

CHAPTER II

LITERATURE REVIEW

2.1 WebQuest

2.1.1 Definition of WebQuest

The WebQuest was originally developed by Bernie Dodge and Tom March at San Diego State University in 1995. According to Dodge (1997) Webquest is an inquiry-oriented activity which interact to many resources that learners get from the internet. WebQuest focuses on the design, implementation, and evaluation of computer-based learning in order to create a new learning model for school, college, and university and expected to become the most popular and most effective Internet based models or approaches.

March (2004:42) expands the definition of a real WebQuest as a scaffolded learning structure that uses links to essential resources on the World Wide-Web to motivate students' investigation of an open-ended question, participation in an individual or a group process in getting the information into a more sophisticated understanding. Halat (2008:109) adds the definition of WebQuest as “ a computer-based teaching and learning model in which learners are actively involved in an activity or situation and use the Internet as resource.”

According to Kelly (2000:1), WebQuest is a lesson plan created by teachers in the form of simple World Wide Web page by selecting the Internet links and a specific purpose for students. In addition, WebQuest received the 1999 Project IDEA (Identifying and Disseminating Educational Alternatives) award

from the Delaware Department of Education and the Exceptional Children and Early Childhood Group from US government.

From the definition above, it can be concluded that WebQuest is a teacher-created lesson plan with an inquiry-oriented activity that uses web resources as the primary source information which is used to motivate students' investigation and development of individual and group participation formore sophisticated understanding.

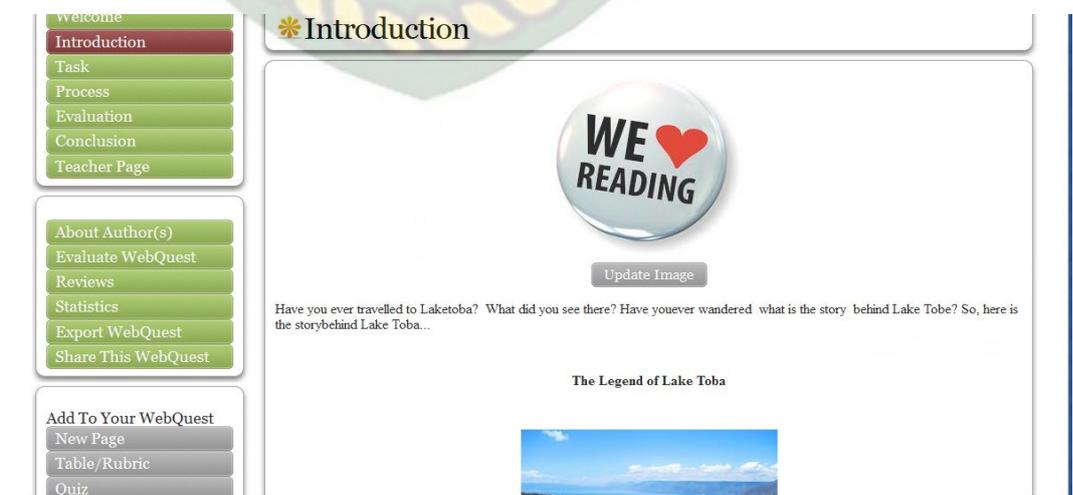
2.1.2 The Structure of WebQuest

WebQuest is not only Web page. It must guide students to resources and information and focus their work on the web. To achieve that purpose, Dodge has already give critical attributes in WebQuest, as follows :

1. Introduction

According to Halat (2008, introduction is a part to introduce students what they will learn. In introduction, set of layout or background should be attractive. The topic must be interesting .

