

# Developing Students' Writing Skill By Using Webquest

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## **Abstract**

*Many Polytechnic's students are not interested in writing and lose their enthusiastic. They often have many basic mistakes in written works and get low scores when doing writing tests. It is very difficult for them to come up with ideas and organize these ideas using an appropriate choice of vocabulary, sentence and paragraph organization, and translate these ideas into a readable text. Based on that problem, therefore, the main objective of this research is to examine to what extent the use of webquest can develop the writing skill of POLNEP's students and to identify the mistakes of students' writing skill in terms of content, grammar, organization, vocabulary, and mechanics. This research was a Classroom Action Research (CAR) which was carried out at Business Administration Department of Pontianak State Polytechnic. The population of this research was the fourth semester students of Business Administration Department of Pontianak State Polytechnic in the academic year of 2017/2018. The sample of this study was chosen because the students in this class had the lowest average score of writing test among the other classes. The total number of the students was 29. The procedure of the cycle consists of planning, acting, observing, and reflecting. This research used a number of data collection tools including writing test, semi-structured interview and observation. To analyze the data, the researcher used students' writing test results which was scored by consulting the writing scoring rubric. To avoid subjectivity and personal bias of writing score, the researcher used inter-rater. The findings of the study showed that the use of Webquest develops students' writing skill. Their writing improved syntactically and grammatically from draft to draft in the cycle. The students can manage to write longer paragraph with clear topic sentence and some related supporting ideas. They produce less mistakes in word order, tenses, sentence pattern, and other grammar forms. Besides, they show that they use wide vocabulary and sentence variety in their writing. The result proves positive insight that webquest is one of appropriate method to develop students' writing skill.*

**Keywords:** *writing skill, webquest, classroom action research*

## **1. INTRODUCTION**

Achieving competent level of English skill is an ultimate goal for all English language learners particularly Polytechnic

students. They have to be proficient in English to fulfil the need of academic purposes and professional settings. The students should be well equipped with

thorough English skills as the act of anticipation in this globalization era. This objective is especially challenging for students in the domain of writing; a means of communication in the written form. As one of the main language skills, writing is essential because it plays a major role in expressing one's ideas, thoughts, opinions, and attitudes. Besides, the world has become so text-oriented nowadays.

Writing should be as communicative or functional as possible. It should be seen to fulfill the sort of normal communicative purposes or functions it is used. Students should be able to perform specific needs of writing as well like take notes, make official texts, and describe processes. Writing process requires many aspects of language on its production. The students are demanded to produce well-structured organization, clear content, appropriate language use, correct mechanics and wide range of vocabulary. Furthermore, it also involves a different kind of mental process. Good writing needs more time to think to prepare, reflect, elaborate, and find alternative as better solutions.

However, for most Polytechnic students, writing means an inevitable failure. Many students are not interested in it and lose their enthusiastic. They think they will never be able to achieve good writing because they only identify good writing by proper grammar and spelling. They are even not aware of the importance of writing skill in their learning. They often have many basic mistakes in written works and get low scores when doing writing tests. If they are given a title to describe, they do not have anything to write and very difficult to come up with ideas. It is so problematic

for the students to generate and organize ideas using an appropriate choice of vocabulary, sentence and paragraph organization, and translate these ideas into a readable text.

Based on the students' writing result, it is obvious that developing students' writing skill for English language learners still remains a hindrance in the classroom. Students' problems in writing may occur because of many factors. Previous studies have attempted to categorize these factors into some broad domains, for example teachers' incompetence, students' lack of interest, and monotonous teaching writing method. In addition, students do not know the principles of writing when they are given some writing tasks. It means they only have little knowledge about how to write well. Changing in teaching writing is needed to encourage students to use their creativity combined with personal expression so that they can improve and strengthen their writing. Students must realize that good at writing will bring many benefits for them. Firstly, writing will develop their ability to use many vocabulary and correct grammar as well as increase the ability to use proper language. Secondly, writing is important tool to support other skills. It means if students have good writing skill, they can read more efficiently and speak more actively. Lastly, writing is a way to approach information in modern technology. Otherwise, it is necessary for Polytechnic students to master writing skill because it can help them to be well prepared when finding or doing a job. The more involved a student is in the teaching/ learning process, the more knowledge he/she will obtain. Brain

research, media video games, technology, and interactive computer programs provide information about how students are motivated to learn. Direct and purposeful experience promote greater knowledge. New methods that have emerged during the past few years such as cooperative group work, hands-on activities, videos, interactive computer software, and internet research. The webquest is a new method of instruction that has emerged from internet research. It is a guided research activity that addresses the use of internet for research. Webquest are constructed as inquiry-oriented activities that encourage higher-order thinking skills. A webquest activity is considered an inquiry lesson by which students obtain knowledge through investigating facts as directed by the instructor. The process of teaching and learning writing can be easier and more fun for both teacher and students by using Webquest. Dodge (in Dudeney, et al. 2007: 54), defines that Webquest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet. Webquest is also mini-projects in which a large percentage of the input and material is supplied from Internet. Webquest can be teacher-made or student-made, depending on the learning activity the teacher decides on. It is the best way to have students use their thinking or evaluating skills they possess. Students gather information about a topic, summarize, synthesize, organize, evaluate, and present the information. Therefore, it can be as an innovative medium in delivering the material and stimulating students' writing habits.

### **Identification of the Problems**

Several problems that can be identified are:

1. Why are the students not interested in learning writing?
2. Do the students know the importance of writing?
3. What mistakes are commonly made by the students in writing tasks?
4. Why do the students get low scores in writing tests?
5. What media or teaching methods are used in teaching writing in the classroom?
6. Does the teacher often get difficulties in finding appropriate media or method in teaching writing?
7. Does the teacher give them opportunity to do exercises in pairs or in a group?

## **2. LITERATURE REVIEW**

### **Definition of Writing**

There are some definitions of writing proposed by experts. In this case, Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Byrne (1997: 1) states that an activity of producing a sequence of sentence arranged in particular order and linked together in certain ways and it should be a coherent text.

Moreover, Ghaith (2002: 1) asserts that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to,

rearranged, and changed. Writing is most likely to encourage thinking and learning when students view writing as a process. By recognizing that writing is a recursive process, and that every writer uses the process in a different way, students experience less pressure to "get it right the first time" and are more willing to experiment, explore, revise, and edit. Yet, novice writers need to practice "writing" or exercises that involve copying or reproduction of learned material in order to learn the conventions of spelling, punctuation, grammatical agreement, and the like. Furthermore, students need to "write in the language" through engaging in a variety of grammar practice activities of controlled nature. Finally, they need to begin to write within a framework "flexibility measures" that include transformation exercises, sentence combining, expansion, embellishments, idea frames, and similar activities.

