

## DEVELOPING WEBQUEST FOR TEACHING WRITING RECOUNT TEXT FOR 10<sup>TH</sup> GRADERS IN MA BILINGUAL BATU

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### **Abstract**

The aim of this study is to developing a WebQuest for teaching writing recount text to the tenth graders. This product using Research and Development (R&D) adapted from Hyland (2013) which consist of need an analysis, product development, expert validation, first revision, product tryout, second revision and final product. This product was validating by a lecture of English Department in Brawijaya University and an English teacher of MA Bilingual Batu. The WebQuest was create by using google site and divided into seven sections such as introduction task, process, evaluation, conclusion, resources, and teacher page. The result showed that this product of WebQuest was suitable for teaching writing recount text.

**Keywords:** recount text, WebQuest.

### **INTRODUCTION**

These days English is very significance and can't be denied, since English has been utilized as the most widely recognized language either spoken or written to impart for a long time in numerous nations. This condition given effect in the education sector. As a reality, numerous understudies in English as Foreign Language (EFL) nations have been shown English in their school. They ought to have correspondence ability in English dominance.

Writing is consider to be an essential skill because writing contributes the way of learning, such as, taking notes during lectures, underlining what is important thing when students read, and it is also worth remembering that most exams often rely on students' writing skill (Harmer, 2004:3). It influences the perspective like creating or drafting thoughts for the time understudies compose, they utilize a few thoughts and realities to give a significance. From this students automatically become active thinkers and leraners through the clarifying and organizing of their personal as they write, and it helps them to communicate with other, for instance, influencing the

readers' beliefs, entertaining them (Cooper & Axelrod, 1988:2). Composing ability requests the consideration and consideration of language educators as opposed to being the significant abilities among different abilities.

Writing is one of the important skills that should be learnt by the students. Chen (2002) states that writing indeed has become one of important skills for academic domain. Writing is often considered as the most difficult skill it involves some components, which are content, vocabulary, rhetoric, grammatical structure, and mechanic, such as capitalization and punctuation (Cahyono & Widiati, 2006). The state of this issue might be credited to ordinary strategies for showing composing by most EFL educators and the impediment of utilizing media in the class.

Based on the *Depdiknas* (2013) stated that across the way that the Indonesia senior secondary school understudies are still have issues recorded as a hard copy expertise, the public authority through the 2013 Curriculum anticipates that the students should compose constantly in various sorts like procedure, descriptive, recount, report, and narrative text. This expectation is very important to be fulfilled by the senior high school students to boost their writing skill.

The researcher realize that writing ability is important for senior high school students, it makes the researcher was interested to know the teaching of writing practice and the use of instructional media in senior high school. One of text genre MA Bilingual Batu students get is recount text.

Regarding to the conversation competence, biographical recount offers several useful matters for the students such as students can expressing their own idea, they can follow the positive things like achievements and character of someone's life, and the last students can learn about the grammar like using simple past, perfect tense, present tense and spelling. The researcher found in MA Bilingual Batu especially in the social and science class that there were some writing problems founded. Based on the students' questionnaire most the students faced some writing problem especially in writing recount text. The use of media also limited in there. Based on the teacher interview the researcher found that most students difficult to determining an idea to write. Most students also have limited vocabulary and grammar. The teacher also stated that the use of media in the class is limited, he also use power point presentation which only summarize from textbook. This is made the students feel bored in writing class section.

The use of Computer-Assisted Language Learning (CALL) can be used as a way to deal with language educating and learning in which the PC is utilized as a guide to evaluation of material to be realized, which has a potential for understudies to make a recount text. WebQuest is one way to apply CALL in classroom. WebQuest is called as

an educator made exercise plan as basic World Wide Web page with dynamic, preselected web joins and a particular reason for understudies.

WebQuest integrates six instructional components with regards to developing academic writing skill such as introduction, task, process, evaluation, resources and conclusion. The similar research of WebQuest is conducted by Fiki (2014) that this research studies about media development of WebQuest to improve student's learning outcomes in grade X SMK in subject Indonesian history about come and development of Buddha Hindu religion and culture in Indonesia at SMK Negeri 1 Surabaya. The result showed that most student learning got increase and differences after using WEQuest media in the subject of Inondesian history in grade X TKJ in SMK Negeri 1 Surabaya.

