THE EFFECT OF WEBQUEST STRATEGY ON STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF SMA NEGERI 14 PEKANBARU

A THESIS

Intended to Fulfill One of The Requirements for The Award of Sarjana Degree in English Language Teaching and Education Islamic University of Riau

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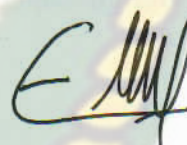Faculty   : Teacher Training and Education

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I acknowledge that this research belongs to my own work, except some theories which quoted or taken from some various sources including to references. I am responsible for data and facts which are contained in this thesis.

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ABSTRAK

Erna Marlisa, 2018, Pengaruh Strategi Webquest terhadap Pemahaman Membaca Siswa di Kelas Dua SMA Negeri 14 Pekanbaru.

Kata kunci: Membaca, Strategi WebQuest

Strategi WebQuest dianggap sebagai salah satu strategi paling penting yang menghubungkan antara perencanaan pendidikan dari proses pendidikan dalam bentuk yang akurat dan antara menggunakan Internet. Ini dianggap sebagai pola pendidikan konstruktif yang didasarkan pada model pembelajar sebagai pengembara dan penjelajah, dan itu meyakinkan interaksi antara peserta didik dan guru selama proses pendidikan. Selain itu, itu mencerminkan ide pengajaran modern yang bergantung pada teknologi terbaru sebagai sumber pengetahuan.

Penelitian ini adalah penelitian eksperimental. Sampel adalah kelas dua di SMA 14 Pekanbaru pada tahun akademik 2017/2018. Total sampel penelitian ini adalah 76 siswa, 38 siswa XI IPA 3 sebagai kelas kontrol dan 38 siswa XI IPA 4 sebagai kelas eksperimen. Total pertemuan kelas eksperimen adalah enam pertemuan, yaitu pre-test, perawatan empat kali, dan post test. Instrumen penelitian ini adalah tes pilihan ganda. Itu terdiri 25 item.

Temuan penelitian menunjukkan bahwa perbaikan dapat dilihat dari skor sig. (2-tailed). Probabilitas sig. (2-tailed) adalah 0,000 kurang dari 0,05. Oleh karena itu, ada perbedaan yang signifikan dari pemahaman bacaan siswa yang diajarkan dengan menggunakan Strategi Webquest untuk kelas eksperimen. Dengan demikian, ada pengaruh yang signifikan dari Strategi Webquest pada Pemahaman Membaca Siswa di Kelas Dua SMA Negeri 14 Pekanbaru.

ABSTRACT

Erna Marlisa, 2018, The Effect of Webquest Strategy on Students' Reading Comprehension at the Second Grade of SMA Negeri 14 Pekanbaru.

Keyword : Reading, WebQuest Strategy

WebQuest Strategy is considered one of the most important strategies that links between the educational planning of the educational process in an accurate form and between using the Internet. It is considered a constructive educational pattern that based on the learner model as a traveler and explorer, and it assured the interaction between the learners and the teacher during the educational process. Additionally, it reflects the idea of the modern teaching that relies on the latest technology as a source of knowledge.

This research was experimental research. The sample was the second grade at SMA 14 Pekanbaru in academic year 2017/2018. The total sample of this reserch was 76 students, 38 students of XI IPA 3 as control class and 38 students of XI IPA 4 as experimental class. The total meetings of experimental classs were six meetings, those were pre-test, treatments four times, and post test. The intrument of this research was multiple choice test. It consisted 25 items.

The research findings showed that the improvement could be seen from the score of sig. (2-tailed). The probability sig. (2-tailed)was 0.000 less than 0.05. Therefore, there was significant difference of students'reading comprehension taught by using Webquest Strategy for experimental class. Thus, it can there was significant Effect ofWebquest Strategy on Students' Reading Comprehension at the Second Grade of SMA Negeri 14 Pekanbaru.

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     Finally, the researcher realized that this thesis is still far from being perfect. Therefore, cronstructive critics and susggestions from the readers will be more appreciated. The researcher hopes that this thesis can be useful for development of education.

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TABLE OF CONTENT

CHAPTER IIIRESEARCH METHODOLOGY

CHAPTER IV RESEARCH FINDING

CHAPTER V CONCLUSION, IMPLICATION AND SUGGEESTION

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

1.1 Background of the Problem

Reading is very important for study purposes, careers, or simply for pleasur. By reading, we can get much information and pleasure. Reading is a form of communication, information and ideas are exchanged between writer and reader in the act of communicating. The form of written text which read by the reader can be a communication way to deliver the idas of the writer about some particular information. This information will be a new knowledge or as an entertainment which is needed for the reader.

Reading comprehension is a very important skill which should be mastered by students. It is not only related with a student's ability in reading but also with his or her ability in understanding the text. Reading comprehension leads a students to effective reading, that is, helping his or her understand a text in a more effective way. Certainly, he or she must apply a reading caomprehension strategy in which there are steps or regular procedures available for use.

According to the school based curriculum 2013 provides Reading as one of the skiils taught and learned to improve English achievement. Teachers use various strategies to increase students motivation in learning english. According to syllabus at the second grade the students learn several genres such as procedure text, explanation text and analytical exposition text.

Based on the observation on Monday, 07 August 2017, the writer got the information that the minimum criterion of standard (KKM) of English subject at SMA Negeri 14 Pekanbaru is 70. In reading, the students are expected to be able to read aloud, use kind of sentence to express information, idea and event. The students have to comprehend kinds of the texts that they learn. In tis research, the researcher used the analytical exposition text as material.

After having interview with the English teacher in SMA Negeri 14 Pekanbaru the writer got information some students problem in reading learning process. Firstly, students still difficult finding main ideas. They usually lack of ideas when their teacher ask them about the topic. The students could not develop their ideas. It means that the students get difficulties about how to express what in their mind.

Second, the students have limited vocabularies which cause difficulties in understanding a reading text well. They just know the familiar vocabularies with them, that often is found in the text. Sometimes they forget the new vocabularies that have found and they are hesistant to remember new words, because they often get bored with it.

Third, students also face the problem of lack motivation and interest in reading because they always face the same activities or situation when they learn reading. They just read the text, open dictionary to find difficult words and translate the text. They always do this when they read. Finally, students feel bored and think it is difficult to study reading.

Various strategies are possible to be applied in helping students getting better understanding and remembering information in content reading materials. Various strategies are used to improve reading comprehension that include training the ability to self assess comprehension, actively test comprehension using a set of question. And one of the strategy that can used to improve reading comprehension is WebQuest Strategy.

The WebQuest Strategy is defined as purposeful educational activities, guided by enquiry that depends on searching processes in the Internet to reach the correct information with less time and effort and to develop the students' mental capabilities. It is an educational mean which aims at presenting a new learning system through integrating the Internet in the educational process, it is a flexible learning mean that can be used at all stages from school to the university, and even in all the courses and majors (Al-Hila &Nofal,2008:206).

Based on the statements above, the writer choose the WebQuest Strategy in helping students in SMA Negeri 14 Pekanbaru to organize the information in content reading material, and it would help students comprehend and remember the information easily because the school is integrating the internet and multimedia in teaching and learning process. WebQuest would be an appropriate Strategy which can be applied to help students to find relevant information in the texts. In order to use the power of technology to actively engage students with the text WebQuests make a good starting point for many language teachers.

The writer will held an experiment entittle "**The Effect of WebQuest Strategy on Students' Reading Comprehension at the Second Grade of SMA Negeri 14 Pekanbaru**".

