Developing Creative Industries on the Basis of Language, Literature, Art, Culture, and Its Teaching in ASEAN Economic Community
INTERNATIONAL SEMINAR AND ANNUAL MEETING 2016
ON LANGUAGE, LITERATURE, ART, AND CULTURE
Developing Creative Industries on the Basis of Language, Literature, Art, Culture, and Its Teaching in ASEAN Economic Community

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Cover Design:
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Penerbit
Surya Pena Gemilang
Anggota IKAPI Jatim No. 111/JT/2009
Jln. Rajawali Tutut Arjowinangun 12
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Jumlah: xvi + 642 hlm.
Ukuran: 20x28 cm

Agustus 2016


Hak cipta dilindungi undang-undang.
Dilarang mengutip atau memperbanyak sebagian atau seluruh isi buku ini tanpa izin tertulis dari penerbit.
USING WEBQUEST AS A FLEXIBLE AND DYNAMIC LEARNING TO IMPROVE STUDENTS’ MOTIVATION IN LEARNING ENGLISH

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ABSTRACT
This study aimed to examine the students’ perception on the use of WebQuests as a flexible and dynamic learning to improve students’ motivation in learning English. There were eight high school students involved in this study, who has introduced to Webquests in private course. Researchers gave a questionnaire that consists of twenty questions. This questionnaire asked about their perceptions of the development and implementation of the WebQuests. Researchers only examined the views of the high school students on the use of WebQuests to improve their motivation in learning English. The result of this study showed that the students found something very interesting about WebQuests, which enhanced their motivation and interest to learn English. The students also commented that their English proficiency has improved while learning by using WebQuests.

Keywords: Webquests, Students’ Perception, Students’ Motivation, Learning English.

ABSTRAK

Kata kunci: Webquests, Persepsi Siswa, Motivasi Siswa, Pembelajaran Bahasa Inggris.

INTRODUCTION
The web contains a vast supply of authentic, fresh language resources, and therefore is deemed to be an effective venue for language teaching and learning. For instance, Commings (cited in Shan, 2011) suggested that the World Wide Web has great potential for providing English language learners the visual and aural stimulation. Therefore, language teacher are constantly seeking ways to draw on these resources and incorporate the Web into their instructional design.
However, EFL teachers may find difficulties in designing a web-based syllabus that promotes language learning skills. A well-structured web-based activity, such as WebQuest, provides teachers with a pre-defined activity that they can adapt to suit their students and syllabus objectives. The effect of WebQuest on promoting language skills is little researched through empirical study (Abbitt & Ophus, 2008). This study focuses on investigating the use of WebQuest in an EFL reading class in terms of its potential to enhance students reading skills.

WebQuests have become very important in many educational areas and have received considerable attention from teachers and educators since they were introduced by Dodge. He defined two types of WebQuests: short-term and long-term. According to him, well-designed WebQuests—either short-term or long-term—have the following critical attributes: an introduction, a task, a process, resources, an evaluation, and a conclusion (Dodge, 2001). Thus, in this paper the writer wants to investigate students’ perceptions towards the use of WebQuest in their EFL learning.

**OVERVIEW OF WEBQUEST**

WebQuests were first introduced in 1995 by Dr. Bernie Dodge, a professor at San Diego State University (SDSU). He originally designed the WebQuest model to integrate the use of the Web into classroom activities, defining it as an inquiry-oriented approach with some or all of the information for learners to work with, coming from resources on the web (Dodge, 1995). Tom March, a co-developer of the WebQuest, has extended the meaning of WebQuests to “a scaffolded learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students’ investigation of a central, open-ended question, development of individual expertise, and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding” (March, 1998).

In 2001, Dodge devised a set of general guiding principles for creating a well-developed WebQuest. The following acronym helps to explain these principles:

- Find great sites
- Orchestrate learners and resources
- Challenge learners to think
- Use the medium
- Scaffold high expectations'

(Dodge, 2001)

Those five principles will guide the new WebQuest creator in improving their practice and knowledge through previous people’s experience. In general, WebQuests consist of five main components, namely:

- **Introduction:** introduces a scenario and central question, briefly explains an activity and provides background information which learners need to understand in order to complete an assigned task.
- **Task:** provides a focus for learners’ activities and explains clearly and precisely what learners will have to do as they work their way through a WebQuest task which is both feasible and interesting.
- **Process:** describes the steps for students to accomplish the learning goal, includes pre-selected Internet resources to allow students to focus on a topic, and offers advice, guidelines on how to organize the information, and scaffolding to provide help in the learning process.
- **Evaluation:** describes rubrics for evaluating student’s performance in doing WebQuest tasks.
- **Conclusion:** brings closure to the activity and summarizes what the teacher hopes learners have learned as a result of completing the activity, and may also encourage them to extend any knowledge they have gained throughout a WebQuest to other domains.

**RESEARCH METHOD**

**Research Design**

This research used qualitative method, because as stated by Tewksbury (2009), it provide more emphasis on interpretation and providing consumers with complete views, looking at contexts, environmental immersions and a depth of understanding of concepts which was appropriate with the aim of this research.
Participants
The participants in this research are 8 students (4 males and 4 females’ students) of senior high school who was introduced on WebQuest in private course.

