DEVELOPING A PROTOTYPE OF *WEBQUEST* FOR TEACHING WRITING RECOUNT TEXT TO THE TENTH GRADERS IN SMAN 1 SINGOSARI

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Abstract: The purpose of the study is to develop a prototype of *WebQuest* for teaching writing recount text to the tenth graders of senior high school. The design of the study is a modified Hyland (2003) Research and Development model, which includes: 1) a need analysis; 2) product development; 3) expert validation; 4) first revision; 5) product try-out; 6) second revision; and 7) final product. The researcher develops the prototype based on the data analysis taken from need analysis. The prototype was validated by experts and tried-out to the tenth graders of *Ilmu Bahasa dan Budaya* in SMAN 1 Singosari. The prototype of the development is in the form of web-based materials about biographical recount text which covered seven stages: 1) introduction; 2) task; 3) process; 4) evaluation; 5) conclusion; 6) resources; 7) teacher page. The result reveals that the prototype of *WebQuest* is suitable for teaching writing recount text.

INTRODUCTION

Writing, indeed, has become one of important skills in academic domain.Writing is considered to be an essential skill because writing contributes to the way of learning, such as, taking notes during lectures, underlining what is important when reading. It is also worth remembering that most exams often rely on students' writing skill (Harmer, 2004:3). It influences the way of thinking like composing or drafting ideas for when students write, they use several ideas and facts to reach a meaning. It influences the personal development because students automatically become active thinkers and learners through clarifying and organizing of their personal knowledge as they write, and it helps them to communicate with others, for instance, for influencing the readers' beliefs or entertaining them (Cooper & Axelrod, 1988:2). In addition, Wallace (2004) stated that students are able to express their feeling and experiences through writing. Eventually, writing skill demands the care and attention of language teachers instead of being the crucial skills among other skills.

Despite the importance, this skill is not easy to master by students. Writing is often considered as the most difficult skill since it involves some components, which are, content, vocabulary, rhetoric, grammatical structure, and mechanic, such as capitalization and punctuation (Cahyono & Widiati, 2006). Basically, all those components are not instantly understood by students. Some students still experience many problems in writing, i.e., they often get some problems in writing during the process. This happens because they should think about the grammar, vocabulary; spelling, organization, and choosing the appropriate tenses which have certain formula for certain condition to produce good and right sentences. Moreover, it is stated that several students are anxious about their writing products, like constructing sentences and paragraphs (Harmer, 2004). Furthermore, in Sylvester's research (2009) one of students' problems is having no ideas of what to write; they have difficulty to begin writing and are easily distracted when confronted with a blank sheet paper. This research is strongly affirmed by Mohammad and Salem (2016:113) in which majority of high school students in Jordan are lacking in writing skill. When they have problems in constructing correct sentences, using grammar correctly and writing coherent sentences; they get low scores on their writing tasks. This condition may be attributed to the conventional methods of teaching writing by most of EFL teachers and the limitation of using media in the class.

Unfortunately, the writing problem is also experienced by Indonesian students. They often deal with the writing problems in their class. A study examined by Megaiab (2014:190) about the English Writing Competence of the Students of Indonesian Senior High School, found that 140 students' English writing skill encountered, have problems in many categories i.e., grammar such as tenses, articles, singular and plural verbs, prepositions, spelling, punctuation and capitalization. Therefore, it can be concluded that they still have not had good writing skill.

In contrast to the fact that the Indonesian senior high school students are still have problems in writing skill, the Indonesian government, through the 2013 Curriculum, expects the students to write and compose in different types such as procedure, descriptive, recount, report and narrative text (*Permendikbud*, 2013:20). In addition, this expectation is in accordance with the goal of new curriculum which emphasizes the use of communicative competence and makes students use English as a communicative tool, not only in the spoken form but also in the written form. Hence, this goal and expectation are very important to be fulfilled by the senior high school students to boost their writing skill.