1.2 Setting of the Problem

There are some problems that are found by students when they study reading. In this case, students face some problems.

Firstly, students still difficult to develop ideas. They usually lack of ideas when their teacher ask them about the topic. The students could not develop their ideas. It means that the students get difficulties about how to express what in their mind.

Second, the students do not understand to comprehend reading text and have limited vocabularies which cause difficulties in understanding a reading text well. They just know the familiar vocabularies with them, that often is found in the text. Sometimes they forget the new vocabularies that have found and they are hesistant to remember new words, because they often get bored with it.

Third, students also face the problem of lack motivation and interest in reading because they always face the same activities or situation when they learn reading. Students do not know what will they do to help them comprehend the text. They just read the text, open dictionary to find difficult words and translate the text. They always do this when they read. Finally, students feel bored and think it is difficult to study reading.

1.3 Limitation of the Problem

Based on identification of the problem above, it can be seen there are three problem stated in this study. In this research, focus on the problem of students' reading comprehension. The research limit the problem to be researched that was reading comprehension of analytical exposition text that indicators as Thesis, Arguments and Reiteration.

1.4 Formulation of the Problem

Based on the background above, the formulation of the problem can be stated in the following question :

Is there any significant effects on Students' Reading Comprehension by using WebQuest Strategy at the Second grade of SMA Negeri 14 Pekanbaru?

1.5 Objective of the Research

Based on the problem above, the objective of this research is to find out whether there is significant effect on Students' Reading Comprehension by using WebQuest Strategy at the second grade student's of SMA Negeri 14 Pekanbaru in the academic year 2017/ 2018.

1.6 Significance of the Research

The result of this research is expected to contribute something for the development of English teaching and learning process, especially to the students, the teacher of English and the writer. They are as follows:

1. The students can develop their reading comprehension through WebQuest Strategy

2. The English teacher will get valuable information of the effectiveness of teaching reading comprehension through WebQuest Strategy.

3. The writer will get more knowledge and experience in conducting this research, especially about teaching reading comprehension through WebQuest Strategy

1.7. Definition of the Key Terms

The title of this research is "The Effect of WebQuests Strategy on Students' Reading Comprehension at the second grade of SMA Negeri 14 Pekanbaru". In order to avoid misinterpretation of this term in tittle above, this research clarifies and specifies each terms as follow :

1. WebQuest Strategy : defined as purposeful educational activities, guided by enquiry that depends on searching processes in the Internet to reach the correct information with less time and effort and to develop the students' mental capabilities (Al-Hila &Nofal,2008:206)

2. Reading Comprehension : is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012)

CHAPTER II
THEORETICAL FRAMEWORK

2.1 Relevant Theories

Reading is one of English skill that should be learned by students. By reading, students can express their feeling, ideas and get information from general to specific one. Also reading is often underestimed by the students. With the mastery on reading, the srudents are expacted to fulfill their need on information. Reading activity needs the reader skill to comprehend, to content of reading materials and intention of the author. It means this activity requires the reader's power of thought the printed language.

Reading is a complex cognitive process in which a reader decodes the symbols or printed messages into sounds (Grabe & Stoller, 2002). It means that reading is an activity to get information from written text. In this activity, there is interaction between the author and the writer because the writer delivers her/his idea to the readers through the texts. The reader can also improve their understanding through reading activity. In this case, reading is very useful activity that should be done as a habit for everybody because reading will enlarge their knowledge about something.

Furthermore, Freide & Macedo (1998) says that reading is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs; there is thus an essential interaction between language and thought in reading. In this

sense, reading not only includes encoding the language or the written word, it also goes beyond the information in relation with the world.

According to Walker (2000) Reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response. It means, a learner need to be active in interacting theirself into a text to get more knowledge to be explored during time in learning. In addition, reading as a complete process with involve the whole self of the reader, memory, experience, brain knowledge, language psychology and emotional states and sensory through the eye.

Based on the definition above, the writer concludes that reading is not only produce the sound, but reading needs understanding to get the meaning of the words. Reading is also an active process, in which the reader tries to comprehend by involving the whole self of the reader, memory, experience, brain knowledge, etc. So, There is interaction between the reader and the author. And the goal of reading is comprehension or the ability to find the meaning of what we have read and answer the question based on the text.

2.1.1. The Concept of Reading Comprehenion

Effective reading comprehension is the culmination of mastering vocabulary, phonics, fluency, and reading comprehension skills. Person having good comprehension skills is considered as active reader, with an ability to interact with the words by understanding its complete meaning and the concept

behind it. Thus skill of reading comprehension distinguishes an active reader from a passive reader who just read the text without getting its meaning.

Kintsch (1998) and van Dijk and Kintsch (1983) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge.

Ahmadi, Hairul, and Pourhosein Gilakjani (2012) stressed that reading comprehension is one of the significant elements in language learning because it provides the foundation for a substantial amount of learning in EFL learners.

Comprehension is the essence of reading and the active process of constructing meaning from text (Durkin, 1993).

In order to have good reading comprehension, the readers have to know the ways all the strategies how to understand the meaning of the words they read. There are some strategies that can help the readers how to have affective reading comprehension.

a. Reading Comprehension Strategies

Reading comprehension teaching aims at :

1. To let better grasping of the context, sequence and the characters narrated in text.

2. Certain part of the text can confuse readers. Reading comprehension skill work on this aspect to get the clear idea if the meaning of the text.

3. Helps to create the questionnaire based on the text about its theme or idea. It often helps in better understanding of the said paragraph.

4. It helps to link the event of narration with our previous experiences and predict the next probable event in the course based on the information given in the narration.

b. Teaching Reading Comprehension

Some tips on teaching reading comprehension, they are :

1. Develop Vocabulary Powers.

Without knowing what words mean, comprehension is impossible. So, we must focus on developing the word power of children. Teaching students to look for word meanings in the dictionary is important. A good practice is to make children underline word, that they do not understand in the first reading and then discuss them in class.

2. Do not Proceed without Understanding

One good rule to follow in class is teaching children not to continue reading without understanding. Every sentences must be understood before they go for the next one. Make students feel free to ask their doubts if they don't understand.

3. Grasping the Heart of the Matter

Teach them how reading is made simples when you understand the heart of the matter or the central idea of a passage. That way, they can easily connect and understand what binds all the sentences together and what is really being talked about.

4. Using Contextual Clues

One thing to teach students is that reading is a lot like detective work. You need to figure out the meanings of sentences through the context in which they are used. Teach them to question every line until the meaning is made clear, relevant to the context. It is all a matters of practice.

5. Visualizing what is written

One of the simplest ways of mastering reading comprehension is visualizing what you read. Encourage students to visualize what assignment, encourage children to visualize as they read. It is all about teaching reading strategies that help them to look beyond those black words printed on white and see the thoughts, images and ideas they represent.

2.1.2 The Concept of Analytical Exposition Text

Analytical exposition text is one of some genres of text that are learned in Senior High School expecially in second grade. According to Atikah (2010) Analytical exposition text is a text that is to analyze, elaborate, and persuade by giving arguments for the readers. It is a text that elaborates the writer's idea about the phenomena happened around us. To make the persuasion stronger, the reader or writer give some arguments as the fundamental reasons why something is the case.

Beside, Petter (2005) states that analytical exposition text is a text type which clearly focuses students on the purpose argument; that is, putting forward a viewpoint and providing evidence to support it. Analytical exposition text that elaborates the write's idea about the phenomenon surronding. Therefore, to make arguments, we can see the phenomena happen arround us.