Widyarini (2012) conducted a research on the effectiveness of improving student's reading comprehension by using WebQuest in ninth grade of junior high school. The result showed that there was significant improvement of student's reading comprehension and also improves classroom condition along with the student's cooperation and motivation in the class.

Based on the previous study, it can be said that the WebQuest absolutely is reliable alternative as media for teaching writing to the junior high school by action research. The researcher will be choose senior high school in developing interactive media through WebQuest to minimize the problem faced by the student's writing skill in writing a recount text in MA Bilingual Batu.

The objective of this study is to develop interactive media through *WebQuest* for teaching writing recount text of the tenth grades of MA Bilingual Batu. The form of *WebQuest* for teaching writing recount text is in the form of *website*.

The result of this innovative work is as PC based of which the substance is as electronic. This Webquest is created by utilizing google destinations. It is a sites to make intuitive sight and sound, specifically a WebQuest. It is only can be accessed online because it is linked to the website addresses which need internet connection. The *WebQuest* is divided into two main pages, students and teacher page.

The scope of the study is research focuses on developing an interactive media through *WebQuest* for teaching writing to tenth graders. The material covers the recount text which consists of the social function, generic structure, and language feature. It also refers to the students and teacher's needs so that the media is able to be used effeciently and effectively. The task is in the form of project-based.

## **METHOD**

This chapter presents the discussion of the research methodology implemented in this study. It consists of the research design, the model development, the

procedure of development, setting and subject of the study, instruments of data collection, and technique of analysis.

The research design used by the researcher was Research and Developing (R&D) by Borg and Gall (1983). R&D was used to develop and validate educational products. The researcher conducted a need analysis to figure out the students and teachers' needs and also their problems. After knowing their needs and problems, the researcher solved these needs and problems by using R&D.

The researcher conducted the model of educational research and development based on Hyland stages (2003: 57). There were eight important steps implemented to conduct the research and development, such as need analysis, conducting survey, developing the product, validation by the expert, first revision, trying out the product, second revision, and final product. From eight stages from Hyland, the researcher mixed first and second stages, conducting need analysis and conducting a survey became one, which was, conducting a need analysis.

In conducting need analysis the researcher interviewing the teacher and giving questionnaire to the students. Information from the need analysis made the researcher knowing the problems of the students. Then next step is selecting the material. There were some stages in developing the product such as selecting the topic and creating the WebQuest title, conducting the introduction, arrange the task, find some compatible websites for the process, and making the conclusion.

In developing the product there are two steps. First is designing the material for the students or the teacher. In designing the material for the students, researcher used Basic Competences 3.7, 4.7, 4.7.1, and 4.7.2 2013 Curriculum. Recount text taught in the second semester in this Basic Competence.

Syllabus is the next step to designing the material. The researcher selecting the topic based on that. Researcher took the topic which about biographical recount text. This biographical recount text tells about the famous persons like the president, artist, etc.

The next step to do is looking for the compatible websites related to the material. The researcher selecting internet sources before the students were used. This step of selecting the compatible websites is important, because not all the material was compatible with the syllabus and curriculum.

Then researcher choosing the introduction based on the topic. It contains of what the students should learn. The questions about "do you have a special person?", "can you tell us why they became a special person?" Those questions will give the students more knowing better about what they will go to do.

After selecting the compatible websites, the next step is arranging the task. Non-routine task is the task which given to the students. Non-routine task is where the

students can think critically. Here, the student write in the paper A3 write recount text about someone they like using their own words around one thousand words and giving some pictures. The students should submitted to the teacher due date attach in the WebQuest instruction.

There are five steps in process. First is how the students work in writing recount text. They will do in pair when using a WebQuest and do individually when they do writing a biographical. The students should work individually because it is about their personal experience and each student has different idol or experience.

Second is the students should know the definition of recount text especially biography. The students will surf internet sources which available in WebQuest. Then the students selecting links which they need to know about make a biography and the organization of the recount text. Then the fourth step is the researcher will arrange the evaluation of the students' task.

