

Developing Web Quest Based General English Textbooks for University Students: A Need Analysis

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ABSTRACT

The purpose of this research is to develop a General English for University Students textbook for learning English in the first semester in the Indonesian Language Education Study Program, FKIP Jambi University. In the early stages of developing the textbook, the researchers carried out a needs analysis and the results of which would later be used as a guide to design syllabus and develop a textbook that fulfill the needs of students. The findings showed that Indonesian Language Education students of Jambi University want English language learning in a balanced way among the four skills learned, namely speaking, writing, listening, and reading. Especially in learning speaking and listening, they want the material to be presented in the form of dialogue and active interaction. This is in line with other findings that their goal of learning English is to be able to communicate and speak using English because they think that English is very important for their future careers. Meanwhile, the desired view of the book is that they want books that have illustrated images. This will make it easier for them to understand the learning material because the images presented can help them find out the context of the lesson and the actual situation that is displayed in the book.

Keywords: *Need Analysis, Web Quest, General English Textbooks.*

1. INTRODUCTION

As we know that English language in Indonesia is considered as Foreign Language (EFL). It is in line with Laufer [1] which stated that Indonesia is part of the expanding circle countries which taught English as foreign language like other countries includes China, Japan, Greece and others. Hence, the spread of English language has been widely practiced in many aspects. The most common aspect is in education. English language has been implemented in all educational level, starting from young learners to college level. Especially at the tertiary level, English is a compulsory subject in every study program at all tertiary institutions in Indonesia including Jambi University.

Since 2018, learning English at Jambi University has been fully managed by English Education study program which is part of Faculty of Teacher Training and Education (FKIP). Furthermore, it becomes a separate responsibility for English education study program. In providing a better quality of English language teaching and learning process, lecturers are expected to give innovation and create good

English teaching system so it can be used by all study programs in each faculty at Jambi University.

Moreover, Teacher Training and Education Faculty or known as FKIP places English as a compulsory university subject in the first semester. So, it is implemented in all study programs in this faculty. Hence, researchers and English lecturers taught this course in the first semester of 2018. It becomes something new for lecturers especially to teach English courses for non-English students in several faculties. At that time, there was no syllabus or textbook that could be used as a guide when teaching process. Then the lecturers began to adopt and adapt several modules or teaching materials from various sources. However, based on lecturer's perspectives, the book used for teaching and learning process is not suitable for students in the Faculty of Teacher Training and Education (FKIP) Jambi University because presented topic in book is irrelevant to current developments.

Responding to the current needs, English lecturers feel that they need to carry out the research to find out solutions regarding to overcome problems that exist at the university

which in this context is for the Indonesian Language Education Study Program. Therefore, the use of textbooks is deemed necessary to help English learning and teaching process for students in Indonesian Language Education study program. In addition, textbook is developed by using multimedia basis namely "Webquest". Through WebQuest, it expected that students can understand English in general and be able to use English well in particular in the future. In line with this, Arbryan [2] revealed that WebQuest provide opportunities for learners to improve their language skill and as innovative technology for language teaching and learning.

Based on the concept, WebQuest is a type of multimedia related to internet-based learning and websites. According to Dodge as cited in Bahidin, Tanduklangi & Rahim [3] defined that Webquest is an inquiry-based activity where the internet becomes the main source of information for students. It can be inferred that the learning process are carried out by using a website or internet network through online server. Additionally, students are expected to easily access the material and learning objectives by simply accessing links provided on the website or Google. Besides, by balancing between teaching materials and the use of technology as a medium, students can easily follow the learning process and can achieve the core competencies that have been previously planned. In line with this, Mantiri [4] revealed that using technology as learning media can improve their self-evaluation to assess their progress and knowing their improvement in learning. They also can diagnose their learning problems through technology they used.

By developing *General English for University Students* textbooks, hopefully it can give contribution as reference and guideline for English language teaching and learning process for this course. The results of this study also expected to provide suitable tools for anyone who teaches at the same field namely English course. Thus, the objectives of this course become clearer and the learning process is also more well-directed.

1.1. Textbooks

Textbooks are books that used by both of teachers and students in the learning process. In general, textbooks can be used per semester. Moreover, textbooks have an important role in the learning process. According to Abdelwahab [5], textbook became the primary agents for transferring knowledge to learners and make existed knowledge available and apparent to the learners in a selected, easy and organized way. Textbooks contain learning materials that suitable with the syllabus and lesson plans that have been made before by educational stakeholders. In addition, the basic function of a textbook is to create a form of real learning and help students to organize their learning in a structured manner.