Based on the definitions above, analytical exposition is a kind of text presenting ideas and arguments in order to convince readers that something is the truth or reality.

2.1.3 The Component of Analytical Exposition Text

According to Anderson and Anderson (1997) analytical exposition text have three components. They are constructing an exposition, language feature an exposition and generic structure which can be explained as follow;

1. Constructing an analytical exposition

   In constructing an analytical exposition text, there are three basic steps, the first step is called as an introductory statement that gives the author's point of view and previews the arguments that will follow-in some texts, the opening statements may be attention grabbing. The second step is constructing a series of arguments that aim to convince the audience, pictures might also be used to help persuade the audience. The last one is constructing a conclusion that sums up the arguments and reinforces the author's point of view.

2. Language features of an analytical exposition text

The language features of analytical exposition consist of three kinds. First, the use of words that shows the author's attitude, or we usually call it as modality. The second one is the use of words to express felling or we usually call it as emotive words. The last one is the use of words to link cause and effect.

3. Generic structure of analytical exposition

The generic structure of analytical exposition consists of three main parts: thesis, arguments and reiteration. The first part is called as thesis. Thesis is used for introducing topic and indicates the writer's position. Besides, thesis is also used as the outline of the main argument, to be presented. The second part is called as argument. The use of arguments is to restate main argument outlined in preview. It consists of the elaboration, development, and support to each point of argument. The last one is reiteration. It is usually used for restating the writer's position and to conclude the whole argument.

In conclusion, based on the explanation above, the researcher concludes that analytical exposition text is a kind of text that is used to persuade someone to think about something to be a case. There are three characteristics in analytical exposition text. They are social function/ purpose, language features, and generic structure/ text organization.

2.1.4 Social Function and Purpose of the Analytical Exposition Text

According to Martin (2001) The function of analytical exposition text is to explain some aspect of the world and bring the addressee to share the writer's point of view. It means analytical expotion text which is used to put forward a point of view or an argument.

While Mali and jali (2007) says that the social function or the purpose of the analytical exposition is to argue and give reasons for particular point of view of an issue. From the idea above, it clear that an analytical exposition not only a common reading text but it also need the reader to persuade, analyze the topic, interpretation the text because of the writer gave an opinion about their a point of view.

Example of Analytical Exposition Text :

Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the facts. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen times greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking, however is not good for health both the smokers themselves and every body else.

2.1.5 The Concept of WebQuest Strategy

WebQuest Strategy is considered one of the most important strategies that links between the educational planning of the educational process in an accurate form and between using the Internet. It is considered a constructive educational pattern that based on the learner model as a traveler and explorer, and it assured the interaction between the learners and the teacher during the educational process. Additionally, it reflects the idea of the modern teaching that relies on the latest technology as a source of knowledge (Lacina, 2007; Wang & Hannafin, 2008).

The WebQuest Strategy is defined as purposeful educational activities, guided by enquiry that depends on searching processes in the Internet to reach the correct information with less time and effort and to develop the students' mental capabilities. It is an educational mean which aims at presenting a new learning system through integrating the Internet in the educational process, it is a flexible learning mean that can be used at all stages form school to the university, and even in all the courses and majors (Al-Hila &Nofal,2008:206)

Dodge (1998) defines a 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. Successful WebQuests have certain key components: an introduction, a task, sources, a process, evaluation and a conclusion (Dodge, 1997; March, 1998).

Based on the some defenitions above, the writer can conclude that WebQuest is a fun educational activity that connect to internet. Students can enjoy the educational process and get more information from World Wide Web they are reading.

2.1.6 Teaching Reading with WebQuest

Using WebQuest gives students the opportunity to be exposed to many resources while they are in the classroom. According to Goodard (2002) stated teachers who capitalize on the relationship between technology and education reform can help students develop higher-order thinking skills and function effectively in a world beyond the classroom. WebQuests are perfect examples of constructivist learning. The teacher presents a big idea question, and provides appropriate resources and instructional strategies so the students can explore and discover the information to answer important questions.

An inquiry-oriented activity is wrapped around big idea questions as well as learning standards and objectives and it should provide authentic tasks to engage students in exploring and creating their own understanding about a topic (Coffman, 2009) in (Umi,2011:39).

Dodge (1998) defines a 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. The web quest consists of the following elements (Ismael & Abdo, 2008) :

1. Introduction : that provides the students with the cognitive background about the lesson's topic in a way that induces their motivation.

2. The Task : it is the most important and basic part of the web quest and includes the sub tasks, such as the collection, design, creative production, persuasion and issuing the rule, and other tasks.

3. The process : at this stage the mechanisms are determined and explained clearly to the students, also the steps they will make to accomplish toe educational tasks.

4. The Sources : at this stage a list of available sources is determined which cover the students cognitive needs, to be designed professionally and reliably.

5. Evaluation : this stage considers an important component of the web quest, so the students will be able to perform the self-evaluation and compare what they had learned and accomplished and the teacher evaluates his students, work at the previous stages.

6. Conclusion : at this stage we should place a set of recommendations regarding the web quest work, and about the students work and the results they had reached, encouraging them to apply what they had learned of experiences to other settings.

Many researchers have recommended the use of WebQuests for teaching English as a second language. This is because they can be designed to: Promote autonomous learning and foster literacy, improve reading comprehension, help in acquiring knowledge, develop communication skills, promote effective use of time, provide motivation to learn, and increase cooperation (Luzón, 2002; Lipscomb, 2003; Torres, 2005; Koenraad &Westhoff, 2003&Luzón, 2007, and Prapinwong, 2008)

Using WebQuest, the teacher is able to present teaching materials which will be taught in the meeting or in the next meeting. The teacher can show the topic or issue related to the next materials. This can improve the students' motivation in learning because they have known what they will talk about. Here, stating the next materials is done in more exciting ways. As a consequence of using internet in learning through this, the teacher is expected to create a fun and suitable condition for the students to learn both in group and individually. The students work in a collaborative group which will discuss a series of questions maintaining a big topic. Actually, the learning materials are based on the standard of competences and basic competencies.

1.1.7 Advantages of the WebQuest Strategy

WebQuests have many advantages for both teachers and students(Wang & Hannafin, 2008).

A. Advantages for Teacher's :

1. WebQuests help teachers both understand and promote studentcentered pedagogy

2. They quell the apprehension teachers might have with respect to using technology in the classroom

3. Enabling teachers to efficiently use computer resources in classrooms

4. Providing them with an instructional framework to create meaningful online learning activities

5. That might be the reason that many studies indicated positive attitudes and perceptions of teachers to WebQuest

B. Advantages for Student's :

1. Allowing the student to become a more efficient researcher of the Internet, andprovides them with opportunities for students to use a technology tool such as Interne

2. Creating a positive attitude towards WebQuests and researching information using the Internet.

3. Expanding their critical thinking skills and allow themselves ownership of their own learning

4. WebQuests engage learners in real- world learning activities.

5. WebQuests increase student motivation. When students are motivated, they are likely to put in more effort, and their minds are more alert and ready to make connections.

6. Many WebQuest tasks are designed to address problems or issues that exist in the real world, which makes the task authentic.

7. In WebQuests, students use real, timely resources instead of dated textbooks and materials that are only presented from one point of view.

8. Although the textbooks offer valuable information, the WebQuests bring it to life for the students. Most WebQuests are tied to the Standards, and can therefore be substituted for the textbooks.

9. WebQuests are often cooperative in nature, requiring students to take on roles where they are part of a team that must accomplish the task. They have to become experts on a certain topic and share this information with their group. They know their teammates are counting on them to contribute to the completion of the final task.

