

**THE EFEECTIVENESS OF USING WEBQUEST ON
STUDENTS READING COMPREHENSION
IN DESCRIPTIVE TEXT**

A THESIS

**Submitted as a Partial Fulfillment of the Requirement for S-1
Degree**

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ABSTRACT

This research was conducted to find out the significance influence of using Webquest on students reading comprehension especially descriptive text. The difficulties faced by students of SMK SMTI Bandar Lampung were (1) the students score Reading was still low (2) the students were bored with the media there are several problems students faced in learning reading especially reading descriptive text. The problem was the students were bored with the media also contributes to the low level of learning motivation among students, hard to read the English text, especially descriptive text, They are had lack of vocabulary, Difficult to find the main idea, and less enthusiastic about receiving lessons.

The research methodology of this research was quasi-experimental design. In this research, the population was the eleventh grade of SMK SMTI Bandar Lampung in the academic year of 2021/2022. The samples of the research were two classes consisting 31 students in XI APL 2 as a experimental class and 31 students XI APL 3 as a control class. The treatments were held in 3 meetings for each classes. After getting the data of student's Reading scores from pre-test and post-test, the data were analyzed using SPSS to compute the independent sample T-test.

From the data analysis computed by SPSS (Statistical Package for Social Science) version 21, it was obtained that T-test sig (2.Tailed) of the equal variance assumed in the paired sample test table where the sig (2.Tailed) is 0.000. it was lower than $\alpha = 0.005$ and it means that in hypothetical test H_a was accepted and H_0 was rejected. Based on computation, it could be conclude that there was significant influence of of using Webquest on students reading comprehension in descriptive text of SMK SMTI Bandar Lampung.

Keywords: *Experimental Design, Reading Comprehension, Webquest.*

DECLARATION

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Bandar Lampung, October 2022

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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ، خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ، وَرَبُّكَ الْأَكْرَمُ اقْرَأْ

الَّذِي عَلَّمَ بِالْقَلَمِ، عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“Read in the name of your Lord Who created (1), He created man from a clot (2), Read and your Lord is Most Honorable (3), Who taught (to write) with the pen (4), Taught man what he knew not (5)”. (Q.S Al-Alaq : 1-5)



DEDICATION

I dedicate this thesis to the followings:

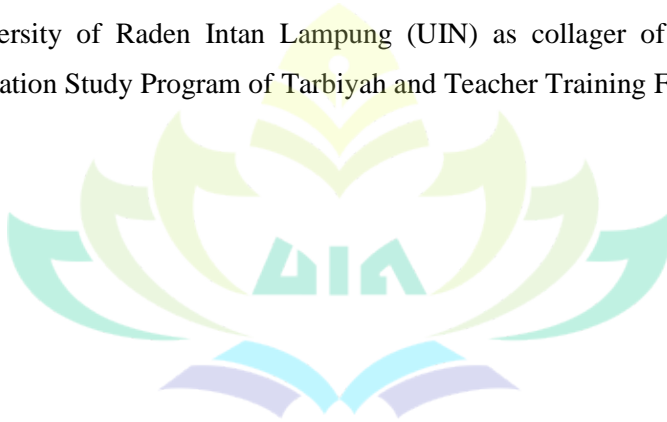
1. My beloved parents, Mr. Yusron And Mrs. Ernizah Who Have provided me with unconditional loves and never-ending supports,Not only for the completion of my study, but also for the success of my Life. I am thankfull forhaving you by my side, and this thesis is absolutely Also yours.
2. My beloved brother, Dori Aproni Who supported me to finish my thesis immediately.
3. My Beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Selvia Yulizah was born in Kotabumi, on July 3rd 2000. She is the second child of a romantic couple, Mr. Yusron and Mrs. Ernizah. She has one brother Dori Aproni.

