

## The Integration of Webquest into English Learning: A Review Study

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### ABSTRACT

*In this pandemic era, integrating technological tools into teaching and learning activities is an ideal option to facilitate students in understanding and mastering English. Webquest is one of the web-based tools used in English learning. This study shed light on the use of Webquest in English learning through reviewing twenty journal articles to determine the effectiveness of utilizing Webquest in improving students' English skills and components. ERIC, Academia, JSTOR, and Elsevier are the primary online database sources used in this study. The result of the investigation revealed that Webquest not only highly contributed to the enhancement of students' listening, reading, speaking, and writing skills but also greatly supported the development of students' grammar and vocabulary masteries. In short, Webquest is an ideal alternative learning tool to promote the development of students' English skills and components.*

*Keywords: Webquest, English learning, Language skills, Language components*

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### ABSTRAK

*Di era pandemi ini, mengintegrasikan perangkat teknologi ke dalam kegiatan belajar mengajar merupakan pilihan ideal untuk memudahkan siswa dalam memahami dan menguasai bahasa Inggris. Webquest adalah salah satu alat berbasis web yang digunakan dalam pembelajaran bahasa Inggris. Studi ini menjelaskan penggunaan Webquest dalam pembelajaran bahasa Inggris dengan meninjau dua puluh artikel jurnal untuk menentukan efektivitas penggunaan Webquest dalam meningkatkan keterampilan dan komponen bahasa Inggris siswa. ERIC, Academia, JSTOR, dan Elsevier adalah sumber database online utama yang digunakan dalam penelitian ini. Hasil investigasi mengungkapkan bahwa Webquest tidak hanya sangat berkontribusi pada peningkatan keterampilan mendengarkan, membaca, berbicara, dan menulis siswa tetapi juga sangat mendukung pengembangan penguasaan tata bahasa dan kosakata siswa. Singkatnya, Webquest adalah alat pembelajaran alternatif yang ideal untuk mempromosikan pengembangan keterampilan dan komponen bahasa Inggris siswa.*

*Kata kunci: Webquest, pembelajaran bahasa Inggris, Keterampilan bahasa, Komponen bahasa*

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## Introduction

The shift of the learning system; from offline to online has brought dramatic changes in English learning. Technology is an essential part of both learning systems (Ahmadi, 2018). Nowadays, technology is no longer an option; it is a necessity (Dhawan, 2020). After the outbreak of the pandemic Covid-19, the use of technological tools in English teaching and learning activities has become a necessity. It is considered to potentially contribute to the enhancement of students' understanding and mastery of English learning. Cultivating learning interests, enhancing communication ability, supplementing learning experiences, and facilitating students' various needs are among the positive impacts of incorporating technological tools in teaching and learning activities (Pandia, 2016).

Webquest is one of the technological tools that brings positive impacts to the results of the teaching and learning process. This tool was coined by Bernie Dodge in 1995. Dodge (1997) defines Webquest as “an inquiry-oriented activity in which some or all of the information that learners interact



with comes from resources on the internet.” Furthermore, Erben, Ban, and Castaneda (2009) assert that Webquest is a tool used to make the learners focus on particular content and promote their inquiry through the World Wide Web. It also allows the students to access the content that they need to complete without spending a lot of time searching. Moreover, Lewis (2009) states that Webquest provides structured search activities for World Wide Web. It is centered on a defined task that uses information from the World Wide Web for a specific purpose. These purposes are directly related to specific higher-order thinking skills such as: comparing, analyzing, and evaluating which may lead the students to be active and creative learners. In addition, Hassanien (2006) points out that Webquest is stimulating and useful for the students because it provides motivating and authentic materials that enable the students to remember the lesson better via Webquest than through traditional learning ways. In short, Webquest is a web-based learning tool that provides a lot of authentic material or information is taken from the internet and consists of the task that enables learners to use their critical thinking to involve in problem-solving, judgment, analysis, and synthesis.

According to Dodge (1998), a well-designed Webquest typically consists of six components, namely: introduction, task, process, resources, evaluation, and conclusion. The following figures portrayed the parts of Webquest.