Having realized that writing ability is one of important ability for senior high school students, the researcher is tempted to know the teaching of writing practice and the use of instructional media in senior high school. SMAN 1 Singosari is one example where the teaching of writing is carried out by using the genre based approach, which means that the students of SMAN 1 Singosari are expected to compose the written text type based on Standard Competence of text types they are studying (*Permendikbud*, 2013).

One of text genres the students get is recount text. Here, the students should focus on the biographical recount text which is given in the beginning of the second semester (*Depdiknas,* 2016: 10-12). Biographical recount text is a piece of text that retells someone's past events in sequence which involves more than just the basic facts like education, work, relationship, and death. Furthermore, the generic structure of a recount text includes introduction that provides an orientation. This orientation explains who, what where, and when the event happens (Anderson, 2007:24).

Regarding the communication competence, biographical recount gives several beneficial things for the students. Firstly, this text is able to assist student in communicating and expressing their own idea to other people. Secondly, they can also follow certain positive things from someone's life such as achievements, characters and life norms. Besides, they also can learn about certain grammar in this text i.e., simple past tense, present tense, perfect tense, punctuation, and spelling.

However, the government's expectation seems too hard to be achieved by the students of SMAN 1 Singosari, particularly the tenth grade of *Ilmu Bahasa dan Budaya (IBB)* class. The researcher finds that there are some writing problems in this class. As a matter of fact, the questionnaire given to the students in November 2nd 2016 reveals that most students indeed faced some problems in writing, particularly in writing recount text. Although they used the Internet to facilitate them to do the writing assignment, they still concede that finding and developing the idea, finding the correct words to use in writing, and using the correct grammar are considered as the most difficult in writing. On the other hand, the researcher finds that the use of media was minimal and not sophisticated.

Additionally, the researcher interviewed one of English teachers at SMAN 1 Singosari to know about the students' writing problem based on her perspective, and the use of media in the class. According to her assumption, most students found that determining an idea to write was a difficult task to do. Moreover, their limited vocabulary and grammar knowledge particularly in using past tense became other factors which made it more difficult for them to write a good composition. In fact, students needed more time to complete their writing tasks. Besides, she also stated that the use of the instructional media is limited to the power point presentation in which the materials are only the summary from textbook. As a result, it has made the students feel bored about writing activities during the class, and gained low scores.

One answer to this problem is by making media to teach writing using an innovative approach. Integrating the advancement of the wide web world Internet service with computer technology can be potentially useful for teachers to create a lot of creative media and materials to use in the teaching process. One example is by utilizing the Computer-Assisted Language Learning (CALL), an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement, and assessment of material to be learned, which has a potential for students as one of ways to overcome students' problem in writing recount text.

There are many ways to apply CALL in classrooms; one such way is by using *WebQuest*. *WebQuest* is an inquiry-oriented lesson format which requires the students to explore and evaluate the information from the *World Wide Web* (Dodge & Viklund, 2017). Generally, *WebQuest* is also called as a teacher-created lesson plan in the form of simple World Wide Web page with active, pre-selected Internet links and a specific purpose for students. Additionally, *WebQuest* provides the chance to integrate technology and project-based instruction into teaching process, and makes students focus on how to use and find qualified information on the Internet (Barros & Carvalho, 2007:37). It should be a media of teaching that can help teachers to upgrade their students' writing skill.

Basically, *WebQuest* integrates six instructional components with regards to developing academic writing skill such as introduction, task, process, evaluation, resources, and conclusion. Furthermore, Krathwohl (2002:213) proposed six categories of the cognitive process dimension i.e., (1) Remember, (2) Understand, (3) Apply, (4) Analyze, (5) Evaluate, and (6) Create. These components are met in the six instructional components of *WebQuest* and are supposed to be able to help students

generate their ideas in writing, think critically and to find many sources that they need through Internet in writing activity.

