

**THE EFFECT OF WEBQUEST TOWARD WRITING ABILITY OF THE
SECOND YEAR STUDENTS AT SMKS YPPI PERAWANG**

A THESIS

*Intended to fulfill One of Requirements for the Awards of Sarjana Degree in
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SISKA HANDAYANI

NPM: 156310944

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU**

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ABSTRACT

SISKA HANDAYANI, 2019. *The Effect of WebQuest Toward Writing Ability of the Second Year Students' of SMKS YPPI Tualang.*

Keywords: *WebQuest, Writing Ability and Procedure Text.*

The objective of this research was to find out students' writing at SMKS YPPI Perawang and to know how WebQuest improve students' writing procedure text of second year students at SMKS YPPI Perawang.

This research was an experimental research which was held at SMKS YPPI Perawang. The experimental research involved two groups of students, they were experimental group and control group. The research subjects were the second year students of XI TKJ at SMKS YPPI Perawang. The sample of this research was taken randomly. The experimental group belong to experimental group included of 20 students while the students of control group belong to control group was 20 students.

The researcher findings included the results of the research, as follows: the analysis results of experimental class shows that the mean score of pre-test in experimental class was 63,9 and the means score of post-test was 77,4. Meanwhile, the analysis result of control class shows that the mean score of pre-test in control class was 53,8 and the mean score of post-test was 58,4. It shows that the experimental class experiences improvement in their writing test, and the hypothesis testing indicates that the score of the experimental class students were higher than the control class. It can be seen that the value of sig. (2-tailed) is 0.000 lower than value at the significant level 0.5. Furthermore, the hypothesis testing indicates that the score of the experimental class students were significantly higher than that of the control class. So, WebQuest could be one of references in teaching material. WebQuest made the students' writing more coherent and well organized.

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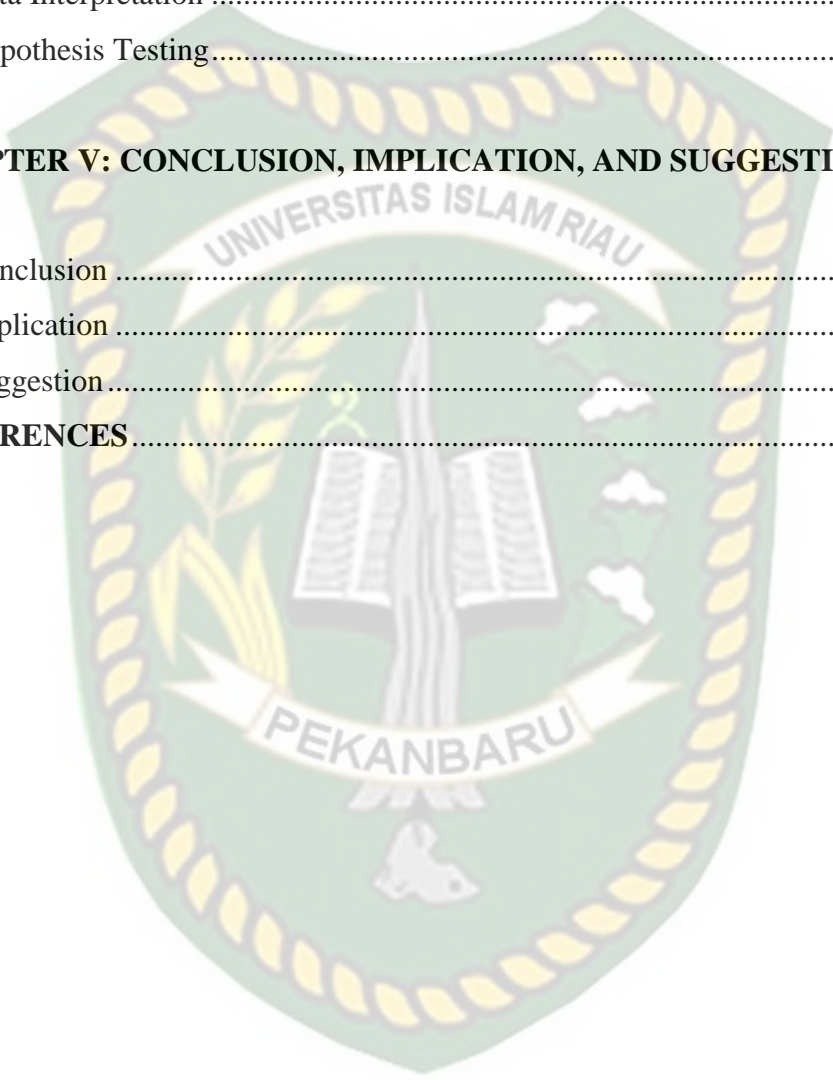
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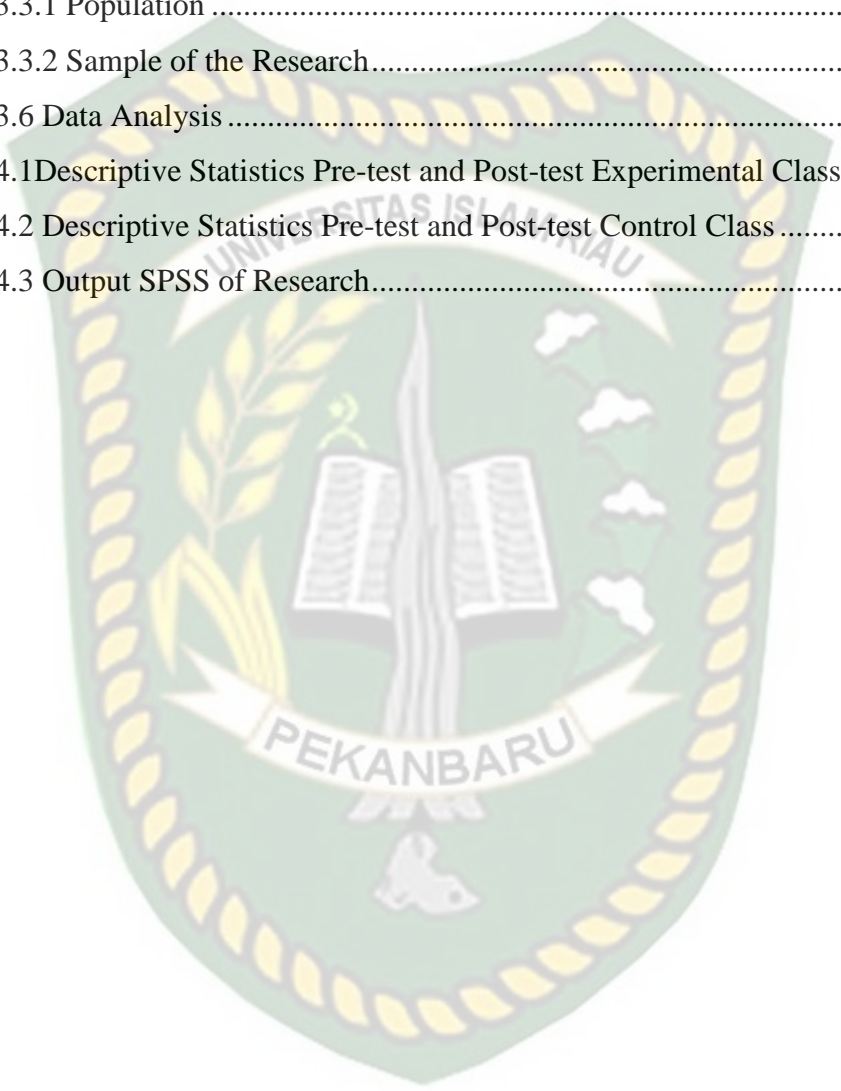
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CHAPTER I

INTRODUCTION

1.1 Background

Writing is one of the four language skills that have to be mastered by the students in learning English and writing is one of the subjects that considered difficulty by the students. It is often considered as complicated learning because its need some technique. Writing should be practice and the students also need time and special tasks to improve their ability. As stated by Wahyuni (2015) said that writing is a productive skill and natural activity that must be taught in a school in a structured way. In other hand, writing is very important to be mastered by the students.