10. WebQuest is a deep learning that involves constructing new knowledge through a critical thinking process.

11. It is supported by four underlying constructs: application, social skills and scaffolding.

12. WebQuest learning develops students' ability to apply what they have learned to new learning.

13. The WebQuest develops exploration skills and search strategies through important questions, investigation of resources.

14. It makes language learning come alive so as to allow learners to experience the use of target language in an authentic and meaningful way.

15. It develops the capabilities of the talented students

16. It makes the students deal with the sources of information efficiently and with high quality.

17. It works on exploiting the new technologies, including the internet, to achieve the educational goals.

18. It enhances the communication skills among students.

2.2 Relevant Studies

Evon Ragheb El khateeb (A Student of Faculty of Education Curriculum & English Teaching Methods Department at Islamic University of Gaza, 2012). He found some good results from the The Impact of Using WebQuests on the Palestinian Seventh Graders' English Reading Comprehension Skills and their Attitudes towards WebQuest. The results are : The WebQuests strategy added variety to the range of learning situations. Through the WebQuests strategy, the students played several roles as a thinker, problem solver, observer, and researcher. These roles helped them acquire and employ the reading comprehension skills in different situations more easily. The WebQuests strategy stimulated students towards an independent practice of English language instead of direct instruction. The WebQuests strategy was very effective in motivating shy students towards participation and interaction.

Aisha Saeed Al-Shamisi (A Ph.D Student College of Education Department of Curriculum and Instruction at U.A.E. University, 2016). The results of her study about "The Effect of WebQuests On Grade 11 Reading Comprehension And Student Perceptions of Webquests" strongly suggest that integrating WebQuests into English language teaching can increase reading comprehension performance. In addition, WebQuest users had a very positive attitude towards these tools in terms of improving their English reading comprehension.

Yousif A. Alshumaimeri and Meshail M. Almasri (2012). A research about "The Effects of Using Webquests on Reading Comprehension Performance of Saudi EFL Students" showed the potential of WebQuest use for promoting reading comprehension. Teachers and students do, however, need to be trained in order to use WebQuests more effectively in the blended learning classroom. The students of this study, only needed help to get started on the task and then managed to continue on their own with no difficulty.

Based on those past studies, the researcher states that WebQuest Strategy is really good to be applied in teaching and learning English Language. WebQuest users will improve their reading comprehensions through this strategy because of many advantages that they can get from using WebQuest. Beside that, the WebQuest Strategy also develop students' interest and motivation in reading comprehension skills in different situations such as oral and concrete messages, while the interaction can be done by new technologies and resources such as internet technologies and tools. Therefore researcher chooses the WebQuest Strategy to find "The Effect of WebQuest Strategy on Students' Reading Comprehension at the Second Grade of SMA Negeri 14 Pekanbaru" .

2.3 Conceptual Framework

The Effect of WebQuest Strategy on Students' Reading Comprehension at the Second Grade of SMA Negeri 14 Pekanbaru

Experimental Class	Control Class
PRE-TEST	PRE-TEST
TREATMENT (WebQuest strategy)	TREATMENT (Usual Method)
POST-TEST	POST-TEST

RESULT
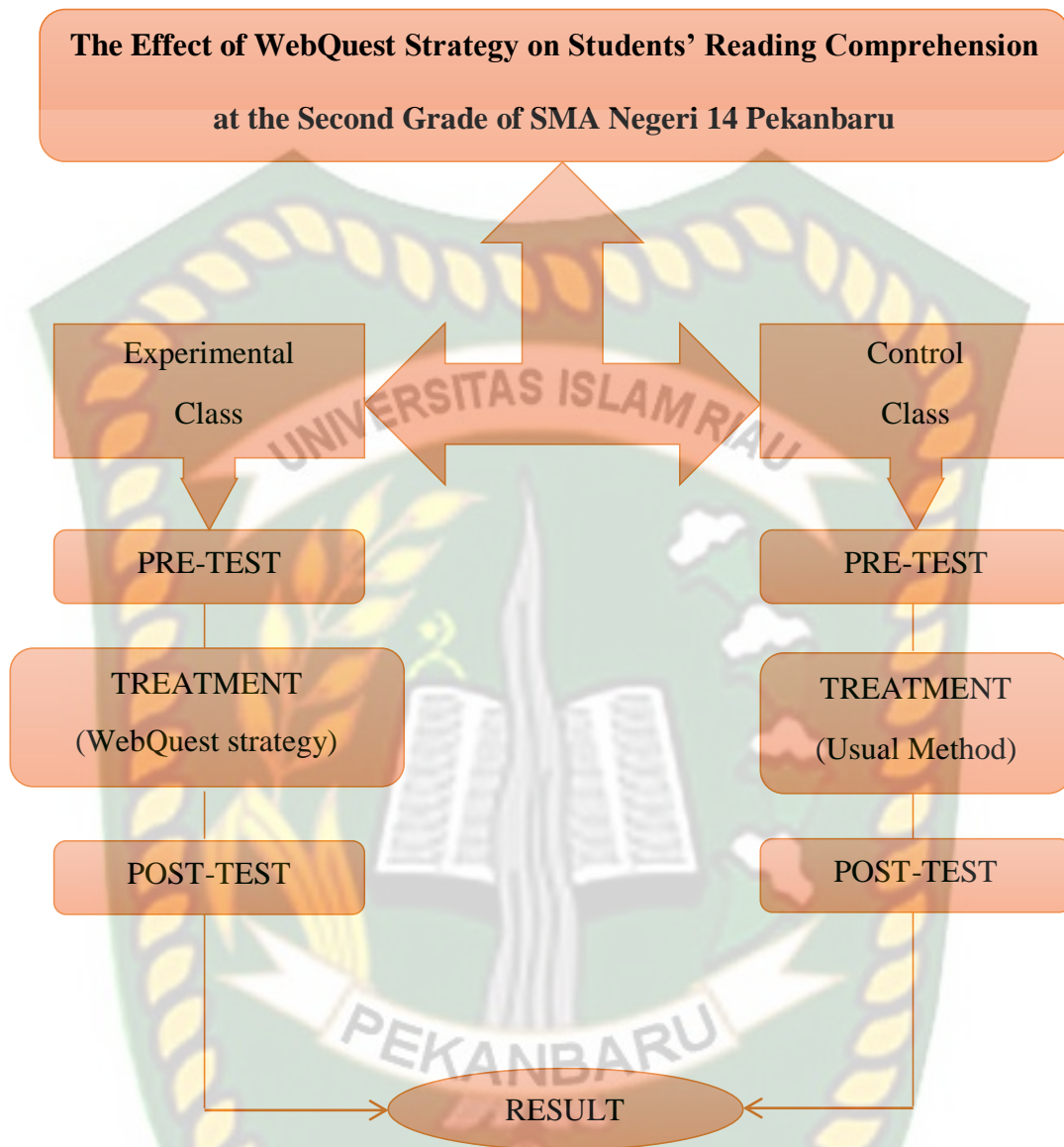
2.1 Figure of Conceptual Framework

2.4 Hypothesis

1. Null Hypothesis (Ho)

There is no significant Effect of WebQuest Strategy on Students' Reading Comprehension at the Second Grade of SMA Negeri 14 Pekanbaru in the academic year 2017/ 2018.

2. Alternative Hypothesis (Ha)

There is significant Effect of WebQuest Strategy on Students' Reading Comprehension at the Second Grade of SMA Negeri 14 Pekanbaru in the academic year 2017/ 2018.

