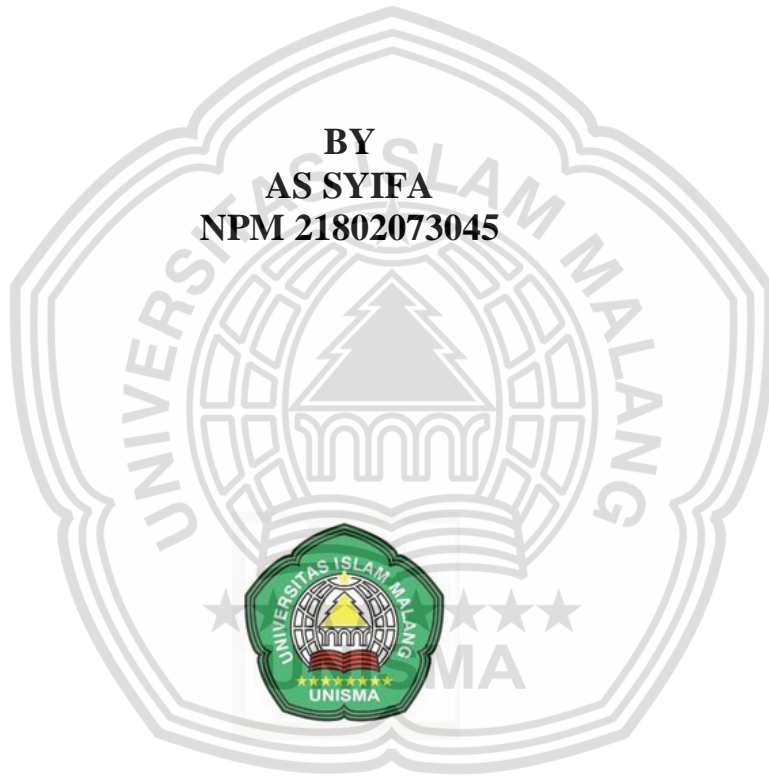




**DEVELOPING WEBQUEST FOR TEACHING WRITING  
RECOUNT TEXT FOR THE 10<sup>TH</sup> GRADERS IN MA  
BILINGUAL BATU**

**THESIS**

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## ABSTRACT

As, Syifa. 2021. *Developing WebQuest for Teaching Writing Recount Text for the 10<sup>th</sup> Graders in MA Bilingual Batu*. Thesis, English Education Department, Postgraduate Program, University of Islam Malang, Advisor: Dr. Dra. Mutmainnah Mustofa, M.Pd.

**Key Words:** Media Development, Recount Text, WebQuest.

The aim of this study is to developing a WebQuest for teaching writing recount text to the tenth graders. The stages of this product using Research and Development (R&D) adapted from Hyland (2003) which consists of need a analysis, product development, expert validation, first revision, product try out, second revision and final product. This product validates by a lecture of English Department in Brawijaya University and an English teacher of MA Bilingual Batu. The product was tried out to six students of social and science class in tenth grade at MA Bilingual Batu.

The WebQuest was create by using google site and divided into seven sections such as introduction, task, process, evaluation, conclusion, resources, and teacher page. The information used to collect the data was numerical (quantitative) and verbal (qualitative) data. The numerical data was obtained from the questionnaire and verbal data was got from interview, validation sheets, and from students open-ended questionnaire comments.

Interview and questionnaire applied as method in collecting the data. The instrument of collecting the data is questionnaire sheets, interview guide, and validation sheets. This data were analyzed using a qualitative descriptive analysis technique.

Based on the two validators, the product is a good product for teaching writing recount text for tenth graders. There are positive responses from the students. The total score from the try out show that this product is good. It can be conclude that this WebQuest is suitable for teaching writing purposes especially for writing biographical recount text.

The suggestion for the future researchers is this WebQuest can be develop using another methods and add some another skill like in reading and speaking.

## ABSTRAK

As, Syifa. 2021. Pengembangan WebQuest untuk Pengajaran Menulis *Recount Text* Kelas Sepuluh di MA Bilingual Batu. Tesis, Jurusan Pendidikan Bahasa Inggris, Program Magister, Universitas Islam Malang, Pembimbing: Dr. Dra. Mutmainnah Mustofa, M.Pd.

**Key Words:** Pengembangan Media, *Recount Text*, WebQuest.

Tujuan dari penelitian ini adalah pengembangan WebQuest sebagai media pembelajaran menulis *recount text* untuk siswa kelas sepuluh. Tahap pembuatan produk ini menggunakan *Research and Development (R&D)* yang diadaptasi dari Hyland (2003) yang terdiri dari analisis kebutuhan, pengembangan produk, validasi ahli, revisi pertama, uji coba produk, revisi kedua dan produk akhir. Produk ini divalidasi oleh dosen Bahasa Inggris dari Universitas Brawijaya dan guru Bahasa Inggris MA Bilingual Batu. Produk tersebut diujicobakan kepada enam siswa dari kelas sepuluh IPS dan IPA MA Bilingual Batu.

