THE EFFECTIVENESS OF WEBQUEST MEDIA IN TEACHING WRITING DESCRIPTIVE TEXT

Nanda Eka Pratiwi, Endang Susilawati, Zainal Arifin
Teacher Training and Education Faculty Tanjungpura University, Pontianak
Email:nandapratiwi1503@gmail.com

Abstract: This research is focus on teaching writing descriptive text that used Webquest as a teaching media. The aim of conducting this research is to know whether webquest is effective to teach writing descriptive text to the first grade students of SMA Negeri 1 Ambawang in the academic year of 2014/2015. The researcher conducted a pre experimental study on teaching writing descriptive text using webquest media. The measurement technique was used specifically to measure the students' achievement and it was done through writing test. Based on data analysis, it was found that the effect size of this research is 2.44. Before the treatment the mean score of pre-test was 49 which categorizes as poor. After they received the treatment the mean score of the post test increased to 72.07 which categorize as average to good. The result the students post-test is better than pre-test. It means that there is an improvement in students' achievement.
Keywords: Text Descriptive, Webquest, Effective

Abstrak: Penelitian ini fokus pada pengajaran menulis teks deskriptif yang menggunakan Webquest sebagai media pembelajaran. Tujuan melakukan penelitian ini adalah untuk mengetahui apakah Webquest efektif untuk mengajarkan menulis teks deskriptif untuk siswa kelas satu SMA Negeri 1 Ambawang pada tahun ajaran 2014/2015. Penelitian dilakukan dalam bentuk penelitian pra eksperimental pada pengajaran menulis teks deskriptif dengan menggunakan Webquest. Teknik pengukuran yang digunakan, khusus untuk mengukur prestasi siswa dan dilakukan melalui tes menulis. Berdasarkan analisis data, ditemukan bahwa ukuran efektifitas dari penelitian ini adalah 2,44. Sebelum pengajaran, nilai rata-rata pre-test adalah 49, dikategorikan sebagai rata-rata yang rendah. Setelah mereka menerima pengajaran, nilai rata-rata post test meningkat menjadi 72,07 dikategorikan sebagai rata-rata yang cukup baik. Hasilnya nilai siswa post-test lebih baik dari pre-test. Ini berarti bahwa ada peningkatan prestasi siswa sebelum dan setelah pengajaran.
Kata kunci: Teks Deskriptif, Webquest, Efektif

Writing is the expression of language in the form of symbols, letters, or words. Writing is a productive skill that involves the way to generate and organize the ideas in written form. The primary function of writing is to communicate the writers' ideas to their readers. According to Carrol (1990:1), "Writing allows us to share communication not only our contemporaries, but also with the future generations." It

means that through writing we can communicate to next generation about the story experience and some events in life.

In writing there are many types of text such as: narrative, report, recount, descriptive, and procedure texts and each type of texts had their own purposes and structures. From those types of text, the writer has conducted a research about descriptive text. As Harsyaf (2009:13) state that description is a text type to tell how something looks, smells, feels, acts, tastes, sounds, etc.

In teaching writing, teacher should explain about the grammatical features that are commonly used in the text, the generic structures of the text and the ideas development related to the writing topic. Commonly the problem faced by students in writing is to generate and develop ideas as C. M. Timisela Luhulima stated "One of the characteristics of good writing is it must be unified and well organized" where the coherent form are include in organization, mechanic, grammar, spelling and punctuation. Because in writing, it generates and develop new ideas help us organized our ideas in coherent form (1996, 210-211)" To help the students in generate and develop ideas, the writer used webquest as the media that would help students generate and develop ideas.

In this case, the researcher conducted Webquest as media in teaching writing especially in teaching descriptive text writing. According to Barros & Carvalho (2007, 37) Webquests provide the opportunity to integrate technology into teaching and makes students focus on how to use and find quality information on the Internet. Furthermore, it helps students develop autonomy as they do their work, share opinions, discuss, and solve problems. Segers and Verhoeven (2009, 425) suggest webquests can be seen as a media that helps organize and develop the learning process in the class. In this research the researcher will apply Webquest as one of teaching media developed by Bernie Dodge from San Diego State University.