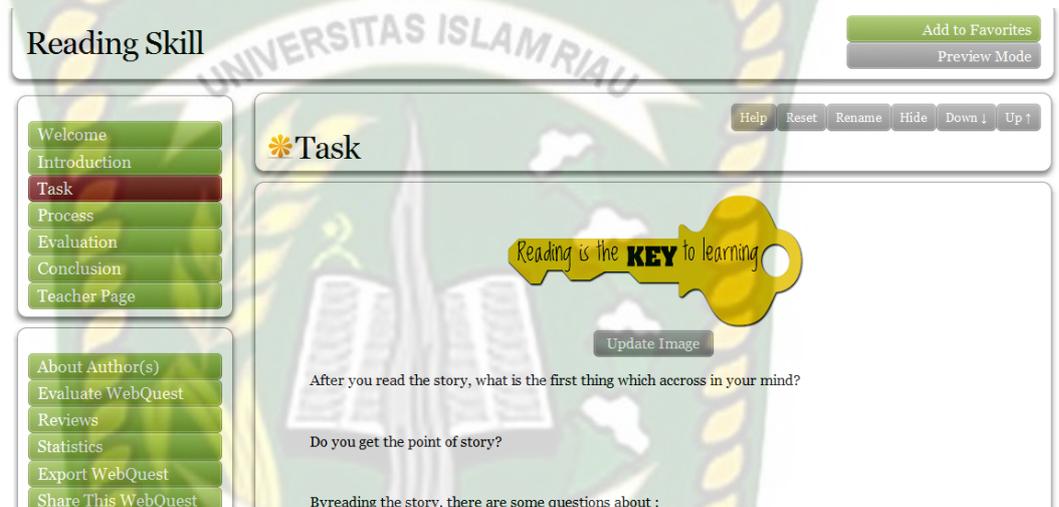
Figure 1. Introduction



2. Task

The next section of WebQuest page is task. The task must be doable and interesting. The students must be able to understand the task and find any sources from the internet.

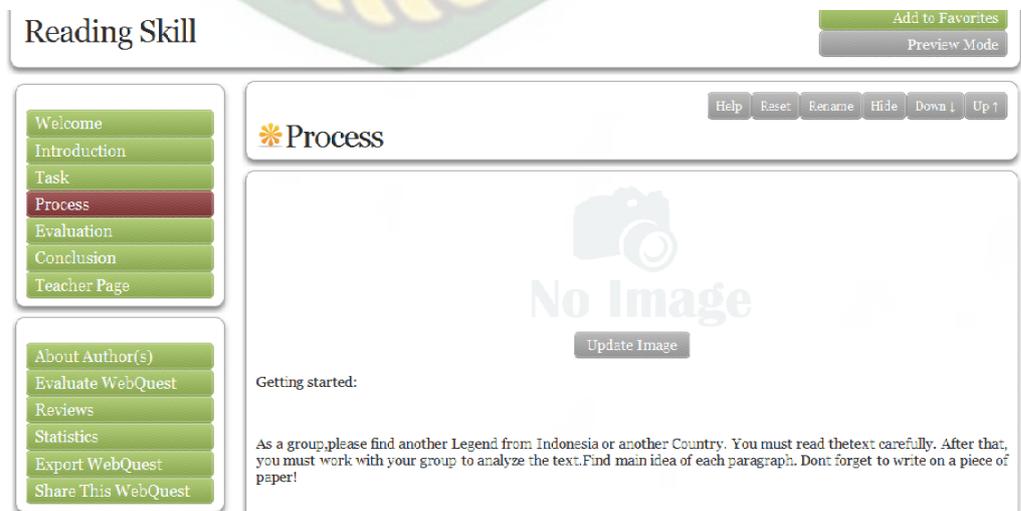
Figure 2. Task



3. Process

This stage explains and illustrates how the learners should follow the directions in order to achieve the complex task.

