The effect of WebQuest on students' writing skill

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Abstract: This research investigated WebQuest in Writing Skill Descriptive Text. Writing is an activity of the ability to think and express ideas and find information in describing object that is contained by using the features of WebQuest application and producing good and interesting work for the readers. This research aimed to find out the effectiveness of using WebQuest in Writing Descriptive Text on the significant difference score achieved by students before and after WebQuest applied.. The design of this research used quantitative with pre-experimental design that includes one group pre-test and post-test. The population of this study was the tenth grade students of MA Al-Ibrohimy Galis in the academic year of 2018/2019. The data was obtained by administering Writing test. The research was started by giving pre-test, treatments, and post-test to the experimental class. The data of the test were analyzed by using dependent T-test. The results indicate that the use of WebQuest seems to be more effective in teaching learning process. The score of students' post-test have higher than before have been taught by WebQuest. Based on the findings of this research, using WebQuest media appears to be a plausible alternative for teaching English Writing Skill in Descriptive Text to the tenth year students of MA Al-Ibrohimy Galis.

Keywords : Writing, WebQuest, Descriptive Text

Technology that is famous in around the world, people have not been avoiding in using the technology in their daily activity such working or in educational institution. Technology in education is not strange to introduce to teaching learning process without disregard the principle of performance from the school that has been concerned (Shahneaz et al, 2014). Technologies have many options for teacher who wants to use the media in the process teaching learning as interesting and productive in term improvement (Syamlee et al, 2012). Teaching and learning internet based is interesting teaching strategy that allows teachers to combine English and technology is through the application of WebQuest. In teaching

writing, the teachers have to exploit technology to develop the students' skill by using an interesting media and they try to use a various method in the classroom.

According to Hadriana(2017) people do not develop their writing skill by their own self. It needs a maximum effort from the teacher and the student also. In contrast, students can independently improve their writing skill if they absolutely participate in a whole preparation and process of leangauge teaching and learning (Hafidz, 2018). The interesting, creating communicative learning and interactive teaching should be applied in order to students directly to extend their idea on their written in a word by word manner. The schools that apply the conventional teaching techniques in the classroom based on exercise books, textbooks and teachers' notes are still practice. Based on the research placement at MA Al-Ibrohimy Galis especially in the tenth grade, it was found that the teacher used an unattractive learning media such as using textbook and traditional media so the students bored and trouble in writing skill. In this issue, students do not only lose the topic from the lesson but also, they do not concentrate on the writing lesson to describing something. The teacher should give more attention to the student by giving an innovative learning. There are a lot of media to support a learning process in class on student's writing skill such as WebQuest.

WebQuest is a media to help teachers teaching that was created by Dodge from San Diego State University. He has been using it to make a class more interesting and innovative for teaching process (Strickland, 2005).In this case, the students have the opportunity to expose the material automatically to develop their writing and language skills. According to Gabriel (2005)in implementation process of WebQuestonly few obstacles were met by the teachers. Due to all these advantages most of the teachers decided to extend the use of WebQuest in the future. Therefore, the researcher extend this theory because there lot of advantages for the teacher and students for conducting their project. On the other hand, theory verifies that WebQuest provides opportunities for students to develop a task or perform a specific role. Students can work individually, in pairs or in groups in accordance with the requirements of WebQuest. According to Hadriana (2017) states that, WebQuest is enough for the student's achievement there is no extending or continuing of the WebQuest usage. Based on the different of both statements above, the researcher reinvestigates to know the effectiveness of WebQuest especially on students' writing descriptive text.

REVIEW OF RELATED LITERATURE
Definition of Writing

Writing is one of the skills that have complicated process and feel fed up for students but it marks to success in languages skill. Effective writing skill is very important for academic success in a school system around the world. Writing is an expression from language in form of symbols, letter and or word. According to Oshima (2007) writing is never one-step action

but writing has several step such thought about what will write and then read what has been written and corrected.

According to Brown (2001) stated writing helps students to do different activities because it's about helping students to cummunicate a real message correctly with teaching writing more than dealing with handwritig problems, punctuation and orthography.

According to Huda (2017) Writing is a skill that requires a union of heart and mind so that it can be expressed in words and become a sentence, as in usually done on daily life such as cooking or driving and also requires tenacity. However, not everyone can be dominating for this skill in a fast period of time. To be able to write competently, it takes struggle and determination to accompany it so that everyone can become a master in writing.