Webquest is a web page packages with learning task and activities in which most or all the information that students work with comes from the web selected by the teacher. Webquests are typically organized around several components: introduction, task, process, resources, learning advice, and conclusion (Vacca 2009:441). According to Rosenjack Burchum (2007:42), Webquests are guided activities that can be used to engage students in learning about specific topics and then applying that knowledge in new ways. Dr. Bernie Dodge and his former student, Tom March, are the creators of the WebQuests design. WebQuest was created by Dodge in 1995. Dodge defines a WebQuests as "an inquiry oriented activity in which some or all of the information that learners interact with comes from resources on the internet".

A Webquest is built around an engaging and students would be able to do task that require higher order thinking of some kind. It is about doing something with information. The best Webquests according to Rebecca Kelly on her journal article, working with Webquests, WebQuests is a teacher-created lesson plan in the form of a simple World Wide Web page with active, preselected Internet links and a specific purpose for students. It is designed to provide students with an independent or small

group activity that incorporates research, problem solving, and application of basic skills. It can be created at no cost to the teacher and can be constructed on a computer with a minimum 486 processor that has Internet access. The lesson then provides guided research using the Internet while incorporating skills such as problem-solving skills (Kelly 2000:1).

There are six templates of a WebQuest. According to Vacca (2009: 441) WebQuests are typically organized around several templates: introduction, task, process, resources, evaluation, and conclusion that guide students through the lesson. The importance of using webquest media can be seen from the enthusiasm of people for webquest. Brenda and Susan (2002:1) say that The WebQuest model offers an advantages for educators. One is that the students construct their own knowledge and meaning and thereby learn the material more thoroughly. In line with this Torres (2007), using WebQuests in learning has many advantages. Initially, it promotes the effective use of time; students use the links given by the teacher and search for information in a structured, efficient manner. It also creates motivation between students and supports higher-order thinking. Students are required to read, think, analyze, synthesize, and evaluate.

Evidence is given by Chuo (2007) conducted a study of Taiwanese students where an investigation of WebQuests' effects on writing was discussed. The study focused on EFL learners' performance of writing, apprehension of writing as well as understanding the integration of web-resources and language learning. In this study, it was found that WebQuests are an essential tool for learning. For the purpose of evaluating its effectiveness, six writing instructions were designed. Six WebQuest based activities were developed in each lesson for writing purposes. Prior to writing, a description of each lesson was given to the students before starting to search for the information from the Internet sources. This enabled the students to write, analyze and synthesize the data they discovered during their Internet search which they could combine and incorporate within the assignments they wrote. Based on the review of the existing literature on the advantages of webquest in the teaching of writing, the present study was carried out to investigate the effectiveness of webquest media in teaching writing descriptive text.

Writing descriptive text through WebQuest indirectly creates a concrete experience for the students. In general, the students are expected to be able to write their experiences in the form of descriptive text. For the students, the use of WebQuest will not only give them motivation to learn how to write well but also will guide them through a set of processes and instructions in the right order. In addition, it will make the writing process easier, especially for finding the sources of materials. For the teachers, WebQuest can be an alternate tool in teaching English especially to teach writing. The teachers' creativity in creating fun and powerful learning through WebQuest will help students to achieve better performance.

