THE IMPACT OF USING WEBQUEST ON EFL STUDENTS READING COMPREHENSION AT FKIP UNISMUH MAKASSAR

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ARTICLE INFO	ABSTRACT
	The objective of this study is to assess out the impact of use of WebQuesrt in teaching reading comprehension, which consists of improving students' understanding 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. The results of the research showed that te students' mean score of the pre-test before treatment was 52.30%. While after treatment, the mean score of post-test was 94.90%. The result of the data analysis indicated that there was a significant improvement in the students' reading ability after being taught using WebQuest. It was proved by the result of the statistical analysis of the degree significance $p=0.05$ with degree of freedom $(df)=19$ indicated that the t-test (3.6) and t-table is (2.093) and significant. (2-tailed) 0.000. This suggests that the data of post-test as the final result gave the significant improvement. It's concluded that the use of WebQuest is able to give greater contribution in teaching and learning reading comprehension.

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INTRODUCTION

English is a foreign language used as a means of communication in many countries and plays a major role in many areas of life, including politics, industry, trade and diplomatic relation. In addition, English cannot be separated from technological, scientific, economics and educational development. As a result, the Indonesia government has accepted that English is a foreign language in Indonesia.

Harmer (2003) notes that all four basic language skills are listening, speaking, reading and writing. These four skills should include the teacher in the teaching and learning process

in the class room. Speech and writing refers to effective abilities when reading and listening to responsive skills.

Reading is one of the most critical language skills that students need to master. Through this activity, students will create their own language and experience. They got the details and the insights they need to hear. They were even able to know what they didn't know before.

There are many kinds of reading text in reading, such as narrative, recount, report, descriptive, explanation, analytical exposition, hortatory exposition, procedure, news item and so on.

Almost students can't understand reading well, can't draw the conclusion they've read and can't decide the main idea of reading. According to Dwiarti (2005), there are four difficulties faced by students in seeking the main idea of the text: 1) lack of interest in reading, 2) lack of background information, 3) lack of vocabulary, 4) lack of knowledge of the parts of the paragraph.

Based on my observation in English Department students at Muhammadiyah University of Makassar, especially in terms of reading comprehension, it is tough to understand what they are reading, and it is difficult to find the main ideas they read because most students are not interested in reading books. After all, books can make students bored and bored with thickness book.

To improve reading comprehension, one of the most valuable tools for students that technology and the Internet because since it is quite advanced in this era, most students are already using technology and the Internet. There are actually quite a few students who are more interested in seeking knowledge on the Internet than any other media. And information related to learning materials. The limited selection of educational media in schools makes students more interested in using the Internet as a learning resource.

WebQuest is really useful to students because students can get rid of boredom in their studies because they are directly connected to the Internet or face their real language and the real world. The WebQuest structure can consist of short periods of one to three classes and long periods of up to one month.

RESEARCH METHOD (bold, 12pt)

In this research, the researcher used pre-experimental design with one-group pre-test–post-test design. In this research design, there was no control group. The researcher gave pre-

test to student, then, researcher gave the students' treatment about reading comprehension using WebQuest. After treatment, the researcher gave the student post-test.

This study used quantitative method, which are data produced by numerical and analyzed using mathematical and statistical method. The third semester students population of Universitu Muhammadiyah of Makassar in the academic year 2020/2021. The total population of approximately 132 students in divided into six grades. Twenty students have been sampled for total sampling. Which has been used as a sample of this study. Thus study uses the SPSS20 application to interpret student data and validate the test.

RESULT AND DISCUSSION

The findings of the research deal with the effectiveness of using WebQuest in teaching reading comprehension at FKIP Unismuh Makassar.

1. The effectiveness of using WebQuest in teaching reading comprehension before and after the treatment.

Improved of the students' literal reading comprehension could be seen in the following table:

Table 1. The Mean Score of students' literal reading comprehension in Experimental Class

No	Indicator	Mean Score		Improvement
		Pre-Test	Post-Test	
1	Main Idea	2.05	3.5	70.73%
2	Supporting Details	2.1	3.75	78.57%

Centered on the table above, it was seen that there was a disparity between the students pre-test and post test scores in literal reading comprehension. The data analysis indicates that the overall student grade changed from pre-test to post-test. Until pre-test treatment was administered, the average students score for reading narrative text in terms of the main idea was 2.05, and the average student score for reading narrative text in terms of supporting details was 2.1. Most of students did not know how to structure the text. It was because that they did not understand how to treat any aspect of the text. After that, the researcher provided care using WebQuest, and the students' performance changed. It shows in post-test the students' mean score in reading narrative text in term of main idea 3.9, and the students' mean score in reading narrative text in term of supporting details was 3.75.

