THE INTEGRATION OF WEB-BASED LEARNING MEDIA INTO ELT: USING WEBQUEST TO ENHANCE STUDENTS' WRITING ACHIEVEMENT

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ABSTRACT: In recent decades, the integration of web-based learning media into English Language Teaching (ELT) has become an ideal choice for the educators to support students' success in learning English. This research presents the use of a web-based learning medium (Webquest) to enhance students' writing achievement. It involved sixty-two of eleventh grade students which divided into two groups; experimental and control groups. The researchers applied Webquest in experimental class to investigate whether the integration of Webquest into teaching and learning activities was effective or not to improve students' writing achievement. To collect the data, writing test in form of essay was administered to both groups. The data were analyzed by using independent and pair t-tests. The results revealed that the experimental group students' writing achievement outperformed the control group students' writing achievement. In a nutshell, it is believed that Webquest is an effective learning tool to improve students' writing achievement.

Keywords: ELT, Web-based learning media, Writing achievement, Webquest.

PEGINTEGRASIAN MEDIA BERBASIS *WEB* DALAM PENGAJARAN BAHASAINGGRIS: MEMANFAATKAN *WEBQUEST* UNTUK MENINGKATKAN PRESTASI MENULIS SISWA

ABSTRAK: Pada decade terakhir ini, pengintegrasian media pembelajaran berbasis *web* dalam pengajaran bahasa Inggris telah menjadi sebuah pilihan yang ideal bagi tenaga pendidik untuk membantu siswa dalam belajar bahasaInggris. Penelitian ini memaparkan tentang pemanfaatan sebuah media belajar, yaitu *Webquest* untuk meningkatkan prestasi menulis siswa. Penelitian ini melibatkan enam puluh dua siswa kelas sebelas yang dibagike dalam dua kelompok; kelompok eksperimental dan kelompok kontrol. Peneliti memanfaatkan Webquest dikelas eksperimental untuk menginvestigasi apakah pengintegrasian *Webquest* dalam kegiatan belajar mengajar efektif atau tidak untuk meningkatkan prestasi menulis siswa.Data dikumpulkan melalui pendistribusian tes menulis dalam bentuk esai yang diberikan kepada siswa di kedua kelompok. Data tersebut dianalisa dengan menggunakan *independent dan pair t-tests*. Hasil penelitian menujukkan bahwa prestasi menulis siswa pada kelompok eksperimen lebih baik dari pada prestos imenulis siswa pada kelompok kontrol.Dengan kata lain, *Webquest* adalah sebuah media belajar yang efektif yang dapat membantu siswa dalam meningkatkan prestasi menulisnya.

Kata Kunci: Pengajaran Bahasa Inggris, Media Belajar Berbasis Web, Prestasi Menulis, Webquest.

INTRODUCTION

It is generally acknowledged that equipping students with ability to communicate well both written and spoken is one of the main targets of teaching English. Among the four language skills, writing is considered as an essential skill to support students' academic and career success as it is a predictor and basic requirement for participation in social and global context (Graham &Perin, 2007). It provides students the opportunity to develop English proficiency as it is integrated various language skills and components (Algomoul, 2011).

Teaching writing has become a major concern of teachers due to the importance of this skill. According to Harmer (1998), teaching writing to students is important for several reasons, such as; reinforcement, language development, learning style, writing as the skill itself. In relation to it, Heaton (1989) states that to make students able to produce a good writing, the teachers should concern with building the following skills, namely; knowledge of using appropriate language, mastery of language mechanics, creative and critical thinking, stylistic mastery, and ability to transmit the ideas and organize information properly.

To facilitate students in mastering writing skill is challenging since this skill involves complex process. Most of students are even struggling to have good writing skill. Developing ideas, expressing feelings, and stating opinions are common problems encountered by students in writing (Chaniago, Badusah, &Embi, 2011). Furthermore, grammatical interference irregularity is another problem which normally found in students' writing (Irmalia, 2016). In addition, ideas organization and language structure are other problems which are usually faced by students in generating a good writing (Mettaningrum, Dantes, and Suarnaja, 2013).