Related to the writing activity, *WebQuest* provides a new instructional media opportunity for developing academic writing skills. It can be seen from this case that *WebQuest* combines project-based instruction and innovative use of technology for language teaching and learning. For example, students are exposed to a variety of authentic texts from the Internet (Torres, 2007). Besides, this opportunity also brings the innovative use of technology in *WebQuest* which can be useful to process writing, especially for the purposes of drafting, revising, and editing (Harmer, 2004: 326). Hence, students automatically understand how to fix their own problem in writing.

WebQuest has been successfully used in many different levels of education. Recently, many research findings support the positive effect of *WebQuest*. Most of these findings suggest that the use of *WebQuest* model is more effective in writing performance. In a study by Chuo (2007), the effect of the *WebQuest* Writing Instruction (WWI) on EFL students' writing performance, writing apprehension and perception was investigated. The result shows that the WWI improved students' writing performance significantly. The students also gave positive perception of the WWI indicating more advantages than disadvantages of language learning through web resources.

The similar research of *WebQuest* is also conducted by Gaith and Awada (2014), Alshumaimeri, Almasri, and Alfadda (2011). These researches examine the relative effectiveness of the *WebQuest* technological model in improving the English as a foreign language (EFL) writing proficiency in the level of elementary and junior high school by using quasi-experimental research design. The result revealed that the experimental group outperformed the control group. There were significant differences in favor of the experimental group in terms of vocabulary, grammar, organization, content, length and total overall scores.

Furthermore, not only is *WebQuest* successfully used in writing field, but also in another field like linguistic. According to Cahyono's research (2007, in Kabilan *et al*, 2015) it is revealed that his *WebQuest* was applied to 19 students who took the ITL course offered in the English Department of State University of Malang. The materials given were about morphology and semantics. Both of them were presented in the form of *WebQuest* which was sent by using e-mail to the 19 students' personal e-mail accounts. In addition, the *WebQuest* provided the students with a list of questions with links leading to the websites where they could search for the answers of the questions. As a result, this study indicated that the students could answer the questions by using their own words. Besides, it also showed that the students were able to write essay using information from Internet resources. This certainly brings a positive result which strengthens the conclusion that it is effective to be used to solve students' writing problem in SMAN 1 Singosari.

Based on the result of previous studies, it can be said that the *WebQuest* is indeed a reliable alternative as media for teaching writing to the elementary school, junior high school, and university level by using experimental research. However, this study has not been done in the senior high school level; thus, this is a good chance for the researcher to try the *WebQuest* in the senior high school by conducting research in a different way from all the previous studies, that is, by developing interactive media through *WebQuest* to minimize the problems faced by the students' writing skill in writing a recount text in SMAN 1 Singosari.

METHOD

The researcher conducts the model of educational research and development based on Hyland stages (2003:57). There are eight important steps implemented to conduct the research and development, such as (1) doing a need analysis, (2) conducting survey, (3) developing material, (4) expert validation, (5) doing first revision, (6) trying out the product (7) doing second revision and (8) disseminating the final product.

Since this is a research and development implemented for a thesis, it is better if the researcher conducts it in a small scale, which means that the steps do not need to be long because developing an educational material is difficult. Therefore, from eight stages from Hyland, the researcher combines the first and second stages: doing a need analysis and conducting a survey, merged into conducting a need analysis. See Figure 1.1

Developing product:
- **Designing the material**
  For student:
  - Reviewing the syllabus and basic competence
  - Selecting the topic
  - Reviewing appropriate books
  - Selecting the chapter
  - Highlighting the important material from the book
  - Screening the websites
  - Selecting a case for introduction
  - Arranging the task
  - Arranging the process
  - Developing the evaluation
  - Inferring the conclusion
  For teacher:
  - Arranging the introduction
  - Determining the learner target
  - Determining the standard and the process
  - Compiling the references
- **Designing the layout and feature**
  - Making the student page
  - Making the teacher page
  - Making the button, layout
  - Putting the background music

Conducting a need analysis:
- Interviewing the teacher
- Administering the questionnaire
- Analyzing the need analysis

