

## **ABSTRACT**

This research project is specifically concerned with the low English writing skill development in an English foreign language classroom with the students of ninth year of basic education level. The principal problems within writing skills are low grammar structure knowledge, few opportunities to apply writing update methods in teachers and inappropriate resources and technological tools use. This work makes a relationship between two groups of students an experimental group in which the WebQuest as a technological tool was apply and the control group, which received the traditional method for an English class. In the first part, it presents a brief description of the problem, the participants in the research project, and the objectives. Then, the information about the WebQuest is described; the origin, creator, structure, advantages for both teachers and students, and the principals' task for students are described. The writing skill was described in some steps to understand the principal problems that students have when they write paragraphs. Furthermore, the Cognitive Process Model is described within the writing skill, the domain knowledge in Education and the Bloom's Taxonomy in Teaching. The data collection for this research was collect through a pre-test to evaluate the writing skill in a real situation from both groups before the application of WebQuest and a post-test at the end of the research. The results from the pre-test showed that both groups started in the same level of English. After a post-test, it is show that the WebQuest has a positive incidence on the writing skill.

### **KEY WORDS**

- ❖ WEBQUEST
- ❖ WRITING SKILL
- ❖ FOREIGN LANGUAGE
- ❖ TECHNOLOGICAL TOOLS
- ❖ ACADEMIC PERFORMANCE