

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF WEBQUEST ON STUDENTS' WRITING  
SKILL OF THE ELEVENTH GRADERS AT SMAN 1 MELINTING  
EAST LAMPUNG**

**By:**

**FITRI MAWARNI  
Student Number: 1901051026**



**Tarbiyah and Teacher Training Faculty  
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1445 H/ 2024 M**

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**THE INFLUENCE OF WEBQUEST ON STUDENTS' WRITING  
SKILL OF THE ELEVENTH GRADERS AT SMAN 1 MELINTING  
EAST LAMPUNG**

-resented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

By:

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Sponsor: Aisyah Sunarwan, M.Pd

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1445 H/ 2024**



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**APPROVAL PAGE**

Title : THE INFLUENCE OF WEBQUEST ON STUDENTS'  
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*Assalamu'alaikum, Wr. Wb*

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Title : THE INFLUENCE OF WEBQUEST ON STUDENTS'  
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*



Metro, 25 April 2024  
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*Assalamu'alaikumWr.Wb.*

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*



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**RATIFICATION PAGE**

No. 262 / In. 28.1 / D / PP. 00 9 / 05 / 2024.

An Undergraduate thesis entitled: "THE INFLUENCE OF WEBQUEST ON STUDENTS' WRITING SKILL OF THE ELEVENTH GRADERS AT SMAN 1 MELINTING EAST LAMPUNG", Fitri Mawarni, student number 1901051026, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Friday, May 03<sup>rd</sup> 2024 at 10.00 – 12.00 a.m.

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Dr. Zuhri, M.Pd

1989031006

**THE INFLUENCE OF WEBQUEST ON STUDENTS' WRITING SKILL  
OF THE ELEVENTH GRADERS AT SMAN 1 MELINTING  
EAST LAMPUNG**

**ABSTRACT**

**By:  
FITRI MAWARNI**

The main aim of this research is to find out whether webquest affects the writing skill of the eleventh graders at SMAN 1 Melinting East Lampung. This research was conducted based on the problem of students' low writing skill that researcher discovered in the pre-survey process. It is hoped that students' writing skill is improved.

This is quantitative research in the form of a quasi-experimental design carried out at SMAN 1 Melinting East Lampung. The population of this research was the eleventh graders. The sample for this research was the 34 eleventh graders of SMAN 1 Melinting East Lampung. In collecting data, the researcher used tests (pre-test and post-test), documentation and observation.

The research results show that the Sig. 2 tailed is ,000. It is clear that if the probability or Sig.  $> \alpha$  (0.05), the alternative hypothesis ( $H_a$ ) is accepted. This means that there is a positive and significant influence of variable X on variable Y. In other words,  $H_a$  is accepted and  $H_o$  is rejected. It is observed that t-observation is 4.024. Meanwhile, t-value in the f-table at 5% significance for df 66 is 1.66827. Meanwhile, 1% df 66 significance level is 2.38419. This shows that there is a positive and significant influence from webquest on writing skill in the eleventh graders of SMAN 1 Melinting.

***Keywords:*** *Webquest, Writing Skill, Quantitative Research*

**PENGARUH WEBQUEST TERHADAP KETERAMPILAN  
MENULIS SISWA KELAS XI SMAN 1 MELINTING  
LAMPUNG TIMUR**

**ABSTRAK**

**By:  
FITRI MAWARNI**

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah Webquest mempengaruhi keterampilan menulis siswa kelas sebelas di SMAN 1 Melinting Lampung Timur. Penelitian ini dilakukan berdasarkan masalah rendahnya kemampuan menulis siswa yang ditemukan peneliti pada proses pra-survei. Keterampilan menulis siswa diharapkan meningkat.

Penelitian ini merupakan penelitian kuantitatif dengan bentuk desain quasi eksperimen yang dilaksanakan di SMAN 1 Melinting Lampung Timur. Populasi penelitian ini adalah siswa kelas XI, sampel penelitian ini adalah siswa kelas XI SMAN 1 Melinting Lampung Timur yang berjumlah 34 siswa. Dalam pengumpulan data, peneliti menggunakan tes (pre-test dan post-test), dokumentasi dan observasi.

Hasil penelitian menunjukkan bahwa Sig. 2 tailed adalah .000. Jelas jika probabilitas atau Sig.  $> \alpha$  (0.05), maka hipotesis alternatif ( $H_a$ ) diterima. Artinya terdapat pengaruh positif dan signifikan variabel X terhadap variabel Y. Dengan kata lain  $H_a$  diterima dan  $H_o$  ditolak. Terlihat bahwa t-observasi adalah 4.024. Sedangkan nilai t-hitung pada f-tabel pada signifikansi 5% untuk df 66 adalah sebesar 1.66827. Sedangkan tingkat signifikansi 1% df 66 sebesar 2.38419. Hal ini menunjukkan bahwa terdapat pengaruh positif dan signifikan dari Webquest terhadap keterampilan menulis siswa kelas XI SMAN 1 Melinting.

**Kata Kunci:** *Webquest, Keterampilan Menulis, Penelitian Kuantitatif*



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :  
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Student Number : 1901051026  
Department : English Education  
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States that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, May 3<sup>th</sup> 2024  
The Researcher



**FITRI MAWARNI**  
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## ORISINALITAS PENELITIAN

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Metro, 3 Mei 2024

Penulis



**FITRI MAWARNI**

**NPM 1901051026**

## MOTTO

... لَا تَحْزَنُ إِنَّ اللَّهَ مَعَنَا فَأَنْزَلَ اللَّهُ سَكِينَتَهُ عَلَيْنَا وَأَيَّدَهُ بِجُنُودٍ لَمْ تَرَوْهَا وَجَعَلَ كَلِمَةَ  
الَّذِينَ كَفَرُوا السُّفْلَىٰ وَكَلِمَةُ اللَّهِ هِيَ الْعُلْيَا وَاللَّهُ عَزِيزٌ حَكِيمٌ ﴿٤٠﴾

*Don't be sad, indeed Allah is with us. So Allah sent down calm to him and helped with an invisible army and the Al-Qur'an makes the disbelievers lowly. And the word of Allah is the highest. Allah is Mighty, Most Wise.*

(Q.S. At-Taubah: Ayat 40)

## **DEDICATION PAGE**

The success of this study is dedication to:

1. Thank God for the presence of Allah SWT who has strengthened me until now, to continue fighting and reaching the future. Even though it is not easy to go through this process, nothing is impossible by trying and praying.
2. My parents, my beloved father Harjono and my beloved mother Atmiati, who have provided endless affection, love, and self-sacrifice for the sake of their child's future, as well as their upbringing and support, material encouragement, endless sincere prayers, thank you father and mother without you the researcher would not be like this, you are the source of my motivation.
3. My grandfather and grandmother who have given encouragement and prayers for their grandchildren to achieve their goals and for my extended family who always pray, advise and look forward to my success.
4. Muhammad Abdul Rizki, thank you for always teaching me to be strong in living life by always being sincere in accepting the process. Keep walking with me until we are old.
5. English Education Department Class of 2019.
6. My Almamater, State Islamic Institute (IAIN) Metro.

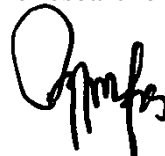
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The deep gratitude to Allah SWT, who always gives the researcher blessing to complete the thesis entitled “THE INFLUENCE OF WEBQUEST ON STUDENTS’ WRITING SKILL OF THE ELEVENTH GRADERS AT SMAN 1 MELINTING EAST LAMPUNG”. Shalawat and salam to our prophet Muhammad SAW, The ruler of muslims in the world, who led us from darkness to light. This time the researcher would like to express her deep gratitude, especially to:

1. Prof. Dr. Hj Siti Nurjanah, M.Ag, PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the chief the Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd.B.I, as the Head of English Education Department of IAIN Metro Lampung.
4. Aisyah Sunarwan, M.Pd, as the Advisor provide valuable knowledge and support in finishing undergraduate – thesis.
5. All of Lecture and Staff.

The researcher apologizes for all the mistakes she made in writing and completing this thesis. All criticisms and suggestions are expected to improve the quality of this study. It is hoped that this undergraduate thesis can be useful to researcher in particular, to the collage and to every reader in general.

Metro, May 3<sup>th</sup> 2024  
The researcher



**FITRI MAWARNI**  
**NPM. 1901051026**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing is one of the most important English skills in conveying an idea through writing. By writing, students can practice their ability to create information about facts or events that are being felt. Writing is one of the important skills that foreign language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher.<sup>1</sup>In writing activities, students can also gain the ability to master writing techniques properly and correctly.

Furthermore, the benefits of writing provide a very positive thing for students to strengthen memory so that they provide more new information. Writing is an important language skill in directing students to express ideas by not only concentrating on vocabulary but also on grammar and syntax, so they can write correctly.<sup>2</sup>Another benefit is being a good learning medium to add insight or knowledge by honing intelligence in determining good writing ideas. Therefore, students can express the emotions they feel so that they can feel more relaxed.

In addition, another benefit of writing is that it can increase the creativity of students to more freely express the ideas they feel or ideas obtained from story books or other internet sources. Writing activities can

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<sup>1</sup> Ken Hyland, *Second Language Writing* (Cambridge: Cambridge University Press, 2004), xv.

<sup>2</sup> Cheryl E. Ball and Drew M. Loewe, *Bad Ideas About Writing* (Virginia: Morgantown, 2017), 18.

encourage creativity as a way for teachers to stimulate students' ability to produce the target language by developing their communication skill and language skill according to the right context.<sup>3</sup> Therefore, students more easily get ideas to put in written form. By writing students can enrich their vocabulary so that their speaking skill is more fluent. By writing, students can practice solving problems through writing.

Moreover, in order to help students to have good writing skill, it is necessary to apply appropriate teaching strategy. Appropriate teaching strategy contains teaching steps that achieve the success of learning writing goals. Teaching writing is fundamental way of directing students to be enthusiastic in the writing process which is carried out by considering the needs and conditions of students.<sup>4</sup> It is important to choose the right teaching strategy so that students are motivated and have a high interest in the learning process of writing. Therefore, every teacher must creatively apply innovative teaching media in the learning process of writing.

In fact, one of the writing teaching media is Webquest. Webquest is a technology medium used to search for information via the internet. Webquests directly address problem of students explore the internet without a clear purpose.<sup>5</sup> This webquest is effective for students in learning to write, by using the web it is easier for students to find information from the internet on topics

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<sup>3</sup> Alan Maley and Nik Peachey, *Creativity In the English Language Classroom* (Nagoya: British Council, 2015), 96.

<sup>4</sup> Anna Raimes, *Techniques In Teaching Writing* (New York: Oxford University Press, 1983), 12-13.

<sup>5</sup> Vicki Urquhart and Monette McIver, *Teaching Writing in the Content Areas* (Virginia: ASCD, 2005), 144.

determined through webquests. Through the use of webquest, students do not get bored quickly in learning to write. Thus, providing new knowledge about webquests can motivate students to increase their written vocabulary.

In addition, webquests are also very useful for increasing student active participation. So that students are more active in participating in learning activities. Webquest really helps students to be enthusiastic about participating in learning to write in class so that learning is more flexible because it is enough to help students access their learning at any time. Therefore, students can develop an understanding of writing which can produce students' intelligence abilities such as solving problems and thinking creatively and critically.

In line with all of the above descriptions the researcher has conducted a pre-survey on April, 10<sup>th</sup> 2023 at SMAN 1 Melinting by going directly to the school. In the pre-survey process, the researcher met the English teacher to conduct interview in advance regarding the problems that students get in learning English. The researcher also conducted interview with the English teacher, Ida Masruroh to find out the students' problems in learning English, especially related to writing skill. From the results of the interview, it can be seen that students' writing skill belong to the low category. This is due to the limited English vocabulary possessed by students. so they have difficulty in pouring the ideas that are in their minds into written form. Besides that, another problem is the low mastery of English grammar so that they get problems in compiling words into sentences that contain good and correct

grammar. Another problem is the difficulty in developing written content due to the limited ideas they have in the writing process. Another difficulty in the writing process is the difficulty for students to apply the mechanical concepts of writing such as the inability to use punctuation, capital letters and understand a text.

**Table 1.1**  
**The Score of the Students' Writing Skill in the Eleventh Graders**

No	Grade	Frequency	Percentage	Criteria
1	< 72	37 students	97 %	incomplete
2	≥ 72	1 student	3 %	complete
Total		38 students		

Based on the results of the pre- survey, it is known that the majority of students brackets, 97% are classified as incomplete minimum completeness criteria in English subjects, especially those related to writing ability, while 3% are classified as complete minimum completeness criteria, this shows that students experience problem in writing.

In addition, based on the results of interview with English teachers, it was revealed that the problems got by students in learning English were the lack of students' interest in learning English, especially writing. Therefore, students have difficulty in writing English sentences. Not only that, students also have problems in translating English so students don't understand the meaning.



This is in line with the results of interviews from English teachers who stated:

"Students get obstacles in learning English in the form of a lack of English vocabulary and considering English to be difficult. Beside that, they have low pronunciation and problems in the process of speaking and writing in English. "Problems in writing are caused by minimal knowledge to develop writing ideas. Beside that, students rarely have an English dictionary because they also have no motivation and lack interest in learning English."

Furthermore, the teacher also revealed the problems that students got in writing English texts. From information from the English teacher, the students often do not bring a dictionary in class so that students have difficulty writing English texts. Therefore, students ask more questions to the teacher if they do not know. Other problems are the lack of students' interest in writing English texts, minimal knowledge in writing English sentences, the lack of motivation of students to be interested in learning to write English texts in class. The English teacher revealed that he studied outside more often so that students would not get bored doing writing assignments in English. Therefore, students are always asked to do assignments by making English texts by observing the school environment.

After that, the researcher asked for the English subject syllabus from the teacher concerned. The researcher collected data on student problems related to writing by giving writing assignments about the factual report Trip to a Beach in Karang Mas to 38 students in class XI IPS 2. Furthermore, the

researcher asked students to write assignments on a piece of paper that had been given to each individual. This was aimed at finding out the writing problems of each student. However, when doing assignments students have more difficulty expressing ideas. The students are more lazy to do the assignments that have been given.

Based on the results of the pre-survey by observing the results of student assignments related to writing report text skill, this is shown by essays about Trip to Beach in Karang Mas. Based on the quality of student content writing it is still very low, this is indicated by the inability of students to develop according to the content topic report text. Because most students cannot put ideas into writing that contain the right content, this can be seen from the number of sentences they can make in a paragraph, which is only three or four sentences.

In implementing writing organization, students are still not sequential in compiling report text sentences. This can be seen from the general classification which is located in the first paragraph. There are still some students who do not understand writing the first topic in a paragraph. And they sometimes directly arrange sentences into the description which is located in the second to last paragraph and vice versa.

Furthermore, in terms of vocabulary, the researcher found that many students still did not know vocabulary in writing English paragraphs. This can be seen from the results of their writing, which still contained Indonesian vocabulary or sentences that lacked letters, making it difficult to understand.

The results of the students' writing shows that when viewed from the language use or the grammatical components of the language structure, the sentences written by students were very incomplete, there were students who did not write down the subject. In the sentences there were also students who did not write verbs so that the sentences became erroneous due to the imperfect structure of the language written in the sentences that form an essay.

In addition, from the mechanic, the researcher still found many punctuation marks, periods, commas, exclamation points, capital letters that were still wrong in composing the paragraphs they wrote. There are student writings that use capital letters at the end of sentences. There are also those who should use capital letters they write in lowercase. And there are also those who should use dots without being given dots etc.

After the students finished doing the assignment, the researcher gave questions to students related to difficulties in learning English. Based on the interview with the students, in the process of doing report text assignments, they are still confused about writing the right vocabulary to put into ideas, students still write in Indonesian and then ask what English is from the vocabulary sentences they make.

In connection with the overall description above, the researcher underlines the problem of writing skill experienced by students which indicates that students experience problems with writing skill. The researcher intends to follow up on this problem by teaching using a teaching method, in

this case the researcher intends to use the webquest teaching media to influence students' writing skill.

In connection with all the descriptions above, the researcher conducted quantitative research by compiling an undergraduate thesis entitled “The Influence of Webquest on Students’ Writing Skill of The Eleventh Graders at SMAN 1 Melinting East Lampung”. By conducting this research, it is hoped that students' writing skill is better with the use of webquest teaching media so that there is an update.

## **B. Identification of the Problems**

Based on the problems that the researcher get from the results of the pre-survey research, the problems that can be identified include:

1. Students have low writing skill.
2. Students have a low mastery of English vocabulary.
3. Students have limitation in mastering English grammar so they experience problems in composing words into sentences that contain good and correct grammar.
4. Students get difficulties in developing written content because of the limited ideas they have in the writing process.
5. Students have difficulty in applying writing mechanics such as the inability to use punctuation and capital letters.

### **C. Problem Limitation**

Based on the problems that have been identified, the researcher limits the problems to only focus on the low writing skill of students. To address the problem of writing skill, the researcher intends to address this by conducting quantitative research using webquest. Therefore the researcher compiles an undergraduate thesis entitled "The Influence of Webquest on Students' Writing Skill of the Eleventh Graders at SMAN 1 Melinting East Lampung".

### **D. Problem Formulation**

The problem formulation of this research is constructed as: Is there any positive and significant influence of webquest on students' writing skill of the Eleventh Graders At SMAN 1 Melinting East Lampung?

### **E. Objective and Benefit of the Study**

#### **1. Objective of the Study**

The objective of this research is to know whether there is positive and significant influence of webquest on the students' writing skill of the Eleventh Graders At SMAN 1 Melinting East Lampung.

#### **2. Benefit of the Study**

This research is expected to provide benefits not only for the researcher but for students, teacher and other researcher.

