Students Perception on EYL Course toward WebQuest
Introduction

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Abstract. The usage of WebQuest in learning second/foreign language can be very useful to help the young learners develop the target language ability easier. Using WebQuest in learning language allows the young learners to experience learning the target language through electronic material rather than simply using the conventional paper and pencil materials. WebQuest was able to give them a new experience of learning and a positive drive to increase their motivation in learning the target language. Based on this idea, this research tried to reveal the implementation of WebQuest to support the success of teaching English for young learners. This research attempted to find the perception on the introduction of WebQuest to sixth-semester students of the English Study Program, Universitas Brawijaya Malang who enroll the elective course EYL. For this particular research, a qualitative research design was used. The researchers only chose 20 students of EYL class to picture the overall perception both for high achiever and low achiever students. Thus, it met the feasibility of the research. The data were collected using questionnaire. The researchers tried to relate the questionnaire contents to the rubric of evaluating WebQuest proposed by [23] and [24]. This study has revealed that the Students of EYL class has very positive responses toward the introduction of WebQuest for EYL class. WebQuest was regarded as an innovative teaching technique which could be integrated for all language skills. WebQuest allows multiple modals of exposure and designed for both individual and group activity for EYL class. It was also found that as a part of virtual learning, WebQuest has some weaknesses. WebQuest needs Internet connections and a set of computer system/laptop/gadget to be able to accomplish the tasks. If the WebQuest was not well designed in a systematic and sequenced arrangement, it would make the learners confused and frustrated by the many hyperlinks and access. To implement WebQuest for English language teaching, especially EYL, a good planning and design were needed in order to meet the learners’ needs in learning. Finally, the researchers suggest future researchers who are interested in investigating WebQuest implementation for language learning could cover the other features of WebQuest, such as the assessment of WebQuest.

Keywords—Perception; WebQuest; student; EYL.

INTRODUCTION

Living in today's era it is quite obvious to us that communication technology cannot be separated from our life. Almost every aspect of modern life is connected to technology. The same thing happens in the education sector. Communication technology has played an important role in education to enhance the comprehensibility of knowledge. Accordingly, multimedia technologies have been growing rapidly within the last 10 years in the
education sector. In the area of TESOL, multimedia technology has shaped the face of second language pedagogy and added valuable learning experience [1]. The usage of multimedia resources has drawn learners’ engagement and strengthened the teaching process [2]. Multimedia resources are widely used in Computer Assisted Language Learning (CALL).

One of the learning activities of multimedia resource in CALL is WebQuest. Yoder in [3] provides the definition of WebQuest as “an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet”. The selected learning resources from the internet are developed as a learning activity for the learner to be worked with. [4] in Lipscomb (2003), a professor of Education at San Diego State University firstly developed this Internet-based learning resource. According to Dodge, there are six building blocks of WebQuest, which are: The Introduction, The Task, The Process, The Resources, The Evaluation and The Conclusion. WebQuest can be categorized into form of material which [5] defines as an electronic material, since it uses a digital form of accessing. Thus, WebQuest is categorized into an electronic material and one of learning activities which can be implemented in computer assisted language learning classes for all levels.

Godwin-Jones [6] promotes the implementation of WebQuest to second language learning. The learning activities can be developed through WebQuest by employing a task-based learning. The process of second language learning is presented by completing a particular required task. The task can be simple yet direct, for example: shopping online; to the more complex ones such as writing an application of an international scholarship. The tasks which are set reflect the competency of real world tasks. Thus, the learner can get meaningful learning activity from WebQuest. Moreover, Godwin-Jones also emphasizes on fostering the student-centered and collaborative engagement in designing a WebQuest. Further, the learning activity should support enquiry-oriented language use and be web-based.

In addition, the topics and language chosen are supposed to be meaningful to the learners. WebQuest is regarded as a good learning resource for learning activity if it provides learning scaffolds through the task challenges. Through a learning scaffold, a learner can reach competency beyond his/her level, as is supported by [7] with his definition of Zone Proximal Development (ZPD). [7] sees that to some extent where guidance is given to the language learners, it will allow language learners to develop skills of their own and develop higher mental functions.

The usage of WebQuest in learning second/foreign language can be very useful in helping young learners develop the target language ability easier. Using WebQuest in learning language allows young learners to experience learning the target language through electronic material rather than simply using the conventional paper and pencil approach. The new type of learning material like WebQuest will be able to give them a new experience of learning and a positive drive to increase their motivation in learning the target language. Once a learner is motivated in learning the target language, he/she will be motivated as well to use the language actively so eventually it will increase his/her language ability. This is the condition when the young learners get what [8] says by employing the theories from [9], as the resultative motivation. Based on this idea, this research tries to detail the implementation of WebQuest to support the success of teaching English for young learners using WebQuest.

