WEBQUEST AS A MEDIA IN TEACHING VOCABULARY FOR YOUNG LEARNERS

Nanda Lintang Utari Kuncahyo[1], Hikmatul Masykuriyah[2], Ida Miftakhul Jannah[1]
[1]State Islamic University of Sunan Ampel Surabaya, [2]State Islamic University of Sunan Ampel Surabaya, [3]State Islamic University of Sunan Ampel Surabaya
[1]*nandalintang.uk@gmail.com*; [2] *ria.hikmatul86@gmail.com* ; *idamj@uinsby.ac.id*

Abstract: *One example of a web-based learning media format that enables teachers to assign a task to students so that they can explore and analyze information is WebQuest. By gathering and analyzing data from the internet, WebQuest can assist students in providing fresh perspectives on issues. Higher-order thinking abilities like problem-solving and critical analysis might result from a new understanding of something. Additionally, young learners can learn vocabulary with WebQuest. Moreover, WebQuest is also a means to teach vocabulary material to young learners. The researcher tries to find out effective media to teach English to young learners.*

After conducting research on the WebQuest media for young learners using qualitative research design, the research appears with significant results. The data was collected in SDN 1 Gedongan Mojokerto by involving the English teachers as subjects of this research. The English teacher comes from the Lecturer of Islamic State University of Sunan Ampel Surabaya and the elementary school teacher to find out whether this media is effective or conversely ineffective. As the researchers have established the research that used the R&D method or which is well known as Research and Development method, the result is beyond the expectation of using WebQuest for English teaching media. For instance, the teacher confirms that this kind of digital media is eligible in becoming a medium for young learners. This statement is based on what WebQuest media is for. In the material design, this WebQuest is very flexible in maintaining the contents shown, like it will be able to be embedded in the other kinds of online platforms of media to fulfill the content materials needed. The teacher has also given the statement of admiration whereas the media of WebQuest is presumed as a creative breakthrough in this digital era principally for young learners.

WebQuest is one of the web-based electronic media that can be implemented in teaching vocabulary to young learners. By researching and analyzing the information, WebQuest aims to assist students in developing their critical thinking and problem-solving skills. All in all, the implementation of WebQuest can be said to be effective to be used for teaching and learning processes for 3rd-grade elementary school.

Keywords: *WebQuest, effective learning, young learners, media.*

---

[1] Ahmada Mulki Zakia *(State Islamic University of Sunan Ampel Surabaya, ahmadamulkizakia6121@gmail.com)*
Faturrahman *(State Islamic University of Sunan Ampel Surabaya, faturrahmanduplikat@gmail.com)*
Galuh Ellyna Turbinita *(State Islamic University of Sunan Ampel Surabaya, ellynaturbinita12@gmail.com)*
Hanny Maulidia Chasanah *(State Islamic University of Sunan Ampel Surabaya, hannylily46736@gmail.com)*
Niki Lintang Pertiwi *(State Islamic University of Sunan Ampel Surabaya, lintangpertiwiniki@gmail.com)*

1. INTRODUCTION

In this modern era, electronic media plays a big role in education. Some examples of electronic media that can be used in education such as podcasts, videos, blogs, WebQuest, and many more. One of the platforms that the researcher will explain in this paper is WebQuest. Webquest is a platform aimed at anyone who wants to learn individually or in groups through the internet. According to Dodge (1995), a WebQuest is an inquiry-based activity in which students interact with information that is sourced entirely or in part from online sources. This platform has a wide variety of activities that people can learn about. The Webquest that the researcher created aims to help the young learner to add their vocabulary about vegetables and fruits Easily and enjoyable. On the Webquest that the researchers have made, not only about explanations and materials, the researcher also provides exercises and questions to make the young learner excited. There are 10 pages in WebQuest, each serving a distinct purpose, including a welcome page, an introduction, tasks, a process, an evaluation, a conclusion, a teacher page, a quiz, information about the author(s), and reviews. Webquest can also be used as a medium by teachers when teaching students. As we know, elementary school students get bored very easily. Through this media, the researcher expects to increase students' enthusiasm for teaching Webquest is also easy to use for anyone.

According to Halat (2008:109) WebQuest is a computer-based teaching and learning model in which students are actively involved in an activity or situation and use the internet as a source of information. Kelly (2000:1) adds the definition of WebQuest is a type of lesson plan you can create on a World Wide Web page that consists of links to various websites and specific objectives for your students. WebQuest is used to teach young learners and increase their vocabulary about fruits and vegetables. By using WebQuest the student can explore the material more. Students can learn more about a topic, helping them develop a deeper understanding and gather more information by using WebQuest. Webquest provides access to online resources to encourage higher-order thinking. Therefore, the researchers do this research to find out whether WebQuest is suitable for teaching vocabulary to young learners.