### **Writing Skill**

Heaton (1975: 135) defines that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Meanwhile, Bryne (2004) asserts that writing can be said to be the act forming these symbols: making marks on a flat surface of some kind. Nevertheless, writing is clearly much more than production of graphic symbols, just as speech is more than the production of sounds. The symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conversations, although again we can be said to be "writing" if we are merely making list of

words, and words as inventories of items such as shopping list".

Furthermore, Matthews, et al. (1985: 71) states that writing skill has several specific skills that are grouped under six headings; they are graphical or visual skills, grammatical skills, expressive or stylistic skills, rhetoric skills, and organizational skills.

Besides, Carroll (1993: 54) states that writing skill is a broad ability that involves a number of other writing sub skills, like knowledge of grammar, the meaning of words, and how to organize ideas, to construct correct sentences, to use tenses, and to choose appropriate words. Still, Carroll (1993: 60) says that the ability requires mastering some aspects of writing such as content, structure, and diction. Content is what a communication that is about something is about. In writing paragraph, it is related to the students' ability to choose topic, to organize their ideas, to include relevant to assigned to make a coherent paragraph. In a coherent paragraph, there must be relationship among sentences. Structure here reflects the students' ability to make sentences in the form of simple past tense. Diction refers to both the choice and the order of words in speech or writing. It reflects the students' ability in choosing noun, adjective, verb, pronoun, and preposition which is appropriate with the context of sentence.

### **Writing Process**

The writing process may be represented as simply as a three stage process of prewriting, drafting, and revising, or it may be divided into the

following six phases. Trupe (2001) explains it into some stages as follows:

1. Prewriting is engage the activities that generate ideas, including reading brainstorming, free writing, clustering, creating tree diagrams or flow charts, drawing, dramatizing or role-playing, engaging in chat.
2. Planning is design the structure and content of the text.
3. Drafting is composing text.
4. Revising is re-seeing or re-envisioning the whole text by adding or deleting content, changing the order of presentation, making major stylistic changes, etc.
5. Editing and proofreading are making changes at the local, or sentence, level, including changing word choice and sentence structure as well as correcting any errors.
6. Publishing is formatting, producing, and distributing the revise text, including possibilities like presenting an individual portfolio, publishing a class book, etc.

Furthermore, Harmer (2004: 4-5) purposes that process of writing has four main elements as follows:

1. Planning. In this step, the writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of the text they wish o produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.),

but also the choice of language – whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting. We can refer to the first version of a piece of writing as a draft. This first “go” at a text is often doing on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the final version.
3. Editing (reflecting and revising). Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Perhaps the order of information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraph around or write a new introduction. They may use different form of words for a particular sentence.
4. Final version. Once writers have edited their drafts, making the changes they consider necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

In Addition, Spratt, et al. (2005: 27) suggest writing involves going through a number of stages such as: (a) brainstorming (thinking of everything we can about the topic); (b) making notes; (c) planning (organizing our ideas); (d) writing a draft (a piece of writing that is not yet finished, and be changed); (e) editing

(correcting and improving the text); (f) producing another draft; and (g) proof-reading (checking for mistakes in accuracy) or editing again.

### **Good Writing**

Heaton (1975: 5-6) proposes six characteristics of good writing. It can be described as follows:

1. Good writing should be significant. It means that writing should tell something suitable with the purpose of writing;
2. Good writing should be clear. It means that writing must be understandable, for that the readers do not have to reread the writing several times to find out the meaning;
3. Good writing should be unified. It means that in writing, each sentence develops and supports the main idea. In addition, the sentences must support each other in a logical sequence or coherence;
4. Good writing is economical. It means that each point exposed in writing should be written in simple way. Rewriting some sentences or some words or sentences that do not support the main idea should be avoided;
5. Good writing should be adequately developed. It means that writing should have limited topic. The topic should be developed by having supporting details;
6. Good writing should be grammatically acceptable. It means that writing must use correct grammar and punctuation.

In writing, students will rely on at least four types of knowledge such as knowledge of content, procedural knowledge to organize the content, knowledge of conventions of writing, and procedural knowledge required to apply the entire the three other types of knowledge in

composing a written product (Hillocks in O'Malley, 1996: 136).

Furthermore, Nunan (1998: 37) states good writing involves:

1. Mastering the mechanic of letter formation;
2. Mastering and obeying conventions of spelling and punctuation;
3. Using the grammatical system to convey one's intended meaning;
4. Organizing content at the level of the paragraph and the complex text to reflect given/new information and topic/comment structures;
5. Selecting an appropriate style for one's audience.

### **Writing Assessment**

There are several reasons for testing writing in the English language classroom, including meeting diagnostic, proficiency, placement, achievement, and performance. Each purpose requires different test construction. Referring to this, there are two kinds of assessment, which can be used in assessing students' writing. They are process assessment and product assessment. A teacher will indicate that it is not only the product that is assessable, but that commitment to the process is also expected (Brookes and Grundy, 1950: 54). Meanwhile, process assessment is a kind of ongoing assessment used to keep track of students' progress in writing or to monitor the students' progress in writing in which counting the number (score) of the composition is not regarded (Brookes & Grundy, 1950: 54).

Brown (2001: 335) states that product assessment focuses on assessing the students' final composition. Hyland (2003: 226) states that writing product can be

accessed through employing some methods of scoring. There are three types of rating scales generally are used in scoring writing. They are holistic, analytic, and trait-based scoring.

Brown assumes that writing evaluation especially a process-oriented classroom is a theory issue (2001: 356). It is because a teacher as the evaluator performs the task to be a guide and facilitator of students' performance in the process of developing a piece of writing. It must not be easy to be a judge and a guide at the same time. However, a teacher should be fair in doing both tasks. The key in doing it is fairness and explicit in what a teacher takes into account in the evaluation.

Thus, O'Malley and Pierce (1996: 139) state that before having a writing assessment, a teacher must understand two important components in the authentic assessment. Those components are the nature of task (writing task) and the scoring criteria. The last component seems in line with Brown's idea that scoring criteria or scoring rubric will make the evaluation fair and explicit. Therefore, a teacher should prepare scoring criteria or a scoring rubric in a fair and explicit way.

In the scoring rubric, there are some components listed. Those components are aspects that will be evaluated in a piece of writing. Brown (2001: 356-357) lists some categories that are often used for the evaluation of students' writing. Content is in the first category. This category includes some categories such as thesis statement, related ideas, and development of ideas through personal ideas, illustration, fact and opinions. The second category is organization that includes effectiveness of

introduction, logical sequence of ideas, conclusion and appropriate length.