##### **a. For the Students**

This research is expected to be useful for students to help them realize their writing. In addition, through this research it is hoped that

students can be involved in the process of learning writing in an atmosphere that motivates students to be more focus on the process of learning English. Therefore, it is expected that students' writing be better.

b. For the teacher

This research is expected to provide benefits to teachers by providing information related to the condition of students' abilities in writing skill. In addition, this research is expected to provide information to teachers, especially English teachers, related to a teaching media that can be used as an alternative in teaching writing skill, namely webquest teaching media. With this information, the teacher is expected to be able to motivate students more in the process of learning writing skill so that students' writing skill become better.

c. For the Other Researcher

This research is expected to provide benefits for other researcher by providing information that includes, not only the theories of applying Webquest to Writing skill but also providing information about actual application techniques. In this case it is hoped that other researcher can follow up on the results of this study in the future in order to provide deeper benefits to students.

## **F. Prior Research**

This research was conducted by considering several previous studies. The first previous research was conducted by Anggita, Edy Sutrisno, and Novi

Desanti with the research title "Developing Students' Writing Skill by Using Webquest".<sup>6</sup> The research was conducted at Business Administration Department of Pontianak State Polytechnic in the academic year of 2017.

The research method used in previous studies is the Classroom Action Research (CAR) research method. The purpose of this research is to examine to what extent the use of webquest can develop the writing skill of students and to identify the mistakes of students' writing skill in terms of content, grammar, organization, vocabulary, and mechanics. The result proves positive insight that webquest is one of appropriate method to develop students' writing skill.

The second previous research was conducted by Theresia Hayuning Wilujeng and Francisca Maria Ivone with the title of research "Developing a Prototype of Webquest for Teaching Writing Recount Text to the Tenth Graders In SMAN 1 Singosari".<sup>7</sup> The research was conducted at SMAN 1 Singosari year of 2017.

The research method used in previous studies is the R&D research method. The purpose of the study is to develop a prototype of webquest for teaching writing recount text to the tenth graders of senior high school. The result reveals that prototype of webquest is suitable for teaching writing recount text.

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<sup>6</sup>Anggita, Edy Sustrisno, and Novi Desanti, "Developing Students' Writing Skill By Using Webquest," *Journal Eksos* 4, no.2 (2019):104.

<sup>7</sup>Theresia Hayuning Wilujeng and Francisca Maria Ivone, "Developing a Prototype of Webquest for Teaching Writing Recount Text To The Tenth Graders In SMAN 1 Singosari," *J-ELLiT* 01, no.02 (2017): 1.

The third previous study was conducted by Wardani Dwi W. With the research title "Using Webquest to Improve Fun Writing for The Ninth Graders at MTS Madarasatul Qur'an Tebuireng Jombang".<sup>8</sup>The research was conducted MTS Madarasatul Qur'an Tebuireng Jombang year of 2018. The study focuses how the process of teaching and learning using Webquest can develop the ninth graders' writing ability of report text.

The research method used in previous studies is the Classroom Action Research (CAR). The result indicates that Webquest was successful in developing the student's Writing ability of report texts.

This research and previous studies has difference that is in the research method. This is because two previous studies used the classroom action research (CAR) method and one previous study used the R&D method. Meanwhile, this research uses quantitative research methods. In the other words, the purpose of this research and previous research has differences because the two previous studies aimed to improve writing skills using webquests while another study aimed to develop webquest learning media with R&D research. Based on the entire description above, the researcher followed up this research by conducting quantitative research with a quasi-experimental type with the aim of finding out whether there is a positive and significant effect of using webquests on writing skill report text in class XI students of SMAN 1 Melinting.

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<sup>8</sup>Wardani Dwi W, "Using Webquest to Improve Fun Writing for The Ninth Graders at MTS Madarasatul Qur'an Tebuireng Jombang," *Journal of English Teaching and Learning* 1, no.2 (2018):5.



## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of Writing Skill

##### 1. Definition of Writing Skill

Writing is an activity of thinking that allows students to express their thoughts and helps them understand and share their perceptions of the world around them. Teachers can give students power in their world by teaching them to write and to write well.<sup>1</sup> Writing is a skill in developing ideas, experiences, ideas and knowledge into the form of notes. It is one of the skills needed to train students to be creative and innovative in expressing their opinions through writing.

Moreover, writing is the making of letters or characters that constitute readable matter with the intent to convey meaning.<sup>2</sup> It is an activity to hone students' creativity to be able to compose stories. Therefore, writing is a very important skill to help train students to solve problems easily.

Furthermore, writing is process of exploration that offers benefits to students and content area teachers alike.<sup>3</sup> It is an attempt to express thoughts using written media. In the other words, writing is a

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<sup>1</sup>Sarah Kartchner Clark, *Writing Strategies for Science Second Edition* (Huntington Beach: Shell Education, 2014), 6.

<sup>2</sup>*Ibid.*, 5.

<sup>3</sup>Vicki Urquhart and Monette Mclver, *Teaching Writing in the Content Areas* (Virginia: ASCD, 2005), 3.

communication medium that can make it easier for students to convey messages to others through writing.

In addition, writing is a complex process, and most of the research literature recognizes the difficulty it poses for students.<sup>4</sup>It is a way to work in making stories by expressing their experiences by making short stories or novels that can be understood by others. Therefore, writing is a productive skill that students must have in expressing their opinions and thoughts by making a story in the form of writing.

Furthermore, writing is a complex skill involving multiple processes and abilities that problems can arise for some students.<sup>5</sup>It is a tool that makes it easier for students to convey ideas, opinions, suggestions in the form of a series of words or sentences. In other words, writing is the process of assembling ideas and ideas into a complete writing so that it can be understood by the reader. In other words, writing is a language skill and communication medium that is useful for students to hone their thinking skill in thinking creatively about an idea, idea, experience, suggestion, opinion. So that by writing, you can train yourself to use vocabulary and language by composing a sentence properly and correctly.

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<sup>4</sup>*Ibid.*,6.

<sup>5</sup>Peter Westwood, *Reading and Writing difficulties* (Camberwell: ACER Press,2008),57.

## 2. Process of Writing

Writing process is especially important to follow as students write science reports and other science writing assignments. The writing process at the emergent writing level is usually conducted as a group, though on occasion it is done individually. Students in higher grades who have more familiarity with the writing process can complete it individually.<sup>6</sup>

The writing process includes prewriting, drafting, revising/editing, publishing, and reflection. There are different points to consider at each step of the writing process.

### a. Prewriting

This is the phase where all writing begins. At this stage, researcher generate ideas, brainstorm topics, web ideas together, or talk and think about ideas. Teachers explain that students may get writing ideas from personal experiences, stories, pictures, magazines, newspapers, television, and a variety of other sources.

What does prewriting look like?

- 1) Researching a chosen topic, using print and digital sources.
- 2) Analyzing the characteristics of the intended genre.
- 3) Examining sample writing pieces.
- 4) Discussing the topic with the teacher, a partner, or the class.
- 5) Brainstorming ideas about the topic.
- 6) Using webbing or other graphics to organize information.

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<sup>6</sup>Sarah Kartchner Clark, *Writing Strategies for Science Second Edition* (Huntington Beach: Shell Education, 2014), 16.

7) Discussing the assessment tool.<sup>7</sup>

b. Drafting

At the drafting stage of the writing process, students begin to put their ideas on paper. Students need to keep in mind the genre or format, audience, and purpose. For beginning researcher, pictures and drawings may very well be part of the composition. Teachers should encourage students to write as much as they can on their own throughout the writing process.

What does drafting look like?

- 1) Working fairly quickly
- 2) Leaving blank spaces for missing words
- 3) Guessing at spelling
- 4) Focusing on simply putting ideas on paper
- 5) Using notes or graphic organizers to stay focused
- 6) Drafting preliminary version of the writing assignment  
(Story, letter, report, essay, etc.)

c. Revising/Editing

This phase of writing consists of two parts: revising looks at the organization and the structure of the writing while editing looks at the mechanics of the writing. Students must understand how to do both. When revising, students analyze their writing for the required traits: sequencing words in a lab report, descriptive language in a science -

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<sup>7</sup>*Ibid.*,16.

fiction story, topic *sentences* and supporting details in a persuasive essay. *They also ask questions of their writing: Does it make sense? Is anything out of order? Should anything be added or deleted?* Use the Self-Assessment strategy to give students an opportunity to evaluate their own writing. Use the Teacher Conference strategy to give students feedback throughout the writing process.

What does revising and editing look like?

- 1) Reading the writing aloud to make sure that it makes sense.
- 2) Adding missing information.
- 3) Deleting unnecessary, incorrect, or duplicate information.
- 4) Proofreading for spelling, capitalization, grammar, and punctuation.
- 5) Self- analysis by students.
- 6) Conferences with peers or the teacher.<sup>8</sup>

#### d. Publishing

Publishing allows students to write for an authentic audience and celebrate their hard work. It occurs after the other steps are completed and students are ready to produce the final copy, which can be handwritten or typed on a computer. Teachers should consider the abilities of their students. The goal is to present the written information attractively, so others can enjoy it.

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<sup>8</sup>Sarah Kartchner Clark, *Writing Strategies for Science Second Edition* (Huntington Beach: Shell Education,2014),17

e. Reflection

Reflection is a key element in the writing process. It encourages the researcher to think about his or her writing, look at the writing from a different point of view, and see progress in the writing effort. Reflection also allows the researcher to look back at brainstorming and the beginning of a writing project to see if the original goals were met.<sup>9</sup>

As previously stated, the writing process involves the different stages from developing an idea to publishing a piece of written work. Students need support to create a finished product. Teachers can set up permanent stations throughout their classrooms for each stage of the writing process. This not only motivates students at each stage of the writing process but also makes it easier to incorporate all stages of the process. This way, students have access to all the materials needed to work through the writing process.<sup>10</sup>

Therefore, the writing process is a series of skill that have various design arrangements from prewriting, drafting, revising/editing, publishing and reflection.

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<sup>9</sup>Sarah Kartchner Clark, *Writing Strategies for Science* (Huntington Beach: Shell Education, 2014), 18.

<sup>10</sup>*Ibid.*, 19.

### 3. Assessment of Writing

The writing assessment is described in the following writing rubric:

**Table 2.1**  
**The Scoring of Writing**

<b>Content</b>	<b>Criteria</b>
30-27	Excellent to very good: knowledgeable –substantive- etc.
26-22	Good to average: some knowledge of subject- adequate range- etc.
21-17	Fair to poor: limited knowledge of subject-little substance-etc.
16-13	Very poor: does not show knowledge of subject- non- substantive- etc.
<b>Organization</b>	
20-18	Excellent to very good: fluent expression- ideas clearly stated-etc.
17-14	Good to average: somewhat choppy- loosely organized but main ideas stand out-etc.
13-10	Fair to poor: non-fluent- ideas confused or disconnected- etc.
9-7	Very poor: does not communicate- no organization- etc.
<b>Vocabulary</b>	
20-18	Excellent to very good: sophisticated range- effective word/idiom choice and usage- etc
17-14	Good to average: adequate range- occasional errors of word/idiom form, choice, usage but meaning not obscured.
13-10	Fair to poor: limited range- frequent errors of word/ idiom, form, choice, usage- etc.
9-7	Very poor: essentially translation- little knowledge of English vocabulary.
<b>Language Use</b>	
25- 22	Excellent to very good: effective complex constructions-etc.
21- 19	Good to average:effective but simple constructions- etc.
17- 11	Fair to poor: major problems in simple/ complex constructions-etc.
10- 5	Very poor: virtually no mastery of sentence construction rules- etc.
<b>Mechanics</b>	
5	Excellent to very good: demonstrates mastery of conventions- etc.
4	Good to average: occasional errors of spelling, punctuation- etc.
3	Fair to poor: frequent errors of spelling punctuation, capitalization- etc.
2	Very poor: no mastery of conventions- dominated by errors of spelling, punctuation, capitalization, paragraphing- etc. <sup>11</sup>

<sup>11</sup> J. B. Heaton, *Writing English Language Tests* (New York: Longman Handbooks for Language Teachers, 1988), 146.

## B. Concept of Webquest

### 1. Definition of Webquest

A Webquest is an inquiry-oriented activity that can benefit students in any content area.<sup>12</sup> Webquest is one of the web-based learning media that can be accessed through any internet source. Therefore, webquest is a technology where most or all of the information used by students is taken from the internet or the web.

In addition, webquest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web.<sup>13</sup> Webquest is an activity oriented that has benefits in making it easier for students to analyze and explore information through the web. In the other words, webquest is a very effective medium for students to think critically in solving problems through obtaining information sources.

Furthermore, webquest is an inquiry-based assignment in which most of the information the students need to complete the lesson is found on the World Wide Web.<sup>14</sup> Webquest is a digital-based learning format that allows students to use the web and find information related to the topics presented. Therefore, webquest is one of the technology-based learning media that students need to complete tasks by managing information from various sources.

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<sup>12</sup>Vicki Urquhart and Monette Melver, *Teaching Writing in the Content Areas* (Virginia: ASCD, 2005),144.

<sup>13</sup>Holim Song and Terry Kidd, *Human Performance and Instructional Technology* ( New York: Information Science Reference, 2010),198.

<sup>14</sup>John F. Lyons, *Teaching History Online* ( London: Rountledge, 2009), 46.



## 2. Benefits of Webquest

Webquests directly address the problem of students exploring the Internet without a clear purpose.<sup>15</sup> Webquests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation".<sup>16</sup> Therefore, webquests encourage critical thinking and are often built around cooperative learning.<sup>17</sup>

In addition, the benefit of webquest is that it makes it easier for students to develop their understanding through the acquisition and processing of information collected from the web. Better understanding motivates students to think critically in solving problems. In addition, students can easily manage and present information in an interesting and creative way.

## 3. Components of Webquest

A webquest typically consists of six components:

### a. An introduction

An introduction to set the stage and provide background information.

### b. A task

A task that is doable as well as Interesting.

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<sup>15</sup>Vicki Urquhart and Monette Melver, *Teaching Writing in the Content Areas* (Virginia: ASCD, 2005),144.

<sup>16</sup>Holim Song and Terry Kidd, *Human Performance and Instructional Technology* ( New York: Information Science Reference, 2010),198.

<sup>17</sup>*Ibid.*,46.

- c. A set of information sources.

A set of information sources that helps with the task

- d. A description of process.

A description of the process the learners should go through in accomplishing the task. The process is broken down into clearly defined steps guidance on how to organize the acquired information.

- e. An assessment

Evaluation of learning through webquest can be carried out with the assessment phase. By observing students' learning skill.

- f. A conclusion

A conclusion that brings closure to the quest, reminds students about what they've learned, and encourages them to extend the experience into other domains.<sup>18</sup>

#### 4. Teaching steps using Webquest

- a. The teacher chooses learning material from online sources, complete with other book references. In this case, the researcher discusses writing skills. Then the researcher chose writing material based on the syllabus, in this case report text so that the researcher looks for report text material from online sources and reference books.
- b. The teacher prepares assignments for students that are interesting and encourages students to complete the task. In this case the

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<sup>18</sup>Susan Sharpless Smith, *Web- Based Instruction A Guide for Libraries* ( Chicago: American Library Association, 2006), 29.

researcher-directed students to complete a writing project by asking them to compose a report text related to reporting on interesting tourist attractions they have visited.

- c. The teacher introduces Webquest to students by providing information related to the benefits of Webquest in the writing learning process and the objectives of learning writing using Webquest. Distribute evaluation rubrics to students so they understand the criteria for meeting performance and content standards.
- d. The teacher provides information to students about writing assignments that must be prepared using online sources and books related to writing subject matter which is completed through the use of webquests.
- e. The teacher asks students to carry out the writing process using a webquest and explains the process and steps that must be followed by students to complete the task. The teacher gives guiding questions or directions to complete students' writing assignments using webquest.
- f. The teacher closes the writing lesson with a webquest.<sup>19</sup>

### **C. Theoretical Framework and Paradigm**

#### **1. Theoretical Framework**

This research uses quantitative research. The purpose of this research is to get information the influence between independent variable

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<sup>19</sup>Vicki Urquhart and Monette McIver, *Teaching Writing in the Content Areas* (Virginia: ASCD, 2005), 144.

and dependent variable. There are two variables in this research, they are independent variable (X) and dependent variable (Y). The independent variable (X) is webquest learning and dependent variable (Y) is Writing. Therefore the webquest learning is a technique to improve students writing skill.

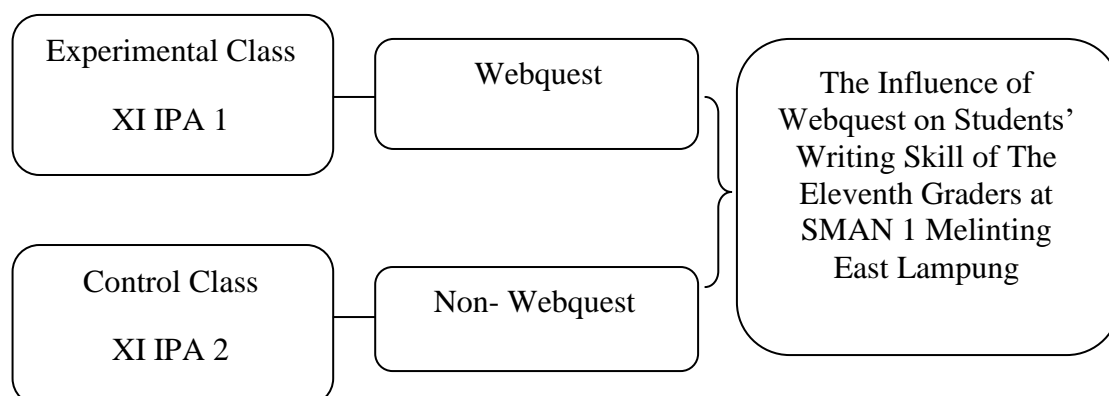
The theoretical framework in this research is “ if webquest learning is perfectly applied to the English learning process, then students’ writing skill is better. If webquest learning is not perfectly applied to the teaching and learning process, it has a negative impact on students’ writing skill.