Revision I:
- Based on the result of expert validation

Trying-out:
- Finding out the students' responses
- Taking note of problems or circumstance

Expert validation:
- Lecturer validation
- Teacher validation

Final product:
- Disseminating to the teacher and students

Revision II:
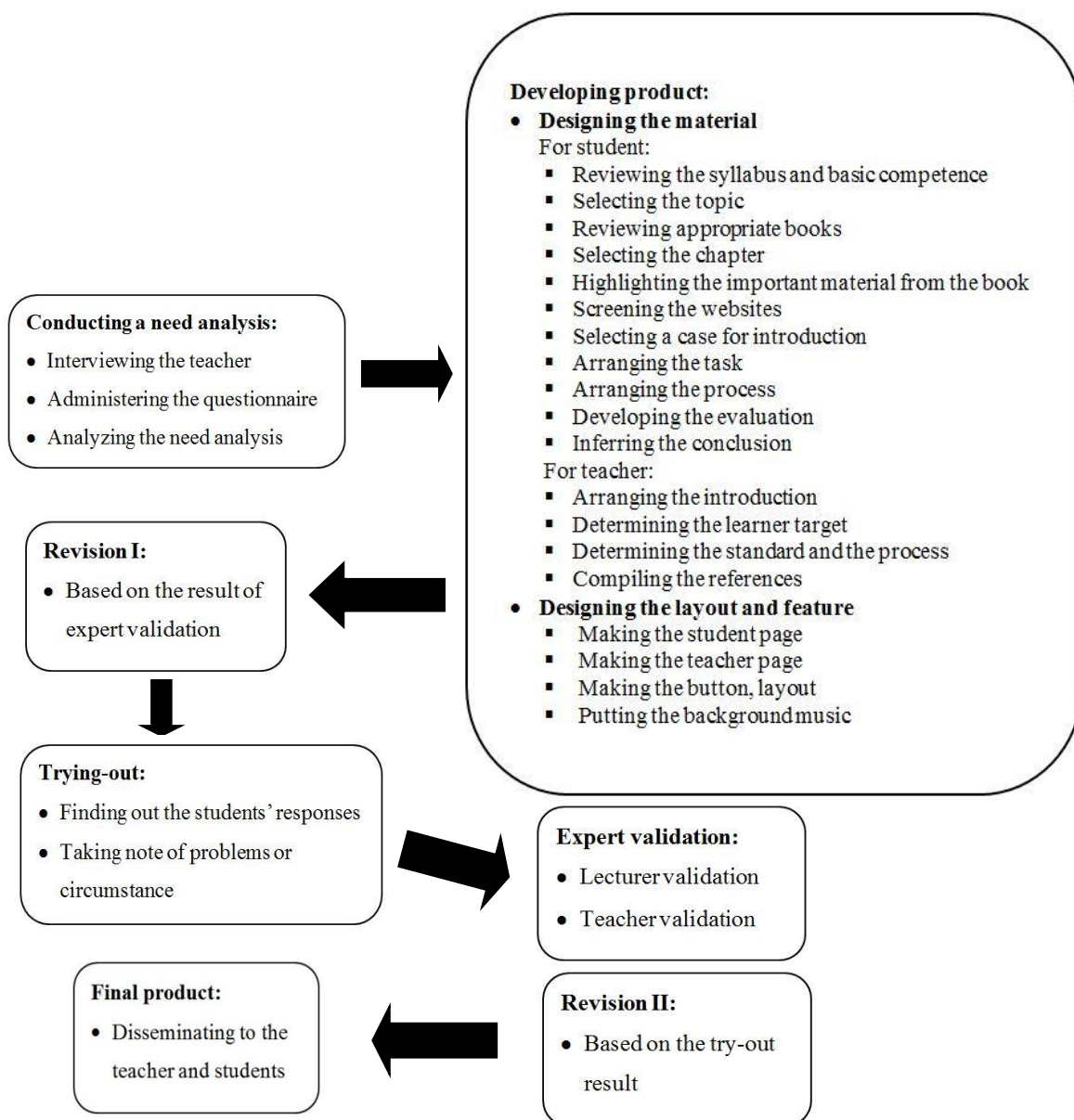- Based on the try-out result

