THE EFFECTIVENESS OF USING WEBQUEST IN IMPROVING

STUDENTS' READING AT SMA TRIDHARMA MKGR MAKASSAR

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfilment of the Requirement for the Degree of Education in English Department

RIZALDI

10535614314

ENGLISH DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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بســـم اللـه الرحمن الرحيــم

APPROVAL SHEET

Tittle	:	The Effectiveness of Using Webquest in Improving Students Reading at SMA Tridharma MKGR Makassar
Name	:	Rizaldi
Reg. Number	:	10535614314
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar, 28 Februari 2022

Approved By,

Consultant I

Erwin Akib, M.Pd., Ph.D.
NIDN. 0901107602

Consultant II

Yaser Mallapiang, S.Pd., M.Pd.
NIDN. 0902037901

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Head of
English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

| Terakreditasi Institusi

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

COUNSELLING SHEET

Nama	:	**RIZALDI**
Stambuk	:	10535 6143 14
Jurusan	:	Pendidikan Bahasa Inggris
Dengan Judul	:	**The Effectiveness of Using Webquest on English Foreign Language Classroom Study**
Consultant I	:	**Dr. Erwin Akib, M.pd., Ph.D.**

Day / Date	Chapter	Note	Sign
Selasa – 23-2021		*(handwritten notes)* Table pada bab dahır IV dengan baik — Cukup mengambil Table saya pada bab IV tidak perlu menggunakan grafik — Kesimpula & Saran di buat berdasarkan masalah yg diajuk	

Makassar, – 29 – 11 – 2021
Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977 807

| Terakreditasi Institusi

بِسْـــمِ اللّٰـه الرحمن الرحيـــمِ

COUNSELLING SHEET

Nama	:	**RIZALDI**
Stambuk	:	10535 6143 14
Jurusan	:	Pendidikan Bahasa Inggris
Dengan Judul	:	**The Effectiveness of Using Webquest on English Foreign Language Classroom Study**
Consultant I	:	Dr. Erwin Akib, M.pd., Ph.D.

Day / Date	Chapter	Note	Sign
Jum'at 26/11 2021		Bab V Kesimpulan & Saran & jelaskan secara singkat sesuai permasala...	

Makassar, — 29- 11 — 2021
Approved by:
Head of English Education Department

<u>Dr. Ummi Khaerati Syam, S.Pd., M.Pd</u>
NBM: 977 807

| Terakreditasi Institusi

بِسْـــمِ اللّٰـه الرحمن الرحيـــم

COUNSELLING SHEET

Nama	:	Rizaldi
Stambuk	:	10535 6143 14
Jurusan	:	Pendidikan Bahasa Inggris
Dengan Judul	:	**The Effectiveness of using Webquest on English Foreign Language Classroom**
Consultant II	:	**Yasser Mallappiang, S.S., M.pd.**

Day / Date	Chapter	Note	Sign
24 – 11 - 2021		Chapter IV S Bagian discussion Horus dijabarkan lebi luas lgg dan berdasarkan pendapat para the Expert yg ada di chapter II	
25 - 11 - 2021			

Makassar, — 25 - 11 — 2021
Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977 807

| Terakreditasi Institusi

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama   : Rizaldi

Stambuk   : 10535611614

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul Skripsi   : "The Effectiveness of Using Webquest on English Foriegn
                  Language Classroom"

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Yang Membuat Pernyataan

Rizaldi

SURAT PERJANJIAN

Saya yang bertanda tangan di bawaini:

Nama   : Rizaldi

Stambuk   : 10535611614

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul Skripsi : **"The Effectiveness of Using Webquest on English Foriegn Language Classroom"**

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1. Mulai dari *penyusunan proposal* sampai selesainya *skripsi* saya. Saya akan *menyusun sendiri skripsi* saya (tidak dibuat oleh siapapun).

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Yang Membuat Pernyataan,

Rizaldi

MOTTO

WORK UNTIL YOUR

IDOLS BECOME YOUR

RIVALS

I dedicated this thesis to

My beloved Parents, Family, and Friends.

ABSTRACT

RIZALDI, 2021. *The Effectiveness of Using Webquest on English as a Foreign Language Classroom.* An English Education Thesis of the Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Supervised by Erwin Akib and Yassirr Mallappiang.

The purpose of this study was to determine the effectiveness of using WebQuest in learning English as a foreign language, especially learning reading comprehension which consists of increasing students' literal reading comprehension on main ideas and supporting details.

This research uses pre-experimental. In collecting data, the research took data from pre-test and post-test. The population of the study was SMA Tridharma MKGR Makassar Science Class 1, totaling 20 students. The results showed that the average score of the students' pre-test before using learning was 52.30%. Meanwhile, after learning, the average post-test score was 94.90%. Therefore, the significance between pre-test and post-test was 81.45%. The results of data analysis showed that there was a significant increase in students' reading ability after being taught using WebQuest media. The post-test data as the end result gave a significant improvement. This concludes that the effectiveness of the use of WebQuest media in learning English is able to provide a greater contribution and easily for teachers to provide material and help students understand the concept of reading comprehension more easily and efficiently.

Keywords   : WebQuest, Reading Comprehension, Literal Reading Comprehension

ABSTRAK

RIZALDI, 2021. *Keefektifan Penggunaan Webquest Dalam Kelas Bahasa Inggris Sebagai Bahasa Asing.* Sebuah Skripsi Pendidikan Bahasa Inggris Fakutas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib dan Yasser Mallappiang.

Tujuan penelitian ini adalah untuk mengetahui ke effektifan penggunaan WebQuest dalam pembelajaran kelas bahasa inggris sebagai bahasa asing khususnya pembelajaran pemahaman membaca yang terdiri dari peningkatan pemahan membaca literal siswa pada ide pokok dan detail pendukung.

Penelitian ini menggunakan pre-experimental. Dalam penggumpulan data, penelitian menggambil data dari pre-test dan post-test. Populasi penelitian adalah SMA Tridharma MKGR Makassar Kelas IPA 1 yang berjumlah 20 siswa. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test siswa sebelum menggunakan pembelajaran adalah 52.30%. Sedangkan setelah pembelajaran, nilai rata-rata post-test adalah 94.90%. oleh karna itu, signifikansi antara pre-test dan post-test adalah 81.45% hasil analisis data menunjukkan bahwa ada peningkatan yang signifikan dalam kemampuan membaca siswa setelah diajarkan menggunakan media WebQuest. Data post-test sebagai hasil akhirnya memberikan peningkatan yang signifikan. Hal ini menyimpulkan bahwa keefektifan penggunaan media WebQuest dalam pembelajaran bahasa inggris mampu memberikan konstribusi yang lebih besar dan kemudahan bagi guru dalam memberikan materi serta membantu siswa memahami konsep pemahaman membaca dengan lebih mudah dan efisien.

KataKunci : **WebQuest, Pemahaman Membaca, Literal Pemahaman Membaca**

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Makassar, Desember 2021
The Researcher

RIZALDI
10535614314

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CHAPTER I

INTRODUCTION

A. Background

In this era people always using technology with internet access specially computer, notebook, smartphone, etc. It is common thing to use in our daily life. Furthermore, we can take the benefit of the technology itself such as E-learning. As we know that the internet access has running in many different devices, whether in computer or even in a smartphone. We also can use the internet as a media in learning process which called E-Learning. E-Learning is a learning system based on formalized teaching but with the help of electronic resources.

In this time of national crisis, e-learning is playing a critical role in education by allowing students to complete their studies. Aside from that, e-learning plays a vital role in the modern classroom, allowing teachers to communicate with parents about their students' progress and allowing students to continue their studies outside of the classroom via applications, online learning materials, and sharing hubs. With e-learning, classrooms and schools can get a little closer to being paperless. While it is impossible to say that paper books and materials will totally disappear, e-learning tools and resources can help schools reduce paper waste and be more environmentally conscious. In this time of national crisis, e-learning is playing a critical role in education by allowing students to complete their studies. Aside from that, e-learning plays a vital role in the modern classroom, allowing teachers to use technology to help students learn more effectively. There are a variety of

ways that teachers have used e-learning to continue teaching their curriculum. One of the most common methods is to use video communication platforms like Zoom to create virtual 'classrooms' or lessons. The teacher can plan and teach lessons as usual, with all students participating from the comfort of their own homes. The beautiful thing about Zoom is that it can be used on both a phone and a PC or notebook, giving students more options.

WebQuest is an inquiry-oriented activity where there is any or all information that interacts with students from Internet resources is optionally complemented by video conferencing (Bernie Dodge. 1995). WebQuest is all information that involves students from online outlets, complemented by video conferencing. WebQuest designs the learning material provided in the WebQuest. This lesson plan allows students to do their homework to find on-site information or connections. The purpose of the WebQuest is to train students to learn how to operate the Internet through the use of resources and the development of the internet. 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.

There are several methods and forms in the E-learning learning process, such as Virtual-classroom courses Virtual classroom learning is a structured online class with characters such as face-to-face classes. May not include face-to-face virtual classes or synchronous online meetings. For example, Mobile Learning, Computer Assisted Learning Google Classroom, Webquest and etc. In

this study, the researcher will discuss about Webquest which is an Inquiry-based learning model that utilizes the website as a source of information. Webquests are designed to make the most use of learners' time by focusing on using information rather than looking for it, as well as supporting learners' thinking and levels of analysis and assessment. Students must read extensively, analyze text content, pick relevant information, and synthesize materials to generate meaning in order to find meaningful information on the internet.

