INCREASING STUDENTS' WRITING SKILL TO DEVELOP IDEAS IN DESCRIPTIVE TEXT THROUGH THE USE OF INTERNET-BASED MATERIALS

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Abstract: The objective of the research are: (1) to identify weather and to what extend the use of internet-based materials increase students' skill in developing ideas to write descriptive text; and (2) to describe the strengths and the weaknesses of internet-based materials in this research. The Classroom Action Research which was carried out at Muhammadiyah University of Metro for the third semester in the academic year of 2012/2013. In collecting the data, she used interviews, observations, questionnaires, diaries, documents, and tests. The data were analyzed through Constant Comparative Method and descriptive statistics. The research findings showed that internet-based materials can increase students' writing skill in developing ideas to write descriptive text. The increase in students' writing skill includes: 1) The number of appropriate paragraphs in describing something is all describing the topic. 2) The number of appropriate sentences in describing something was all representing main idea in the paragraphs. 3) Students had knowledge able substantive, development of thesis topic relevant to assign topic. 4) Students were fluent expression, ideas clearly stated / support, well organized, logical sequencing, cohesive and correct the generic structure of descriptive text such as identification and description. 5) Students were sophisticated range, effective word or diction choice and usage word from mastery, appropriate register. 6) Students have effective complex construction, few errors of agreement, tense number, word order/function, articles, pronoun, and preposition. 7) Students were demonstrated mastery of conventions, few errors spelling, punctuation, capitalization, paragraphing. The final result of the tests showed that their score were increasing in the mean score; from 69 (pre test) to 73 (test in cycle 1), 79 (test in cycle 2), and 81 (in cycle 3). It was above the minimum standard of the school (72). Related to the strengths of internet-based materials, includes: 1) Teaching and learning were more effective; 2) The students were interested in the lesson especially in writing; 3) The students' writing ideas were well developed; 4) The students did the task given by the lecturer; 5) The students' knowledge was improved. The weaknesses of internet-based materials includes: 1) The students were not controlled when they used internet; 2) The students frequently opened another sites for teaching and learning process; 3) Students needed a long time to access the materials from the internet; 4) The time management related to the classroom situation; 5) Teaching and learning process became crowded.

Keyword: Writing, Developing Ideas, Internet-based Materials, Strength and Weaknesses of Internet-based Materials

Introduction

Writing as one of four skills taught in schools is important since it is not just an end result. Writing is a process that helps the students to develop their ideas and logical thinking. Principally, to write means to produce written message. Hernowo (2004: 113) states that there are two reasons why people write: to communicate with others and to provide something for people themselves. Writing is one part of four skills that have to be mastered by the students that they can express their idea in writing activity. Nevertheless, in the form of writing should consider the unity, coherence and cohesion of the paragraph to make a good writing.

The recent national standard of education in Indonesia is based on the Government Regulation No. 19/2005. It has the purpose ensuring the development of education in Indonesia by stating the minimum standard for every level of education. The content is about the standard process, content, graduate competence, lecturer, and

materials for education, cost and evaluation. In other words, that type of university should adapt and/or adopt an education standard in the country or abroad which has a high quality and has been approved internationally. Muhammadiyah University of Metro is one of the university which has the standard, especially in English lesson. The passing grade of English lesson in this school is stated at 60 (C score). Actually, many students fail to meet the standards in this university. The students are not good enough in writing skill and need to be improved.

There are some writing skills that students have to acquire in order to be able to were, (1) developing idea; (2) making grammatically correct sentences; (3) using appropriate diction; (4) writing sentences; (5) arranging the text cohesively. In this research, the third semester students of Muhammadiyah University of Metro encounter difficulties in writing mastery. The main problem faced by the students in writing a text is the difficulty of developing ideas in the written form. This problem is clearly indicated in their works, as: (1) the number of paragraphs in piece of writing is shorter; (2) the number of sentences are not adequate to support main idea in each paragraph; (3) difficulties to write sentences relevance to the main idea in the same paragraph; (4) difficulties to unify each of paragraphs relevance to the title. In addition, they also encounter difficulty to: (5) write the paragraphs with grammatically correct sentences; (6) use appropriate diction; (7) write paragraphs with correct punctuation and spelling.

Based on the situation and condition that distract the learning process in reaching the target, the researcher offers a solution to solve the problems above by optimizing the facilities in the school and the use of internet in the classroom. The internet is a rich source of information and activity that can be used to very good effect in the classroom (Pritchard: 2007). Kasanga, (1996: 76) states that teaching writing by internet materials is one method used to increase language use and acquisition of foreign language. The development with a tight control towards the internet materials becomes the indicator whether the students are able to be more creative in developing their ideas in the form of descriptive text.

