CHAPTER 1
INTRODUCTION

In this introductory chapter, the background underpinning the study will be provided along with the overview of the theory and several other studies. Then, this chapter will also discuss the purpose of the study derived from the formulation of the research questions. The scope of the study will also be discussed in order to narrow the focus of the study. Then, the significance of the study will be discussed in the penultimate section of this chapter. In the last, to inform the body of the thesis, the outline of the thesis will be provided in the last section of this chapter.

1.1. Background

The Ministry of Education and Culture changed the previous curriculum into a new curriculum, namely the 2013 national curriculum of Indonesia. In this curriculum, there are three learning models for teaching covering problem based learning, project based learning and discovery learning (Kemendikbud, 2014). Problem-based learning is a learning model that uses problem scenarios to encourage students to engage in the learning process (Savin-Maden & Major, 2004). Project-based learning is a model that organizes learning around projects (Thomas, 2000). Meanwhile, "Discovery learning is a type of learning where learners construct their own knowledge by experimenting with a domain and inferring rules from the result of these experiments" (Joolingen, 1999). Those learning models can be implemented in every subject, including English subject.

Those learning models are still an interesting issue for English teachers. Since those learning models were introduced to the English teachers, few teachers used those learning models in their teaching. Among the three learning models, problem-based learning is the most challenging for the English teacher since the teacher should create a problem to engage the students and enhance their motivation to find out how to solve the problem.

Besides, Poskiparta, Liimatainen, Sjogren (2003) also state that many teachers still did not know how to implement problem-based learning in classroom activities well. They had different perspectives on its implementation even though they have received training of the newest curriculum, the 2013 national curriculum of Indonesia, provided by the ministry of Education and Culture. A similar result was also found by Jaelani, Retnawati, and Heri (2016) and Hatmanto (2012). This study showed that the teacher has lack understanding of problem-based learning and choosing the problem for the students. Additionally,

understanding of problem-based learning cannot be done immediately only through the training program conducted by Ministry of Education and Culture with limited time (Sumarni, 2015). Moreover, Artini (2016) also found that problem-based learning needed much time to be implemented, whereas due to the curriculum, there were many materials must be taught. Therefore, it cannot be implemented easily as suggested by the Ministry of Education and Culture. Additionally, she also added that problem-based learning is time-consuming, and complicated procedures. Moreover, those teachers added that they needed a learning tool in implementing problem-based learning that can be used efficiently and interesting in order to make the teacher easy to teach.

Regarding learning tools for problem-based learning, some research revealed that there was a technology that can be used to implement problem-based learning, which is WebQuest (Perkins & McKnight, 2005; Abu-Elwan, 2007; Grant, 2002. WebQuest is a tool for integrating internet use into classroom activities (Mohamed & Abd El Rheem, 2010). WebQuest asks young people to use the internet to learn about an issue and apply that knowledge to attitudes and to enhance their own environments or future orientation (Abbit & Orphus, 2008). A WebQuest is designed to help learners construct their own understanding of a topic, focus on using information rather than regurgitating it and supporting learners' higher order thinking at the levels of analysis, synthesis, and evaluation (Thaver, Heng, & Lim, 2003). According to Dodge (1998), who is the developer of WebQuest, WebQuest is a synthesis of inquiry methods, cooperative learning, problem-based learning, constructivism, and technology integration. Therefore, WebQuest is an appropriate tool for problem-based learning.

In addition, many studies discussed problem-based learning and WebQuest. Smith, Draper, and Sabey (2005) discussed the use of WebQuests in problem-based methods course. The result of this study was WebQuest supports a problem-based approach to instruction, introduce students to multiple perspectives related to science and literacy teaching/learning, develop pedagogical and content knowledge and skills and provide learning experiences that integrate technology within the contexts of science and literacy instruction. Besides, Thaver, Heng, Lim (2003) also linked the use of WebQuest with problem-based learning. This study only described WebQuest as a tool that can be used to provide problem-solving for students that relate to the school curriculum. The school curriculum used in this study was Singapore curriculum. The result of this study was learning to develop WebQuest based on Singapore curriculum not only helped the teachers to develop the skills but also created resources of WebQuest with valuable links to relevant websites which the teacher could use in their future

classrooms. In contrast, Leite, Dourado, and Morgado (2015) investigated to what extent WQs available from Portuguese schools' and universities' websites, focusing on the "sustainability on Earth" eighth grade school science, are consistent with problem-based learning perspective. The result indicated that the WebQuests selected for this study are rarely consistent with problem-based requirements.

Other previous studies such as (Dodge, 2007; Starr, 2000; Thaver, Heng, & Lim, 2003) also found that WebQuest can help the teacher to implement problem-based learning. Moreover, a similar study was also conducted by Seitkazy, Toleubekova, Amanova, Tashetov, Iskakova, and Demissenova (2016). The result of this study was a WebQuest was quite useful for facilitating knowledge attaintment and supporting problem-based, group work as well as interaction of the students. However, only a few studies discussed the implementation of problem-based learning through WebQuest in teaching writing. Meanwhile, teaching writing is one of the most challenging among the four skills as well as the implementation of problem-based learning in teaching writing. It needs a new tool to be applied and interesting for students. However, this study was not focus on the effectiveness of WebQuest in implementing problem-based learning in teaching, but this study is to investigate how the teacher implements problem-based learning through WebQuest in teaching writing and students' perception of problem-based learning through WebQuest in teaching writing at public senior high school.

1.2. Research question

In accordance with the background above, this study attempts to address the following questions:

1. How does the teacher implement problem-based learning through WebQuest in teaching writing?
2. What are the students' perceptions of the implementation of problem-based learning through WebQuest in teaching writing?

1.3. The aim of the study

In line with the research questions proposed, the purposes of the study are:

1. Finding out the teacher implements problem-based learning through WebQues in teaching writing
2. Finding out the students' perceptions of the implementation of Problem-based learning through WebQuest in teaching writing

1.4. Scope of the study

As mentioned in the previous section, and in order to narrow the focus, this study concerns on the implementation of problem-based learning through WebQuest especially in teaching writing at public senior high school in Bekasi. Furthermore, this study investigates the students' responses to the implementation of problem-based learning through WebQuest.

1.5. Significance of the Study

The result of this study is expected to provide meaningful contribution to English teachers about the implementation of problem-based learning through WebQuest in teaching writing. Moreover, this study is expected to provide additional information for those who has similar topic with this study.

1.6. Clarifications of terms

a. Problem-based learning is an approach that emphases the use of real-life problems, and formulates goal for self-directed learning (Berkel & Schmidt, 2000).
b. WebQuest is an inquiry oriented activity in which some or all of the information that learners interact with comes from resources on the internet (Dodge, 1998).
c. Analytical exposition is a text used in the implementing of problem-based learning through WebQuest in teaching writing.

1.7. Organization of terms

The thesis is organized into five chapters. The first chapter is introduction. This chapter discussed background of the study, statements of the problem, the purpose of the study derived from the research questions, the scope of the study, the significance of the study, and clarification of terms. The second chapter is theoretical foundation. This chapter explored the relevant theories related to the topic of study, which are problem based learning, WebQuest and teaching writing.

The third chapter is research methodology. This chapter consists of the explanation of the site and participant involved in this study, the design of the study and the procedures of collecting and analyzing the data. The forth chapter is findings and discussion. This chapter displays the findings and discussion. It deals with the research question of the study. The last chapter is conclusion. This chapter contains the conclusion derived from chapter 4 and it also explains the recommendation for the teacher and the further researchers.