This research attempts to find the student’ perception toward the implementation of WebQuest as an innovative teaching tool in EYL class and to reveal students’ suggestion or self-reflection toward the implementation of WebQuest to support the teaching and learning activity of EYL. Eventually, it is hoped that there will be an opportunity of introducing a new teaching technique in EYL subject as a part of curriculum content of the Study Program of English in Faculty of Cultural Studies, Universitas Brawijaya.

REVIEW OF RELATED LITERATURE

Brain Plasticity, Critical Period in Second Language Learning

It has been believed that second language learning is affected by the changing of the brain pattern. The changes occur in the early stages of language acquisition. This change is caused by brain plasticity. Brain plasticity is the condition of the brain development in terms of structure and function changes through experience. Through this stage language acquisition both for L1 and L2 can be maximized because the brain structure and function is in the
best stage to prune. There are four types of brain plasticity: adaptive plasticity, impaired plasticity, excessive plasticity and ‘Achilles’ Heel plasticity. [10]

The brain plasticity is also related to lateralization. Lateralization is brain plasticity process occurring at the age before the children reach their puberty [11-13]. Once they reach puberty the plasticity of the brain starts to slow down. This phenomenon is called the Critical Period.

Critical period is the best time when the brain absorbs vigorously any kind of input stimuli from the environment and experiences. The brain in this stage is very responsive. Thus, all the learning and manipulation are supposed to be optimized. All skills, knowledge as well as language are believed to be easily acquired.

Factors Supporting Effective Second Language Learning

In acquirig languages, mostly children tend to be more effective and successful learners. They will acquire language quickly, especially the spoken one, compared to the adult learners. Even in their early childhood they can acquire a second language faster if the learning opportunities are adequately provided to them throughout the years [14]. This condition is in contrast to the experience of adult language learners, who have to undergo much greater and various efforts in order to be a successful second or foreign language learner. However, there are some crucial factors that every individual language learner brings with him/her in a particular learning language condition, such as: learners’ age, cognitive and aptitude, personalities, styles and strategies, motivation as well as the socio-cultural aspects as his/her external background [8, 14-17]. It is obvious that some students learn a new language more quickly and easily than others, but most of the time language learners are successful by virtue of their determination, hard work, and persistence in the learning process. By knowing those aspects of the learner conditions, it is expected to be able to help a second or foreign language teacher to build an effective language learning classroom.

Teaching English for Young Learners (EYL)

EYL is designed for the purpose of introducing and improving English language skills learning for younger learners, in such a way where the core of language learning is presented through interactive and fun activities. Teaching English to young learners is different to English Language Learning in general because children have special or unique characteristics which need to be taken into consideration during the process of teaching and learning. The term EYL was introduced in 1997 by the Cambridge Young Learners English. Cambridge offered specific teaching methods for children aged 4-12 years equipped with its own syllabus, materials and teaching techniques. Ultimately this method soon became popular and was adopted all over the world.

The characteristics of young learners that are different from that of adult learners in general have been classified by some experts. Here are some examples of the classification of character of young learners proposed by experts. [18] divide the two groups of young learners into two groups: the age group of under 7 years old and 7-12 years old.

<table>
<thead>
<tr>
<th>TABLE 1. Groups of Young Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very Young Learners (aged under 7)</strong></td>
</tr>
<tr>
<td>Acquire through hearing and experiencing lots of English, in much the same way they acquire L1.</td>
</tr>
<tr>
<td>Learn things through playing; they are not consciously trying to learn new words or phrases for them it is incidental.</td>
</tr>
<tr>
<td>Love playing with language sounds, imitating, and making funny noises.</td>
</tr>
<tr>
<td>Are not able to organize their learning.</td>
</tr>
<tr>
<td>Are not able to read or write in L1; important to recycle language through talk and play.</td>
</tr>
<tr>
<td>When you are teaching 7-12 year olds you can:</td>
</tr>
<tr>
<td>Encourage them to read in English (stories, comics,</td>
</tr>
</tbody>
</table>
Their grammar will develop gradually on its own when exposed to lots of English in context. Encourage them to work meanings out for themselves. Explain things about language, but only very simple things. Encourage creative writing and help them to experiment with language. Explain your intentions and ask them to help with organization of activities.

Furthermore, [19] divides the stages of children’s learning into four divisions as follow:

<table>
<thead>
<tr>
<th>TABLE 2. Children Learning Stages</th>
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</thead>
<tbody>
<tr>
<td>Sense motoric (Newborn-2 years)</td>
</tr>
<tr>
<td>Pre operational (2-7 years)</td>
</tr>
<tr>
<td>Concrete operational (7-11 years)</td>
</tr>
<tr>
<td>Formal operation (11-15 years)</td>
</tr>
</tbody>
</table>

The two previous tables illustrate that the children as learners have a uniqueness that require special handling in the process of learning, including learning English. Besides the uniqueness owned by the young learners, experts also proposed that children need assistance/guidance in the process of learning through a learning scaffold. With the help provided by teachers, learners can reach capabilities that exceed their limits, as has been stated by [7] as the Zone of Proximal Development (ZPD).