CHAPTER III
RESEARCH METHODOLOGY

3.1.   Research Design

This research is experimental research. Generally, an experiment is concerned with changing one independent variabel and investigates the effect on dependent variables (Bryman, 2008; Cohen et al., 2010). The are two variables in my research : independent variable and dependent variable.

An independent variable is the variable you have control over, what you can choose and manipulate. It is usually what you think will influence the dependent variable. A dependent variable is what you measure in the experiment and what is affected during the experiment. The dependent variable responds to the independent variable. It is called dependent because it "depends" on the independent variable. In a scientific experiment, you cannot have a dependent variable without an independent variable.

The dependent variable in this research is students' reading comprehension and independent variable is webquest strategy. WebQuest Strategy which is applied to the students after the pretest is symbolized by (X) and student's achievement in reading comprehension is symbolized by (Y).

The variables can be drawn as :

Figure 3.1 Variables of The Research

Dependent Variable		Independent Variable
(X)		(Y)
WebQuest Strategy	→	Students' Reading Comprehensiom
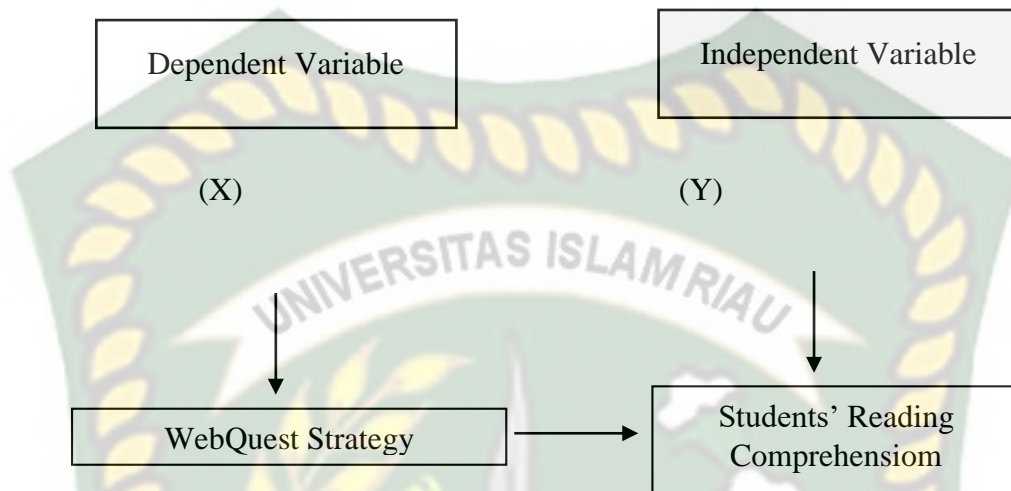
Table 3.1

The Research Design of Experimental and Control Group

Sample	Test	Treatment	Test
Experiment	Pre-Test	WebQuest Strategy	Post-Test
Control	Pre-Test	Without Strategy	Post-Test

3.2.   Location and Time of the Research

This research conducted at SMA Negeri14 Pekanbaru. It is located in Sei mintan street, Simpang Tiga, Bukit Raya, Pekanbaru. This research started on February-March 2018.

3.3. Population and Sample of The Research

3.3.1 Population of The Research

A population is a complete set of individuals or subjects having common observable characteristics. The population of interest could vary widely depending on the research question and purpose of the study.The population of this research is the second grade IPA students of SMA Negeri 14Pekanbaru. There are four classes. They are XI IPA 1, IPA 2, IPA 3 and IPA 4. The total of population is 148 students.

Table 3.2

The Distribution of Population of this Research

No	Class	Male	Female	Total
1	XI IPA 1	17	17	36
2	XI IPA 2	15	19	36
3	XI IPA 3	18	20	38
4	XI IPA 4	15	23	38
Total Number				148 students

1.3.2 Sample of The Research

Getting sample is very important in scientific research because the total number of population is usually too many. Because of the large number

of population, the researcher took sample as the representative of the population. The sample of this research is purposive sampling. Sugiyono (2010) stated that purposive sampling is a technique for determining sample with some specific considerations that aim the data obtained will be more representative. It means the researcher choose these class based on the several reasons. The researcher choose the class XI IPA 3 and XI IPA 4 as the experimental group because this class has more manageable class then the other classes (based on researcher interview with english teachear when doing observation before).

3.3 The Distribution of Sample of this Research

NO	ClASS	Number of Students	Sample
1	XI IPA 3	38	Control Group
2	XI IPA 4	38	Experimental Group
Total Number		76	

3.4.   Research Material

The researcher used analytical text material taken from internet and a text book of SMA/MA second grade. The materials will be taught as follows:

Table 3.4 Blue Print of Research Material

No	Meeting	Activity	Materi
1	Meeting 1	Pre-Test	1. The Importance Of Reading 2. The Problem of Being Too Fat 3. Fast Food 4. Global Warming 5. Smoking should Be Banned In Public Area
2	Meeting 2	Treatment 1	Social Media are Bad for Teenagers
3	Meeting 3	Treatment 2	Say No to"Drugs"
4	Meeting 4	Treatment 3	TV is Bad for Children
5	Meeting 5	Treatment 4	Stop Bullying
6	Meeting 6	Post-Test	1. The Importance Of Reading 2. The Problem of Being Too Fat 3. Fast Food 4. Global Warming 5. Smoking should Be Banned In Public Area

3.5. Instrument of the Research

An instrument is very useful in research use through the instrument we will know the result of the research. In this study the instrument used is text from internet and the test will be made by the writer consist of 25 items of multiple choice test. The tests consist of five passages of which five questions for each. The test will give to students for pre-test and post-test at the end of meeting. It will be related to their material. It used to know students' reading comprehension.

3.5 Blue Print of Instrument

No	Material	Indicator and Number of Items		
		Thesis	Arguments	Reiterations
1	The Importance Of Reading	1,2	3,4	5
2	The Problem of Being Too Fat	6,7	8,9	10
3	Fast Food	11,12	13,14	15
4	Global Warming	16,17	18,19	20
5	Smoking should Be Banned In Public Area	21,22	23,24	25

3.5.1 The Validity of The Test

Before the tests were given to the sample, both of tests had been tried out to 38 students at the second year. The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each

item. Item of difficulty was determined as the proportion of correct responses. The formula for item of difficulty is as follows:

P = B/JS

Where P   : index of difficulty or facility value

     B   : the number of correct answers

     JS   : the number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate.

The standard level of difficulty used is >0,30 and <0.70. It means that the item test that is accepted if the level of difficulty is between 0,30 – 0,70 and it is rejected if the level of difficulty is below 0,30 (difficult) and over 0.70 (easy). The

Based on the try out result, it was determined that there were some items tests were rejected because those items were too easy and too difficult. It means that they should be revised with new items that were appropriate ones. The result of try out is as follows:

Table 3.6

The Item Difficult of Try Out

Item Number	Item Difficulty	Result
1	0.97	Easy/Rejected
2	0.45	Accepted
3	0.34	Accepted
4	0.66	Accepted
5	0.66	Accepted
6	0.79	Easy/Rejected
7	0.68	Accepted
8	0.63	Accepted
9	0.58	Accepted
10	0.87	Easy/Rejected
11	0.63	Accepted
12	0.61	Accepted
13	0.68	Accepted
14	0.61	Accepted
15	0.68	Accepted
16	0.61	Accepted
17	0.26	Difficult/Rejected
18	0.63	Accepted
19	0.66	Accepted
20	0.47	Accepted
21	0.68	Accepted
22	0.66	Accepted
23	0.55	Accepted

24	0.37	Accepted
25	0.55	Accepted

Some items rejected were item number 1, 6, 10, 17. They had been revised.