Webquests can be a versatile tool for teaching students. They can be used to introduce new knowledge, to deepen knowledge, or to allow students to test hypotheses as part of a final interaction with knowledge. The integration of computers and the Internet also increase students' competency with technology. By having specific task lists, students can stay on task. By having specific sources of information, students can focus on using resources to answer questions rather than vetting resources to use which is a different skill altogether. Teaching Reading using Webquest as media of E-learning is very useful for teacher. Reading is the process of comprehending a written text as a communication medium. Almost students can't understand reading well, can't draw the conclusion they read and can't decide the main idea of reading.

According to Dwiarti (2005),Reading comprehension is a crucial ability for extending the reader's perspective and allowing them to perceive the world and opportunities from a different perspective. There are four problems faced by students in seeking a 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. One of the most beneficial resources for developing reading skills is the internet, which contains a vast amount of diverse and easily available real materials. One of the primary benefits of employing authentic materials in the classroom is that the student will be expose to the real world and language. In this research, the researcher would give the explanation about how to using Webquest as media of E-learning to teach Reading, especially Reading comprehension in English Foreign Language classroom. This research would be conducted in of the Senior High School in Makassar. Therefore, it is necessary to make a research so that planning and development for any instruction can be done for the progress in their learning process.

B. Problem Statement

Based on the background above, the following research questions are necessary to answer: To know the effectiveness of using Webquest in English Foreign Language Classroom as media of E-learning at SMA Tridharma MKGR Makassar

C. Objective of the Study

The objective of the study is to find How the effectiveness of using Webquest in English Foreign Language classroom as media of E-learning especially in teaching Reading Comprehension?

D. Significance of the Study

The research focused on the effectiveness using webquest in English Foreign Language in learning process, especially in teaching reading

comprehension. This research will using E-learning and training the student ability and knowledge to get information after read the material in learning process.

E. Scope of the Study

An analysis of this research is limited to teaching reading comprehension especially literature reading using Webquest as media of E-learning in teaching process at SMA Tridharma MKGR Makassar

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

There are some researchers who had conducted their research by using few analysis of Webquest for study English Foreign language in Classroom:

According Widyarini. F (2015), in her journal entitled –Using WebQuest to Improve Students Reading Comprehension," Her study concluded the teaching of reading in students by using WebQuest simultaneously improves students' readingcomprehension. The next experts by Anggry (2018), in her journal entitled–Implementing WebQuest Study Research to Improve Students Reading Comprehension‖ indicated that WebQuest based learning activities to make students more engaged in the learning process. The other study did by Rachmawati. U. (2018), in her journal entitled –Using WebQuest to Improve Students' Reading Comprehension," Her application WebQuest concluded quite successfully to improve students' reading comprehension. The next experts by Weda.S(2017), in her journal entitled WebQuest Effect on Students' Reading Comprehension," Her study concluded the use of WebQuest improves student achievement in reading comprehension and students interested in learning reading comprehension.

Based on the preview study above, the research focus on the application of thequasi-experimental teaching method to the pre-test and post-test control

group. In this study, the learning achievement of reading comprehension increased thestudents using WebQuest. This research was conducted at school and involved students. Unlike previous research, this study focuses on understanding reading learning using WebQuest. But in this study used students at the SMA Tridharma MKGR Makassar. The quantitative approach is used to investigate the effectiveness of this method. The research focuses on the application of the pre-experimental teaching method to the pre-test and post-test.

B. Concept of Reading Comprehension

1. Defenition of Reading

Reading is the process of comprehending a written text as a communication medium. Reading comprehension is a crucial ability for extending the reader's perspective and allowing them to perceive the world and the chance from a different perspective. One of the most beneficial resources for developing reading skills is the internet, which contains a vast amount of diverse and easily available real materials. One of the most significant advantages of using authentic materials in the classroom is that students are exposed to the real world and language.

According to saiful (2018), reading is an action study and interpretation performed by the reader to urge the author to provide a massage in written media. Nuttal in asrianti (2005) states that reading is to remembered in order

to be understood, but read and analyze the printed page. Smith and Robinson in Asrianti (2015) mention that they the reader's active effort to understand the author's message. The reader is curious in and is attempting to reconstruct what the writer wants of the experts. Haris and Sipay in Asrianty (2015) say reading is important. Interpretation of verbal symbols, written or printed.

2. Definition of Reading Comprehension

Widyarini F (2015). Reading comprehension is one of the main skills required to broaden the reader's viewpoint and gave them the ability to see the world and opportunities. The next experts Earnan (2017) Reading comprehension is a critical ability in the adult world written without which individuals struggle with the directions or feedback or follow new knowledge using written language. The other experts is Kirby (2007) who states that reading comprehension is a phase in which we understand the text that we interpret.

Weda (2010) conceptualizes reading comprehension is one of the most successful ways of to learn English and has a similar relationship to an active writing style. The next experts by Farhadi (2005). Reading comprehension is a dynamic mental mechanism in which the reader interacts with the text in order to infer meaning. Gary (2011) further argues that reading comprehension is a way to make sense out of text. Reading comprehension is the theory of students to understand what they are reading and what the meaning of the text they are reading or the ability to manage text. Reading comprehension is really important

to someone, since we need to find the meaning of words in text reading means finding a word or phrase that precedes or follows a word so that the intent, the meaning and the meaning of a word can be understood.

3. Kinds of Reading Comprehension

In reading comprehension, we must have skimming, scanning, previewing, close reading, guessing from context, paraphrasing abilities. Skimming is a speed-reading tool that can save time and help readers search a lot of information. This is distinct from other ways of high-speed reading, such as preview and scanning. Skimming can give readers a sense of passage or a general novel, not comprehensive details. The purpose of skim reading is not to read the text in its entirety, but to find out what short details the reader is looking for, and if determines what needs to be read more carefully. So, in skimming through the text, the reader needs to practice so that people can learn keywords and phrases that can cover all the knowledge they are reading. The reader must scan the part, skip the bits, and get a general idea of what it is do skimming.

Scanning is a very high-speed reading that the reader does when they're looking for correct details. As the reader scans, the reader has questions in his mind as he scans. We don't read every word in the scan, but only the keywords will answer our questions.

Scanning easily reads to find particular information Brown (2000: 308) notes that the will scan soon be looking for specific bits or pieces of information in the document. By scanning, the reader means either searching

through the text to find relevant details to get an initial understanding of whether the text is appropriate for a particular purpose. When scanning, readers can see students' eyes wandering through the text before they check, whether it is a location, type of food, some kind of verb, or specific details. Inorder to allow students to search efficiently, students also need to have clear beliefs where students can find the knowledge they need from document.

Previewing is something that we've done in our details lives. For example, when we get a letter, we normally first look at the sender's address or cramp to find out who sent it and where it came from a reader. Then we're going to make some assumptions on what's going to happen. We may take a lot of information about the text that we're going to read by previewing for a few seconds.

Close reading requires careful attention to all the words and sentences in a selection to understand its full meaning (later and Osborn).

Context Guessing is the best strategy to do when we come to a term that we don't know when we_re reading. Using previous knowledge of the subject and concepts in the text as references to the meanings of unfamiliar words, instead of stopping to look at them.

Paraphrase is an approximation of the meaning of a word or phrase that uses another word or phrase, often to make it easier to understand, according to Richard and Schmindt (2002: 384). You quote stops at the end of the section to check comprehension by the information and ideas in the text.

3. Level of Reading Comprehension

Burn-in Saiful (2019), divides the comprehension into four levels of skills.

Each of these skills could explain as follow:

a. Literal Reading

Literal reading or reading the lines requires a lower level of capacity to think. It refers to the ideas and details that appear state on printed pages.

b. Interpretative Reading

Interpretative consider being a higher level of capacity to think. The concern is to reading lines or making an inference.

c. Critical Reading

Critical reading has a higher level than the previous two. It includes analyzing, comparing the ideas found in the printed content with the findings of Established criteria on their appropriateness and timeliness.

d. Creative Reading

Creative reading allows the readers to reply on the basis of the text and to use their understanding, creativity and understanding.

C. The Concept of WebQuest

1. Definition of WebQuest

WebQuest is a framework for guided inquiry that heavily relies on web resources as its primary data source. Bernie Dodge, a professor of educational technology at San Diego State University, has focused on the design, implementation, and evaluation of computer-based learning environments and developed a learning model that has been widely used as an effective Internet-based educational tool in schools, colleges, and universities for over a decade and is now one of the most popular and most effective tool in schools, colleges, and universities for over a decade and is now one of the most popular and most effective tool in schools, colleges, and universities for over a decade and is now

Dodge defines a WebQuest as an inquiry-oriented activity in which the majority of the content used by learners comes from the Internet (Tuan, 2001, p. 666). Webquests are intended to maximize students' time by focusing on using information rather than searching for it, as well as to support their thinking and levels of analysis, synthesis, and assessment. A teacher-created lesson plan in the form of a simple World Wide Web page with active, pre-selected Internet links and a specific purpose for students, according to Kelly (2000, p. 1), is a teacher-created lesson plan in the form of a simple World Wide Web page with active, pre-selected Internet links and a specific purpose for students. It is intended to provide students with an independent or small-group task that combines research, problem-solving, and the application of fundamental abilities.

As per the extending number of understudies who access the Internet, the premium for teachers to help understudies take advantage of this huge resource as a system for fruitful learning is in like manner raising. WebQuests is one of the online tools that can be used to help. WebQuests is a website page arranged by teachers containing a heap of various materials, activities, and tasks to be gotten to and managed by understudies during the educating and learning measure.

WebQuests idea was first evolved by Avoid. WebQuests are demand arranged activity in which a couple or the aggregate of the information comes from the Internet. This definition is then advanced, one of which communicates that WebQuests is a learning with the constructivist approach where understudies not simply assemble and set up the information found on the web, however the additionally arrange the exercises for the particular destinations doled out, by and large connected with at least one jobs in specific callings. Ordinarily, WebQuests comprises of a few parts, to be specific: presentation, task, measure, learning assets, showing ideas, and ends (Vacca, 2009).