## 2. Paradigm

After knowing the theoretical framework above, the researcher describes the paradigm as follows:

**Figure 1**

### **The Influence of Webquest In Writing Skill**



This research focuses on two variables, the independent variable (X) is webquest and dependent variable (Y) is students’ writing skill. The independent variable is a type of explanatory variable. While the

dependent variable is the explanatory variable which is thought to be influenced by the independent variable. In short, the dependent variable is influenced and the independent variable is the variable that gives effect to the dependent variable.

Based on the figure above, webquest learning gives the influence for the Students' Writing skill. The researcher assumes that there is positive and significant webquest learning toward writing skill.

#### **D. Hypothesis**

Based on theoretical Framework and paradigm, There are two kinds of hypothesis of this research as follow:

##### 1. Hypothesis Formulation

**(Ha):** There is a Positive and significant influence of webquest toward writing skill for eleventh graders at SMAN 1 Melinting East Lampung.

**(Ho):** There is no Positive and significant influence of webquest toward writing skill for eleventh graders at SMAN 1 Melinting East Lampung.

##### 2. Statistical Hypothesis

In determining the level of statistical significance, the researcher determines the Statistical Hypothesis as follows:

If  $F_o \geq F_{table}$  then ( Ho) is rejected, (Ha) is accepted.

If  $F_o < F_{table}$ , then (Ho) is accepted, (Ha) is rejected.

## CHAPTER III

### A RESEARCH METHOD

#### A. Research Design

A research design is a set of formal procedures for collecting, analyzing, and interpreting data such as those found in a quantitative experiment or qualitative case study.<sup>1</sup> Research design is a plan on how to collect and process data so that it can be implemented to achieve research objectives. Research design is series of procedures and methods used to analyze and to collect data to determine variables that become research topics.

Quantitative research is an inquiry approach useful for describing trends and explaining the relationship among variables found in the literature.<sup>2</sup> Quantitative research is a process of finding knowledge that use that uses data in form of numbers as a tool to analyze information about what you want to know. Quantitative research is a method of scientific approach to collect data from the phenomena raised.

Research design of this research is quasi experiment research. There are two classes of this research including of experimental and control class. The researcher asked the students to do pre – test and post – test to those experimental and control class.

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<sup>1</sup> Johan W.Creswell and J David Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (California: SAGE,2018),352.

<sup>2</sup>John W. Creswell, *Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research*(Boston: PEARSON, 2012),626.

The quasi experimental research is one of the studies that provides treatment and measures the effect of treatment which aims to show a causal relationship involving the control class and the experimental class. Quasi experiments units are assigned to treatment conditions in a nonrandom design.<sup>3</sup> This researcher investigated relationships and clarified the causes of events.

In quantitative research, researcher identifies a research problem based on trends on the need to explain why something occurs. The researcher conducted the research at the eleventh graders of SMAN 1 Melinting East Lampung.

## **B. Operational variable**

### 1. Independent variable

The independent variable is variable (probably) cause, influence or effect outcome. They are also called treatment. Independent variable of this research is webquest which is defined as media that develops student' ability to solve problems through acquiring and processing information gathered from the web.

### 2. Dependent variable

Dependent variable is a variable that depends on the independent variable. It is the outcome or result of influence of the independent variable. Dependent variable of this research is writing skill. Moreover,

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<sup>3</sup>Charles S. Reichardt, *Quasi-Experimentation A Guide to Design and Analysis* (New York: The Guilford Press, 2019), 3.

based on the explanation above, in this research the researcher used Webquest to conduct a treatment for the students at the eleventh graders of SMAN 1 Melinting East Lampung. In addition, the researcher collected the data by using writing test.

### **C. Population, Sample and Sampling Technique**

#### **1. Population**

Alan S. Kaufman and Nandeen L. Kaufman state population is all individual of interest to the researcher. For example, a researcher may be interested in studying anxiety among lawyers.<sup>4</sup>For obvious reasons, researcher is typically unable to study to entire population. The population of this study is all students of SMAN 1 Melinting which consist of five classes. The numbers of students in the eleventh graders are 160 students.

#### **2. Sample**

Elizabeth DePoy and Laura N Gitlin explain that sample is actually representative of the population.<sup>5</sup> The sample of this study includes two classes namely the experimental class and the control class is the eleventh of IPA 1 Class and the Control class is the eleventh of IPA 2 Class. Therefore, the total numbers of students as the sample are 68 students.

#### **3. Sampling Technique**

The researcher used cluster random sampling strategy in this research. This strategy is used to determine the sample that has the same

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<sup>4</sup>Alan S. Kaufman and Nadeen L. Kaufman, *Essentials of Research Design and Methodology*. (Canada: Johan Wiley& Sons, Inc, 2005)8.

<sup>5</sup>Elizabeth DePoy, *Introduction to Research Understanding and applying Multiple Strategies*. (St. Louis: Elsevier, 2016) 194.



characteristic. In addition, this strategy is not about personal but about the group or class. In the other words, each member of the population in this research has an opportunity to become a sample. This research is quasi experimental study, so samples in this research are the class of the experimental class and the class of control group.

#### **D. Data Collection Technique**

In the data collecting procedure, there are two steps that have to follow in this research:

##### **1. Test**

Test is usually performed by using that element of the survey and determining how it works. There are two tests used in this research as follows:

##### **a. Pre-test**

Pre-test was administrated before giving a treatment to measure students' writing skill. The pre-test was in the form of writing test by asking the students to do the writing test.

##### **b. Post-test**

After giving the treatment, the researcher administrated the post test to find out the result of the treatment whether the use of webquest is effective or not to teach students' writing skill. The post-test was in the form of writing test.

## 2. Observation

An important component in any scientific investigation is observation. In the context of science, observation has more than just meaning observing the world around us to get ideas for research. This techniques is hoped to obtain information about the process of learning to students' write English by using Webquest media.

Conducting observations, researchers observed the English language learning process in eleventh graders IPA, both in the experimental class and the control class taught by the English teacher. in this case, in the experimental class the teacher teaches using webquest, the teacher teaches English, especially related to writing skills, using webquest, and in the control class, the teacher teaches English, especially related to writing skills, using strategies that are dominantly used by the teacher.

## 3. Documentation

Documentation is one of many processes accompanying work, and its main objective is to lay out in writing all activities and facts relating to an audit.<sup>6</sup> The instrument which was used for documentation method is books, magazine, note, data from internet, journal and others. The researcher uses the documentation technique to get some information about:

- a. The history of SMAN 1 Melinting.

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<sup>6</sup>Henning Kagermann, William Kinney, Kharlhein Kuiting, Claus-Peter Weber, *Internal Audit Handbook*, (Germany: Springer, 2008) 432.

- b. Vision and mission of SMAN 1 Melinting
- c. The condition teachers and official employees in SMAN 1 Melinting.
- d. The quantity of the students of SMAN 1 Melinting.
- e. The Sketch Location of SMAN 1 Melinting.
- f. The Organization structure of SMAN 1 Melinting.
- g. The Condition of Facilities and Infrastructure of SMAN 1 Melinting.

## **E. Research Instrument**

### **1. Writing skill test**

To identify the students' writing skill of the eleventh graders of SMAN 1 Melinting, the researcher applied writing skill test. The test measures the ability of the students about the topic of writing. The test consists of pre-test and post-test that is in the form of writing test that asks the students to writing in English.

Before conducting the research, the researcher tested the validity and reliability of the writing skill instrument so that the test instrument is valid and reliable.

### **2. Observation Sheet**

Observation sheet is used to observe all of aspects that can improve and support the students' writing skill in the process of learning such as the facilities in SMAN 1 Melinting. It is also used to observe the condition that happened during the teaching learning process that was filled by the

English teacher as the observer to give evaluation to the researcher and all of the students' activity during the teaching learning process.

### 3. Documentation sheet

It refers to the archive data that helps the researcher to collect the needed data. The researcher utilizes the document related to the object research such as students' name list and teacher's name.

## F. Data Analysis Technique

### 1. Normality test

Normality is to plot a cumulative frequency curve on special graph paper known as normal probability paper.<sup>7</sup> After the research data were obtained, the researcher conducted a normality test. To carry out the normality test the normality test the researcher carried out the Kolmogorov- Smirnov test and Shapiro- Wilk test. Kolmogorov-Smirnov is SPSS test used to test whether the instrument data is normally distributed.<sup>8</sup>

### 2. Homogeneity test

Homogeneity is testing of the highest importance for the certification of reference materials, as it should demonstrate the validity of the certified values and their and certainties in the analysis of individual units or portions.<sup>9</sup> After carrying out the data normality test, the researcher conducted a data homogeneity test by applying Levene's test. Levene's

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<sup>7</sup> James N Miller and Jane C Miller, *Statistics and Chemometrics for Analytical Chemistry*, (Harlow: Pearson Education Limited, 2010), 61.

<sup>8</sup> Andi Field, *Discovering Statistics Using SPSS* (London: SAGE Publications, 2009), 144.

<sup>9</sup> Jean Pauwels, Andree Lamberty, and Heinz Schimmel, Homogeneity testing or research material, *Springer-verlag Journal* 3, no.1(1998): 2.

test is a SPSS test that is used to determine whether the data is homogeneous or not.<sup>10</sup>

### 3. Hypothesis testing

Hypothesis is made to test the logical or empirical outcome of a research. A hypothesis assists to explain the research problem and objective into a comprehensive explanation or predication of the expected results of the study.<sup>11</sup>

To test the hypothesis, the researcher uses an independent sample T-Test via SPSS, because the researcher use a quantitative research method of quasi- experimental research. The independent sample T- test is a type of SPSS T- test used to test the effect of variables between two group, namely the experimental group and the control group.<sup>12</sup>

The answer the question” can the webquest give influence toward students’ in teaching writing skill at the eleventh graders of SMAN 1 Melinting”, the researcher applied inferential statistic to determine the significant different between pre-test and post- test in experimental group. In testing the influences of a variable to another variable SPSS (Statistical Package for the Social Science) is outer native way to computer the influence. In this case, in investigating the influence variable X to variable Y in quasi- experimental study the researcher used SPSS22.0. T test is used

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<sup>10</sup> Ibid.,150

<sup>11</sup>Shanti Bhushan Mishra and Shashi Alok, *Handbook of research methodology*, ( New Delhi: Educreation Publishing, 2017), 7.

<sup>12</sup> Andi Field, *Discovering Statistics Using SPSS* (London: SAGE Publications, 2009), 325.

to compare the means of the same participants in two conditions or at two points in the time by using the following steps SPSS:<sup>13</sup>

The researcher used the T-test because the researcher wanted to know the effect of using webquest on writing skill in the experimental class by comparing the post-test scores from the experimental and control classes.

Independent Sample T – Test Guidelines:

- a. If the probability or Sig.<  $\alpha$  ( 0.05 ), then the null hypothesis ( $H_0$ ) is rejected.
- b. If the probability or Sig.>  $\alpha$  ( 0.05 ), then the alternative hypothesis ( $H_a$ ) is accepted.

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<sup>13</sup>Alan Bryman & Duncan Cramer, *Quantitative Data Analysis With SPSS 12 and 3*( Canada: Routledge, 2005) 186.

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Research Result

##### 1. Profile at SMAN 1 Melinting

###### a. The History SMAN 1 Melinting

SMAN 1 Melinting is located on Jl. Pangeran Paksi, Wana Village, Melinting District, East Lampung Regency, Lampung Province. This State High School began its journey in 2000. Since operating on 28 October 2019, SMAN 1 Melinting has had several principals. In 2010, Mr. Yunanto Putro, S.Pd, M.M.Pd became the Principal of SMAN 1 Melinting until now.<sup>1</sup>

SMAN 1 Melinting has a Vision and Mission:

###### 1) Vision:

The realization of education that produces an emotionally intelligent, religiously intelligent, intellectually intelligent and cultured (CERIA) generation.

###### 2) Mission

- a. Using a quality curriculum to obtain optimal educational results by paying attention to cognitive, affective and psychomotor aspects.
- b. Carrying out active, innovative, creative and participatory learning.

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<sup>1</sup>Source: *The Profile got from English The researcher at SMAN 1 Melinting.*

- c. Providing facilities to create quality learning.
- d. Encourage and help students develop their potential optimally.
- e. Creating a competitive spirit for the progress of all school members.
- f. Increasing the appreciation and practice of religious teachings adhered to by school residents.
- g. Increasing harmony between school members as a social environment that emphasizes kinship.
- h. Establishing collaboration with other institutions/agencies /institutions.
- i. Developing a green, beautiful, clean, safe and harmonious school environment.
- j. Taking part in preserving local cultural riches.



## **b. The Condition of the Teachers and Official Employees**

### 1. The state of Teachers and Employees

#### a. Headmaster

The head of SMAN 1 Melinting is Mr. Yunanto Putro, S.Pd, M.M.Pd who has served from 2010- present.

#### b. Teachers and Employees

SMAN 1 Melinting has 34 teachers and employees. An overview of presence of teachers with various distributions can be seen as follows.<sup>2</sup>

**Table 4.1**  
**The Conditions of Teachers and Official Employees**

No	Name	Position
1	Yunanto Putro, S.Pd,M.M.Pd	Principal
2	Moh Hamdani, S.Pd	Assistant principal of Curriculum
3	Hi Abdul Karim	Assistant principal of school finance and operations
4	Enggul Amrullah Hamid, S.T	Assistant principal the students affairs
5	Sri Sulasmi, S.Sos	Principal of Administration
6	Apriyani Andayanti, S.Pd	Counseling Guidance Teacher
7	Yualiana, S.Pd	Civic Education Teacher
8	Yuli Artanto, S.Pd	Mathematics Teacher
9	Tri Supriyanti, S.Pd	Chemistry Teacher
10	Susilawati, S.Pd	History Teacher
11	Ida Masruroh, S.Pd.Ing,M.Pd	English Teacher
12	Hermanto,S.E,M.M	Sociology Teacher
13	Drs. Indra Priyo Saptomo, M.Pd	Language Teacher
14	Hernani, S.E	Economy Teacher
15	Hasbullah, S.SOS	Sociology Teacher
16	Galuh Sukmawati, S.Pd	Art and Culture Teacher

<sup>2</sup>Source: *The Condition of Teachers and official Employees got from English The researcher at SMAN 1 Melinting.*

No	Name	Position
17	Fathonah, S.Ag	Islamic Education Teacher
18	Dwi Atnasari, S.Pd	Physics Teacher
19	Asri Wulandari, S.Pd	Geography Teacher
20	Ali Topan, S.Ag	Arabic Teacher
21	Suhariato, S.Pd	Physical Education Teacher
22	Muherti, S.Pd	Biological Teacher
23	Eko Hariyadi, S.Pd	Physical Education Teacher
24	Amdiyah, S.Pd	Islamic Education Teacher
25	Drs. Lan Warsono, M.Pd	Indonesian Language Teacher
26	Kristiana, S.Pd	Mathematics Teacher
27	Sri Ani, S.Pd, M.Pd	Indonesia Language Teacher
28	Safira Lusiana Marinda Malik, S.Pd	Physics Teacher
29	Nur Maimunah, S.Pd	History Teacher
30	Ratnasari, S.Pd	Indonesia language Teacher
31	Herdiana Sari, S.Pd	Counseling Guidance Teacher
32	Dani Agustinus, S.Pd	Economy Teacher
33	Heni Supiyati, S.Pd	Library Teacher
34	Nurjanah, S.Pd	Lampung Language Teacher

### c. The Students Quantity

The quantity of students at SMAN 1 Melinting is illustrated on the table below:

**Table 4.2**

#### The Students Quantity

No	Grade	The students
1	X	184
2	XI	160
3	XII	148
	Total The students	492

#### d. The Condition of Infrastructure Facilities

In terms of the physical building, SMAN 1 Melinting has the following facilities and infrastructure: <sup>3</sup>

**Table 4.3**

#### The Condition of Infrastructure Facilities

No	Infrastructure Facilities	Amount
1	Classroom	15
2.	School field	1
3	Teacher room	1
4	Cooperative	1
5	Language laboratory	1
6	Biology laboratory	1
7	Computer laboratory	1
8	Chemistry laboratory	1
9	Mosque	1
10	Library	1
11	Physics laboratory	1
12	Student toilet	8
13	Volleyball court	1
14	Futsal field	1
15	Canteen	4
16	Toilet	12
17	Parking	4

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<sup>3</sup>Source: Condition of Infrastructure Facilities at SMAN 1 Melinting.

## 2. The Description of Research Result

The research was conducted to achieve the research objectives, namely to find out whether there is any positive and significant influence of webquest toward students' writing skill of the eleventh graders at SMAN 1 Melinting East Lampung. The result of this research includes a description of the students' pre-test scores, treatment and post-test. The explanation of each research is as follows:

### a. Pre-test Result

The researcher conducted a pre-test on January 22<sup>th</sup> 2024 by giving writing skill test to the eleventh graders at SMAN 1 Melinting.<sup>4</sup> This type of writing skill test is carried out by students, they are asked to write a factual report text consisting of three paragraphs based on the topic of "Komodo dragons in Indonesia".

In the pre-test process, students work seriously and each student works on a factual report text in English. Pre test results are illustrated in the following table:

**Table 4.4**  
**Rubric The Pre-Test of Experimental Class of the Students' Writing Skill**

No	Student Name	Writing Aspects					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AF	18	16	13	5	3	55
2	AEW	27	19	18	17	4	85
3	AHF	16	9	13	5	2	45
4	AAS	17	7	12	6	2	44

<sup>4</sup>Source: SMAN 1 Melinting Pre-test Data.