The third category is discourse that covers topic sentence, paragraph unity, transition, discourse marks, cohesion, rhetorical convention, reference, fluency and economy. The next category is syntax, vocabulary and mechanics. Mechanic category includes spelling, punctuation and citation of reference neatness and appearance.

Then, in line with Brown, Hughes also lists some components in testing writing. The components are includes in the scoring system. They are grammar, vocabulary, mechanics, fluency and form. Besides, Heaton (1988:144-145) states that there were some objections to the inclusion of the composition question as part of any test. It is because they are unreliable. The unreliable markers are on the inconsistency and in the failure to agree with other teacher on the relative merits of a student's composition. The teacher will score and mark the students' composition on (1) what a student has written; (2) what teacher believes the students meant by what he or she wrote; (3) hand writing and general appearance of what the student has written; (4) previous knowledge of the student. Moreover, two teachers may differ enormously in giving the score in respects of spreads of marks, strictness and order. Because of the inherent unreliability in composition marking, it is essential to compile a band system or a brief of description of various grades of achievement expected to be attained by the class.

Whatever scoring type the teacher uses in writing assessment, it is better to

emphasize on how the score can motivate students to write better. Besides, students also need to know the aspects of writing that can be scored, so they can focus on the limited criteria in their writing. Teacher's feedback is also important to give evaluation on the next writing.

### **Webquest**

Dudeny and Hockly (2007: 54) state that Webquest is mini-projects in which a large percentage of the input and material is supplied from internet. Webquest can be teacher-made or student-made, depending on the learning activity the teacher decides on. What makes Webquest different from projects or simulation is the rigid structure they have evolved over the years, and it is this structure-and the process of implementing Webquest in the classroom-that we will be exploring here. Meanwhile, Webquest is an assignment, which asks students to use the World Wide Web to learn about and or synthesize their knowledge a specific topic. A "true" Webquest, as originally designed by Bernie Dodge and Tom March, requires synthesis of the new knowledge by accomplishing a "task," often to solve a hypothetical problem or address a real-world issue. Simpler web activities designed for students to investigate and collect new knowledge from web-based sources can be a more engaging and effective replacement for read-the-chapter-and-complete-the-review-questions.

Webquest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet, optionally supplemented with

videoconferencing. There are at least two levels of Webquest that should be distinguished from one another.

Widmayer (2008) states that Webquest is originally conceived as an activity to practice research skills using the web. In addition, a way to have students uses thinking or evaluative skills that they learned in class. Students gather information about a topic, summarize, synthesize, organize, evaluate, and present the information.

Robitaille (2012: 1) states that Webquest is an assignment, which asks students to use the World Wide Web to learn more about a specific topic. The originator for this format of learning, Dodge (1997) states, "Webquest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet."

Webquest can take many forms, but share one common thread: they engage a learner in answering a real-life question, performing an authentic task, and thinking critically about a problem or situation that has meaning outside the classroom. Because the resources available to learners are web-based, students have access to a much wider range of materials than normally found in a traditional setting. Rather than using an outdated encyclopedia or textbook, the entire wealth of the World Wide Web beckons the student to engage in authentic learning and critical thinking.

Therefore, it can be concluded that Webquest is an inquiry-oriented activity in which some or all of the information that the students interact with comes from resources on the internet as an assignment, which asks



them to use the World Wide Web to learn about and or synthesize their knowledge of a specific topic. Students gather information about a topic, summarize, synthesize, organize, evaluate, and present the information.

### 1. Kinds of Webquest

There are at least two levels of Webquests that should be distinguished from one another. Dodge (2007: 54) says that there are two types of Webquest as follows:

#### a) Short-term Webquests

The instructional goal of a short term Webquest is knowledge acquisition and integration, described as Dimension 2 in Marzano's (1992) Dimensions of Thinking model. At the end of a short term Web Quest, a learner will have grappled with a significant amount of new information and made sense of it. A short-term Webquest is designed to be completed in one to three class periods. At the end of a short-term Webquest, learner will have grappled with a significant amount of new information and made sense of it. A short-term Webquest may spread over period of a couple of classes or so, and will involve learners in visiting a selection of sites to find information, and using that information in class to achieve a set of learning aims.

#### b) Longer-term Webquests

The instructional goal of a longer term Webquest is what Marzano calls Dimension 3: extending and refining knowledge. After completing a longer term Webquest, a learner would have analyzed a body of knowledge deeply, transformed it in some way, and demonstrated an understanding of the

material by creating something that others can respond to, on-line or off-. A longer term Webquest will typically take between one week and a month in a classroom setting. After completing a longer-term Webquest, a learner will have analyzed a body of knowledge deeply, transforming it in some way. They will have demonstrated an understanding of the material by creating something that others can respond to online or offline. This is the big difference between the longer-term and the short-term web quests-learners have to transform the information they acquire, turning it into a new product: a report, presentation, an interview or a survey. Longer-term Webquest might last a few weeks, or even a term or semester.

### A. Teaching Writing using Webquest

Dudeney and Hockly (2007: 54) Webquest has now been around long enough for them to have a clearly defined structure. However, this structure, while being unofficially recognized as the definitive schema for these activities, should only really be taken as a basic guideline and you should design your web quest to suit the needs and learning styles of your group. In the example, we will be examining an ELT Webquest about responsible consumerism. It is designed for intermediate-level learners. Dodge in Dudeney and Hockly (2007: 54) states that there are usually four main sections to Webquest as follows:

#### 1. Step 1 – Introduction

This stage is normally used to introduce the overall theme of the Webquest. It involves giving background

information on the topic and, in the language-learning context, often introduces key vocabulary and concepts, which learners will need to understand in order to complete the task involved. In the example opposite, learners are introduced to the idea of responsible consumerism by considering various scenarios relevant to their own circumstances.

#### 2. Step 2 – Task

The task section of the Webquest explains clearly and precisely what the learners will have to do as they work their way through the Webquest. The task should obviously be highly motivating and intrinsically interesting for the learners, and should be firmly anchored in a real-life situation.

#### 3. Step 3 – Process

The process stage of Webquest guides the learners through a set of activities and research task, using a set of predefined resources. These resources are predominantly Internet-based, and are usually presented in clickable form, that is, as a set of active links to websites within the task document. It is important to bear in mind that it is much easier to click on a link than to type it in with any degree of accuracy. In the case of language-based Webquest, as opposed to a purely content-based one, the process stage of the Webquest may introduce or recycle lexical areas or grammatical points, which are essential to the task. The process stage of the Webquest will usually have one or sometimes several ‘products’ which the learners are expected to present at the end. These ‘products’ will often form the basis of the evaluation stage.