2. LITERATURE REVIEW

Doulgeri M and Antoniou L in their research which they quote from (Schweizer & Kossow, 2007; Zheng et al., 2008) stated that WebQuest is a web-based activity that encourages students to use the internet to learn the solutions for real life problems through collaborative contribution. It stated that WebQuest can help students' social and cognitive development which researchers believe can be achieved through information gathering. Additionally, according to researchers, WebQuest can improve computer and information literacy by using the internet as a source of information. March (2004:42) broadens the concept of a true WebQuest to include a scaffolded learning framework that leverages links to vital resources on the World Wide Web to stimulate students'

research of an open-ended question, participation in an individual or group process in gaining a more sophisticated comprehension of the knowledge.

Garcia N.K.G quote from (Dodge 2007) stated that WebQuest is built with an engaging and doable task around creativity, critical thinking, problem-solving, judgment, and analysis. The task in WebQuest should be the scaled-down version of a job for adults. The main characteristics of WebQuest are that it is interactive, visually friendly, and interesting to avoid boredom especially since that will be implemented for young learners. WebQuest is divided into two which are long and short term based on their difficulty and sessions. WebQuest can provide a hands-on experience which means students will find it easier to use what they have learned by doing activities.

3. METHOD

This study uses qualitative research design. Qualitative study itself is a method of understanding human or interpersonal manifestations by evolving a broad and complex portrayal that can be conveyed in words, disclosing informative data obtained from respondents, and carrying out the investigation in a naturalistic setting. (Walidin, Saifullah & Tabrani, 2015: 77). The researcher also uses research and development methods as the data analysis techniques to explore respondents' opinions. This method is used for the validation process of educational products (Borg & Gall, 1983 in Gustiani, 2019). This is additionally associated to the progressions of product-oriented studies in educational setups. (Borg & Gall, 2003 in Gustiani, 2019) and enhancing educational quality through measurement programs in the field of education (Gall, Fall & Borg, 2007, Gustiani, 2019). In addition, (Gay, 1992 in Gustiani, 2019) also contends that R&D is essential not only for reviewing educational theories, but also for establishing appropriate products for special education programs such as materials for teaching and learning and media. Moreover, the data was collected in SDN 1 Gedongan Mojokerto by involving the English teachers as subjects of this research. The English teacher comes from the Lecturer of Sunan Ampel National Islamic University of Surabaya and the elementary school teacher.
Here are the steps of this research:

problem →observation →product design →validate →revise →trial →revise →trial →revice →produce the product.

First, the researcher saw a problem when making observations. The observation was conducted by an English teacher of SDN 1 Gedongan. The researchers observe the teaching and learning process at the school and find out that learning vocabulary for the young learner is quite boring. Because of that, the researchers found out that WebQuest could be interesting for teaching young learners about vocabulary. After some discussions, the researchers made the product planning and presented it to the lecturer of State Islamic University of Sunan Ampel Surabaya and got some advice. With the

lecturer's advice, the researchers start to revise the product and re-arrange the content of WebQuest.

After the first revision, the researchers presented the WebQuest to the elementary teacher about how to apply the WebQuest as a medium to teach vocabulary to young learners. When the researcher did a presentation, the researcher explained about the part of WebQuest, the function of each part, and how to implement WebQuest to teach young learners. Next, the researcher asked the teacher several questions about the suitability of WebQuest to be a medium to teach young learners about vocabulary. Further, the teacher gave comments and advice about the media. Based on the advice from the classroom teacher, the researchers revise the media and make the final product.

4. FINDING

In this study, the researcher made a presentation first to Ms. Hikmatul Masykuriyah as a lecturer in the course of making learning media. In making a presentation, the researcher explains the parts of WebQuest and how researchers apply WebQuest in learning. The implementation of WebQuest can be carried out online as well as offline. For online, the teacher asks students to prepare devices such as mobile phones, laptops, etc. As for offline, the teacher can prepare an LCD projector to display WebQuest pages. After making a presentation by operating the media, the researcher received suggestions to change several designs, such as font color, font size, and how to implement the media in class. Ms. Hikmatul Masykuriyah suggested that the font used should be large and colorful because the research target is young learners. And for the way of implementation, Ms. Hikmatul Masykuriyah suggested that researchers must prepare 2 devices to operate the created WebQuest. For the teacher, they can divide students into 2 groups. The first group can access WebQuest using the first device. And the second group can use the second device to access it too.

After getting suggestions, the researcher made a revision. Next, the researcher makes a trial on another teacher. Which is presented to Mr. Ahmad Zulkarnain who is the English teacher of Gedongan 1 Elementary School. During the presentation, the researcher explained the parts in WebQuest and how to apply them in class. The scheme is not as far different as the first trial but it has the aim to know whether the WebQuest media match the 3rd-grade Elementary school students. First, the WebQuest media with the content materials of vegetables and fruits are demonstrated. WebQuest has a greeting in the form of a Welcome menu. Next, in the introduction menu, the teacher and the students will find a short hint about what is going to be learned. In the menu of tasking, the researchers have put 5 tasks that will be done by the student and the video about vegetables and fruits from the YouTube platform. The tasking menu leads the process menu to gather the links to the tasks for students. There is also an evaluation menu that consists of the results of the students' tasks. The teacher who is being

observed by the researchers was giving attention to the researcher's presentation and demo of the media. At the end of the presentation and demo, the researchers give a chance to the teacher to ask about WebQuest based on his observation that is fulfilled that is made by the researchers. After the question-and-answer session, the researchers reversely ask the teacher about the effectiveness and the comment toward the media that the researchers have been demonstrating. The questions used were:

- Is the WebQuest learning media suitable to be applied to 3rd grade elementary school students?