As an English teacher for children, it is necessary to remember that one of the child’s nature is they love to play. Therefore, the lesson should be given as playful activities while children can learn many things including developing intelligence, sensitivity and their psychomotor. [19] further adds that play has many benefits and by playing children can learn English more effectively. Playing in learning can also help the process of language acquisition and improve language skills for children with lots of practice and encouragement given during the learning process in the classroom [20]. This is the core of the EYL which should be applied in the classroom.

Technologies in Language Teaching and Learning

In relation to the former ideas, some outsider factors cannot be neglected to have certain impact in learning second language, such as how the materials of learning are developed along with the appropriate methods and the usage of technology in order to help the learners not only learn faster but also effective. [2] promotes the concept of good materials, which are supposed to cover multi modalities of learning and able to draw learners’ engagement through its appealing features. Likewise, the usage of technology has been believed to have positive impact toward teaching and learning. Moreover through the usage of technology in the classroom, it provides chances for the learners to experience better learning process. As it is supported by [1], the uses of technology strengthen the teaching process and can give significant result in learning. Obviously, those external factors are undeniably play important role in supporting the success of teaching and learning. Thus, the implementation of WebQuest as an innovative teaching technique allows the exposure of the emerging technology in the classroom.

WebQuest

[3] provides the definition of WebQuest as “an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet”. The selected learning resources from the Internet
are developed as a learning activity for the learner to be worked with. WebQuest is an innovative computer and Internet-based teaching and learning technique in which students are supposed to engage actively throughout the learning.

According to Dodge, there are six building blocks of a WebQuest, which are: The Introduction– which orients students and captures their interest. The Task– which describes the activity's end product. The Process– which explains strategies students should use to complete the task. The Resources– which are the Web sites students will use to complete the task. The Evaluation– which measures the results of the activity. The Conclusion– which sums up the activity and encourages students to reflect on its process and results. Some popular WebQuest portals that function as the resource site of WebQuest are: WebQuests.org, Zunal.com, BestWebQuests.com and Questgarden.com.

### Previous Studies

Some researches had been conducted to investigate the implementation of WebQuest in teaching and learning processes. For this section, there are two previous studies discussed to give inspiration and enrichment for the researchers in investigating the chosen topic.

The first study is done by [21], entitled: A good teaching technique: WebQuests. The study explores and evaluates the implementation of WebQuest as a new teaching technique for language learning. The discussion of this research reveals the strength and drawbacks of WebQuest in teaching. This study shows some positive contribution of WebQuest in teaching, such as: WebQuest is an alternative teaching technique that enhances student’ motivation in learning, it also serves as alternative assessing tool for students’ success in learning, it triggers students to study actively engage to the task, it gives the opportunity for the teacher to see the students’ degree of language acquisition and the implementation of knowledge, WebQuest allows the application of technology in the learning, WebQuest drives teacher creativity and critical thinking in designing WebQuest to meet the required need of learning. However, some drawbacks and challenges in the implementation of WebQuest is also revealed. For instance, the possibility of having the lack of Internet connection which needs to be fast and reliable is expensive. The selection of trusted Internet resources which are suitable to the content of learning is not easy. Time allotment and the ability of the teacher in designing and operating the integrated technology and resources need to be trained. Further, the establishment of the infrastructure of a computer lab and Internet connection also cannot be neglected. Finally, the study argues that many aspects need to be considered into the implementation of WebQuest to support the teaching and learning.

The second study is the study which has been conducted by [22] entitled: WebQuests for English–Language Learners: Essential Elements for Design. The study focuses on the some essential elements that need to be considered in designing WebQuest. The study investigates some WebQuest portals (WebQuests.org, BestWebQuests.com and Questgarden.com) as the WebQuest resources (design, content and template), which need to be adapted and modified to be implemented for English language learners’ need. They use rubric of the effectiveness of WebQuest in English Language Learners (ELLs) created by [23] and [24]. The rubric consists of three elements in evaluating the WebQuest, namely: linguistics features, multimedia features and organizational features. The finding of the study shows that some of the WebQuest are problematic with its linguistics features in terms of it being too complicated and ambiguous information for one task, limited illustration and de-contextual of the site. [22] propose some modification of WebQuest to meet the needs of ELLs. Some proposals are: (1) The WebQuest should be modified to be suitable for the ELLs, (2) The design of WebQuest needs to be interesting by providing visuals, and illustrations that are related to the content of learning, the ease of navigating the targeted sites, (3) Learning scaffold should be provided by simplifying the instruction and breaking down the task into practicality and colaboration. Finally, the availability of first language or bilingual online dictionary should be given to reconnect to the concept of how ELLs learn. Proposals are under the paradigm that WebQuest can help ELLs to develop their language proficiency, facilitate and increase their proficiency in information-communication technology and critical literacy.