#### 4. Step 4 – Evaluation

The evaluation stage can involve learners in self-evaluation, comparing and contrasting what they have produced with other learners, and giving feedback on what they feel they have learnt and achieved. It will also involve teacher evaluation, and good Webquest will give guidance to the teacher for this particular part of the process. Since Dodge developed his model in 1995, many educators have added both to the theory and the practice of Webquest and it is now possible to find several good examples of them in many different subject areas.

Other steps used in implementing Webquest as quoted by Fitrianto (2011: 1) are as follows: (1) leading students to the topic by providing some questions and showing web addresses related to the topic discussed, (2) introducing the Webquest and distributing the worksheet, (3) assigning the students to work in group, (4) informing students about the things they should do in their groups, (5) asking the students to do task and answer the questions in the worksheet: "How many stages do these animals have life cycles?" and "Mention the stages of their life cycles" (6) asking the students to make sentences based on their information from the web, (7) giving a model of report texts and explaining generic structure and generic features (Simple Present Tense, action verbs) of report texts, (8) assigning the students to write the first draft, (9) exchanging the works in group to get feedback by peer-revising (10) giving time to the students to do conference with the teacher, and (11) editing the first draft to make the final drafts.

### **B. The Advantages and Disadvantages of Webquest**

#### **1. Advantages of Webquest**

Effective Webquests give students an opportunity to think critically about a topic, require students to apply the knowledge they have learned in a meaningful manner, teach students to work in small groups, and provide scaffolding (to aid student learning). Webquests should interest the learner. If the Webquest does not interest the learner they may not be motivated to complete it. (Zheng, et al. 2005: 41-49).

Teaching through Webquests has many advantages. Firstly, Webquests have the ability to increase student motivation levels. Secondly, Webquests allow students to become active learners (Halat, 2008: 109-112). Thirdly, students practice auditory, visual, reading, thinking, and problem solving skills while they are completing a Webquest. Lastly, Webquests narrow down the vast array of web pages available on any given topic (Perkins, et al. 2005: 123-133).

Other advantages of Webquest that is stated by Karlinwallrich (2008) can be seen as follows: (1) An interesting task can lead to a motivation of students; (2) Variety; (3) Learning process becomes student-orientated; (4) Demonstrative method; (5) Group work is differentiated and cooperative working skills are trained; (6) Authentic task and latest news/information available; (7) Development of students' expertise; (8) Situated learning; (9) Students learn how to navigate the web in order to find relevant information; (10) Open-ended questions is students learn to work autonomously; (11) Active-learning ; (12) Time aspect: teacher can decide whether the working with Webquest takes a few hours or some weeks (depends on topic, intention of teacher, motivation of students, etc.); (13) Results are presented/published: motivation may increase; (14) Teacher can design a Webquest individually. It is different levels of difficulty possible. It is applicable for the older as well as for younger students; (15) Different perspectives can be adopted (personification of viewpoints: businessperson vs.

environmentalist); (16) Material which comes from the web is often supported by pictures and other visualizations; (17) Content of texts is easier to understand.

Based on elaborated explanation above, it can be assumed that Webquest has many advantages in teaching learning as a media in supporting the materials. Especially in writing, the students can use it as source of information in dealing with their material or subject. Therefore, the students can write based on the information, which has been provided by the teacher by clicking some links in Webquest. It also can improve the students' creativity in the process teaching and learning activities because it needs ability of technology in using internet.

## 2. The Disadvantages of Webquest

Ineffective Webquests tend not to follow the six main components. For example, a poorly designed Webquest may simply be an electronic worksheet or a list of web sites to visit without giving the learner a task to focus on. Ineffective Webquests may also rely on rote memorization (Zheng, et al. 2005: 41-49)

There are also many weaknesses associated with Webquest. Firstly, students may become side tracked and visit web sites that are completely off topic (Halat, 2008: 109-112). Secondly, making an excellent Webquest consumes a great deal of time. Lastly, students that have poor computer skills may find it difficult to complete a Webquest (Perkins, et al. 2005: 123-133).

Other disadvantages of Webquest as stated by Karlinwallrich (2008) can be seen as follows are (1) It is difficult to grade; (2) It can be a problem such as the teachers do not allow any work with webquests (time aspect!); (5) It is not easy to find a suitable Webquest that is in agreement on the main lines of the topics and requirements of the students; (6) Students may get lost in too much irrelevant information; (7) not every website is trustworthy.

### 3. METHODS

#### Time and Place of the Research

The time allocation for this research is six months. It was started on June up to November 2018. The research was conducted at Pontianak State Polytechnic in Business Administration Department, more specifically in Business Administration Study Program. The study program was chosen because it includes English subject until semester five and requires students to pass all the English subject well. Besides, the students of Business Administration Study Program must take Business Reading and Writing (BRW) subject in this semester for three credits.

#### Research Design

This research is carried out under the framework of action research. A Classroom Action Research (CAR) is chosen because the problem comes from teaching and learning in the class. Classroom action research is a way for instructors or teachers to discover what works best in their own classroom situation, thus allowing informed decision about teaching. Furthermore, Corey (1993) defined action research as the process through which practitioners study their own practice to solve their personal practical problems. It means that action research is a collaborative activity where practitioners work together to help one another design and carry out investigation in their classrooms. Action research is designed to improve all participants in the educational process (students, instructors, and other participants) with the means of increasing knowledge or improving curriculum, teaching and learning.

Through participating in classroom action research, teachers become more critical and reflective about their own practice. The teachers engaging in action research attend more carefully to their methods, their perceptions and understandings, and their whole approach to the teaching process. Furthermore, the researcher uses classroom action research because it is an approach of (1) improving education through change, by encouraging teachers to be aware of their own practice, to be critical to the practice, and to be prepared to change it, (2) it is participatory, in the sense that it involves the teacher in her own enquiry, and collaborative, in that it involves other people as part of a shared enquiry.

Action research, according to Taylor, Wilkie and Baser (2006, p. 6) involves some processes namely:

1. Identify an area for investigation and a need for change (research)
2. Carry out changes (action)
3. Look at effects of changes (research)
4. Replan/ adjust changes (action)
5. Repeat
6. Make a constant effort to link reflection and practice.

#### Population and Sample

##### Population

The population in this research is the fourth semester students of Business Administration Study Program. Those students are divided into four classes; A, B, C, and D. Each class consists of 30 students, so that the total number of the population is 120 students.

##### Sample

The sample of this research was students of Business Administration Study

Program currently sitting in the fourth semester particularly in C class. This class is chosen because the students in this class have the lowest average score of writing test among the other classes. The total number of C class is about 30 students.