In fact, from the experience of Practice Teaching (KPLP) in SMKS YPPI Tualang, the researcher found some problems in writing. Most of the students had difficulty in writing, such as when students made a short paragraph they did not know how to build grammatically correct sentences, some students feel confused ways got an idea and lack of vocabulary made students unhappy and difficult to made short paragraph. The researcher thought that it was necessary to find the solution to the problems in the teaching and learning process. Therefore, the writing ability of students should be improved.

The relation to the problem, the researcher has interested using WebQuest in teaching learning process. WebQuest helps students through websites and focus on the use of information rather than looking for information and can build academic literacy by engaging students to conclude that are not only reported but

explored. Parts of WebQuest can generally be displayed in Introduction (background), Task (task), Process (steps in doing the assignment), Evaluation (evaluation by the teacher for students after doing a task), Conclusion (conclusion). An additional part of this WebQuest is a Teacher Page that can be used by teachers to provide input to other teachers through fresh and creative suggestions or ideas that can be used to create WebQuest.

One of teaching media can help students is WebQuest. Teaching through WebQuest, the learning process become interesting that given by the teacher. The teacher should be able to create creative activity and made an enjoyable situation in classroom to help students generalize their ideas and automatically can improve the students writing ability. The WebQuest guides the students to write systematically.

The researcher intends to give new technological learning by using media. It is called "WebQuest". WebQuest as one of the teaching media developed by Bernie Dodge from San Diego State University has been trying to make good use of the internet in the teaching learning process (Strickland 2005). It became a media of teaching that can help students' improve learning performance. That is the reason why WebQuest can help teachers to make their creativity in teaching learning.

In these days, computers, smart phone, and other gadgets can connect to the internet. Resources on the internet should be carefully selected by teachers to include a different perspective on the topic that is investigated. The material must follow the curriculum and syllabus mandated in school.

Webquest is a computer application specially designed for use inside learning. Using WebQuest means that teachers give the students more opportunities in learning. They can write some texts and discuss ideas on interesting issues. The first activities that students can do to improve writing skills are finding some difficult words and the main ideas of each paragraph. It is convinced that those activities will slowly upgrade their writing.

Based on the background of the research mentioned, the researcher was interested in conducting research entitled **“The Effect of WebQuest Toward Writing Ability of the Second Year Students at SMKS YPPI Perawang.”**

1.2 Setting of The Problem

Based on the background of the research, the problems can be identified as follows:

Firstly, students find difficulties to build sentences that are grammatically correct and students difficult to make sentences coherence to each other in writing.

Secondly, students find difficulties how to develop the ideas in writing text. Year to year students learn English but there was no improvement in a foreign language, especially writing ability. Therefore, the students have the problem of the lack of vocabulary to develop the ideas in writing text.

1.3 Limitation of the Problem

In this research, the researcher needs to limit the problem in students' writing ability of procedure text through WebQuest at SMKS YPPI Tualang.

The researcher focuses on indicators writing ability are content, organization, grammar, vocabulary, and mechanics.

1.4 Formulation of the Problem

Formulation of the problem is made as follows: is there any significant effect of WebQuest toward writing ability of the second year students at SMKS YPPI Perawang?

1.5 Objective of the Research

The objective of the research:

1. To find out whether or not there is the effect of WebQuest toward writing ability of the second year students at SMK YPPI Perawang.

1.6 The significance of the Research

Related to the objectives of the research, the significance of the research is as follows:

1. The research findings are to give valuable input to the teachers of English at SMKS YPPI especially and all English teachers generally as an attempt to improve the students' ability in writing procedure text.
2. This research is hopefully contributed to the writer as a researcher in terms of learning research as a novice.
3. To fulfill one of the requirements to finish the researcher study in English study program of Islamic University of Riau.

1.7 The Definition of Key Terms

In order to avoid misunderstanding and misinterpretation in writing this research, it is necessary to defines terms as the following:

1. Writing

David Nunan (2003) states writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader. In this study writing is one activity that will be done by the students’.

2. WebQuest

WebQuest was originally designed by Bernie and Tom March in 1995. On WebQuest, learners can find several online resources to get any information. A teacher can use this media to support the teaching and learning process. It will provide students the opportunity to discuss some ideas from a specific topic.

WebQuest consists of six stages, which are “introduction, task, process, sources, evaluation, and conclusion. Teachers can create WebQuest after they have an account in WebQuest site. WebQuest is designed to bring together the most effective instructional practices into one integrated student activity which emphasizes critical thinking, cooperative learning, authentic assessment, and technological integration.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Definition of Writing

Writing is one of the English skills that have to be learned by any foreign language learners all over the world besides listening, reading and speaking. Based on Wahyuni (2017) said that writing is one way for the students to express their idea and opinion. Through writing the students can transfer their experiences and knowledge to others. So, they should be able to produce sentence and develop it into paragraphs, essays, and paper.

From the explanation of the research, it can be concluded that writing is the steps to reflect and arrange our idea to become a good paragraph. The researcher also should give high motivation to students when doing their activity. Thus, it can be concluded that through writing the students can express their opinion into sentences or paragraphs about what do they write.

In writing skills, students have to be able to create their idea in writing. It was not interesting enough for the students. They don't have inspiration or ideas in writing. When students write something while they are also collected things like facts and concepts, it leads them to uncover something new. Yet, students tend to have problems when they started writing. Many students know they will solve problems if they can just get started and keep ongoing. When students revise

their writing, it is time to reflect on their draft and perhaps gotten comments from other people, they are ready to revise.

Writing means to produced or created a piece of text. Like speaking, writing requires someone to produce language. Harmer (2001) states, “Language means that students should use all and all the language they have to achieve a communicative purpose rather than be restricted to specific practice points”. Therefore, the form of language produced is different among those two. Speaking produces language in oral form while writing in written form. That’s why those skills belong to productive skills (Harmer, 2001; Harmer, 2004).

According to Ruddell (2005) defined the meaning was made through the combination of prior knowledge and previous experience; information emerging from the text; the stance he or she takes is related to the text and immediate, remembered, or anticipated social interaction and communication. It means that to write something, a writer needs to have an idea or memory of certain events or phenomena and be able to construct that idea or memory so that the reader can catch the meaning concluded in the text.

Based on the explanation of the research, it can be concluded that writing is important for students to learn how to think critically and creatively. Students learn to organize their ideas in a cohesive and flowing manner, writing is an essential part of developing their skills.