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Finally, nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, October 2022

The Researcher

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CHAPTER I

INTRODUCTION

A. Title Affirmation

In this title focus, this Research was conducted to find out the Effectiveness Using of Webquest to enhance the ReadingComprehension of the Eleventhgrade Students of SMK SMTI Bandar Lampung in the Academic year 2021/2022 and the Students' interest in learning ReadingComprehension Descriptive text using Webquest. The research methodology of this research was quantitative approach and quasi-experimental design. The population of this research is 95 students in the eleventh grade of SMK SMTI Bandar Lampung. This research employed a cluster random sampling technique. The sample consists of 31 students. Research instruments were used to collect the data in this research, namely a multiple-choice test and questionnaire. The reason for choosing Webquest is related to Media teaching reading. After interviewing the English teacher, WebQuest solves the problem in reading comprehension because WebQuest is a new teaching media and has not been used by English teachers in SMK SMTI. As well as agree with the statement from Norazah et al to utilize technology and communication for education. And related information as believed byAdanan et al, Webquest is one of the media that can be applied in a learning activity¹.

Webquest is a different way to teach language, especially reading comprehension because Webquest is appropriate to students, has simple steps, simple, and is easy to implement in teaching reading. And related to the theory of Barros and carvalho²WebQuest Provide the web Webquest provides the

¹Adanan, et al. *M-Webquest Development: Reading Comprehension of Senior High School Students inIndonesia. International Journal of Emerging Technologies in Learning.*2020.p 74.

²Aisha Al-Shamisi, Saeed.*The Effect of WebQuests on Grade 11 Reading Comprehension AndStudentPerceptions of WebQuests.*

opportunity to integrate technology into teaching and make students focus on how to use and find quality information in reading comprehension from the internet. Webquest is a media that benefits students and teachers because the web of the WebQuest media makes teachers creative, and innovative and facilitates reading comprehension teaching and learning activities.

Most students were wasting their time reading using a mobile phone than reading the book because the books do not make students interested in reading because in the books there is no picture make students interested in reading and make students tired of reading books, whereas if students read on the website or link students will be more interested in reading them because in reading on the website or link very many pictures that make students interested in it and if we use mobile phones to open a website or link it very many pictures that make students interested in it and if we use mobile phones to open web or link it very many pictures that make students interested. And if the students use mobile phones to open web or link it is very easy for someone to carry them everywhere compared to the book.

B. Background of The Problem

English is the international language, and people at this time must be able to converse in it. According to Harmer, many people learn English because it will help them communicate and travel internationally in a variety of ways³. It means that when one country communicates with another, English is used as the international language. To put it another way, English is essential in some nations since it is a second language.

College of Education Department of Curriculum and Instruction, U.A.E. University. *American International Journal of Contemporary Research* Vol. 6, No. 1; February 2016

³Jeremy Harmer, *The Practice of English Language Teaching* 5th Ed, (Pearson Cambridge UK, 2015) P.30

Indonesia's primary language is English, which is compulsory to be taught in all schools from kindergarten to university.

Harmer stated that, Reading is useful for language acquisition. Provided that students more or less understand better they get at it, as long as they understand what they're reading⁴. It means that reading is an important skill for them to develop to expand their knowledge because if they read more frequently, their knowledge will grow and they will learn new things from the texts they read. As said by Tarigan, Reading is a process carried out and used by readers who desire to receive the author's message through the medium of words or written language⁵. It means that Reading is a process in which a reader receives fresh information or a message about a text. Reading is one activity of language skill in teaching and learning English in our life to search for information of knowledge and understand the elements, simple words, and ideas from the text. Reading each part of a letter is an important piece of information. with practice, fluency in recognizing the different letters develops, and soon the basic unit that the reader is working with is no longer the parts of the letters but the letters themselves. Reading is a process of converting the written symbol into the known spoken language⁶. Based on Nunan, Reading is a fluent process from the readers to mixing information from the text with their background knowledge to create meaning. Two important functions of reading. the first reading for communicative purposes, and second reading for educational

⁴Jeremy Harmer, *How To Teach English New Edition*, (New York: Longman Impression, 2007. P.99

⁵Rachmawati. *Using WebQuest to Improve Students' Reading Comprehension of the Second Grade at SMKN 1 Depok, Sleman*. Eprints.any.ac.id., 2018

⁶I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*. New York; Routledge, 2009. p.64

purposes.⁷ It means that reading is a process in which someone receives information from the reading they are doing by combining current information with their prior knowledge to discern the meaning of the reading they are doing and to obtain information so that their knowledge grows. Reading comprehension is one of the important skills in broadening the reader's perspective, reading skill is a cognitive process to understand any kind of text so The more students read, the more vocabulary, grammar, new facts and receive and given them a chance to see the world and opportunities. Without reading comprehension the reader can not get the information from the reading material.⁸ Reading comprehension is an active process where the reader attempts to understand the meaning of the text. it is an important skill in any language teaching and learning in a foreign or a second language context.⁹