Some problems of this research dealing with the research are drawn as follows:
1. Can the use of internet-based materials improve students' writing skill in developing ideas to write descriptive text? If yes, to what extend is its increase?
2. What are the strengths and weaknesses of internet-based materials in this research?

The objectives of the research are stated as follows:
1. To identify weather and to what extend the use of internet-based materials increase students' skill in developing ideas to write descriptive text.
2. To describe the strengths and weaknesses of internet-based materials in this research.

Review Of Related To Literature

Writing can be defined in various ways. There are some definitions of writing proposed by some experts. According to Harris (1993: 10) writing is a process that occurs over a period of time, particularly if we take into account, the sometimes extended periods of

thinking that precede creating an initial draft. Furthermore, he also states (1993: 122) that writing is a complex activity. Based on Peha (1995: 3), states that there are six elements in good writing such as: (1) **Ideas that are interesting and important.** Ideas are the heart of your piece-what you're writing about and the information you choose to write about it; (2) **Organization that is logical and effective.** Organization refers to the order of your ideas and the way you move from one idea to the next; (3) **Voice that is individual and appropriate.** Voice is how your writing feels to someone when they read it. Is it formal or casual? Is it friendly and inviting or reserved and standoffish? Voice is the expression of your individual personality through words; (4) **Word Choice that is specific and memorable.** Good writing uses just the right words to say just the right things; (5) **Sentence Fluency that is smooth and expressive.** Fluent sentences are easy to understand and fun to read with expression. (6) **Conventions that are correct and communicative.** Conventions are the ways we all agree to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read.

Sutanto, et al. (2007: 1) says that writing is a process of expressing ideas or thoughts in words should be done at our leisure. He says that we can not do something or expressing the ideas or feeling in words or in sentences while we are getting some interventions. According to Hernowo (2004: 43), writing is an activity in which learners form graphic symbols, arrange them to form words, and put the words in order and link them together in a certain way to produce a logical sequence of sentence. He also states that writing is a complex activity since it requires students' comprehensive abilities such as

mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form, as writing is a means of communication. Based on Halliday (1989: 14), is a part of language and more specifically, it is one kind of expression in language. Its meaning is created by particular set of symbol, having conventional values for representing the wordings of a particular language, which is drawn up visually.

From the some definitions above, it can be concluded that writing is a process period of thinking of creating an initial draft to express ideas, feeling, and thoughts using knowledge of structure and vocabulary to combine the writer's idea as a means of communication. It is a complex process and activities to arrange and produce written form in which the writer uses certain convention of variables of linguistic aspects (such as content, organization, vocabulary, language use, and mechanic) in order to express the idea, thought, opinion, and feeling.

McGillick (1987: 2) states that the emphasis of learning to write fairly extended pieces of English. We are more interested in helping the students to express ideas, thought processes and feeling on papers; to organize those ideas, thoughts and feelings in writing. It means that in teaching writing, teacher helps students to express ideas, thought and feeling on papers. Then teacher also helps students to organize those ideas, thoughts and feelings in sentences to compose meaningful paragraphs or texts on learning to write.

It is necessary for the students to know the techniques for generating ideas before they start writing. In pre writing stage, the students are required to find out what topic that they would write

down so that they have something to say through paper. Ruggiero (1981:24-28) states about three techniques for generating ideas. Those are as follows:

a. The Brainstorming Approach
    Brainstorming was developed by an American industrialist, Alex Osborn. The theory was that one idea would stimulate another, and those two ideas a third, and so on, eventually producing a valuable insight or solution to a problem that might not otherwise have been expressed.

b. Imaginary-Dialogue Approach
    The imaginary-dialogue approach requires that one see the subject through someone else's eyes. Naturally, it is impossible to enter other people's perspectives totally.

c. The Background-Reading Approach
    The background reading approach consists of getting factual information to stimulate and direct the writer's thinking. This is what actually the students do in generating ideas in this research. The students would get the stimulus from what they watch in the video. They get a matter to think and then put their thinking into writing.