5	ACS	22	10	16	17	3	68
6	APS	21	16	14	13	2	66
7	A	16	10	12	11	2	51
8	ASR	19	17	19	10	4	69
9	DKW	13	9	7	11	2	42
10	DV	27	18	19	13	3	79
11	EH	25	12	19	11	3	70
12	ESN	29	19	18	19	4	89
13	EPS	28	11	19	20	4	82
14	GDA	13	7	7	5	2	34
15	IN	17	12	17	13	2	61
16	JS	22	13	14	17	3	69
17	KDVY	28	20	18	15	2	83
18	LNS	30	17	18	14	5	84
19	MGAA	29	16	11	10	5	71
20	MDS	21	17	19	13	4	74
21	MA	29	15	13	11	2	70
22	MH	24	18	19	19	5	85
23	OR	28	20	17	18	3	91
24	PA	25	20	19	19	5	88
25	R	26	17	16	15	2	76
26	RYP	18	12	9	11	2	52
27	RRW	28	13	17	16	4	78
28	RK	15	9	10	6	3	43
29	R	17	14	9	5	2	47
30	SUS	16	12	13	7	3	51
31	S	27	13	17	11	2	70
32	VR	28	13	16	17	4	76
33	VAU	22	12	7	17	2	60
34	YAD	23	20	17	12	5	77

**Table4.5**  
**The Pre-Test of Experimental Class of the Students' Writing Skill**

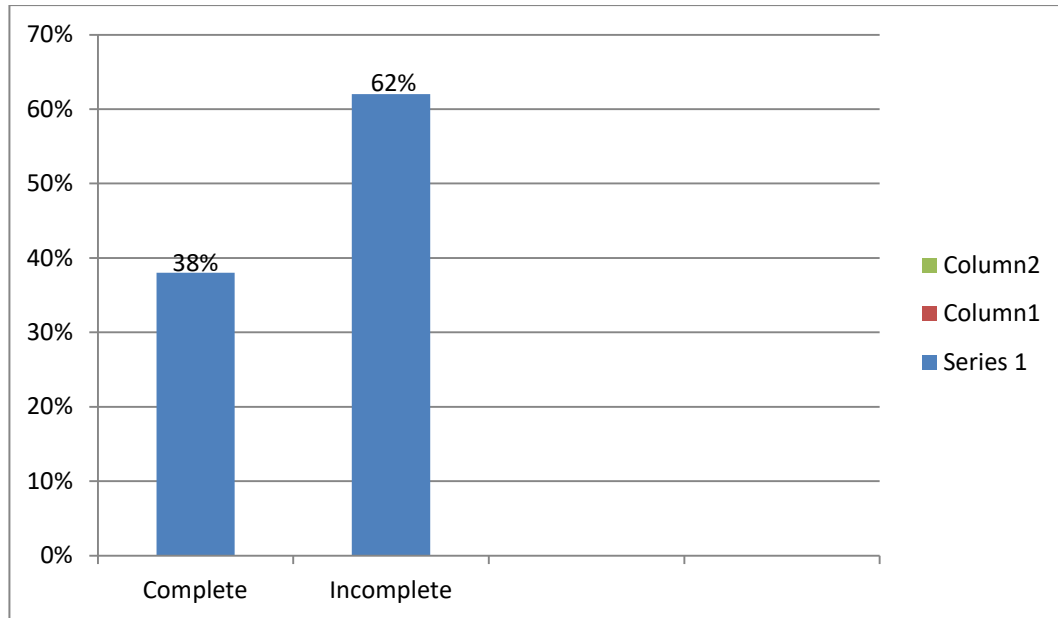
No	Name	Score
1	AF	55
2	AEW	85
3	AHF	45
4	AAS	44
5	ACS	68
6	APS	66
7	A	51
8	ASR	69
9	DKW	42

No	Name	Score
10	DV	79
11	EH	70
12	ESN	89
13	EPS	82
14	GDA	34
15	IN	61
16	JS	69
17	KDYY	83
18	LNS	84
19	MGAA	71
20	MDS	74
21	MA	70
22	MH	85
23	OR	91
24	PA	88
25	R	76
26	RYP	52
27	RRW	78
28	RK	43
29	R	47
30	SUS	51
31	S	70
32	VR	76
33	VDU	60
34	YAD	77
	Total	2.285
	Average of the Students' Score	67

**Table 4.6**  
**The Pre- Test Result of Experimental Class**

No	Score	Frequency	Percentage	Criteria
1.	$\geq 72$	13 students	38 %	Complete
2.	$< 72$	21 students	62%	Incomplete
Total		34 students		

**Figure 2. The Pre-Test Result of Experimental Class**



**Table 4.7**  
**RubricThe Pre-Test of Control Class of the Students' Writing Skill**

No	Student Name	Writing Aspects					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AHF	22	19	17	11	4	73
2	AS	13	9	7	8	2	39
3	AMS	24	17	18	14	4	77
4	AAP	24	15	17	12	4	72
5	AA	22	17	18	13	4	74
6	BAS	13	7	7	5	2	34
7	DPK	24	19	17	13	4	77
8	DA	17	9	7	6	2	41
9	DAAP	28	16	17	15	5	81
10	ETA	29	17	18	11	5	80
11	EDA	22	14	15	10	3	64
12	E	21	13	12	10	3	59
13	FAL	18	16	13	11	3	62
14	K SM	22	17	18	11	4	80
15	LS	27	17	19	17	5	85
16	MFFDZ	22	17	13	11	4	67
17	MN	23	15	17	11	5	71
18	MCF	16	9	5	7	2	39
19	ML	17	10	14	11	3	55
20	MFA	27	17	19	18	5	86
21	NK	29	18	17	18	5	87
22	NW	19	15	11	9	3	57
23	RA	14	12	10	5	2	48
24	RA	17	13	14	8	3	55
25	RLM	18	11	14	6	3	52
26	RA	28	17	18	17	4	84
27	RK	21	13	12	9	3	58
28	SO	20	15	16	12	3	66
29	SM	18	13	16	15	3	65
30	TK	26	18	16	17	4	81
31	TVS	26	19	17	15	5	82
32	VL	20	16	12	13	3	64
33	YAP	17	9	7	5	2	54
34	YAE	22	17	16	12	4	71



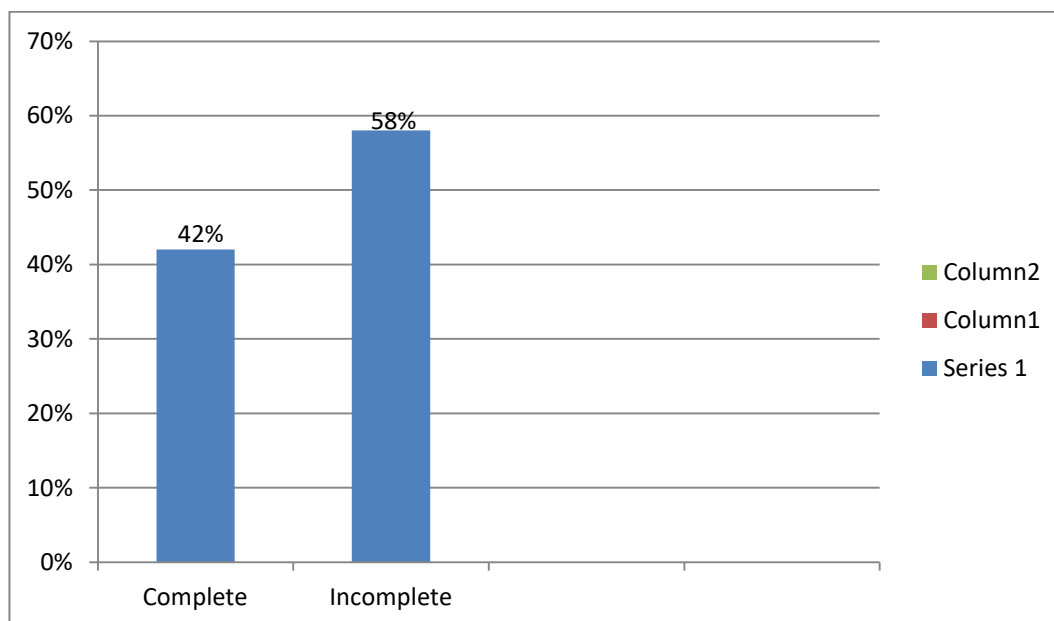
**Table 4.8**  
**The Pre-Test of Control Class of the Students' Writing Skill**

No	Name	Score
1	AHF	73
2	AS	39
3	AMS	77
4	AAP	72
5	AA	74
6	BAS	34
7	DPK	77
8	DA	41
9	DAAP	81
10	ETA	80
11	EDA	64
12	E	59
13	FAL	62
14	KSM	80
15	LS	85
16	MFFD	67
17	MN	71
18	MCF	39
19	ML	55
20	MFA	86
21	NK	87
22	NW	57
23	RA	48
24	RA	55
25	RLM	52
26	RA	84
27	RK	58
28	SO	66
29	SM	65
30	TK	81
31	TVS	82
32	VL	64
33	YAP	54
34	YAE	71
	Total	2.240
	Average of the Students' Score	66

**Table 4.9**  
**The Pre-Test Result of Control Class**

No	Score	Frequency	Percentage	Criteria
1.	$\geq 72$	14 student	42%	Complete
2.	$< 72$	20 student	58%	Incomplete
Total		34 student		

**Figure 3. The Pre-Test Result of Class Control**



b. Treatment by Webquest

In this research, researcher carried out treatment by applying Webquest media in the research process. In the treatment, researcher carried out treatment at 2 meetings. The first treatment in this research was carried out on January 23<sup>th</sup>, 2024. In the first treatment, students were taught to write a factual report text in the title of “Cows in my district”. In the second treatment, researcher carried out a teaching process on January 24<sup>st</sup>, 2024, students were taught to write a factual report text in the title of

“Giraffe in Ragunan Zoo”. Researcher chose learning materials from online sources, complete with other book references. In this case, the author discusses writing skills. Then the writer chose writing material based on the syllabus, in this case report text, so the writer looked for report text material from online sources and reference books.

The teacher prepares assignments for students that are interesting and encourage students to complete these assignments. In this case, the teacher directs students to complete a writing project by asking them to compose a report text related to reporting on the topic cows in my district in the first treatment and giraffes in Ragunan Zoo in the second treatment.

The teacher introduces Webquest to students by providing information regarding the benefits of Webquest in the writing learning process and the objectives of learning to write using Webquest. Distribute evaluation rubrics to students so they understand the criteria for meeting performance and content standards.

The teacher provides information to students about writing assignments that must be prepared using online sources and books related to writing subject matter which are completed through the use of webquests.

The teacher asks students to carry out the writing process using a webquest and explained the process and steps that students must follow to complete the assignment. The teacher provided guiding questions or directions to complete students' writing assignments using webquest. The teacher closes the writing lesson with a webquest.

c. Post- Test Result

Researcher carried out a Post-Test on January 25<sup>th</sup>, 2024 by giving a writing test to students in the eleventh IPA class 1 as an experimental class and students in the eleventh IPA class 2 as a control class at SMAN 1 Melinting. This type of writing test is where students are asked to write a factual report text that consists of 3 paragraphs based on the topic of “Elephant In Way Kambas”. The researcher asked students to make a factual report consisting of 3 paragraphs based on the topic of elephants in Way Kambas. Post-Test results are illustrated in the following table:

**Table 4.10**  
**Rubric The Post- Test Result of Experimental Class Students' Writing Skill**

No	Student Name	Writing Aspects					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AF	22	13	10	5	2	52
2	AEW	20	11	15	5	2	54
3	AHF	21	10	17	5	3	56
4	AAS	19	12	19	5	3	58
5	ACS	18	14	13	9	4	60
6	APS	23	10	16	10	3	62

7	A	24	15	12	9	4	64
8	ASR	22	11	18	12	3	66
9	DKW	21	13	19	11	4	68
10	DV	23	14	20	10	3	70
11	EH	26	13	17	12	4	72
12	ESN	28	15	16	10	5	74
13	EPS	27	18	17	9	5	76
14	GDA	28	18	17	10	5	78
15	IN	27	17	20	12	4	80
16	JS	29	20	18	10	5	82
17	KDVY	23	14	17	11	3	68
18	LNS	22	15	17	9	3	66
19	MGAA	20	13	18	10	3	64
20	MDS	19	13	16	10	4	62
21	MA	21	14	15	10	2	60
22	MH	19	14	16	6	3	58
23	OR	19	13	14	7	3	56
24	PA	16	13	17	5	3	54
25	R	17	12	15	5	3	52
26	RYP	21	15	20	10	4	70
27	RRW	22	16	19	11	4	72
28	RK	25	19	17	12	5	78
29	R	29	17	19	12	5	82
30	SUS	28	18	19	10	5	80
31	S	24	15	18	12	4	74
32	VR	27	15	18	11	5	76
33	VAU	23	17	20	10	4	74
34	YAD	26	16	18	11	5	76

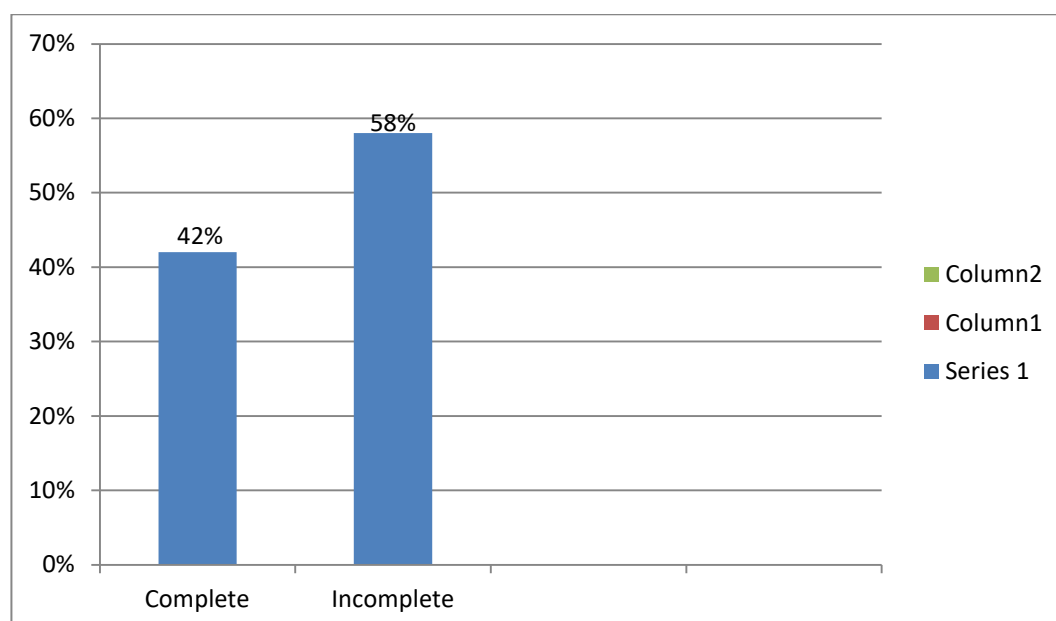
**Table 4.11**  
**The Post- Test Result of Experimental Class Students' Writing Skill**

No	Name	Score
1	AF	52
2	AEW	54
3	AHF	56
4	AAS	58
5	ACS	60
6	APS	62
7	A	64
8	ASR	66
9	DKW	68
10	DV	70

11	EH	72
12	ESN	74
13	EPS	76
14	GDA	78
15	IN	80
16	JS	82
17	KDXY	68
18	LNS	66
19	MGAA	64
20	MDS	62
21	MA	60
22	MH	58
23	OR	56
24	PA	54
25	R	52
26	RYP	70
27	RRW	72
28	RK	78
29	R	82
30	SUS	80
31	S	74
32	VR	76
33	VAU	74
34	YAD	76
	Total	2.294
	Average of the Students' Score	67

**Table 4.12**  
**The Post- Test Result of Experimental Class**

No	Score	Frequency	Percentage	Criteria
1.	$\geq 72$	14 students	42%	Complete
2.	$< 72$	20 students	58%	Incomplete
	Total	34 students		

**Figure 4. The Post- Test Result of Experimental Class**

**Table 4.13**  
**Rubric The Post- Test of Class Control of The Students' Writing Skill**

No	Student Name	Writing Aspects					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AHF	17	9	11	5	2	44
2	AS	18	10	13	6	3	50
3	AMS	22	12	11	5	2	52
4	AAP	22	13	10	7	2	54
5	AA	22	13	12	6	3	56
6	BAS	24	11	11	9	3	58
7	DPK	25	12	15	5	3	60
8	DA	19	14	15	11	3	62
9	DAAP	21	13	17	10	3	64
10	ETA	20	16	17	10	3	66
11	EDA	23	14	15	12	4	68
12	E	24	14	18	10	4	70
13	FAL	23	14	19	11	5	72
14	KSM	23	16	17	13	5	74
15	LS	19	13	12	9	3	56
16	MFFDZ	17	14	15	9	3	58
17	MN	17	14	16	10	3	60
18	MCF	20	12	18	9	3	62
19	ML	23	13	15	10	3	64

20	MFA	21	13	16	12	4	66
21	NK	22	14	17	11	4	68
22	NW	24	14	18	10	4	70
23	RA	27	15	14	11	5	72
24	RA	25	14	19	11	5	74
25	RLN	15	9	12	6	2	44
26	RA	19	9	11	9	2	50
27	RK	17	13	12	8	2	52
28	SO	19	13	11	8	3	54
29	SM	16	11	12	5	2	46
30	TK	18	13	8	7	2	48
31	TVS	16	7	12	9	2	46
32	VL	19	6	16	5	2	48
33	YAP	15	11	13	5	2	46
34	YAE	13	11	14	9	2	48

**Table 4.14**  
**The Post- Test of Class Control of The Students' Writing Skill**

No	Name	Score
1	AHF	44
2	AS	50
3	AMS	52
4	AAP	54
5	AA	56
6	BAS	58
7	DPK	60
8	DA	62
9	DAAP	64
10	ETA	66
11	EDA	68
12	EW	70
13	FAL	72
14	KSM	74
15	LS	56
16	MFFD	58
17	MN	60
18	MCF	62
19	ML	64
20	MFA	66
21	NK	68
22	NW	70
23	RA	72