Both previous studies are in the same vein to the current study which explores how WebQuest features can be implemented for English language learning. Moreover, both previous studies promote the collaboration of emerging technology and language technique as an innovative teaching technique for English language learning. However,
some differences are found among them. Compared to the first previous study, the current study focuses on how the learners as student of EYL perceived towards the implementation of WebQuest as a new technique to teach EYL classes. In contrast to the second previous study, the present study uses a different instrument in evaluating the WebQuest used in the English learning. The present study will use questionnaire to see how student evaluate the WebQuest, while the second previous study uses rubric by [23] to evaluate the features of some WebQuest portals. The most significant difference of the current study compared to both previous studies is the targeted learner of WebQuest which is for EYL. The valuable point that makes the current study different from the two previous studies is that they have not engaged the user of WebQuest itself, which is WebQuest seen from the perspective of the learners.

**METHODOLOGY**

For this particular research, qualitative research design is used. This research aims to understand the “complexity” of the data [25] through interpretation and reflection to establish the meaning [26]. Moreover, this research concerns with using data sources to collect “thick description,” [25], thus the data are analyzed into narrative description, interpretation and textual [26].

The participants of this study were the students of sixth semester who enroll in EYL course. There are only two classes for EYL course with the total number of students enrolled is 40. This study took 20 students as the sample of the EYL class. In the EYL course, the students enrolled are considered as student–teacher, with the assumption that they are going to be able to have teaching skills upon passing the course.

In this study, purposive sampling was applied. The participants of this research were purposely selected “because of their key involvement within the social setting and their ability to tell the researcher what they observe, think and feel” [25]. Purposive sampling was conducted to meet the aims of qualitative research which is describing occurrences in a particular setting. In recruiting the sample a qualitative researcher might “use his or her judgment as to which segments should be included” [27], Arikunto [28] also states how samples are gathered. He argues the total population is less than 100, all population should be taken as sample. However, this study only chose 20 students of EYL class due to the equal representation of the high score achievers and the low score achievers in the EYL course. This selection was determined to meet the feasibility of the research.

As [26] states that there is no strict parameter to choose a particular technique, some data gathering techniques which are applicable for qualitative research can be in the form of observation, interviews, and document analysis. The data for this study were collected from the questionnaire. The questionnaire has been peer-reviewed for validation. Since there has not yet been a study about the students’ perception towards the implementation of WebQuest, the researchers made the questionnaire themselves by referring to the questionnaire contents to the rubric of evaluating WebQuest proposed by [23] and [24].

The questionnaire consists of five questions: (1) What do you think of WebQuest used as a learning tool in English language class?, (2) What do you think about the advantage(s) of WebQuest used in English language class?, (3) What do you think about the disadvantage(s) of WebQuest used in English language class?, (4) Give your suggestion(s) or self reflection toward the usage of WebQuest to support the teaching and learning activity, (5) Do you agree if WebQuest is used as one of teaching and learning techniques for your class, provide your reasons. The participants answered the prepared open-ended questionnaire regarding their perception towards the implementation of WebQuest for EYL as an innovative teaching technique. Having obtained the data from the questionnaire; the researchers did the following steps: This part describes students’ general responses on the use of WebQuest in English language class. The researchers coded the students’ responses by giving certain abbreviation. In this case the letter S stands for student while the cardinal number following it refers to the order of students given the questionnaire.

1. Tabulating the result of the questionnaire.
2. Listing the questionnaire answers.
3. Coding the students’ responses by giving certain abbreviation. In this case, the letter S stands for student while the cardinal number following it refers to the order of students given the questionnaire.
4. Interpreting the result of the questionnaire
5. Drawing conclusion based on the finding.
This section presents the finding of this study which includes the results of the questionnaire on the students’ perception towards the implementation of WebQuest and discussion of findings.

Finding

Students’ general responses regarding the use of WebQuest in English class were derived from the questionnaire distributed to them. The responses cover students’ opinion regarding the use of WebQuest in general, the advantages of using WebQuest, the disadvantages of using WebQuest, students’ suggestion in using WebQuest, and students’ opinion on whether they agree on the use of WebQuest in English class:

A. Student’s general perception on the use of WebQuest as a learning tool in English language class

Regarding students’ general responses on the use of WebQuest in English language class, some students think that WebQuest is an interesting tool because it provides many activities such as listening and speaking skills (S1, S2, S3, and S13). Besides, this learning technique is considered as a new technique which provides links that are connected to videos on the web related to the WebQuest’s topics. Consequently, it makes the WebQuest more interesting. Next, WebQuest allows the students to learn not only from conventional textbook but also from the Internet thus it can promote students’ creativity (S9).

