

IMPROVING READING COMPREHENSION ABILITY OF GRADE TEN STUDENTS AT SMA NEGERI 2 BANGUNTAPAN USING WEBQUEST IN ACADEMIC YEAR 2017/2018

Ufie Eryan Ilmawati, Siti Sudartini, S.Pd., M.A.
Yogyakarta State University
ufie.eryan@student.uny.ac.id

Abstract: The study aimed at investigating students' reading comprehension at SMA Negeri 2 Banguntapan through the use of WebQuest. The initial observation conveyed that the students showed lack of participation, motivation, and had insufficient reading ability. The type of this research was action research consisting of two cycles. This research employed qualitative and quantitative methods. The steps of the research were reconnaissance, planning, action and observation. The researcher worked collaboratively with the English teacher and the students. The subjects of the research were 24 students of grade X IPS 2 of SMA N 2 Banguntapan. The data of this research were qualitative and quantitative. The qualitative data were acquired by observing the teaching and learning process in the class, interviewing the teacher and the students, distributing questionnaires, and taking pictures of the teaching and learning process. Meanwhile, the quantitative data were gained by assessing the students' reading comprehension ability through a pre-test and a post-test. The finding showed that the use of WebQuest was effective to improve students' reading comprehension ability.

Keywords: *action research, reading comprehension, WebQuest*

Abstrak: Penelitian ini bertujuan untuk mengetahui pemahaman membaca siswa di SMA Negeri 2 Banguntapan melalui penggunaan WebQuest. Pengamatan awal yang disampaikan siswa menunjukkan kurangnya partisipasi, motivasi, dan memiliki kemampuan membaca yang tidak memadai. Jenis penelitian ini adalah penelitian tindakan yang terdiri dari dua siklus. Penelitian ini menggunakan metode kualitatif dan kuantitatif. Langkah-langkah penelitian ini adalah pemantauan, perencanaan, tindakan dan observasi. Peneliti bekerja sama dengan guru Bahasa Inggris dan siswa. Subjek penelitian terdiri 24 siswa kelas X IPS 2 SMA N 2 Banguntapan. Data penelitian ini adalah kualitatif dan kuantitatif. Data kualitatif diperoleh dengan mengamati proses belajar mengajar di kelas, mewawancarai guru dan siswa, menyebarkan kuesioner, dan mengambil gambar dari proses belajar mengajar. Sementara itu, data kuantitatif diperoleh dengan menilai kemampuan pemahaman bacaan siswa melalui *pre-test* dan *post-test*. Temuan ini menunjukkan bahwa penggunaan WebQuest efektif untuk meningkatkan kemampuan membaca pemahaman siswa.

Kata kunci: *pemahaman bacaan, penelitian tindakan, WebQuest*

INTRODUCTION

In learning English, reading is one of the important skills especially in academic context that should be mastered by students. Carrell, Devine, & Eskey (2004) claim that reading is the most important of the four skills in a second language, especially in English as a second or foreign language. Moreover, Mikulecky (2008) states that reading is essential for success in acquiring a second language. Students can comprehend the information from written text around them easily by mastering reading. Not only get information, but also reading can help them to gain new knowledge and open up new worlds and opportunities (Pang, Muaka, Bernhardt, & Kamil, 2003). Therefore, developing students' reading skills is very important. In teaching reading, the teachers should be careful in choosing the material and media (Fitrisia, Tan, & Yusuf, 2015).

However, most of Indonesian students still have problem with their reading skill, especially in comprehending the text (Suryanto,

2017). Students seem to have limited ability to interpret the information from the texts, think critically and use context clues to find meaning. (Fitrisia, Tan, & Yusuf, 2015).