3.5.2 The Reliability of The Test

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Reliability is of primary importance in the use of both public achievement and proficiency test and classroom test. There are some factors affecting the reliability of a test, they are:

a. The extent of sample of material selecting for testing

b. The administration of the test, clearly this is an important factor in deciding reliability.

Reliability is thus a measure of accuracy, concistency, dependability, or fairness of scores resulting from administration of a particular examination. If reliability is associated with accuracy of measurement, it follows that reliability will increase as error measurement is made to diminish. We actually quantify reliability so that we can be aware of the amount of error present in our measurement and the degree of cinfidence possible in score obtained from the test.

Then, Tinambunan in Dian Mujarokhim (2011) stated that the reliability for good classroom achievement tests are expected to exceed 0.0 and closed 1.00. He states that reliability of test is considered as follows:

0.00-0.20   : Reliability is low

0.21-0.40   : Reliability is sufficient

0.41-0.70   : Reliability is high

0.71-1.00   : Reliability is very high

In this research, the writer used software SPSS 24 version to calculate the reliability of test.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	**Valid**	38	100.0
	Excluded[a]	0	.0
	Total	38	100.0

Table 3.7

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized items[a]	N of Items
.526	.528	25

Table 3.8

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum/ Minimum	Variance	N of Items
Item Means	.509	.375	.625	.250	1.667	.007	25

The reliability of test was 0.53. It is categorized into high reliability level. It means the instrument accuracy involved in high level and this means good for a research.

3.6. Data Collection Technique

In conducting the data collection of this research, the researcher use the test. The researcher does a test before and after using the WebQuest. Pre-test is to know the students' ability in reading comprehension before using the WebQuest. While, post-test is to know the students' ability in reading comprehension after using WebQuest

3.6.1 Collecting Data for Experimental Class

The first meeting, the researcher will come to the classroom, making greeting, and check the students' attendance list. The researcher will give the pre-test and it will be collected on 60 minutes. The purpose of this test is to measure the students' reading comprehension before treatment by using WebQuest.

The second meeting, the researcher will give treatment. The treatment will be done during four meetings. In treatment, the researcher will give explanation of some topics about analytical exposition text that using WebQuest.

Finally, the researcher will give the post-test to the students at the last meeting. It is similar test with the pre-test. After students finish it, the researcher collecting it to analyze. The purpose of this test is to know the students' reading comprehension after they are taught the WebQuest.

3.6.2 Collecting Data for Control Class

The first meeting, the researcher will come to the classroom, making greeting, and check the students' attendance list. The researcher will give the pre-test and it will be collected on 60 minutes. There is no treatment for control group, they will be taught by their English teacher. And then, the researcher also willgive the post-test on 60 minutes. The pre-test and post-test is the same topic. After they finish it, the researcher will collect it.

3.7   Data Analysis Technique

After teaching reading WebQuest Strategy, the writer used a statistically analysis to analyze the data. In order to know the result wheter it is statistically significant, it is analyzed by using test. The collecting the data analyze the following formula :

1. The score of each students

    To score of each student was calculated by applying the formula below:

    Score $=\frac{Right}{Item}$ x 100%

    To know the level of students' ability in comprehension reading text by using WebQuest Strategy, the researcher use percentage grading based on the following classification.

Table 3. 9 The Classification of Students' Score

NO	Categories	Score
1	Very Good	80 – 100
2	Good	70 – 79
3	Enough	60 – 69
4	Less	50 – 59
5	Bad	0 – 49

2. To find the mean score, the researcher use SPSS

3. To know the percentage of students' score, the researcher use SPSS

4. To find out the standard deviation of each group, the researcher use SPSS

CHAPTER IV
RESEARCH FINDINGS

4.1 Data Presentation

The purpose of the research is to obtain the effect of WebQuest Strategy on reading comprehension in analytical exposition text by the second year students of SMAN 14 Pekanbaru. The data were obtained from the student's pre-test and post-tests scores for the experimental class and the control class. Then to obtain the homogeneity of student's reading comprehension, the writer gave pre-test and post-test to the experimental class which was class XI IPA 4, and the control class which was XI IPA 3. The data were obtained by giving pre-test and post test to the experimental class and control class.

The total of test for both pre-test and post-test scores are significantly different. The total score of pre-test was 2224, while the higher score was 80 and the lowest was 44. The total score of post-test was 2580, while the highest was 88 and the lowest was 52.

4.1.1 The Data of WebQuest Strategy

In this research, the writer used a reading test to collect the data. The test was administered by the writer, where the writer taught the experimental class by himself. The test was multiple choice with 25 items.

4.1.1.1 The Data of The Experimental Group

The data of student's reading comprehension taught by using WebQuest Strategy were gotten from pre-test and post-test of XI IPA 4 class as experimental group take from sample of this class (38 students). The data can be seen from the table below:

Table 4.1

The Score of Student's Reading Comprehension
Pre-test and Post-test of Experimental Class

No.	Students	Experimental Class	
		Pre-test	Post Test
1	Student 1	52	64
2	Student 2	68	76
3	Student 3	80	88
4	Student 4	52	64
5	Student 5	56	68
6	Student 6	64	80
7	Student 7	56	60
8	Student 8	76	80
9	Student 9	68	72
10	Student 10	44	60
11	Student 11	52	68
12	Student 12	56	80
13	Student 13	52	64
14	Student 14	56	60
15	Student 15	56	68
16	Student 16	52	64
17	Student 17	80	80
18	Student 18	56	64
19	Student 19	64	72
20	Student 20	56	72
21	Student 21	52	72

No	Students	Experimental Class	
		Pre-test	Post-test
22	Student 22	68	80
23	Student 23	44	56
24	Student 24	60	68
25	Student 25	76	88
26	Student 26	52	56
27	Student 27	56	72
28	Student 28	68	76
29	Student 29	56	72
30	Student 30	76	80
31	Student 31	80	88
32	Student 32	56	52
33	Student 33	56	56
34	Student 34	64	68
35	Student 35	52	68
36	Student 36	60	76
37	Student 37	52	60
38	Student 38	60	76
	Total	2224	2580

From the table 4.1, it can be seen that total number of the students was 38. The total score of the students before being taught by using WebQuest Strategy was 2224 and after being taught by using WebQuest Strategy was 2580, while the pre-test highest schore was 80 and the post-test highest score was 88, the pre-test lowest score was 44 and the post-test lowest score was 52.

In the pre-test score It can be seen that there were many students did not pass the graduated stadard (KKM) which was 70. Based on the graduated standard (KKM) there were 32 students who did not pass. On the other hand, there were only 6 students who passed the graduated standard (KKM), but In post-test score it can be seen that there were many students passed the graduated standard. There

were 19 students whose score was >70. On the other side there were 19 students whose score was <70 . The frequency of pre-test ana and post-test score can be seen below:

Table 4.2
The Frequency Score Pre-test and post test of Experimental Class

No.	Valid of Pre-test	Frequency of Pre-test	Valid of Post-test	Frequency of Post-test
1	44	2	52	2
2	52	9	56	4
3	56	11	60	4
4	60	3	64	3
5	64	3	68	6
6	68	4	72	9
7	76	3	76	3
8	80	3	80	4
9	-	-	88	3
Total		38		38

Table 4. 3

The Mean and Standard Deviation of Pre-test and Post Test of Experimental Class

	Mean	Standard Deviation
Pre-test	60.11	9.77
Post-test	70.21	9.37

Based on the table above, it could be seen from pre-test that there were 2 students who obtained 44, 9 students obtained 52, 11 students obtained 56, 3

students obtained 60, 3 students obtained 64, 4 students obtained 68, 3 students obtained 76 and 3 students obtained 80. The highest frequency of pre-test was 11 at the score of 56. And post-test that there were 2 students obtained 52, 4 students obtained 56, 4 students obtained 60, 3 students obtained 64, 6 students obtained 68, 9 students obtained 72, 3 students obtained 76, 4 students obtained 80, and 3 students obtained 88. The highest frequency was 9 at the score 72.