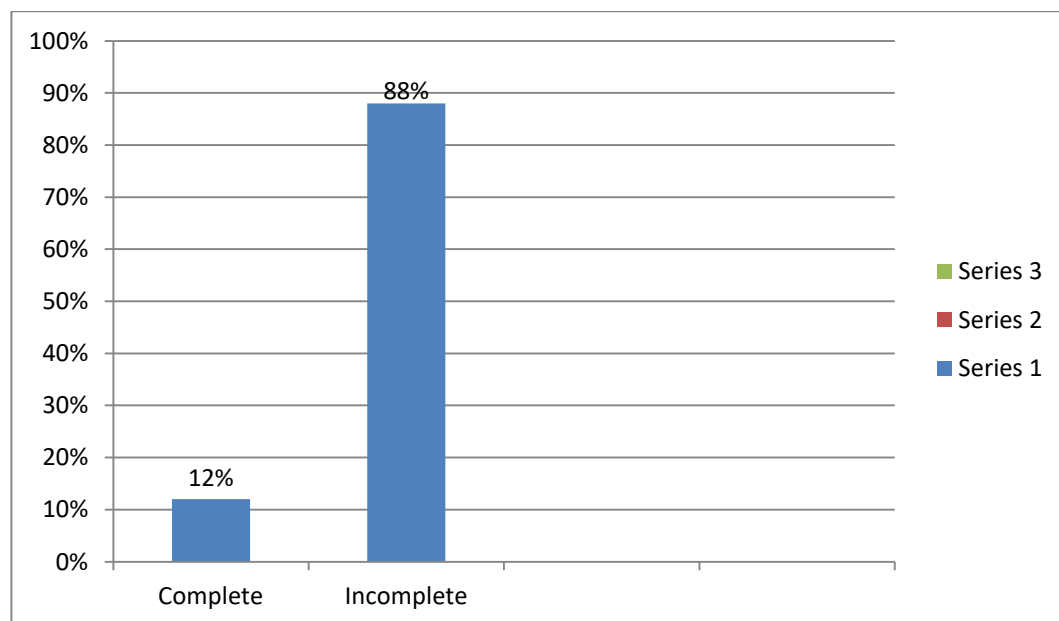


No	Name	Score
24	RA	74
25	RLM	44
26	RA	50
27	RK	52
28	SO	54
29	SM	46
30	TK	48
31	TVS	46
32	VL	48
33	YAP	46
34	YAE	48
Total		2.632
Average of the Students' Score		77

**Table 4.15**  
**The Post- Test Result of Control Class**

No	Score	Frequency	Percentage	Criteria
1.	$\geq 72$	4 students	12%	Complete
2.	$< 72$	30 students	88%	Incomplete
Total		34 students		

**Figure 5. The Post- Test Result of Control Class**



Based on the post test results, it is known that the average score in the experimental class is 67 and the average score in the control class is 77.<sup>5</sup> This shows students' writing skills after treatment. After obtaining complete data, researcher investigated the influence of webquest on students' writing skills of the eleventh using SPSS. Before data processing, the Independent Sample T-Test was used, namely the researcher first tested the normality and homogeneity of student scores.

Normality test results in the following table:

**Table 4.16**  
**The Normality Test Result**

Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.112	34	.200*	.949	34	.112
Control Class	.102	34	.200*	.941	34	.066

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the table regarding the test of normality it is known that the value of Sig. obtained is (.200). It means that the value of Sig. must be > 0.05, that is because data is called normal data classified as normality distributed if the value of Sig. > 0.05. Therefore it can be concluded that the data from this study were normally distributed.

After the normality test, the researcher continued the test by testing the data with the homogeneity test. The researcher carried out the homogeneity test

<sup>5</sup>Source: SMAN 1 Melinting Post-Test Data.

using SPSS use the Levene test the hypothesis that the variances in different groups are equal.

**Table 4.17**  
**The Homogenitiy the Result**

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
score	Based on Mean	.040	1	66	.843
	Based on Median	.043	1	66	.836
	Based on Median and with adjusted df	.043	1	65.993	.836
	Based on trimmed mean	.039	1	66	.844

Based homogeneity research data, it is known that the value of Sig. research is (.843). That means the value of Sig. research results  $> 0.05$ . If the value of Sig.  $> 0.05$  then the research data is homogenous. Therefore, it can be conducted that the data from this study homogeneous. The researcher found that the research data were normally distributed and homogeneous, so the reasearcher continued to process the data prametric test, namely by applying the independent sample t test. Independent sample t-test is this test is used when there are two experimental conditions and different participants were assigned to each condition (this is sometimes called the independent- measure of independent-sample t test).

If Sig 2-tailed is less than 0.05, so the hypothesis is that there is a positive and significant effect from the use of applying variable X to variable Y. The following is the SPSS result of independent sample t test.

**Table 4.18**  
**The SPSS Computation Result about Influence of Webquest on Students’**  
**Writing Skill**

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	.040	.843	4.024	66	.000	9.176	2.281	4.623	13.730
	Equal variances not assumed			4.024	65.956	.000	9.176	2.281	4.623	13.730

Based on this information it is known that the Sig. 2 tailed is.000. It means that the Sig. 2 tailed resulting in 0.05, it is proven that there is a positive and significant influence of webquest on student’s writing skill.

**Table 4.19**

**Critical Value of t- table**

Level of significant	5%	1%
<i>Df</i>	1.66827	2.38419

1. The critical value of t-test (t-table) for the 5% level is 1.66827
2. The critical value of t-test (t-table) for the 1% level is 2.38419

From all the data analysis above, it can be found that:

- a. “t-observed” = 4.024
- b. “t-table” level of significant 5% = 1.66827

c. “t-table” level of significant 1% = 2.38419

It means that “t-observed” is higher than “t-table” or it can be written as  $1.66827 < 4.024 > 2.38419$ . Based on the value above, there was any positive and significant influence of webquest on students’ writing skill of the eleventh graders at SMAN 1 Melinting EAST LAMPUNG. It can be seen from the result of the students’ pre -test and post-test.

1. If  $t\text{-observed} > t\text{-table}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
2. If  $t\text{-observed} < t\text{-table}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

The researcher has formulated the alternative Hypothesis ( $H_a$ ) such as: “There is a positive and significant influence of webquest on students’ writing skill of the eleventh graders at SMAN 1 Melinting EAST LAMPUNG”. Finally, the data confirmed that “t-observed” = 4.024 was higher than “t-table” level of significant 5% = 1.66827 and “f table” level of significant 1% = 2.38419 Therefore, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that there was a positive and significant the influence of influence of webquest on students’ writing skill of the eleventh graders at SMAN 1 Melinting EAST LAMPUNG.

## **B. Discussion**

The results of this research were obtained by calculating the result of the pre-test and post-test using SPSS through the independent sample t-test. Based on the SPSS calculation, it was known that sig. 2-tailed value is .000. It shows that the sig. 2-tailed value is lower than 0.05. Therefore, Alternative Hypothesis ( $H_a$ ) is accepted and Null Hypothesis ( $H_o$ ) is rejected so that it can

be discussed that this research shows that Webquest has a positive and significant influence on the students' writing skill.

Furthermore, it was stated in the SPSS table that the t-observe is 4.024. Meanwhile, t-value in t-table for the 5% significant level for df 66 is 1.66827 While the significant level of 1% df 66 is 2.38419. This shows that the t-observe is higher than the t-value in the t-table. Therefore, the statistical hypothesis shows that Webquest can have a positive and significant influence toward students' writing skill because the t-observe value is higher than the t-value contained in the t-table. Therefore, it can be concluded that this research shows that Webquest has a positive and significant influence toward students' writing skill.

The result of this research is in line with research conducted by Anggita, Edy Sutrisno, and Novi Desanti which shows that the use of webquests has the effect of improving writing skills.<sup>6</sup>

In addition, this research is also in line with research conducted by Theresia Hayuning Wilujeng and Francisca Maria Ivone who conducted research and proved that webquests are very appropriate in teaching writing, especially recount text.<sup>7</sup> Based on the explanation above, it can be emphasized that the use of webquest can have a positive influence on students' writing skill.

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<sup>6</sup> Anggita, Edy Sutrisno, and Novi Desanti, "Developing Students' Writing Skill By Using Webquest," *Journal Eksos* 4, no.2 (2019):104.

<sup>7</sup> Theresia Hayuning Wilujeng and Francisca Maria Ivone, "Developing a Prototype of Webquest for Teaching Writing Recount Text To The Tenth Graders In SMAN 1 Singosari," *J-ELLiT* 01, no.02 (2017): 1.

This research shows that webquests have an influence on students' writing skills because by using webquests students can be more motivated in the process of learning to write reports in English because the directions given in webquests are accompanied by clarity from the teacher so that students can go beyond the writing process neatly and purposefully.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter, the researcher concludes this research. It was investigated that the result of sig. 2-tailed value is.000. It is clear that if the probability or sig.  $> \alpha$  (0.05), the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a positive and significant influence of webquest on the students writing skill. In the other words,  $H_a$  is accepted and  $H_o$  is rejected.

Furthermore, it was investigated that the t-observe is 4.024. Meanwhile t-value in t-table for the 5% significant level for df 66 is 1.66827. While the significant level of 1% df 66 is 2.38419. This shows that the t-observed is higher than the t-value in the t-table. Therefore, the statistical hypothesis shows Webquest has a positive and significant influence toward students' writing skill. In addition, this media is beneficial in guiding the students to developing their ideas in the writing process in deep reflection. Therefore, it is concluded that there is a positive and significant influence of Webquest toward students' writing skill at SMAN 1 Melinting.



## **B. Suggestion**

The researcher provides some suggestion for the students, the teacher, and the headmaster as follow:

### 1. For the Students

It is recommended that students be more critical and active in learning English, especially frequently practicing writing English texts. Therefore, students can easily create factual text reports in English.

### 2. For the Teacher

It is recommended that teachers be more creative in motivating students to learn English with various media learning applications. One of those is Webquest, especially in writing skills to make it easier for students to be more active in the writing learning process.

### 3. For the Headmaster

It is recommended that school principals support teachers in providing teacher motivation to implement effective learning media. One of them is using Webquest media in the learning process because it can teach students better writing skill.

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# **APPENDICES**

## SILABUS PEMBELAJARAN

**Nama Sekolah** : SMAN 1 Melinting

**Mata Pelajaran** : Bahasa Inggris

**Kelas** : XI

**Kompetensi Inti:**

K1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

K2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, tolera, damai), santu, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural dan metaognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradapan terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan member saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.</p>	<p><b>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</b> <i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> <li>• Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</li> <li>• Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya</li> </ul>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli.</li> <li>• Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan.</li> <li>• Siswa belajar mengambil giliran dalam melakukan tindak komunikasi</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>• Dengan pertanyaan pengarah dari guru, siswa mempertanyakan:               <ul style="list-style-type: none"> <li>- Fungsi sosial</li> </ul> </li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya</li> <li>• Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya</li> <li>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul>	2 x 2 jp	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> <li>• Sumber dari internet:               <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.co">www.dailyenglish.co</a></li> <li>- <a href="http://americaneenglish.state.gov/files/ae/resource_files">http://americaneenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks</p>	<p>Ungkapan Saran dan tawaran: <i>Why don't you ...</i> <i>What about ...?</i> <i>You should ... You can ...</i> <i>Do you need ...?</i></p> <p>Unsur kebahasaan (1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata</p> <p><i>Topik</i> Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<ul style="list-style-type: none"> <li>- Ungkapan yang digunakan untuk memberi saran dan tawaran</li> <li>- Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya</li> <li>• Siswa berlatih menggunakan ungkapan tersebut</li> <li>• Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan.</li> <li>• Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya.</li> <li>• Siswa memperoleh balikan (feedback) dari gurudanteman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> <li>• Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain</li> </ul>	<p><b>CARA PENILAIAN:</b> <b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>• Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberisaran dan tawaran dan responnya</li> <li>• Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberisaran dan tawaran serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>• Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan.</li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa bermain peran memberi saran dan tawaran serta responnya</li> <li>• Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.</li> <li>• Siswa membuat 'learning journal'</li> </ul>			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional</p> <p>2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benardan sesuai konteks.</p>	<p><b>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</b></p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> <li>• Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</li> </ul> <p><i>Ungkapan</i></p> <p>menyatakan pendapat/pikiran</p> <p><i>I think ...</i></p> <p><i>I suppose...</i></p> <p><i>In my opinion ...</i></p> <p><i>Unsur Kebahasaan</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya</li> <li>• Siswa mengikuti interaksi menyatakan pendapat dan pikiran</li> <li>• Siswa menirukan model interaksi menyatakan pendapat dan pikiran</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsure kebahasaan).</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> </ul> <p><b>Mengeksplorasi</b></p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>• Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran</li> <li>• Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran</li> <li>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>• Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran.</li> <li>• Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>• Upaya menggunakan</li> </ul>	<p>2 x 2 jp</p>	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> <li>• Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.co">www.dailyenglish.co</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (learning journal).</li> </ul>	<p>bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan.</p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> <li>• Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>Menangkap makna teks undangan resmi. Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks. Menyusun teks tulis undangan resmi, dengan</p>	<p><b>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</b></p> <p><i>Fungsi Sosial</i> Menjaga hubungan transaksional dengan orang lain</p> <p><i>Struktur</i> <i>Salutation</i></p> <p>- Will/ Could you come with me to the exhibition?</p> <p>- Is it possible for you to attend my birthday party?</p> <p><i>Closing</i></p> <p><b>Unsur kebahasaan:</b> (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet).</li> <li>Siswa berlatih menentukan gagasan utama dan informasi rinci</li> <li>Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</li> <li>Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan.</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi.</li> <li>Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsure kebahasaan dalam mengundang secara resmi.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber</li> </ul>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/penyampaian</li> </ul> <p><b>Cara Penilaian:</b> <b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan role-play (bermain peran) mengundang secara resmi</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi</li> </ul> <p><b>Pengamatan (observations)</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan member balikan. Sasaran penilaian adalah:</p>	<p>3 x2 jp</p>	<ul style="list-style-type: none"> <li>CD/ Audio/ VCD</li> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.co">www.dailyenglish.co</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>(4) Layout (5) Rujukan kata</p>	<ul style="list-style-type: none"> <li>• Siswa</li> <li><b>Mengasosiasi</b></li> <li>• Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</li> <li>• Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain.</li> <li>• Siswa menyunting undang yang diambil dari berbagai sumber</li> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok</li> <li><b>Mengkomunikasikan</b></li> <li>• Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback.</li> <li>• Siswa berkreasi dalam membuat klipring undangan resmi</li> <li>• Siswa menyunting undang yang diambil dari berbagai sumber</li> <li>• Dengan menggunakan multimedia, siswa membuat kartu undangan</li> <li>• Siswa memperoleh penguatan dari guru dan teman sejawat</li> </ul>	<ul style="list-style-type: none"> <li>• Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> <li><b>Portofolio</b></li> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog.</li> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>• Kumpulan hasil tes dan latihan.</li> <li><b>Penilaian Diri dan Penilaian Sejawat</b></li> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan</p>	<p><b>Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya (Passive Voice)</b></p> <p><i>Fungsi Sosial</i></p> <p>menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya</p> <p><i>Struktur Teks</i></p> <p>Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed.</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> <li>• Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form.</li> <li>• tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</li> </ul> <p><i>Topik</i></p> <p>Berbagai hal terkait</p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks.</li> <li>• Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru.</li> <li>• Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>EKSPERIMEN (Explore)</b></p> <ol style="list-style-type: none"> <li>Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks simulasi dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran.</li> </ol> <p><b>MENGASOSIASI</b></p>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>• Kelengkapan dan keruntutan struktur teks</li> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberibalikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>• Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive</li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul>	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> <li>• Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.co">www.dailyenglish.co</a></li> <li>- <a href="http://americanenglish.state.gov/files/americanenglish/resource_files">http://americanenglish.state.gov/files/americanenglish/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
fungsi sosial, struktur teks, dan unsur kebahasaan yang benardan sesuai konteks	dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya	<ul style="list-style-type: none"> <li>• Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive.</li> <li>• Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>KOMUNIKASI</b></p> <ul style="list-style-type: none"> <li>• Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas.</li> <li>• Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive</li> <li>• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya.</li> </ul>	<p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (factual report ) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p> <p>4.13 Menangkap makna dalam teks ilmiah faktual(factual report), lisan dan tulis, sederhana, tentang</p>	<p><b>Teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam,</b></p> <p><i>Fungsi sosial</i></p> <ul style="list-style-type: none"> <li>- Mengamati alam</li> <li>- Menulis paparan ilmiah mengenai benda, binatang dan gejala/ peristiwa alam</li> </ul> <p><i>Struktur</i></p> <ul style="list-style-type: none"> <li>- Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a mammal. It is found in... It is a nocturnal animal. It is very small with....</li> <li>- Penggambaran mengenai bagian, sifat dan tingkah lakunya</li> </ul> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> <li>- Simple Present</li> </ul>	<p>Mengamati</p> <ul style="list-style-type: none"> <li>• Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan</li> <li>• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual</li> <li>• Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu</li> </ul> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> <li>• Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut.</li> <li>• Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report.</li> </ul> <p>Mengeksplorasi</p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> <li>• Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report.</li> <li>• Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya.</li> </ul>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks ilmiah faktual</li> <li>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>• Kesesuaian format penulisan/ Penyampaian</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberibalikan.</p> <ul style="list-style-type: none"> <li>• Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual</li> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul>	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> <li>• Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.co">www.dailyenglish.co</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resources_files">http://americanenglish.state.gov/files/ae/resources_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	Kata kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata	<ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok Komunikasi</li> <li>• Siswa menyalin teks report yang diduplikasinya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacanya di kelas</li> <li>• Siswa menyampaikan laporan berupa catatan (note taking) dari hasil membaca beberapa teks ilmiah faktual.</li> <li>• Membuat learning journal dalam pembelajaran ini.</li> <li>• Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan</li> </ul>	Portofolio <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

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## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah	: SMAN 1 Melinting
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/ 2 (Dua)
Materi Pokok	: Scientific Factual Report Text
Alokasi Waktu	: 1x 2 Jam Pertemuan

### **A. Kompetensi Inti**

- KI 1 : Menghayati dan mengamalkan ajaran yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan menganalisis pengetahuan faktual, konseptual, procedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, wawasan kemanusiaan, kebahasaan, kenegaraan, dan peradapan terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggun metode sesuai kaidah keilmuan.