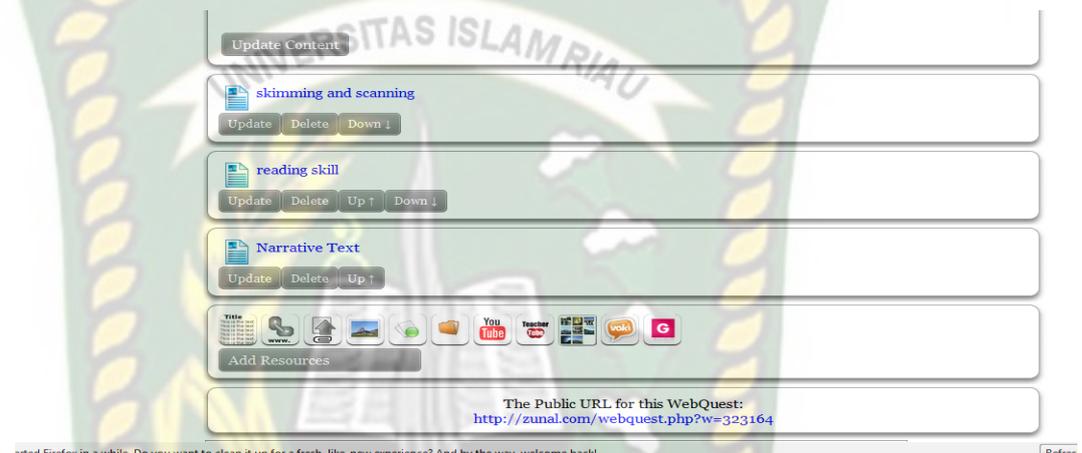
Figure 3. Process



4. Resources

Resources include the address of website that the teachers use in designing webquest. Students will need these resources to get the information and knowledge.

Figure 4. Resources



5. Evaluation

This is a page for a rubric to evaluate students' work in classroom. It is used to compare what the expectation of teachers to students' achievement in learning.

Figure 6. Evaluation



6. Conclusion

This part will remind students what they have learned. Perhaps it can encourage them to continue their learning into other domain.

Figure 6. Conclusion



2.1.3 Learning Procedure by Using WebQuest

As six essential component, teaching learning in the classroom by using WebQuest can be conducted if the teacher and students make a good cooperation. However, the teachers have to complete this following procedure of each component.

1. There is an **introduction**, which explains clearly and what the WebQuest is about and hopefully inspires students to action. For example, students are developed to focus to the topic of lesson on that day. Teacher can use this following statement:

- a. *“Welcome to our WebQuest. Have you ever about the story of Dedap Durhaka? Today we are going to read ang get the information from that story.....”*
2. The **task** relates directly to the introduction, and describes and explains what is required of each student. This may take the form of a focus question that defines the task, followed by a series of activities to be completed. Students receive and they can download all the appropriate files as requered ny the task.
3. Students are given a list of **resources**, primarily from the Internet, that can be used to successfully complete the activities listed in the task. The teacher has already found the appropriate sites to inform the various questions the student will need to answer. In this way, it is possible for the students to be sheltered from inappropriate sites on the Internet and to be more successful in searching for information.
4. The **process**, students should follow to successfully complete the task is laid out step by step. This gives them a strong framework to follow, so that all students should be able to complete the activities successfully. In the process, the students are given some instruction before doing the activity.

The instruction is written on WebQuest, for instance:

- a. Discuss the work to be completed and prepare a plan of action.
- b. What questions will each of the members investigate?
- c. Check out the websites listed in the reference section for helpful information.

5. Students are supplied with an **evaluation rubric**. The evaluation rubric will give the explanation of indicators of assessment.
6. In the last page is **conclusion**. In conclusion, teachers sum up what the students got after learning. Then, the teachers must give them exclamation for their achievement on that day.