Other participants thought that WebQuest is a new technique in learning language providing fun and enjoyable activities which is applicable to all grades, levels, topics of discussions and for all language skills (S3, S10, S12, and S17). This is in line with what has been stated by S5 that WebQuest is not only suitable for listening but also for reading and speaking. WebQuest becomes a good media to improve students’ English better. Students can put pictures or videos related to the content and find that WebQuest is a fascinating media to learn (S19).

Another participant (S5) stated that the use of WebQuest would be fun if it is supported with good materials. If it doesn’t, the WebQuest could be a little bit confusing to understand. Consequently, the teacher must know what the WebQuest is about so he/she could explain the WebQuest to the student so that they wouldn’t get confused.

In addition, WebQuest challenges can be increased to adjust its level (S8, S19). Many of the students considered WebQuest as an interactive media and entertaining at the same time as the students are served with many tools like videos (S4).

Despite the positive responses over WebQuest, some students say that the application of WebQuest requires Internet connection. Students think that it would be best applied if WebQuest are prepared for individual and group activity to avoid inefficiency in learning. In terms of WebQuest design, many students’ responses show the versatility of WebQuest as it can be designed in the form of power-point presentation. WebQuest layout could be adjusted to its context. However, the negative side is that students using WebQuest may just pay more attention on the design than to the content itself (S15).

B. Student’s perception on the advantage of WebQuest as a learning tool in English language class

This study also addresses the topic of the advantages of using WebQuest in English language Class. Here is the description on students’ responses regarding the issue. Some of the advantages of WebQuest are clearly mentioned by the students in responding to question number 2. WebQuest is unique and interesting so it can make the students enjoy studying (S1, S5).

Besides, WebQuest improves students’ creativity and skills in learning English (S10, S11 and S12). This way student can put many pictures and many videos so they can get more interest of WebQuest used in English language class. WebQuest also have many topics and everyone can access it. The questions in the WebQuest help us to improve our language and also creativity. It allows students to have self-evaluation on their progress (S2, S12, and S14). WebQuest also supports various styles of learning to boost students’ learning motivation and it has many
hyperlinks (S2, S9). WebQuest is applicable for multiple tasks which is adaptable to all grades, levels, topics as well as to multiple designs (S1, S3).

Others also think that students will be more interested because WebQuest provides a funnier way in learning English language class. They say that the student will get much fun in learning English. It would be interesting for them to look and click on the hyperlink. In addition, they could learn more if the WebQuest is fun for them (S4, S6, S16, S17, S19, S20). These way students can learn the language in a fun way as the various learning sources are available so students may not get bored.

Other than that, the participants also say that WebQuest helps students to understand and practice the task with video and that language is good (S8). Consequently, students are more active in class when using this interesting and non-monotonous method.

C. **Student's perception on the disadvantages of WebQuest as a learning tool in English language class**

Despite many advantages, students could reveal some disadvantage(s) of WebQuest. The responses of the students regarding this issue can be described as follow.

If WebQuest is not interesting, the students will be bored (S1, S3, S7). If WebQuest has good content and good audio or photo, WebQuest will be interesting and will give the learners good impact at learning. However, too complicated activity will make students get bored and feel discouraged (S13). Some WebQuests are complicated, so they confuse the students (S8). Some WebQuests also do not have good links or even the links are broken (S2). The significant drawback of WebQuest is that WebQuest is dependent to the Internet connection, while not everyone has Internet connection (S4, S9, S12, S16, and S18). This can hinder learning as many bad things can happen for example low connection while doing the activity in the WebQuest. Sometimes, WebQuest also has problems dealing with its content. The language it uses is not grammatical so it will make students difficult to understand things discussed. Further, students can be distracted by the usage of WebQuest, if they have to get many exposures to read textbooks (reading comprehension skills) (S9). Some participants say that the access for students under certain age is limited so if the material is not interesting, students might be bored. However, further WebQuest has limited access (S14).

