Sampel penelitian ini terdiri dari dua kelas yaitu IX B 29 siswa sebagai kelas eksperimen dan IX A 30 siswa sebagai kelas control dengan menggunakan teknik *cluster sampling*. Instrument yang digunakan adalah tes menulis. Desain penelitian ini menggunakan *posttest only design*.

Data dari penelitian ini berupa nilai tes menulis siswa dari kedua kelompok sampel yang dianalisis secara statistik menggunakan rumus *t-test*. Nilai rata-rata yang dihasilkan kelas experimen lebih tinggi dibandingkan kelas kontrol yaitu 70.82:65.81 pada taraf signifikansi 0,05. Jadi, dapat disimpulkan bahwa hipotesis yang menggunakan *ThinkQuest as an Online Learning* memiliki kemampuan menulis teks yang lebih baik dibandingkan dengan siswa yang diajarkan menggunakan teknik biasa yang digunakan guru.

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Finally, the researcher realizes that this work still far from perfect. The researcher welcomes to the constructive critism and suggestion to improve this thesis. Therefore, any constructive corrections will be welcomed in order to make this thesis become better.

Padang, Februari 2014

The Writer

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CHAPTER I INTRODUCTION

A. Background of the Problem

English is a compulsory subject in high schools and universities in Indonesia. The students are expected to master the four language skills, namely listening, speaking, reading, and writing, in order to prepare them to face any changes and challenges in the global era. Those skills are interrelated each other and should be learned communicatively.

Among the four skills, writing is one of the subjects to be learned by the students. Through writing, the students can express their thought, ideas and feelings to the readers. It is a process of putting a message into word. The students need to know how to write well and effectively. In order to make the students master the writing skill, it is developed in the teaching learning process.

Based on the current curriculum KTSP (*Kurikulum Tingkat SatuanPendidikan*), one of the purposes of Junior High School students in learning English is to develop their communication competence in oral and written forms. It is aimed to achieve their informational literacy level. In other words, in this level the students are hoped to be able to access knowledge with their language proficiency they have. Furthermore, the goal of writing English is to make them able to reveal the meaning and rhetorical steps in written text. In order to reach that goal, teaching and learning process should be directed to students in producing text, according to the generic

structure and also the use of correct language features. There are two types of monolog texts being taught in Junior High school. Those are procedure and reports, which are taught at grade nine.

Based on the research observation at SMP Pembangunan Laboratorium UNP, the reseracher found that the student's ability in English was still low. Actually, it was caused by several problems. The first came from the student's side. They were lack of vocabulary; thus, the learners did not know the appropriate words that they had to write. The students were lazy to look for the meaning of a word in the dictionary. Then, they were lack of ideas. Most of Junior High school students had no idea when they were asked to write, so that they did not know what they were going to write. So, the most important aspects in writing were students must understand what the key ideas in order to make them easier to write something is. The last one, they were lack of grammar. The students did not concern about grammar when they write a text. They think the idea was more important in writing than grammar, besides to form the text and arrange every idea, grammar was really needed. Therefore, when they wrote a text, their writing was full of grammatical mistakes.

The second problem came from the teacher's side. The teacher still had problem in providing media that can be appropriate and interesting in teaching writing. The teacher taught in monotonous way, students' interest in learning and attention became low in the learning process. Therefore, teachers should improve their teaching to make the student feel more interested.

One of the solutions to make the students interested in writing English and change their opinion that writing is the hardest skill to be acquired. There are some ways to solve these problems. It can be started from applying various methods and using various kinds of media in the teaching.

In teaching writing especially for procedure text, the teachers had to use suitable media that can interest the students to write. There were many kinds of media can be used by the teachers in teaching a procedure text to Junior High school students. One of them is by using ThinkQuest as an online learning in teaching writing procedure texts.

In ThinkQuest as an online learning the teacher is a good job to make the students understand and enjoy writing a text. Though, the researcher was interest to apply another media that is ThinkQuest as an online learning. ThinkQuest as an online learning was a media that used by the teacher to support student's to write a text as possible as well and also needed to strengthen and maintain students' motivation in writing because the students can used the internet to online.

ThinkQuest as an online learning can be applied in writing activities whether prewriting, whilst-writing and post-writing activities. There were various kinds of media that teacher can use, among others include power point and using online learning "internet". Therefore, the researcher did a research about the using ThinkQuest as an online learning in teaching writing procedure text. This research have been conducted at Junior High school in SMP Pembangunan Laboratorium UNP.