2. Function of WebQuest

The WebQuest has been developed by Dodge. Bed, and it's March. T. in 1995 an attempt was made to implement a learning and teaching environment for computer-based students and teachers and to integrate the World Wide Web into classroom teaching. WebQuest helps students and teachers to access materials and information from the Internet. The use of time by students focuses on the use of expertise and encourages the quality of thought and understanding of students.

3. The Structure of WebQuest

WebQuests help students find resources and focus their work on the internet. The following as essential components for teachers who want to create a WebQuest. A WebQuest should include the following:
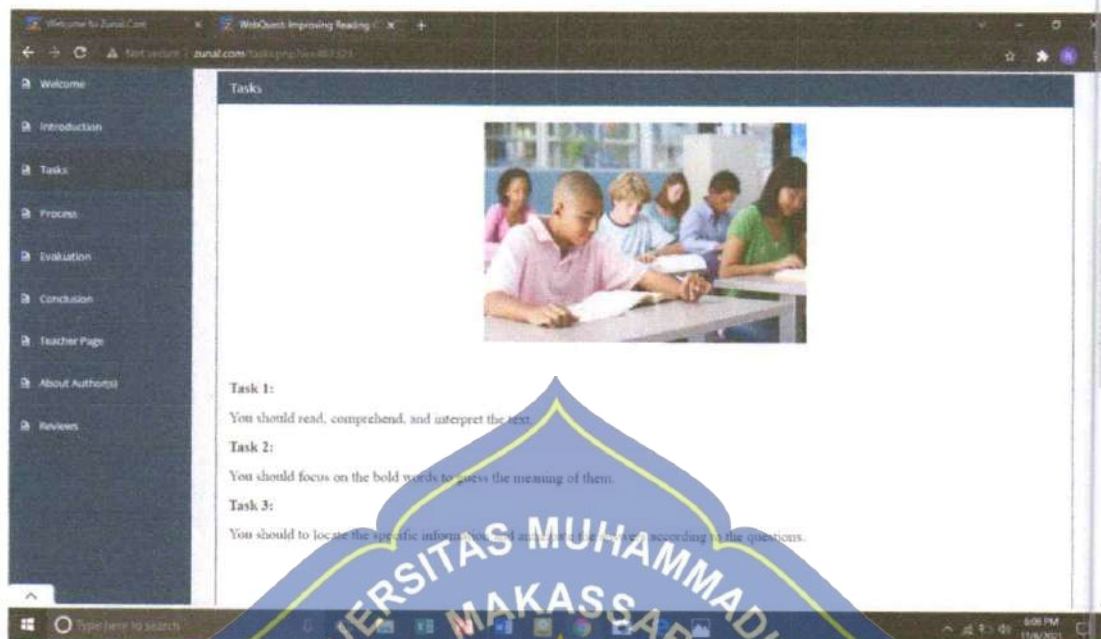
Main Page WebQuest

1. First pages, The introduction paragraph
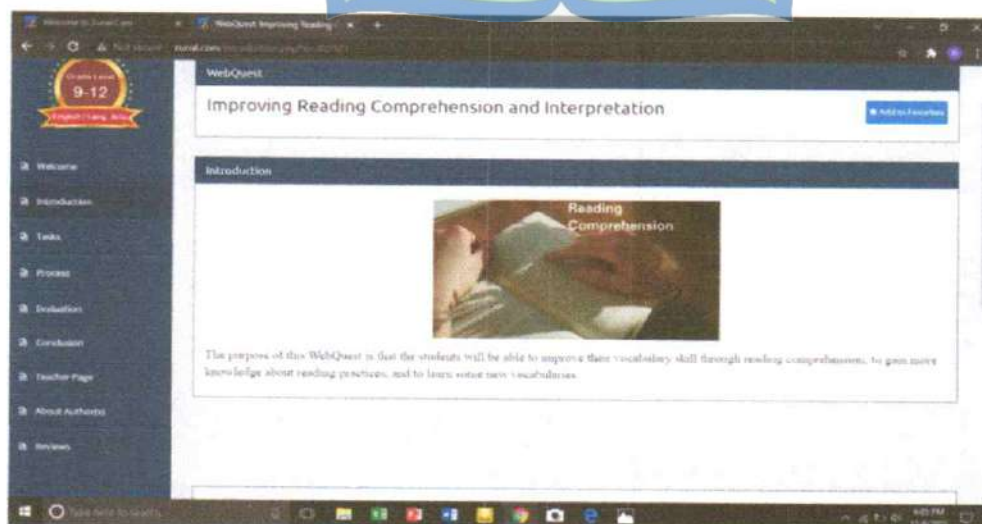
2. Second page is Task. Describing each of task
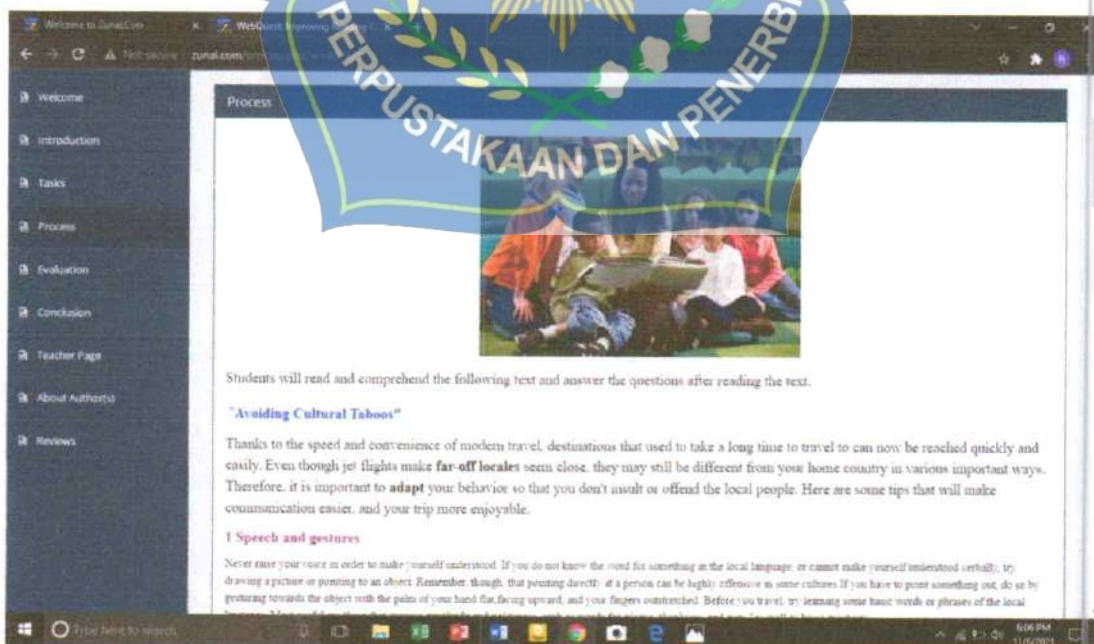
3. The third page is Description of the steps that learners should take to complete

a task. The procedure required a separation into clearly defined steps.

4. The Fourth page is Evaluation. The teacher fills out the rubric of the task.

5. The Fifth page is Conclusion. The teacher page, author, and review as the additional information from the previous pages.
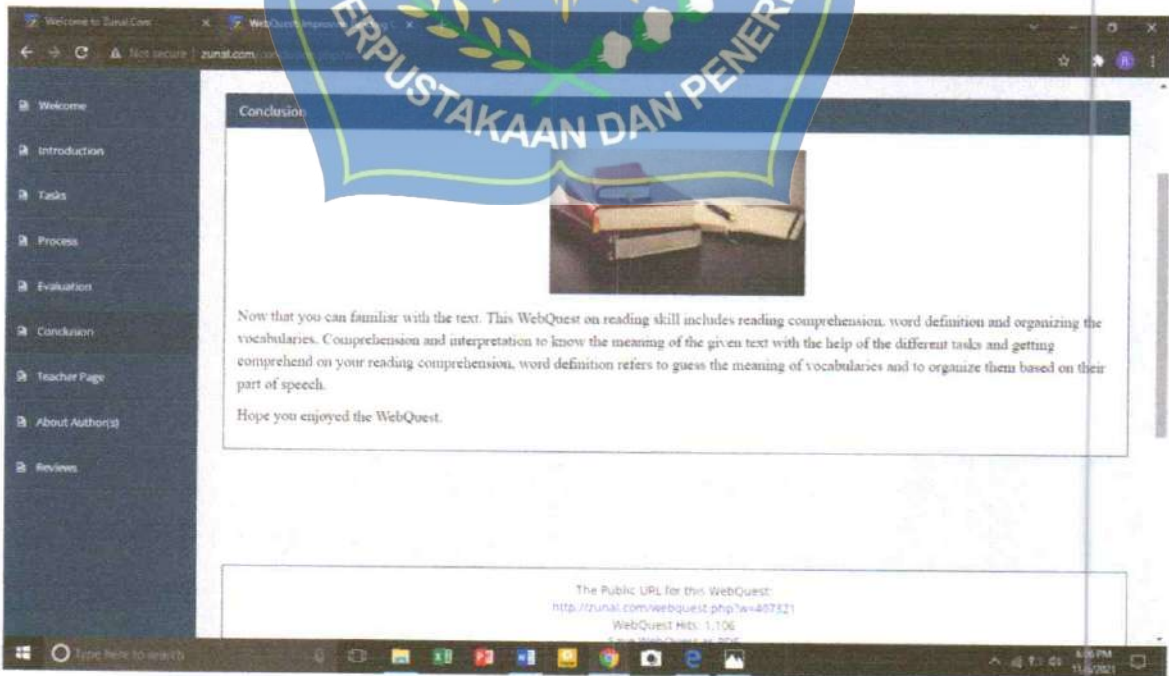
4. The Advantages and Disadvantages Using WebQuest

In this page, Samra (2009, p. 4) claims that teaching with WebQuests has numerous advantages.

a. WebQuests have the potential to boost student motivation.

b. WebQuests encourage students to engage in their learning activities.

c. While working on a WebQuest, students exercise auditory, visual, reading, thinking, and problem-solving abilities.

d. WebQuests are a great way to filter down the massive amount of information available on any given topic.

e. Instead of searching through websites in search of a diamond in the rough, students spend more time studying about a topic.