### **B. Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksan komunikasi interpersonal dengan guru dan teman.
- 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa



perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.

- 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah factual (factual report) dengan menyat dan menanyakan tentang teks ilmiah factual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.

Indikator Kompetensi Dasar 3.7& 3.9

- a. Siswa dapat menentukan inti dari report text berdasarkan konteks dan kegunaan.
- b. Siswa dapat mengidentifikasi karakteristik dari report text dengan tepat.

- 4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

- 4.13 Menangkap makna dalam teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di kelas XI.

Indikator Kompetensi Dasar 4.11& 4.13

- a. Siswa dapat mempresentasikan kembali isi dari laporan report text berdasarkan report text yang mereka dapat, dengan bahasa yang tepat.

### **C. Tujuan Pembelajaran**

Siswa dapat menentukan inti dari report text sederhana tentang orang, binatang, benda gejala dan peristiwa alam dan sosial, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab.

### **D. Materi Pembelajaran**

- a. Materi Pokok: Scientific Factual Report Text
- b. Fungsi Sosial:
  1. Mengamati alam.
  2. Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam.

c. Struktur:

1) Purpose

To presents information about something as a result of systematic observation and analysis.

2) Text organization

1. General classification: To introduces the topic of the report

2. Identification: Give the information which will be discussed in detail. e.g.: shape/form, parts, behaviour, habitat, etc.

3) Language features

1. The use of general nouns. e.g.: komodoes, computers, orchids

2. The use of relating verbs. e.g.: is, are, has

3. The use present tenses

4. The use of behavioural verbs

5. The use of technical terms

**E. Alat dan Sumber Pembelajaran**

a. Alat: laptop,dan papan tulis

b. Sumber pelajaran: Buku relevan.

**F. Langkah-Langkah Pembelajaran**

1. Kegiatan Pembuka (10 Menit)

a. Orientasi

b. Apersepsi

c. Motivasi

d. Pemberian Acuan

2. Kegiatan Inti (60 Menit)

a. Guru memilih materi pembelajaran dari sumber online, lengkap dengan referensi buku lainnya. Dalam hal ini penulis membahas tentang keterampilan menulis. Kemudian penulis memilih bahan penulisan berdasarkan silabus dalam hal ini report text sehingga penulis mencari bahan report text dari sumber online dan buku referensi.

b. Guru dan menyiapkan tugas bagi siswa yang menarik dan mendorong siswa untuk menyelesaikan tugas tersebut. Dalam hal ini penulis mengarahkan siswa untuk menyelesaikan proyek menulis dengan meminta mereka menyusun report text yang berkaitan dengan pemberitaan tempat wisata menarik yang pernah mereka kunjungi.

c. Guru memperkenalkan Webquest kepada siswa dengan memberikan informasi terkait manfaat Webquest dalam proses pembelajaran menulis dan tujuan pembelajaran menulis menggun Webquest. Bagikan rubrik evaluasi kepada siswa sehingga mereka

- memahami kriteria pemenuhan standar kinerja dan konten.
- d. Guru memberikan informasi kepada siswa tentang tugas menulis yang harus disiapkan dengan menggunakan sumber online dan buku-buku yang berkaitan dengan materi pelajaran menulis yang diselesaikan melalui penggunaan webquest.
  - e. Guru meminta siswa melakukan proses menulis menggunakan webquest dan menjelaskan proses serta langkah-langkah yang harus diikuti siswa untuk menyelesaikan tugas tersebut. guru memberikan pertanyaan panduan atau arahan untuk menyelesaikan tugas menulis siswa menggunakan webquest.
  - f. Guru menutup pembelajaran menulis dengan webquest.
3. Kegiatan Penutup (10 Menit)
- a. Guru bersama-sama dengan siswa membuat rangkuman/ simpulan tentang pelajaran.
  - b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
  - c. Memberikan umpan balik terhadap proses dan hasil pembelajaran.

Mengetahui  
English Teacher

**Ida Masrurh S.Pd. Ing. M.Pd**  
NIP. 197608042014072002

Melinting, 19 January 2024  
The Research

**FITRI MAWARNI**  
NPM, 1901051026

Mengetahui  
The Headmaster of SMAN 1 Melinting

**YUNANTO PUTRO. S.Pd. M.M.Pd**  
NIP. 19690226 199802 1 001

**TABLE OF TEST SPECIFICATION**  
**PRE-TEST**  
**Writing Test**

Outcomes to Assess	Item Types (with Item numbers)	
Content Standard	Essay Test	Total Points
3.9 Analyzing text structures and linguistic elements to carry out the social function of factual scientific texts (factual report) by stating and asking about factual scientific texts about people, animals, objects, natural and social phenomena and events, simply, according to the learning context in other subjects in Class XI.	Please write a factual report text that consists of 3 paragraphs based on one of the following topics: a. Komodo in Indonesia	0-100
Total Point		100

*Source: Class XI English Syllabus 2013 Curriculum Factual Report In SMAN 1 Melinting*

**TABLE OF TEST SPECIFICATION**  
**POST-TEST**  
**Writing Test**

Outcomes to Assess	Item Types (with Item numbers)	
Content Standard	Essay Test	Total Points
3.9 Analyzing text structures and linguistic elements to carry out the social function of factual scientific texts (factual report) by stating and asking about factual scientific texts about people, animals, objects, natural and social phenomena and events, simply, according to the learning context in other subjects in Class XI	Please write a factual report text that consists of 3 paragraphs based on one of the following topics: a. Elephant In Way Kambas	0-100
Total Point		100

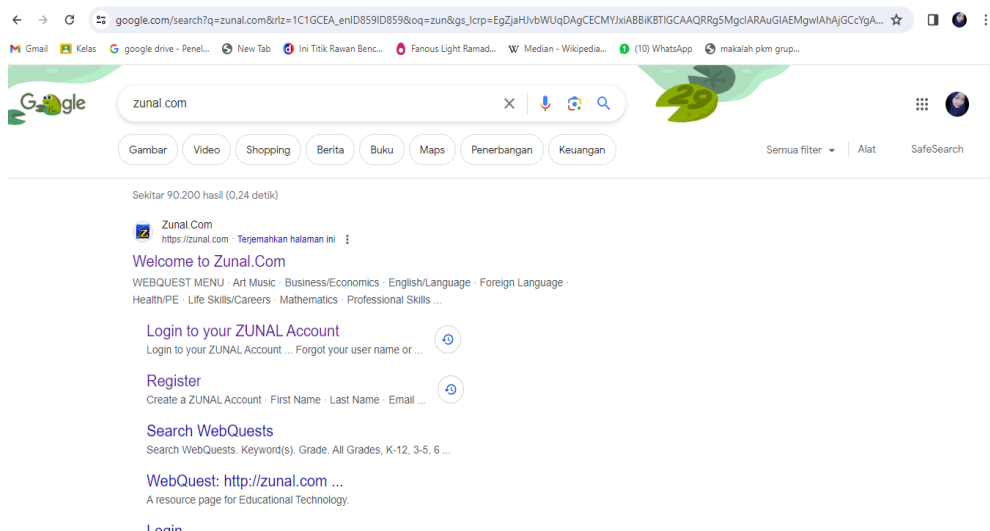
*Source: Class XI English Syllabus 2013 Curriculum Factual Report In SMAN 1 Melinting*



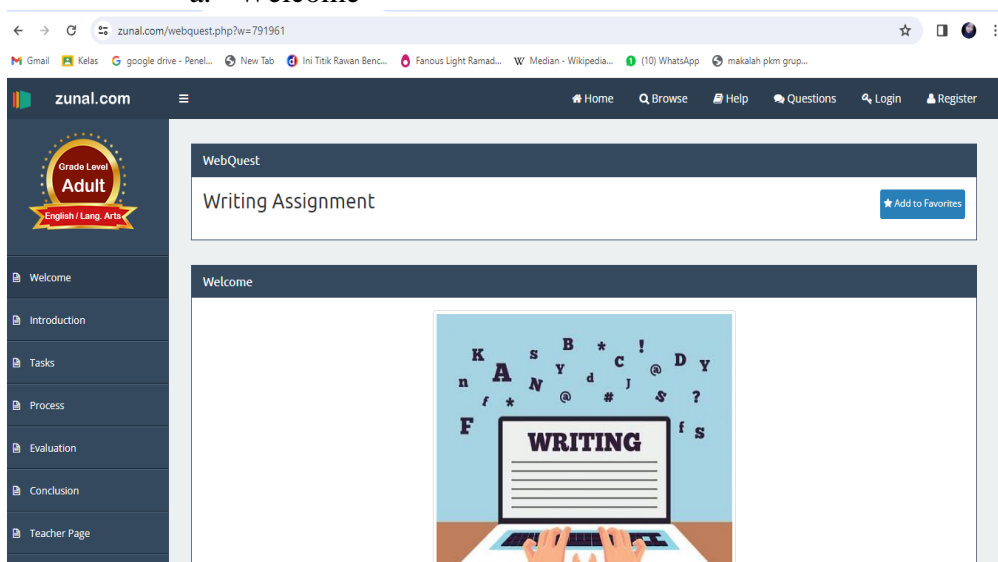
## Treatment 1

Please write a factual report text in the title of Cows in My District

Webquest Link: <https://zunal.com/webquest.php?w=791961>




### a. Welcome



zunal.com/webquest.php?w=791961

Welcome




**Welcome:** Writing Assignment  
**Description:** Students write factual report texts about cows in my district and giraffe in Ragunan Zoo  
**Grade Level:** College / Adult  
**Curriculum:** English / Language Arts  
**Keywords:** Writing Assignment  
**Author(s):** Fitri Mawarni

## b. Introduction

zunal.com/introduction.php?w=791961

Writing Assignment [Add to Favorites](#)

Introduction



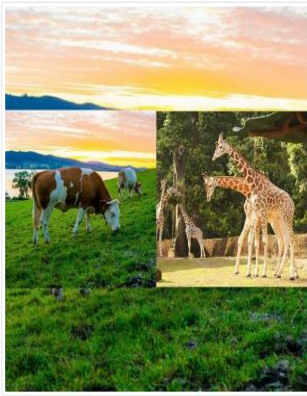
Report text is English text that presents information as it is. So the content of the report text provides information and reports about people, animals, objects, places, natural and social phenomena and events, in simple or other general terms and as desired, the true and real state of the object.



### c. Task

zunal.com/tasks.php?w=791961

Tasks



Assignment topic report text:

1. Please write a factual report text in the title of Cows in my district.
2. Please write a factual report text in the title of Giraffe in Ragunan Zoo.


**Answer:**

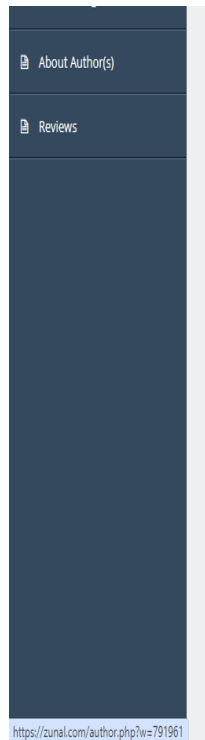
### d. Process

Adult English / Lang. Arts

Writing Assignment [Add to Favorites](#)

Process

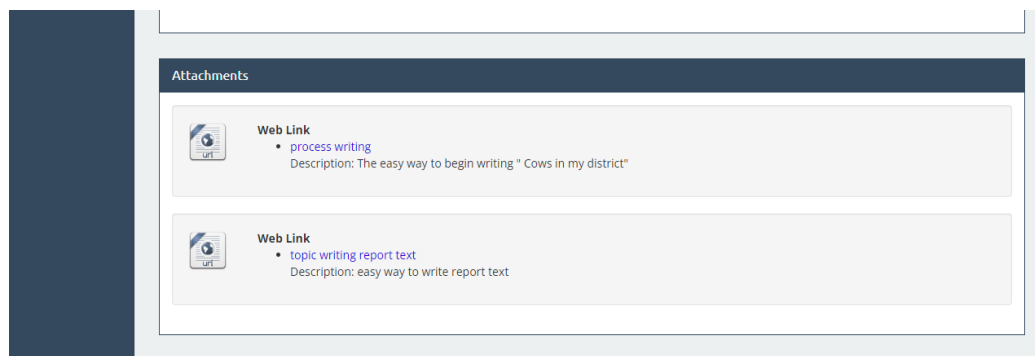




The steps for working on report text are as follows:

1. General classification is a report text structure that contains general information based on the author's observations.
2. Description or description in report text is a structure that contains a deeper description of the details of the author's research results in detail.
3. Theme analysis
  - We have to start by creating a text title that describes an animal, person, object, or place.
4. Gather ideas
  - a. Separate the ideas of each paragraph
  - b. The first paragraph contains habitat and physical characteristics.
  - c. The second paragraph writes about the food and habits of the animal.
5. Develop writing
 

After each point is in its own paragraph, it will make it easier for us to develop the paragraph.
6. Using the Simple Present Tense, characterized by the use of to be: **is/am/are** also use Verb 1 (subject+ Predicate + Complement



## e. Conclusion



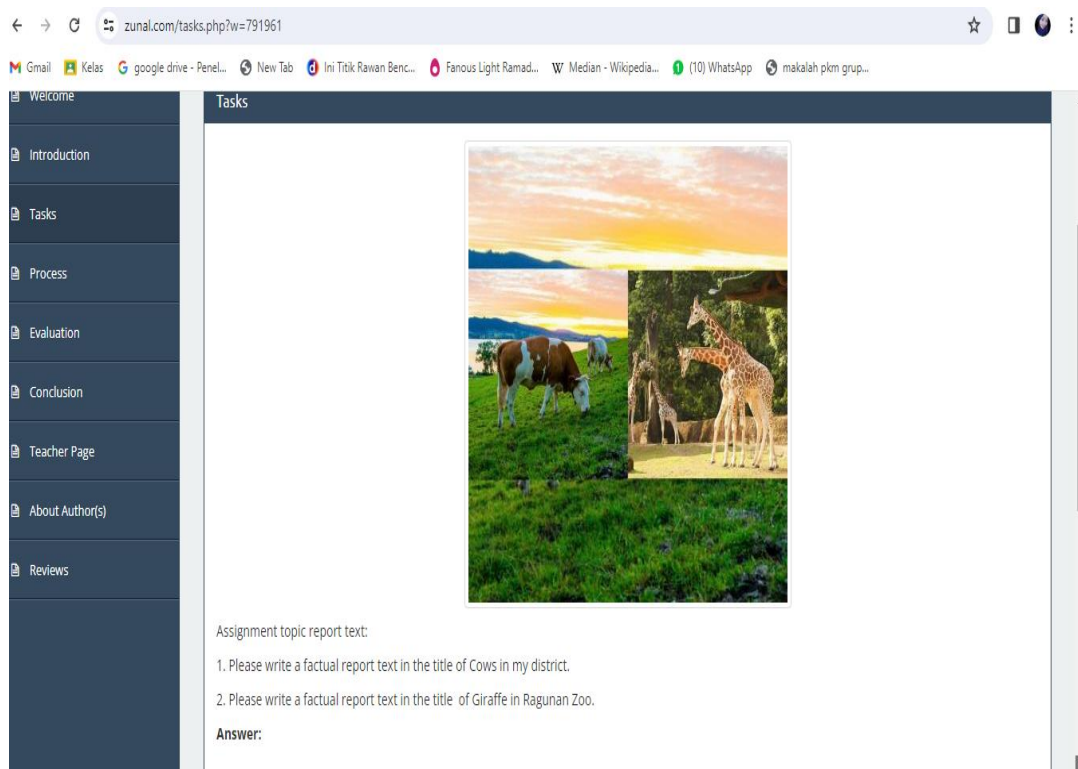
You have discussed and worked on writing report text with the topic cows in my district and giraffes in Ragunan, Zoo. By providing insight into developing your thoughts and ideas, that's all for this lesson. Hopefully it will be useful for the future. If you still want to know more about report text, you can check out the website so it will help you learn to write better.

Anda telah membahas dan mengerjakan tentang menulis report text dengan topic cows in my district dan giraffe in ragunan, zoo. Dengan memberikan pandangan untuk mengembangkan ide dan gagasan kalian, sekian untuk pelajaran kali ini semoga Bermanfaat untuk kedepannya, jika masih ingin mengetahui lebih lanjut tentang report text kalian bisa melihat situs web sehingga membantu kalian belajar menulis lebih baik lagi.

## Treatment 2

Please write a factual report text in the title of Giraffe in Ragunan Zoo

Webquest Link: <https://zunal.com/webquest.php?w=791961>



zunal.com/tasks.php?w=791961

Welcome

Introduction

Tasks

Process

Evaluation

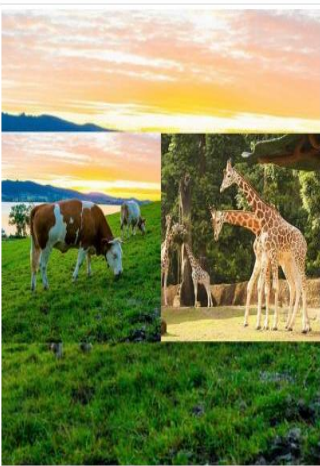
Conclusion

Teacher Page

About Author(s)

Reviews

Tasks



Assignment topic report text:

1. Please write a factual report text in the title of Cows in my district.
2. Please write a factual report text in the title of Giraffe in Ragunan Zoo.