Integrating proper teaching media, techniques or materials is an alternative solution to cope with the problem. The use of effective media in teaching and learning English may contribute to the improvement of students' English skill achievement. Webquest is a web based learning tool which facilitates students to improve their English skills. Erben, Ban, and

Castaneda (2009) point out that Webquest enables students to focus on particular content and promote the inquiry through World Wide Web. In line with it, Hassanien (2006) adds that Webquest is beneficial and interesting for students as it provides authentic materials which enable students to remember the lesson better.

Webquest combines project-based instruction and innovative use of technology for language teaching and learning. Hence, it provides a new instructional opportunity for developing academic writing skill. When the students get more opportunities to be exposed to a variety of authentic materials provided by Webquest, they can develop their language skills especially writing. The variety of authentic materials enables the learners both to understand and master writing skill (Alfadda, Almasri, &Alshumaimeri, 2011).

This research aims to find out whether the integration of Webquest into teaching and learning activities is effective to improve students' writing achievement or not. It is expected that Webquest facilitates students to improve their writing achievement.

METHODOLOGY

Quasi experimental in terms of pretest-posttest non-equivalent group design was used in this research. This design does not provide for full control of potential confounding variables because it does not randomly assign participants to groups (Johnson & Christensen, 2012). Therefore, the researcher needs to use intact group because of the availability of the participant or the prohibition of forming the artificial groups (Creswell, 2005).

Sixty-two of the eleventh grade students were involved as participants of this study. They were selected through purposive sample technique. The students were divided into two groups: experimental and control groups. The experimental group students received treatment by using Webquest for fourteen meetings. Meanwhile, the control group students learnt through conventional method.

The first meeting was used by the researchers to conduct pretest and introduce Webquest and its components (introduction, task, process, evaluation, and conclusion) to the students in order the students understand how to use it. After that treatment sessions were started, the researchers used meeting

two until meeting fifteen to conduct treatment sessions. Finally, the last meeting was used to administer posttest.

Each treatment session which focused on writing skill was conducted in 45 minutes and through three phases;pre-activities, whilst activities, and post-activities.In pre-activities, the researchers and students discussed about the topic and tasks. After that, the researchers guide the students to complete their tasks in group, pair, or individually during the whilst-activities. The students also discussed their tasks with the researchers in this phase. At last, the researchers summarized the lesson and led student to review important points and targeted language skills or components in post-activities.

In this research, the researchers combined materials from eleventh graders' English textbooks used in the school with other related sources from internet.The material which was taught based on teaching-learning objectives refer to syllabus of curriculum for Senior High School. It also comprised narrative texts and focused on writing skill.

The material of each meeting was presented through Webquests and designed by the researchers. One Webquest was used for two meetings. The Webquest link was administered prior to teaching and learning session.

Essay test was given to assess students' writing achievement and collect the data for this research. In this test, students were required to compose a narrative text by selecting legend of Malin Kundang or fairytale of Cinderella. The composition comprised more less 150 words and it had to be finished in 45 minutes.

The results of students' writing were scored based on the writing rubric which proposed by National Council of Teacher of English or NCTE/IRA (2004). The rubric covered several writing aspects, namely; content, organization, vocabulary, voice, sentence, and convention.

Content validity and inter-rater reliability were applied to measure the validity and reliability of writing test. To meet the validity, the test was designed based on the teaching materials which were adjusted to the curriculum and the syllabus used for eleventh grade students as the samples of the study. Meanwhile, to ensure the reliability of the test, three raters were involved in assessing the test. In order to gain reliable assessment, the

researchers selected the three raters based on certain criteria. The test was considered reliable because the result of inter-rater reliability showed that there was a significant correlation.

In this research, the researchers applied statistical analysis by means of the computer software SPSS version 20. Paired sample t-test and independent t-test were used to analyze the results of students' writing tests.All of data obtained from the results of the tests were presented in the form of score. The range of the score was from 0 to 100.

FINDING AND DISCUSSION
Writing Test

From the result of pair t-test, it was found that the mean score of experimental group students' writing pretest was 64.16, and the mean score of their writing posttest was 74.16. Therefore, the mean difference between experimental group students' pretest and posttest was 10.00. Meanwhile in the control group, the mean score of students' writing pretest was 64.87, and the mean score of their writing posttest was 66.32. Hence, the mean difference between control group students' pretest and posttest was 1.45.