WebQuest dibuat dengan menggunakan situs google dan dibagi menjadi tujuh bagian yang terdiri dari pendahuluan, tugas, proses, evaluasi, kesimpulan, sumber data, dan halaman guru. Informasi yang digunakan untuk mengumpulkan data adalah data numerik (kuantitatif) dan verbal (kualitatif). Data numerik diperoleh dari angket dan data verbal diperoleh dari wawancara, lembar validasi, dan dari komentar angket terbuka siswa.

Wawancara dan kuesioner digunakan sebagai metode dalam pengumpulan data. Instrumen pengumpulan data berupa lembar angket, pedoman wawancara, dan lembar validasi. Data ini dianalisis dengan menggunakan teknik analisis deskriptif kualitatif.

Berdasarkan dua validator, produk tersebut merupakan produk yang baik untuk pengajaran menulis *recount text* untuk siswa kelas sepuluh. Siswa memberikan respon yang positif. Total skor dari uji coba menunjukkan bahwa produk ini bagus. Dapat disimpulkan bahwa WebQuest ini cocok untuk tujuan pengajaran menulis terutama untuk menulis teks biografi.

Saran untuk peneliti selanjutnya adalah WebQuest ini dapat dikembangkan dengan menggunakan metode lain dan menambahkan beberapa keterampilan lain seperti dalam membaca dan berbicara.

## CHAPTER I

### INTRODUCTION

The study is about developing *WebQuest* for teaching writing recount texts for 10th grade students. This chapter focuses on introducing the background of the study, the objectives of the study, specification of product, scope of limitation, and the definition of key terms.

#### 1.1 Background of the Study

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

One of the important skills that should be learnt by students is writing. Chen (2002) stated that writing indeed has become one of important skills for academic domain. Writing is consider to be an essential skill because writing contributes the way of learning, such as, taking notes during lectures, underlining what is important thing when students read, and it is also worth remembering that most exams often rely on students' writing skill (Harmer, 2004:3). It influences the perspective like creating or drafting thoughts for the time understudies compose, they utilize a few thoughts and realities to give a significance. From this students automatically become active thinkers and leraners through the clarifying

and organizing of their personal as they write, and it helps them to communicate with other, for instance, influencing the readers' beliefs, entertaining them (Cooper & Axelrod, 1988:2). Composing ability requests the consideration and consideration of language educators as opposed to being the significant abilities among different abilities.

Writing is often considered as the most difficult skill since it involves some components, which are content, vocabulary, rhetoric, grammatical structure, and mechanic, such as capitalization and punctuation (Cahyono & Widiati, 2006). Essentially, each one of those parts are not immediately to be perceived by understudies. Once in a while the get issues recorded as a hard copy during the cycle. It happens on the grounds that they consider the language structure, jargon, spelling, oraganization, and picking the proper tenses which have certain recipe for certain condition to deliver great and right sentences. It is stated that several students are anxious about their writing product like constructing sentences and paragraphs (Harmer, 2004). The state of this issue might be credited to the ordinary strategies for showing composing by most EFL educators and the impediment of utilizing media in the class.

Across the way that the Indonesian senior secondary school understudies are still have issues recorded as a hard copy expertise, the public authority through the 2013 Curriculum anticipates that the students should compose constantly in various sorts like procedure, descriptive, recount, report and narrative text (*Depdiknas*, 2013:20). This expectation is very important to be fulfilled by the senior high school students to boost their writing skill.

The researcher realize that writing ability is important for senior high school students, it makes the researcher was interested to know the teaching of writing practise and the use of instructional media in senior high school. One of text genres MA Bilingual Batu students get is recount text. Here, the students should focus on the biographical recount text which is given in the beginning of the second semester (*Depdiknas*, 2013: 10-12). Biographical recount text is a book which retells somebody's previous occasions in succession which includes something other than the essential realities like training, work, relationship, and dead. The generic structure of a recount text includes introduction that provides orientation. From this text they can learn about certain grammar in this text like simple past tense, present tense, perfect tense, spelling and punctuation.

The use of Computer-Assisted Language Learning (CALL) can be use as a way to deal with language educating and learning in which the PC is utilized as a guide to evaluation of material to be realized, which has a potential for understudies to make a recount text. It also can be potential for teachers to create a lot of creative media and material to use in teaching process. *WebQuest* is one way to apply CALL in classroom. *WebQuest* is called as an educator made exercise plan as basic World Wide Web page with dynamic, preselected web joins and a particular reason for understudies. *Webquest* provides the chance to integrate technology and project-based instruction into teaching process and makes students focus on how to use and find qualified information on the internet (Barros & Carvalho, 2007:37).