Referring to the class observations and interview with English teacher and students in the class X IPS 2 of SMA N 2 BANGUNTAPAN, the researcher found some problems related to students reading comprehension ability. The low reading comprehension of students of SMAN 2 Banguntapan was because the students had difficulties in finding the meaning of some difficult words and the main idea of the text. First, the students had lack motivation in reading. Most of students were not interested in reading any English passage. Next, the reading activities were monotonous. The teacher usually asked them to read aloud, translate the texts, and answer the questions. It made the students lack of practices in reading. Third, the teacher used teacher-centered method. Therefore, the students got the information and knowledge only from the teacher. The problems came from the use of media in

the teaching learning process. Moreover, the teacher only used LKS as the teaching media. The content of LKS was not interesting and monotonous. Whereas, media are one of important elements in the teaching reading. Therefore, the teacher should choose media in teaching carefully. One of the media which can be used in teaching and learning is internet. The use of internet cannot be separated from teenagers' life. They must be familiar in using internet. The results of the latest study noted that the internet users in Indonesia from children and adolescents are around 30 millions (Panji, 2014). This phenomenon may be beneficial in teaching learning process, in case the teacher can take advantage of it. According to Krashen (2003), the teaching and learning of a language can easily be enriched by the internet. Due to the fact that the common language on the internet is English, it can be the best resource for L2 teachers and learners.

The use of internet in the language learning process cannot be separated from Computer Assisted Language Learning (CALL). According to Levy (1997), CALL is the study of applications of the computer in language teaching and learning. The program aims to teach aspects of the language learning process through the medium of the computer. One example of CALL is the use of WebQuest. A WebQuest is a scaffold learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students investigation of a central, open-ended question, development of individual proficiency and involvement in a final group process that attempts to transform newly acquired information into a more sophisticated understanding (Tuan, 2011). He adds that WebQuests promotes the teaching of reading. Moreover, it allows teachers share their own materials and provides free access to a multitude of resources in different disciplines at different language levels. Therefore, the media

chosen by the researcher were to solve the problems faced by the students.

RESEARCH METHOD

This study was considered as action research which was conducted in SMA Negeri 2 Banguntapan. This research was held in the length of 2 months from February until April, 2018 in the academic year of 2017/2018. The participants were 24 students of class X IPS 2 of SMA Negeri 2 Banguntapan in academic year of 2017/2018. In this study, the English teacher acted as the collaborator. In this research, the data collected from the result of the research were classified into qualitative and quantitative data. The qualitative data were in the forms of transcripts of the interview, field notes, observation checklist, and photographs. Moreover, the quantitative data were collected from two kinds of tests and questionnaires which were given to the students before, during, and after the implementation of research actions. The steps of the research used the

action research model designed by Kemmis and McTaggart cited in Burns (2010) which are planning, action, observation and reflection.

In collecting the data, the researcher used some research instruments. First, observation checklists were used to monitor the students' behaviour which was required as the data to be compared and to decide whether there was any improvement or not. Second, Field note was a note made by the researcher for the subject or object of classroom action research. The next instrument was interview guideline. Interview guidelines helped the researcher to take care of the interviews as it enabled the researcher to hold the interview in a sequenced order. In this interview, the English teacher and the students were asked before, during, and after the implementation of actions. Third, test was aimed to measure students' reading comprehension and to know the students' improvement. The pretest was aimed to know students' reading comprehension before the students got the treatment. The post test was aimed

to know the students' reading comprehension after they got the treatment and the result would be compared with the pretest score. The last instrument was questionnaire. It was a paper contained some written questions that was purposed to obtain the research data from the participants of the research. The type of questionnaire used was close and open questions.

RESEARCH FINDINGS AND DISCUSSIONS

The findings of this research were drawn from the students' scores, the interview transcripts, questionnaire results, observation checklists and field notes. In the first cycle, there were some improvements in the students' reading comprehension ability. First, the students were motivated in teaching and learning process and also made improvement in their vocabulary. Besides, they did not find difficulties in identifying the main

idea and understanding the text. But, the students seemed not motivated to read long texts. They said that they enjoyed the teaching and learning WebQuest, but they felt dizzy and sleepy when they were asked to read a long text through the computer. Furthermore, the internet network and time allocation became the problems while implementing the WebQuest. The slow connection interrupted the students in teacher learning process through WebQuest. In addition, the time allocation planned before was not implemented properly, because the internet connection was very slow and took more time to open the WebQuest's pages. In Cycle II, there were some improvements in all aspects. First, the students' vocabulary skills presented improvement compare to their works in the pretest. Second, the students

made improvement in finding the main ideas and understanding the text better than in the previous cycle. In addition, the students were enthusiastic to do the tasks, they were motivated if they were asked to read the text, and most of them participated actively in the class.