Teaching Writing

In teaching writing the teachers should be motivating the students to learn more, especially in writing skill. According to Brown (2007), teaching is showing or helping someone to learn and how to do something, giving someone instruction, guiding someone in study or something, providing someone with knowledge, and causing someone to know or understand (Sadiman, 2009). It can concluded that media is anything that can be used for distributing the message from the teacher to the learner until stimulate their mind, feel, and attention as long in teaching-learning-process. Learning based technology helps the student's lesson in the classroom. Through writing people can to express, refine an idea, communicate and also it allows us to understand our lives. From the explanation above the researcher can conclude that, teaching writing is something that is necessity for students to develop the mindset of students in expressing ideas and creativity in written form. This can be done by the teacher in teaching writing to pay more attention in what student's need in learning. Therefore, the teacher knows the development and achievement of students in writing.

Writing Assessment

Assessment is a feedback from student's performance, achievement process that encompasses in wider domain in class. According to Brown (2003) , there are three scoring methods as follows primary trait scales, holistic scales, and analytic scales. Primary trait scale is defined with respect to specific writing assessment and essays are judged according to the degree success of the success carried. Holistic scoring is assigned to an essay with a represent a reader's general overall assessment each point in holistic scale is given a systematic set of description, and the reader-evaluator matches an overall impression with the description to achieve a score. The last is analytical scale is breaking a test taker' written text down into number of subcategories (organization, grammar, mechanics, content and quality of expression) and the researcher will use the analytic scoring technique for student's

achievement (Brown, 2003). The researcher used analytic scoring toward students writing acchievement.

Definition and Stages of WebQuest

According to Strickland (2005) states that, WebQuestis one of an internet-based learning media that can be used on teaching learning process that was created by Dodge from San Diego State University that has been using to make a class more interest and innovative. According to Almasri et al (2011) states, WebQuest designed beside to enhance the student writing it also give various information's that can be learned by student directly from other created, and to evaluating the student's work and also analyze the data and especially helps the student in describing something easier.

WebQuest believed and considered important that connecting between the planning educational and also the internet usage, because in this case is very considering to help which based the learner model explorer, then the teacher and student can interaction as long as in educational process (Al-Edwan et al, 2014). When the student applies the WebQuest application they will like a trip in a library. They have a chance to improve their knowledge in free as they want with any sources and more understanding about the content compared the usual learning.

Some expert was giving a convenience in creating a WebQuest. Doing WebQuest only need visiting a website www.zunal.com without paid and doing to registries by using E-mail. According to Zeitoon(2007) states that in some assumption the teacher do not give the concept but student will create by them self through the knowledge and their activities. This media is very useful for students to help their writing how to describe something with new interesting application. The WebQuest consists of some elements. From (Hadriana, 2017) was sharing the stages of WebQuest as follows:

1) Introduction: it contains about introduce the topic that will explain. Besides that, the students or the teacher can give some motivation from the reader and adding a picture also to make the page in vary.

2) Task:it contains about the achievements that students must achieve at the end of the assignment, and providing worksheets that should be done by students. In this element the teacher can add some references for student such as, videos, files and other that in needed.

3) Process: it contains about the teachers give the mechanisms and explain clearly and also the steps for students to completed the task regularly.

4) Source: it is containing of the teacher can list the good references based on the topic for students or the teacher can share the new link that can visit by student and finding the new idea for the task.

5) Evaluation: in this stage the students can evaluate their own task and compared with the other creator to be more a good creator, and also for the teacher can evaluate the student work in the previous stage.
6) Conclusion: it contains about the recommendation of WebQuest work and about the achievement of the students to give some motivation and also make the students more confident to increase their knowledge about writing.

In the last section, the students can publish their project, and then students will submit the link of their WebQuest project or the name account of the student WebQuest. After that, the teacher can check the project.

RESEARCH METHOD
Research Design

Research design is a plan or methods that used to collect and analyze the data in order to answer the investigators questions in the research problems. In this research, the researcher used quantitative research. According to Latief(2015, hal. 77)"quantitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs".