*WebQuest* integrates six instructional components with regards to developing academic writing skill such as, introduction, task, process, evaluation, resources, and conclusion. Krathwohl (2002:213, in Bloom, 1956) proposed six categories of the cognitive process dimension i.e., (1) Remember, (2) Understand, (3) Apply, (4) Analyze, (5) Evaluate, and (6) Create. These component supposed to be able to help students generate their ideas in writing and find many sources that they need through internet in writing activity.

The similar research of *WebQuest* is conducted by Farihah (2014). This research studies about the media development of *WebQuest* to improve students' learning outcomes in grade X SMK in subject Indonesian history about come and development of Buddha Hindu religion and culture in Indonesia at SMK Negeri 1 Surabaya. The result showed that most student learning got increase and difference after using *Web-Quest* media in the subjects of Indonesian history in grade X TKJ in SMK Negeri 1 Surabaya.

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

Based on the previous study, it can be said that the *WebQuest* absolutely is reliable alternative as media for teaching writing to the junior high school by action research. The researcher will be choose senior high school in developing

interactive media through *WebQuest* to minimize the problem faced by the students' writing skill in writing a recount text in MA Bilingual Batu. Researcher found in MA Bilingual Batu especially in the social and science class that there were some writing problems founded. Based on the students' questionnaire most the students faced some writing problem especially in writing recount text. The use of media also limited in there. Based on the teacher interview the researcher found that most students difficult to determining an idea to write. Most students also have limited vocabulary and grammar, the teacher also stated that the use of media in the class was limited, he also use power point presentation which only summarize from textbook. This is made the students feel bored in writing class section.

### 1.2 Research Objective

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

### 1.3 Specification of Product

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



The student's page consists of introduction, task, process, evaluation, conclusion, resources and teacher page. Introduction is the first step of the WebQuest which students should explore. It provides some introduction how to use this WebQuest and give some information based on the topic like making recount text, how to prepare them. Then the second step is task, which is the students should make a recount text based on the syllabus 3.7 and 4.7, 4.7.1, 4.7.2 (see Appendix 13). The next step is process, in the first process the students will give some instruction about how they will do in writing project, then in the second process is about what is biographical recount text is. The third process is consisting of how the students should write biography like explore the language feature and also explore the organization. After that the fourth process is the students will give some example of biographical recount text. Then the last process is the students will give some writing worksheet as the question guidelines to start their writing project. The fourth step is evaluation, which is a set of the criteria or a rubric to assess the students' work. The fifth step is conclusion, which considers reflection by the students and summation by the instructor teacher. The last is resources which are students can find the link of some resources such as bookmarked websites and print resources which the students can use it to complete the final task.

#### **1.4 Scope of the Study**

The research focuses on developing an interactive media through *WebQuest* for teaching writing to tenth graders. The material covers the recount text which consists of the social function, generic structure, and language feature.

It also refers to the students and teacher's needs so that the media is able to be used effeciently and effectively. The task is in the form of project-based.

The researcher also has limited in the subject. The teacher only gives six students which has heterogenic knowledge. It because of the pandemic situation which not all the students in the social and science class have gadget and stable internet connection.

### 1.5 Definition of the Key Terms

There are some key terms in this study, namely *WebQuest* and *recount text*. These key terms are define to avoid any misunderstanding and misinterpretation.

*WebQuest* is inquiry-oriented lesson format which requires the understudies to investigate and assess the data from the *World Wide Web* (Dodge & Viklund, 2017). The researcher provides some materials related to the material with available lesson plan and writing evaluation rubric.

Recount text is a text tells about occasions that occur previously. Biographical recount text is essential for describe text which utilized in this innovative work. Biographical recount text in this study is the content which tell about somebody's life or experience through numerous perspectives like training, work, and demise in arrangement.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research and suggestions offered for the English teachers and future researchers or media developers.

#### 5.1 Conclusions

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

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

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

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

## **5.2 Suggestions**

There are some suggestions for the future researcher and also for English teacher. For English teacher, it is useful and beneficial for students because it has selected material and evaluation page which cannot be hard for the teacher to do writing activity.

This product can be used in and outside classroom but the teacher role still important as the facilitator. Then the teacher can develop this product with another material or topic.

For the future researcher it can be developed this product like teacher page can change become hidden or cannot be seen by the students. The researcher also can develop this program not only for writing but also like another skill of English such as speaking and reading. The researcher also can get more participants in conducting the product, because in quantitative research participants must have minimum participants were 30 students.

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