D. **Student's suggestion toward the usage of WebQuest to support the teaching and learning activity**

Regarding question number 4 of the questionnaire on students’ suggestion(s) or self-reflection toward the usage of WebQuest to support the teaching and learning activity, it showed very positive responses. First of all, students feel happy studying using WebQuest (S1). Furthermore, many students think that WebQuest enriches their knowledge (S2). WebQuest content can improve their language skills in English like the skill of reading, speaking or listening (S3). Students also suggest that before implementing WebQuest in a classroom, the teachers should make sure that proper Internet connection and computer installment is available (S4, S12, S14). Students need to familiarize with the usage of WebQuest. Consequently, modifying and simplifying WebQuest is needed to help the students avoid confusion in using WebQuest (S10). Besides, the group activities are a lot more interesting compared to individual activities for implementation of WebQuest (S5). Next, it is also suggested that the teacher should teach how to work with a WebQuest. If the teacher knows and understands the WebQuest very well, the student will understand and gain something useful (S6, S13). Teachers can also find something interesting for their students so that they will enjoy the class and they will not get bored (S8). In other words, using WebQuest can enhance students’ creativity (S11, S7). Finally, they suggest that a language teacher should always see the subject level given to the students. The teacher can adjust the material based on the grade of the student (S1). Inappropriate subject level will contribute to negative effect (S9, S16). Despite WebQuest popularity, other suggestion concerns with the importance of having teachers introduce it well as some students are not yet familiar with it (S17). Though Internet connection is very much needed in the application of WebQuest, there is another way of learning WebQuest when there is a problem regarding the connection is by using Power point. Learning does not have to be boring. Learning is not a process of copy and paste of everything the book mentioned to our brains. By using WebQuest, students’ attention will be more drawn thus making the lecture more effective (S19). Lastly, teachers are suggested to have interesting ideas on how to apply WebQuest (S20).
E. Student’s agreement toward the usage of WebQuest to support the teaching and learning activity

The students’ agreement over WebQuest usage as one of teaching and learning techniques for class can be seen from the responses they give on the questionnaire. It reveals that almost all respondents agreed toward the usage of WebQuest as one of teaching and learning techniques in the classroom. There are some reasons underlying their agreement. First, WebQuest provides many interesting and fun ways in learning (S1, S2, S4, S5, S7, S8, S10, and S18). Next, it makes the students more creative (S9, S11, S12, and S13). Furthermore, WebQuest gives more comprehensive learning toward reading, speaking and listening (S3, S16, S19 and S20). For teachers, WebQuest can be used to search materials from many sources by merely opening the WebQuest, picking the subject which is needed to be taught. WebQuest allows the modification of teaching methods (S6, S9, and S10).

Discussion

The discussion highlights interesting finding and phenomena from the data analysis. It also relates the finding to the theoretical foreground for this study and compares the result to the previous studies.

A. Highlights of the Students’ Response to the Questionnaire

Regarding the question number 1 in the questionnaire, many students think that WebQuest is an interesting tool. It is a new technique in learning language. WebQuest consists of fun and enjoyable activities. WebQuest is applicable for all grades, levels, topics of discussions. WebQuest is also applicable for all language skills. WebQuest challenge can be increased to adjust its level. Many of the students considered WebQuest as an interactive media and entertaining at the same time. WebQuest allows the students to learn not only from conventional textbook and promotes students’ creativity. Despite the positive response over WebQuest, it requires the Internet connection. Students think that it would be best applied if WebQuest were prepared for individual and group activity to avoid inefficiency in learning. In terms of WebQuest design, many taken from the students’ response show the versatility of WebQuest, as it can be designed in form of power point presentation. WebQuest layout could to be adjusted to its context.

Some of the advantages of WebQuest are clearly mentioned by the students in responding to the question number 2. WebQuest is unique, so it can make the students enjoy studying. WebQuest improves students’ creativity and skills in learning English. It allows students to have self-evaluation on their learning progress. WebQuest also supports various styles of learning and it has many hyperlinks. WebQuest is applicable for multiple tasks as it is adaptable for all grades, levels, topics as well as to multiple designs.

Despite many advantages, students could reveal some disadvantage(s) of WebQuest. The responses of the students regarding the question number 3 of the questionnaire can be described as follow: If WebQuest is not interesting, the students will be bored. Some WebQuests are complicated, so they confuse the students. Some WebQuests also do not have good links or even the links are broken. The significant drawback of WebQuest is that WebQuest is dependent to the Internet connection, while not everyone has Internet connection. Further, students can be distracted by the usage of WebQuest, if they have to get many exposures to read textbooks (reading comprehension skills).

Regarding question number 4 of the questionnaire: how students’ suggestion(s) or self-reflection toward the usage of WebQuest to support the teaching and learning activity showed very positive responses. Many students think that WebQuest enriches their knowledge. WebQuest content can improve their language skills. Students also suggest that before implementing WebQuest in a classroom, ensuring to have proper Internet connection and computer installment is required. Students need to familiarize with the usage of WebQuest. Consequently, modifying and simplifying WebQuest is needed to help the students avoid confusion in using WebQuest. Besides, the group activities are a lot more interesting compared to individual activities for implementation of WebQuest. Finally, they suggest that a language teacher should always see the subject level given to the students. Inappropriate subject level will contribute to negative effect.

The students’ agreement over WebQuest usage as one of teaching and learning techniques for class can be described as follow: almost all respondents agreed toward the usage of WebQuest as one of teaching and learning
techniques in the classroom. Some reasons are because WebQuest provides many interesting and fun ways in learning. WebQuest allows the modification of teaching methods.