Quantitative research has some kinds of experimental designs. Those are pre-experimental design, true experimental design, factorial design, and quasi experimental design. In this study, the researcher used pre-experimental design that include one group pre-test **(O₁)** expose to treatment **(X)** and post-test **(O₂)** design. The first, the researcher gave the experimental group pre-test to know the student's capability in writing skill especially in descriptive text before giving treatment. Then, the researcher gave only one treatment in three times meeting to the experimental group. After that, the researcher gave a post-test to the experimental group to know student's achievement in writing descriptive text after giving treatments (Latief, 2015). This research was conducted to know how effective using WebQuest on student's writing skill especially in descriptive text at MA Al-IbrohimyGalis.

Research Variable

According to Sugiyono(2014) variable as the attribute, that is regarded as reflecting or expressing some concepts or construct. Based on the explanation, variable is a characteristic or values of a person, object or activity that has particular variation determined by the researcher to be studied and drawn a conclusion. Thus, variable is something that varies. This research have independent and dependent variable.

According to Sugiyono (2014)independent variable is a variable that affect to the dependent variable. This variable referred as stimulus, predictor and antecedent. In this research, the independent variable is WebQuest. According to Sugiyono (2014) dependent variable is a variable that influenced or which become due because of the independent variable. This variable also referred as output variable, criteria and consequence. In this research, the dependent variable is writing skill.

Sample and Population

Population is the complete set of units or individuals whose characteristics we want to know (Anggoro, 2007). It means that, population is the whole subject intended to be studied by the researcher and drawn a conclusion (Sugiyono,2014). The population of this research used the whole students at first Grade of MA AL-IbrohimyGalis. The total numbers of the populations are 185 students divided into five classes, they were into: X IPS 1 up to 4 and X IPA 1. Each class consists of around 45 students.

According to Sugiyono (2014) sample is quantity and characteristic that owned by the population. In other words, sample is a subject who will be observed by researchers in order to get information to do their research. The researcher was permitted only one class is X IPA 1 class of students MA AL-IbrohimyGalis because the number of students in X IPS class was above ideal that consists of around 47 students therefore, for the effectiveness of this research, the researcher was given in X IPA 1 to be a sample in this research that consists of 32 students. The researcher used non random sampling to process the selecting students to be sample in each population.

Research Instrument

According to Sugiyono(2014) research instrument is a measuring instrument used to measure natural and social phenomena experienced. This research used writing as an instrument. To collecting the data in this study used research instrument through pre-test and post-test.

Validity

Validity is not the characteristic of the data collection instrument but it is the characteristic of the data and conclusion drawn from the data (Sugiyono, 2014). An instrument can be said to be valid if it measures what it says to measure or purpose the measure that used to get the data and that is valid. Valid means that the instrument is able to use to measure what it should be measure. For instance, meter valid can be used to measure the length carefully because meter is a tool that uses to measure the length. The meter becomes invalid if it uses to measure the weight. In this case, the researcher used content validity. Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. In the coverage the task becomes the evidence. According to Latief (2015) states that, if the task students are asked to doing all the cover sample of the domain in the skill or knowledge to be assessed, the representativeness of the sample becomes the supporting content validity evidence. The validity was used to establish whether or not valid test question that applied to the subject on this research. Before the instrument implemented to students, the researcher consulted with expert as like the lecturer or experienced researcher whether the instruments are appropriate or not to measure the research variable.

Reliability

According to Sugiyono (2014) Reliability is an instrument that used in several times to measure the same object, will produce the same data. For instance, tool length measuring on the rubber is an example of an instrument that is not reliable or consistent. In this study, the researcher used test re-test in which the instrument testing to the same respondent in different time. The researcher provided in the same instrument and gave to the same students of that instrument in experimental group with having different time. It means to make sure that the instrument was reliable and suitable to give to sample as a test to know the effectiveness of WebQuest that used by researcher. To analyze and assess the reliability easily, the researcher uses too SPP (Statistical Package for the Social Science) 23. Such the result below:

Table 1. Descriptive Statistics

	Mean	Std. Deviation	N
TEST	60.68	8.654	25
RETEST	64.64	5.678	25

Table 2. Correlations

		TEST	RETEST
TEST	Pearson Correlation	1	.723[**]
	Sig. (2-tailed)		.000
	N	25	25
RETEST	Pearson Correlation	.723[**]	1
	Sig. (2-tailed)	.000	
	N	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

Data Analysis Technique

Data analysis method is a technique that use to analyzing and process after collecting the data through pre-test and post-test and this data used to find out the students through WebQuest have higher score than before on writing skill. the researcher used dependent T-test to analyzing the data because it uses for only one group. To know the ability of student's writing skill, the researcher used SPSS (Statistical Package for the Social Science) 23.