In addition the p-value of experimental group 0.000 was smaller than the alpha value 0.05 which implied that there was a significant difference in the students' writing achievement after the intervention were given. Meanwhile, the p-value of control group 0.059 was bigger than alpha value 0.05 which inferred that there was no significant difference in students' writing achievement after the intervention was given.

These results indicated that the experimental group students made significant improvement in their writing achievement. Vice versa, there was no any significant improvement in the control group students' writing achievement after the intervention.Table 1 shows the result of pair t-test.

Table 1 : The Result of Pair T-Test

Grp.	Pre-test	Post-test	Mean Diff.	Sig. (2-tailed)
Exp.	64.16	74.16	10.00	.000
Con.	64.87	66.32	1.45	.059

In relation to it, the result of independent t-test on students' writing achievement revealed that the mean score of the experimental group students' writing posttest was 74.16,

and the mean score of the control group students' writing posttest was 66.32. Thus the mean difference of students' writing posttest between the two groups was 7.84. In addition, the p value 0.000 was smaller than the alpha value 0.05 and t-obtained 4.775 was greater than t-table 2.045.

Based on these results, it could be inferred that there was a significant difference in writing achievement between the students who were taught by using Webquest and those who were not. The experimental group students made significant progress in writing achievements. Meanwhile, control group students did not show any significant improvement in writing achievement. Table 2 presents the result of independent sample t-test.

Table 2 : The Result of IndependentT-Test

Group	Mean Score	Mean Diff.	t (Sig. 2 tailed)
Exp.	74.16	7.84	4.755
Con.	66.32		(.000)

Dealing with the results above, the analysis on writing aspects showed the same results. Based on pair t-test result, it was found that all writing aspects of experimental group significantly improved. In line with it, the results of independent t-test also revealed that there were significant differences of posttest between experimental group and control group in all writing aspects.

The results above were in agreement with other related studies conducted by Chuo (2007), Wasanasomsithi (2011), and Alfadda, et al. (2011) which revealed the similar positive results. The students gained higher writing achievements when they studied by making use Webquest.

The following factors might contribute to the progress of writing achievement made by experimental group students. First, Webquest facilitates the integration of technology into teaching and learning activities. As stated by Wasanasomsithi, (2011) Integrating technology through Webquest in the classroom can lead to higher motivation and higher levels of students' engagement. In conjunction with it, Alfadda, et al., (2011) point out that the use of internet in teaching and learning process could support educational outcomes by appealing students' attraction to technology and improve their writing skill. Since most

of students consider writing as a complicated and difficult skill to learn, thus it is useful to apply motivational learning tools such Webquest in the classroom.

Next, Webquest enables students to access various resources which are useful for supporting their understanding in learning. Alfadda, et al., (2011) mention that the exposure to the various resources in Webquest gives the students opportunity to increase their vocabulary on certain topic, improve their understanding on the use of structure in writing, and enrich their knowledge in terms of organizing a good text and communicating a clear message to the reader. Furthermore, Wasanasomsithi (2011) adds that exposing students to a lot of resources may provide ideas and background knowledge for students in writing. During the treatment, the students got much exposure to a lot of resources when they were learning writing through Webquest. This exposure helped them in completing their writing tasks.

Finally, the students found that the task in the Webquest was appropriate, interesting and meaningful which could attract their attention,

increase their motivation, and improve their comprehension. Therefore, they enjoyed learning writing through Webquest. They believed that Webquest supported them in improving their writing achievement. In short, Webquest is an effective learning tool which facilitated students in learning English and support them to enhance their writing achievements.

CONCLUSION

Findings and discussions of this study revealed that there was a significant difference in writing achievement between the students who were taught by using Webquest and those who were not. This result implied that Webquest is an effective instructional tool which support English teaching and enhance students' writing achievements.

However, the integration of web based learning tool into teaching and learning process must be supported by sufficient ICT skills both from teachers and students and proper facilities from school. In addition, selected texts which are taken from the internet should be appropriate to students' level.

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