B. Identification of the Problem

Based on the background of the problem above, it could be identify that there were two main factors why the students' ability in writing procedure text at SMP Pembangunan Laboratorium UNP was low. This problem appeared from the students' side and teachers' side. From the students limited vocabularies that made them difficulties in elaborating ideas because they do not know the appropriate words that they have to write. Moreover, from the teachers' side, the teacher cannot create more interesting media that can be used for students that why the students are not interested when they write and learn. There, the teacher had less intention toward students' activities that made the students' interest dreased and the students felt bored. As a result, the students could not be able to write the text well.

Regarding to these problems, this research will be about using a kind of multimedia. One of them is using ThinkQuest as an online learning in teaching writing procedure texts.

C. Limitation of the Problem

Based on the identification of the problem above, the research was focused on how to help the teachers uncovering a strategy to guide students in writing. The discussion of this problem was limited to see the significant effect of using ThinkQuest as an online learning in teaching writing procedure text toward the third grade student's writingatSMP Pembangunan Laboratorium UNP.

D.Formulation of the Problem

Based on the identification and limitation of the problem above, the formulation of the problem in this research is "Does the use of Think Quest as an online learning give a significant effect on students' writing procedure texts for Junior High school in SMP Pembangunan Laboratorium UNP?"

E.Hypothesis

There are two hypothesis formulated to answer the research question, as the following:

- 1. H₀: The use of ThinkQuest as an online learning does not give better effect in teaching writing procedure text.
- 2. H₁: The use of ThinkQuest as an online learning gives better effect in teaching writing procedure text.

F. The Purpose of the Research

The purpose is to find out and explain whether the use of ThinkQuest as an online learning as a media in teaching writing a procedure text to Junior High school student or not.

G. Significance of the Research

This research is to give contribution theoritically and practically for teaching and learning process, especially in writing. Theoretically, it is hope that the result of this reserach will give information on how to teach the procedure text by using ThinkQuest as an online learning.

H. Definition of Key Term

ThinkQuest : A media which involve students to use online learning that

helps students developincluding communication, critical

thinking and technology skills.

Online Learning : Educational material that is presented on a computer by using

internet.

Writing : The process of transfering thoughts and ideas in written

symbols in order to make other people or readers understand

the messasge conveyed.

Procedure text : It is a text that describes how something is accomplished

through a sequence of actions or steps.

CHAPTER II REVIEW OF RELATED LITERATURE

A. The Nature of Writing

Writing is one of the skills that should be mastered by students in learning English. Trough writing, student can express their thought, ideas and feeling. Writing is a kind of communication that involves writers and readers. According to Barnet and Stubbs (1990:4) say that writing is not a simple way to express ideas, but a way to acquire them. Ur (1991) defines that writing is an expression of ideas that convey messages to the reader. So, writing is aimed to express the ideas for the readers and the writers intend that the audience will get point.

Hillerman (2008) says that writing is the act or art of forming letters and characters, on paper, wood, sooner other materials. It means that writing process cannot be done in a piece of paper only, but also through the other materials. Flammarion adds that writing is the process of inscribing characters on a medium, with the intention of forming words and other larger language constructs. It means that writing is transferring the information to the reader through written and hope the reader can get the point or main idea.

Boardman and Freedenberg (2002:11) say that writing is aprocess which goes through several stages cautiously are thinking and organizing, rethinking and reorganizing. So, writing, thinking and rewriting are used to achieve in good writing.

Then, the writer do six steps: the assignment, generating ideas, organizing ideas, writing the first draft, rewriting and writing the final draft.

Zamel (in Hyland, 2003) determines that writing is a non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning. It means that in writing, a writer must not follow the processes of writing regularly and neatly but he or she can do jumping to any of the kinds of processes. It can be said that a writer is able to do returning to library for more data, evaluate writing, revising, or rewriting although the text has been produced at all. The writer may get an entirely new idea about format organization while do drafting or may change mind about appropriate content while do revising.

Based on the definitions above, writing is transferring thoughts, ideas and feelings are required by the students in order to be able to select relevant information and deliver them in writing language through several stages: drafting, revising and editing. So, the product of writing is more important rather than the prosess of writing itself.