2. The significance Improvement of Students' Literal Reading Comprehension

The Improvement of the students' literal reading comprehension could be seen in the following table.

Table 2. The Mean Score of The Significance Improvement of The Students Literal Reading Comprehension in Experimental Class.

Variable Each Class	Mean Score		Improvement
	Pre-test	Post-test	
Experimental Class	52.30	94.90	81.45

Table 2 showed that there was a substantial gap in the overall pupil literal reading comprehension between pre-test and post-test. The data analysis indicates the average student score changed from pre-test to post-test. Until applying the pre-test procedure, the pupil average literal reading comprehension was 52.30. Since applying therapy or post-test to the traditional approach, the overall pupil score increased to 94.90 for literal reading comprehension. It could be seen in the following graphic:

3. The Rate Percentage and Frequency of the Students' Literal Reading Comprehension in Experimental Class.

In order to know the students' reading comprehension, the score of the literal comprehension in terms of main idea and supporting details observed as follows:

Table 3. The Rate Percentage and Frequency of the Students' Literal Reading Comprehension in Experimental Class.

No	Classification	Pre-Test		Post-Test	
		F	%	F	%
1	Excellent	0	0%	14	70%
2	Very Good	0	0%	0	0%
3	Good	0	0%	6	30%
4	Fairly Good	5	25%	0	0%
5	Fair	0	0%	0	0%
6	Poor	14	70%	0	0%
7	Very Poor	1	5%	0	0%
	TOTAL	20	100%	20	100%

Based on the table 3 reveals that before care, there were 5 students (25%) got 'Fairly Good', 14 students (70%) got 'Poor' and 1 student (5%) got 'Very Poor'. And after the treatment was given, there were 14 students (70%) got 'Excellent' and 5 students (30%) got 'Good'. Based on the result, the researcher concluded that the rate percentage and frequency in the post-test was higher than the rate percentage in the pre-test.

4. Hypothesis Testing (T-Test of Significant)

The hypothesis was tested by using a t-test to check whether the students' ability to use WebQuest was significantly different from the students' improved conventional approach. The hypothesis testing between the pre-test and the post-test can be known by using the t-test. The result of significant analysis of the level of significance of 0.05 with degree of freedom (df) = N-1: where N: number of students was 20. It could be seen as follows:

Based on the value of significance 0.05 and the degree of freedom (df)=19 above, the value of the t-table = 2.093. The result of t-test can be found in the following table:

Table 4. The Significance of Students' Reading Comprehension

Value	T-Test	T-Table	Comparison	Classification
Post-Test	3.6	2.093	t-test>t-table	Significance Different

Table 4 showed that the t-test value was greater than t-table value and in the t-table for α= 0.05 and degree of freedom (df) = t ratio was 2.093. Based on the calculation, the t-test value was greater than the t-table ration 3.6>2.093. According to this result, it could be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. There was a significant difference between pre-test and post-test students.

The research concerned the use of WebQuest in improve students' reading comprehension, which focused on students' literal reading comprehension at third semester of Muhammadiyah Makassar University. This research finding that the students' reading comprehension by applying using WebQuest showed the improvement of the students' reading comprehension in teaching and learning process. From the improvement was supported by mean score and percentage of the students' pre-test and post-test result, it was relatively fair to state that the application of using WebQuest in teaching students reading comprehension at the third semesters of University Muhammadiyah Makassar could improve the students' reading comprehension in literal reading comprehension.

CONCLUSION

Based on the research findings and discussion in the previous, the researcher draws conclusion in the following statement. The application of using WebQuest in teaching reading comprehension improved the students' reading comprehension more significantly at third semester students of Muhammadiyah University of Makassar in academic year 2020/2021.

In level of students' reading comprehension, the avarage students' score improved from pretest to posttest. The avarage students' pretest score was 53,30 and was classified as poor. After, applying treatment the students' literal comprehension improved. It is score in the post-test was 94,05 and was classified as fairly good. Thus, the students' improvement in reading comprehension was 79,82%.

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