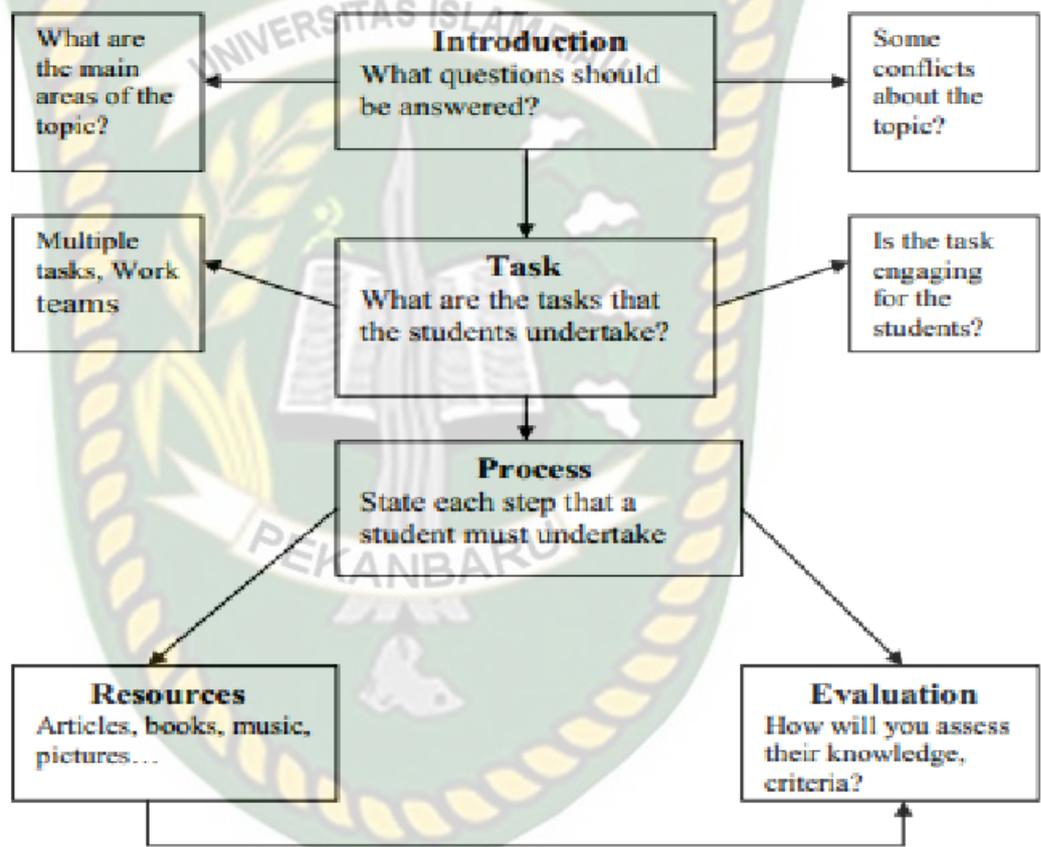


Figure 8. Schema of design of a WebQuest

2.1.4 Making a Webquest

Creating a WebQuest is not difficult. There some web that provide template for creating and designing WebQuest. The researcher offers *zunal.com* and *webquest.org* become web pages for creating webquest. Teachers will not be

confuse to start designing their own webquest. By registered an account, the teachers will become a member of webquest.

2.1.5 The Strenght and Weakness of Using WebQuest

2.1.5.1 The Strength of Using Webquest

Halat (2008:110) states that a WebQuest has many strength for learning process, they are :

1. Alternative teaching technique that enhance students' motivation in calssroom.
2. Giving teachers an idea of the students' degree of acquisition of knowledge and implemetation of knowledge.
3. Opportunity to see and asses students while using technology for learning.
4. Creativity in designing and creating webquest to be an attractive learning media.
5. Active learning.

In addition, Samra (2009) lists the strength of WebQuest, they are :

1. WebQuests have the ability to increase student motivation levels
2. WebQuests allow students to become active learners.
3. Students may practice auditory, visual, reading, thinking and problem solving skills while they are completing a WebQuest
4. WebQuests narrow down the vast array of web pages available on any given topic. Students spend more time learning about a topic rather than navigating through web sites in order to find a diamond in the rough.

2.1.5.2 The Weakness of Using WebQuest

Meanwhile, the weakness and drawback of using WebQuest will come.

The weakness as quoted by Halat (2008, p. 110), those are :

1. Students may not return to WebQuest portal if they find new attractive Web site.
2. The task will not finish because they feel bored or dislike the topic from teacher.
3. Learning activity by using WebQuest will be distracted.

Samra (2009) also listed the weakness of Webquest as follows :

1. Students may visit other web sites that does not relate to the topic
2. Making an excellent WebQuest takes large amount of time
3. Students that have poor computer skills will find it extremely difficult to complete a WebQuest.

2.2 E-Learning

Recent years, education in Indonesia has been developing everyday. Educators always try to create new movement and innovation. “Education meets technology” is one step forward to gain a new life. In this day, technology is not strange. Everyone can adapt their life with technology even their tools are full with high-tech. In this case, educators try to use technology to support teaching learning process. Then, e-learning appears.

By applying e-learning, it is expected teachers and students have new teaching learning experience. E-learning offers new opportunities for both educator and learner to enrich their teaching and learning experiences. Holmes and Gardner

(2006, p.14) say that e-learning is an online access to get many learning resources anywhere and anytime.