### Procedure and Tool of Data Collecting

a. The details of the steps taken in the research cycle are in table 1.

b. Tool of Data Collecting

This research used a number of data collection tools including Writing test, semi-structured interview and observation. Writing

**Table 1. The Description of Action Research Cycle**

Plan	<ul style="list-style-type: none"> <li>• Formulating the action plan</li> <li>• Preparing observation sheet</li> <li>• Choosing the students as the participants in this research</li> <li>• Deciding webquest as the treatment</li> <li>• Preparing teaching materials for the webquest application</li> </ul>
Action	<ul style="list-style-type: none"> <li>• Implementing webquest in the class room by following its phases as adopted from (Fitrianto, 2011)               <ul style="list-style-type: none"> <li>- Leading students to the topic by providing some questions and showing web addresses related to the topic discussed</li> <li>- Introducing the webquest and distributing worksheet</li> <li>- Assigning the students to work in group</li> <li>- Informing students about the things they should do in their groups</li> <li>- Asking the students to do task and answer the questions in the worksheet</li> <li>- Asking the students to make sentences based on their information from the web</li> <li>- Giving a model of the texts and explaining generic structure and generic features of it</li> <li>- Assigning the students to write the first draft</li> <li>- Exchanging the works in group to get feedback by peer-revising</li> <li>- Give time to the students to confer with the teacher</li> <li>- Editing the first draft to make the final draft</li> </ul> </li> </ul>
Observation	<ul style="list-style-type: none"> <li>- Observing the students' action in the process of treatment</li> <li>- Recording the process of webquest application (taking notes and/ or video recording)</li> <li>- collecting the data on the impact of the action</li> </ul>
Reflection	<ul style="list-style-type: none"> <li>- Evaluating students' writing skill</li> <li>- Assessing the process of teaching and learning</li> <li>- Developing revised action on the basis of observation for the next cycle</li> </ul>

test will be used as the media to get the primary data of the students' writing score. The test is conducted before (pre-test) and after (post-test) the treatments given. In this research, the aspects of writing evaluated are content, organization, vocabulary, language use (grammar), and mechanics.

The number of cycle to be given will be dependent on the performance shown by

the participants after the treatment. If after the first treatment cycle the participants can show better writing scores, no further treatment will be given. In other words, the implementation of treatment will be done once only. Likewise, if their post-test scores in the first cycle are lower or equal to their pre-test results, the next cycle of action research (i.e. second implementation of treatment) will be performed. Due to very

limited time in conducting the research, and the score of after the first treatment is positive, so this research only implemented one cycle.

Then, semi-structured interview was used as the second tool for gathering data. Prior to the conduct of interview, an interview protocol containing some guiding questions developed. Questions asked in the interview include, for example, constraints in writing, what part is the most difficult one, the quality of teaching writing materials, and other things that related to students' writing activities. Lastly, observation was used to collect information related to students' behaviors while participating in the treatment.

#### **Data Analysis**

Firstly, students' writing test results was scored by consulting the Writing scoring rubric which proposed by Brown (2001: 357). In addition, to avoid subjectivity and personal bias of writing score, the researcher used inter-rater. Hughes (1996: 19) asserts that to decrease subjectivity, the writing can be scored by two different scores (inter-rater) or one scorers the same writing test in different occasion (intra-rater). The students' work was scored by two persons, the first is the researcher and the second is another English lecturer who teach English in Business Administration Department. The scores from the two scorers was combined and the average score was taken as the final score. This final score was then analysed statistically.

In the writing test, it was necessary to assess the readability of the test instruction. It informed whether the test instruction was readable or not for the students. The

instruction was readable if the students who were given the test can understand the instruction of the test and do as the instruction ask them to do. Dale and Chall (1949: 23) define the readability as the sum total (including the interactions) of all those elements within a given piece of printed material that affects the success, a group of readers has with it. Furthermore, Dubai (2004: 3) defines readability as the ease of understanding or comprehension due to the style of writing. The test could be said that it is successful if the students can understand it. However, the instruction of the writing test should be clear and easy to understand.

The data from the interview was transcribed before it is analyzed by using text analysis. The transcript was examined to identify the factors influence students' writing skill. The data from the pre-test and post-test is also used to know the students' improvement on content, grammar, organization, vocabulary, and mechanics.

## **4. RESULT**

### **Students' Performance in Writing Test**

The writing test results prior to the webquest implementation (see the following table) indicated that the majority of the students still had to do a lot of hard work in order to improve their Writing Skill. Their mostly less than 60 scores (N = 25) proved that their writing was still far below the desired level. Even for writing subject, such scores would not be considered enough since they have to be good not only in personal writing but also business letters. Data of writing results also showed that there were only a few students (N = 5) who could achieve the scores of

equal or above 60 but still below 70. Overall, findings of this study suggested a carefully arranged Webquest method is

essential to enable students achieve better writing scores.

**Table 2. The Score of Writing Pre-Test**

Student's Number	Aspects of Writing					Score
	Content (30)	Grammar (25)	Organization (20)	Vocabulary (20)	Mechanics (5)	
1	15	14	9	11,5	3,5	53
2	10	13,5	10,5	10	3,5	47,5
3	12,5	11,5	9	10	3	46
4	13	11,5	9,5	10	3	47
5	16,5	13	12	12,5	3,5	57,5
6	17,5	13,5	14,5	12,5	4	62
7	12	12	8,5	9,5	3	45
8	9,5	11,5	12	13,5	3,5	50
9	10,5	11,5	9	10,5	3	44,5
10	17	15	13,5	13	4	62,5
11	9,5	11	7,5	8,5	3	39,5
12	15,5	15	15	12	4	61,5
13	17,5	14	10,5	13	4	59
14	12,5	11,5	8,5	9,5	3	45
15	15,5	14	11,5	11,5	4	56,5
16	13	12	11	10	3,5	49,5
17	9,5	14,5	10	12,5	3,5	50
18	12,5	12,5	8	11	3,5	47,5
19	11	10	9	9	3,5	42,5
20	15,5	15,5	12,5	13	3,5	60
21	15,5	14,5	11,5	13	4	58,5
22	16	15,5	13,5	13	4	62
23	7	10,5	7,5	8,5	2,5	36
24	12,5	13	7,5	10	3	46
25	11	10	8,5	8,5	3	41
26	15,5	14,5	12	12,5	4	58,5
27	9	9,5	7	8,5	2,5	36,5
28	9,5	12	9	9,5	3	43
29	12,5	11,5	8,5	9,5	3	45

### Looking Specifically into Students' Performance for Each Aspect in Writing

In this section, writing test aspects or indicators are grouped according to the specific skill they seek to measure. Based on the scoring rubric, it could be learnt that the best content include; for example, essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflect

thoroughly developed; extraneous material; essay reflects thought. For grammar, the ideal of it includes native-like fluency in English grammar; correct use of relative clauses preposition, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences. High score organization aspect must have appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional

expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; Conclusion logical and complete. The indicator of vocabulary is seen from the use of precise vocabulary usage; use of parallel structures; concise; register well. The mechanics covers aspect such as the correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.