Meanwhile, according to Joiner (2009, p. 7), the following are the drawbacks of teaching through webquests:

a. Student disinterest if the scenario isn't interesting or difficult enough, or if it's too difficult.

b. The task specifies the Websites and resources to be used for this activity, and participants are not permitted to visit other sites that they find more interesting.

c. Inability to connect to the internet.

d. Inability to access computer programs.

5. WebQuest in Reading Comprehension

Because technology and the Internet are already highly advanced, and most students are already using technology and the Internet to improve their reading comprehension, technology and the Internet are one of the most beneficial resources for students. Many students increasingly choose to obtain information on the Internet over any other medium, especially information related to learning resources. The limited availability of instructional media in schools encourages students to use the Internet as a learning resource. Mobile is one technology that is very sophisticated to look for something that we need. Most students more were wasting his time reading using a mobile phone than to read the book because in the books does not make students interested in reading because in the books there is no picture make students interested in reading and make students tired of reading books, whereas if students read on the web or link students will be more interested in reading them because in reading on the web or link very many pictures that make students interested in it and if we use mobile phones to open web or link it very easy for someone to carry them everywhere compared to the book.

D. Framework

The conceptual framework underlying this research illustrate in the following diagram:

Input	Process	Output
Teaching Reading	Using WebQuest in teaching Reading Comprehension	Effectiveness using WebQuest to understand Reading comprehension
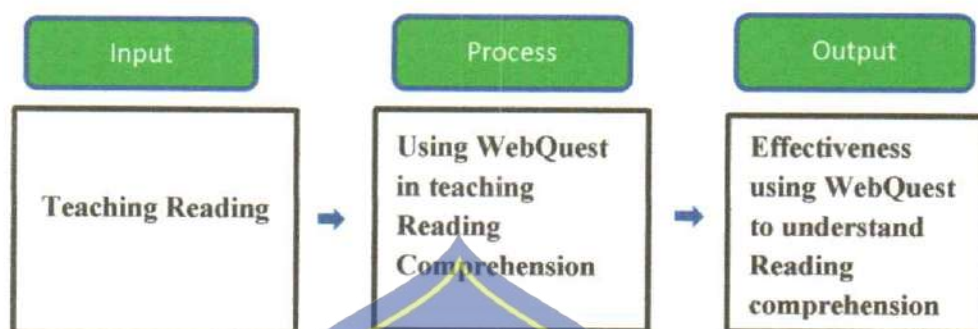
Figure 2.2 The Framework

In this research, the researcher will analyze the Effectiveness of Using WebQuest to improve reading comprehension especially in reading comprehension. Before the treatment using WebQuest researcher have gave pre-test, after the test researcher implementing WebQuest in the class, after pre-test and treatment Input Teaching Reading Process Using WebQuest in teaching reading comprehension process Output Whether using WebQuest can improve students reading comprehension.

E. Hypothesis

H1: WebQuest does effective in improve reading comprehension

H0: WebQuest does not effective in improve reading comprehension

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher employed a pre-experimental design with a one-group pre-test–post-test design in the study. There was no control group in this study's design. The researcher administered a pre-test to the students, after which the researcher used WebQuest to administer treatment to the students on reading comprehension. The student was given a post-treatment test by the researcher.

One-Group Pretest-Posttest Design

Pretest	Independent	Posttest
Y1	X	Y2

Notes:

Y1: Pre-test

X: Independent variable; Reading Comprehension using WebQuest.

Y2: Post-test

(Ary, 2010)

B. Variable of the Research

1. Research Variable

This research involves two variables, namely: dependent variable and independent variable.

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a. Dependent variable

The dependent variable was the students' reading comprehension.

b. Independent variable

The independent variable is the use of Webquest in teaching EFL Classroom.

C. Population and Sample

1. Population

The population of the research take from eight grade at SMA Tridharma MKGR which number of Population was 95 students that devided 4 classes.

2. Sample

This research will use purposive sampling technique, select based on the characteristic of a population and objective of study. The number of sample taken is 20 students for class IPA 1.

D. Instrument of Collecting Data

Research instruments were tools for collecting data. In this study, researchers used one type of instrument, the reading test to make students easy to memorize key words from the text. The type of text used to assess students is narrative text to find main ideas and supporting details. The research instrument consisted of Iessay question items. Tests were given to students twice, namely pre-test and post-test. Tests were given to student numbers was six numbers.

E. Procedure of Data Collection

In collecting data, the researcher took the data from pre-test and post-test. Pre-test administered to the subject before applying WebQuest. Meanwhile, posttest administered after applying WebQuest. Pre-test and post-test contain the same test items. They were just different in time allocation. These pre-test and post-test taken by evaluation. Therefore, these tests must valid and reliable. Then, the present researcher uses these items as the pre-test and post-test which includes three steps. Those are pre-test, treatment, and post-test.

1. Pre-test

At the first meeting, the researcher gave a pre-test through Google meet to read some text that seen similar to the students in measuring their reading comprehension. The researcher asked the students to read the texts. Students gave 90 minutes to answer the question from the pre-test.

2. Treatment

The procedures of treatment are:

a. The Researcher use WebQuest as a learning media and the researcher explained how to use Webquest, then the researcher explains the material about reading comprehension in literal reading comprehension and explain about main idea and supporting details in the narrative text. The researcher teaches narrative text to students.

b. The researcher demonstrated through WebQuest how to find main idea in the text and sentences.

c. The researcher demonstrated through WebQuest how to find supporting details in the text and sentences.

d. The students listened to the researcher through Google meet, and they are given chance to reading the text in the WebQuest.

e. At the next step, the researcher provides texts in the WebQuest.

f. Instruct students on how to use the WebQuest and instruct them to answer the question that related to the supporting details and main idea the students explain their each text.

g. Students are treated using WebQuest to improve students reading comprehension was repeated in two meetings with different text.

h. In the last meeting, the researcher reviewed the students understanding that the students had learned in previous meeting.

3. Post-test

Post-test administrated after implementing treatment. The post-test items were the same with pre-test items. Researcher gives evaluation to student trough Google meet. The students answer the test in 90 minutes. The purpose of this post-test was to know the students reading comprehension after implementing WebQuest.

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F. Data Analysis

To know students' ability in teaching reading, the researcher is using the following procedure:

Table 3.1 Rubric for main idea and sequence details

Indicators	Score
Student uses all relevant information stated directly in the test to answer the questions.	5
Student uses most relevant information stated directly in the test to answer the questions	4
Student uses some most relevant information stated directly in the test to answer the questions	3
Student uses little or no most relevant information stated directly in the test to answer the questions	2
Student uses no most relevant information stated directly in the test to answer the questions	1

(Walres as cituad in sujariat 1012:34)

The data have get from pre-test and post-test which is analyze by using the following steps:

1. Scoring students' correct answer pre-test and post-test.

$$\text{Score:} \frac{students'\ scores}{Total\ number\ of\ score} \times 100$$

(Aikunto as cituad in Masliani,2011:28)

2. Calculating the mean score of the students' reading skill by using the following formula:

$$X = \Sigma \frac{x}{N}$$

Notes:

X = Mean score

Σ x = the sum of all score

N   = the number of students

(Gay, 1981)

The calculating and scoring were done to find out description of the reading skill of Eight Grade SMA Tridharma MKGR taught by using scientific approach.

3. After finding out students' scores and mean scores the data would be classified into five classification categories as follow:

Table 3.2 The Scoring Rank of the Students'

No	Score	Classification
1	96-100	Very good
2	86-95	Good
3	76-85	Fairly good
4	66-75	Poor
5	56-65	Very poor

(Depdikbud as cituad in Rwaska,2014:31)

4. Find out the students standard deviation by using the formula as follows:

$$SD=\sqrt{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}$$

N-1

Where: SD = Standard deviation

ΣX = the sum of all score

(ΣX) = The square of the sum

N = the number of the students

(Gay, 2006: 335).