Hypothesis

The purpose of this research was to investigate whether the students' Writing Desrcriptive Text who taught by WebQuest Media gain better than before. Based on the

purpose above, the researcher administrated the result of this research. The result of P value (0.000) was lower than alpha (α) (0.05). If P-value < α, the hypothesis (Ha) was accepted and the Null Hypothesis (Ho) wasrejected. In this research, the researcher used two-tailed test, to know the hypothesis. From the analysis data, it could be identifying that:

H_a: The students of the tenth grade in X IPA 1 of MA Al-Ibrohimy Galis who are taught by WebQuest have a higher score on writing descriptive text than before.

H_o: The students of the tenth grade in X IPA 1 of MA Al-Ibrohimy Galis have lower score before taught by WebQueston writing descriptive text.

It can be concluded that the students who are taught by WebQuest have higher score onwriting descriptive text than before. Therefore, it showed that there is a significant different score of students' writing skill at the tenth grade in X IPA 1 of MA Al-IbrohimyGalis.

RESULT AND DISCUSSION

The Result of Pre-Test

The researcher heldthe pretest on April 09th 2019. The researcher gave pretest for students of X IPA 1 MA Al-IbrohimyGalis. The pretest is about describing an idol. This pretest aimed to know the ability of the students about writing skill before having a treatment from the researcher. When the test held, the students felt confuse even though they have been learned about descriptive text. It was conducted for about 30 minutes.

Table3. Total and Mean of Pretest

	Mean	N	Std. Deviation	Std. Error Mean
PRE-TEST	49.88	32	6.800	1.202

Based on the table 4.1 above, the researcher got 32 students' mean score of pretest was 49.88. It was poor score.

The Result of Treatment

The treatment was held on April 09th, 16th and the last 23rd 2019. The treatment divided into 3 meetings. At the first meeting the researcher had introduced the usage and the function about WebQuest. The researcher had explained descriptive text also and asked to the students about the generic structure of descriptive then the students answer the question correctly. The researcher had taught all about descriptive such as identification and description. When the researcher had explained the material, some of students did not pay attention what the researcher did. Afterwards, the researcher had given a paper to the students to try to describe about someone whom they idolize using English. In this case aimed to know how far the students' ability of writing skill. When the students describe,

some of them did not spirit and indifferent did the task because the time was getting late and close to school hours. The next meeting, the researcher had continued the treatment by ordering the students to bring a mobile phone that was getting permission from student affairs of the school. The researcher had guided the students to create an account of WebQuest. In this case, E-mail was needed to be able to use the WebQuest. At that time, the researcher was constrained by the time because some students did not have an E-mail. Thereafter, the students can follow the steps that introduced and shown by the researcher such as creating profile and change the picture so that the reader can know what kind of content that author was writing. The last, the researcher had shared the function of menu that contains on WebQuest. And then the researcher had asked students to practice it. However, the students did not get the point enough what the researcher had guided of WebQuest. In the last meeting, the researcher asked students to pay close attention. In this treatment, the researcher had guided again to students in using WebQuest. In this chance, the students had been responsive and conducive. After that, the researcher ordered students to try to input their task that was about describing an idol in the previous meeting into their WebQuest media in order to the students more fluent to use WebQuest.

The Result of Post-Test

The researcher gave the posttest after giving the treatment in the last meeting. It was held on April 30th 2019. The researcher gave the same test was about describing an idol using WebQuest media. It was conducted for about 45 minutes. During the test, the students had felt so glad and enjoy did the test. This posttest was aimed to know the effect of WebQuest media on students' writing skill especially in descriptive text after giving the treatment from researcher.

Tabel 4. Total and Mean of Posttest

	Mean	N	Std. Deviation	Std. Error Mean
POST-TEST	68,09	32	6,108	1,080

Based on the 4.2 table above, the researcher got the 32 students' mean score of posttest was 68.09. It was higher than pretest.