### **Student's Performance in Content**

Having seen students' score in the aspect of content in writing test (see table 5.1), it could be argued that most of them still had difficulty coping with all the criteria of ideal content. Areas that students found most difficult include ideas incomplete; essay does not reflect careful thinking or was hurriedly written; and inadequate effort in area of content (55%). Whereas, the others showed that the problems were development of ideas not complete or essay is somewhat off the topic; and paragraphs aren't divided exactly right (45%). Among five level of content indicators, the students' performance was still in the second and third level.

### **Student's Performance in Grammar**

Students' grammar was rather similar with that of content where among five level of grammar mastery indicators, the students could only reached the third level (ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present) by 86% participants taking part in this study. Meanwhile, other students were still below the desired level. "Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some

areas clearly needed; difficult to read sentences (14%)" were found in the students' writing result.

### **Student's Performance in Organization**

Organization in writing was also still under the desired level where most of the students still experienced difficulty developing to the topic measuring their ability in composing essay. The major problems include mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere (52%). Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak of illogical; inadequate effort at organization (34%) were found in students' essay organization. The good thing was that there was 14% in which the students were good at in the aspect of adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused.

### **Student's Performance in Vocabulary**

In composing their essay writing, students also had to cope with the vocabulary. The results showed that some vocabulary misused; lacks awareness of register; may be too wordy (66%) happened to most students. The other students performed poor expression of ideas; problems in vocabulary; lacks variety of structure (14%). Meanwhile, 20% students participating in the test could attempt



variety; good vocabulary; not wordy; register OK; style concise.

### Student's Performance in Mechanics

Based on the results, it has been shown that students had "uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas" (65,5%). Some students are better by performing only some problems with conventions or punctuation; occasional spelling errors; left margins correct; paper is neat and legible (27,5%). While the rest of the students were still found difficulty in organizing mechanics and faced serious problems with format of paper; parts; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers (7%).

### Research Implementation

The implementation of teaching writing using Webquest through Action Research was consisted of one cycle. The cycle itself has four meetings of writing draft and four meetings of discussing draft. Each meeting took ninety minutes and sometimes more. The overall description of Cycle 1 related to planning, action, observation, and reflection could be seen in table 3.

The process could be seen in the description below:

#### Planning

Most students had problem in writing sentences and paragraphs; they had low writing score and had many mistakes seen

**Table 3. The Implementation of Cycle 1**

Planning	Teaching writing by using webquest Topic: Pre-writing, Paragraph Writing, and Essay Writing
Action	<p><b>Meeting 1: Writing draft 1</b></p> <ul style="list-style-type: none"> <li>• Doing pre-writing</li> <li>• Practicing to write correct English sentences in pre-writing by paying attention on: 1) Word order, 2) Tenses, 3) Pronouns, 4) Vocabulary 5) Sentence Patterns, 6) Other grammar forms</li> <li>• Discussing those six aspects in writing sentences</li> </ul> <p><b>Meeting 2: Discussing draft 1</b></p> <ul style="list-style-type: none"> <li>• Underlying students' mistake</li> <li>• Coding the mistakes with those six aspects</li> <li>• Discussing how to correct students' mistake on draft 1</li> <li>• Discussing students' difficulties about those six aspects</li> </ul> <p><b>Meeting 3: Writing draft 2</b></p> <ul style="list-style-type: none"> <li>• Writing a paragraph</li> <li>• Correcting mistakes of draft 2</li> <li>• Paying attention on writing indicators: 1) Content, 2) Grammar, 3) Vocabulary, 3) Organization, 5) Mechanics</li> <li>• Discussing students' difficulties on writing correct paragraph</li> </ul> <p><b>Meeting 4: Discussing draft 2</b></p> <ul style="list-style-type: none"> <li>• Underlying students' mistakes</li> <li>• Coding the mistakes with the indicators</li> <li>• Counting the total of mistakes</li> <li>• Discussing how to correct students' mistake on draft 2</li> <li>• Discussing further about students' difficulties in paragraph writing</li> </ul>

**Meeting 5: Writing draft 3**

- Writing an essay
- Correcting mistakes of draft 3
- Adding supporting sentences on each paragraph to write longer paragraph
- Paying attention on the cohesion of sentences in paragraph

**Meeting 6: Discussing draft 3**

- Underlying students' mistakes
- Coding the mistakes with the scoring indicators
- Counting the total of the mistake
- Discussing how to correct students' mistake on draft 3
- Discussing students' difficulties about writing essay

**Meeting 7: Writing draft 4**

- Writing draft 4 as a follow up of draft 3 (essay writing)
- Correcting mistakes of draft 4
- Strengthening the topic sentence and adding supporting sentence
- Paying attention on the cohesion of sentences in paragraphs

**Meeting 8: Discussing draft 4**

- Underlying students' mistakes
- Coding the mistakes with the five writing indicators
- Counting the total mistakes
- Discussing how to correct students' mistake on draft 4
- Discussing students' difficulties about writing essay
- Reflecting on the whole activities on cycle 1

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Observation	<p>Students:</p> <ul style="list-style-type: none"> <li>• Students clearly stated their problems in writing</li> <li>• Students made many mistakes in meeting 1 and 2</li> <li>• Students were interested in coping with the tasks because webquest was internet based</li> <li>• Students made less mistake in meeting 3 and 4, their writing got better on meeting 7 and 8</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>• Teacher prepared instrument of writing assessment</li> <li>• Teacher explained the students' task on writing using webquest</li> <li>• Teacher provide good paragraph writing models</li> <li>• Teacher monitored students' progress and encouraged discussion</li> <li>• Teacher ensured students understand and revise their mistakes on writing tasks</li> </ul> <p>Class situation:</p> <ul style="list-style-type: none"> <li>• The class was fun but a bit crowded</li> <li>• The class were not alive in discussion</li> <li>• Both individual work and group work could run smoothly</li> </ul>
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from writing indicators. The researcher then chose Webquest as the solution of students' writing problem. The planning of the first cycle was pre-writing, writing paragraph, and essay writing. Then, the result of students' writing on each draft is analyzed. There were also meetings to

highlight and discuss students' mistakes. Before the real action implemented, the researcher planned eight meetings which consisted of four meetings to write drafts and four meetings to discuss the drafts. The planning of students' activities in cycle 1 could be seen in table 4.