E-learning will ease them to learn and obtain much knowledge from online resources. As long as their gadgets connet to internet, they can access. In line with that, LCC states that e-learning is a computer based educational tools or system that enables learner to learn anywhere and anytime. It is very beneficial for learners because they can get what they need quickly.

The researcher believes that e-learning is an important aspect of educational technology. If teachers want a learning method with faster alternative, cheaper, and better, e-learning are the answer.

2.2.1 The Benefits of Using E-Learning

According to Holmes and Gardner (2006) , there are many benefits of using e-learning. Important benefits are outlined below :

1. Contributing to an evolution in the way students learn
2. Enriching and extending the learning experience of students
3. Providing powerful tools for learners to exploit the World Wide Web
4. Contributing to the evolution of theories of learning

LCC also adds the benefits of using e-learning, they are :

1. No Boundaries, No Restriction

By using E-learning, issue about time and area cannot be matter. It is because, students can access e-learning anytime and everywhere.

2. More Fun

E-learning offers an attractive teaching media by designing teaching learning method in multimedia such as video, picture, graphic, and sound,.

3. Cost Effective

It will reduce the amount of money that you pay for an updated textbook for school college.

2.3 The Concept of Reading

2.3.1 Definition of Reading

Reading is the one of the four language skills (listening, speaking, reading, and writing) that must be learned and mastered in teaching learning process. Reading has a prominent role in order to gain unspoken information and written knowledge. Reading can become sources of learning and enjoyment. Both are useful for learners. As a source of learning, reading can establish previously learned vocabulary and grammar, it can help learners learn new vocabulary and grammar, and it can encourage learners to learn more and continue with their language study. The learner can use those sources to help them learn about vocabulary and grammar in order to expand their language study (Nation, 2009, p.49).

According to Mikulecky (2008, p.1) reading is a conscious and unconscious thinking by applying many strategies to understand the meaning. There are many reasons why people want to read. It will lead them to their own purpose. The most common purpose in reading is to get information from the text. Readers must combine their ability in reading including their reading skill,

existing vocabulary, and previous knowledge. It means that in reading, the readers need to connect the text with their knowledge in understanding the text.

Beside listening, reading is one of receptive skill. The learner can learn a language through what they hear and read. Readers will process the information that they get from reading a text. According to Linse (2005, p. 69), reading uses set of skills which involves making sense and deriving meaning from printed words. Therefore, reader gets message from a text by combining some symbols which has meaning and the reader's language skills, cognitive skills and the knowledge of the word.

On the other hands, Johnson (2008, p.4) states that reading integrates visual and nonvisual information. In reading activity, the visual information is called by explicit information that can be found on the page combines with the nonvisual information or implicit information contained in your head to create meaning. In that way, every message in your head is just as important as what's on the page in the process of creating meaning. In line with the statement above, Moreillon (2007:10) states that reading is an activity in making meaning from printed words and visual information. But reading is not simple and easy. Reading requires a great deal of practice and skill. Becoming a good reader, it must take their ability to pronounce words and to comprehend symbols and then make the words and symbols mean something.

Based on brief explanation above, it can be concluded that reading is an activity of getting the information from the text. It is not as simple as people imagine, otherwise it needs complex process in constructing meaning. Reading is

also an interactive and thinking process of transferring printed words into particular meaning in order to deliver certain message between the writer and the reader. The reader also uses knowledge, skills, and strategies to determine what that meaning is. The researcher believes that reading is not a passive process. It is because reading is a complex process from visual decoding, mental process, and existing knowledge

2.3.2 Teaching Reading Principles

According to Harmer (1998, p.70) there are five principles that the teachers must apply in teaching reading for students. It is expected that they know what basic behind learning reading skill. These are the following principles behind teaching reading :

1. *Reading is not a passive skill.*

Reading is extremely not a statis occupation. Readers must intepret the meaning of words and see kinds of pictures and symbols which availabe in passages/texts. If the the readers do not do these things, it leads them forget immediately.

2. *Students need to be engaged with what they are reading.*

Students or learners must like what they want to read first. If they are not interested with the text, it is certain that they will not get the information that the text delivered.