B. Teaching Writing at Junior High School

In teaching English in Junior High School, teacher has to treat students based on the purpose of studying English that is included in curriculum. The curriculum that is used in Indonesia now is Kurikulum Tingkat SatuanPendidikan (KTSP). This curriculum states that the standard of the competences and indicators that should be achieved by the students is based on the levels of education (in Depdiknas, 2006). The standard of competences and indicators rely on general objectives and material for the four skills: listening, speaking, reading, and writing.

The goal of teaching writing at Junior High School is to develop student's communicative competence in written form to achieve informational literacy standard. As a result, teaching writing at Junior High School involves the standard of competencies to understand the meaning in functional texts and monolog texts in the context of daily life.

In order to make the students understand and can reach the competencies, the role of teacher is very important in the pre-teaching, whilst-teaching, and post-teaching of writing. The allocation of time for English is four credit hours that are divided into two meetings in a week. It means that for each meeting there will take 2 x 45 minutes for learning activities.

There are three stages of teaching writing, which are pre-writing, whilst-writing and post-writing. In pre-writing stage, the students are getting ready to write and they are planning out what is going to be written. So, the teacher should provide more time for the students to organize the ideas that they are going to write. As stated by Langan (2012) a writer may have trouble getting started writing. All writers requires much time in pre writing activity because they have to gather and generate ideas and information.

In whilst-writing, this stage includes activities that the students are going to do during the time of writing. The activities are such as drafting, revising and editing. The drafting consists of rough drafting and final drafting. The rough drafting focuses on when students get their ideas on paper while the final drafting focuses on when students produce their final copy (Gardner and Johnson: 1997).

In post writing, this stage is significant for measuring the students' writing achievement. In other word, from this post writing activity it can be known how well is the students in writing. Thus, in this stage the teacher is able to see whether the students are fail or successful in writing.

In conclusion, in teaching writing in Junior High School there are four principles to be considered that are understand your student's reasons for writing, provide many opportunities for students to write, make feedback helpful and meaningful, and clarify for yourself, and for your students, how their writing will be evaluated. Besides, there are three stages in teaching writing. First, pre-writing where the writer generates ideas. Second, whilst-writing stage is where the writer does writing activity. The last stage is post-writing.

C. The Concept of Procedure Text

Gerot and Wignel (1994) say that procedure text is a kind of text for describing how something is accomplished. It has a goal, materials and steps as its generic structure. The lexicogrammatical features are marked by focusing on generalized

human agent, use simple present, mainly temporal conjunction and mainly of material process. Therefore, the procedure text can be a set of instruction. Sometime, it is begun by outlining an aim or goal.

Hartono (2005) explains about the language features of procedure text as follow;

- 1. Focus on generalized human agent. For example: you
- 2. The use of present tense.
- 3. The use of mainly temporal conjunctive relations. For example: first, second, then, etc.
- 4. The use of material or action clauses

Eather (2006) and Horank and Firkins (2007) say that generic structure of procedure text consists of a goal, requirement and steps. The goal tells about what will be made. It may include a brief description of the finish product then requirements consist of what is needed. It may include ingredients, material and tools. The last one is steps. Steps consist of what has to be done. Steps usually are numbered in order.

So, based on the opinion above it can be concluded that the purposes which were expected to be achieved in learning procedure text as following:

a) Students get the description of the expression in making or doing something (describing process in good order).

- b) Students are able to understand determining the expression which used in the text (sequence, adverbs, conjunction, imperative sentence and also type of the tense which used).
- c) Students are able to demonstrate comprehension based on the material taught especially in the written form.

D. ThinkQuest

According to Oracle foundation (2011) says that ThinkQuest is an online learning platform that helps student's developed important 21st century skills, including communication, critical thinking and technology skills, cross-cultural understanding, teamwork creativity, and self-direction. ThinkQuest includes a project environment that support collaborative learning, technology competition that challenges students to solve real-world problems; the award winning ThinkQuest library, a learning resources website.

Most countries are facing a gap between the knowledge and skills needed for future success and the current education system, which is often designed to impart a fixed body of knowledge rather than initiate a lifelong journey of creative thinking and agile learning. Recognizing this challenge, numerous organizations ranging from governments to private foundations to multinational corporations are undertaking ambitious initiatives to define the 21st century skills students need; develop visions,

standards, and supports to facilitate 21st century teaching and learning; and provide teachers and students with ICT (information and communication technologies).

At the same time, consensus is growing among scholars and educators that project learning is one of the most promising vehicles for promoting 21st century skills in the classroom. To this end, the Oracle Education Foundation has created a platform called ThinkQuest to promote powerful project learning experiences for students around the world.