According to Vanessa Glass, there are some steps in developing writing ideas. It draws in below.

a. Free Write - Simply, write down anything and everything that comes to mind, whether or not you have a topic picked out. Do not think about what you are writing. Just write.

b. Brainstorm - Write down all of the ideas that come to mind. You do not have to be organized, as long as you write them down.

c. Cluster - Take your topic and break it down. Make a cluster and branch ideas from that topic. Link the ideas together when there is a connection.

d. Journals - Keep a recording of the things that happen during your day. Make a note of anything interesting that happens, questions you have, what you read, and your opinions.

e. Ask Questions - Anything you do can produce questions. Write them down. Get the answers and determine if it is something you want to share with others.

f. Make Lists - This is more direct then brainstorming. With lists, you simply have to write down related information to a general topic.

Teaching writing by internet materials is one method used to increase language use and acquisition of foreign language (Kasanga, 1996: 76). For example, it was found that interaction in language helps learners to gain input in language learning process. Specifically, it increases a synchronous communication of English as a foreign language and forces them to use language in real communication situations. In other words, the internet motivates learners to use English in their daily lives and provides functional communicative experiences. Teaching by internet materials needs certain procedures to do in the classroom learning process.

1. Deciding the Limitation of the Sites
    Since there are so many sites found in internet, the teacher needs to decide what kind of sites will be the source of the materials used to teach writing. The determined sites should have a close relationship with certain parts of writing descriptive text discussed in learning and teaching process. In this stage, the students are free to choose any related sites to support their knowledge about the discussed parts of descriptive genre. Then, to make the students more motivated, the topics for writing

should also be current and not out of date. They can choose the materials from the internet based on their favorites. Dudeney and Hockly (2007: 7-8), state that there are some ways of searching on the internet:

a. http://images.google.com/-Google image search, allows you to search an enormous collection of images in various formats. A good place to start looking for illustrations for worksheets, teaching materials, projects or presentations.

b. http://froogle.google.com/- Google shopping search, guides you access to comparative shopping results for products. Use this to find products you are interested in, read reviews and find the best prices.

c. http://video.search.yahoo.com/- Yahoo! video search, allows you to search a large database of online video material by keyword on category. Ideal if you want to demonstrate something in a more lively way for music videos and other multimedia classes.

d. http://www.altavista.com/video- Alta Vista video search works in the same way as the Yahoo! one above, but videos are also classified by different formats, allowing for a range of multimedia players and software to be used to watch them.

e. http://www.altaviasta.com/audio/ default- Alta Vista audio search gives you access to a large online collection of audio files. Particularly good for searching for the popular MP3 format song files.

f. http://search.singingfish.com/sfw/ home.jsp- Singing Fish multimedia search, combining both audio and video results in a large collection of sources, and you can search by category, including news, TV, sports and a host of others.

g. http://tv.blinkx.com- Blinkx TV video search allows you to search popular TV broadcasters like the BBC and CNN for short video clips on a wide variety of subjects. Again, this is an ideal source of news material.

2. Learning Process

The learning processes are divided into two major discussions dealing with the parts of descriptive text: introductory paragraph, and describing paragraph. Each discussion takes two or three sessions. In the beginning of the class, teacher provides the class with access to internet and opens the selected sites related to the parts of descriptive text. Together with the students, the teacher discusses important aspects in writing each part of the essay while showing various sites dealing with the topic of discussion. Then, the teacher asks the students to work in groups of three or four to discuss the matters and practice writing the intended paragraph, either introductory or describing one. The teacher controls and manages the discussion by going around and checking all students' understanding and work. The last step is that teacher asks each student to write a certain part of descriptive text. They may browse internet to find out the most current topics from the determined sites. Their writing should be supported by reasonable opinions they share during the analysis.

There are some strengths and weaknesses of internet-based materials when it is applied in the classroom.

a. The strengths of internet-based materials:
   1) Teaching and learning is more effective.
   2) Teaching and learning is more effective when students evolve strategies to understand how they learn.
   3) Teaching and learning is more effective when they are an active process.
   4) Teaching and learning is more effective when skills are mastered and become automatic.
   5) Teaching and learning is more effective when seen as a development of emergent process.
   6) Teaching and learning is more effective when experienced and accessed in natural contexts using internet materials.

b. The weaknesses of internet-based materials:

   While the above-mentioned criticisms focus more on the design of exercises to be found in language software and on the Internet, other possible limitations include problems with the medium itself. Frizler (1995: 90) states that because the ability to express oneself in writing is a crucial aspect of using the Internet, some researchers propose that this puts students who lack interest or skill in writing at a disadvantage. She also points out that the quality of English found on the Internet is often non-conventional, and may actually hinder students in their progress toward communicating in person with native speakers of English. Another factor which affects the internet classroom is that of social interaction. While many students enjoy the creative and imaginatively social aspects of the internet, some students may prefer to be in a traditional classroom, watching and listening to a teacher and peers in person. Allwright and Bailey (1990: 19) states that students with high anxiety towards the use of technology, or those with no prior computer experience may encounter problems.
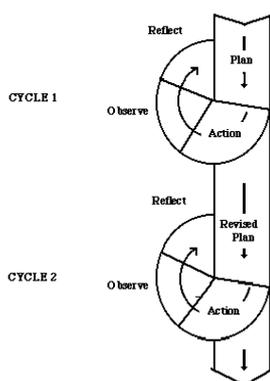
Research Methodology

The research was carried out at Muhammadiyah University of Metro. It is located on Jl. KH Dewantara No. 116 Iring Mulyo Metro Timur. The subject of the research is the third semester students of Muhammadiyah University of Metro in the academic year 2012/2013. The object of the research is the use of internet-based materials in teaching writing descriptive text. This research was conducted in the third semester students of Muhammadiyah University of Metro in the academic year 2012/2013.

A. The Method of the Research
1. Action Research

Burns (1999: 30) explains action research as the application of fact finding to practical problem solving in a social situation with a view to improving the quality of an action within it, involving the collaboration and cooperation of researchers, practitioners and lay men.

Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process (Figure 3.4). Each cycle has four steps, such as; planning, action, observation, and reflection.

2. The Procedure of Action Research

Based on Kemmis and Taggart (in Hopkins, 1993: 48), the procedure of action research can be explained as follows:

a. Identifying Problems and Planning
   The activities are:
   1) Pre-observation toward the teaching writing class in Muhammadiyah University of Metro.
   2) Preparing the material, making lesson plan, and designing the steps in doing the action
   3) Preparing list of students' name and scoring
   4) Preparing teaching aids
   5) Preparing sheets for classroom observation
   6) Preparing test

b. Implementation the Action
   The lecturer applies the action of the teaching writing by using internet-based materials. In this step, the researcher implements the activities written in the lesson plan.

c. Observing
   Observation is one of the instruments which are used in collecting the data. The writer as the researcher observes the students' activities while teaching and learning process occur. The result of the observation is recorded on observation sheets as the data. The English lecturer as observer will give some input and suggestions to the researcher.

d. Reflecting
   After carrying out the teaching process, the researcher recites the occurrence in classroom as the reflection of the action. The researcher evaluates the process and the result of the implementation of internet-based materials in English teaching.

Technique and analyzing the data could be seen as the table below:

Technique	Target	Purpose	Data	Analyzing
Observation	Students ⎯ Teaching and learning activity	To watch and record action	Field notes of observation Teacher's diary	Constant comparative method
Interview	Students ⎯ Collaborator	To know the participants feel in face-to-face interaction	Interview transcript Interview record	Constant comparative method
Questionnaire	Students	To get responses in non-face-to face interaction	Questionnaire sheets	Constant comparative method Questionnaire Scale
Test	Students	To get information about the current mark and students improvement	Pre test writing scores Post test writing scores	Mean score Scoring rubric scale

Research Finding And Analysis

The situation before the research is presented briefly in table below:

Problem Indicators	Description
a. Students" writing skill	1) Their paragraphs in the text
1) The number of paragraphs in piece of writing was shorter.	were shorter; they rarely consulted to dictionary.
2) The number of sentences were not	2) Their sentences were sometimes not well

adequate to support main idea in each paragraph.

3) Difficulties to write sentences relevance to the main idea in the same paragraph.

4) Difficulties to unify each of paragraphs relevance to the title.

5) Difficulties to write paragraphs with grammatically correct sentences.

6) Difficulties to use appropriate diction.

7) Difficulties to write paragraphs with correct punctuation and spelling.

developed to support main idea in each paragraph.

3) The use of conjunctions were ambiguous in some cases.

4) Students rarely paid attention to unify each of paragraphs relevance to the title.

5) Students frequently made mistakes in writing grammatically correct sentences; once they made it, some details were forgotten, for example the article.

6) They tended to use the literal translation of word and did not use it in the proper context.

7) Students rarely paid attention to the punctuation and it led to misinterpretation.

b. Mean Score
The students' mean score in pre test was 66.

The mean score was lower than the passing grade, which was 72.