According to Richards [6], he stated that learning program may not have an impact if it does not have textbooks because they provide a structure and syllabus. In addition, the use of textbooks can guarantee that students in different classes will receive the same content. And accordingly, it can be evaluated in the same way. In other words, textbooks set standards in teaching. In addition, they include various learning resources such as workbooks, CDs, tapes and videos etc., which make the learning environment attractive and enjoyable for students.

1.2. General English

General English is a branch of English language learning resources that involve all ranges of skills such as Listening, Reading, Speaking and Writing. Hence, the focus of General English is to enable learners to use English well in their daily activities. Apart from using the four basic skills, the focus of General English is also to involve the use of basic vocabulary and grammar in English. In essence, English learners will learn English in general and basic. By knowing the basics in English language, it expected that learners will be able to carry out conversations and use English correctly.

Regarding to achieve the goals of using English as well as in four English skills, optimizing teaching materials is deemed necessary to obtain a good learning process and in accordance with the national curriculum. The teaching materials available in textbook should be developed to be more easily understood by readers and learners. In line with this, Ahmed [7] showed that one of the characteristics of good materials is it can help learners to feel easy in their learning process and help them in the process of confidence development.

Furthermore, developing textbooks in English is not as easy as developing textbooks for other subjects. The challenge is how to develop an English textbook that can accommodate all aspects and components contained in the General English concept itself. According to experts, the principles in choosing teaching materials must include several aspects, namely; (a) the principle of relevance, (b) consistency and basic competence. Besides, Howard & Major [8] showed that there are several factors that should be considered when develop materials such as considering students' needs, the curriculum and the context. Moreover, teaching materials should not be too little and not too much. If less material provided, it can affect to its ability to achieve learning objectives and vice versa, if learning materials are too much it can wasting time and energy to study it. Therefore, in developing teaching materials in English, it should be suitable with the circumstances and learning objectives.

1.3. English Courses at the Indonesian Language Education Study Program, FKIP

English courses in Indonesian Language Education study program are offered in two semesters, namely English and advanced English courses. Furthermore, English course offered in the second semester is a General English course which is mandatory subject for students. In this course, the core focus to be achieved is receptive and productive English competency. Receptive competence referred to the ability to listen (Listening) and read (Reading). Meanwhile, the productive competency is the ability to write (Writing) and speak (Speaking).

1.4. Webquest

Webquest is a type of Website-based learning. It was first discovered by Bernie Dodge in the mid-1990s. Then it was first used as a learning medium at the University of San Diego. Webquest is not only used for learning English but also for all types of subjects and study programs such as; Mathematics, Science, medical, economics and others.

Webquest is a part of technology that can be used as learning media in the realm of education by involving aspects of comparison, assessment, analysis and synthesis, grouping, imagination, scaffolding, and so on. In line with this, March [9] stated that while completing WebQuest, scaffolding create temporary framework to help learners' performance beyond their capacities. The main focus is hypothesis and problem solving by using this media in their own way to get information and achieve goals of learning.

1.5. Webquest Components

Dodge [10] classified the components contained in WebQuest. Generally, Webquest consists of several parts, such as:

a) Introduction

This section is the first part of webquest which contains things that can be used to grab reader's attention. The goal is about presenting topic to be discussed and goals to be achieved by webquest user.

b) Task

This section contains tasks that will be performed by user and it is described in general terms. Furthermore, "a well-designed task is doable and engaging and elicits thinking in learners that goes beyond rote comprehension" [11]

c) Process

In this section, the main lessons will be established. Webquest users will explore each learning activity with the rules that have been made. This section also contains scaffolding or the steps that will be passed.

d) Resources

This section contains material sources that have been provided by the lecturer or teacher. It can be obtained from

sources such as Internet and can be designed by the teacher or lecturer who uses it

e) Assessment

This section contains assessment criteria and reflections of the learning process through a webquest. The range of ratings is entirely up to webquest designer. You can follow format that is already available in webquest itself or you can make an assessment format outside template provided by webquest. In line with this, the most common assessment used is rubric which is encourage critical thinking due to its pattern of self-assessment and self-improvement [12].

f) Conclusion

This section aims to summarize and reflect what student have done in their learning process. It is the end or closing in webquest. During this part, teachers can encourage their students to suggest improvements for future WebQuest.