**Table 4.Planning of Students’ Activities in Cycle 1**

Meeting	Topic	Activity
Meeting 1	Pre-Writing	Writing draft 1 Discussing students’ difficulties
Meeting 2	Pre-Writing	Coding kinds of mistakes and counting the mistakes of draft 1 Discussing draft 1 in the classroom and correcting draft 1
Meeting 3	Writing A Paragrapah	Writing draft 2 Discussing problems in writing
Meeting 4	Writing A Paragrapah	Coding kinds of mistakes and counting the mistakes of draft 2 Discussing draft 2 in the classroom and correcting draft 2
Meeting 5	Essay Writing 1	Writing draft 3 Discussing students’ difficulties
Meeting 6	Essay Writing 1	Coding kinds of mistakes and counting the mistakes of draft 3 Discussing draft 3 in the classroom and correcting draft 3
Meeting 7	Essay Writing 2	Writing draft 4 Discussing problems in writing
Meeting 8	Essay Writing 2	Coding kinds of mistakes and counting the mistakes of draft 4 Discussing draft 4 in the classroom and correcting draft 4 Relecting on the whole activities in cycle 1

### Implementing the Action

The activities in the meetings consisted of warming up, explanation, practice, and production. The warming up activity in each meeting fostered motivation and generated positive students’ attitude toward learning. Warming up was important because it was an effectie way to help students begin to think in English and to review previously introduced material. It was also a starting point that lead students to become animated to work efficiently in the language class. During warming up activities, the students were asked whether they had ever tried pre-writing, paragraph writing and essay writing. They mentioned several ways in pre-writing, introduced some vocabulary, and described what topic

sentences and supporting ideas might be. The explanation was given by teacher during the research. Students were introduced to the idea of pre write and writing descriptive text in which it functioned as their project. It explained where students would have a formal description of what they would have accomplished by the end of the project. It explained clearly and precisely what the students would have to do as they work their way through the Webquest. It also used active link for further information or source of material. Then, teacher explained the steps students should go through to complete the task. In the practice stage, the students worked by themselves to complete the task given.

**Table 5. The Score of Writing Post-Test**

Student's Number	Aspects of Writing					Score
	Content (30)	Grammar (25)	Organization (20)	Vocabulary (20)	Mechanics (5)	
1	18,5	18	13	15	4	68,5
2	19	19	14,5	13	4	69,5
3	18	17,5	14	13	4	66,5
4	20	18	14,5	13,5	4	70
5	20,5	16,5	14	17	4,5	72,5
6	23,5	19	14,5	17,5	4	78,5
7	18	18	13	12	4	65
8	17,5	16	12	16	4	65,5
9	20,5	17,5	12	15	4	69
10	26	20	15	17	4,5	82,5
11	19,5	16	11,5	13	3	63
12	20,5	22	15	14	4	75,5
13	19,5	19	14,5	14	4	71
14	19,5	16	11,5	13,5	3	63,5
15	22,5	18	14,5	14,5	4	73,5
16	18	18,5	13	14	3,5	67
17	18	19	12	14,5	4	67,5
18	20,5	18	11	13,5	4	67
19	19	15	11	13	4	62
20	21,5	15,5	14	15,5	4	70,5
21	22	16	15	14,5	4	71,5
22	24	21	16	13	4	78
23	15	15	11,5	13	3	57,5
24	18	13	10,5	15,5	3	60
25	20	13	10,5	14,5	3	61
26	23	17	14	13,5	4	71,5
27	17,5	13	10	13	3,5	57
28	16,5	14,5	11	15	4	61
29	17,5	14	10	14	4	59,5

Webquest guided students through a set of activities and research task, using a set of predefined resources. These stages of the Webquest guided the students to produce a draft or sentence until complete text of writing descriptive text in the production stage.

### Research Findings

In the pre-test, no student achieved the score of 70, whereas in the post-test, ten

students could achieve the scores of equal or above 70 respectively (see table 5.). There were even one student could achieve the score above 80. Only three students who remained the score of below 60. However, despite their participation in the research using Webquest method, some students still did not show a significant improvement. Their scores were close to the pre-test ones.

Analyzing the data of the study, the researcher found several findings to answer the problems of the research; a) To what extent Webquest develop students' writing

skill, and b) What mistakes are mostly found in students' writing skill in terms of content, grammar, organization, vocabulary, and mechanics. The findings are summarized on table 6.

The findings of the study showed that the use of Webquest develops students' writing skill. Their writing

**Table 6. Summary of Research Findings**

<b>Research Findings</b>	<b>Before Action Research</b>	<b>After Action Research</b>
Improvement of students' English writing	The students' writing skill was poor. The topic sentence and supporting paragraphs were not clear. The content did not reflect the topic. Grammar and punctuation were messy. The used of vocabulary was stil limited.	The students' writing skill was improved syntactically and grammatically. The idea and the organization of the content were better. Less mistakes in grammar and punctuation. The students started to use variety of sentences and wide vocabulary.
Improvement of students' writing achievement	The average of pre test was 50,09 The lowest score was 62,5 The highest score was 36	The average of pre test was 67,75 The lowest score was 82,5 The highest score was 57
Mistakes mostly found in students' writing	Majority in the content, like: parapraps do not represent the topic. Some in other indicators.	Content are getting better as well as other indicators.

improved syntactically and grammatically from draft to draft in the cycle. The students can manage to write longer paragraph with clear topic sentence and some related supporting ideas. They produce less mistakes in word order, tenses, sentence pattern, and other grammar forms. Besides, they show that they use wide vocabulary and sentence variety in their writing. The result proves positive insight that webquest is one of appropriate method to develop students' writing skill.

The finding of students' writing score improvement could be analyzed from the result of pre-test and post-test scores. Pre-test was conducted before the action, then post-test was conducted after the action. Base line data pre-test and post-test, it could be said that the students' writing score was improved and develop by implementing Webquest. Their achievement was

increased, the average was higher than it was on the pre-test. The improvent of students' writing achievement could be seen in tabel 7.