The summary of the research procedure is presented in table below:

Pre research	The researcher conducted pre observation, interview, questionnaire, pre test to find the problems in writing.
Implementation	The research was carried out in three cycles.
Cycle 1	3 meetings: 1st meeting: Introduction to internet 2nd meeting: Browsing materials from the internet 3rd meeting: Writing descriptive text
Cycle 2	2 meetings: 1st meeting: Writing descriptive text 2nd meeting: Browsing picture from internet then writing descriptive Text
Cycle 3	2 meetings 1st meeting: Writing descriptive text by using internet based materials 2nd meeting: Watching movie taken from the internet
Overall Reflection	The students got increased their writing skill. It is indicated through the reduce intensity of the problem indicators in after research.

1. The improvement of students' writing skill in developing

The use of internet based materials had improved the students' writing skill. Referring to the result of the pre test and post test, the students mean score was increased 4.18%. However not all aspects of writing were constantly increased. The complete mean score was presented in the table below.

The Increased of Students' Achievement

A	PT	SP	C	O	V	LU	M	T	I
Pre test	9.8%	8.9%	12.2%	11.4%	9.9%	10.6%	3.5%	66%	
Post ttes t1	10%	9.8%	13.2%	12.2%	13%	11%	4%	73%	7%
Post ttes t2	11%	10%	14.4%	13.2%	14%	12.2%	4.5%	79%	6%
Post ttes t3	11.2%	10.2%	14.2%	13.5%	14.2%	12.5%	5%	81%	2%

A : Aspect
PT: Paragraphs in the text
SP: Sentences in the paragraph
C: Content
O: Organization
V: Vocabulary
LU: Language Use
M: Mechanics
T : Total
I : Increase

Based on the table it can be concluded that the students had a good achievement at the end of the research. Their score was increasing from cycle 1 to cycle 3. Furthermore, the number of the students who passed the test increased up to 100% in the post test 3. It was indicated for each elements of scoring. For each elements was increased up to 7% in post test 1, then it was increased up to 6% in post test 2 and it was increased up to 2% in post test 3.

2. The Strengths and the weaknesses of internet-based materials

The applying of internet-based materials in students' writing skill to develop their ideas had some strengths and the weaknesses. Those are some strengths and weaknesses of internet-based materials.

a. The strengths of internet-based materials
   1) Teaching and learning were more effective.
   2) The students were interested in the lesson especially in writing.
   3) The students' writing ideas were well developed.
   4) The students did the task given by the lecturer.
   5) The students' knowledge was increased.

b. The weaknesses of internet based materials
   1) The students were not controlled when they used internet.
   2) The students frequently opened another sites for teaching and learning process (facebook).
   3) Students needed a long time to access the materials from the internet.
   4) The time management related to the classroom situation (internet connection).
   5) Teaching and learning process became crowded.

3. The increase of the classroom situation

Comparing the classroom situation before the action, there were some positive progresses. The students were firstly more interested in minding their own business in the class. But then, they became aware of what the lesson is about and paid more attention to the lesson. The use of internet based materials could rise students' interest on writing class. They had responded differently on the statement: *Dengan menggunakan materi dari internet selama pelajaran di kelas, saya dapat mengembangkan ide menulis (Pre Questionnaire).* Compared to the question on Post Questionnaire whether they were interested in writing class, the result showed that the number of students who like it had increased.

Moreover, the use of computer could finally be controlled and directed to focus on learning process. They even enjoyed the activity of writing descriptive text.

Discussion

This section presents the discussion of research findings focusing on students' students' writing skill in developing ideas and the strength and the weaknesses of internet based materials. In more detail, each of the findings is presented as follows.

1. Internet based materials is able to increase students' writing skill in developing ideas

The implementation of internet based materials in teaching and learning process had increased students writing skill in developing ideas. The focuses of the research involved seventh aspects of writing skill: paragraphs in the text, sentences in the paragraph, content, organization, vocabulary, language use, and mechanics. The findings showed that those aspects had a higher final achievement after the research.

The improvement of students writing skill in developing ideas is shown in the findings that number of appropriate paragraphs in describing something is all describing the topic and number of appropriate sentences in describing

something is all representing main idea in the paragraphs.

The students got increase in their vocabulary mastery, language used and acquisition. Through browsing the materials from the internet, they got new and many words on it. The findings is supported by Kasanga (1996: 76) who claims that teaching writing by internet materials is one method used to increase language use and acquisition of foreign language.