2.1.2 The Purpose of Writing

Writing is a meaningful activity. When the learner writes something, he or she was purposed for writing. In general, the learners write either because they choose to write for their reasons like wanted to express their ideas, thoughts, or even their feeling. It means that the learners have their purposes in the writing process. The purposes of this writing considered the audience's needs. So, the learners will easy to develop their ideas coming from what the purposes of their writing are. If the learners do not know the purposes of the writing, they will not master in collecting the ideas. Briefly, the students should be able to identify the purposes of writing so that they can achieve good academic writing.

The following are several parts of writing purposes that have been stated by Greenville (2001):

1. Writing to entertain

Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays, and screenplays.

2. writing to Inform

It tells the reader about something. Writing to inform is one of the most common purposes for writing. The purposes of informational or reportorial writing were to convey information as accurately and objectively as possible.

3. Writing to Persuade

It tries to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essays. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

2.1.3 The Components of Writing

According to Oshima and Houge (2006) there are five aspects of writing, they are:

1. Format
 - a. There is a title
 - b. The title is centered
 - c. The first line is indented
 - d. There are margins on both sides
 - e. The paragraph is double-spaced.
2. Mechanics
 - a. There is a period, a question mark, or an exclamation mark after every sentence.
 - b. Capital letters are used correctly
 - c. The spelling is correct.
3. Content
 - a. The paragraph fits the assignment
 - b. The paragraph is interesting to read
 - c. The paragraph shows thought and care.

4. Organization

- a. The paragraph begins with a topic sentence that has both a topic and controlling idea.
- b. The paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example.
- c. The paragraph ends with an appropriate concluding sentence.

5. Grammar

Estimate a grammar and sentence structure score.

From those are points of view, it can be seen that a good composition covers some components of writing such as grammar (language use), vocabulary, content, organization, and mechanics. It is expected that the students must be able to use all of them in their writing to generate a good composition.

2.1.4 Principles of Teaching Writing

Every teacher should consider some principles while planning a course, whether it is a writing course or a course in which writing will play a part. Sokolik (in Nunan 2003) proposes a few principles that can be adapted to the different learning situations as follows.

a) Understand your students' reason for writing

It is important to understand and match the students' goals and the school is goals to avoid dissatisfaction in the writing instructions. The teacher needs to convey goals to students in a way that makes sense to them.

- b) Provide many opportunities for students to write

Writing almost always improved with practice. The teacher needs to evaluate the lesson plans whether they have adequate time spent on writing. Practice writing should provide students with different types of writing as well.

- c) Make feedback helpful and meaningful

Students crave feedback on their writing, yet it doesn't always have the intended effect. The teacher needed to make sure that the students understand the vocabulary of symbols that are written to comment on students' papers.

- d) Clarify for yourself, and your students, how their writing will be evaluated.

Students often feel that the evaluation of their writing is completely subjective. To overcome such a situation, the teacher needs to develop a statement about what is valued in students' writing, either in the classroom or in the instruction as a whole.

2.1.5 Teaching Writing for Vocational High School

In writing class, especially for vocational high school, the teacher should give clear instructions to the students and help them. According to Scrivener in Gita and Al-Hafizh (2014), a typical route for classroom work might involve some steps on helping students to write. They are introducing the topic, introducing and summarizing the main writing task, brainstorming ideas, selecting and rejecting ideas, deciding on specific requirements; style, information, layout.

Teaching writing in a vocational high school should be done appropriately. The teacher should know the characteristic of the students and use an appropriate approach.

Based on the explanation of the research, it can be concluded that teaching writing is an activity to help and guided the students to create their ideas about some topics. Besides that, the teacher encourages the students to find information on the topic, so they can write.

2.1.6 Procedure Text

A procedure text is a kind of text which teaches how to make something completely or steps is the way to doing things. A procedure text begins with the goal of the task, which is usually stated as a heading. Its social function is to describe how something is completely done through a sequence of series. The communicative purpose of this text is to describe how something is made through a sequence of actions or steps.

Siahaan and Shinoda (2008) said that a procedure text is the writer describes how something is accomplished through a sequence of actions or steps. Procedure text is a text containing four components i.e., goal, material, method, and reorientation by which a writer describes how something is accomplished through a sequence of actions or steps. Procedure text is very important to learn for students in daily life because procedure text as an instruction on how to make something. The example of procedure text, such as cooking recipes, direction to find a place, and take a picture on mobile phone.

Siahaan and Shinoda (2008) said that there are two components of procedure text namely:

- 1) Social Function: To describe how something is accomplished through a sequence of actions or steps.

2) Generic Structure:

- a) Goal: Showing the purpose
- b) Material: telling the needed materials. (not required for all procedure texts).
- c) Step 1-end: Describing the steps to achieve the purpose.

(goal followed by a series of steps oriented to achieving the goal).

Based on the explanation above, the generic structure of procedure text that used: goal, material and step or method.

2.1.7 Language Component of Procedure Text

1. Simple Present Tense
2. Use of imperative verbs

Imperative verbs are also known as “bossy verbs” to tell people what to do. For example:

Put, add, mix, chop, slice, cut

3. Action Verbs.

e.g: Turn, put, mix

4. Many connectives or conjunctions to sequence the story.

After, then, finally, etc.

2.1.8 WebQuest

The WebQuest was originally developed by Dodge and March of San Diego State University in 1995. According to Dodge (1997) WebQuest is an inquiry-oriented activity that interacts with many resources that learners get from

the internet. WebQuest focused on the design, implementation, and evaluation of computer-based learning 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 (2003) points out that “getting the information - the ‘learning input’ – is the easy part. The WebQuest gets trickier and more interesting in the next part, in which transformative learning takes place and teachers and students can realize – or fail to realize – the potential of a WebQuest”.

According to Kelly (2000), WebQuest is a lesson plan created by teachers in the form of a 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. WebQuests should inspire students to seek themes among the information gathered from the website and then create projects and products that contribute to the real world of learning and allow students to reflect on their metacognitive processes (Dodge, 2001; March, 2003).

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

2.1.9 The Structure of WebQuest

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

1. Introduction

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

2. Task

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

3. Process

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

4. Resources

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

5. Evaluation

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

6. Conclusion

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

2.1.10 Learning Procedure by Using WebQuest

Teaching learning in the classroom by using WebQuest can be conducted if the teacher and students made a good cooperation. However, the teachers have to complete this following procedure, there are six essential components:

1. **An introduction**, which explains clearly, what is WebQuest and hopefully inspire students to improve their writing skills. For example, students are required to focus on the topic of the lesson that day.
2. The **task** relates to the introduction and explains what is required of each student. Students can download all files appropriate to their task.
3. Teacher has given a list of **resources** for students, especially from the Internet, that should be used to complete the activities in the task. The teacher has found the appropriate sites to tell some questions that students must answer.
4. The **process**, which provides step by step that must be followed by students to complete the task. 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 their writing activity.
5. Students are given an **evaluation rubric**. The evaluation rubric will explain of assessment.

6. In the last stage is **conclusion**. In conclusion, the teacher concludes what students get after learning. Then, the teacher has given them exclamation for their achievement on that day.

2.1.11 Making a WebQuest

Creating a WebQuest is not difficult. There some web that provided a template for creating and designing WebQuest. The researcher offers zunal.com. Teachers will not be confusing to start designing their own webquest. By registered an account, the teachers will become a member of webquest.

2.1.12 The Strength of Using WebQuest

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

1. Alternative teaching technique that enhances students' motivation in the classroom.
2. Giving teachers an idea of the students' degree of acquisition of knowledge and implementation of knowledge.
3. Opportunity to see and assess 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. WebQuest can 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 to find a diamond in the rough.