## 5. DISCUSSION

The findings of the study showed that the use of Webquest develops students' writing skill. The skill was improved from the cycle given. They made many mistakes in pre-test then they made fewer mistakes in post-test. The content, grammar, organization, vocabulary, and mechanics were much better. The enhancement of students' writing skill are

**Table 7. The Comparison of Students' Pre-test and Post-test Scores**

<b>Student's Number</b>	<b>Pre-test Scores</b>	<b>Post-test Scores</b>
1	53	68,5
2	47,5	69,5
3	46	66,5
4	47	70

5	57,5	72,5
6	62	78,5
7	45	65
8	50	65,5
9	44,5	69
10	62,5	82,5
11	39,5	63
12	61,5	75,5
13	59	71
14	45	63,5
15	56,5	73,5
16	49,5	67
17	50	67,5
18	47,5	67
19	42,5	62
20	60	70,5
21	58,5	71,5
22	62	78
23	36	57,5
24	46	60
25	41	61
26	58,5	71,5
27	36,5	57
28	43	61
29	45	59,5

caused by the assessment during finishing the WebQuest. It gives more opportunity for the students to observe and discuss their writing. They get better correction for their mistakes and better solution for their writing difficulties. By working in group and having discussion, students are not afraid of making mistakes. Webquest make students curious and internet because it is considered as mini-projects in which a large percentage of the input and material is supplied from internet. Webquest can be teacher-made or student-made, depending on the learning activity the teacher decides on Dudeney and Hockly (2007: 54). As stated by Widmayer (2008), Webquest originally conceived as an activity to practice research skills using the web. In addition, it is a way to have students use thinking or evaluative skills that they learned in class. Students gather information about a topic, summarize, synthesize, organize, evaluate, and present

the information. There are four main sections of Webquest such as introduction, task, process and evaluation. First, for the introduction, it explains where the topic is presented. As it is the opening of the project, its purpose is to engage the students, grabbing their interest and leading them into the project in a desirable and fun way. Besides, students are introduced the overall theme of the Webquest. It involves giving background information on the topic and, in the language-learning context, introduces key vocabulary and concepts, which students will need to understand in order to complete the task involved. For example, students are introduced to the idea of descriptive text in which it functions as their project. Second, for the task, it explains where students will have a formal description of what they will have accomplished by the end of the project. It explains clearly and precisely what the students will have to do as they work their way through the Webquest. It also uses active link for further information or source of material. Third, for the process, it explains where teacher explains the steps students should go through to complete the task. The process stage of Webquest guides students through a set of activities and research task, using a set of predefined resources. Further, the strategies, advice, guidelines and roles to be played by the students clearly stated here so that they can easily understand. These process stages of the Webquest lead the students to produce a draft or sentence until complete text of writing descriptive text. Last, for the evaluation stage, it contains scoring rubric of writing skill, which it is functioned as a guidance to evaluate the students' writing. Webquest leads students to explore their

skills in teaching learning. It supported by Halat (2008: 109-112) stating Webquest has the ability to increase students' motivation levels and allow students to become active learners. Meanwhile, Perkins, et al. (2005: 123-133) suggest through Webquest student can practice auditory, visual, reading, thinking, and problem solving skills while they are completing a Webquest and narrowing down the vast array of web pages available on any given topic. Using Webquest is helpful to teach writing skill. This media lead students to be able and active to follow its detail introduction, process, task and evaluation clearly and precisely. All the materials can be found by clicking any preference links. Nevertheless, it needs person who has high creativity to do all the process well. He or she has to be able to operate a computer well to explore the internet information or resources so that they can apply their knowledge by following the steps and choosing the appropriate topic or material being taught easily, fast and successfully. Zheng, et al. (2005: 41-49) state Webquest as internet media give students an opportunity to think critically about a topic, require students to apply the knowledge they have learned in a meaningful manner, teach students to work in small groups, and provide scaffolding to aid student learning. Dudeney and Hockly (2007: 54) define Webquest is an inquiry-oriented activity in which some or all of the information that the students interact with comes from resources on the internet as an assignment, which asks them to use the World Wide Web to learn about and synthesize their knowledge of a specific topic. Therefore, to attain a maximum goal in teaching using this method, it needs the students' high creativity. The students with

high creativity tend to be motivated to follow the lesson well and active to develop their insights, sensitivities, and appreciations. They tend to have ability to think and create a new ideas, perspective, approaches and useful products. They are always active to do something, diligent, practicing what the teacher said and of course, they can solve their problems easily. In brief, students with high creativity are active, diligent, busy, and regarding most of the problems as a challenge and a risk to be solved in finishing their assignments or projects particularly using WebQuest. The positive effect of WebQuest writing instruction on the writing achievement is an effective tool for practicing writing and other skills since it gives the learners the opportunity to deal with authentic material in the target language. This opportunity obviously can foster learning.

## **6. CONCLUSION AND SUGGESTION**

### **Conclusion**

The action research carried out in Business Administration Department, showed that teaching writing using WebQuest develop students' writing skill. Based on the reserach findings, it can be concluded that WebQuest is an effective media to teach writing skill. Before the treatment, the students' writing results were poor. The students were not aware of the importance of writing and they ignored the aspects of good writing. They found difficulties to generate ideas and made many mistakes in the aspect of content especially sentence pattern and paragraph divison. Most of the students' writing somewhat off the topic even the writing does not reflect careful thinking. Besides,

the only technique used in the classroom to teach writing was lecturing, which was teacher-centered. The students' low writing scores was closely related to this problem. For that reason, different technique was implemented, using the combination of technology and internet-based resources. WebQuest was effective learning tools through which language learners use multimedia and computer-generated web-based instructional activities. The use of WebQuest in writing instruction developed writing skill; therefore, integrating WebQuest in teaching learning activities increases organization, mechanics, and vocabulary acquisition. Through this study, students were required to surf a group of web resources and read about assigned topics in order to complete the tasks. This activity helps to enrich the content of their product as well. It is also concluded that students who were taught by WebQuest can produce longer paragraphs. They made fewer mistakes in grammar and vocabulary. WebQuest provide learners with different authentic materials and help them to explore the target language. This variety of material helps students to use the language in the correct way. WebQuest offers a new breakthrough to teach writing skill and it is effectively proved when implemented in the classroom. Utilizing internet media and creating detail elements of WebQuest gives better result in developing writing skill to the fourth semester students of Business Administration Department. The use of WebQuest is a way to let them use critical thinking or evaluative skills to complete the tasks or finish the project. The students can gather information about a topic, summarize, synthesize, organize, evaluate, and present the result.

### **Suggestion**

The results reveal that the identification of students writing skill can be done through the assessment of writing indicators using writing scoring rubric that they are good or poor at and the examination of their preferred teaching techniques. Such an identification work will result in information about writing aspects that teachers can concern more when designing or developing Writing book or module. As Jordan (1997) pointed out, analysis or identification of skills that students are still lacking can be an effective way for developing language learning curriculum or module.

With the popularity of online social networks as well as the shift by many internet users towards being creators of content rather than simply consumers, the possible future for inquiry-oriented activities that use the internet-based technologies is primed for the next steps.

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