METHOD

In order to achieve the purpose of this research, the appropriate method of this research is pre-experimental method. According to deMarrais and Lapan (2004:336), "Pre-experimental designs are those in which a treatment is applied but the basis for judging the effectiveness of the treatment is inadequate". Based on the problem of this research, the most appropriate method that is one group pretest-posttest design in this method there is no control group but this method gives the systematic information of the subjects' achievement before and after the treatment. In this design the writer decides to investigate the effectiveness of the using of webquest media in writing skill. Pre-test is administered before treatments begin to know previous acquisition of the sample that is followed by conducting treatment and enclosed by post-test. The influence of the treatment can be seen by analyze the result of pre-test and post-test then it will be compared. Campbell and Stanley (1963) cited on deMarrais and Lapan (2004:336), state a one-group pretest-posttest design is illustrated as follow:

$$X_1 \qquad T \qquad X_2$$

The design is illustrated as follows:

1. Apply X_1 that is pre-test in the form of written test to measure students' ability before giving treatment.
2. Apply T that is the treatment; which is teaching writing descriptive text by using webquest media.
3. Apply X_2 that is post test in the form of written test to measure students' ability after giving treatment

In this research, the researcher uses cluster sampling. Gray (2004:395) defines cluster sampling as a sampling strategy involving successive sampling of units or clusters the whole population. In this research there are three classes as the collection of clusters and the researcher choose randomly one of the clusters as the sample of the research. Therefore, only one class being a sample of the research, which is class "XC" which are consist of 28 students.

Measurement technique is a technique to collect quantitative data. The tool of data collection was a written test. It is designed to measure the students' ability before and after the treatment. To find out the effect size of teaching descriptive text writing by using webquest media, the effect size formula was applied.

FINDINGS AND DISCUSSION
Findings
After the treatment, the subject showed a change in the writing skill. That is from 49 in the pre-test to 72.07 in post-test as can be seen in the following tables and chart.

Table 1: The Result of Students' Score in Pre-test

No.	Students Code (s)	Text Organization	Language Features	Vocabulary	Mechanics	Total Score	
1.	s1	15	10	7	3	35	70
2.	s2	10	5	7	3	25	50
3.	s3	10	5	7	1	23	46
4.	s4	15	5	3	1	24	48
5.	s5	10	5	3	1	19	38
6.	s6	15	10	7	1	33	66
7.	s7	15	5	3	5	28	56
8.	s8	10	5	3	3	21	42
9.	s9	10	5	3	5	23	46
10.	s10	10	5	3	3	21	42
11.	s11	5	5	3	3	16	32
12.	s12	5	5	3	1	14	28
13.	s13	15	10	3	3	31	62
14.	s14	10	5	3	3	21	42
15.	s15	15	5	3	3	26	52
16	s16	15	5	3	5	28	56
17.	s17	10	5	3	5	23	46
18.	s18	5	5	3	5	18	36
19	s19	5	5	3	5	18	36
20.	s20	5	5	3	3	16	32
21.	s21	10	10	3	3	26	52
22.	s22	10	10	3	5	28	56
23.	s23	10	5	3	5	23	46
24.	s24	10	5	7	5	27	54
25.	s25	20	10	7	3	40	80
26.	s26	10	5	3	3	21	42
27.	s27	10	5	3	3	21	42
28.	s28	20	5	7	5	37	74
	Total (Σ)						1372
mean Score							49
Max Score							80
Min Score							28

Table 2: The Result of Students' Score in Post-test

No.	Students Code (s)	Students' Score				Total Score	
		Text Organization	Language Features	Vocabulary	Mechanics		
1.	s1	20	10	7	5	42	84
2.	s2	10	10	7	5	32	64
3.	s3	10	10	7	5	32	64
4.	s4	15	10	7	3	35	70
5.	s5	10	10	7	5	32	64
6.	s6	20	10	7	5	42	84
7.	s7	15	10	7	5	37	74
8.	s8	10	10	7	5	32	64
9.	s9	10	10	7	5	32	64
10.	s10	10	10	7	5	32	64
11.	s11	10	10	7	3	30	60
12.	s12	10	10	7	5	32	64
13.	s13	15	15	7	5	42	84
14.	s14	15	10	7	3	35	70
15.	s15	15	10	7	5	37	74
16	s16	15	10	7	5	37	74
17.	s17	10	10	7	5	32	64
18.	s18	10	15	7	5	37	74
19	s19	10	15	7	5	37	74
20.	s20	15	10	7	3	35	70
21.	s21	15	15	7	3	40	80
22.	s22	20	10	7	5	42	84
23.	s23	15	10	7	5	37	74
24.	s24	15	10	7	5	37	74
25.	s25	20	10	7	5	47	84
26.	s26	15	5	7	3	30	60
27.	s27	15	10	7	5	37	74
28.	s28	20	10	7	5	42	84
Total (Σ)							2018
mean Score							72.07
Max Score							84
Min Score							60