3. *Students should be encouraged to respon to the content of a reading text, not only to the language.*

The teachers must encourage students to deliver what their respond to the text. The students possibly have their own opinion after they read text. It will raise their engagement in reading.

4. *Prediction is major factor in reading.*

Prediction means that students can guess what they are going to read. They can predict the book from it's covers. It is called "hints". In this case, teachers should make "hints" toward students in order to make them curious and engaged with the text.

5. *Match task to the topic.*

Teachers must relate the text to their task. Right topic will lead students to be more interested in teaching reading process. it will make this activity more exciting.

From the principles above, it is expected that teachers should be wise to choose the topic that appropriate to their needs in classroom. It can be beneficial for both teachers and students at school. It is because reading provides information, knowledge, and amusement which reduce boredom and it will increase academic achievement.

2.3.3 Reading Skill

Reading skill is applied for better comprehension. These skills comes from their prior knowledge and previous experience in reading. The more they have knowledge about reading skill the more they can comprehend a text. Reading skills are a cognitive process while reader try to understand a passage logically (Mickuleki:2008). Reading skill can not be separated with human's ability in

reading. They naturally apply their prior skill while read the text. According to Johnson (2008, p.4) reading is a constantly developing skill. Like any skill, people get better at reading by practicing. Grellet (1999, p. 9.) states that reading is an active skill. Reading involves many activities such as guessing, predicting, checking and asking ourself some questions. Practicing the skill can elevate reading comprehension. If learners do not practice, they will not get better and their reading skills may not be developed.

This reasearch will focus on some of reading skills which are stating main idea, prediction, skimming, scanning, and making inference.

2.3.3.1 Stating or Finding Main Idea

Mickulecki (2008) states that stating main idea is one of reading skill that should be mastered by readers in order to make their reading performance better. In this researc, the students find the main idea from text.

2.3.3.2 Scanning

According to Anne Arundel Comunity, scanning is to find rapidly a specific fact or piece of information. The fact can be a specific name, data, statistic, and others. It can be said that when you skim the text, you can also scan specific informnation of text. Scanning is retrieving information which relates to our purpose (Grellet:1999, p. 19). Readers will scan the text first before reading whole text. If the text is attractivee, then they may read straight away.

2.3.3.2 Skimming

Mickuleki and Jeffries (2007, p.170) states that skimming is a rapid reading in finding general idea or gist from text. Mickuleki also says that when

readers start to skim the text, they surely have general questions in their mind such as general meaning, writer's opinion, and benefits of this information. In addition, Anne Arundel Community College states that skimming is one method to get main idea and general overview of the content.

2.3.3.4 Prediction

According to Grellet (1999, p. 17) prediction is a faculty of guessing what is to come next, making use of grammatical, logical, and cultural clues. In line with that, Mickuleki (2008) states that prediction is giving a quick once-over. Prediction is the activity that readers do before starting reading text. They can recognize the book, articles, or passage by identifying the genre, title, table of content, and the other elements.

2.3.3.5 Making Inference

Inference means using syntactic, logical, and cultural clues to find meaning of unknown element (Grellet:1999, p. 14). Inference is used by readers before they give up and find dictionary. This is an effort to get the meaning. Students can do inference to help them in joining reading test or examination.

2.4 Narrative Text

According to Cain in Wood and Connelly (2009:64) Narrative is the principle genre in children's early literacy experience. It is common to children through books, static and animated cartoons, some poetry, television programs and movies. Caldwell (2008:177) pointed out that narratives embrace a variety of literary genres. These include fairy and folk tales, fables, fantasy stories such as science fiction and horror stories, realistic fiction, historical fiction, mysteries,

plays, biographies, and autobiographies. The narrative involves a series of steps or events that eventually lead to a solution or resolution. Good readers instinctively recognize this format and use it as a guide for comprehension and memory.