Park Menlo, CA (2009) says that there are several benefits of ThinkQuest develop 21st Century Skills; The first is including communication. Students create products that communicate their ideas and learning to others. They often present their work, sometimes to an authentic audience such as the community or a client. Through this process, students learn important skills such as how to display findings and recommendations, how to organize a presentation, and how to capture and maintain audience interest. In addition, presenting their work to a wider audience often motivates students to produce higher quality products.

The second is critical thinking. Critical Thinking is not just about memorizing facts. It's about students applying what they learn to solve a complex problem. Students engage in active inquiry, exploring an issue from multiple perspectives, learning how to ask pertinent questions, gathering relevant information, and synthesizing a solution. Studies show that well-designed learning projects can lead to

deeper subject matter understanding and to students who think more like experts in their field of study.

The third is technology skills. Through technology-supported, students learn how to use ICT tools in context. Technology also supports deep student learning by helping them access real-world data, collaborate at a distance, visualize and analyze data, and create multimedia presentations of their results.

The four is cross-cultural understanding. Cross-cultural understanding some project teams bring together participants from different parts of the world or with different backgrounds, increasing student awareness of cultural differences and building respect for different perspectives. When students work with partners who are different from themselves, they learn how to resolve misunderstandings and overcome cultural and language barriers.

The fifth is teamwork creativity. Well-designed learning projects help students become effective collaborators, contributors, and leaders, developing such skills as listening, questioning, and compromising to achieve a common goal. In addition, sharing and discussing their ideas helps students build deep knowledge17 and become members of a "community of practice,"18 in which participants work together to continuously advance their understanding.

The sixth is self-direction. Self direction puts students in the driver's seat, giving them more control over their learning. In well-designed learning project,

teachers skillfully design and guidebut do not fully directstudents' learning. Students formulate their own problems and goals, plan the steps of the project, seek the resources they need, and design their own products. Research has shown that students learn better and gain more self-confidence when they feel a sense of ownership over their learning process.

There are components of ThinkQuest based on the Oracle foundation (2010):

Shared online space for designing learning projects that can include an essential question and curriculum ties.

Easy to use publishing and collaboration tools that support a variety of project activities including co-authoring content, conducting online discussion and sharing multimedia pieces such as a photo, charts and presentation

A profesional development program called the project learning institute, which trains teacher how to intergrate, project leraning and 21st century skills into their curriculum

A global community of teachers and students to draw from for cross cultural collaboration opportunities and to serve as a audience for presentation of project

A library of past students project to use as references or resources of inspiration. A global competition that challenges students to solve problems using thier critical thinking, communication and technology skills Because student safety is paramount, ThinkQuest is a protected environment available only to teachers and students at accredited schools. Having confidence that ThinkQuest is a space for interactions between real teachers and students, schools can comfortably allow their students to communicate openly and globally.

ThinkQuest also enables teachers to control project visibility and membership, so they can decide whether materials and activities are limited to a particular class or open to all ThinkQuest members globally. ThinkQuest is available free of charge and free of advertising to primary and secondary schools around the world.

In conclusion, ThinkQuest is designed to make it easy for teacher to set up learning projects within their classroom or in collaboration with others students and teachers around the world. ThinkQuest also enable teacher to control the project visibility and membership, so they can decide whether materials and activities are limited to a particular class or open to all ThinkQuest members globally.

E. Online Learning

Different terminologies have been used for online learning, a fact that makes it difficult to develop a generic definition. Terms that are commonly used include elearning, Internet learning, distributed learning, networked learning, tele-learning, virtual learning, computer-assisted learning, Web-based learning, and distance learning. All of these terms imply that the learner is at a distance from the tutor or instructor, that the learner uses some form of technology (usually a computer) to

access the learning materials, that the learner uses technology to interact with the tutor or instructor and other learners, and that some form of support is provided to learners. This thesis is used the term "online learning" throughout.

There are many definitions of online learning in the literature, definitions that reflect the diversity of practice and associated technologies. Carliner (1999) defines online learning as educational material that is presented on a computer. Khan (1997) defines online instruction as an innovative approach for delivering instruction to a remote audience, using the Web as the medium. However, online learning involves more than just the presentation and delivery of the materials using the Web: the learner and the learning process should be the focus of online learning. As a result, the author defines online learning as the use of the Internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience.