In order to support the findings, the quantitative data were obtained. The descriptive statistics below showed the different results between pre-test, cycle 1, cycle 2, and post-test.

	N	Min.	Max.	Mean
Pre-test	24	3,4	6,8	5,429
Post-test	24	4	7,2	5,945

Table 1: Descriptive Statistics of the Students' Mean Score of Pre-Test, C1, C2, and Post-Test

According to the table above, there was a considerable improvement in the students' score. The pre-test and the post-test showed that there was a

difference between the score of the pre-test and post-test. The mean of the pre-test and the post-test was improved from 5.429 to 5.945. The gain score was acquired from the comparison of the mean scores of the two tests which were 0.516. The researcher concluded that the students' reading score increased because of the use of WebQuest. So it could be concluded that the implementation of WebQuest could improve the students' reading comprehension in X IPS 2 of SMA Negeri 2 Banguntapan, Bantul.

CONCLUSION

This research was action research. It was held in two cycles from March 14, 2018 to April 25, 2018. The participants of the research were the researcher herself, the English teacher as the collaborator, and the 24 students of

grade X IPS 2 of SMA N 2 Banguntapan as the subject of the research. The data in the form of qualitative and quantitative data which were related to the use of WebQuest to improve the students' reading comprehension ability. The result of the data could be considered successful because it brought some improvement. The qualitative and quantitative data showed that the students' reading skills improved in the aspects of vocabulary, predicting the content of the text, finding the main idea, finding detailed information, making conclusion of the text, and there was an improvement in the result of the reading tests. Moreover, the students' motivation toward teaching and learning process showed some improvement.

All students paid attention in teaching and learning process. They looked enthusiastic in the teaching process. Some students wanted to be volunteers when answering teacher's questions. The use of pictures and videos attached on WebQuest's web page seemed effective to attract students' attention. Furthermore, the varied materials, texts, and reading activities on the WebQuest's web page made the students more enthusiastic and helped them reduce their boredom in the process of teaching and learning. The students did their best in doing the activities in the class. Most of them focused on their computers and rarely talked to their friends about something which was not related to the lesson and discussion. However, the

implementation of WebQuest in the classroom also had several shortcomings. It took time, the teacher should have enough skills to operate computer, and needed good school's facilities to support this media implemented in the teaching and learning process.

Finally, it can be concluded that the research taken on the use of WebQuest to improve the students' comprehension ability at grade X of SMA N 2 Banguntapan could be considered successful.

REFERENCES

- Alshumaimeri, Y.A., & Almasri, M.M. (2012). *The Effect of Using WebQuest on Reading Comprehension Performance of Saudi EFL Students*. Curriculum and Instruction Department College of Education: King Saud University & Princess Nora University. TOJET: The Turkish Online Journal of Educational Technology. Retrieved on January, 12th 2018, from www.tojet.net/articles/v11i4/11429.pdf
- Al-Khataybeh, M. M., & Al-Awasa, A.S. (2016). *The Effect of Using WebQuest on Improving Seventh Grade Female Students' Writing Skills in Southern AL-Mazar*. Faculty of Educational Sciences-C.& I. Dept: Mutah-Mutah University. Journal of Education & Social Policy Vol. 3, No. 1. Retrieved on August, 4th 2018, from <https://e-thesis.mutah.edu.jo/index.php/>
- Al-Shamisi, A.S. (2016). *The Effect of WebQuests on Grade 11 Reading Comprehension and Student Perceptions of WebQuest*. Departement of Curriculu, and Instuction: U.A.E University. American International Journal of Comtemporary Research. Vol. 6. No. 1. Retrieved on May, 20th 2018, from www.aijcrnet.com/journals/Vol_6_No_1...2016/13.pdf
- Anderson, N. J. (2005). *Fluency in L2 Reading and Speaking*. TESOL 2005 colloquium.
- Anderson, N. J. (1991). *Individual Differences in Strategy Use in Second Language Reading and Testing*. In Modern Language Journal. Retrieved on June, 21st 2018, from <https://onlinelibrary.wiley.com/doi/abs/>.

