STATEMENT

I hereby state that this study entitled *"The Use of ThinkQuest-based Project Learning in Teaching Writing Procedural Texts: A Quasi-Experimental Study of tenth graders of SMAN 22 Bandung* "and submitted in partial fulfilment of the requirements for *Sarjana Pendidikan* degree was completely my original work. I truly said that I quoted some statements and ideas from many sources. All of the quotations are properly acknowledgement. This study contains no materials which have been submitted for the award of any other degree in any university or institution.

Bandung, November 2010

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PREFACE

Praise be all to Allah SWT, the Lord of the universe. It is by His grace that this research paper can be accomplished. This paper mainly discusses the first implementation of ThinkQuest-based Project Learning method in English as a Foreign Language context, with its effectiveness, strengths, and weaknesses, in order to examine the method's potentials in providing better learning.

For further improvement of this paper, comments and criticism are expected. However, it is hoped that this paper will be favorable as the guideline of further research exploring the new method and the basis of developing and implementing the new method in Indonesian classrooms.

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ABSTRACT

This study investigated the effectiveness of *ThinkQuest*-based Project Learning method in teaching writing procedural texts to ten-graders of SMAN 22 Bandung. The strengths and weaknesses of the new method were also investigated in order to see the potentials of the method in equipping students with skills required in global workforce, namely expertise in the subject matter and effective personal and interpersonal skills.

Quasi-experimental design was used in this study with pre-test-post-test non-equivalent group design. The experimental and control groups consisted of 30 students. Data collection was conducted by collecting students' writings on both pre-test and post-test and conducting interview to both high-motivated and low-motivated students. The data were analyzed using independent *t*-test to see whether or not the means of the two groups are significantly different and dependent *t*-test to see whether or not the treatment has given significance influence to the students' achievement.

The findings showed that the new method was not effective in increasing students' scores (post-test scores of experimental group, *M*= 66.00, *SE*= 8.137, was considered to be not significantly different from the scores of control group, *M*= 67.50, *SE*= 8.784). However, the new method, which included its practical activities, was successful to equip students with expertise of application of the subject matter as well as practice of developing students' personal and interpersonal skills. Apart from its strengths, the method had three weaknesses, namely enabling some low-motivated students to be less contributive in the project which caused them to learn very less, misleading students to tend to ignore their individual theory mastery and providing chances for less successful project due to students' decreasing motivation. In order to achieve maximum benefits of the method, it is suggested that some aspects of the method should be improved, such as the number of students in each team is limited into four or five students, the individual grammar practice and tests are administered, and time available for the project completion is extended into two or three months.

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