2.2 Relevance Studies

Researchers on WebQuest have been conducted by some experts. They observed the implementation of WebQuest in Language teaching and its result. First, the research was conducted by Yousif A. Alshumaimeri and Ebrahim M. Bamanger entitled “The Effect of Using WebQuests Writing Instruction on the Writing Performance of Saudi EFL Learners”. 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’ writing comprehension performance. The results show WebQuests was potential use in improving writing comprehension.

Second, another study was done by Afriani (2017) also investigated the effect of WebQuest toward reading skills of the second year students of SMA YLPI Pekanbaru. She tried to investigate the effect of webquest technique applied in writing class of the eleventh grade students of SMA YLPI Pekanbaru. The type of her research was classroom action research which consisted of 31 students of class XI Social 1 in the academic year of 2017-2018 who most of them identified having problems with writing text were involved. The result of her study showed

that the WebQuest technique can improve the students writing ability are finding some difficult words and main idea of each paragraph and also webquest technique give the students more opportunities in learning.

Third, Punchalee Wasanasomsithi, from Chulalongkon University, Bangkok, Thailand conducted 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 what these Web-based learning activities could make students more engaged in the learning process.

WebQuest is expected to give a positive effect for the learner, particularly in writing. Many experts were investigated the effect of using WebQuest on teaching in various subjects. This is one opportunity for teachers to attempt using WebQuest for their teaching media.

2.3 Conceptual Framework

The study focused on experimental research to prove whether there is a significant effect of webquest on students writing ability in the procedure text in the second year of SMKS YPPI Tualang. Writing for students is difficult, the students find difficulties to build grammatically correct sentences, students find difficulties how to develop the ideas in writing text. In fact, the students just write without knowing to develop the ideas in writing text. It is essential in daily life

because without writing the students do not provide them to expressing their ideas or views but depend on the purpose of students needed.

If the webquest is applied in teaching-learning, the students will be fun with a different atmosphere in the classroom, to have developed the ideas and create the image. It is suitable to apply webquest as a treatment for procedure text because the procedure text is a text that how to make something. However, webquest is a teaching media for giving a good different atmosphere in the learning process actually on students writing skills in procedure text.