5. Finding out the significant different between the pre-test and post-test by calculating the value of the t-test. It was measure by using formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma_D{}^2 - \frac{(D)^2}{N}}{N(N-1)}}}$$ Where: t = test significance

$\bar{D}$ = the mean of the difference

D = the sum of all score

N = the total number of score

(Gay, 1981: 331).
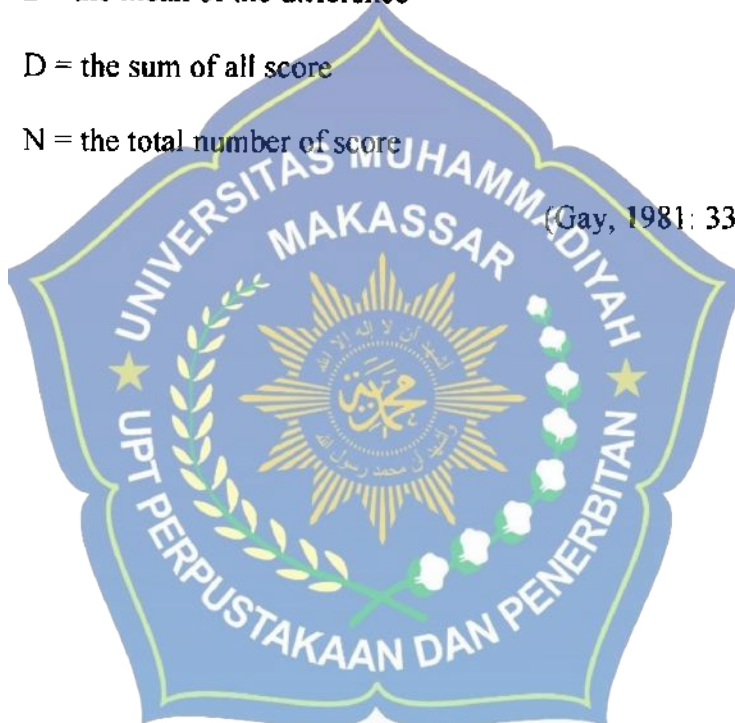
CHAPTER IV

FINDING AND DISCUSSIONS

A. Finding

The result of the research deal with the effectiveness of using WebQuest in teaching reading comprehension at SMA Tridharma MKGR Makassar.

1. The Rate Percentage and Frequency of the Students' Literal Reading Comprehension.

The score of literal understanding in terms of main concept and supporting details was observed in order to determine the students'reading comprehension:

Table 4.3 the rate percentage and frequency of the students' literal reading comprehension

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 4.3 showed that before treatment was given, there were 5 students (25%) who received 'Fairly Good,' 14 students (70%) who received

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'Poor,' and 1 student (5%) who received 'Very Poor.' After the treatment, 14 students (70 percent) received a "Excellent" rating, while 5 students (30 percent) received a "Good" rating. Based on the findings, the researcher concluded that the post-test rate percentage and frequency were higher than the pre-test rate percentage.

2. The Significance Improvement of Students' Literal Reading Comprehension

Before starting the therapy, students were given a pre-test and a post-test to see if there was a significant difference in the students' literal reading comprehension between those who were taught using WebQuest and those who were taught using the traditional approach. The following table shows how the pupils' literal reading comprehension has improved.

Table 4.2 the mean score of the significance improvement of the students' literal reading comprehension.

Mean Score		Improvement
Pre-test	Post-test	
52.30	94.90	81.45

The 4.2 Between pre-test and post-test, there was a substantial difference in the mean score of the students' literal reading comprehension. The students' mean score improved from pre-test to post-test, according to the data

analysis. The students' mean score for literal reading comprehension was 52.30 before the therapy was applied in pre-test. The students' mean score for literal reading comprehension improved to 94.90 after treatment or in post-test using the traditional approach.

The use of WebQuest became one of the applications in the teaching and learning process. That there was the difference improvement of the students' achievement in experimental class at literal reading comprehension. The students' improvement for literal reading comprehension was 81.42. It meant that the using of WebQuest was able to improve the students' reading comprehension terms of main idea and supporting details. Based on this result, it concluded that the using of WebQuest could improve the students' reading comprehension in terms of main idea and supporting details at the students from class IPA 1 SMA Tridharma MKGR.

4. The Effectiveness of Using WebQuest in teaching reading comprehension before and after the treatment.

The researcher used WebQuest to see if the students' literal reading comprehension improved in terms of main concept and supporting elements in the narrative text, and if there was a difference between pre-test and post-test. The following table shows how the students' literal reading comprehension has improved:

Table 4.1 the mean score of students' literal reading comprehension

No	Indicator	Mean Score		Improvement
		Pre-Test	Post-Test	
1	Main Idea	2.05	3.9	90.24%
2	Supporting Details	2.1	3.75	78.57%

Based on the table above, it showed that there was difference of the students score of pre-test and post-test in literal reading comprehension. The data analysis shows that the students mean scores were improved from pre-test and post-test. The students' mean score in reading narrative text in terms of main concept was 2.05 before the treatment, and the students' mean score in reading narrative text in terms of supporting information was 2.1 before the treatment. The majority of the kids had no idea how to order the material. It was because they didn't know how to manage each section of the material. After that, the researcher used Webquest to treat the students, and their scores improved. The students' mean score in reading narrative text in terms of main concept was 3.9, and their mean score in reading narrative text in terms of supporting information was 3.75, as shown in the post-test.

5. Hypothesis Testing (T-Test of Significant)

The hypothesis was assessed using a t-test to see if students' ability with WebQuest was significantly different from their enhanced conventional technique. The t-test can be used to determine the hypothesis testing between the pre-test and

post-test. The outcome of a significant analysis with a level of significance of 0.05 and a degree of freedom (df) of N-1: where N is the number of students. As an example, consider the following:

The t-table value is 2.093, based on the threshold of significance of 0.05 and the degree of freedom (df) of 19. The following table shows the results of the t-test:

Table 2.4 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

In the t-table for = 0.05 and degree of freedom (df) t ratio, the t-test value was bigger than the t-table value, as shown in Table 4.4. The t-test value was more than the ration on t-table 3.6>2.093, according to the calculations. It is possible to conclude that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted based on this finding. In the pre-test and post-test, there was a substantial difference between students.

B. Discussion

The effectiveness of using WebQuest on English foreign language at SMA Tridharma MKGR Makassar students' reading comprehension performance was investigated, and it was discovered that both the control and experimental groups' Reading comprehension scores significantly improved. However, the highly significant differences in post-test comprehension performance between the experimental and control groups suggest that using WebQuest can help students improve their reading comprehension.

This research investigated the use of WebQuest in improving students' reading comprehension, focused on the students' literal reading comprehension at SMA Tridharma MKGR Makassar. The research found that the students' reading comprehension using WebQuest showed the improvement of the students' reading comprehension it is evident from the mean score and percentage of the students' pre-test and post-test result.

Accrording to Widyarini F, 2015. In this section, the researcher discussed and compared the results of this research with some previous researches that also used WebQuest. Supported on the research, it's proven that teaching reading in students by using WebQuest simultaneously improves students' reading comprehension. However, it's worth to noting that using webQuest is effective and efficient when the activities and materials involve the students. Therefore, it's suggested that teachers should be more creative to use various material resources and make a motivating sort of WebQuest in teaching students' more interested and actively involved in teaching learning process. Additionaly, WebQuest also can improve the classroom climate including students' participation and motivation in class, which can be seen from the students' attitude in joining all activities during the research.Using WebQuest allows students to actively work enthusiastically to work on assignments through WebQuest, they work with small groups and every one students are actively involved. This can be seen from the results of the post-test students who answered the post test well after using the WebQuest, students also experienced a high increase after using WebQuest. (Widyarini. F, 2015)

According to Anggry A 2018, he journal stated the research findings show that the implementation of WebQuest technique could improve students' reading comprehension and sophistication climate of reading class. The research results indicated that these web-based learning activities could make students more engaged within the learning process.

The use of the WebQuest is believed to be effective to enhance students' reading comprehension. Students' reading problems are often reduced by applying the WebQuest facilitate students to be ready to comprehend authentic texts by relating it to their knowledge. The introduction section invites students to predict the content of the texts they're going to read. The task and process sections give opportunities for college students to grapes the texts provided. The evaluation and conclusion section sections offer a summary to students which helm them to evaluation their understanding. Students' gain score from pre-test to post-test which the questions are adequate to reading section of TOEIC increases. It's also proved that the utilization of internet and computer laboratory results in the students' motivation in reading thanks to chance for them to access authentic texts. (Rachmawati 2018)

The research showed that there was an improvement to the students' achievement in pre-test and pot-test of the 2 groups. The experimental class was more significantly improved than the students' result of the post-test of the control

by the mean score 80.23>76.40.Tthe difference of both scores was statistically significant supported the t-test value with significant level 0.05 in

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which the probability value is lower than the significant level 0.00. (Weda 2017).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the research findings' conclusion and implications, as well as some recommendations based on the findings for improving the teaching of reading comprehension using WebQuest.

A. Conclusion

Based on the results of this research data analysis prove that WebQuest is effective used to improve students' English reading comprehension. Teaching using WebQuest has succeeded in making teaching and learning become more interesting and successful to improve students' English reading ability. Teaching with using WebQuest makes it easy for teachers and students with provide learning steps that can be followed. Teaching This WebQuest helps students understand the concept of reading more easily.

The use of WebQuest has also able to generate interaction between students with WebQuest. This is because learning with using WebQuest provides opportunities for students to organize their own learning activities, especially in carrying out learning steps and understand the examples of questions and exercises provided. The activities provided in the teaching of WebQuest in the form of practice allows students to use WebQuest in answering the questions given.

B. Suggestion

Based on the conclusion above, the researcher would like to give suggestions as follows:

1. Giving input to students to be able to use WebQuest in English Foreign Language especially in literal reading comprehension.

2 The Researcher should use various approaches in teaching and learning process. The use of WebQuest is able help improve students' English reading skills.

3 Further researches need to be explored more about the effectiveness of WebQuest.

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Yusra Y.