Based on the table above, it could be seen that the mean of pre-test score was 60.11 and the standard deviation was 9.77 and the mean of post-test score was 70.21 and the standard deviation was 9.37. From the tables above, it can be seen that there is actually significant difference between pre-test and post test scores of the students. In pre-test (before the students taught by using WebQuest Strategy), the mean of the students is only 60.11, and otherwise in post test (after the students taught by using WebQuest Strategy), the mean of the students is 70.21. It means there is increasing there. For finding whether there is effect of using WebQuest Strategy or not, it is elaborated more in data analysis by using T-test.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
PretestandPostTestscoreofexpclass	38	100.0%	0	0.0%	38	100.0%

Descriptives

			Statistic	Std. Error
PretestandPostTestscoreofexpclass	Mean		59.43	2.161
	95% Confidence Interval for Mean	LowerBound	54.92	
		UpperBound	63.94	
	5% Trimmed Mean		59.12	
	Median		56.00	
	Variance		98.057	
	Std. Deviation		9.902	
	Minimum		44	
	Maximum		80	
	Range		36	
	Interquartile Range		14	
	Skewness		.967	.501
	Kurtosis		.152	.972

4.1.2.2 The Data of The Control Class

The data of student's reading comprehension at the control class were also taken from pre-test and post-test of XI IPA 3 as control class take from the sample of this class (38 students). The data can be seen from the table below :

Table 4. 4

The Score of Students' Reading Comprehension

Pre-test and Post-test of The Control Class

No.	Students	Control Class	
		Pre-Test	**Post-Test**
1	Student 1	40	40
2	Student 2	48	52
3	Student 3	48	48
4	Student 4	72	80
5	Student 5	68	56
6	Student 6	48	48
7	Student 7	52	56
8	Student 8	44	56
9	Student 9	52	60
10	Student 10	68	56
11	Student 11	60	48
12	Student 12	52	72
13	Student 13	60	56
14	Student 14	56	60
15	Student 15	40	36
16	Student 16	44	44
17	Student 17	68	68
18	Student 18	52	52
19	Student 19	48	52
20	Student 20	56	56
21	Student 21	36	36
22	Student 22	44	44
23	Student 23	44	44
24	Student 24	36	36
25	Student 25	40	40
26	Student 26	44	44
27	Student 27	56	60
28	Student 28	44	44
29	Student 29	52	74
30	Student 30	64	64
31	Student 31	60	68
32	Student 32	44	48
33	Student 33	48	56
34	Student 34	72	72

No	Students	Control Class	
		Pre-test	Post-test
35	Student 35	48	52
36	Student 36	44	52
37	Student 37	52	56
38	Student 38	36	40
	Total	1940	1992

From the table above, the writer found that the total score of pre-test in control group was 1940, while the highest was 72 and the lowest 36. In addition, the total score of post-test in control group was 1992, while the highest was 80 and the lowest was 36.

It means that the students have little increasing of their reading comprehension and it was not as experimental group. Besidesd, the mean of pre-test and post-test of control group and experimental group also have a different. The frequency score and the mean of pre-test and post test of control class can be seen as below :

Table 4.5
The Frequency Score Pre-test and Post-test of Control Class

Number	Valid of Pre-test	Frequency of Pre-test	Valid of Post-test	Frequency of Post-test
1	36	3	36	3
2	40	3	40	4
3	44	8	44	5
4	48	6	48	4
5	52	6	52	4
6	56	3	56	8
7	60	3	60	3
8	64	1	64	2
9	68	3	68	2
10	72	2	72	2
11	-	-	80	1
Total		38		38

Table 4.6

The Mean and Standard Deviation of Pre-test and Post Test of Control Class

Class	Mean	Standard Deviation
Pre-Test	51.05	10,03
Post-Test	53.05	10,71

From the data above, it can be seen that the students at the control class that were not taught by using WebQuest Strategy obtained score with less improvement and most of them obtained low score. .

4.2 Data Interpretation

The following table is the description of student's pre-test score before being taught by using WebQuest Strategy. From the table 4. 1, it can be seen that total number of the students were 38. The total score of the students before being taught by using WebQuest Strategy was 2224, while the highest schore was 80 and the lowest score was 44. It can be seen that there were many students did not pass the graduated stadard (KKM) which was 70. Based on the graduated standard (KKM) there were 32 students who did not pass. On the other hand, there were only 6 students who passed the graduated standard (KKM). The following table is the description of the student's pre-test score classification :

Table 4. 7

**The Classification of Pre-Test experiment class at the Second Year Students
of SMAN 14 Pekanbaru**

No.	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	3	7.9%
2	Good	70 – 79	3	7.9%
3	Enough	60 – 69	10	26.3%
4	Less	50 – 59	20	55%
5	Bad	0 – 49	2	5%
TOTAL			38	100%

Based on the table above, it could be seen that the classification of the student's score; the category number 1 showed 3 frequency (7.9%), the category number 2 showed 3 frequency (7.9%), the category number 3 showed 10 frequency (26.3%), the category number 4 showed 21 frequency (55%), and the category number 5 showed 2 frequency (5%). The table above also showed that the highest percentage of pre-test score was 55% at the mean score 50-59. Thus, the majority of the students before being taught by using WebQuest Strategy could be classified into **less category.**

From the table 4.1, the writer found that the total score of the students after being taught by using WebQuest Strategy was 2580, while the highest score was 88 and the lowest score was 52. In post-test score it can be seen that there were many students passed the graduated standard. There were 19 students whose

score was >70. On the other side there were 19 students whose score was <70. The following table is the description of the student's post-test score classification:

Table 4. 8

The Classification of Post-Test experiment class at the Second Year Students of SMAN 14 Pekanbaru

No.	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	7	18%
2	Good	70 – 79	12	32%
3	Enough	60 – 69	13	34%
4	Less	50 – 59	6	15%
5	Bad	0 – 49	0	0%
TOTAL			38	100%

Based on the table above, it could be seen that the classifications of the student's score in post-test: the category number 1 showed 7 frequency (18%), the category number 2 showed 12 frequency (32%), the category number 3 showed 13 frequency (34%), the category number 4 showed 6 freuquency (15%) and the category number 5 showed no frequency. The table above also showed that the highest percentage of post-test score was 34% at the mean score 60-69. Thus, the majority of the student's score in post-test could be classified **enough.**

4.3 Hypothesis Testing

In order to see whether there is significant effect of using WebQuest Strategy toward student's reading comprehension in analytical exposition text , the writer used Paired Sample T-test.

