USING INTERNET-BASED MATERIALS TO IMPROVE DESCRIPTIVE
WRITING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF
SMP PGRI 9 PALEMBANG

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# DECLARATION

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Certify that thesis entitled "Using Internet-Based Materials to Improve Descriptive Writing Achievement of the Eighth Grade Students of SMP PGRI 9 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, March 20th, 2018

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# DEDICATION AND MOTTO

**Dedication:**

This thesis is dedicated to:

- ♥ The only God, Allah SWT. Alhamdulillah thank you so much without Your blessing I can finish my thesis.
- ♥ My super women and greatest mom in the world "Yuyun Rifiani". Thank you so much for your support and prayer. I love you so much mom.
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**Motto:**

- ♥ **Struggle that you do today is the single way to build a better future**

- ♥ **You don't have to be great to start**
**But you have to start to be great**
**-Zig Ziglar**

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Inderalaya, March 20th, 2018
The Writer,


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## ABSTRACT

The objectives of this study were to find out whether or not: 1) there was a significant difference in descriptive writing achievement of the eighth grade students after they were taught by using internet-based materials, (2) there was a significant improvement in each aspect of students' descriptive writing achievement of the eighth grade students of SMP PGRI 9 Palembang after being taught by using Internet-Based Materials and (3) there was a significant difference in descriptive writing achievement between the eighth grade students who were taught by using internet-based materials and those who were not. The sample of this study was 57 students of the eighth grade of SMP PGRI 9 Palembang. There were experimental and control groups which was selected by using convenience. For experimental group there were 28 students and for control group there were 29 students. In collecting the data, both groups were given pre-test and post-test. The data were analysed by using Paired Sample t-Test and Independent Sample t-test. The result from Paired Sample t-Test showed that there was a significant difference in descriptive writing achievement of the eighth grade students after they were taught by using internet-based materials since $p$-value was lower than $0.05(0.00 < 0.05)$, the null hypothesis ($H_0 1$) was rejected and the alternative hypothesis ($H_a 1$) was accepted. The result from Independent Sample t-Test of post-test in both experimental and control groups showed that there was a significant difference in descriptive writing achievement between the eighth grade students who were taught by using internet-based materials and those who were not as the $p$-value was lower than $0.05$ ($0.00 < 0.05$) which showed that the null hypothesis ($H_0 2$) was rejected, therefore the alternative hypothesis ($h_a 2$) was accepted. In brief, internet-based Materials were effective to be used in teaching descriptive writing for the eighth grade students of SMP PGRI 9 Palembang.

Keywords: *writing, descriptive writing achievement, Internet-Based Materials*

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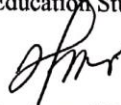
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# CHAPTER 1
# INTRODUCTION

This chapter discusses: (1) background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

## 1.1    Background

Writing is one of the most important skills in English as a Foreign Language (EFL). Writing is a process that helps the students to develop their idea and logical thinking. Langan (2008 & 2011) says that as writing is a skill, it makes sense that the more they practice to write, the better their writing will be. Brown (2001, p.336) claims that writing is a thinking process. Moreover, he said that writing can be planned and given with an unlimited number of revisions before its release. In addition, he also said that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into the language.

Wells (1999) point of view is that writing encourages the students to interrogate one's interpretations of others' utterances as well as of one's own personal experiences and beliefs in order to add to the ongoing dialogue in some ways that enrich the community's understanding of the relevant area of experience. According to Grenville (2001), there are three purposes of writing: to entertain, to inform, and to persuade. In this study, the writer applied 2 purposes of writing; they were to entertain and to inform. Writing is one part of four skills that have to be mastered by the students that they can express their ideas in writing activity. However, in the form of writing the students should consider the unity, coherence, and cohesion of the paragraph to make a good writing.

Syarifuddin and Utami (2011, p. 66) state that based on research conducted by Imran (2000) it is proved that students' ability in writing in Indonesia, is at the lowest in Asia. In addition, Zulaiha (2012) in her research involving 40 students also found the same problem in students writing ability. The result of her research showed that the mean of the students' writing achievement was low; it

was 58.018. Besides that, internationally, English proficiency of Indonesia is in the moderate proficiency with the score 52.94($32^{nd}$rank out of 72 countries) as shown in Education First English Proficiency Index (EFEPI, 2016) report.

Oshima and Hogue (1999, p.3) state that academic writing is not easy, because it will take study and practice for developing this skill. Therefore the students should improve more the capability in writing and also use the appropriate strategy to improve it. Therefore, according to Kasanga (1996), internet-based materials is one technique that can be used in teaching writing to increase language use and acquisition of foreign language. Qomar (2013) who did a research entitled "Improving Students' writing Skill to Develop Ideas in Descriptive Text through the Use of Internet-Based materials". The result of this study showed that the use of internet-based materials to teach writing can improve students' writing ideas in descriptive text. It can be seen from the higher mean score in the post-test which was 81. The score was above the school passing grade which was settled at 72. Another study was conducted by Destari (2010) entitled "The Effectiveness of Internet-Based Material to Teach Reading Comprehension Viewed from Learning Motivation". The result of this study showed that the group of students who are taught using internet-based material has better reading comprehension achievement than those who were taught using textbook material, the students who have high motivation have a better reading comprehension achievement than those who were taught by textbook material, there is an interaction between teaching materials (internet-based materials and textbook materials) and the level of learning motivation in teaching reading comprehension.