Table 3: The Analysis of Students' Score in Pre-test and Post-test

No.	Students Code (n)	Pre-Test (X1)	Post Test (X2)	Interval (d) (X2-X1)	Interval d^2
1.	s1	70	84	14	196
2.	s2	50	64	14	196
3.	s3	46	64	18	324
4.	s4	48	70	22	484
5.	s5	38	64	26	676
6.	s6	66	84	18	324
7.	s7	56	74	18	324
8.	s8	42	64	22	484
9.	s9	46	64	18	324
10.	s10	42	64	22	484
11.	s11	32	60	28	784
12.	s12	28	64	36	1296
13.	s13	62	84	22	484
14.	s14	42	70	28	784
15.	s15	52	74	22	484
16	s16	56	74	18	324
17.	s17	46	64	18	324
18.	s18	36	74	38	1444
19	s19	36	74	38	1444
20.	s20	32	70	38	1444
21.	s21	52	80	28	784
22.	s22	56	84	28	784
23.	s23	46	74	28	784
24.	s24	54	74	20	400
25.	s25	80	84	04	16
26.	s26	42	60	18	324
27.	s27	42	74	32	1024
28.	s28	74	84	10	100
Total	N = 28	$\sum X1 = 1372$	$\sum X2 = 2018$	$\sum d = 646$	$\sum d^2 = 16844$
	Mean	49	72.07	23.07	601.57

Graphic 1: Comparison of Pre-test and Post-test result
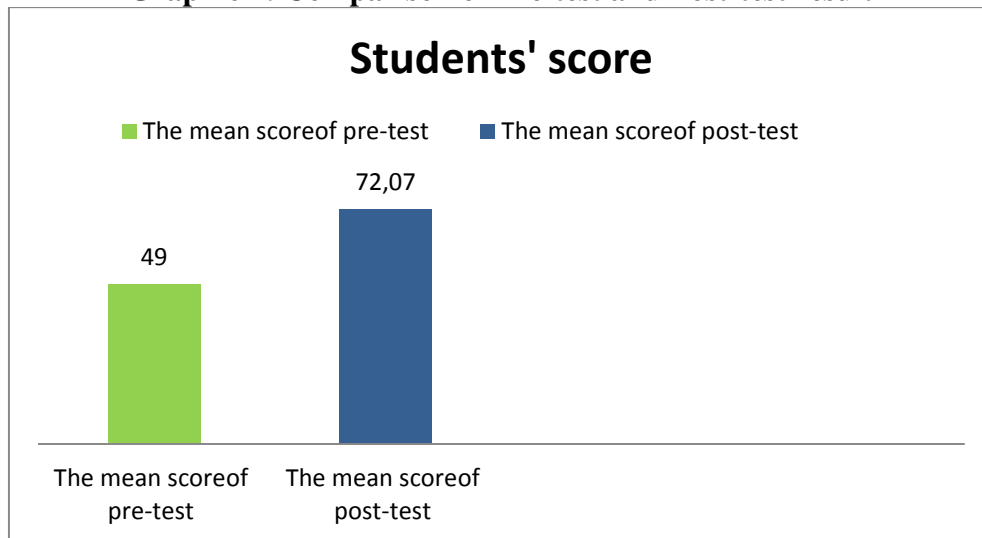
Based on the result, the significant score of the effect size is categorized as "High effect" with ES > 0.8 (2.44 > 0.8). It means that Increasing Students' writing by using webquest gives strong significant effect to increase the students' achievement in writing descriptive text. This research proves that the alternative hypothesis was accepted and null hypothesis was rejected.