As claimed by Souvignier, Reading comprehension as the reader's ability "to read and Remember, Reproduce, Learn from, and find deeper meaning in text for later use."¹⁰ Moreover, in the process of reading the reader not only needs to comprehend the direct meaning of what he/she is reading but, he/she also needs to understand the implied meaning of the text.¹¹ So reading comprehension is a process

⁷David Nunan. *Teaching English to Speakers of Other Languages an introduction*. Routledge, New York and London, 2015. P.64

⁸FitriWidyarini. *Using WebQuest to Improve Students' Reading Comprehension*. IJSER. Vol. 6, Issue 10, October 2018. Academia.edu.

⁹Erni, Hamidah Yamat. *Teaching Reading in English Thought Student Centered Approach*. Penerbit Universiti Kebangsaan Malaysia. 2019. P.41

¹⁰Souvignier, et al. *Using Self-Regulation as a Framework for Implementing Strategy Instruction to Foster Reading Comprehension*. *Learning and Instruction*, 16(1), 57-71. 2006.

¹¹Yusra, Kisman Salija. *The Effect of Webquest on Student Reading Comprehension*. State University of Makassar, Indonesia. 2016. P.3

to find out the purpose of the text, and it is very important in the reading activity. To develop reading, one of the most useful resources is internet since it has a large amount of varied and easily accessible authentic materials. One of the main reasons for using authentic materials in the class is that the learner will encounter the real world and the real language. Now there are quite a lot of students who are more interested in finding information on the internet than any other media and information related to learning materials. Limited availability of instruction media in schools makes students more interested in using the internet as a learning resource. Readers or students generally the problems are related to reading habits, reading techniques, reading interest, and motivation and the teacher only uses a teaching technique monotonous that encourage word by word translation in reading, which makes the students feel frustrated with reading comprehension.

The English teacher who handled the Eleventh grade of SMK SMTI Bandar Lampung in Academic year 2021/2022, the student's scores on reading comprehension are generally low. Beside interviewing the teacher English also asked data from the students, such as a list of student names, and the score of the students in reading text.¹² The score of the students in the descriptive text can be seen in table 1.1 and the list of student names in eleventh grade can be seen in the appendix.

Table 1.1

Student score in English of the eleventh grade at SMK SMTI Bandar Lampung in Academic year 2021/2022

No	Student score	Class			Total	Percentage
		XI AP L 1	XI AP L 2	XI APL 3		

¹² Hery Sefriadi English Teacher in Eleventh grade at SMK SMTI Bandar Lampung in Academic year 2021/2022

1	<70	17	18	1	54	57%
2	≥70	16	13	1	41	43%
Total		33	31	31	9	100%

Source: the data from the English teacher of SMK SMTI Bandar Lampung

In this table above 1.1 it can be seen that there are many students who get a score under Criteria of Minimum Mastery (CMM). The English teacher of SMK SMTI Bandar Lampung said that the Criteria of Minimum Mastery (CMM) in English subjects for reading, especially in reading descriptive text at the school is 70. There are 95 students in three classes. from the table, there are 54 (57%) students got a score under CMM and 41 (43%) students got to score more than CMM. In conclusion that the students were still difficult if they read English especially in reading descriptive text, and their ability lack.

Based on the results of the student's questionnaire, there are several problems students faced in learning reading especially reading descriptive text. The problem is the students is a monotonous teaching technique also contributes to the low level of learning motivation among students, hard to read the English text, especially descriptive text, They are had lack of vocabulary, Difficult to find the main idea, andthe students feel bored and less enthusiastic about receiving lessons.

After interviewing the teacher and gave a questionnaire to the students, the research got the result that the several problems faced by the student its can come from the teaching-learning process. On this condition, was used Webquest as media and teaching reading, especially descriptive text to solve the problem because the teacher must find out how to

make them able to distinguish each kind of the text from another and the teacher also must try another technique in teaching reading. Webquest is a website page packaged with learning tasks and activities in which most or all the information that students work with comes from the website selected by the teacher¹³.