APPENDICES

APPENDIX A The Result of Analysis

- **Appendix A.1** Data of Pre-Test and Post-Test of experimental Class
- **Appendix A.2** The Rate Percentage of Students' Scores
- **Appendix A.3** Calculating Of The Mean Score of Pre-Test and Post-Test
- **Appendix A.4** Scoring Analysis of Pre-Test and Post-Test
- **Appendix A.5** Table Distribution of T-Table

APPENDIX B The Instrument of Pre-Test and Post-Test

APPENDIX C Lesson Plan of Experimental Class

APPENDIX D Documentation

APPENDIX A.1

Data of Pre-Test and Post-Test of Experimental Class

1. **The Row Score of Students' Pre-Test in Experimental Class**

No	Sample	Pre-Test Experimental Reading Comprehension Literal Comprehension		Total	Final Score	Classification
		Main idea	Supporting Details			
1	S-1	3	2	5	66	Fairly Good
2	S-2	2	2	4	50	Poor
3	S-3	2	2	4	50	Poor
4	S-4	2	2	4	50	Poor
5	S-5	2	2	3	33	Poor
6	S-6	2	2	4	50	Poor
7	S-7	3	2	5	66	Fairly Good
8	S-8	2	2	4	50	Poor
9	S-9	2	2	4	50	Poor
10	S-10	2	2	4	50	Poor
11	S-11	2	2	4	50	Poor
12	S-12	2	2	4	50	Poor
13	S-13	2	2	4	50	Poor
14	S-14	2	2	4	50	Poor
15	S-15	2	3	5	66	Fairly Good
16	S-16	2	3	5	66	Fairly Good

17	S-17	2	2	4	50	Poor
18	S-18	2	2	4	50	Poor
19	S-19	3	2	5	66	Fairly Good
20	S-20	1	2	3	33	Very Poor
Σx		41	42	83	1.046	
X1		2.05	2,1	4.15	52.30	

No	Sample	Post-Test Experimental Reading Comprehension Literal Comprehension		Total	Final Score	Classification
		Main idea	Supporting Details			
1	S-1	4	4	8	100	Excellent
2	S-2	4	4	8	100	Excellent
3	S-3	4	4	8	100	Excellent
4	S-4	3	4	7	83	Good
5	S-5	4	4	8	100	Excellent
6	S-6	4	4	8	100	Excellent
7	S-7	4	3		83	Good
8	S-8	4	3		83	Good
9	S-9	4	4	8	100	Excellent
10	S-10	4	4	8	100	Excellent
11	S-11	4	3	7	83	Good
12	S-12	4	4	8	100	Excellent
13	S-13	4	4	8	100	Excellent
14	S-14	4	4	8	100	Excellent
15	S-15	4	4	8	100	Excellent
16	S-16	4	4	8	100	Excellent
17	S-17	4	4	8	100	Excellent
18	S-18	3	4	7	83	Good
19	S-19	4	4	8	100	Excellent
20	S-20	4	3	7	83	Good
	Σx	78	75	153	1.898	
	X2	3.9	3.75	7.65	94.90	

APPENDIX A.2

The Rate Percentage of Students' Scores

1. The Rate Percentage in PRE 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%

APPENDIX A.3

Calculation of the Mean Score of Pre-Test and Post-Test

1. The Mean Score of Experimental Class

a. Pre-Test

$$X^1 = \frac{\sum X}{N} = \frac{1.046}{20} = 52.30$$

b. Post—Test

$$X_, = \frac{\sum X}{N} = \frac{1.898}{20} = 94.90$$

APPENDIX A.3

The Percentage of the Students' Improvement in Reading Comprehension

1. The improvement of Students' Literal Reading Comprehension

   a. **Main Idea** Mean Score of post-test (X_2) : 3.9

   Mean Score of pre-test (X_1) : 2.05

The Improvement of students' score in main idea from pre-test to post-test:

$$P = \frac{X_, - X_,}{X_,} \times 100\%$$

$$= \frac{3.9 - 2.05}{2.05} \times 100\%$$

$$= \frac{1.85}{2.05} \times 100\%$$

$$= 90.24\%$$

The students' improvement from pre-test to post-test is 90.24%

a. **Supporting Details** Main Score of post-test (X_2) : 3.75

Main Score of pre-test (X_1) : 2.1

The improvement of students' score supporting details from pre-test to post-test:

$$P = \frac{X_2 - X^1}{X_1} \times 100\%$$

$$= \frac{3.75 - 2.1}{2.1} \times 100\%$$

$$= \frac{1.65}{2.1} \times 100\%$$

$$= 78.57\%$$

The students' improvement from pre-test to post-test is 78.57%

2. The Improvement of Students' Literal Reading Comprehension

a. Experimental Class

Mean score of Pre-Test (X_1) : 52.30 Mean
score of Post-Test (X_2) : 94.90

$$P = \frac{X^2 - X^1}{X^1} \; X100\%$$

$$= \frac{94.90 - 52.30}{52.30} \; x \; 100\%$$

$$= \frac{42.6}{52.30} x \; 100\%$$

$$= 81.45\%$$

The students' improvement from pre-test to post-test is 81.45

APPENDIX A.4 Scoring Analysis of Pre-Test and Post-Test

No	Name	Pre-Test Score (X1)			Post-Test Score			D (X2-X1)	D²
		Main Idea	Supporting Details	Main (X1)	Main Idea	Supporting Details	Main (X2)		
1	S-1	3	2	2,5	4	4	4	1,5	2,25
2	S-2	2	2	2	4	4	4	2	4
3	S-3	2	2	2	4	4	4	2	4
4	S-4	2	2	2	3	4	3,5	1,5	2,25
5	S-5	1	2	1,5	4	4	4	2,5	6,25
6	S-6	2	2	2	4	4	4	2	4
7	S-7	3	2	2,5	4	3	3,5	1	1
8	S-8	2	2	2	4	3	3,5	1,5	2,25
9	S-9	2	2	2	4	4	4	2	4
10	S-10	2	2	2	4	4	4	2	4

11	S-11	2	2	2	4	3.5	3.5	1.5	2.25
12	S-12	2	2	2	4	4	4	2	4
13	S-13	2	2	2	4	4	4	2	4
14	S-14	2	2	2	4	4	4	2	4
15	S-15	2	2	2.5	4	4	4	1,5	2.25
16	S-16	2	2	2.5	4	4	4	1,5	2.25
17	S-17	2	2	2	4	3	4	2	4
18	S-18	2	2	2	4	4	3.5	1.5	2.25
19	S-19	3	2	3.5	4	4	4	2	4
20	S-20	1	2	1.5	3	3	3.5	2	4
TOTAL		41	42	41.5	78	75	77	36	67
MEAN		2.05	2.1	2.075	3.9	3.75	3.85		

$$\overline{D} = \frac{\sum x}{} = \frac{36}{20} = 1.8$$

$$t = \frac{\overline{D}}{\dfrac{\sqrt{\sum D^2 - \dfrac{(\sum D)^2}{N}}}{(N-1)}}$$

$$= \frac{1.8}{\dfrac{\sqrt{69 - \dfrac{(36)^2}{20}}}{20(20-1)}}$$

$$= \frac{1.8}{\dfrac{\sqrt{69 - \dfrac{1.296}{20}}}{20(19)}}$$

$$= \frac{1.8}{\sqrt{\dfrac{\dfrac{6}{7}}{\dfrac{6}{4}} \cdot \dfrac{8}{3\,8\,0}}}$$

$$= \frac{1.8}{\sqrt{\dfrac{2.2}{380}}}$$

$$= \frac{1.8}{0.5}$$

$$= 3.6$$

The Value of T-Table

Level of significance (p) = 0.05

Degree of freedom (df) = N-1

= 20-1 = 19T-Table = 2.093

APPENDIX A.5

Table Distribution of T-Table

Df	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
	Level of Significance for one-tailed test					
	0,25	0,1	0	0,025	0,01	0.005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	1,120	4,303	6,965	9,926
3	0,765	1,638	2,353	3,183	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	2,143	3,707
7	0,711	1,451	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,226	2,764	3,169
11	0,697	1,363	1,769	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,694	1,350	1,771	2,160	2,650	3,120
14	0,692	1,345	1,761	2,143	2,624	2,977
15	0,691	1,341	1,753	2,331	2,604	2,947
16	0,690	1,337	1,746	2,120	2,583	2,921

17	0,689	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,688	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,505	2,819
23	0,685	1,319	1,714	2,690	2,500	2,807
24	0,685	1,318	1,711	2,640	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	2,890	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

APPENDIX B

THE INSTRUMENT OF PRE-TEST AND POST-TEST

The Instrument Test of Pre-Test

Read the paragraph text below carefully, then answer questions based on story.

SNOW WHITE

Once upon a time, there was a beautiful princess named Snow White. She was kind and gentle and a friend to all animals. One day, Snow White met a charming prince. As they sang a song of love together, Snow White's evil stepmother, the Queen, watched them. The Queen was so jealous of Snow White's beauty that she ordered her Huntsman to kill the young princess. But the Huntsman couldn't bring himself to hurt Snow White. He told her to run far away so the Queen would never find her. Snow White ran deep into the woods. She was lost and scared but soon found herself in front of a cottage.

The princess knocked, but no one was home. She slowly stepped inside. The cottage was a mess! With the help of her forest friends, Snow White cleaned every nook and cranny. "Maybe whoever lives here will let me stay," said Snow White. Upstairs, Snow White found seven little beds. She thought they belonged to children. Tired from cleaning, Snow White yawned as she curled up on the beds and fell asleep. Meanwhile, the Seven Dwarfs were heading home from a long day of working in a jewel mine. They were anxious to get home to their cottage in the woods. The Seven Dwarfs were surprised when they found a princess inside their home! When Snow White awoke, she was charmed by the Seven Dwarfs: Dopey, Sneezy, Happy, Grumpy, Doc, Bashful, and Sleepy.