2. RESEARCH METHODS

2.1. Research design

The purpose of this research is to develop a *General English for University Students textbook* for learning English in the first semester in the Indonesian Language Education Study Program, FKIP Jambi University. In the early stages of developing the textbook, the researcher carried out a needs analysis and the results of which would later be used as a guide for researcher to make syllabus and develop a textbook that fulfill the needs of students using the book.

2.2. Research Subjects and Research Data

This research involved all students of Indonesian Language Education FKIP Jambi University who took this course as a subject to find out what material needs are in the textbooks to be developed. Participants in this study were 120 students in semester II consisting of 4 classes; A, B, C, and D. Data obtained from the results of needs analysis, classroom observations, filling out questionnaires and interviews. In addition, data is also obtained through document study, especially by looking at similar textbooks that can be obtained via internet.

2.3. Research Procedure

In the part of research, especially Research and Development, there are various kinds of models. ADDIE model is process of interactive instructional design, where the results of the formative evaluation of each phase lead the instructional designer back to any previous phase. However, in this context we will use the ADDIE or Analyze, Design, Develop, Implement, and Evaluate model. We chose this model because it is the most suitable for use based on the purpose of developing textbooks. As the name implies, there are five processes that must be

passed to get it produce a final product in the form of a textbook. The five processes will be briefly described as follows:

- a) **Analyze**, in this process the researcher identified the things needed in developing a product. In this context, General English textbooks for Indonesian Language Education Study Program FKIP Jambi University students.
- b) **Design**, is a process in which the researcher will arrange the expected achievements from each meeting as well as the relevant evaluation forms.
- c) **Develop**, is the most crucial stage where the researcher will produce a product based on the results of the analysis in previous research. In this process, researcher will develop textbooks assisted by English language education students, especially in collecting pre-selected teaching materials.
- d) **Implement**, is the process of implementing textbooks tested in the classroom to determine the effectiveness and understanding of the readers.
- e) **Evaluate**, in this process the product results will be tested reflecting all aspects of the assessment.

In this paper, the researcher will report the results of the first stage of an R and D study. It is analysis of the needs of Indonesian Language Education students, FKIP Jambi University for learning English. The results of this needs analysis will serve as a guide for researchers to develop an English textbook for Indonesian Language Education students, FKIP Jambi University.

2.4. Data Collection Techniques

In this study, data was collected through questionnaires and interviews. Questionnaire is used as the main instrument for gathering information about the preparation of the textbook design. In addition, needs analysis questionnaire was conducted to determine needs of learning English. In line with this, Pushpanathan [13] stated that need analysis is an information gathering process. In this study, participants were asked several questions related to their needs in English language learning process.

2.5. Research Instruments

In data collection, two instruments were used in this study. The first is a questionnaire, and the second is interview. Hence, questionnaire is used as main instrument in this research. While the interview is an additional instrument to find out the responses and opinions of students' experiences.

3. RESULTS AND DISCUSSION

This chapter presents the results of the study and provides discussion in stage 1 of the first year of R & D research (Development Research) which includes results

of needs analysis stage. In addition, at planning stage contained form of composing a course syllabus and the third stage provided writing a draft textbook product in the form of writing the first draft.

3.1. Needs Analysis

In this stage, needs analysis was carried out by researchers in May 2020. It was carried out to see students needs for learning English in Indonesian Language Education study program, FKIP Jambi University. This need analysis looks at the extent of students' knowledge about English and what is not yet known and needs to be known at the stage of learning English at the next level in Higher Education.

The instrument used was a questionnaire given to Indonesian Language Education students at Jambi University. This questionnaire was used to obtain data from students about their target needs and learning needs.

The steps for collecting data on student needs analysis are described as follows:

1. Questionnaires for student learning needs are distributed to Indonesian language education undergraduate students. Students were asked to answer questions related to their needs in learning English. By selecting the multiple answer options given. Students were also allowed to provide alternative answers that are not available in the questionnaire.
2. Interview was used by researchers as a second data collection instrument in which several Indonesian Language Education students participated in the data collection process through this interview. Interview data was used to see the real conditions in the field regarding the need for English learning for Indonesian Language Education students. Through interview, researchers can get a comprehensive picture of English subject matter which will be included in textbooks which aim to prepare English language skills that are really needed for prospective teachers for both of himself and his students later when they will become teachers.