The Result of Equivalent test

In this research, the researcher calculated the paired t-test score from pre-test and post-test score. The researcher used pair t-test to analyze t-test score research. The result of t-test was presented in the showing table below:

Based on the table 4.6 above, it showed that the mean is -18.219, the standard deviation is 7.897 and the standard error Mean is 1.396. In this research, the researcher took 95% of confidence level. It means that, the researcher applied 5% of the standard error of this research (0.05) which 5% is standard numeral of error for the statistic of education. In this case, the score of lower stage is -21.066 while the score of upper stage is -15.371. The score of t-value is -13.050 and the degree of freedom is 31. The P-value was, 000 < α was 0.05. It means that Ha was accepted and Ho was rejected.

Based on the digit significant, in this case decision taken from determinate:

a. If probability >/= 0.05 then hypothesis null accepted
b. If probability <0.05 then hypothesis null rejected

It means that, teaching descriptive text of writing skill using WebQuest media toward students' writing skill at the tenth grade of MA Al-Ibrohimy Galis was accepted.

Discussion

This research was aimed to see the effect of WebQuest media on students' writing skill in descriptive text. The result of this study provided support to use of WebQuest on students' writing skill in descriptive text. Based on the data that researcher took in MA Al-IbrohimyGalis there is alteration between students' score before and after using WebQuest. The pre-test score of students is 49.88. There were some factors that researcher found which make the pretest score was low. It was found that the capacity of their production in English writing texts was quite weak (Al-Edwan;, et al, 2014). They think that writing is wasting time and boring activity without knowing that writing is one of a tool to communicate, to inform and to build relationship with another person or to record an event. The students did not realize that through writing people can messages conveyed by writing. Besides that, the

Table 5. Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest – posttest	-18.219	7.897	1.396	-21.066	-15.371	-13.050	31	.000

students also have a weakness of vocabularies that makes difficult to write and they are lazy to comprehend it.

The students' post-test score after using WebQuest is 68.09. It means that, WebQuest media effected toward students writing skill. The employing of computer and internet based

learning activity such as using WebQuest media also can build and fortify the learning process and help students to improve their capability to communicate through writing (Hadriana, 2017).

The researcher introduced the WebQuest in teaching writing to the students as an alternative media to enhance their capability. WebQuest consist of authentic and motivating tasks that compel students to concentrate. Learning with technology really is enjoyed by a whole student in each grade. On the other hand, WebQuest is more useful and stimulating students to remember the lesson through WebQuest than traditional ways of learning (Al-Edwan;, et al, 2014).The researcher guided the students to use the WebQuest from create an account till publish their product. And then the researcher gave some tips to looking up difficult some words in dictionary. The students were motivated to write and describing something.

Gorghiu, et al (2014) states that 86% of the teachers realized the WebQuest as an excellent or good method for enhancing the learning skills and just 16% as a satisfactory one. It makes the students interest and did not bored and also it helps students comprehend what they want to write. The students are enthusiastic to describe or write something through WebQuest and then they can share to other people about their product. Using a WebQuest as media on teaching writing made good effect to students' score in writing descriptive text ability. It was known by three indicators of writing assessment; those are organization 31%, content 31% and expression 34% from 32 students in the class of X IPA 1 MA Al-Ibrohimy Galis.

After collecting the data, the researcher analyzed it. The researcher found a significant difference of students' writing skill before and after conducting the treatment using WebQuest. Hadriana (2017) states that, WebQuest is one of interesting application based internet in teaching strategy that allows teachers to combine English and Technology and practical activity that contributes to meaningful learning. It contains six components of WebQuest are about the sequences of WebQuest activity as an important source of technology to motivate students' interaction and participation in the classroom.

CONCLUSSION

Based on what the researcher found in the school of MA Al-Ibrohimy Galis that the teacher still uses textbook toward students in the class. It was apprehensive to the raising students' development in Writing Skill exactly. So the researcher concludes that teaching Writing Descriptive Text through WebQuest at tenth grade of MA Al-Ibrohimy Galis that was applied is effective. It means that the use of WebQuest improve the students' writing skill in descriptive text. WebQuest as a media of teaching writing in descriptive test is an interesting and innovative media for teaching process to help the students' development in Writing Skill especially for three aspects of writing are organization, content and expression.

The researcher analyzed the students 'scores at pre-test and post-test by using product moment. The result showed that t-value = 13.050 than t-value was compared with t-table, to the significant level 0.05 (5%) and degree of freedom = 31, and apparently resulted the t-table = 2.039, so t-value was higher than t-table (13.050>2.039).It can be provided from the data of student's score in pre-test and post-test.

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