Figure 1.1 The model of research and development adapted from Hyland (2003:57)

Information related to the students is gained from conducting the need analysis which consists of interviewing the English teacher and giving the questionnaire to the students. From the information, the researcher is able to know the needs and problems of the students. After that, the materials are selected. The process of product development can be divided into some stages such as: selecting the topic and title of the *WebQuest*, selecting the introduction of the topic, arranging the final task, arranging the process and screening the appropriate websites for the process, arranging the evaluation for the final task, and making the conclusion.

Basically, there are two stages in developing the product. First is designing the material either for the students or teachers. As the beginning in designing the material for the students, the researcher reviews the syllabus and basic competences for the X grade English material. In this part the researcher refers to the Basic Competences 3.7, 4.7, 4.7.1, and 4.7.2 2013 Curriculum as the material for the students. These basic competences were about the recount text taught in the second semester, the content of which referred to historical events i.e., biography. Additionally, the basic competences were chosen based on the students' problem obtained from the needs analysis.

Selecting the topic based on the syllabus is the next part to design the material. Since the researcher has chosen the basic competences used as the material that is about the recount text, the researcher also took the appropriate topic which is about the biographical recount text. This text type of biographical recount text tells about famous and inspiring figure. The topic used for this product was the biography of famous figures with the title "Who Is Your Idol?"

After that, the researcher tried to review appropriate books for the X grade English material and selects the chapter which is in line with the topic. The researcher used the book from the government called *Buku Sekolah Elektronik (BSE)* as the guidance book to design the material. Within this book, the researcher selected the chapter containing biographical recount text, and it was about famous figures like Afgan, B.J. Habibie, and Cut Nyak Dien (*Kemendikbud,* 2016:96-129).

To finish selecting the chapter, the researcher also highlighted important material in the chapter. There are some points considered as important material such as the natural of biographical recount text and the purpose of the text, the generic structure of the text i.e., introduction, content, and conclusion, and the language feature of text i.e., grammar, punctuation, vocabulary. These points are used as the guidance in selecting or screening good material from the websites.

The next thing to do was screening the websites related to the material. In this step, the researcher had to do pre-selected internet sources or screening the internet sources before all the internet sources were used by the students. The reason why the internet sources had to be screened is that there are many sources regarding the recount text material, yet not all the material is compatible with the curriculum and syllabus. Therefore, by selecting them, the researcher can know which one is the best material to use.

After screening the websites, the researcher created and arranged a case for introduction. The introduction was made based on the topic. It contained the depiction of what they are going to learn, which is delivered into questions i.e., do you have an idol? why do you like that person? what makes that person special for you?; or cases such as, "There are a lot of people who can become your inspiration. They can be from your families, friends or even public figures, heroes, and scientists. However, do you know how their life is? Can you tell the journey of their lives?" As these kinds of questions or cases were given to the students, they would know better what they were going to do.

Arranging the task was the next step in developing the product. In arranging a task, the researcher also referred to the selected topic. In this case, the task given to the students was in the form of non-routine task. Non-routine task is a task which employs the students to think critically and originally. Here, the students were assigned to write a recount text of someone biography based on the topic given. They would write it in the *A3* paper by using their own words around one thousand and five hundred words with additional pictures based on their own creativity. Eventually, all the students' tasks was submitted to the researcher with the due date attached in the *WebQuest* instruction, and these tasks were going to be used as one of considerations whether the product can be applied effectively and efficiently in the English classes, particularly in writing classes.

The following step was arranging the process. Arranging the process is used as a guideline for the students in order to accomplish the final task, and also to direct the students toward what they should focus on.

In this product, there are five steps included into the process. In the first step, the students were provided with information on how they work in writing a biographical recount text. They worked in pair when they were exploring the *WebQuest* and individually when they were writing a biographical recount text. Furthermore, working individually became a choice to write it because recount text is associated with personal experience, and each student surely had different experiences.