Based on the syllabus in Kurikulum Tingkat Satuan Pendidikan (KTSP) for the eighth grade of Junior high school, there are some texts that should be learned by the students. Those are descriptive text, recount text, and narrative text. The purpose of learning those texts are in order that the students can express the meaning of the short functional text and simple essay in the form of those texts in daily life context and simple monologue text in the form of those texts in a daily life context. From those types of text, the writer conducted a research about de-

scriptive text. Harsyaf, Nurmaini, and Izmi (2009, p.13) state that description is a text type to tell how something looks, smells, feels, acts, tastes, and sounds.

Descriptive text is one of the difficult texts to write for students in the form of a paragraph. Based on the interview with the English teacher in SMP PGRI 9 Palembang, the problems that faced by the students in writing descriptive text are the students lacked vocabularies, got difficulties to apply English grammar, got stuck when starting to write and also did not have many concepts to write something. Besides that, when doing some writing exercises, the students need a long time to think the idea to write the descriptive text. It means composing the descriptive text is still difficult. Therefore, the writer used Internet-based materials as the technique to solve the problems above by optimizing the facilities in the school and the used of internet in the classroom.

According to Somekh (1998), Internet-based materials are learning material which is taken from many sources on the internet that is given to the students as their learning materials. The internet is a rich source of information and activity that can be used to very good effect in the classroom (Pritchard, 2007). The internet has recently played a significant role in foreign language learning. Sharadgah (2013) say that the internet tools can be accepted as instructional tools to enhance learning in EFL classroom, and that students have benefited from the internet technology. Kasanga (1996, p.76) states that teaching writing by internet materials is one method used to increase language use and acquisition of foreign language.

The Internet is different with a printed book. Olivia (2011) states that ''there are some differences between internet and printed books: (1) internet is fast and easy to use in searching and finding the information than books, (2) Internet is an electronic medium of information and entertainment but books are physical form of source of information, (3) Books are read for a more thorough study and internet is used for an overall view of the subject, (4) Internet provided reading, sound and visual experience to the surfer but books provide only the visual experience, (5) Internet is interactive and one can become part of the action taking place on the screen but books cannot provide this, (6) Internet has far

greater penetration in the houses as compared to the books, (7) Internet is much cheaper than books (p.1)''. In short, the internet provides convenience for students to learn and to find the information.

Based on the explanation above, the writer conducted a research with a title **"Using Internet-Based Materials to Improve Descriptive Writing Achievement of the Eighth Grade Students of SMP PGRI 9 Palembang"**. In this research, the writer wants to find out whether or not Internet-Based Materials can improve descriptive writing achievement in SMP PGRI 9 Palembang.

## 1.2 The Problems of the Study

Based on the background above, the problems of the study are formulated in the following questions:

1) Is there any significant difference in descriptive writing achievement of the eighth grade students between before and after they are taught by using the Internet-Based Materials?

2) Is there any significant improvement in each aspect of students' descriptive writing achievement of the eighth grade students of SMP PGRI 9 Palembang after being taught by using Internet-Based Materials?

3) Is there any significant difference in descriptive writing achievement between the eighth grade students who are taught by using the Internet-Based Materials and those who are not?

## 1.3 The Objectives of the Study

Based on research questions above, the objectives of the study are:

(1) to find out whether or not there is a significant difference in descriptive writing achievement of the eighth grade students between before and after they are taught by using Internet-Based Materials.

(2) to find out whether or not there is a significant improvement in each aspect of students' descriptive writing achievement of the eighth grade students of SMP PGRI 9 Palembang after being taught by using Internet-Based Materials.

(3) to find out whether or not there is a significant difference in descriptive writing achievement between the eighth grade students who are taught by using Internet-based materials and those who are not.

## 1.4    The Significance of the Study

The writer expected this research could give some information about the use of Internet-Based Materials in teaching descriptive writing. The results of this research hopefully really give the useful and meaningful contribution to the students of SMP PGRI 9 Palembang in order to improve their achievement in descriptive writing. And then, give a broader view of English teachers on how to teach writing by using various materials, such as materials from the internet rather than using the printed book. In addition, the writer really hopes and expects that the result of this research give more knowledge and precious information as the source for further study and can inspire other people to keep on searching a creative technique based on the trend for teaching and learning process in order to improve English achievement especially in writing.

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