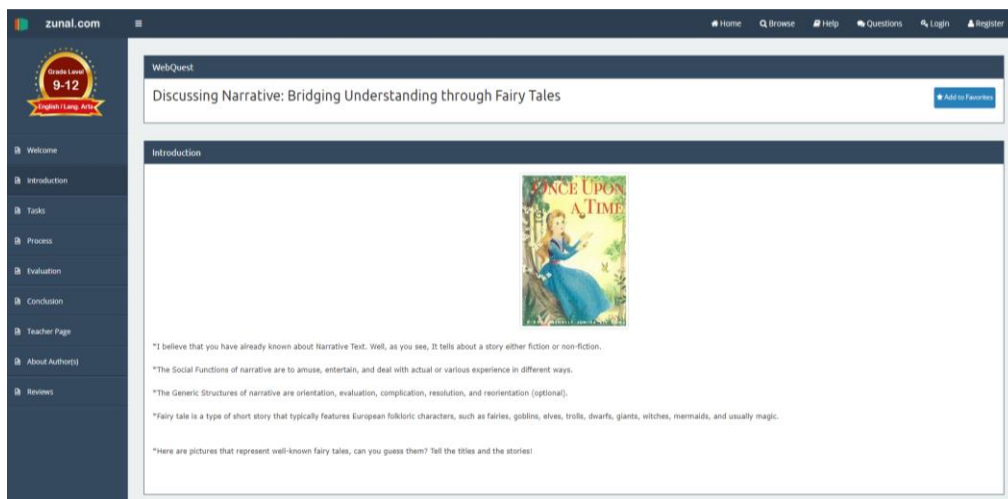


Figure 1. Introduction



Figure 2. Task

Figure 3. Procedure

	Poor	Good Enough	Very Good	Excellent	Score
<b>Vocabulary</b>	Clear and vary.	Clear.	Clear enough.	Not clear.	25
<b>Grammar and Punctuation</b>	Grammar and punctuation are correct.	A few major grammar and punctuation are incorrect.	Some grammar and punctuation are incorrect.	Grammar and punctuation are incorrect.	25
<b>Content</b>	Correct and appropriate with the topic and moral value chosen.	Correct but not appropriate with the topic and moral value chosen.	Correct and not appropriate with the topic and moral value chosen.	Not appropriate with the topic and moral value chosen.	25
<b>Creativity</b>	The text and the title were creatively and attractively written.	The text is very attractive and interesting but the title is not attractive.	The title is attractive but the content of the text is ordinary.	The title and the content is ordinary.	25
					<b>Total score 100</b>

Figure 4. Evaluation

Figure 5. Conclusion

The introduction (Figure 1) introduces the topic by providing attractive background information and a blueprint for the whole quest. The task and process sections (Figure 2 and 3) present a general description of the assigned task and the step-by-step procedure to be followed for completing the task. A set of information sources (Figure 2 and 3) required to complete the task is provided in the resources section. Information sources might include web documents, searchable databases on the net, and books and other documents physically available in the learner's setting. The evaluation (Figure 4) component is usually in the form of a rubric that will be used to assess students' work, and the conclusion (Figure 5) brings the quest to closure, reminds learners of what they have learned, and encourages them to extend the experience into other domains (Shan, 2011). Each part of

the Webquest should provide clear, interesting, and helpful statements or instructions for the students so that it is easy to understand and complete the tasks. (Strickland, 2005).

The integration of Webquest into teaching and learning activities allows students to be more active than the teacher. The students follow a set of procedures and tasks provided in Webquest, while the teacher will act as a facilitator that assists the students to solve the challenges, activate the prior knowledge, and trigger the critical thinking of the students. As the essence of Webquest is completing the tasks with relying on the higher thinking order, it is therefore highly suggested to the teacher to design relevant tasks that are appropriate to students' needs and interests. The teachers are also required to conceive, design, implement, and evaluate Webquest that will be utilized in the teaching and learning process (Sen & Neufeld, 2006).

Concerning the benefits brought by the utilization of Webquest in English learning, researchers around the globe have been inspired to conduct investigations to find out the effectiveness of Webquest use in supporting students' English skills, components, and other important aspects enhancements. Many studies reveal that the integration of Webquest into English learning promoted students to improve their listening, reading, speaking, and writing skills (Alshumaimeri & Almasri, 2012; Alshumaimeri & Bamager, 2013; Awada & Ghaith, 2014; Ali, 2015; Hadriana, 2015; Al-Shamisi, 2016; Fitrianto, et., al. 2016; Salem, Quora, & Alhadidy, 2017; Stetter & Hughes, 2017; Ginaya, 2018; Miftah, 2020; Royhana, Hafidz, & Ulfa, 2020). In line with it, other studies show that the use of Webquest in English learning facilitate students to elevate other skills, competence, and aspects such as critical thinking skill, communication skill, motivation, autonomous learning skill, grammar mastery, and vocabulary mastery (Halat, 2013; Irzawati & Asiah, 2013; Akhand, 2015; Saekhow & Kittisunthonphisarn, 2015; Renau & Pesudo, 2016; Sadaghian & Marandi, 2016; Sadikin, 2016; Chen, 2021).

This study investigated the effectiveness of the integration of Webquest into English learning to enhance students' four skills and other related skills, competence, and aspects through reviewing the twenty related journal articles. The result provides fruitful review and information dealing with the effective use of Webquest in English learning. It also presents meaningful recommendations for educators and future researchers regarding the potential investigation or discussion and use of Webquest in an academic context to support students' English achievement.