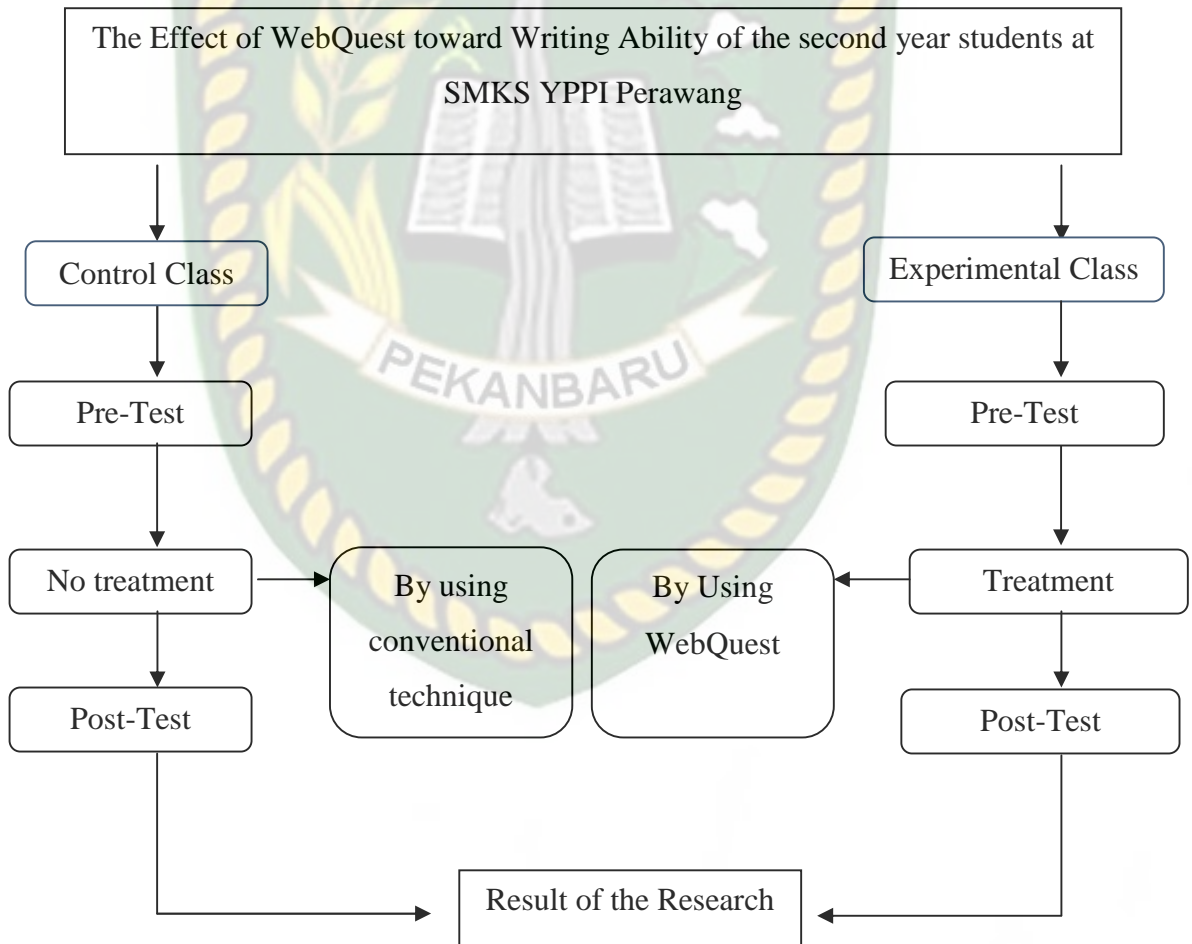


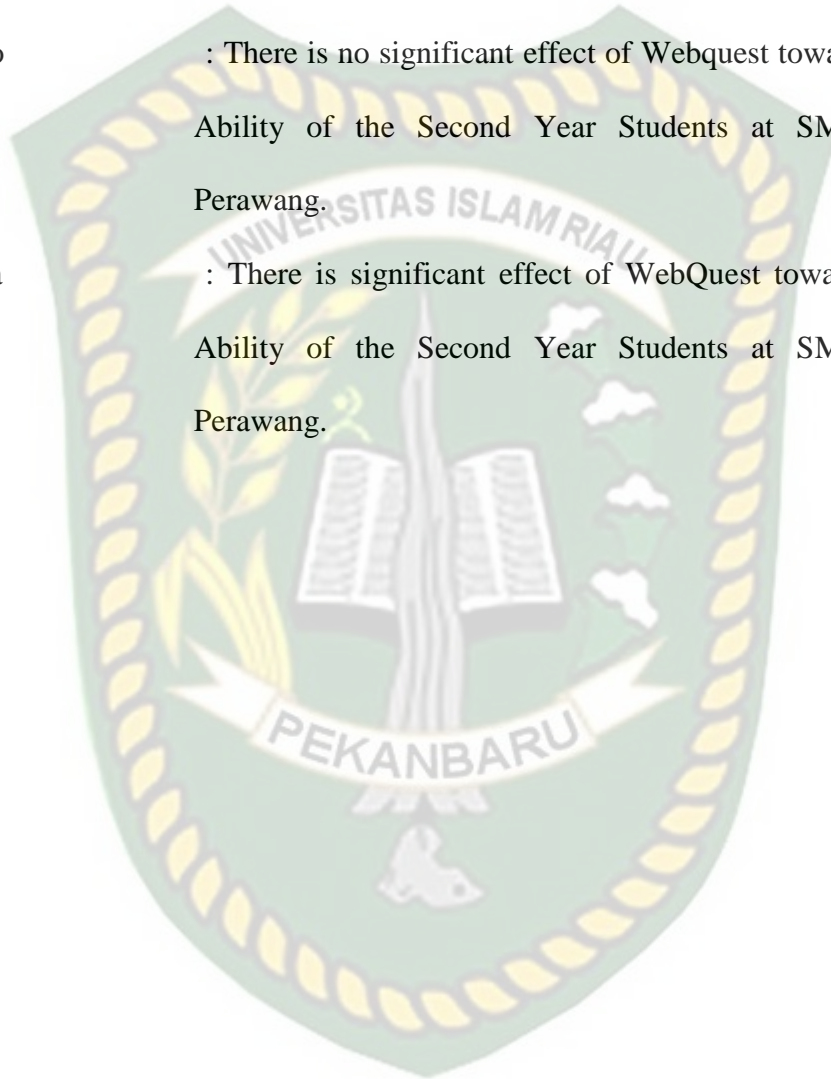
Figure 2.3 Conceptual Framework

2.4 Hypothesis

There were two types of the hypothesis consist of this research. They were as following points:

Ho : There is no significant effect of Webquest toward Writing Ability of the Second Year Students at SMKS YPPI Perawang.

Ha : There is significant effect of WebQuest toward Writing Ability of the Second Year Students at SMKS YPPI Perawang.



CHAPTER III

RESEARCH METHODOLOGY

The chapter deals with research design, the location and the schedule of the research, the population and the sample of the research, the research instrument, the data collection technique, and the data analysis technique.

3.1 Research Design

The design of this research was an experimental research, focus on quantitative approach. Experiment is a test an idea to determine whether it influences an outcome of the dependent variable (Creswell, 2009). There were two variables: independent variable (variable X) and dependent variable (variable Y). In this case, WebQuest is using an independent variable to know whether it influences dependent variable or not. Dependent variable of this research is students writing skill.

The design from this research was used experiment class. The experiment class was given treatment through WebQuest. This research was conducted within 6 meetings. The researcher uses two variables in this research. WebQuest is the independent variable and writing ability is dependent variable.

Table 3.1 The Research Design

Class	Pre-test	Treatment	Post-test
XI	T ₁	X	T ₂

Note:

T : The Pre-test

T₂ : The Post-test class

X : Treatment

3.2 Time and Location of the Research

The research was conducted on July 2019 and the location of this research at SMKS YPPI Tualang Jl. Sepuluh KPR 1. The schedule of this research as follows:

Table 3.2 The Time Schedule of the Research

NO	ACTIVITY	DATE	TOPICS/TITLE
1	Pre-Test	July, 29 th 2019	Taking Pretest
2	Treatment 1	Aug, 5 th 2019	How to Operate a Computer
3	Treatment 2	Aug, 7 th 2019	How To Make Yahoo Account
4	Treatment 3	Aug, 12 nd 2019	How to Send A Letter to The Email
5	Treatment 4	Aug, 14 th 2019	How to Use Microsoft Word
6	Post-Test	Aug, 19 th 2019	Taking Post-Test

3.3 Research Population and Sample

3.3.1 The Population

According to Johnson and Christensen (2000) population is the large group to which a researcher wants to generalize the sample result. Other experts, Fraenkel and Wallen (2000) state that population was the group of interest to the

researcher, the group to whom the researcher would like to generalize the result of the research.

The population of this research in the second year students of SMKS YPPI Perawang. There were classes of the second year of SMKS YPPI Perawang. There were 100 students of XI classes.

3.3 The Population

Classes	Table of student
XI TKJ 1	20
XI TKJ 2	20
XI TOI	20
XI TPMI 1	20
XI TPMI 2	20

There were six classes of second-year students of SMKS YPPI Perawang. So, the researcher took two classes in this research. They were experiment and control class.

3.3.2 The Sample

According to Gay (2000), cluster sampling randomly selects groups, not individuals. The researcher took two classes in the research. The researcher took class XI TKJ 1 for the experimental group and XI TOI for the control group.

Table 3.3.2 Sample of the Research

Class	Total of student
XI TKJ 1 (Experimental group)	20
XI TOI (Control group)	20
Total	40

3.4 Instrument of the Research

In carrying out this research, it is necessary to clarify the variable used to analyzing the data. There were two variables, variable X and Y. Variable X is the effect of WebQuest. Variable Y is the students' ability in writing procedure text.

3.4.1 The Indicators of Variable X (WebQuest)

1. The researcher teaches students using WebQuest
2. The researcher divided students into pairs or groups. After that, they applied the material to students'
3. The researcher gives some question to students' which stated on webquest
4. The researcher asks students' to work in a group to answer some following question which related to the text.

3.4.2 The Indicators of variable Y (Writing Ability)

1. Students can write the Goal of procedure text clearly
2. Students can write the Material of procedure text clearly
3. Students can to write the Steps of the procedure text clearly
4. Students to use simple present tense correctly.

3.5 Data Collecting Technique

In this research, the data was collected by checking the attendance of students.

1. Pre-Test

Before give a treatment. Students were given a pre-test to know students' writing skill before treatment. Pre-test took one meeting in the first meeting. The pre-test was writing test, teacher gave some topics for students (3 topics) and ask students to choose one topic.

2. Treatment

The treatment was conducted for the experimental group only, the treatment use Webquest.

The treatment only given the experimental class, the steps were:

a. Meeting I

In this meeting, the teacher had already given a link <http://bit.ly/meetingI> to the students before the treatment began. In the first meeting, the teacher asked students to bring their laptops until last treatment. During treatment, they were sitting based on groups. After that, they opened the link. The link was a webquest which contained their material. The first procedure text was "How to Operate a Computer"(see figure 3.5.1). The students were asked to see the WebQuest and some explanation there. The teacher was introduced a definition of procedure text, an example of the text, generic structure of the text, the purpose of the text. There are some questions which stated on Webquest. After that, they asked to work in a group to answer some following question which related to the procedure text.

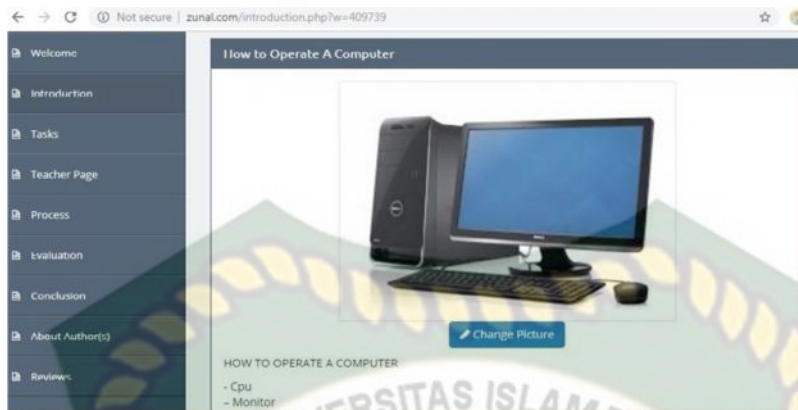


Figure 3.5.1

b. Meeting 2

The teacher had already given a link <http://bit.ly/meetingII> to the students before the second treatment began. The students were still sitting in their groups. They opened the link. The second procedure text was “How to Make Yahoo Account“(see figure 3.5.2). The students were asked to see the WebQuest and some explanation there. There were some questions which stated on Webquest. After that, they were asked to work in a group to answer some following question which related to the procedure text.