The last step is the researcher makes a conclusion of the task. After make a students' page, the researcher make a teachers' page. First is making an introduction which consists of how this WeQuest was used. Then, determine the learner target. Here, the learner target is the tenth graders of senior high school. The standard that used by the researcher from syllabus and curriculum 2013. Process that used by the researcher has three stages. First, preactivity where the students will introduce to the activity and gained their background knowledge from the topic. In main activity, the students read all the material that available in the WebQuest. The students will get evaluation of their task in the WebQuest. The last step is the researcher compiled all the references in the WebQuest.

Making the students and teacher page is the next stage. In the student's page, there are introduction, task, process and conclusion while in the teacher page there are introduction, learner, standard, process and references. Then the researcher giving background music to make the user feel enjoy when using it.

Lecturer of the English Department of Brawijaya University and an English teacher of MA Bilingual Batu were the expert validator. The aim of validation process is to examine some aspects such as design, audio, operation, content, and teacher page. Based on the validation the WebQuest can tried out but need revision. After that the WebQuest was tried out to the tenth graders of MA Bilingual Batu.

There are six students of tenth social and science class in MA Bilingual Batu who will try out this product. The goal of this step changed into to benefit the information and remarks in the direction of the effectiveness and the compatibility of the product itself. After the students try the WebQuest, researcher give questionnaire sheet to give suggestion and feedback after using the WebQuest. The researcher chose this school according to the reseacher's friend experience who teach in this school that

the media in teaching English subject was only using ppt and guide book and need another media to increase their references in writing skill. Besides that most of the students have different proficiency level in this class.

In this research and development, the information used to collect the data was numerical (quantitative) and verbal (qualitative) data. The numerical data was obtained from the questionnaire when the researcher do the needs analysis and try out to the students and checklist from validation sheets. Then, verbal data was got from interview, validation sheets and also from students open-ended questionnaire comments.

Validation sheet was the instrument of data collection used by the researcher. It was intended to validate and evaluate the product so that the product could be usable and effective for either the English teacher or students. In this research and development, two kinds of questionnaires particularly were given to the students. First, was the needs analysis questionnaire and second was students' try-out questionnaire.

Interview guide was used to know the students writing problems in the class. It was directed for the English teacher. There were eight questions within the interview guide that had to be answered by the teacher. After that, all the result of the interview guide would be analyzed by description.

The data analysis conducted in this step was analysis of quantitative and qualitative data. The qualitative data in the form of suggestions and comments from validators were analyzed and describe by content analysis. Meanwhile, the quantitative data were derived from validation sheet and student questionnaire. It is analyzed by using descriptive percentage analysis

## **RESULTS AND DISCUSSION**

### **RESULTS**

The result of the questionnaire given to the students contained six essential issues. The first issue was about the students' opinion related to writing activities and recount text. The second was about student's problem dealt with writing. The third issue focused on the teaching writing activity, which was described into three parts like teacher explanation, task, and evaluation. From diagram of students' opinion on writing activity and recount text shows that writing activity is interested by the tenth graders of IBB class at MA Bilingual Batu. Most of the students (66.7%) agreed that they liked writing and also known what recount text means. For the understanding about the rhetoric step in recount text, the students gave good responses. There were five (66.7%) students who have understood the rhetoric step in the recount text. It means that most of the students have enough basic knowledge about writing particularly in writing recount text.

Diagram of students' problem in writing recount text showed that writing regarding to the students was hard to do. It could be proven by the difficulty faced by students. There were three students who (50%) thought that writing was difficult because the problem in selecting the vocabulary. For two students (33.3%), writing was difficult because of the problem in using grammar. Meanwhile one (16.7%) student who minded that organizing the idea was their problem in writing. It can be conclude that the main problem is the difficulty in selecting the vocabulary which demotivated them to write.

Diagram from teaching writing exposes that based on students' perspective; the teaching writing activity was ran well. 50% students agreed that English teacher always gave explanation and guidance in writing English text, but the teacher was rarely to evaluating their writing task, the English teacher did not always give them feedback and the score. It can be shown by the students' response that 50% or three students chosen "seldom" as their response. In addition, in drilling their students in the regard of writing task, the English teacher always gives them task. There were four students (66.7%) who selected "often" response, and other students choose "seldom" and "always" as their response who considered that the teacher often gave them task in writing. Therefore, it can be said that the students actually have been given enough theory without evaluation. In other words, they are lack of knowing their problems in writing.