Based on the result of collecting data process, total number of respondents who returned the questionnaire was 53 students. From a total of 53 respondents, the following results were obtained:

3.2. Students' Need

Learning Need is one of the elements that also included in Need Analysis scheme. It is determined by the need demands on the particular situation. In the learning need, the biggest factor that being most crucial is the learning objective. This table below will present the percentage data of learning objective of Indonesian Language students program of Jambi University.

Table 1. Objective of Learning English

Options	Objective	Percentage
A	Be able to use English written and spoken	40,54%
B	For the future career	54,05%
C	For supporting the future career	5,41%
D	Supporting the learning process during University	0,00%
E	Fulfill their obligation as a university students	0,00%

The table above shows that more than fifty percent of students' goal of learning English is to support their future careers. Meanwhile, more than 40.54% of respondents stated that their goal in learning English was to be able to communicate in English both orally and in writing. It can be concluded

that the majority of students want to learn English because for them, English is very important in supporting their careers and so that they are able to communicate in English both orally and in writing. In addition, this next table will show the skills that students need to be learnt most.

Table 2. Language Skills

Options	Language Skill	Percentage
A	Listening	27,02%
B	Speaking	27,02%
C	Reading	27,02%
D	Writing	18,91%

When students were asked what language skills they wanted to learn, from the table above, it was clear that on average students wanted to learn all English skills; listening, speaking, reading, and writing. Among the four language skills they want to learn, only writing skills have the lowest percentage; 18.91%. Even though, the difference percentage is not

that significant. This means that they consider writing is an important skill to learn.

The following table provides data regarding to what language elements that respondents think is important and the skill that they want to learn most.

Table 3. The Element of Language

Option	Element	Percentage
A	Vocabulary	54,05%
B	Grammar	10,81%
C	Pronunciation	35,13%
D	Others	0,00%

From the table above, it is known that the vocabulary gets the highest attention. Then, the percentage is followed by the pronunciation. This indicates that student considered they need to improve their speaking ability and think that they also need to be mastered in vocabulary. Especially in terms of pronouncing the English words well for their communication purposes. This is also in line with previous data where their main goal of learning English is to be able to speak and communicate in English for their future careers.

communicate with others clearly and want to be master in Vocabulary. In addition, all of them also assumed that they really need English to face the future job and careers in the future life.

'Belajar Bahasa Inggris untuk memahami kosa kata kosa kata yang berhubungan dengan pendidikan dan diharapkan saya bisa berkomunikasi dengan bahasa Inggris. (Student 1)'

In addition, the researcher was also used Interview as the complimentary instrument. There were 4 participants that have been used. They are the students of Indonesian Language in Jambi University. As the result of the interview session, it is shown that the students' need of learning English was also same with the questionnaire's result. When one of the participants has been asked about the goals of learning English, the answer is he wants to be able to

'Belajar Bahasa Inggris agar bisa berkomunikasi kuncinya ada di penguasaan kosa kata jadi saya ingin belajar kosa kata agar bisa berkomunikasi dalam bahasa inggris dengan baik. (Student 2)'

'Saya belajar kosa kata ajarkan anak anak tentang warna warna dalam bahbahasa Inggris dengan media gambar sehingga

memudahkan saya dalam mengingat kosa kata tersebut. (Student 3).'

'Belajar bahasa Inggris percakapan adalah yang utama dalam kita belajar bahasa asing. Kosa kata adalah elemen bahasa yang penting selain tata bahasa atau grammar. Student 4).'

From the result above, it can be seen that vocabulary will be the crucial skill that will be given to the Indonesian Language Students. Others, the students want to improve their speaking ability to support the communication using English. So, in terms of designing English course book for the Indonesian Language students, the researcher got the important information about the needs of item that will be input on the course book; vocabulary, grammar and communication in form of Speaking.

Table 4. The Used of Image inside the Book

Option	The Image Used	Percentage
A	Very Helpful	78,37%
B	Helpful	21,62%
C	Less Helpful	0,00%
D	Not Helpful	0,00%

From the table above, it can be seen that the use of Image media is very helpful for students in understanding English material. This information is very important in the future that in preparing textbooks to be compiled later, researchers need to provide pictures, illustrations, and tables that will attract the attention of book users and help them understand the contents of the textbook.