The Dwarfs wanted to protect the beautiful princess from the evil queen, so they invited Snow White to live with them. To celebrate, the new friends sang and danced the night away. Back at the castle, the Queen

learned that Snow White was still alive. Enraged, she made a magic potion to change her appearance. Her plan was to trick the princess. After the Dwarfs had set off for work the next day, the Queen, disguised as an old peddler woman, offered Snow White a beautiful red apple. Snow White took one bite of the apple and fell into a deep sleep. The Queen had poisoned her! When the Dwarfs came home, they chased the Queen to the top of a stormy mountain. Suddenly, lightning hit the mountain, and the Queen fell, never to be seen again. But Snow White was still in a deep sleep.

The Seven Dwarfs kept watch over her day and night. Finally, Snow White's Prince Charming arrived. He had been searching everywhere for the beautiful princess he had sung with so long ago. The Prince awakened Snow White with Love's First Kiss. The spell was broken! Snow White and the Prince returned to the kingdom and lived happily ever after.

QUESTIONS:

1) What is the story talking about?
2) What is the main idea of the first paragraph?
3) What is the orientation of this story?
4) What is purpose of the story?
5) Write down the resolution of this story?
6) Write down the complication part?

Nama: Muh Agung

Question:

1. What is the story talking about?

Answer: The story talking about snow white and the seventh dwarf

2. What is the main idea of the first paragraph?

Answer: Snow White was kind and gentle and a friend to all animals.

3. What is the orientation of this story?

Answer: Once upon a time, there was a beautiful princess named Snow White. She was kind and gentle and a friend to all animals. One day, Snow White met a charming prince. As they sang a song of love together, Snow White's evil stepmother, the Queen, watched them. The Queen was so jealous of Snow White's beauty that she ordered her Huntsman to kill the young princess. But the Huntsman couldn't bring himself to hurt Snow White. He told her to run far away so the Queen would never find her. Snow White ran deep into the woods. She was lost and scared but soon found herself in front of a cottage.

4. What is purpose of this story?

Answer: The purpose of the story is "If there is someone you don't know and offer you something you have to be carefully immediately go away.

5. Write down the resolution of this story?

Answer: The Seven Dwarfs kept watch over her day and night. Finally, Snow White's Prince Charming arrived. He had been searching everywhere for the beautiful princess he had sung with so long ago.

6. Write down the complication of part?

Answer: After the Dwarfs had set off for work the next day, the Queen, disguised as an old peddler woman, offered Snow White a beautiful red apple. Snow White took one bite of the apple and fell into a deep sleep.

Nama : Sri Rahyuni

QUESTIONS:

1) What is the story talking about?
2) What is the main idea of the first paragraph?
3) What is the orientation of this story?
4) What is purpose of the story?
5) Write down the resolution of this story?
6) Write down the complication part?

Answer:

1. That story talking about "Snow White"

2. The main idea of first paragraph is Snow White met a charming prince. As they sang a song of love together, Snow White's evil stepmother, the Queen, watched them.

3. The orientation of this story is One day, Snow White met a charming prince. As they sang a song of love together, Snow White's evil stepmother, the Queen, watched them. The Queen was so jealous of Snow White's beauty that she ordered her Huntsman to kill the young princess. But the Huntsman couldn't bring himself to hurt Snow White. He told her to run far away so the Queen would never find her. Snow White ran deep into the woods. She was lost and scared but soon found herself in front of a cottage.

4. Purpose of the story is "do not be easy to believe a stranger".

5. The resolution of the story is Snow White's Prince Charming arrived. He had been searching everywhere for the beautiful princess he had sung with so long ago. The Prince awakened Snow White with Love's First Kiss. The spell was broken! Snow White and the Prince returned to the kingdom and lived happily ever after.

6. The complication part is Snow White took one bite of the apple and fell into a deep sleep. The Queen had poisoned her! When the Dwarfs came home, they chased the Queen to the top of a stormy mountain. Suddenly, lightning hit the mountain, and the Queen fell, never to be seen again. But Snow White was still in a deep sleep.

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village.

The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly

woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger.

Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

QUESTION:

1) What is the story talking about?
2) What is the main idea of the Second paragraph?
3) What is the orientation of this story?
4) Write down the resolution of this story?
5) Write down the complication part?
6) What moral can we learn from the story?

Name : Andi Aswar

QUESTION:

1. What is the story talking about?
2. What is the main idea of the second paragraph?
3. What is the orientation of this story?
4. Write down the resolution of this story?
5. Write down the complication part?
6. What moral can we learn from the story?

Answer:

1. Malin Kundang

2. Main idea of the second paragraph is Malin Kundang agreed in the hope to get a better life.

3. Orientation of this story is A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang.

4. Resolution of this story is finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her.

5. Complication part is At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman.

6. The moral can we learn is we can't forget where we came from when we have reach the successful.

Name : Fitriyanti

Question:

1. What is the story talking about?

Answer: About Maling Kundang

2. What is the main idea of the second paragraph?

Answer: Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates

3. What is the orientation of this story?

Answer: A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

4. Write down the resolution of this story?

Answer: Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

5. Write down the complication part?

Answer: Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger.

6. What moral can we learn from the story?

Answer: Don't be ever be rude to your parents.

Name : Fitriyanti

Question:

1. What is the story talking about?

Answer: About Maling Kundang

2. What is the main idea of the second paragraph?

Answer: Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates

3. What is the orientation of this story?

Answer: A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

4. Write down the resolution of this story?

Answer: Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

5. Write down the complication part?

Answer: Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger.

6. What moral can we learn from the story?

Answer: Don't be ever be rude to your parents.

APPENDIX C
LESSON PLAN

LESSON PLAN

School   = : SMA Tridharma MKGR
Subject   : English
Academic Year   : 2020/2021
Grade   : X IPA 1
Topic   : Reading Text *(Story)*
Focus Learning Skill : Reading Comprehension (Literal Reading)

A. Kompetensi Dasar

Kompetensi Dasar	Kompetensi Dasar
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait, legenda rakyat sederhana, sesuai konteks penggunaannya.	4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks narrative,lisan dan tulis sederhana terkaid legenda rakyat.

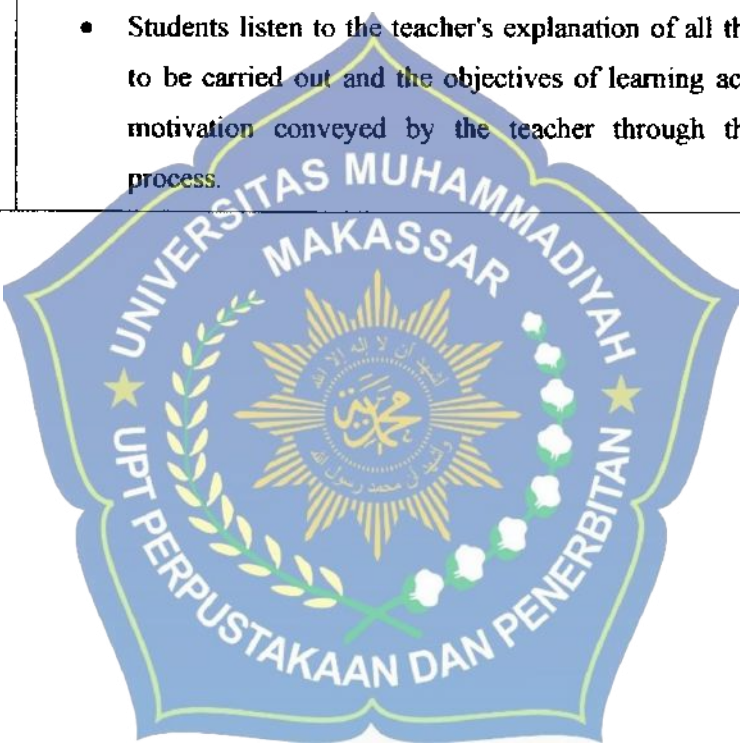B. Learning Objectives

Meeting 1:

Knowledge (1):

After observing about the narrative text , students can find the information related to the legend correctly.

Skill (1):

After reading the narrative text, students can retell the information in the narrative text related to the legend in writing correctly.

C. Learning Activities:

No.	Learning Activities
1.	**OPENING (10 MINUTES)** • Teacher and students greet each other and pray. • Students are checked for attendance by making attendance by the teacher • Teachers convey competencies and learning objectives • Students listen to the teacher's explanation of all the activities to be carried out and the objectives of learning activities and motivation conveyed by the teacher through the learning process.

2.	**CORE ACTIVITIES (70 MINUTES)**
	Building Knowledge Of Field:
	• Teacher and students ask each other questions about the narrative text that has been read.
	• Students are given a narrative text related to the legend *"Malin Kundang"*
	• Students are asked to read about narrative text related to the legend.
	Modelling Of Text:
	• Students ask questions about what they don't know from the text.
	• Teacher instructs students to find more information about the legend of the *Malin kundang.*
	Joint Construction of Text:
	• Students are divided into several groups.
	• Students discuss in groups about the information they have obtained.
	• Students find information in the narrative text related to the legend *"Malin Kundang"*
	• Students write the results of their groups discussions
	Independent Construction of Text:
	• Students are asked to do individual exercises related to narrative text.
	• Students are presented with narrative text related to the legend *"Malin Kundang"*.
	• Students are asked to reconstruct the narrative text into a complete text Students are asked to write and send their exercises via e-mail individually.
3.	**CLOSING (10 MINUTES)**
	• Teacher and students reflect on learning activities and their benefits.
	• Teachers give appreciation to students.
	• The teacher tells the material to be studied at the next meeting.
	• Teacher and students say goodbye.

D. Assessment of knowledge

Learning Objective	Form	Technique
After observing and read the narrative text , students can find the information related to the legend correctly.	Written	Answer Questions

Instruction:

Please answer the questions based on the story of *Malin Kundang* correctly

1. What is the story talking about?
2. What is the main idea of the first paragraph?
3. What is the orientation of this story?
4. Write down the resolution of this story?
5. Write down the complication part?
6. What moral can we learn from the story?

