CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion of this study, the limitations of the study and some recommendations for further investigation.

5.1 Conclusions

This study sought to investigate the feasibility of WebQuest in providing scaffolding to facilitate the students in writing activities. From the result of the findings and discussion in previous chapter, it can be drawn that the scaffolding provided in WebQuest has facilitated the students in writing activities. Three aspects of WebQuest in providing scaffolding which have facilitated the students during the writing activities are guiding directions, links, and student collaboration.

The guiding directions provided in the WebQuest stages give assistance and motivate the students performing writing activities. The Introduction gives clear directions, the Task clarifies the purpose of learning, the process keeps the students on task, and the Evaluation offers assessment. This is evidenced from the students' intention to keep working on the task. They immediately stepped to the next stage to find out what assignment they will have to do. They followed the guidelines given to accomplish the task well. The stage 'Introduction' and 'Task' give them motivation to continue the activities that engage them in authentic and challenging learning tasks. That scaffolding gives clear directions has led the students to know when they should work individually or collaboratively. The guidelines in the 'Process' stage gives enough assistance through the guidelines to scaffold them in writing a report successfully, so that they need not seek other assistance such as visiting other websites, asking the teacher etcetera. They have autonomy to carry out the task by using one or more computers. Then they can collect the

information and complete the writing effectively. The stage 'Evaluation' offers a chance for the students to edit or modify their work. However, there is some problems when plunging them into L2 web reading that is plagiarism. Beyond this problem, more advantages were offered by WebQuest at this stage such as links to online dictionary and language workshop, goal-pursuit activity, and self-directed learning.

The web resources linked in the 'Process' stage are the most helpful scaffolding especially for improving reading skill and learning language. The web reading activity in WebQuest for learning writing indicates the potential to improve reading skill, such as skimming, scanning, paraphrasing and synthesizing. Besides, being involved in a real world task, the students are required to search for definite information on the web, to find useful resources for language learning like website for language practice and online dictionary, even to improve their reading skill when collecting and organizing information and transform it in some way to produce report. In addition, links of resources in stage 'Process' provide the learners to build their knowledge of the topic and to give opportunity to learn about the text structure by text modeling.

The collaboration generated by WebQuest for learning activities has scaffolded the students in accomplishing the task. The WebQuest have prompted the student work collaboratively in building knowledge of the topic and joining text construction activities. They are enabled to work collaboratively through interactions between peers. Peer collaboration in their interaction helps them comprehend the task and the reading, draft and revise the writing. The collaboration is delivered through interaction. They negotiate meaning of the directions in order to work collaboratively in carrying the task. They negotiate meaning interactively for the interpretation of the texts when they are involved in reading the web.

Overall, the use of WebQuest for writing task design facilitates scaffolding for the students. The clear directions provided in the components help the students to keep working on task and enable the students to perform the task. The links provided by the WebQuest becomes an aid in language learning and offers a wide range of information for the students mediate. Last, the collaboration triggered by WebQuest activities build scaffolding for the students to accomplish the task as demanded by the criteria stated in the stage 'Evaluation'.

Finally, it can be encapsulated that the use of WebQuest along with the scaffolding for writing activities for secondary students in EFL context is more effective for language learning opportunity. The effectiveness provides autonomy learning, authentic language exposure, collaborative work, and technological-learning involvement.

5.2. Limitations

One of the limitations of this study is that this study did not evaluate the final draft of the writing activities to gain the final assessment as the result of using WebQuest in writing instructions. The final draft was not evaluated because of time limitation and for the fact that the WebQuest was designed without final assessment.

Another limitation is that in the study the peer dialogues of students when working in front of computers were not audio taped. That is why this study cannot show how the 'metatalk' or 'language-related episodes' occurring during the collaborative dialogue.

5.3. Recommendations

Based on the findings of this study, it is recommended that WebQuest be used for scaffolding to facilitate the students in writing activities especially for secondary students. The findings of this study confirm the possibility to implement the writing activities involving WebQuest to scaffold the students. This will give more motivation for the students and develop their critical thinking skill. It is also able to create a different environment in teaching and learning activities and maximize the computer facility provided in the school.

For the teaching and learning in the research site, the WebQuest has successfully provided scaffolding for senior high school students particularly grade X. It is suggested that the use of WebQuest be applied in secondary students for other grades; lower or upper, or even for elementary students.

This study shows that the WebQuest has encouraged students collaboration in writing. For further studies, it is suggested that the feasibility of WebQuest for scaffolding the students be applied for other skill such as speaking, reading, and listening skills.