5. DISCUSSION

By the data that the researchers have collected, it can be known that there is an observation of the teacher and validation from him, precisely occurring to the English teacher of 3rd grade. The thing that is being observed is how the teacher would validate and give feedback on what the researchers have demonstrated. Questions and answers apparently lead the way for the researchers to convert the result into a better narration. Some videos were taken when the observation and validation were done and the questions, answers, and feedback are fully recorded there. It would not be a complete narration without showing the sight through the words we have covered in the video. Hence, not only is the video recording done but also the researchers have established written forms of what is matter to be the data and the result.

The result as the researchers have gotten through the video recording is established narratively. The name of the English teacher of 3rd grade in Gedongan 1 Elementary school is Mr. Ahmad Zulkarnain who is observing and validating the WebQuest media for young learners. The observations of the demo lesson from the media were conducted comprehensively and gradually. Therefore, the teacher can understand about what is being done by the teacher and the students when using the media. Right after the demonstration had been done, the teacher was soon giving some comments, feedback, and suggestions that means as validation through his observation.

In the term of comment, the teacher said that he is impressed with the result and what the researchers have made. For example, when the researchers demonstrate the lesson in WebQuest media, the teacher who is always staring and giving attention to the media is meant to say it delicately. Without any hesitation, he also says that if the researcher makes the WebQuest is not for teaching unless for becoming an entrepreneur. He adds that it could be for sale on global internet platforms. There is only a comment that shows that this media is more fit to the course which has 5 students only, the media will be well served and maintained for all the students in it.

Despite the comment from the teacher itself, the feedback towards the researcher's WebQuest media is now being clarified. For the first, the teacher conveyed that if the

media is expensive in terms of forwarding development, the researcher could increase the level of a better WebQuest. Furthermore, the teacher talks about another aspect of students to their memory, especially in English vocabulary the levels of students in memorizing are different and the researchers could improvise to increase the media delivery. By the sight of what the teacher presumed about WebQuest media, it can be known that the teacher agrees with some part of the usage and effectiveness of WebQuest and the suggestions for better development, in particular for young learners.

6. CONCLUSION

On this occasion, the researcher describes how to implement WebQuest as an electronic medium for young learners. WebQuest is an interest in electronic media that can be used to be a medium while teaching young learners. This research uses qualitative research design with the R&D method or well known as Research and Development method. According to the elementary school teacher, the WebQuest was made properly and nicely. There were advantages and disadvantages. Mr. Ahmad Zulkarnain, a teacher of SDN 1 Gedongan, stated that WebQuest is an innovation in the technological era for learning activities, especially for fun learning in young learners. However, WebQuest can apply properly when the teacher teaches in a bilingual or private school that uses English as students' first language.

7. SUGGESTION

The researcher offers numerous ideas for expanding the research's findings in light of the study's findings. (1) Because there are fewer students involved in tutoring institutions, the teaching and learning process utilizing WebQuest is more conducive and efficient. This makes this media appropriate for use in tutoring institutions. (2) Students need greater supervision from the teacher during lessons because WebQuest uses the internet and it is likely that they will open other programs or websites at the same time.

REFERENCES

Borg and Gall (1983). Educational Research, An Introduction. New York and London. Longman Inc.

Doulgeri M, Antoniou L. 2018. The effectiveness of a parallel syllabus that uses WebQuest to enhance the New Literacies of 6th grade primary school EFL learners, Research Papers in Language Teaching and Learning.

Garcia N.K.G. 2009. Using the Internet as an Analytical Tool in ELT: WebQuest for Children, MEXTESOL journal.

Gustriani, S. (2019). Research and Development (R&D) Method As A Model Design In Educational Research And Its Alternatives. JURNAL holistik, Volume 11, Nomor 2, Desember 2019, p-ISSN 2085-4021 e-ISSN 2657-1897.

Halat, E. (2008). A good teaching technique: WebQuests. Clearing House: A Journal of Educational Strategies, Issues and Ideas, 81. (3). 109-112.

Kelly, R. "Working with WebQuests Making the Web Accessible for Exceptional Children." Teaching Exceptional Children 32.6 (2000): 4-13.

March, T. (2004). What WebQuests Are (Really): Lighten the Way for Next Era Education.

Sugiono. (2019). Metode Penelitian dan Pengembangan (R&D). Bandung: Penerbit ALFABETA.