Instruments
The instruments used in this research questionnaire and interview. The questionnaire is a ready used questionnaire, taken from the article entitled “In Pursuit Of Alternatives in ELT Methodology: Webquests” (Chen and Neufeld, 2006), which adapted with the participants and it is written in bilingual language (English and Bahasa Indonesia) to make the participants easier to understand the questions. It consists of 20 questions about students’ perception after introduced to Webquest as a media in EFL learning (For the detailed form, see Appendix). While, in conducting the interview, each interviewee spent 10-15 minutes with the interviewer to answer the questions about their suggestions in learning by using WebQuest. The questionnaire was sent and conducted by using facebook and phone interview because of the distance, where researcher was in Palembang and the participants were in Bengkulu. This method seemed to be more representative because of the limited sample size and the length of distance.

THE FINDINGS
All the 8 participants completed the questionnaire and the result can be shown in the following chart:

From the figure above we can see that most of the students have the positive perception towards the use of WebQuest in their EFL learning. Responses to Question 1 reveal a positive number as it was strongly supported by 100% students answering the questionnaire. This number includes 3 students (37.5%) who strongly agreeing, 3 students (37.5%) who agreeing and 2 students (25%) who reveal to be neutral about the statement that learning with WebQuest was useful.

In question number 2, most of students (62.5%) said agree that they introduced effectively to the webquest before they started doing it. Only 1 student (12.5%) disagree with that statement and the rest (25%) did not give their idea or neutral.

Almost students (87.5%) agree with the statement in number 4 which said that they were well informed about the requirements of the webquest task before they started doing it. There was only 1 student (12.5%) who disagree with this statement.

Question number 5 stated that the webquests’ steps had a logical order. There was 1 student (12.5%) who strongly agree, most of them (75%) agree and 1 students (12.5%) neutral in this statement.

Then, there was 1 student (12.5%) strongly agree that the steps of webquest task were interrelated with each other. The students who agree were 62.5% while 1 student (12.5%) neutral and 1 student (12.5%) disagree with this 6th question.

In the 7th question, most of students (62.5%) chose to be neutral about the useful of instruction in guiding them to complete the webquest task. There was only 1 student (12.5%) who agree and 2 students (25%) who strongly agree.

Figure 1. Questionnaire Results
Question number 8 is about the difficulty level of language used in the instructions of the webquest, most of students (50%) said that they agree that the language level was appropriate with their English proficiency, 1 student (12.5%) strongly agree, 1 student (12.5%) neutral and the rest 25% were disagree.

From question number 9 we can see that most of students (75%) were able to accomplish the requirements of the webquest and the 2 students (25%) decided to be neutral.

On the other hand, there were 50% students who disagree with the statement in question number 10 ‘I faced no difficulty in connecting to the relevant sites to do the webquest task’. For the rest, 2 students (25%) neutral, 1 student (12.5%) agree and 1 student (12.5) strongly agree with that statement.

Most of the students (62.5%) strongly agree and the rest (37.5%) agree with the question number 11 which stated that webquest contributed to their proficiency in English.

For the question number 12, most of students (50%) determined to be neutral, 3 students (37.5%) agree and only 1 student (12.5%) who strongly agree that they successfully completed the webquest task.

In question number 13, there were 62.5% students who strongly agree that webquest was good enough to capture their attention and interest, 1 student (12.5%) also agree, and 2 students (25%) neutral in this question.

Five students (62.5%) agree that they enjoyed doing the webquest task and want to do in their future, 1 student (12.5%) strongly agree and the two others (25%) chose to be neutral in this 14th question.

Question number 15 talked about the scoring criteria on webquest, there were 3 students (37.5%) neutral and the rest 62.5% were agree that the scoring are appropriate and relevant to the objectives.

For the fairness of the webquest scoring which is asked in question number 16, most of the students (62.5%) didn’t give their opinion or being neutral, 1 student (12.5%) was agree and 2 students (25%) were strongly agree that the scoring is fair.

Question number 17 until 19 discussed about the cooperative learning in webquest. Three students (37.5%) were strongly agree and the rest (62.5%) in question number 17 were agree that they can work cooperatively with their classmates. Then in question number 18, 50% students agree that they found it useful to work together with their friends during completion the webquest task, 37% others agree and only 1 students (12.5%) neutral. The same result found in question number 19 about the statement “I learned a lot from my friends while doing this webquest task”.

For the last question, most of students (50%) were strongly agree that they believe that students and teachers should design the webquest together. The rest 25% were agree and the other 25% were neutral.

From the whole result of questionnaire we can see that most of the students who participate in this research got the positive impact from the use of WebQuests. Learning English through WebQuest is useful, interesting and enjoyable for them. These results were similar with the previous research conducted by Tuan (2011) which also got the result that WebQuest useful and interesting. In addition, by using WebQuests the students can improve their English proficiency and their cooperative learning. Shan (2011) also found that Webquests facilitates students learning. Other research that supports these findings was from Abbit and Ophus (2008) who found that WebQuests give a positive impact on collaborative working skills and learner attitudes, there is little direct impact or advantage for increasing student achievement.

Some bad responses came from the participants in the interview session. Some of them complained about the time giving for completing the WebQuest task. Another bad response was about the sites which related with the task on WebQuests. Sometimes the students got difficulty in accessing some sites because of the connection or other technical errors. Besides of that, there were a lot of positives and good responses from the participants in the interview session.
CONCLUSION

The result showed that the students have a positive perception towards the use of WebQuests as a flexible and dynamic learning to improve students’ motivation in learning English. They enjoyed and interested in doing the WebQuest task. Webquests gives a positive improvement in their English proficiency and also guide them to do cooperative learning. It is useful and the scoring was fair and appropriate with the objectives of WebQuests. The students of this study, only needed help and more time to do the task and then managed to continue on their own with no difficulty.

REFERENCES


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