Crawford (2005:43) states that narrative texts usually contain a predictable set of elements: the setting, the characters, the problem, attempts at solutions, the consequences of the actions, and the theme or message of the story. In line with it, Hill and Flynn (2006:123) also state that the narrative commonly contains the following elements:

1. Characters: the characteristics of the main characters in the story
2. Setting: the time, place, and context in which the information took place
3. Initiating event: the event that starts the action rolling in the story
4. Internal response: how the main characters react emotionally to the initiating event
5. Goal: what the main characters decide to do as a reaction to the initiating event
6. Consequence: how the main characters try to accomplish the goal
7. Resolution: how the goal turns out

There are four part of narrative text. They are orientation, complication, resolution, and re-orientation. According to Mislaini (2015:3), generic structure of narrative text is as follows:

1. Orientation

The introduction of the form: a story about what (what is the story about), who the actors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time setting).

2. Complication or Problem

In this paragraph, it becomes the core of the narrative text. Without any problems, this text is only one form of exposure to events that followed with another event. Problems that arise can be distinguished:

a. Natural Conflict

Namely the problems that arise because of the perpetrator stories dealing with the forces of nature.

b. Social Conflict

Namely the problems that arise because the perpetrators were facing each other. They met at the same time with different interests.

c. Psychological Conflict

Namely the problems that arise when dealing with the perpetrators of the story itself. The contradiction between the good and bad, between greed and tolerance.

3. Resolution

That problem can be solved. In Narrative text, any problems that appear to be no solution, can be closed with a happy ending (happy ending) or not slightly ended tragically, the sad (sad ending).

4. Re-Orientation/ coda (Just for Optional)

The reader is made aware of how the characters have changed and what they have learned from dealing with the complication and its resolution. It may be written in the form of a moral to the story, such as in a fable.

2.5 Teaching Reading Narrative by Using WebQuest

Kelly (2003, p. 10) says “The WebQuest planner reinforces the five W (who, what, when, whereand why) for students as they conduct their online research.” Teaching reading through Webquests means the teacher must create teaching material that can increase students’ critical reading. They should get the information and knowledge while they learn by using WebQuest. Researcher will use narrative text as reading text for students. Researcher will make WebQuest which contain narrative text.

Kelly (2003) adds by using WebQuest teachers can adress IEP (Individualized Education Program) goals to support students’ success in general curriculum. Teachers can design the material on WebQuest template which provide from particular Website. it starts from planning, searching, designing, and applying. Therefore, Webquest is very beneficial to become alternative method in teaching reading for students. And it will ease teacher to make an attractive method for teaching reading.

2.6 Review of Related Findings

Researches on WebQuest have been conducted by some experts. They observed the implemetation of WebQuest in Language teaching and its result. First, Teaching reading through WebQuest (2003) written by Luu Trong Tuan from National University of Ho Chi Minh City, Vietnam. The research examines

the implementation of WebQuest in supporting reading skill, and exploring the students' attitude towards WebQuest-based teaching of reading. Through the action research, the findings show that the students who received the WebQuest-based program made an improvement in their reading.

Second, Punchalee Wasanasomsithi, Ph.D. from Chulalongkorn University, Bangkok, Thailand conducted a research entitled WebQuest Module Development for Enhancing EFL Reading and Writing Abilities of Thai Undergraduate Engineering Students. The findings revealed that the students' scores of the reading and writing post-tests significantly increase. Analysis of data was obtained from learning logs of the WebQuest modules were the authenticity of the tasks that motivated the students to be actively engaged in the instructional process. The research results also indicated that these Web-based learning activities could make students more engaged in the learning process.

Third, the research was conducted by Yousif A. Alshumaimeri and Meshail M. Almasri entitled The Effects Of Using Webquests On Reading Comprehension Performance Of Saudi EFL Students. WebQuests expose students to several online resources and require them to gather information about a specific topic. Significant differences occurred in the experimental group's post-test comprehension performance when compared to the pre-test indicate that using WebQuest can improve students' reading comprehension performance. The results show WebQuests have potential use in improving reading comprehension.

Fourth, Dr. Samah Zakareya Ahmad from Suez University conducted a research entitled The Effect of WebQuests on EFL Students' Critical Reading.

Statistical analysis revealed that there were significant gains in critical reading between pretest and posttest. It was recommended that WebQuests be incorporated in EFL college reading courses.

WebQuest is expected to give a positive effect for learner, particularly in reading. Many experts has investigated the effect of using WebQuest for teaching in variety subject. This is one opportunity for teachers to attempt using WebQuest for their teaching media.