Moreover, getting to know the definition and characteristic of recount text biography became the second process. The students started to read some selected internet sources through the available links. Then, in the next process, the students had to do read the links related to what they needed to know and do in making a good biography including how to make good organization of the paragraph, how to use suitable grammar, and how to plan, draft, re-draft, re-plan students' writing Harmer (2004:327). In the fourth process, some examples were provided to the students to complete their understanding in making a recount text. These examples were given in audio-visual aids. In the final process, the writing worksheet would be given to the students as their mind mapping to do their project.

In the fourth step, the researcher arranged the evaluation to evaluate and assess the student's task. The evaluations consist of teacher and student evaluation. In arranging both of evaluations (teacher and student), the researcher refers to Brown's writing rubric (2004:244-245). There were five aspects which will be evaluated, as follows: 1) organization (introduction, body, and conclusion), (2) logical development of ideas (content), (3) grammar, (4) punctuation, spelling and mechanics, (5) style, and quality of expression. These six aspects are evaluated into five criteria (Appendix 13).

Eventually, in the final step, the researcher made a conclusion to bring closure to the task. There is one important point delivered within the conclusion part, that is, the affirmation whether the students have already understood or not on how to make a recount text, and appreciation due to the completion of doing the task.

After making the student page, the researcher made the teacher page. First of all, the researcher made an introduction. The content of its introduction is a short explanation about to whom and how the *WebQuest* is applied. Next, the researcher determined the learner target. In this *WebQuest* the learner

target was the tenth graders of senior high school who were interested in using web-based media. In the following step, the researcher determined the standard from the syllabus and the curriculum 2013, and explained the students' processes in accomplishing the task briefly. In this process, the researcher made three main process i.e., pre-activity, main activity, and post-activity. These three stages had different activities. In pre-activity phase, the students was introduced to the activity, activated their background knowledge toward the topic. In this phase, they also was assigned a recount text task which was doable and interesting. In main activity itself, the students was provided recount text materials through internet websites; they read all the materials based on the arrangement of the steps in process before making a recount text and also, the students got the evaluation of their task taken from evaluation rubric in the *WebQuest*. Meanwhile, in post activity, the conclusion of the learning process was given. The last step, the researcher sorted and compiled all the references attached within the *WebQuest*.

After all the material was ready, the next stage was making the student and teacher page. In the student page, there were about six pages attached with the material which had been designed and arranged before. So was in the teacher page, there were about six pages made within the *WebQuest*.

Designing the layout, button, and background music became the final step in developing the product after student page and teacher page have already been made. Here, the layout was taken from the available internet which was intriguing yet it did not disrupt student's attention when they used the *WebQuest*. Then, the researcher designed the button for student page (introduction, task, process, and conclusion) and teacher page (introduction, learner, standard, process, references) by using *Adobe Photoshop CS5*. Next, the researcher added the background music in the *WebQuest*. Furthermore, the researcher examined all the button and links for the finished product were sent to the validators.

The expert validators were lecturers of the English department and an English teacher of SMAN 1 Singosari. The validation process is aimed to examine some aspects of the prototype: design and layout, audio and video, operation, content, and activity in teacher page. Based on the validation process, the prototype was considered appropriate to be tried-out, but it still needed revision. The revision included the grammar and websites. After revision was completed, the product was tried out to the tenth graders of SMAN 1 Singosari.

The prototype of the *WebQuest* which had been validated and revised would be tried out to the students as the subject of the study. There were 33 students of X *IBB* class who would try out the product. The aim of this step is to gain the information and feedback toward the effectiveness and the compatibility of the product itself. During this phase, the students would use their own personal computer and *Wi-Fi* connection from the researcher to try out the product. After trying it out, they were given a questionnaire sheet to give their suggestion and feedback toward the prototype of the *WebQuest*. The form of the questionnaire was close-ended and open-ended questions. For the close-ended questionnaire, there were three aspects which were given to the students: (1) design and layout, (2) program operation, and (3) content (see Appendix 9 and 10). Meanwhile, for open ended questions, the researcher gave three items related to the product: (1) whether the program was intriguing, (2) problems in using the product, and (3) suggestions.