   1. People react when they saw Malin Kundang landing on the coast?

Rubric:

Correct Answer	:10 Score
Incorrect Anwer	:0

Answers Key:

1. The Story Talking About the Malin Kundang
2. The main idea of first paragraph is Malin Kundang agreed in the hope to get a better life. He left his mother alone.

3. The orientation of the story is "A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town."

4. The resolution of this story is "Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone."

5. The Complication part is Malin Kundang has become rich and now he is here". An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger.

6. The Moral we can take from this story is "Don't ever be rude to your parents and don't forget where you came from"

After reading the narrative text, students can retell the information in the narrative text related to the legend in writing correctly.	Written	Answer Questions
Learning Objective	Form	Technique

Instruction:

1. Presented with a narrative text, students can retell the contents of the text in their own words.
2. Presented with a narrative text, students can complete the overlapping text with the right vocabulary.

Rubric:

Aspek yang dinilai	Kriteria	Score
Pilihan kosa kata	Pilihan kosa kata sangat tepat	100
	Pilihan kosa kata tepat	80-90
	Pilihan kosa kata cukup tepat	60-70
	Pilihan kosa kata kurang tepat	50
	Pilihan kosa kata tidak tepat	10
Penulisan kosa kata	Penulisan kosa kata sangat tepat	100
	Penulisan kosa kata tepat	80-90
	Penulisan kosa kata cukup tepat	60-70
	Penulisan kosa kata kurang tepat	50
	Penulisan kosa kata tidak tepat	10
Tata bahasa	Pilihan tata bahasa sangat tepat	100
	Pilihan tata bahasa tepat	80-90
	Pilihan tata bahasa cukup tepat	60-70
	Pilihan tata bahasa kurang tepat	50
	Pilihan tata bahasa tidak tepat	10

Keruntutan teks	Keruntutan teks sangat tepat	100
	Keruntutan teks tepat	80-90
	Keruntutan teks cukup tepat	60-70
	Keruntutan teks kurang tepat	50
	Keruntutan teks tidak tepat	10

Guide's Score:

Students score = $\dfrac{\text{Got score}}{\text{Maximum Score}}$ X100

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THE EFFECTIVENESS OF USING WEBQUEST ON ENGLISH FOREIGN LANGUAGE CLASSROOM

From author/researcher

RIZALDI

ID: 105351463314

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Makassar, **5 Jumadil Ula 1443 H**
10 December 2021 M

Head of
English Education Department,

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

UNIVERSITAS MUHAMMADIYAH MAKASSAR ★ UPT PERPUSTAKAAN DAN PENERBITAN

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PENDIDIKAN BAHASA INGGRIS

بســـم الله الرحمن الرحيــم

Nomor : 0270/BG-FKIP/C/V/1439/2018
Hal   : **Kesediaan Sebagai Pembimbing Skripsi**

Kepada Yang Terhormat,
Bapak/Ibu Dosen Pendidikan Bahasa Inggris
   di
      Tempat

        Assalamu Alaikum Warahmatullahi Wabarakatuh.
Teriring salam dan doa semoga segala aktivitas kita senantiasa bernilai ibadah di sisi Allah
Swt.

Dengan hormat kami meminta kesediaan bapak/ibu dosen untuk menjadi Pembimbing
Skripsi atas nama mahasiswa yang tercantum di bawah ini:

Nama   : RIZALDI
NIM   : 10535614314
Judul Skripsi : THE EFFECTIVENESS OF USING WEBQUEST ON EFL
               CLASSROOM STUDY

    Nama Pembimbing   Tanda Tangan Pembimbing

Pembimbing   1. Erwin Akib, S.Pd., M.Pd., Ph.D.   ....

Pembimbing   2. Yasser Mallapiang, S.Pd., M.Pd.   ....

Demikian surat ini disampaikan. Atas kerjasamanya di ucapkan terima kasih.
Wassalamu Alaikum Wr. Wb.

                    Mengetahui
              Ketua Prodi Pendidikan Bahasa Inggris

              Ummi Khaerati Syam, S.Pd.,M.Pd
              NBM : 977 807

Nomor : 7488/FKIP/A.4-IV/1443/2021
Lampiran : Satu Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
D -
    Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	Rizaldi
Stambuk	:	10535614314
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Takalar / 06-01-1994
Alamat	:	Jln. Abdul Mutalib Dg Narang 2

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The Effectiveness of Using Webquest on English Foreign Language Classroom

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 4 Rabi'ul Akhir 1443 H
09 Nopember 2021 M

Dekan

Erwin Akib, M.Pd, Ph.D.
NBM. 860 934

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Nomor	: 4938/05/C.4-VIII/XI/43/2021	05 Rabiul Akhir 1443 H
Lamp	: 1 (satu) Rangkap Proposal	10 November 2021 M
Hal	: Permohonan Izin Penelitian	

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel

di –

    Makassar

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 7938/FKIP/A.4-II/XI/1443/2021 tanggal 9 November 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	:	**RIZALDI**
No. Stambuk	:	**10535 614314**
Fakultas	:	**Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	:	**Pendidikan Bahasa Inggris**
Pekerjaan	:	**Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Effectiveness of Using Webquest on English Foreign Language Classroom"

Yang akan dilaksanakan dari tanggal 17 November 2021 s/d 17 Januari 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp. 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

Nama Mahasiswa : Rizaldi

NIM : 10535 6142 14

Judul Penelitian : THE EFFECTIVENESS OF USING WEBQUEST ON EFL CLASSROOM

Tanggal Ujian Proposal : Jumat, 29-10-2021

Tempat/Lokasi Penelitian : SMA TRIDHARMA PKGR. Makassar

KONTROL PELAKSANAAN PENELITIAN
Kegiatan Penelitian

No	Hari/tanggal		Nama Guru/terkait	Paraf Guru/terkait
1	11 – November – 2021	Observasi dan mengajar	Ir. Ahmad Hanira	
2	13 – November – 2021	Observasi dan mengajar	Ir. Ahmad Hanira	
3	15 – November – 2021	Observasi dan mengajar	Ir. Ahmad Hanira	
4	16 – November – 2021	Observasi dan mengajar	Ir. Ahmad Hanira	
5	17 – November – 2021	Observasi dan mengajar	Ir. Ahmad Hanira	
6	18 – November – 2021	Observasi dan mengajar	Ir. Ahmad Hanira	

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

7	19 – November – 2021	Observasi dan Mengajar	Mr. Ahmad Hamra	
8	20 – November – 2021	Observasi dan Memberikan Latihan	Mr. Ahmad Hamra	
9	22 – November – 2021	Observasi dan Perpanjangan waktu ujian	Mr. Ahmad Hamra	
10	23 – November – 2021	Penutupan kegiatan penelitian	Mr. Ahmad Hamra	

2021

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi

بســـم اللـه الرحمن الرحيــم

LETTER OF ACCEPTANCE
0385/BG-FKIP/LOA/B/I/1443/2022

Dear RIZALDI

It is our pleasure to inform you that, after reviewing your paper:
THE EFFECTIVENESS OF USING WEBQUEST ON ENGLISH FOREIGN
LANGUAGE CLASSROOM
The manuscript ID: 589
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
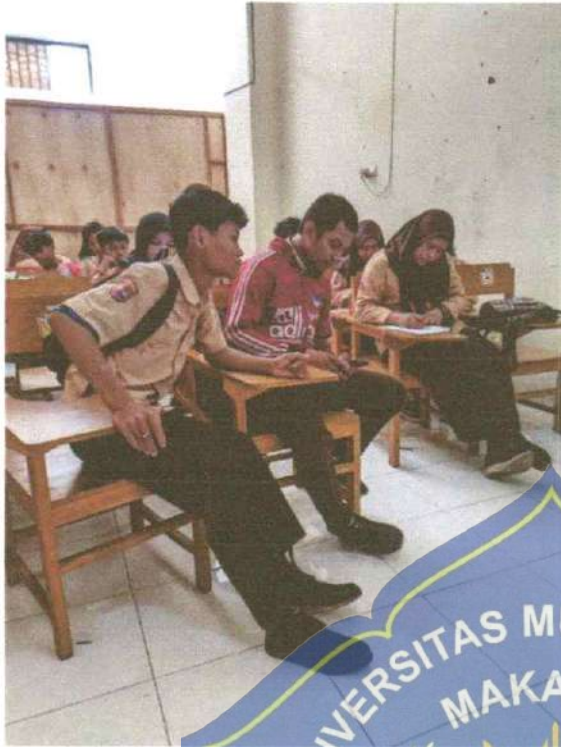*jcie@bg.unismuhmakassar.ac.id*

Makassar, 19 January 2022 M
16 Jumadil Akhir 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

CURRICULUM VITAE

RIZALDI was born on Januari 06 1994 in Takalar, South Sulawesi. He has 1 older brother and two little brother and sister. He is the second Child from 4 children. His father name Syamsuddin and his mother name Nur Aminah.

He started his education first, in elementary school at SDN 201 Palemba and he graduated in 2005. Second, He continued study his middle school education at SMP Negeri 1 Takalar and graduated in 2009. Then, he continued in senior high school at SMA Negeri 3 Takalar graduated in 2012. Before he continued his study, he had been unemployed for 2 years until he was accepted as the students in English Educations Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar in the year of 2014. During his study, he also join in English Department Students Association (EDSA), an organization of his major for about 3 years.

At the end of his study, he could finish his thesis under the title "The Effectiveness of Using Webquest on English Foreign Language Classroom".