**B. WebQuest and Language Learning**

After discussing the students’ responses, the next discussion will be on the relation of the results of this study to the theoretical backgrounds. In term of the second language learning, under the coverage of some factors that can support the success of second language learning, age factor in learning is regarded as a significant contributor. It sees how different ages are related with the relative capability and incapability in language learning since second language acquisition by children and adults are different and it cannot be equated. [16] Supports this idea by stating that as learner growing older they will be more mature cognitively and emotionally. So these benefits may inevitably be expected to affect L2 learning. As for the usage of WebQuest as a newly invented method for second language learning, as well as for language learning was introduced in the classroom, it can support the learning and acquisition of the second language. Somehow there should be some adjustments in the way of implementing WebQuest in the classroom, so that it can be maximized for each group of learners. Both young and adult learners can benefit from learning languages through WebQuest and language learning can be accomplished because there is no loss in language learning ability based on each age level. In the application of WebQuest for EYL classes especially during this research data investigation, it showed that some moderation and adjustment of WebQuest to young learners in term of topics, resources, tasks, processes, and design could help increasing the success of English language learning.

Moreover, before implementing WebQuest for language learning classroom it is necessary to know the different language aptitude of learners. As a teacher, we can provide sufficient various teaching activities using WebQuest in the classroom to be able to accommodate the students’ aptitude profile. As supported by [14], language aptitude can be used to predict success in language learning. Further, [15] and [16] claim that understanding variation of personalities among the learners would also help language teachers apply their teaching methods effectively in their classrooms. The feasibility of WebQuest that can be applied for all level, all type of student learning style, clearly indicates the strength of WebQuest used in the classroom.

The next important aspect which needs to be considered before implementing WebQuest as it was also suggested by the students, which was reflected from the students’ responses, is that teachers should pay attention to learners’ personality and learning style which vary from one another. In designing language learning using WebQuest, teachers are suggested to pay attention to all possible learning styles. So the task and the process as the component of WebQuest can be adjusted. The lesson should be presented in more than one variant to accommodate the anxiety in learning. As shown from the result of the questionnaire, many students respond agree that WebQuest could eliminate the boredom of learning. A balance of individual and group task in WebQuest could boost students’ engagement in learning. More varieties of task and progress in terms of the execution of the task and process should be balanced between difficult and easy. If the condition and moderation of learning language are well prepared as well as the learning context, eventually students’ motivation will increase. Once students get motivated, she/he will have a strong desire to pursue learning process and find a way to overcome learning anxiety. Thus, many aspects are necessary to be regarded before implementing WebQuest in the classroom for the sake of the success of learning language.

**C. The Strengths of WebQuest as an Innovative Teaching Technique for EYL**

Prior to see the strength of WebQuest to be implemented in teaching and learning of EYL, it is necessary to know what is called as the language ability in second or foreign language of the children. [29] states that the conditions when children have their second/foreign language ability are if they can comprehend the new language uttered by other and respond appropriately in both social and academic contexts in accordance to their age level, produce their own unrehearsed utterances or sentences based on the vocabulary and structure they have learned and know how to apply strategies for their own second/foreign language learning. Way further [15] proposed ideas how to maximize the growth of learner’s ZPD. He suggests that being a good teacher she/he should provide a rich diet of learning experiences which encourage the learners to get information in multi modes of recourses. For the sake of
providing a lot exposure as the learning scaffold, WebQuest is applicable since it allow teacher to work with their students both individually and in group in set of time allotment and flexibility of tasks.

Based on this idea, it is expected that the usage of WebQuest in learning second/foreign language can be very useful to help the young learners develop the target language ability easier. In other words, WebQuest can be considered as one of the innovative teaching techniques to be implemented in EYL class.

To illustrate, here are some overviews of how experts regard the position of WebQuest related to the language learning. A WebQuest is a flexible learning resource which can be designed ranging from a long-term project that can last for a month or more or can be used in a short term for one or three lessons in one presentation. [30] explained that WebQuest is a rich form of learning resource. The richness of a WebQuest is on the availability of a clear task goal, tools mediation and the definite roles. WebQuest is considered as an authentic learning resource because it meets the condition of some elements which are suggested as an authentic learning environment [31]. At this point, it is because the makers of WebQuest can consider the need of the learners’ intention to learn, thus the choice of the tasks should reflect the real usage in the real world.

Designing WebQuest for learning English for young learner nowadays is not an overwhelming idea because today’s generation has been exposed and familiar to the usage of digital media technology such as computer, mobile gadget and Internet connection. Moreover, they belong to the group that [32] suggest as “digital native generation”. Meaning that today’s children were born into the e-environment and they have access to the world wide information resources. A few implementation of digital and virtual learning in the class room has now been spreading all over the world. This implementation enable teacher to find authentic written, audio and visual learning sources on various topics [33]. Besides [33] argue that some Computer-assisted Language Learning (CALL) programs are adaptable to diverse learners by analyzing their input and providing customized feedback and remedial exercises suited to their proficiency.