Discussion

It was clear there was a significant difference between the pre-test and post-test on teaching writing on descriptive text by using webquest media at the first grade students of SMA Negeri 1 Ambawang Kubu Raya. It was seen by the mean score of pre-test that was 49 and became 72.07.

When applying this research, there were five meetings being conducted which could be described as follows. The first meeting the writer greeted and introduced herself and explained the aim of those meeting which were planned in this research. After that, pre-test was given before the teaching was held to know the students ability in writing mastery. After administering pre-test, from the second to the fourth meeting were conducted as the treatments. Since webquest is an online learning media, the activity was conducted in a computer laboratory with internet connection. The writer used a computer that link to an LCD screen so the students could see each step that the writer explained. Moreover, each student sat at their own computer. The entire computer had direct access to the internet.

While observing the class, the writer noticed that some students were reading the process very carefully and still some others were trying to open Twitter, Facebook and games online. Then the students opened the resources page and learn about descriptive text from the links mentioned in the resources page. During this time the

students seemed busy finding their destination. The students decide one tourist spots to be described. The students find as much information as possible and write it down in their journal. After that the students to start writing a descriptive writing using the information that they wrote on their journal. In this treatment the students' work weren't shown any significant difference. It caused, they were still confused and they never used this media before. They were also difficult to write due to their prior knowledge about their vocabulary and simple present tense. The next meeting the writer continued giving the treatment. The students gave positive responses and showed that they understood well about the activity.

Webquest has a positive influence on the students' achievement of vocabulary and simple present tense. The writer believes that it happened because teaching descriptive text by using webquest had stimulated the students' learning appreciation. The writer found there was an advantage among students in the class that could be observed through the students' behavior. For example: the students were interested to identify and gather the information from the web and they easily understood the material so that they could make the sentences correctly.

In addition, the writer also discovered that the facilities and class situation also supported the students' achievement in teaching learning process. The webquest was provided gave more interesting situation because it can reduce students' boredom and students' difficulties in learning descriptive paragraph. At the very last meeting of the research, the writer administered the post-test to the students after having all the three treatments

Finally, based on the data analysis, the writer found that there was an increasing of the students' achievement in writing. It could be proven by comparing the mean score of the pre-test and post-test. Based on the score indicated students' performance in post-test was better than in pre-test. This finding showed that there was a difference score of pre-test and post-test after receiving the treatments

CONCLUSION AND SUGGESTION
Conclusion
Related to the explanation on the findings and discussion, it can be concluded that webquest media is very effective to teach the students' descriptive text writing. The improvement is related to both the activeness of process in the classroom and the students' achievement on the test. Hopefully, using Webquest as a teaching media helps the teacher find an alternative tool to teach writing descriptive text, as well as gives opportunities to the students to explore ideas and put them into sentences., in order to help their students' writing, especially in descriptive text.

Suggestion
Based on the previous statement (the students' performance in writing descriptive text showed improvement after the treatment using WebQuest media was conducted, the writer would like present the following suggestions: (1) Since

WebQuest is a learning media using internet facilities, the use of internet during the teaching learning activities needs to be monitored. It is not impossible that the students will use the internet outside of the assigned lesson topic. Therefore, the teacher needs to always monitor the students' internet use. Certain sites such as Facebook, Twitter, online games and Youtube, which can disturb the teaching learning activities, can also be blocked. The teacher needs to make sure that all of the students work based on the instructions stated on the WebQuest page. (2) The teacher needs to emphasize the time limit to the students since some of the students were not good in managing their time between surfing and gathering for information needed, organizing it and then writing it. Thus, the teacher should help the students by reminding them about the time they have spent and the time that is still left. (3) Teacher should get involved in students' activities as collaborator and gave some guidance or directions to the students that had difficulty in using webquest media.

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