The output of data analysis is as follows :

Table 4. 9

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	60.11	38	9,77	1,586
Post test	70.21	38	9,37	1,521

The table of output SPSS analysis above shows that the total students from the experimental class was 38, the mean of the pre-test was 60.11 and the mean of post-test was 70.21. Standard deviation from the pre-test was 9.77, while the standard deviation from student's post test was 9.37. Then the standard error mean of student's pre-test was 1.58, and post-test one was 1.52. It was clear that the mean of post-test is higher than pre-test score.

Furthermore, to find out whether there is significant efffect or not, it can be seen ass follow :

Table 4.10 Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	Pre-test control class - Post-test control class	-2,000	6,290	1,020	-4,068	,068	-1,960	37	,058
Pair 2	Pre-test experiment class - Post-test experiment class	-10,105	6,008	,975	-12,080	-8,130	-10,368	37	,000

.   Based on the table above, it can be show that the value of $t_{calculated}$ was 1,960 while the value of t_{table} was 2.026 (1,960 < 2,026). It means that $t_{calculated}$ lower than t_{table}. Thus alternative hypothesis was rejected and null hypothesis was accepted. Significant was 0.058 higher than 0.05 (0.058 > 0.05) it can be conclude that there are no significance. But, in experiment class show that the value of $t_{calculated}$ was 10,368 while the value of t_{table} was 2.026 (10,368 > 2,026). It means that $t_{calculated}$ higher than t_{table}. Thus alternative hypothesis was accepted and null hypothesis was rejected. Significant was 0.000 lower than 0.05 (0.000 < 0.05) it can be conclude that there are significant effect on Students' Reading Comprehension by using WebQuest Strategy at the second grade student's of SMA Negeri 14 Pekanbaru.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

5.1 The Conclusion

As stated in the formulation of the problem in the previous chapter, the researcher aims at finding out whether there is significant effect of using WebQeust strategy on students' reading comprehension. The result of this research was taken from quantitative data. Based on research findings, the researcher makes conclusions as follow :

1. The mean score of student's reading comprehension taught without using WebQuest strategy was 60.11 and taught by using WebQuest strategy was 70.21. Therefore, there is improvement of using WebQuest strategy.

2. There was significant different of students' reading comprehension between pre-test and post-test. Furthermore, alternative hypothesis was accepted and null hypothesis was rejected because the probability sig. (2-tailed) was 0.000 less than 0.05. Therefore, there was significant effect achieved in reading comprehension after applying the WebQuest strategy at second grade students of SMAN 14 Pekanbaru.

3. The second grade students at SMAN 14 Pekanbaru were interested in learning reading by using the WebQuest strategy. Furthermore, it make the class more active and alive. Therefore, it is one of the suitable ways to improve reading comprehension.

5.2 Implication

Teaching reading by implementing WebQuest Strategy at the second year students of SMAN 14 Pekanbaru can significantly improve students' reading comprehension in analytical exposition text than without implementing WebQuest Strategy. Therefore, the implication of the finding of this research is that; the English teacher should take WebQuest Strategy into account by including this strategy in the lesson plan and apply this strategy during teaching in the classroom because conventional teaching strategy is not enough to attract students' attention to study and to improve students' reading comprehension. The English teacher needs innovation in teaching strategy and WebQuest Strategy is the answer of that innovation.

5.3 The Suggestion

Considering the effect of WebQuest Strategy toward reading comprehension in analytical exposition text, the writer would like to give some suggestions as follows:

1. **Suggestions for Teachers**

   a. It is recommended to teacher to use WebQuest Strategy in teaching reading analytical expotision text.

   b. The teacher should be creative to improve the student's comprehension in reading text by giving some assignments or homeworks, especially the question form of contents of the text,

supporting details, which is regarded more difficult for the students.

2. **Suggestions for Students**

a. The students should be creative to select the kinds of reading materials in order to comprehend more the text and in order to diminish boredom in learning English especially in reading subject.

b. The subject should pay more attention to the lesson that has been explained by the teacher.

c. The students should know the content of the text if she/he reads some text.
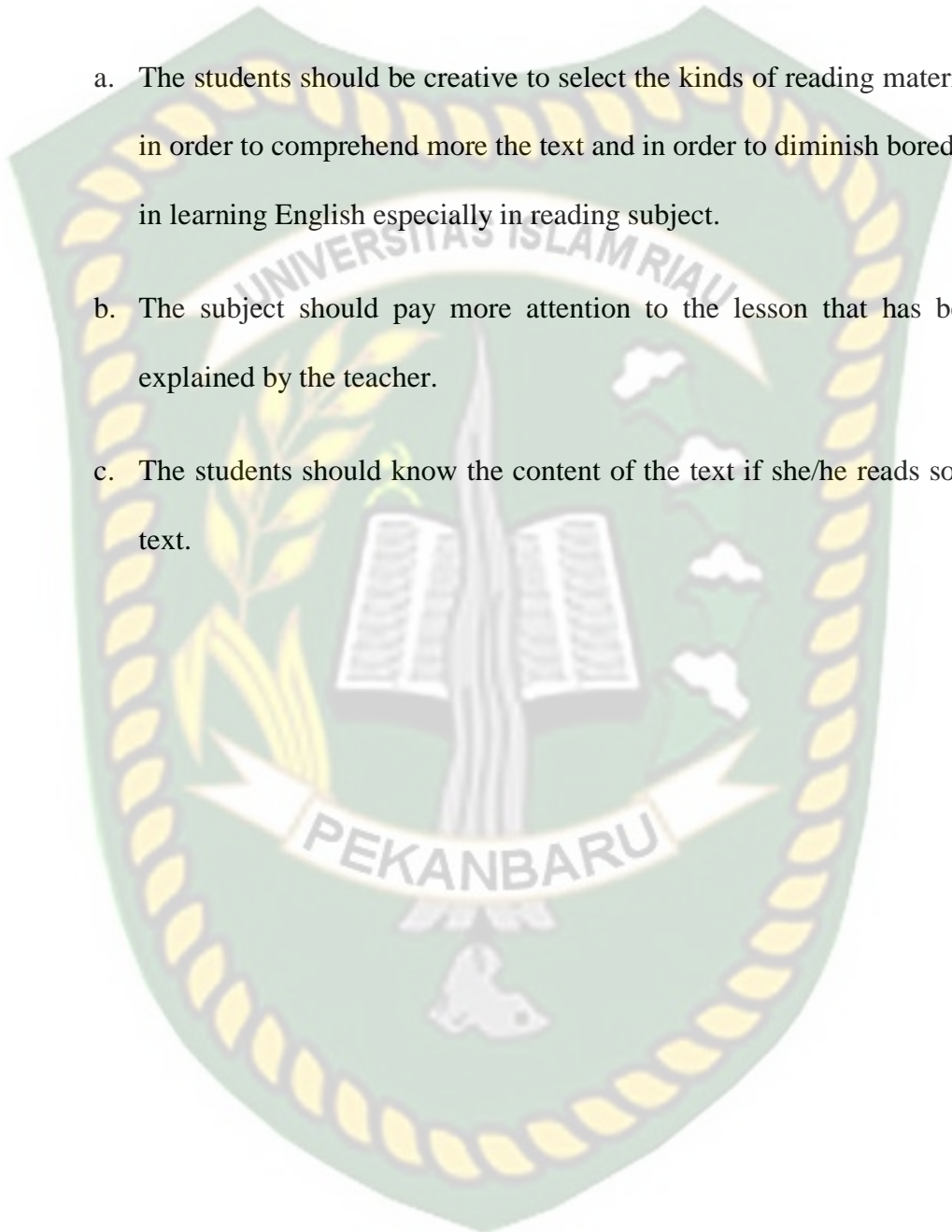
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