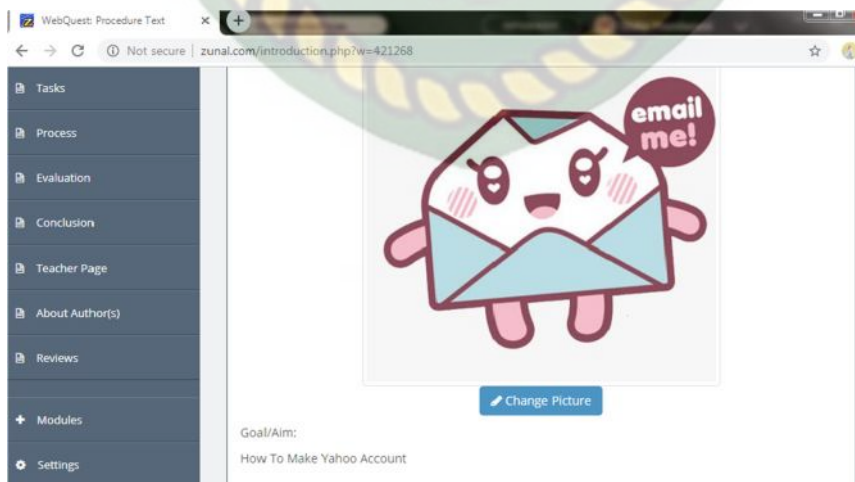


Figure 3.5.2 Meeting II

c. Meeting 3

In this meeting, the teacher had already given a link <http://bit.ly/meetingIII> to the students before the treatment began. The students were still sitting in their groups. They opened the link. The third procedure text was “How to Send a Letter to the Email“(see figure 3.5.3). The students were asked to see the WebQuest and some explanation there. There were some questions which stated on Webquest. After that, they were asked to work in a group to answer some following question which related to the procedure text.

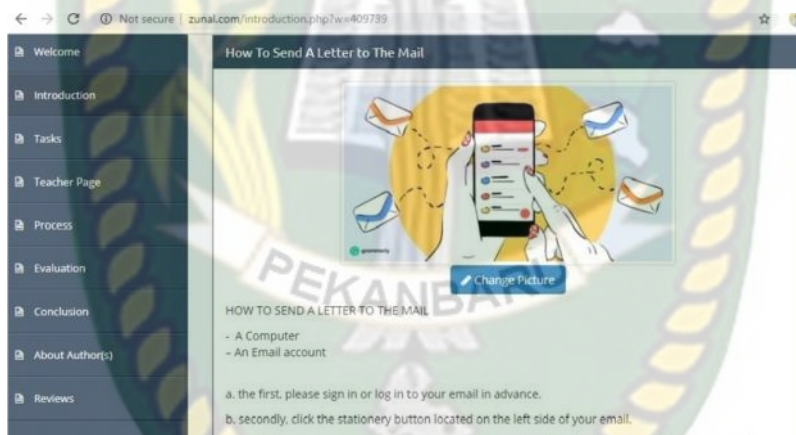


Figure 3.5.2 Meeting III

d. Meeting 4

In the last meeting, the teacher had already given a link <http://bit.ly/meetingIV> to the students before the treatment began. The students were still sitting in their groups. They opened the link. The last procedure text was “How to Use Microsoft Word“(see figure 3.5.4). The students were asked to see on webquest and some explanation there. There were some questions

which stated on Webquest. After that, they were asked to work in a group to answer some following question which related to the procedure text.



Figure 3.5.4 Meeting IV

3. Post-Test

After treatment, this test was conducted to determine changed in students' writing skills after teaching through Webquest are applied in the classroom process. The post-test was conducted in the last meeting. The result of the post-test was analyzed and used for the final data of this research.

3.6 Data Analysis Technique

In analysis data, the researcher used a score of pre-test and post-test of the students. The scores were analyzed by using statistical tests, variance, and homogeneity. The homogeneity test used to found out whether the two classes were a homogenous variance or not. After teaching writing use WebQuest, the data were analyzed by statistical analysis version 24. To know the result whether it is statistically significant, it is significant, and it is analyzed by using a test.

This researcher was conducted in six times. During applied the WebQuest, the researcher and the collaborator cooperated to observe what happened in the

classroom by using field notes and observation checklist table. After the students were completed the worksheet, the writer was calculated the students' writing task based on the scoring table and classified the mean score into the qualification.

Table 3.6 Scoring Rubric for Assessing procedure text.

Aspects of Writing	Point	Description
Content	5	Main ideas stated clearly and accurately, change opinion very clear
	4	Main ideas stated fairly clearly and accurately, change opinion relatively clear.
	3	Main ideas somewhat unclear or inaccurate, change opinion statement somewhat weak.
	2	Main ideas not clear or accurate, change opinion statement weak.
	1	Main ideas not at all clear or accurate, change opinion statement very weak.
Organization	5	Well-organized and perfectly coherent.
	4	Fairly well-organized and generally coherent.
	3	Loosely organized but main ideas clear, logical but incomplete sequencing.
	2	Ideas disconnected, lacks logical sequencing.
	1	No organization and incoherent.
Grammar	5	No errors, full control of complex structure.
	4	Almost no errors, good control of structure.
	3	Some errors, fail control of structure.

	2	Many errors, poor control of structure.
	1	Dominated by errors, no control of structure.
Vocabularies	5	Very effective choice of words and use of idioms and words forms.
	4	Effective choice of words and use of idioms and words forms.
	3	Adequate choice of words but some misuse of vocabulary, idioms and word forms.
	2	Limited range, confused use of words, idioms, and word forms.
	1	Very limited range, very poor knowledge of words, idioms and word forms.
Mechanics	5	Mastery of spelling and punctuation.
	4	Few errors in spelling and punctuation.
	3	Fair numbers of spelling and punctuation errors.
	2	Frequent errors in spelling and punctuation.
	1	No control over spelling and punctuation.

Adapted from Cohen in Yunianto (2014)

$$\text{Score} = \frac{\text{Student score}}{\text{Max score}} \times 100\%$$

$$= \frac{25}{25} \times 100\%$$

$$= 100$$

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

This research was conducted to know the effect of WebQuest of students' writing at SMKS YPPI Perawang. A set of test to found out the score of the students' achievement in writing procedure text.

The researcher used two classes to assume to be equal and homogenous statistically in order was conducted the research. Then, the research explained into the classroom and gave the same material, for length of the time, but different treatment.