## Method

Searching strategy and comparative method adapted from Lincoln and Gub (1985) cited in Hasan and Hoon (2013) were used to collect and analyze the data of this study. The strategy and method comprise the following steps, namely: examining each article, forming various categories, comparing categories, and achieving category saturation. In other words, the article review includes the following steps, namely choosing the first article, reading it, and noting the content to formulate a tentative research category. After obtaining the theme of the first article, the next article is read and compared to the theme of the first article. If the theme of the first and second articles are the similar, then the review continues to the third article, and soon. If they are not similar, another theme will be created. Finally, each article is scrutinized and compared with each other.

In conducting the study, the researcher began with collecting the related journal articles by doing electronic search. ERIC, Academia, JSTOR, and Elsevier are the primary online databases used to search for the articles as most of the journal articles in the databases are easy and free to access and those databases are included among the reliable databases. After log in to the databases, the researchers employed search strategy to find the journal articles by using keywords, for instance: "Webquest and English Learning", "The Effects of Using Webquest in English Learning", "The Use of Webquest to Improve Students' English Skills", and other related words. Next, the researcher downloaded 35 related journal articles from the online databases. Out of 35 articles, only 20 articles were selected to use in this research. The selecting criteria are based on the relevancy and most current publication.

Then, the selected articles were reviewed to determine the effectiveness of using Webquest in English learning to facilitate students' English achievement and other related aspects improvement. Following, the researcher read and summarized the important details of each article. At last, the researcher analyzed, classified, and described the findings.

## Result and Discussion

### The Overview of Review Results

After reading the article, analyzing the content, and summarizing the findings, two major themes of this review study are found. Table 1 shows the list of themes and relevant sub-themes.

**Tabel 1.** The List of Themes and Relevant Sub-themes

No	Themes	Sub-themes
1.	The effects of the Webquest use on students' four language skills	The effects of the Webquest use on the enhancement of students' listening, reading, speaking, and writing skills.
2.	The effects of the Webquest use on students' other important language skills, competence, or aspect	The effects of the Webquest use on the enhancement of students' critical thinking skill, communication skill, motivation, autonomous learning ability, grammar mastery, and vocabulary mastery.

### The Summary of Webquest Studies

Out of 20 journal articles, 12 articles (No 1-12) cover discussions on the implementation of Webquest in English learning to facilitate the improvement of students' listening, reading, speaking, and writing skills. Meanwhile, the other 8 (No 13-20) articles present the investigations related to the use of Webquest to enhance students' critical thinking skill, communication skill, motivation, autonomous learning, grammar, and vocabulary. Table 2 displays the important details of each journal article which comprise the authors, publication years, research objectives, research methods, and research results.

**Table 2.** The Summary of Webquest Studies

No.	Author & Year	Research Objective	Research Method	Research Result
1.	Salem, Qoura, & Alhadidy (2017)	To investigate the effect of Webquest on secondary students' EFL listening and speaking skills	Experiment	Webquest is effective to improve students' listening and speaking skills
2.	Ganaya (2017)	To find out the effect of utilizing Webquest on students' speaking ability.	Experiment	Webquest facilitates students to gain significant improvement in speaking
3.	Alshumaimeri & Almasri (2012)	To discover the effects of using Webquest on students' reading comprehension	Experiment	Webquest helps students to have better reading comprehension
4.	Fitrianto, et.al. (2016)	To figure out the effects of Webquest use on students' reading ability	Experiment	Webquest is effective to enhance students' reading ability
5.	Al-Shamisi (2016)	To investigate the effects of Webquest utilization on students reading comprehension	Experiment	Webquest promotes the students reading comprehension improvement