As argued by Segers and Verhoeven, WebQuests can be seen as a media that helps organize and develop the learning process in the class.¹⁴ And as indicated by Dodge, WebQuest as an inquiry-based activity in which most, or all, of the information used by the students has been retrieved from the World Wide Web.¹⁵ Based on the conclusion above theory WebQuest is media teaching makes students focus on how to use and find quality information and media that helps organize and develop the learning process in the class has been retrieved from the World Wide Web (WWW) and The purpose of the WebQuest is to train students to learn how to operate the Internet through the use of resources and the development of the internet

In this case, Teaching reading using WebQuest is one of the effective ways and can apply in any classroom in can help the student to learn and remember the material easily. Besides, by using Webquest the Teaching and Learning process will be more interesting so that the students will feel bored. In the background above, in this research the entitled "

¹³ Nanda Eka Pratiwi, et al. *The effectiveness of Webquest media in Teaching Writing Descriptive text*. Teacher Training and Faculty Tanjung Pura University Pontianak, Indonesia. Access on Vol 4 no 4 2015.

¹⁴ E. Segers, et al. *Learning in a Sheltered Internet Environment: The use of WebQuests*. *Learning and Instruction*, 19, 423-432. 2009.

¹⁵ Aisha Al-Shamisi, Saeed. *The Effect of WebQuests on Grade 11 Reading Comprehension and Student Perceptions of WebQuests*. College of Education Department of Curriculum and Instruction, U.A.E. University. *American International Journal of Contemporary Research* Vol. 6, No. 1; February 2016.

The Effectiveness of Using Webquest on Student Reading Comprehension in Descriptive Text.

C. Identification of The Problem

There are some problems that faced from the background above, as follows:

1. The students had difficulties in reading comprehension in the text, especially in Descriptive text.
2. The students were bored with the technique of the teacher
3. The learning process not interesting

D. Limitation of The Problem

Based on the identification of the Problems, this research focused on the Effectiveness of using Webquest on Students' Reading Comprehension in Descriptive text at Eleventh grade of SMK SMTI Bandar Lampung in Academic year 2021/2022

E. Formulation of The Problem

In this research, the formulation of the problem :

Is there any significant influence of Using Webquest on Students' Reading Comprehension in Descriptive text at Eleventh grade of SMK SMTI Bandar Lampung in Academic year 2021/2022?

F. Objectives of The Research

Based on the formulation of the problem, the objective of the research :

To find out whether there is a significant influence of using Webquest on Student Reading Comprehension in Descriptive text at Eleventh grade of SMK SMTI Bandar Lampung in Academic year 2021/2022

G. Significance of The Research

From the findings of this study, it is hoped that there will be benefits to teachers, students, and other researchers. There are:

1. Theoretically: to support previous theories about the Effectiveness of Using Webquest on Student Reading Comprehension in Descriptive text.
2. The practical significance of the research in the study is still in the scope of education. In general, it is supposed that the results of this research can give a contribution to teaching reading. In particular, it can be exploited:
 - a. For the school to find out the quality of Reading Comprehension of Descriptive text.
 - b. For the teacher, this research will help English Teachers of to find out the appropriate media to teach reading in Descriptive text.
 - c. The student finding of the research will also be useful for the students to improve their Reading Comprehension, especially in Descriptive text.

H. Relevant Research

There are several previous research which is relevant to this research.

1. Using Webquest to Improve students' Reading Comprehension¹⁶

This study is aimed to improve students' achievement in reading comprehension Using WebQuest. This study was conducted by using classroom action research. It was carried out in two cycles including 6 meetings. Based on the research, it is proven that teaching reading to elementary students by using Webquest simultaneously improves students' reading comprehension. However, it is worth noting that using Webquest is effective and efficient if the activities and materials involve the students

¹⁶FitriWidyarini. *Using WebQuest to Improve Students' Reading Comprehension*.