The U.S. Department of education state that online learning is learning that is undertaken on a computer by means of the Internet. Online learning is also part of many college and university students' education as lecturers place lecture notes and work for further study on the Internet. Online learning has its roots in distance education.

Increasingly, organizations are adopting online learning as the main delivery method to train employees (Simmons, 2002). At the same time, educational

institutions are moving toward the use of the Internet for delivery, both on campus and at a distance. However, for organizations and institutions to make this often expensive move, there must be a perception that using online learning provides major benefits. Some of the benefits for learners and instructors are outlined below. For learners, online learning knows no time zones, and location and distance are not an issue. In asynchronous online learning, students can access the online materials at anytime, while synchronous online learning allows for real time interaction between students and the instructor. Learners can use the Internet to access up-to-date and relevant learning materials, and can communicate with experts in the field in which they are studying. Situated learning is facilitated, since learners can complete online courses while working on the job or in their own space, and can contextualize the learning.

Thus, the effective online learning teacher is constantly probing for learner comfort and competence with the intervening technology, and providing safe environments for them to increase their sense of Internet efficacy. Learner-centered online-learning contexts thus are sensitive to the cultural overlay acquired in offline contexts, and the ways in which it interacts with the Web's affordances.

Quality online learning provides many opportunities for assessment: not only opportunities that involve the teacher, but also ones that exploit the influence and expertise of peers, others that use simple and complex machine algorithms to assess student production, and, perhaps most importantly, those that encourage learners to

assess their own learning reflectively. Understanding what is most usefully rather than what is most easily assessed is a challenge for the designers of online learning. Developments in cognitive learning theories and their application to assessment design are helping us to devise assessments that are aligned with the subject content, and that assess cognitive processes as well as end results.

Thus, the challenge of online learning is to provide high quantity and quality of assessment while maintaining student interest and commitment. These goals are often best achieved through the development of a learning community, to which we turn next.

F. Blog

According to Intan Nabilawati Fatimah (2008) says that a blog is website in which items are posted on a regular basis and displayed in reverse chronological order. The term blog is a shortened form of weblog or web log. Authoring a blog, maintaining blog or adding an article to an existing blog is called "blogging". Individual articles on a blog are called "blog posts, posts or entries". A person who posts these entries is called a "blogger". A blog comprises text, images and links (to other web pages and to video, audio and other files).

Blogs are one technological tool that can help improve writing. To improve at anything, individuals need practice and feedback. They also need to be able to chart

their progress, to compare their work and see improvement. Blog are a great way to get students motivated and hooked on writing.

Gavin Dudeney and Nicky Hockly (2007:84)say that a blog is essentially a web page with a regular diary or journal entries. A blog is one of the internet facilities which enable the users to send their data and regular diaries that can be accessed by other people.

According to Gavin Dudeney and Nicky Hockly (2007:84), there are many different types of blog. Differing not only in the type of content, but also in the way that content is delivered or written. The first is personal blogs. The personal blog, an on-going diary or commentary by an individual is traditional, most common blog. Personal bloggers usually take pride in their blog posts, even if their blog is never read by anyone but them. A type of personal blog is referred to as micro blogging, which extremely detailed blogging as it seeks to capture a moment in time.

The second is corporate blogs. A blog can be private as in most cases or it can be for business purposes. Blogs either used internally for marketing, branding or public corporate blogs. The third is Question blogging. Question blogs is a type of blog that answers questions. Questions can be submitted in the form of a submittal form, or through email or other means such as telephone or VOIP. Blogs can be used to display show notes from podcasts or the means of conveying information through the internet.

In conclusion, Blog was one technological tool that could help improve writing. To improve at anything, individuals needed practice and feedback. They also needed to be able to chart their progress and to compare their work and see improvement. Finally, blog could be used by teachers as a formative assessment tool.

Based on the result of the research, teaching writing procedure text through blog is better than teaching procedure text without using blog. The result of the research has shown that studying the procedure text through blog was more effective than studying the procedure text without using blog. The students were easier to explore their knowledge and ideas in writing the steps of procedure text by looking at the blog.

G. Review of Relevant studies

Some researchers have completed the experiments on language teaching related to using ThinkQuest as an online learning in writing procedure text.