No.	Author & Year	Research Objective	Research Method	Research Result
6.	Ali (2015)	To discover the effectiveness of using Webquest on enhancing students' reading comprehension and cultural awareness	Experiment	Webquest supports students to obtain better reading comprehension and cultural awareness.
7.	Hadriana (2015)	To find out the effectiveness of implementing Webquest on students' reading comprehension	Experiment	Webquest enables students to gain higher achievement in reading comprehension, become autonomous learners, and improve digital literacy skill
8.	Stetter & Hughes (2017)	To figure out the effectiveness of utilizing Webquest in promoting students reading comprehension	Experiment	Webquest is effective to promote students' reading comprehension
9.	Miftah (2020)	To investigate the possibility of incorporating Webquest in EFL writing class	Mixed-Method	It is possible to incorporate in EFL writing class activities. It
10.	Royhana, Hafidz & Ulfa (2020)	To discover the effectiveness of using Webquest to improve students' skill.	Experiment	The use of Webquest in learning activities is effective to increase students' writing skills
11.	Alshumaimeri & Bamanger (2013)	To figure out the effectiveness of applying Webquest to improve students' writing.	Experiment	The students' writing achievement and their grammar and vocabulary mastery increased due to the integration of Webquest in English learning
12.	Awada & Gaith (2014)	To find out the impacts of Webquest on students' writing achievement	Experiment	No significant difference between students' writing skills in experimental and control groups
13.	Chen (2021)	To determine the effects of applying Webquest on students' critical thinking	Experiment	Webquest facilitates students to sharpen their critical thinking
14.	Saekhow & Kittisunthonphisarn (2016)	To discover the impacts of Webquest on students' communication skill development	Experiment	Students are able to develop their communication skills by making use of Webquest in English learning
15.	Akhand (2015)	To investigate the effectiveness of PBL and Webquest in enhancing students' learning autonomy	Descriptive	Webquest helps students to be autonomous learners
16.	Sadaghian & Marandi (2016)	To figure out the impacts of Webquest in fostering students' autonomy	Descriptive	Webquests facilitates students' to be autonomous learners
17.	Renau & Pesudo (2016)	To analyze the implementation of Webquest in English learning	Descriptive	Webquest helps students to improve their learning motivation, digital competence, and cultural competence
18.	Halat (2013)	To identify students' learning experience by using Webquest	Qualitative	Webquests makes students motivated to learn English
19.	Irzawati & Asiah (2013)	To investigate the impacts of Webquest on students' grammar mastery	Descriptive	Webquest promotes students' interest, motivation, and

No.	Author & Year	Research Objective	Research Method	Research Result
				understanding in learning grammar
20.	Sadikin (2016)	To determine the effectiveness of Webquest use in vocabulary teaching	Experiment	It is effective to use Webquest in teaching vocabulary

### The Effects of Webquest on Students' Four Language Skills

The research results indicated that Webquest brought positive effects on students listening, reading, speaking, and writing skills. In terms of listening, the use of Webquest in English learning activities assisted the students to sharpen their listening skills, such as: understanding the main idea, grasping the details, and guessing the meaning from the context (Salem, Qoura, & Alhadidy, 2017). In agreement with it, in speaking, the integration of Webquest into English learning activities helped the students to be more communicative in expressing their ideas (Salem, Qoura, & Alhadidy, 2017) and more motivated in speaking (Ginaya, 2018). Exposure to the relevant and interesting material sources in the form of recording and video enables students to improve their motivation and achievement in both skills.

The previous studies also revealed that the use of Webquest in English learning contributed to the improvement of students' reading skills (Alshumaimeri & Almasri 2012; Ali, 2015; Hadriana; 2015; Fitrianto, et. al, 2016; Stetter & Hughes, 2017). Webquest supported students to understand the text, identify the main ideas, and use skimming and scanning skills (Al-Shamisi, 2016). In line with it, utilizing Webquest in English learning elevated students' writing skills as well (Alshumaimeri & Bamanger, 2013). Webquest is a highly applicable tool to support writing activities (Miftah, 2020). Webquests helped the students to organize and express their ideas (Rohyana, Hafidz, and Ulfa, 2020). The use of authentic materials in the Webquest enabled the students to engage in learning activities and improve their reading and writing skills.

### The Effects of Webquest on Students' Other Related Language Skills

From the findings of the prior research, it was figured out that Webquest enhanced other language skills, competence, and aspect. Chen (2021) points out that Webquest promoted critical thinking. This use of this web-based tool encouraged students to express their ideas, question the problems, and lead them to deep learning. Furthermore, Saekhow & Kittisunthonphinsarn (2016) state that using Webquest in the learning process supported the students to be more communicative. Moreover, Webquest enabled students to be more autonomous learners (Akhand, 2015; Sadaghian & Marandi, 2016). In addition, Webquest provided interesting materials, challenging tasks, and systematic activities. Thus, it potentially increased students' motivation in learning (Halat, 2013; Renau & Pesudo, 2016).

Based on the results of the previous studies, it was also found that integrating Webquest into English teaching and learning activities facilitated students to gain grammar and vocabulary mastery (Alshumaimeri & Bamanger, 2013). Irzawati and Asiah (2013) state that Webquest is an effective learning tool as it allowed the students to experience interesting learning materials and atmosphere. In agreement with it, Sadikin (2016) mentions that the use of Webquest in English learning also enhanced the students' vocabulary mastery because the students were able to learn vocabulary in a meaningful context through Webquest.

## Conclusion

The results of this study indicated that the integration of Webquest into English learning not only facilitated the improvement of students' listening, reading, speaking, and writing skills, but also promoted the enhancement of students' critical thinking skills, communication skills, motivation, autonomous learning ability, grammar mastery, and vocabulary mastery. Therefore, it is highly suggested to use Webquest in teaching and learning activities to facilitate the students to gain better understanding, achievement, and mastery.

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