2. The effect of Web-quest on students' Reading Comprehension and Reading Attitude at SMKN 4 Kendari¹⁷

This study aims at investigating the effect of the Webquest model on the students' reading comprehension achievement and reading attitude at SMKN 4 Kendari. A true experimental research design is employed in this study. A true experimental research design is employed in this study. The analysis is done with descriptive statistics. These hypotheses are tested using an independent sample t-test. The findings reveal that there is a statistical difference between scores of the experimental and control group on the posttest

3. The impact of using Webquest on EFL students Reading Comprehension at FKIP Unismuh Makassar¹⁸.

The objective of this study is to find out the impact of using WebQuest in teaching reading comprehension which consists of the students' improvement of literal reading comprehension in terms of the main idea and supporting details. This study used pre-experimental. In collecting data, the researcher took the data from pre-test and post-test. The population of the research was the third semester at FKIP Unismuh Makassar that consisted of 20 students.

I. Systematics of The Research

In the preparation of the research, there were five chapters, as follows:

1. Chapter I

It contains an introduction, which describes the research in general about the problems that underlie this research in

¹⁷Aswira et al. *The Effect of Web-quest on Students' Reading Comprehension and Reading Attitude at SMKN 4 Kendari*. Volume 3 No. 2, 2018. *Journal of Language Education and Educational Technology*-ISSN: 2502-3306

¹⁸Maya Soraya. *The Impact of Using Webquest on EFL Students Reading Comprehension at FKIP Unismuh Makassar*. 2021. Unismuh Makassar

chapter I, the author describes the background of the problems, identification of the problem, limitations of the problem, formulation of the problem, the objective of the problem, and significance of the problem, relevant of the problem, and the last is the systematics of the research.

2. Chapter II

Describes the literature review and hypothesis used by the author, after the author has explained the introduction in chapter I, the next step is to strengthen the assumptions with the theory as the basis because a strong theoretical foundation will support this research process into good research.

3. Chapter III

After the assumptions that the author put forward with the theory reinforced in chapter II above, in chapter III the author explains the research method that the author uses, the author describes the time and place of the research, research design, population, sample, and the data collecting technique, operational definition of variables, research instrument, validity, and reliability of the instrument, fulfillment of the assumption and hypothesis testing.

4. Chapter IV

The next chapter finds and discusses the data obtained to produce research findings.

5. Chapter v

In this chapter all the data that has been found, then it is decided to conclude to answer all the problems in chapter I, besides this closing chapter the author provides recommendations based on conclusions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting research and data analysis, it can be concluded as follows: There is significant effect of using Webquest on Student Reading Comprehension in Descriptive Text at Eleventh grade of SMK SMTI Bandar Lampung in Academic year 2021/2022. Because of the results of the data collected in the previous chapter where the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

Based on the result of data analysis in previous chapter, the researcher concluded that there was significance effect of using Webquest using Webquest on Students Reading Comprehension in Descriptive text. It was supported by the result of T-test sig (2.Tailed) of the equal variance assumed in the paired sample test table where the sig (2.Tailed) is 0.000. it was lower than $\alpha = 0.005$ and it means that in hypothetical test H_a was accepted and H_o was rejected.

Therefore, the Webquest as a media and technique could motivate the students to increase and interesting. It was supported by the students scores, they received higher score after the researcher gave a treatment by using webquest as way of learning reading. In other words, webquest media and technique had significant effect using Webquest on Students Reading Comprehension in descriptive text at eleventh grade of SMK SMTI Bandar Lampung in Academic year 2021/2022

B. Suggestion

Based on the result of this research, the researcher proposed suggestion as:

1. To the Teachers
 - a. English teachers are advised to consider media and techniques in teaching, for example they can apply webquest as a way of teaching reading comprehension because it can help students increase reading more easily. An activity reading comprehension descriptive text that is equipped with additional information.
 - b. In order to avoid students misunderstanding the technical guidelines, the English teacher should provide detailed explanations to students regarding the procedure for using webquest.
2. To the Students
 - a. In order to improve their reading comprehension, students should read, learn, and practice more English material. Thus, they can improve their English skills to be better.
 - b. The students are suggested to improve their motivation to learn English in order to improve their reading comprehension in descriptive text . They should never give up on learning English and read descriptive text as much as possible
3. To Other Researcher
 - a. The upcoming researcher should explore how media Webquest can be applied to other types of text, not just descriptive text.
 - b. The researcher applied the Webquest as a media and technique to increase students' Reading comprehension in learning descriptive text . Further, other researchers should conduct this media and

technique on different skill aspects or components of English.

- c. Other researchers can apply this media and technique on different English skills such as in speaking or listening.



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