1.1.1 Pre-Test

The pre-test carried out to determine the early background ability of the students who were selected as the sample. It was held to find out whether the experimental group and control group at the same level before applying a new strategy for the experimental group and the material was the test. The first meeting, teacher gave some topics (3 topics) to students and students choose one topic that he wants to write. After students doing the pre-test, teacher explained about procedure text. The objective in this meeting was to gave the students clear understanding of a procedure text by giving examples of a procedure text.

a. Data Presentation of Pre-Test in Control Class

The first analysis was the students' score of pre-test in control group which has done to know the ability of students' in writing procedure text. The researcher presented the students' writing on pre-test, the result as follows; The

highest average score were 62 and lowest average score were 44. Moreover, in control class, the total score that 20 students were 1.076 and the average score they were 53,8 point. (See appendix 8)

b. Data Presentation of Pre-Test in Experimental Class

The students' results in writing skill, particularly in writing procedure text in pre-test of experiment class, as follows; the highest average score was 68 and the lowest average score was 48. Moreover, in experiment class, the total score that 20 students were 1.278 and the average score was 63,9 points. (See Appendix7)

4.1.2 Treatment

The treatment was conducted for the experimental group only. The treatment of teaching through WebQuest as follows:

The treatment only gave the experimental class, the steps were:

1. Meeting 1

The first meeting was conducted on Aug, 5th 2019. In early minutes, introduction, giving motivation, and checking attendance list was done. In this meeting, the students should bring their laptops. The teacher gave some question related with computer, after that the teacher explained what they had to do on that day. The material was procedure text with the title How to Operate a Computer.

In whilst teaching, the students were explained about procedure text such as generic structure, language features, purpose of procedure text. They used their laptops to access the link of WebQuest. They were able to see the

material on WebQuest. They were asked to see the text on WebQuest. After that, the students and teacher discussed the topic on WebQuest. After that, in each group, they were asked to discuss the answer of questions.

In the last 5 minutes, teacher gave the link for the next meeting. After that, teacher gave a conclusion from the lesson and giving close greeting.

2. Meeting 2

The second treatment was on Aug, 7th 2019. In early minutes, introduction, giving motivation, and checking attendance list was done. In this meeting, the material of procedure text was “How to Make Yahoo Account”. The students were still bringing their laptops. They were sitting based on their groups. The teacher explained what they had to do on that day.

It was not quite different from the previous meeting, the teacher was asked to access the link that teacher gave in previous meeting. On WebQuest, some questions should be answered by students in each group.

In the last minutes, teacher gave the conclusion and link for the next meeting.

3. Meeting 3

The third treatment was on Aug, 12nd 2019. In early minutes, introduction, giving motivation, and checking attendance list was done. In this meeting, the material of procedure text was “How to Send a Letter to The Email”. The students were still bringing their laptops. They were sitting based on their groups. The teacher explained what they had to do on that day.

It was not quite different with the previous meeting, the students were asked to access the link that teacher gave in previous meeting. On WebQuest, some questions should be answered by students in each group.

In the last minutes, teacher gave the conclusion and link for the next meeting.

4. Meeting 4

The last treatment was on Aug, 14th 2019. In early minutes, introduction, giving motivation, and checking attendance list was done. In this meeting, the material of procedure text was “How to Use Microsoft Word”. The students were still bringing their laptops. They were sitting based on their groups. The teacher explained what they had to do on that day.

It was not quite different with the previous meeting, the students were asked to access the link that teacher gave in precious meeting. On WebQuest, some questions should be answered by students in each group.

In the last minutes, teacher gave conclusion and reminded them to prepare themselves for post-test.

4.1.3 Post-Test

After treatment, this test administered in order to know the students' achievement after make procedure text was implemented in the classroom process. The post-test conducted on the last meeting, writing text, purpose of the text and identify generic structure of the text. In the last meeting, the teacher gave one topic is How to Operate a Computer for experimental class and How to Charger Hand phone Battery for control class, then they were written a procedure text by using their own word. After distributing the test to the students, It was

analyzed the result of their answer at the pre-test and post-test to find out whether or not significant improvement made by the students after series of teaching English writing skills used WebQuest.

a. Data Presentation of Post-Test in Control Class

The students' in writing skill, particularly in writing procedure text in post-test of control class, as follows; the highest average score was 72 and the lowest average score was 52. Moreover, in control class, the total score that 20 students were 1.168 and the average score they were 58,4 point. (See Appendix 9)

b. Data Presentation of Post-Test in Experimental Class

The students' result of writing, particularly in writing procedure text in post-test of experimental class, as follows; the highest average score was 88 and the lowest average score 64. Moreover, in experiment class, the total score that 20 students' were 1.548 and the average score was 77,4 point. (See Appendix 10)

4.1.4 The Increasing Students' Mean Score of Pre-test and Post-test in Control and Experimental Class

Based on the calculation above, the researcher got the mean score of pre-test and post-test in control and experimental class. Furthermore, the increased of students score between control and experiment class can be seen in the diagram below:

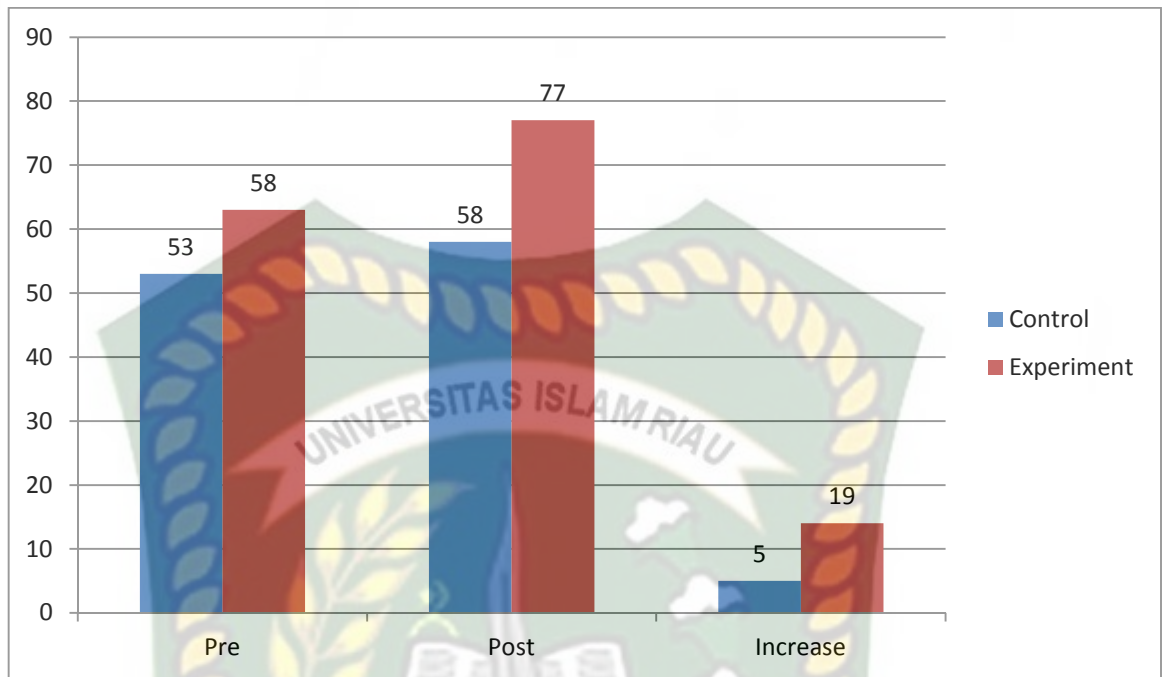


Figure 4.1 The Increasing Students' Mean Score of Pre-Test and Post-test in Control and Experimental Class

From figure 4.1, it can be seen the mean score of pre-test in control class was 53 and mean score of post-test was 58. While the mean score of pre-test in experimental class was 58 and after the students were given the treatment using WebQuest the mean of post-test become 77. It can be summarized that there was a significant effect of WebQuest on students writing at SMKS YPPI Perawang.