2. The strength and weaknesses of internet based materials in the research

Considering the research findings, there were some strengths and weaknesses of internet based materials in teaching and learning process. The strengths of internet based materials in this research were:

a. Teaching and learning were more effective.
b. The students were interested in the lesson especially in writing.
c. The students' writing ideas were well developed.
d. The students did the task given by the teacher.
e. The students' knowledge was improved.

The findings is supported by Kasanga (1996: 76) who states that it was found that interaction in language helps learners to gain input in language learning process. Specifically, it increases a synchronous communication of English as a foreign language and forces them to use language in real communication situations. In other words, the internet motivates learners to use English in their daily lives and provides functional communicative experiences.

While the weaknesses of internet based materials in this research as the research findings were:

a. The students were not controlled when they used internet.
b. The students frequently opened another sites for teaching and learning process (facebook).
c. Students needed a long time to access the materials from the internet.
d. The time management related to the classroom situation (internet connection).
e. Teaching and learning process became crowded.

The findings is supported by Frizler (1995: 90) who states that because the ability to express oneself in writing is a crucial aspect of using the Internet, some researchers propose that this puts students who lack interest or skill in writing at a disadvantage. She also points out that the quality of English found on the Internet is often non-conventional, and may actually hinder students in their progress toward communicating in person with native speakers of English. Another factor which affects the internet classroom is that of social interaction.

Conclusion, Implication, And Suggestions
A. Conclusion

The final discussion in the previous chapter can be drawn into three conclusions. Firstly, the use of internet based materials to teach writing can increase students' writing ideas. It is taken into account that the students had positive progress in writing skill as mentioned in the research findings. The increase on developing, arranging, and connecting of ideas had allowed the students in writing descriptive text. The number of paragraphs in the text and the number of sentences in the paragraph were developed well. The better word

choice and correct grammar were also performed in their writing.

Supporting the statement, the students had higher mean score in the final post test (post test 3), which was 81.00. This score was above the school passing grade which was settled at 60.00. The mean score had gradually increased since the second and the first post test. The students got 79.00 in post test 2 and 73.00 in post test 1. The result of pre test was 66.00.

The second conclusion is that the implementation of internet based materials in writing class increases the situation during the teaching and learning process. Referring to the research findings, the students interested in the lesson which mostly done online. The students' attention was fully transferred to the explanation and instruction, even they could corrected the slip happened. The classroom interaction was set informally. Students' interest on computer was supported so that finally they could finish the task.

The third conclusion is that the strengths and the weaknesses of internet based materials during the teaching and learning process. Referring to the research findings, the strengths of internet based materials were: Teaching and learning were more effective. The students were interested in the lesson especially in writing. The students' writing ideas were well developed. The students did the task given by the teacher. The students' knowledge was improved. Meanwhile, the weaknesses of internet based materials during the teaching and learning process were: The students were not controlled when they used internet. The students frequently opened another sites for teaching and learning process (facebook). Students needed a long time

to access the materials from the internet. The time management related to the classroom situation (internet connection). Teaching and learning process became crowded.

Finally, internet based materials can effectively be used in writing. Having a range of advantages that allows internet based materials facilitates the learning process, and it can be improved the students writing skill. However, internet based materials had the strengths and the weaknesses during the teaching and learning process.

B. Implication

The implementation of internet based materials effects the teaching and learning process. Through the use of internet based materials, the teaching and learning process will be more interesting. In addition, the application of internet based materials should be completed with the appropriate teaching methods to achieve the goal. In this research, the implementation of internet based materials was combined with the discussion and PPP (Presentation, Practice and Production) method.

The appropriate media could encourage and motivate the students to be actively involved in the lesson. Moreover, the positive effects of it can motivate the students to use media in the class, and develop the students' ideas in writing especially descriptive text.

The use of internet based materials was not only restricted to write descriptive text, but also can be utilized to write other text types and held discussion forums. In conclusion, it can be applied that internet based materials can be used as an alternative media in

language teaching process especially for teaching writing.

C. Suggestion

Referring to conclusion and implication above, there would be some suggestions dealing with the teaching of writing.

1. For lecturers

The lecturer should provide attractive media and appropriate teaching method. The lecturer could use internet based materials in collaborative learning other than previous method mentioned.

2. For students

The students should be paid more attention in using internet based materials. They should focused on the materials given by the lecturer, so that the teaching and learning process will be effectively and the students' ideas in writing will be developed well.

3. For institutions

The institution should encourage and support the English teacher to improve the quality of their teaching. It can be done through providing facilities that enables access to new materials and media of teaching and learning.

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