**Answer:**

## The Answers Of Pre-Test In Experimental Class

### PRE-TEST WRITING TEST

Name : ADITYA PAHLEVI  
Class : XI IPA<sup>F</sup>  
Students Number : 01

Please write a factual report text that consists of 3 paragraphs based on the topic of Komodo in Indonesia

Komodo is the largest lizard on earth. It lives in bushes and soil on several island in Indonesia.

Komodo dragons have grey scaly skin, pointed snouts, strong limbs, and muscular tails. The most important Komodo ever measured was ten feet (3 meters) long and weighed 266 pounds (166 kg).

Microorganisms attached to Komodo dragon's saliva cause blood disease, or septicemia, in their victims

C : 18

D : 16

V : 13

L : 5

M : 3

55 +

"Good Luck"

PRE-TEST  
WRITING TEST

Name : AZZAHRA SHUMPA RACHENY  
Class : XI IPA  
Students Number : 09

Please write a factual report text that consists of 3 paragraphs based on the topic of Komodo in Indonesia

Komodo is the one of most reptile on world. It lives on several islands in Indonesia, Komodo Island.  
Komodo is the iconic animal from Indonesia. typical size of a Komodo dragon in the wild is about eight feet (2,5 meters). long two hundred pounds or 91 kg.  
Komodo use keen sense of smell to locate decaying animal remains from miles away. Komodo dragon's have gray scaly skin, pointed snouts, strong limbs, and muscular tails. Komodo dragon's teeth are almost completely covered by their gums.  
Microorganisms attached to Komodo dragon's saliva cause blood disease, or septicemia, in their victims.

C : 19

O : 17

V : 19

L : 10

M : 4

69 +

"Good Luck"

## The Answers Of Pre-Test In Control Class

### PRE-TEST WRITING TEST

Name : YOGA ADI PRANATA  
Class : XI IPA 2  
Students Number : 33

Please write a factual report text that consists of 3 paragraphs based on the topic of Komodo in Indonesia

Komodo is the largest lizard on earth. Komodo dragons are the heaviest lizard in the world. Heavy komodo weighing one hundred, long and two hundred pounds or 91 kg.

Komodo dragons have grey scaly skin, pointed snouts, and muscular tails, they also hunt other lizard as ~~game~~ mammals and are

C: 15

D: 11

V: 13

L: 5

M: 2

46

"Good Luck"

**PRE-TEST  
WRITING TEST**

Name : AHMAD HASAN FARU  
Class : XI IPA<sup>2</sup>  
Students Number : 01

Please write a factual report text that consists of 3 paragraphs based on the topic of Komodo in Indonesia

Komodo is the largest lizard and lizard is the largest the big family line. Komodo dragons are the heaviest lizards in the world, weighing one hundred and fifty pounds or more.

Komodo ever measured was ten feet (3 meters) long and weighed 362 pounds (162 kg) and long two hundred pounds or 91 kg.

Komodo dragons have gray scaly skin, pointed snouts, strong limbs, and muscular tails. Komodo dragons teeth are almost completely covered by their gums. Microorganisms attached to Komodo dragons saliva cause blood disease or septicemia in their victims.

C : 22

D : 19

V : 17

L : 11

M : 4 +

"Good Luck"

73

## The Student's Writing Skill Activity Result In Treatment

### Treatment 1

<input type="checkbox"/>	translate :
<input type="checkbox"/>	Cow
<input type="checkbox"/>	Cows are four legged plant-eating animals from the family
<input type="checkbox"/>	bovidae, the common name of cows is bos taurus. cows are
<input type="checkbox"/>	milk-producing animals they spend a lot of time eating grass.
<input type="checkbox"/>	cows have a large body, measuring 1.3 m high and 2.6 m long.
<input type="checkbox"/>	the average western male cattle is 1-100 kg and female cattle 720 kg.
<input type="checkbox"/>	the life span of cattle is about 18 to 22 years
<input type="checkbox"/>	in my area, cows are used as a means of transportation to the
<input type="checkbox"/>	garden. most of the people in my village keep cows because it has
<input type="checkbox"/>	become an era of keeping cows in my village because it has become
<input type="checkbox"/>	an era goat and cows are popular, because the selling price is
<input type="checkbox"/>	fantastic. many people keep cows from babies to adults, many cows
<input type="checkbox"/>	are sold not to farms at fantastic selling prices or also as savings
<input type="checkbox"/>	for eid al-fitr or sacrifice because at that time the price of
<input type="checkbox"/>	cows soared very high
<input type="checkbox"/>	
<input type="checkbox"/>	Kelompok 4
<input type="checkbox"/>	- Indri nurjanah
<input type="checkbox"/>	= Owen Revallino
<input type="checkbox"/>	- Mita aragraini
<input type="checkbox"/>	- Reto Yuwono
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	



## Treatment 2

No. \_\_\_\_\_

Date. \_\_\_\_\_

<input type="checkbox"/>	1). please write a factual report text in the title of giraffe in Ragunan zoo.
<input type="checkbox"/>	<u>Answer</u>
<input type="checkbox"/>	Giraffe in Ragunan zoo is a mammal that is characterized by long legs
<input type="checkbox"/>	and an irregular brown color, a flexible neck, with horns like ossicones.
<input type="checkbox"/>	Giraffes are distributed in widespread nests from north to south Africa.
<input type="checkbox"/>	Giraffe are herbivorous animals.
<input type="checkbox"/>	Male giraffes can reach a height of 4,8 to 5,5 meters and can weight
<input type="checkbox"/>	up to 1,260 kilograms. female giraffes are slightly shorter and lighter.
<input type="checkbox"/>	Giraffes can be found in the Ragunan zoo wildlife park, located in the
<input type="checkbox"/>	city of south Jakarta.
<input type="checkbox"/>	Giraffes are viviparous animals or animals that reproduce by giving birth,
<input type="checkbox"/>	previously a mating process occurs between female giraffe undergoes a
<input type="checkbox"/>	gestation process of 14-15 months, and what is unfortunate is that she
<input type="checkbox"/>	is only able to give birth to one baby at each birth.
<input type="checkbox"/>	
<input type="checkbox"/>	<u>Kelompok 2</u>
<input type="checkbox"/>	- Vikar revaldo
<input type="checkbox"/>	- Anqi cahya S
<input type="checkbox"/>	- Gillang Dwi andita
<input type="checkbox"/>	- Jupita Septiani
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	



## The Answers Of Post-Test In Experimental Class

### POST-TEST WRITING TEST

Name : Eka handayani  
Class : XI IPA 2  
Students Number : 11

Please write a factual report text that consists of 3 paragraphs based on the topic of Elephant In Way Kambas

Way kambas national Park is famous as a conservation area for Sumatra elephant, which are native to Sumatra Island.

The location of way kambas national Park is located in Pajaj Basa lama, Labuhan Ratu, east Lampung regency.

Every day, way kambas national Park is open to the public from 08.00-18.00.

The number of elephant trained in way kambas reaches 300 elephant.

For those of you who want to visit way kambas, you can see up close the animal breeding process. In the afternoon, you can enjoy interesting attraction offered by the elephant there, such as carrying wood, plowing fields, and a circus.

C: 26

D: 13

V: 17

L: 12

M: "Good Luck"

72 +

**POST-TEST  
WRITING TEST**

Name : Ahmad Husen Fauzi  
 Class : XI IPA 7  
 Students Number : 3

Please write a factual report text that consists of 3 paragraphs based on the topic of Elephant In Way Kambas

Way Kambas National Park is famous as a conservation area for Sumatran elephants, which are native. The total area reaches 125,000 hectare.

The number of elephants trained in way Kambas reaches 300 elephants.

Way Kambas is not only home to Sumatran elephants, but other protected animals such as sun bears, Sumatran rhinos, Sumatran tigers, Sumbas deer, golden cats.

C : 21

D : 10

V : 17

L : 5

M : 3

—————+  
56

"Good Luck"

## The Answers Of Post-Test In Control Class

### POST-TEST WRITING TEST

Name : TAUFIK KHURAHMAN  
Class : XI IPA 2  
Students Number : 30 Ligo Puluh

Please write a factual report text that consists of 3 paragraphs based on the topic of Elephant In Way Kambas

Way Kambas National Park is famous as a conservation area for Sumatran elephants, which are native to Sumatra Island. The location of Way Kambas National Park is located in Raja Basa Lama, Labuhan Ratu, East Lampung regency.

C: 18

O: 13

V: 8

L: 7

M: 2

48

"Good Luck"

**POST-TEST  
WRITING TEST**

Name : Ernawati  
Class : XI IPA II  
Students Number : 0

Please write a factual report text that consists of 3 paragraphs based on the topic of Elephant In Way Kambas

Way Kambas national park is famous as a conservation area for Sumatra elephants which are native to Sumatra Island. This area reaches 125,000 hectares. The number of elephants trained in way Kambas reaches 300 elephants. Way Kambas is not only home elephants but also other protected animals such as sun bears, Sumatran rhinos, Sumatran tigers, Sambar deer, golden cat but also several other endangered animals.

The location way Kambas national park is located in raja baso lama, labuhan ratu East Lampung regency. Way Kambas national park is open in public from 08:00 - 18:00, you need to pay but of IDR 7,000 / person and IDR 10,000 for your four wheeled vehicle. You can reading and elephants by paying a fee of IDR 20,000 for on lap which is 50-100 meters. one elephants can be ridden by 2 visitors and 1 mahout.

C : 24

O : 14

V : 18

L : 10

M : 4

70

"Good Luck"



**WRITING RUBRIC**  
**The Pre- Test Result of Experiment Class**  
**SMAN 1 MELINTING**



No	Student Name	Writing Aspects					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AF	18	16	13	5	3	55
2	AEW	27	19	18	17	4	85
3	AHF	16	9	13	5	2	45
4	AAS	17	7	12	6	2	44
5	ACS	22	10	16	17	3	68
6	APS	21	16	14	13	2	66
7	A	16	10	12	11	2	51
8	ASR	19	17	19	10	4	69
9	DKW	13	9	7	11	2	42
10	DV	27	18	19	13	3	79
11	EH	25	12	19	11	3	70
12	ESN	29	19	18	19	4	89
13	EPS	28	11	19	20	4	82
14	GDA	13	7	7	5	2	34
15	IN	17	12	17	13	2	61
16	JS	22	13	14	17	3	69
17	KDYY	28	20	18	15	2	83
18	LNS	30	17	18	14	5	84
19	MGAA	29	16	11	10	5	71
20	MDS	21	17	19	13	4	74
21	MA	29	15	13	11	2	70
22	MH	24	18	19	19	5	85
23	OR	28	20	17	18	3	91
24	PA	25	20	19	19	5	88
25	R	26	17	16	15	2	76
26	RYP	18	12	9	11	2	52
27	RRW	28	13	17	16	4	78
28	RK	15	9	10	6	3	43
29	R	17	14	9	5	2	47
30	SUS	16	12	13	7	3	51
31	S	27	13	17	11	2	70
32	VR	28	13	16	17	4	76
33	VAU	22	12	7	17	2	60
34	YAD	23	20	17	12	5	77



**WRITING RUBRIC**  
**The Pre-Test Result of Control Class**  
**SMAN 1 MELINTING**



No	Student Name	Writing Aspects					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AHF	22	19	17	11	4	73
2	AS	13	9	7	8	2	39
3	AMS	24	17	18	14	4	77
4	AAP	24	15	17	12	4	72
5	AA	22	17	18	13	4	74
6	BAS	13	7	7	5	2	34
7	DPK	24	19	17	13	4	77
8	DA	17	9	7	6	2	41
9	DAAP	28	16	17	15	5	81
10	ETA	29	17	18	11	5	80
11	EDA	22	14	15	10	3	64
12	E	21	13	12	10	3	59
13	FAL	18	16	13	11	3	62
14	KSM	22	17	18	11	4	80
15	LS	27	17	19	17	5	85
16	MFFDZ	22	17	13	11	4	67
17	MN	23	15	17	11	5	71
18	MCF	16	9	5	7	2	39
19	ML	17	10	14	11	3	55
20	MFA	27	17	19	18	5	86
21	NK	29	18	17	18	5	87
22	NW	19	15	11	9	3	57
23	RA	14	12	10	5	2	48
24	RA	17	13	14	8	3	55
25	RLN	18	11	14	6	3	52
26	RA	28	17	18	17	4	84
27	RK	21	13	12	9	3	58
28	SO	20	15	16	12	3	66
29	SM	18	13	16	15	3	65
30	TK	26	18	16	17	4	81
31	TVS	26	19	17	15	5	82
32	VL	20	16	12	13	3	64
33	YAP	17	9	7	5	2	54
34	YAE	22	17	16	12	4	71





**WRITING RUBRIC**  
**The Post- Test Result of Experiment Class**  
**SMAN 1 MELINTING**



No	Student Name	Writing Aspects					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	A F	22	13	10	5	2	52
2	AEW	20	11	15	5	2	54
3	AHF	21	10	17	5	3	56
4	AAS	19	12	19	5	3	58
5	ACS	18	14	13	9	4	60
6	APS	23	10	16	10	3	62
7	A	24	15	12	9	4	64
8	ASR	22	11	18	12	3	66
9	DKW	21	13	19	11	4	68
10	DV	23	14	20	10	3	70
11	EH	26	13	17	12	4	72
12	ESN	28	15	16	10	5	74
13	EPS	27	18	17	9	5	76
14	GDA	28	18	17	10	5	78
15	IN	27	17	20	12	4	80
16	JS	29	20	18	10	5	82
17	KDVY	23	14	17	11	3	68
18	LNS	22	15	17	9	3	66
19	MGAA	20	13	18	10	3	64
20	MDS	19	13	16	10	4	62
21	MA	21	14	15	10	2	60
22	MH	19	14	16	6	3	58
23	OR	19	13	14	7	3	56
24	PA	16	13	17	5	3	54
25	R	17	12	15	5	3	52
26	RYP	21	15	20	10	4	70
27	RRW	22	16	19	11	4	72
28	RK	25	19	17	12	5	78
29	Romli	29	17	19	12	5	82
30	SUS	28	18	19	10	5	80
31	S	24	15	18	12	4	74
32	VR	27	15	18	11	5	76
33	VAU	23	17	20	10	4	74
34	YAD	26	16	18	11	5	76



**WRITING RUBRIC**  
**The Post-Test Result of Control Class**  
**SMAN 1 MELINTING**



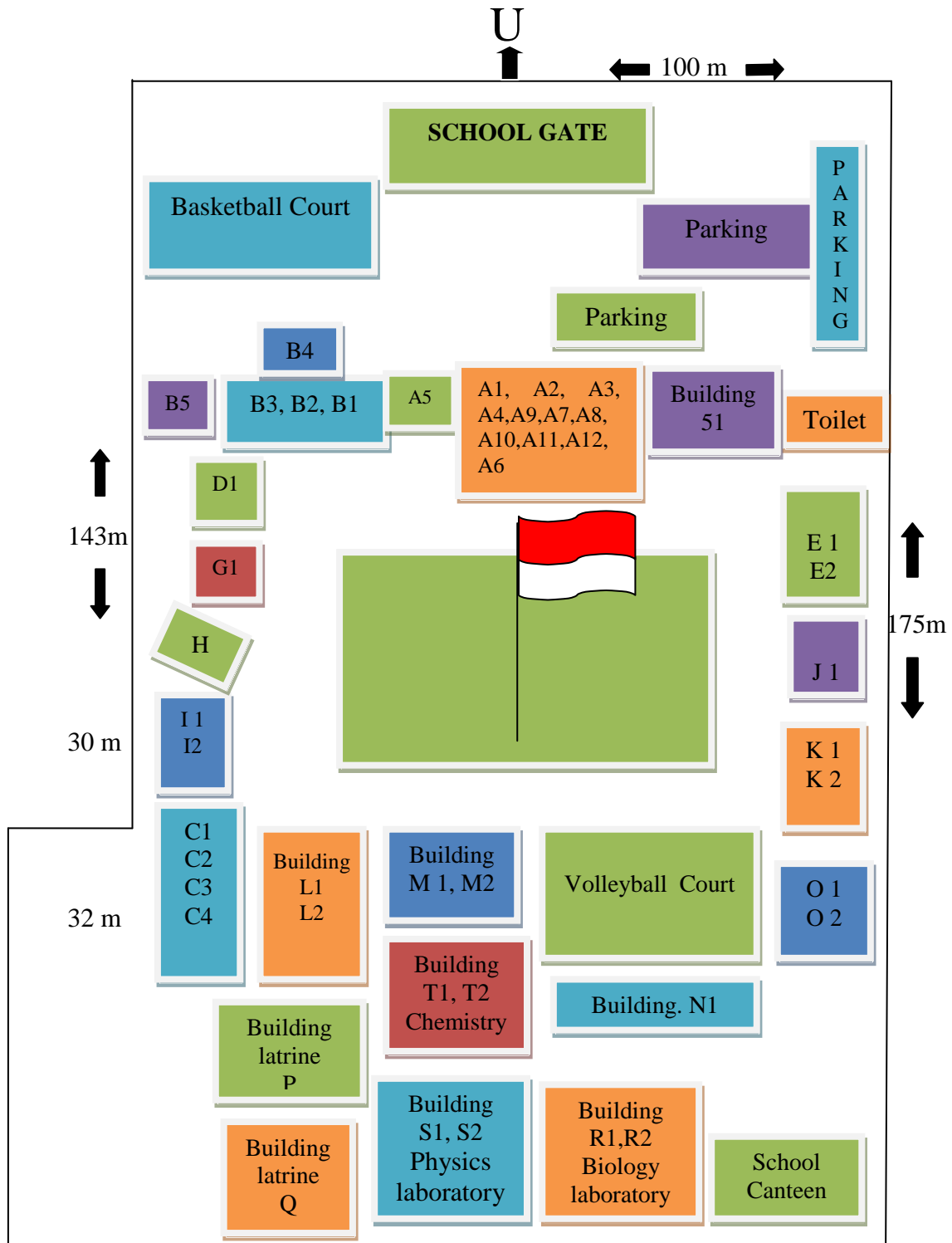
No	Student Name	Writing Aspects					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AHF	17	9	11	5	2	44
2	AS	18	10	13	6	3	50
3	AMS	22	12	11	5	2	52
4	AAP	22	13	10	7	2	54
5	AA	22	13	12	6	3	56
6	BAS	24	11	11	9	3	58
7	DPK	25	12	15	5	3	60
8	DA	19	14	15	11	3	62
9	DAAP	21	13	17	10	3	64
10	ETA	20	16	17	10	3	66
11	EDA	23	14	15	12	4	68
12	E	24	14	18	10	4	70
13	FAL	23	14	19	11	5	72
14	KSM	23	16	17	13	5	74
15	LS	19	13	12	9	3	56
16	MFFDZ	17	14	15	9	3	58
17	MN	17	14	16	10	3	60
18	MCF	20	12	18	9	3	62
19	ML	23	13	15	10	3	64
20	MFA	21	13	16	12	4	66
21	NK	22	14	17	11	4	68
22	NW	24	14	18	10	4	70
23	RA	27	15	14	11	5	72
24	RA	25	14	19	11	5	74
25	RLN	15	9	12	6	2	44
26	RA	19	9	11	9	2	50
27	RK	17	13	12	8	2	52
28	SO	19	13	11	8	3	54
29	SM	16	11	12	5	2	46
30	TK	18	13	8	7	2	48
31	TVSelvi	16	7	12	9	2	46
32	VinayuL	19	6	16	5	2	48
33	YAP	15	11	13	5	2	46
34	YAE	13	11	14	9	2	48