Firstly, Puspa Safitrie (2010) has investigated the effectiveness of ThinkQuest-based project method in teaching writing procedural texts to tenth grades of SMP 22 Bandung. The strengths and weaknesses of the new method were also investigated in order to see the potentials of the method in equipping students with skills required in global workface and effective personal and interpersonal skills. The research design was used quasi experimental design with pre-test post-test non equivalent group design. The finding showed that the new method was not affective

in increasing students' scores (post-test score of experimental group was considered to be not significantly different from the scores of control group).

Secondly, a research was done in University of Pretoria (2010) had described how learners interact with information in a digital environment at a distance when they create entries for the ThinkQuest web design competition. The purpose of the research is to report on how South African futher Education and Training (FET) learners acquire, recall, process and present information in a digital environment from cognitive, affective abd physical perspective.

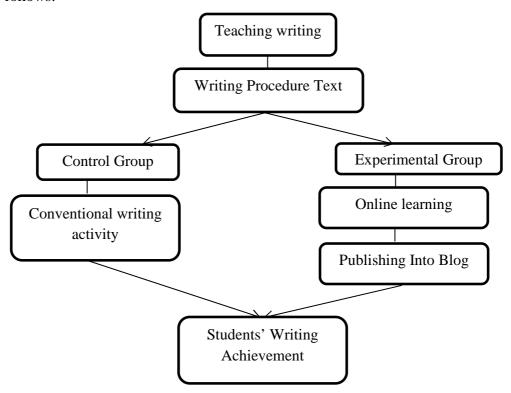
Thirdly, EnySusanawati (2013) used the ThinkQuest method for improving students writing ability at the second grade students at the University of Malang. The purpose of this study is to determine the effect of project-based learning using ThinkQuest on the physics critical thinking skills of student. The research design used was quasi experiment with 'Post-test Only Control Group Design'. The results of the research show that project-based learning using ThinkQuest is more effective than project-based learning without ThinkQuest. Based on the result, it is suggested that the physics teachers need to apply projectbased learning using ThinkQuest because it improves on the physics critical thinking skills of student.

In conclusion, there are three reasons why the instructors like to use ThinkQuest as an online learning in teaching writing procedure text; it is because they

are enjoyable, comfortable and can be integrated with other language skills and media. It is hope that the students will enjoy use of media in writing process.

G. Conceptual Framework

In this reserach, the researcher wants to find out the use of ThinkQuest as an online learning in teaching writing procedure text. The concept of the research can be seen as follows:



Students' writing ability can be improved both by the students and the teacher by using appropriate writing strategies. The researcher recommends using ThinkQuest as an online learning this study. In teaching writing at SMP Pembangunan Laboratorium UNP, the researcher would useThinkQuest as an online

learningfor experimental group, and Common writingfor control group. The researcher believes that by using ThinkQuest as an online learning, it gives significant effect on students' writing ability.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research findings, it can be concluded that the use ofThinkQuest as an online learning gives significant effect in improving students writing a procedure text at ninth grade of SMP Pembangunan Laboratorium UNP Padang registered in 2013/2014 academic year. Before giving a treatment, the mean of students' scores in the experimental group were 63,72. Then, after giving a treatment, the mean scores improved becoming 70,82. Meanwhile, in the control group, the mean scores of the students were 61,29, then after using pre- questions, their scores become 65,81.

Based on the hypothesis testing, the value of t $_{observed}$ was bigger than the value of the t $_{table}$ at the level of significance 0.05 (t $_{observed}$ > t $_{table}$). It could be concluded that the difference of students' writing procedure text between the two groups was considerably significant. From that result, it was decided that H_o was rejected while H_i was accepted. Therefore, it can be stated that the use of ThinkQuest as an online learninggives significant effect on the students' ability in writing procedure text.

B. Suggestions

Based on the research, it has been proved that using ThinkQuest as an online learning gives the positive effect toward the students in learning English particularly

in writing a procedure text. There are several suggestions to English teacher and the next researchers, as follows:

- It would be better for the next researchers who conduct the research bigger scope and long time the use of ThinkQuest as an online learning. It is expected to accomplish more meetings to see the effect and achieve the result maximally. Thus, the research will be optimal and the students' not lack of interest and motivation because of reviewing the lesson. Besides, train the raters before assessing students' writing by using scoring rubric, so that the data will get more detail.
- 2. The use of ThinkQuest as an online learning can be a good recommendation for English teacher, especially in SMP Pembangunan Laboratorium UNP. They can apply ThinkQuest as an online learning for not only treating in writing a procedure text. Besides, conducting this strategy to other skills such as speaking, listening, and reading.

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