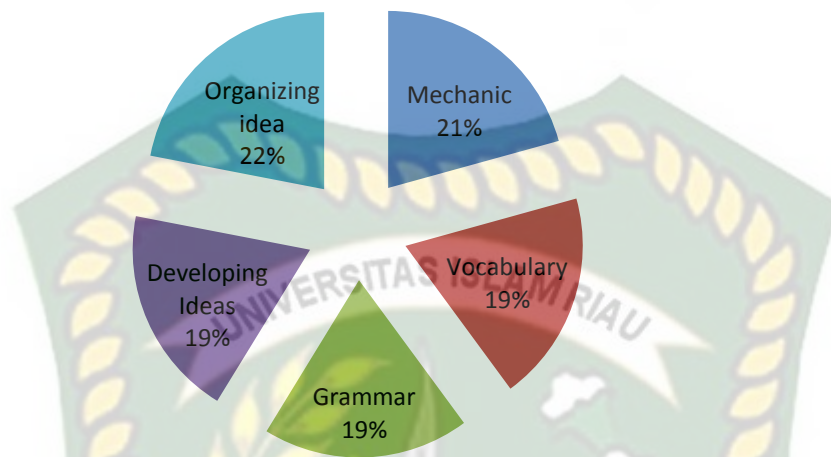


Figure 4.2 The Aspects of Writing Achieved by the students'

Based on the graphic pie, it shows that there was 19% mastered in developing ideas, 22% mastered in organizing ideas, 19% mastered in grammar, and 19% mastered in vocabulary.

From the data above, it can be summarized that students' at SMKS YPPI Perawang were mastered in aspects of writing. It can be seen after treatment students able to apply the aspects of writing. In brief, every student was higher score in writing. On the other hand, for the next researcher should be mastered how to improve students' writing based on aspects.

4.1.5 Descriptive Statistic

Table 4.1 Descriptive Statistics Pre-Test and Post-Test Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test experiment	20	46	68	58.20	5.908
post-test experiment	20	64	88	77.40	7.598
Valid N (listwise)	20				

Table 4.2 Descriptive Statistics Pre-Test and Post-Test Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test control	20	44	62	53.80	6.014
post-test control	20	50	72	58.40	6.125
Valid N (listwise)	20				

Based on the table 4.1 and 4.2, it can be seen there are two classes is experimental and control class. Experimental class has 20 students and mean score of pre-test is 58.20 and post-test is 77.40, standard deviation of pre-test 5.90 and post-test 7.59. Experimental class has highest score than control class. While, control class has 20 students and mean score of pre-test is 53.80 and post-test is 58.40, standard deviation of pre-test is 6.01 and post-test is 6.12.

Based on explanation above, it can be concluded between that the score of experimental and control class has different score. The scores of experimental class were higher than control class.

4.2 Data Interpretation

In this discussion was focused on the result of the research and the data analysis which is the effect of WebQuest of students' writing.

It can be analyzed that the increasing of the students' writing in the experimental class which was taught by using WebQuest. The mean score was 77,40. On the other hand, the control class was 58,40. In brief, the WebQuest increase students' score in writing.

4.3 Hypothesis Testing

After the researcher analyzed the data of the students, the researcher found out the compare average between average score in post-test of experimental and control class by using independent t-test. The compares average can be seen as follow:

Table 4.3 Output SPSS of Research

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writing Ability	Equal variances assumed	1.675	.203	8.707	38	.000	19.000	2.182	14.582	23.418
	Equal variances not assumed			8.707	36.363	.000	19.000	2.182	14.576	23.424

Based on output SPSS 24 version of the research, Independent Sample T-Test shows levene's test to know the same variance.

H_0 = Variance Population Identic.

H_a = Variance Population not Identic.

If Sig $T_{\text{calculate}} > 0,05$, H_0 is accepted.

If sig $T_{\text{calculate}} < 0,05$, H_a is accepted.

Based on the data of SPSS of the research, it can be seen sig $T_{\text{calculate}}$ in Equality of Variances is 0,203. It can be summarized that H_0 is accepted because $0,203 > 0,05$. In brief, it means the variance population identic.

On the other hand, from the data can be seen that $t_{\text{calculate}}$ obtained -8.707 will be compare to t_{table} , $df= 38$ to compare either at level 5% is 2.024. it can be concluded that t_{table} is higher than $t_{\text{calculate}}$. In other word, it can be read $8.707 > 2.024$. Based on the score the researcher concluded that H_0 is rejected and H_a is accepted. In brief, there is significant effect of WebQuest toward writing ability of the second year students at SMKS YPPI Perawang.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This last chapter presents the conclusion drawn from research. It also presents a suggestion for teachers, students, and other researchers as well. This chapter is divided into three parts: conclusion, implication, and suggestion.

1.1 Conclusion

Based on the result of data analysis, research findings, and discussion on the previous chapter, the researcher concluded the mean score of pre-test control group was 53,80 and pre-test experimental group was 58.20. The mean score of post-test experimental group was 77,40 and control group was 58,40. It can be summarized that by using webquest gave any significant effect towards students' writing at SMKS YPPI Perawang. In brief, there was significant effect between control and experimental group.

5.2 Implications

Implications are drawn from the research finding. The research came with a finding that there is a significant effect of WebQuest towards students writing procedure text of the second year at SMKS YPPI Perawang. Moreover, this research implies that WebQuest is needed in teaching writing procedure text.

Considering the conclusions drawn of the research, it implies that WebQuest is capable to promote the improvement of students' writing procedure text in which it can be seen from the progress of the students' writing procedure text scores after given some treatments through WebQuest. It is expected that the

teachers are highly recommended to utilize WebQuest on teaching writing procedure text to improve students' writing procedure text.

Students were motivated and relaxed in the learning writing process when they were taught through teaching media WebQuest. Therefore, it implies that the use of WebQuest can keep interaction between students and the teacher and also students. It also helps the students to explore and transmit their ideas on writing procedure text.

In summary, the use of WebQuest during the research can improve the students' writing procedure text. Therefore, WebQuest needs to be applied continuously in teaching writing procedure text. It is because the use of WebQuest can be an effective to help the students practice writing procedure text.

5.3 Suggestion

Based on the findings of this research, the researcher would like to give some suggestions to futures action and more effective to apply this method in teaching learning.

5.3.1 For the English Teacher

As the teacher, they have to support to the students in increasing their writing ability. Teaching English through WebQuest, the learning process become interesting that given by the teacher. The teacher should be able to create creative activity and made an enjoyable situation in classroom to help students generalize their ideas and automatically can improve the students writing ability. The WebQuest guides the students to write systematically.

5.3.2 For the Students

Before the students knew about WebQuest, the students got problems to develop their ideas in writing procedure text. But, after the researcher introduces of WebQuest on some treatments the students become to understand and easy to develop their idea in writing procedure text. The researcher was interested using WebQuest in teaching learning process. WebQuest helps students through websites and focus on the use of information rather than looking for information and can build academic literary by engaging students to conclude that are not only reported but explored.

5.3.3 For the Other Researchers

This thesis is hopefully providing meaningful reference for those who are interested in concluding research. This thesis can be used in carrying out the next researcher as references their writing, to add some theory and learn about the new teaching media in applied in teaching writing or find a new way to apply webquest in another text like as: procedure, report, etc. in conclusion, the researcher hopes that the next researcher should be creative and innovative to apply webquest in their research.

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