The result of the interview with the English teacher exposed three issues. The initial issue is about is the learning resources and media used in class, the second issue is teaching writing method and students' characteristics, and the last is the teachers' perspective about technology integrated to teaching and learning writing.

There are five aspects validated by the lecturer. Design and layout of the WebQuest is the first aspect. The second is the audio and video, next is the program operation, fourth is content and the last aspect is activity in teacher page.

The result of lecturer confesses that the design and layout was very good, and there was no issue in it also the same like program operation and teacher page. For the content, the expert states that there are some ungrammatical sentences. Then for audio and video, the expert states that there is some audio that cannot be open. Another aspect was good. From the table of summary table of lecturer's validation it shows that the product got average score 87 on the scale of 5 which was viewed as great and need corrections.

Another master validator who approved the item is the English teacher from MA Bilingual Batu. It seems like lectures' validation sheet; there are five aspects to be validate. The result of design and layout are good fine. A similar outcome was additionally acquired for the program operation and everything in teacher page, there

is no problem in this section. From the design and layout are still good but the teacher gives note that it is better to use the image which reflects the student's school identity (Islamic institution). Then for program operation, activity in teacher page, and content was same good. The teacher highlighted in audio and video aspects, there is some music that can be opened and the music background is dominant, but the average score that this product gets is 90.5 on the scale of 5, which is consider very good but need revise it.

There are four aspects in the result of product try out, design and layout, audio video, program operation, and content. Almost all the students like this product which can be seen in that diagram that around 84% of the students agree. In the aspect of design and layout, 91.7% stated that they like the design and the layout and 8.3% students dislike it. Then audio and video aspect, there are 83.3% liked the audio and video. After that program operation 100% all the students stated that the program can operate well and easy to understand in all the sections. The last is content, 87.1% students state that the content was good.

Based on that table of interpretation and overall score of product try out, it shows that from the design and layout the product get score 91.7 which was very good. In audio and video get 83.3 score which was very good. The program operation get 100 score which was very good too. The last is content get score 73.3 which classified as good. The conclusion is from that total average score the product get 87.1 score which was very good and it can be used as media interactive for teaching writing recount text.

In the second revision, Based on that critique and suggestion there are some aspects that should be improved. Audio and video and design and layout are the aspects should be revises.

The first problem is audio and video. There are two students who complained because the audio can be loaded. It because of unstable connection. To solve this problem, researcher disappear the audio in that program.

The second problem is design and layout. The students stated that the font size is too small. Then the researcher change the font size from 13 became 16.

## **DISCUSSION**

In this WebQuest the teacher do not need to explain to the students about the material, evaluation, the task, and another information for the students about the resources because all of them already in that WebQuest.

The material that selected is based on the curriculum – core and basic competence. The researcher takes that material from websites from internet. The last is these products make the students become students who study independently. It means that the students can be using their program inside or outside class. But even



this product make students can be study independently, the role of teacher still exist to facilitate the students like giving some information and managing classroom, the teacher is still as a primary sources of learning.

From this discussion, it can be showed that WebQuest is recommended to apply in the school. Even this difficult to get proper materials for the students and sometimes difficult to get good internet connection.

## CONCLUSION

Based on the result of lectures' validation which the product get total average very good and need correction, on the result of teachers' validation the product get very good too but need to revise it, and the conclusion from total average score the product get very good and it can be used as media interactive for teaching writing recount text.

This WebQuest can be a solution of the students' problem especially in writing recount text. It can be seen from the process or step instructions on writing recount text like what are biographical recount text, the use of language features, and the generic structure of recount text such as grammar and vocabulary. This WebQuest also have easy guidance for the students and make the students can be assist in generating idea and finding suitable grammar and vocabulary.

This study designed as instructional media that the teacher can use all the section of teaching and learning start from preactivity, main activity and post activity. This WebQuest already passing some process like need analysis, expert validation, try out, and revision.

The deficiency of this product is difficult to get proper materials for the students and difficult to get good internet connection.

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