- Austin, V., & Sciarra, D. (2016). *Difficult Students and Disruptive Behaviour in the Classroom: Teacher Response that Work*. New York: W.W. Norton
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education.
- , H.D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Burns, A. (2010). *Doing Action Research in Language Teaching: A Guide to Practitioners*. London & New York: Routledge.
- Carrell, P.L. (1992). Interactive Text Processing: Implications for ESL/ Second Language Classroom. In P.L. Carrel, Devine, J, & Eskey, D.E (Eds.), *Interactive Approach to Second Language*. Cambridge: Cambridge University Press.
- Carrell, P.L. Devine, J., & Eskey, D.E. (2004). *Interactive Approach to Second Language*. Cambridge: Cambridge University Press.
- Coiro, J. (2003). *Reading Comprehension on the Internet: Expanding Our Understanding of Reading Comprehension to Encompass New Literacies*. The Reading Journal. Vol. 56. Issue 5. Page 458-469. Willey, International Reading Association. Retrieved on April, 13th 2018, from <https://eric.ed.gov/?id=EJ662472>
- Dodge, B. (1997). *Some Thoughts about WebQuests*. San Diego State University. Retrieved on September, 24th 2017, from http://webquest.org/sdsu/about_webquests.html accessed on January 2018.
- Duke, N. (2003). *Comprehension instruction for informational text*. Presentation at the annual meeting of the Michigan Reading Association, Grand Rapids, MI. Retrieved on May, 20th 2018, from <https://michiganreading.org/conferences>
- Fitrisia, D., Tan, K. E., & Yusuf, Y. Q. (2015). *Investigating Metacognitive Awareness of Reading Strategies to Strengthen Students' Performance in Reading Comprehension*. Asia Pacific Journal of Educators and Education, 15-30. Retrieved on August, 9th 2018, from [eprints.usm.my/34764/1/A_PJEE_30_Art_2_\(15-30\).pdf](eprints.usm.my/34764/1/A_PJEE_30_Art_2_(15-30).pdf).
- Grellet, F. (2003). *Developing Reading Skills*. Cambridge:

- Cambridge University Press.
- Gunning, T. G. (2002). *Assessing and Correcting Reading and Writing Difficulties*. Boston: Allyn & Bacon.
- Harris, A.J., & Sipay, E.R. (1980). *How Increase Reading Ability: A Guide to Developmental and Remedial Methods* (7th Ed). New York: Longman Inc.
- Harris, L.A., & Smith, C. B. (1986). *Reading Instruction: Dianostic Teaching in the Classroom*. New York: Mcmillan.
- Harmer, J. (2001). *The Practice of English Language Teaching*(4th Ed). Cambridge: Longman.
- Heilman, A.W., Blair, T.R., & Rupley, W.H. (1981). *Principles and Practices of Teaching Reading* (5th Ed). Ohio: Charles E. Merrill Publishing Co.
- Krashen, S. (2003). *Explorations in Language Acquisition and Language Use: The Taipei Lectures*. Portsmouth: Heinemann Publishing Company.
- Levy, M. (1997). *CALL: context and conceptualisation*. Oxford: Oxford University Press.
- Linse, C.T. (2005). *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Companies, Inc.
- Liu, M. & Huo, H. (2007). *Computer Assisted Language Learning (CALL) in China: Some Common Concern*. China. Yangzhou University: Asian EFL Journal.
- March, T. (2004). *What WebQuests Are (Really)*. The Fulcrum for Systemic Curriculum Improvement. Retrieved on May 20th, 2018, from http://bestwebquests.com/what_webquests_are.asp.
- Medjahdi, W. B. (2015). *Reading Comprehension Difficulties among EFL Learners: The Case of Third-Year Learners at Nehali Mohamed Secondary School*. Faculty of Liberal and Languages: Departement of English. University of Tlemcem. Retrieved on April, 11th 2018, from <http://dspace.univ-tlemcen.dz/bitstream/112/7899/1/babayeba-wahiba.pdf>
- Megala, M. & Madhumathi, Dr. P. (2016). *Enhancing Reading Skill through WebQuest in Collaborative Learning Environment*. Retrieved on April, 11th 2018, from www.languageindia.com.
- Mikulecky, Ed. D. B. S. (2008). *Teaching Reading in a Second Language*. Boston: Pearson Education, Inc.

- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Natsir, Y., & Anisati. (2016). *The Matters in Teaching Reading Comprehension to EFL Students*. Studies in English Language and Education: University of Syiah Kuala, 65-78. Retrieved on August, 9th 2018 from www.jurnal.unsyiah.ac.id/
- Pang, E.S., Muaka, A., Bernhardt, E.B., & Kamil, M.L. (2003). *Teaching Reading: Educational Practices Series*. International Academy of Education. Vol 12. Retrieved on August, 9th 2018 from <http://www.ibe.unesco.org/International/Publications/pubhome.htm>
- Panji, A. (February 19, 2014). *Hasil Pemakaian Internet Remaja Indonesia*. Kompas. Retrieved on August, 9th 2018, from <https://tekno.kompas.com>
- Patel, M. E. & Jain, P. M. (2008). *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrise Publishers & Distributors.
- Renau, M. L. & Pesudo, M. (2016). *Analysis of the Implementation of a WebQuest for Learning English in a Secondary School in Spain*. Spain. International Journal of Education and Development using Information and Communication Technology (IJEDICT), 2016, Vol. 12, Issue 2, pp. 26-49
- Samuel, S., & Pulizala, R. (2014). *Role of ICT in English Language Teaching*. Departement of English: St. Ann's College for Woman. Vol. 3, Issue 12. Retrieved on August, 3rd 2018 from www.ijird.com
- Shan, C. (2011). *Using WebQuest to Facilitate Task-Based English Reading Instruction for Graduate Students*. Shandong University. Chinese Journal of Applied Linguistics. Vol 34. No.2
- Stanley, S. (2007). *An Analysis of Rx for Discovery Reading PTM for Elementary Students below Average in Reading*. Doctoral Dissertations and Projects. 52. Retrieved on August, 9th 2018, from <https://digitalcommons.liberty.edu/doctoral/52>.
- Suryanto. (2017). *An Investigation on English Reading Comprehension Problems in Indonesia Cultural Context*. English Education Departmeant: Muhammadiyah Yogyakarta University.

- The 1st International Conference on Education, Science, Art and Technology. Retrieved on August, 9th 2018, from <http://ojs.unm.ac.id/icesat/article/view/3738/0>
- Sutarsyah, C. (2015). *Reading Theory and Practice*. Yogyakarta: Graha Ilmu.
- Tarigan, H.G. (1990). *Membaca sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.
- Taylor, H. G. (2002). *The WebQuest Model for Inquiry-based Learning Using the Resources of the World Wide Web*. Dept of Educational Leadership, Research and Counseling: Louisiana State University. Retrieved on February, 12th 2018, from https://link.springer.com/content/pdf/10.1007/978-0-387-35596-2_32.pdf
- Tuan, L. T. (2011). *Teaching Reading through WebQuest*. National University of Ho Chi Minh City. *Journal of Language Teaching and Research*, Vol. 2, No. 3, pp. 664-673. Retrieved on August, 9th 2018, from <https://pdfs.semanticscholar.org/>
- Turner, T. N. (1988). *Comprehension Reading For Meaning in Alexander. J. Estill*. Boston: Scott, Foresman And Company.
- Widdowson, H. (1979). *Exploration in Applied Linguistics*. New York: Cambridge University Press.
- Wutthisingchai, S. (2011). *A Survey Study of English Reading Comprehension Problem in Academic Text as Perceived by Mathayom 5 Students in The English Program at Thai Christian School*. Teaching English as A Foreign Language. Language Institute: Thammasat University.
- Yong, S.T. & Gates.P. (2014) *Born Digital: Are They Really Digital Natives?*. The University of Nottingham. *International Journal of e-Education, e-Business, e-Management and e-Learning*. Vol. 4, No. 2. Retrieved on August, 12th 2018, from www.ijeeee.org/Papers/311-CZ604.pdf