FINDINGS AND DISCUSSION
Findings
The product try-out brought out the result in fours aspects, design and layout, audio and video, program operation, and content. From the diagram, it can be inferred that above 80% of the students likes the *WebQuest* product. In the aspect of design and layout, 82.72% states that they like the design and the layout of the program, while the rest of them (17.28%) students states that they dislike the design and the layout. The second is concerned with audio and video aspects. There are 27 students (87.86%) who like to the audio and video given, mostly because the videos are engaging and understandable. Moreover, it is because of the instrumental music played in the *WebQuest* program was ear-catching. In terms of program operation, 83.30% of students convey that the program can be operated well and they understand all the sections in the program, leaving only 9 students or 16.70% of students who argues that the program is difficult to be operated and they do not understand the sections. The last one is about the content within the *WebQuest*. There are 25 (86.66%) students convey that they love the content exposed in this program, and 8 students (13.34%) does not consider that the content was good.

Besides the data in the evaluation criteria, there are also comments, suggestions and questions carried out in the questionnaire given to the students. Here they gave comments (critiques and suggestions) in four aspects in the questionnaire, and also answered three questions regarding to the product. According to the result of the questionnaire, 17 of 33 students find difficulties in using the program. The difficulties are about display (7 students), the internet connection (3 students), and font size (7 students).

After the try-out, it is revealed that there are some aspects which should be improved to fit the students based on their critiques and suggestions. The first is the issue of display problem. There are seven students who complained that the animation within the program could not be run, and some icons and pictures are crackdown. It probably occurred because the *Windows Operation System* which had not been installed with adobe flash player application. To fix this problem, the researcher asked the students to install adobe flash player application first. After installing the application, they needed to exit the program first, and then restart it.

The second issue is about the internet connection. Although there had been three hotspots for the internet connection, there were still three students who confessed that their laptop was not connected to the internet. It may be caused by the limitation of the bandwidth which made the access of the internet was bad. To handle this problem, the researcher asked the three students to join another group in order to operate the program.

The last issue is about the font size. Seven students reveal that the size of the font was too small so that they got difficulty to read the material. Here what they meant of the font was the font used for the content. Hence to solve it, the researcher re-changed the font size from 14 into 16 and 18.

After the program was revised for the second time, it was then re-published into an Autorun file and given to the school especially to the English teachers in the form of Compact Disc (CD).

Discussions

There are three important issues discussed in the *WebQuest* project. First is about the steps in this prototype. In fact, the step of the *WebQuest* has brought an important role for students and teachers, which is, that the teacher did not really try harder to explain the writing task, material, evaluation, and give information for the students about the resources because all of them are covered in the *WebQuest* itself; thus, the students only needed to explore them in the *WebQuest*. For the students, the steps in the *WebQuest* could assist them to understand the writing material since the material is arranged in sequence; hence, they felt easy to absorb the knowledge. In addition, it is in line with to the theory of using *WebQuest* in teaching and learning process, which states that *WebQuest* promotes the students to search information in a structured and efficient manner and have better attitudes toward learning when using it (Halat & Peker, 2011).

Another issue is about materials. The materials were carefully selected since the materials were websites from internet, the researcher had to screen them which were suitable with curriculum (core and basic competences). Besides, the researcher had to consider the material based on students' English language ability in term of dictions. Therefore, selected materials can assist the students to get the material accurately (Smaldino *et al*, 2012:134).

The last issue is how the *Webquest* can build the students' independent study concept. Independent study here means that the students are able to use the program either inside or outside the class. Moreover, through the independent-study concept, the product can ease the students to learn because they can expand their own critical thinking skills and allows them to improve their language skills for foreign language (Laborda, 2009). Even though this prototype builds an independent study characteristic for the students, the teacher's roles in the class, which are facilitating the students such as giving additional information and explanation and managing classroom, are still important matters to be implemented as teacher is a primary source of learning.

