

CHAPTER I

INTRODUCTION

This chapter provides a general outline of this study. It covers background of the study, statement of problems, aims of the study, research method, population and samples, data collection, data analysis, clarification of terms, and organization of paper.

1.1 Background

Teaching learning process is affected by several factors such as students' motivation, students' background, learning media, and so forth. Media in terms of teaching and learning process plays an important role since it affects teaching and learning outcomes. In fact, there is an opinion that the learning outcomes would be reached as well as if the learning media is used appropriately. (Reeves, 1998)

In general terms, media can be defined as a method or way of expressing something (Cambridge Advance Learner's Dictionary, 2004). Moreover, in terms of teaching and learning, media refers to the physical means by which instruction is delivered to the students (Dick and Reiser, 1989, p. 68). So that, learning media can be described as a physical way that is used to deliver learning materials to the students.

Regarding the importance of using media in teaching and learning terms, Oracle Education Foundation (OEF) and the United Kingdom's government in 1998 introduce a new way of teaching and learning media named *ThinkQuest-Project*. *ThinkQuest-Project* is a media to help English language learning process

which is included into an online learning-form (internet-based learning program) (OEF, 1998).

Cited from www.wartakota.co.id, *ThinkQuest*-Project is capable in saving and displaying records of students and teachers' activity in terms of teaching and learning processes. Moreover, *ThinkQuest* was designed by Oracle Education Foundation in attractive appearance, so that the users can use the provided features in *ThinkQuest* enthusiastically.

In addition, according to Sofijandi (2008), *ThinkQuest*-Project is new in terms of teaching and learning process in Indonesia. It was introduced in 2009 to Indonesian teacher. Since that time, several schools in Indonesia have been the volunteers to use and apply this tool. Sofijandi (2008) also stated that several numbers of high schools such as SMAN 8, SMAN 5, and SMAN 22 have used and applied the *ThinkQuest*.

As a matter of fact, the previous research which discussed the use of *ThinkQuest* has been done in Africa. According to Broekmann (2002), who conducted a study about "Learning Possibilities of *ThinkQuest* in the African Context", the use of *ThinkQuest* as a learning media potentially gives a positive contribution in increasing African student's learning motivation. This is because, for example, *ThinkQuest* provides interested appearance which attracts students' attention so that the students' learning motivation is improved during the use of *ThinkQuest*.

Regarding the explanation above, there is a need to conduct another study about *ThinkQuest*-Project and student's perceptions toward the use of it. In

addition, this study mainly discusses about the use of *ThinkQuest* in Indonesian context” since there are schools in Bandung which used *ThinkQuest* as their teaching media. In order to make this study more effective, this study also provides the strengths and the weaknesses of using *ThinkQuest*.

1.2 Research Questions

The research questions in this research are formulated as follows:

1. What are the students’ and the teachers’ perspectives towards the use of *ThinkQuest* as learning media?
2. What difficulties are faced by the students during the use of *ThinkQuest* as learning media?

1.3 Aims of the Research

The aims of the research are about to find out:

1. Students’ and teachers’ perspectives towards the use of *ThinkQuest* as learning media.
2. The difficulties faced by the students and the teacher during the use of *ThinkQuest* as learning media.

1.4 Significance of the Research

This study is hoped to contribute on the teaching and learning media development in order to achieve teaching-learning goals. Moreover, the values of this conducting research are to develop information to several areas as follows:

1. Teaching learning approaches for EFL Teacher
2. New developed media in increasing the foreign language learners’ vocabulary learning.

1.5 Scope of the Research

The scope of the research is mainly to do with the students' and the teachers' perspectives toward the use of *ThinkQuest* as a learning media. Besides, the difficulties which are faced by the students while using *ThinkQuest* in the context of Indonesian teaching and learning is also concerned as additional information in this research.

1.6 Organization of the Research

This paper is organized into five chapters. The first chapter is introduction. This chapter presents the reason why this research is conducted which comes from burning issue and problems usually faced by students. This chapter also describes significance of research and brief description of the coverage of the paper.

The second chapter discusses theoretical foundation. This chapter explains theories which are related to basic information of *ThinkQuest*, *ThinkQuest* as a learning media, and the research based opinion about the use of *ThinkQuest*.

The third chapter provides research method. This chapter deals with the method used in this research. It also shows the respondents participated and how the data are analyzed in this research.

The fourth chapter is finding and discussion. The chapter gives explanation and description of questionnaire and interview. This chapter also demonstrates the discussion of the findings and answering the research questions at the same time.

The last, the fifth chapter formulates the conclusion and the suggestion. This chapter withdraws some conclusions and suggestions of the research

expected to inspire the use of web-based learning media in term of teaching methodology.