## T-table Value

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

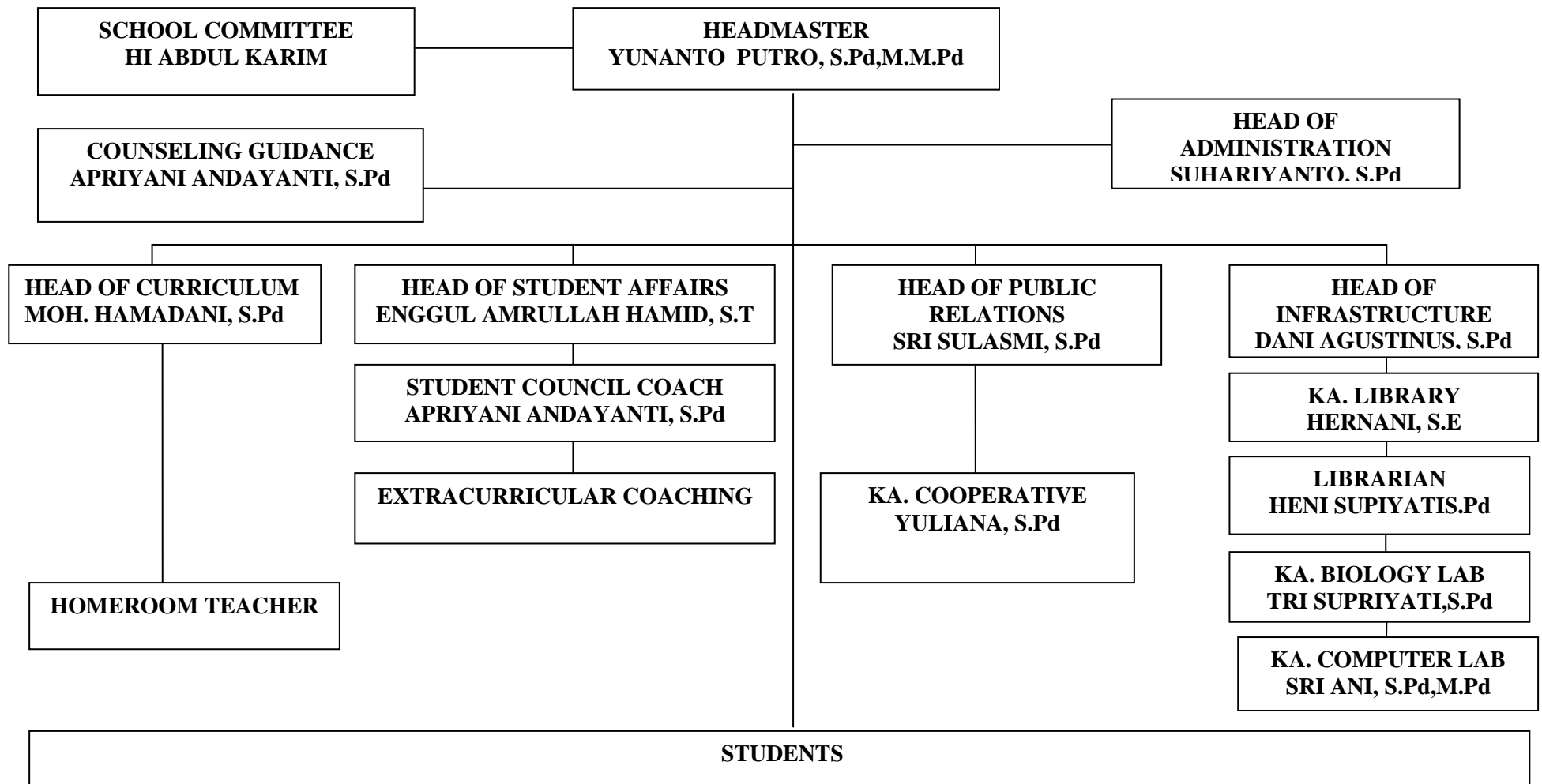
**The Sketch Location of SMAN 1 Melinting East Lampung**

The Sketch Location of SMAN 1 Melinting East Lampung was Illustrated as follow:



## The Organization of SMAN 1 Melinting

### Organization Structure of SMAN 1 Melinting East Lampung





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4052/In.28/J/TL.01/08/2022  
 Lampiran :-  
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
 Kepala sekolah SMA N 1  
 MELINTING  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **FITRI MAWARNI**  
 NPM : 1901051026  
 Semester : 7 (Tujuh)  
 Jurusan : Tadris Bahasa Inggris  
 Judul : THE INFLUENCE OF WEBQUEST ON STUDENTS WRITING SKILL DURING PANDEMIC CONDITION OF THE ELEVENTH GRADE AT SMA N 1 MELINTING IN THE ACADEMIC YEAR OF 2021/2022

untuk melakukan prasurvey di SMA N 1 MELINTING, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 31 Agustus 2022  
 Ketua Jurusan,



**Andianto M.Pd**  
 NIP 19871102 201503 1 004



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 1 MELINTING**

Jalan Pangeran Paksi Desa Wana Kec. Melinting Kab. Lampung Timur Kode Pos. 34199  
NPSN : 10805993 NSS: 301120419012 e-mail : smanmelinting@yahoo.co.id



Nomor : 420/089/11.SMAN/04/IX/2022  
Lampiran : -  
Prihal : Pemberian Izin Prasurvey

Kepada Yth.  
Bpk/Ibu Ketua Jurusan IAIN Metro  
Di –  
Metro

Sehubungan dengan Surat Permohonan Izin Prasurvey, Nomor : **B-4052/In.28/J/TL.01/08/2022**, tanggal 31 Agustus 2022 atas nama saudara :

Nama : **FITRI MAWARNI**  
NPM : 1901051026  
Semester : 7 (tujuh)  
Jurusan : Tardis Bahasa Inggris

Maka dengan ini kami sampaikan kepada Bpk/Ibu Kepala Jurusan IAIN Metro, bahwa kami mengizinkan mahasiswa tersebut untuk melakukan research di SMAN 1 Melinting, guna menyelesaikan Tugas Akhir / Skripsi dengan judul "THE INFLUENCE OF WEBQUEST ON STUDENTS WRITING SKILL DURING PANDEMIC CONDITION OF THE ELEVENTH GRADE AT SMAN 1 MELINTING IN THE ACADEMIC YEAR OF 2021/2022"

Demikian surat ini kami buat agar dapat digunakan sebagaimana mestinya. Atas perhatian Bpk/Ibu kami mengucapkan terima kasih.

Melinting, 01 September 2022

Kepala Sekolah,



**YUNANTO PUTRO, S.Pd, M.M.Pd**

NIP. 19690226 199802 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-4646/In.28.1/J/TL.00/10/2023  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Aisyah Sunarwan (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: <b>FITRI MAWARNI</b>
NPM	: 1901051026
Semester	: 9 (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF WEBQUEST ON STUDENTS` WRITING SKILL OF THE ELEVENTH GRADERS AT SMAN 1 MELINTING EAST LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 03 Oktober 2023  
Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

**NPP: 1807062F0000001**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-216/ln.28/S/U.1/OT.01/04/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : FITRI MAWARNI  
NPM : 1901051026  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901051026

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 25 April 2024  
Kepala Perpustakaan



*As'ad*  
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP: 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Fitri Mawarni  
NPM : 1901051026  
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 25 April 2024

Ketua Program Studi TBI



**Dr. Much Demiatu, M.Pd.B.I**  
NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47298; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-5222/In.28/D.1/TL.00/11/2023  
 Lampiran : -  
 Perihal : **IZIN RESEARCH**

Kepada Yth.,  
 KEPALA SMAN 1 MELINTING  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-5223/In.28/D.1/TL.01/11/2023, tanggal 13 November 2023 atas nama saudara:

Nama : **FITRI MAWARNI**  
 NPM : 1901051026  
 Semester : 9 (Sembilan)  
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMAN 1 MELINTING bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 MELINTING, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF WEBQUEST ON STUDENTS' WRITING SKILL OF THE ELEVENTH GRADERS AT SMAN 1 MELINTING EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 13 November 2023  
 Wakil Dekan Akademik dan  
 Kelembagaan,



**Dra. Isti Fatonah MA**  
 NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 1 MELINTING**

Jalan Pangeran Paksi Desa Wana Kec. Melinting Kab. Lampung Timur Kode Pos. 34199  
NPSN : 10805993 NSS: 301120419012 e-mail : smanmelinting@yahoo.co.id



Nomor : 420/269/11.SMAN/04/XII/2023  
Lampiran : -  
Prihal : Pemberian Izin Research

Kepada Yth.  
Bpk/Ibu Ketua Jurusan IAIN Metro  
Di –  
Metro

Sehubungan dengan Surat Permohonan Izin Research, Nomor : **B-5222/In.28/D.1/TL.00/11/2023**, tanggal 31 November 2023 atas nama saudara :

Nama : **FITRI MAWARNI**  
NPM : 1901051026  
Semester : 9 (Sembilan)  
Jurusan : Tardis Bahasa Inggris

Maka dengan ini kami sampaikan kepada Bpk/Ibu Kepala Jurusan IAIN Metro, bahwa kami mengizinkan mahasiswa tersebut untuk melakukan research di SMAN 1 Melinting, guna menyelesaikan Tugas Akhir / Skripsi dengan judul "THE INFLUENCE OF WEBQUEST ON STUDENTS' WRITING SKILL OF THE ELEVENTH GRADERS AT SMAN 1 MELINTING EAST LAMPUNG"

Demikian surat ini kami buat agar dapat digunakan sebagaimana mestinya.

Melinting, 10 Desember 2023  
Kepala Sekolah,  
  
**YULIANTO PUTRO, S.Pd, M.M.Pd**  
NIP. 19690226 199802 1 001



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 1 MELINTING**



Jalan Pangeran Paksi Desa Wana Kec. Melinting Kab. Lampung Timur Kode Pos. 34199  
NPSN : 10805993 NSS: 301120419012 e-mail : smanmelinting@yahoo.co.id

Nomor : 420/273/11.SMAN/04/I/2024  
Lampiran : -  
Perihal : Surat Keterangan

Kepada Yth.  
Bpk/Ibu Ketua Jurusan IAIN Metro  
Di –  
Metro

Yang bertanda tangan dibawah ini kepala SMA Negeri 1 Melinting, menerangkan bahwa nama mahasiswi dibawah ini :

NO	N A M A	NPM	PROGRAM STUDI
1.	<b>FITRI MAWARNI</b>	1901051026	Tardis Bahasa Inggris

Telah melaksanakan melakukan research di SMAN 1 Melinting, guna menyelesaikan Tugas Akhir / Skripsi dengan judul "THE INFLUENCE OF WEBQUEST ON STUDENTS' WRITING SKILL OF THE ELEVENTH GRADERS AT SMAN 1 MELINTING EAST LAMPUNG".

Demikian surat keterangan ini kami buat dengan sebenarnya dan untuk dirgunakan sebagaimana mestinya.

Melinting, 20 Januari 2024

Kepala Sekolah,



**YUNANTO PUTRO, S.Pd, M.M.Pd**

NIP. 19690226 199802 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-5223/In.28/D.1/TL.01/11/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **FITRI MAWARNI**  
NPM : 1901051026  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 1 MELINTING, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF WEBQUEST ON STUDENTS' WRITING SKILL OF THE ELEVENTH GRADERS AT SMAN 1 MELINTING EAST LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 13 November 2023



Mengetahui,  
Pejabat Setempat

**YUNANTO PUTRO, S.Pd, M.M Pd**  
NIP. 19690226 199802 1 001

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Fitri Mawarni  
NPM : 1901051026

Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Tuesday 9/5 2023	Aisyah	<ul style="list-style-type: none"> <li>- the ideas you write on Background should be supported with ideas from expert</li> <li>- explain detailly about information and activity you did in pre-survey!</li> <li>- attach the table of SS' score!</li> <li>- interview with teacher should be completed with pre:</li> <li>- prior research should be about 3 research and Researcher should state the position of research</li> </ul>	

Mengetahui,  
Ketua Program Studi TBI

**Andiarto, M.Pd.**  
NIP. 19871102201503 1 004

Dosen Pembimbing

**Aisyah Sunarwan, M.Pd.**  
NIDN. 0207021301



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Fitri Mawarni  
NPM : 1901051026

Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Monday 22/5 2023		- Acc Chapter I - continue writing on Chapter II & III	
	Monday 28/5 2023		- every chapter should start from number one for feedback - add the figure about control and experimental class - use only technical that will be applied to get the data	
	Tuesday 6/6 2023		ACC for chapter I - III	

Mengetahui  
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NPM : 1901051026

Program Studi : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Wednesday 7 Mei 2013		1. Revise the type of RPP 2. If observation is not needed you can omit and pass on the way you will get the data thing working test	
	Wednesday 8 Mei 2013		ACC for instrument	

Mengetahui,  
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IAIN METRO**

Nama : Fitri Mawarni  
NPM : 1901051026

Program Studi : TBI  
Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Friday 1 <sup>st</sup> March 2024	✓	<ul style="list-style-type: none"> <li>- BAB <u>IV</u> - <u>V</u></li> <li>- Everything was complete but you need to change the time into past for the needs of research</li> <li>- check again the writing you did</li> <li>- Bring your complete document from cover abstract, chapter I - V, and Appendix</li> </ul>	

Mengetahui,  
Ketua Program Studi TBI



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IAIN METRO**

Nama : Fitri Mawarni  
NPM : 1901051026

Program Studi : TBI  
Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Monday 4 March 2024		ACC for surat pengantar	

Mengetahui  
Ketua Program Studi TBI



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# THE INFLUENCE OF WEBQUEST ON STUDENTS' WRITING SKILL OF THE ELEVENTH GRADERS AT SMAN 1 MELINTING EAST LAMPUNG

by Fitri Mawarni

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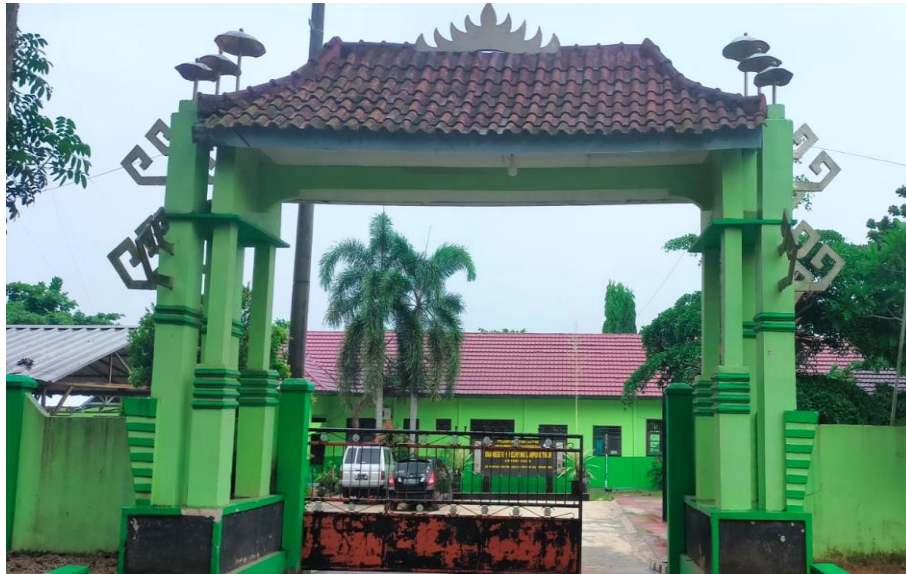
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## CURRICULUM VITAE



The name of the researcher is Fitri Mawarni. She was born in Mataram Baru, on December 29<sup>th</sup> 2000. She is the first child of Mr Harjono and Mrs Atmiati. She continued her education at PGRI Sumberhadi Kindergarten, graduating in 2006/2007, basic education at SD Negeri 1 Sumberhadi and completing it in 2012/2013, then continued to junior high school at SMP Negeri 1 Melinting, East Lampung and completed it in 2015/2016, then continued upper secondary education at SMA Negeri 1 Melinting, finishing in in 2018/2019, then continued his education, S-1 at IAIN Metro Lampung in the English Language Education Department starting in 2019.