Table 5. Favorite Learning Topics

Option	The Topic	Percentase
A	Daily life activity	21,62%
B	Collage life	0,00%
C	Language Theory	78,73%
D	Others	0,00 %

From the table above, it can be seen that the topics that students like most are topics related to language education and topics related to daily life. From the data above, it can be concluded that the learning material that will be arranged in the textbook must refer to contextual learning that originates in daily activities and contains material about language education.

3.3. Learning Needs

Dealing with the learning needs, the researcher will also looking for in more detail about kind of model or learning style that will be used by the students. So, the researcher expecting the result from the need analysis can accommodate the content of the course book for the target learners. Moreover, it can facilitate the learning process well.

In addition, except the researcher considering about the content and language features in the books, the researcher also put the addition item to completing the book. It is related to the use of pictures and extras item on the books. Donaghy and Xerri [14] mentioned that learning a textbook through image will making meaning. Therefore, the researcher considered that this issue has to be included in the stage of designing the book. Then, the data in the table below will show whether students think the use of pictures in books will helps them in learning or not.

3.4. The Learning Topic

The following table will show data on what topics students need in learning English.

3.5. Listening

Rost [15] explains that listening ability is a very crucial and vital skill in language classes, because through listening students will get input. And by understanding the right input, the teaching and learning process will occur and run well. In addition, in conducting conversations with other people, it is very necessary to listen well, so that those who talk will feel satisfied and heard. In the end, the communication process can run properly.

The following table is data about the desired delivery model in listening learning.

Table 6 Listening Learning Model

Option	The Model	Percentage
A	Simple Monologue or dialogue	27,01%
B	Monologue or Dialogue with picture	51,35%
C	Monologue or Dialogue with list of words	0,81%
D	Monologue or dialogue with expression	13,51%

From the table above, it can be seen that the respondents wanted a listening learning model using simple dialogues or monologues and also with dialogue and monologues that used images. If you look at the distribution of the percentage figures for this listening learning model, it can be seen that there is no domination of certain learning models over other learning models. This is shown that students do not

really care in terms of choosing the learning model like what they will do in learning especially in listening.

3.6. Speaking Learning material

The following data explain about the learning model that the students need in learning speaking

Table 7 learning model of speaking

Choices	Model to be choose	Percentage
A	Simple Monologue or dialogue	40,54%
B	Monologue or Dialogue with picture	43,24%
C	Monologue or Dialogue with list of words	13,51%
D	Monologue or dialogue with expression	0,27%

From the table can be known that university students want to learn speaking by using monologue and dialog model in percentage about 40.54% and with dialog and monologue by using the picture is the most model that the students like. From the data can be concluded that the use of pictures in learning material of speaking liked by students so the design of the instructional textbook that will be made by researcher will put the picture as the media of teaching speaking

3.7. Reading Learning material

The next data is Reading instructional material. The researcher gave the questionnaire to see what the students want in learning reading. From the following table can be seen that they like the type text accordance to their field of knowledge.

Table 8 Reading material

Choices	Reading material	Percentage
A	Text in the form of monologue or dialogue	27,02%
B	Texts with pictures	0,81%
C	Texts related to the Language Teaching	59,45%
D	Authentic texts of daily life	0,54%

Form the table can be concluded that the reading material to be presented in the textbook must be material that is in accordance with the student's field of science, namely about early childhood education.

Meanwhile, what students need in writing learning materials will be presented as follows.

3.8. Writing learning materials

Table 9. Writing Learning Materials

Choices	Writing material	Percentage
A	Model texts that I will write	32,43%
B	Vocabulary related to Language Teaching	35,13%
C	Texts with Picture	32,43%
D	Explanation about sentence structure	0,00%

From the table above, it can be seen that the writing material needed by students is writing related to

language education vocabulary. Then students also want to learn to write in English using the help of

pictorial text. Furthermore, students also want to learn types or genres in writing skills.

4. CONCLUSION

From the data and discussion, it can be concluded that Indonesian Language Education students, FKIP Jambi University want English language learning in a balanced way among the 4 skills learned, namely speaking, writing, listening, and reading. Especially in learning speaking and listening, they want the material to be presented in the form of dialogue and active interaction. This is in line with other findings that their goal of learning English is to be able to communicate and speak using English because they think that English is very important for their future careers. Meanwhile, the desired view of the book is that they want books that have illustrated images. This will make it easier for them to understand the material because the images presented can help them find out the context of the material and the actual situation that is displayed in the pictures in the book. The results of the analysis of student needs for this General English textbook will be used as the basis for developing textbooks which are the next stage of this research.

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