In addition, exposed from the strengths and the weaknesses of this product, the researcher found that the strength of this product is that the process is well explained to the students, and everything is explained in chronological order, so students understand what they do and what is required. Students can gain access to *WebQuest* sites at home, so they can work on the task at home. Furthermore, the product is very practical so that the students will not find difficulties in terms of navigation. The link to each activity is stated clearly. The basic navigations buttons are also located on every section of the *WebQuest*.

In terms of weaknesses, the most vital weakness is that this *WebQuest* relies on the internet connection. Hence, to access the material from available websites, the students must have good internet connection; otherwise, they will not gain any knowledge from the material through the websites. Another thing is that not all the *Windows Operating System* could operate the program very well. *Windows Operating System* like *Windows 10, Vista, Mac,* and *Linux* sometimes make the layout and animation in the program cannot be accessed in personal computers. Furthermore the weakness also lies on the teacher page which cannot be hidden from students. As the impact of that, the students are able to know about teacher's lesson plan for them. The last is screening the material from websites. It is not an easy job to do since the researcher must choose credible websites which match the curriculum and the material from students' book which spends more time to prepare.

From the discussion, it can be inferred that *WebQuest* is still recommended to be implemented even though it is difficult to find suitable materials for the students, it is limited to certain *Windows*

Operation System, and it is sometimes difficult to find good Internet connection, because, in the end, the students still experience a new and enjoyable way to learn writing.

CONCLUSIONS AND SUGGESTIONS
Conclusion
There are two important conclusions that can be inferred from developing the prototype of *WebQuest*. The first is the influence of the prototype toward teaching writing biographical recount text, and the second is the use of prototype in writing classes.

The prototype of *WebQuest* indeed has brought a new solution to solve writing problems for students, especially in writing biographical recount text. It can be seen from the process in the *WebQuest* which provides some step instructions on writing biographical recount text, such as understanding the nature of biographical recount text, how to organize the generic structure of the biographical recount text, and how to use suitable language features on the biographical recount text i.e. grammar and vocabulary. In addition, this prototype also provides a writing guidance for students to write a biographical recount text; therefore they can be fully assisted in generating the idea, finding suitable vocabulary, and using correct grammar.

Meanwhile, regarding to the use of prototype in writing classes, because it has been designed as an instructional media, the teacher can use whole section of the teaching and learning process in the class starting from the pre-activity, main activity, and post activity.

Suggestions
Overall, following the findings of the research, the researcher has suggestions to the teacher and the future researcher. For English teachers, this product will be very useful and beneficial for students because it contains the selected material, engaging task, and evaluation rubric which make them not to put much effort in doing writing activity; This product can be used in and outside the classroom. When it is used in the classroom, teachers' guidance is still important for the students in exploring the *WebQuest*, such as facilitating them when there are materials from the *WebQuest* that they do not understand. For future researchers, it is suggested to develop other *WebQuest*s with engaging and innovated tasks because the students are very familiar to technology nowadays. It is possible for future researchers to extend this product to cover several other topics because there is only one topic in this product.

Moreover, the future researchers are expected to develop the prototype of *WebQuest* not only for writing skill, but also for other skills like reading, speaking, and listening.

In addition, since teacher page in the *WebQuest* still can be seen by the students, it is better if the future researchers can find other programs which the teacher page is hidden from the students but it is still one package in the prototype of *WebQuest*.

The last thing is that paying attention toward the *Windows Operating System* is very important to be done because not all personal computers can support the program, particularly the program which is combined with *Adobe Flash Player*. Therefore, the future researchers may be able to find other programs and templates for the *WebQuest* on the Internet like *createwebquest.com, zunal.com,* and *teacherweb.com* which can support for all *Windows Operating System*.

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