Since WebQuest is categorized as a part of computer –assisted language learning, the learning tasks within WebQuest can be designed by implementing popular digital genre such as text manipulation, simulation, text-based adventure, 3D games, online role playing and multi virtual learning environment [34]. The integration of all type of learning activities using digital format are expected to support the success of target language learning. In addition to that integration schemes for WebQuest, [35] suggest teachers who want to implement integration of technology in teaching, to keep in their mind that they have major role in organizing the chosen system and providing learning scaffold to help learners build autonomy in use of the system.

In designing WebQuest for EYL setting we should consider the nature of young learner in learning. The nature of children is playing. Through playing actually children learn many things and it is good for their cognitive, affective, and psychomotor development. [19] argues that play has many purposes and through play children can learn more effectively. Playing also facilitates language acquisition and skills competence through which language can be practiced and encouraged [20]. The tasks which are developed in the WebQuest should be presented in a playful learning process in order to help the young learners enjoy in doing the activities. The enjoyable process ideally should include all multiple modalities (aural, visual or kinesthetic) exposure.

Simultaneously, the learning tasks which are presented in the WebQuest are supposed to be designed and organized in accordance to the four strands of second/foreign language learning process promoted by [36], these strands are meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

Here the researchers have designed WebQuest for EYL class; the chosen topic is about teaching Adjective, as part of providing the example of EYL classroom activity using WebQuest. All components of the WebQuest have been designed to meet those four strands of second/foreign language learning proposed by Nation and Newton. The introduction part and the first task of the WebQuest apply the meaning focus input, and the second task applies the language-focused learning and meaning-focused output at the same time. For the fluency development, the young learners are assigned to do task 3 of this WebQuest. By designing the WebQuest in such way, it is expected that the young children learn the target language in a good sequence of learning process. The last part of the learning process of this WebQuest is the ongoing formative assessment which is in the form of evaluation rubrics, and is used to evaluate students' learning, the purpose of which is to help students recognize their level of achievement and help them to develop their ability rather than scoring and cataloguing their mistakes [37].
The implementation of WebQuest sample in the classroom that was designed using power points presentation showed many positive responses from the students. WebQuest is easily adjusted to PowerPoint presentation with hyperlinks (websites, video, text). It allows students who do not have high mastery of designing could make WebQuest from simple Microsoft application that they have been familiar with.

The result of this current study was on how the learners as student of EYL perceived toward the implementation of WebQuest as a new technique to teach EYL classes. In this study, students are allowed to see and experience the introduction of a new teaching technique for teaching EYL. So, they experience using the WebQuest as well as share their personal perspectives to show how WebQuest works. This finding is a gap filling compared to the two previous studies that were also interested in investigating WebQuest for language learning. The first previous study is done by [21], entitles: A good teaching technique: WebQuests. The study explores and evaluates the implementation of WebQuest as a new teaching technique for language learning. The discussion of this research reveals the strength and drawbacks of WebQuest in teaching. The similar findings compared to the current study reveals that WebQuest has many positive contribution to the success of English language learning, despite to some drawbacks of WebQuest, such as the availability of Internet connection.

In contrast to the second previous study done by [22] entitled: WebQuests for English–Language Learners: Essential Elements for Design. Their focus was on the some essential elements that need to be considered in designing WebQuest. The present study used different instrument in evaluating the WebQuest used in EYL. The current study used questionnaire to see how students criticize the WebQuest, while the second previous study uses rubric by Dodge to evaluate the features of some WebQuest portals. The most significant difference of the current study compared to both previous studies is the targeted learner of WebQuest is for EYL. The valuable point that makes the current study different from the two previous studies is that they have not touched the user of WebQuests itself, which is WebQuests seen from the perspective of the learners themselves.

**CONCLUSION**

This study has revealed that the Students of EYL class has very positive responses toward the introduction of WebQuest for EYL class. They have declared their responses to the implementation of WebQuest in their EYL class. WebQuest is regarded as an innovative teaching technique which can be integrated for all language skills. WebQuest allows multiple modals of exposure and both designed for individual and group activity. WebQuest can be implemented to various levels of topics and difficulties. Students think that learning language using WebQuest is fun compared to that of the classical mode of learning. Once they enjoy learning they will be motivated and support to the success of language learning, especially for EYL class. WebQuest in learning second/foreign language can be very useful to help the young learners develop the target language ability easier.
Despite of those positive responses, WebQuest has some drawbacks to consider. The Internet connection is the major concern. As a part of virtual learning, WebQuest needs Internet connections and a set of computer system/laptop/gadget to be able to accomplish the tasks. The next concern is on the navigation of the process in completing the tasks. If the WebQuest is not well designed in such systematic and sequences arrangement, it will make the learners get confused and frustrated by many hyperlinks and access. However, to minimize those weaknesses, the modification of WebQuest using Microsoft Power Point presentation and setting the tasks into saved mode which can be accessed if the Internet connection is not available.

REFERENCES