

**PERCEPTION OF THE STUDENTS IN USING WEBQUEST TOWARD
LISTENING COMPREHENSION
(A Descriptive Research at the Second Semester of English Department
of Muhammadiyah University of Makassar)**



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

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2019**



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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MOTTO AND DEDICATION

I am not the smart one but I am the lucky one

Kupersembahkan karya sederhana ini sebagai bukti kecintaanku pada kedua orangtuaku tercinta, Ayahku Ir. Ridwan and ibuku Ernawati serta saudara saudaraku tersayang Rizki, Rifita, Dewa dan Anisa. Beserta teman, sahabat, kerabat atas semua dukungannya, perhatian, bantuannya dan doa tulus serta support, dan terima kasih yang sebesar besarnya kepada dosen saya Sitti Maryam Hamid S,Pd M,Pd beserta keluarga yang selalu memberi saya motivasi dan dukungan serta doa diberikan untuk menunjang kesuksesanku dalam menggapai cita cita. Semua menjadi berkali buat kita semua. Dan terimah kasih kepada teman saya Fira La Husen, Novita Eka Safitri, Dian Angraeni pratiwi, Marsella,Wilda sawsi, Dian AmaUnda, Anfuddin SDM yang selalu tulus membantu saya selama soya proposal hingga selesainya skripsi ini terima kasih. Semoga Allah membalas kebaikan kalian semua.

Aamiin Yaa Rabbal Alamiin



ABSTRACT

Rina indrianty. R. 2019. Perception of The Students in Using Webquest toward Listening Comprehension (A Descriptive Research at the Second Semester of English Department of Muhammadiyah University of Makassar). Thesis of English Department the Faculty of Teacher Training and Education. Muhammadiyah University of Makassar Supervised by Erwin Akib and Farisha andi Baso.

This research aimed to find out the perception of the students in Using Webquest toward listening skill of the second semester of English Department students of Muhammadiyah University of Makassar in academic year 2018/2019.

The researcher applied descriptive research as design method because it comparable to collect the data from the students ' perception and gave questionnaire to collecting the data. The sample of this research was BG II G class of Muhammadiyah University of Makassar which consists of 25 students. The sample was taken by used Purposive Sampling Technique.

Based on result of the research, it found that students gave the positive perception on using Webquest in listening class. The positive response came from their experience in listening class. They interested in learning listening by Webquest, enjoyed and satisfied using Webquest, and Webquest develop the teacher's creativity in providing materials for the students.

Keywords: Perception, Webquest, Listening Comprehension

ABSTRAK

Rina Indrianty. R. 2018. Persepsi Siswa pada Penggunaan Webquest terhadap Pemahaman Mendengarkan (Penelitian Deskriptif pada Semester Kedua Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar). Tesis Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar dibimbing oleh Erwin Akib dan Farisha Andi Baso.

Penelitian ini bertujuan untuk mengetahui persepsi siswa dalam menggunakan Webquest terhadap keterampilan menyimak mahasiswa Jurusan Bahasa Inggris semester II Universitas Muhammadiyah Makassar pada tahun akademik 2018/2019.

Peneliti menerapkan penelitian deskriptif sebagai metode desain karena dapat mengumpulkan data dari persepsi siswa dan memberikan kuesioner untuk mengumpulkan data. Sampel penelitian ini adalah kelas BG IIG Universitas Muhammadiyah Makassar yang terdiri dari 25 siswa. Sampel ini diambil dengan menggunakan Purposive Sampling Technique.

Berdasarkan hasil penelitian, ditemukan bahwa siswa memberikan persepsi positif tentang penggunaan Webquest di kelas mendengarkan. Tanggapan positif dating dari pengalaman mereka di kelas mendengarkan. Mereka tertarik untuk belajar mendengarkan dengan Webquest, menikmati dan puas menggunakan Webquest, dan Webquest mengembangkan kreativitas guru dalam menyediakan materi untuk siswa.

Kata kunci: Persepsi, Webquest, Pemahaman Menyimak

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Alhamdulillah Robbi' alamin. The researcher expresses his highest gratitude to the almighty Allah SWT, who has given guidances, blessing, and marcies to him in completing this thesis. Salam and shalawat are addressed to the final, chosen, religious messenger, to the prophet Muhammad SAW.

The researcher was really thankful on his thesis completion entitled Perception of the Students in Using Webquest toward Listening Comprehension "a Descriptive Research of the Second Semester of Muhammadiyah University of Makassar" to his beloved parents Mr.Ir.Ridwan and Mrs.Emawati and also his beloved siblings Rizky Amalia, Rifna Safira, Ahmad Dewa, Anisa Anugrah. Below of this is addressed to people who contributed on his thesis

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Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The researcher is pleased to accept more suggestion and contribution for the improvement of this graduating paper. Finally, for all everybody who gave valuable suggestion, guidance, assistance, and advice to completion this thesis may ALLAH SWT be with us now and forever. Aamiin.

Makassar, August 2019

Rina Indrianty R.

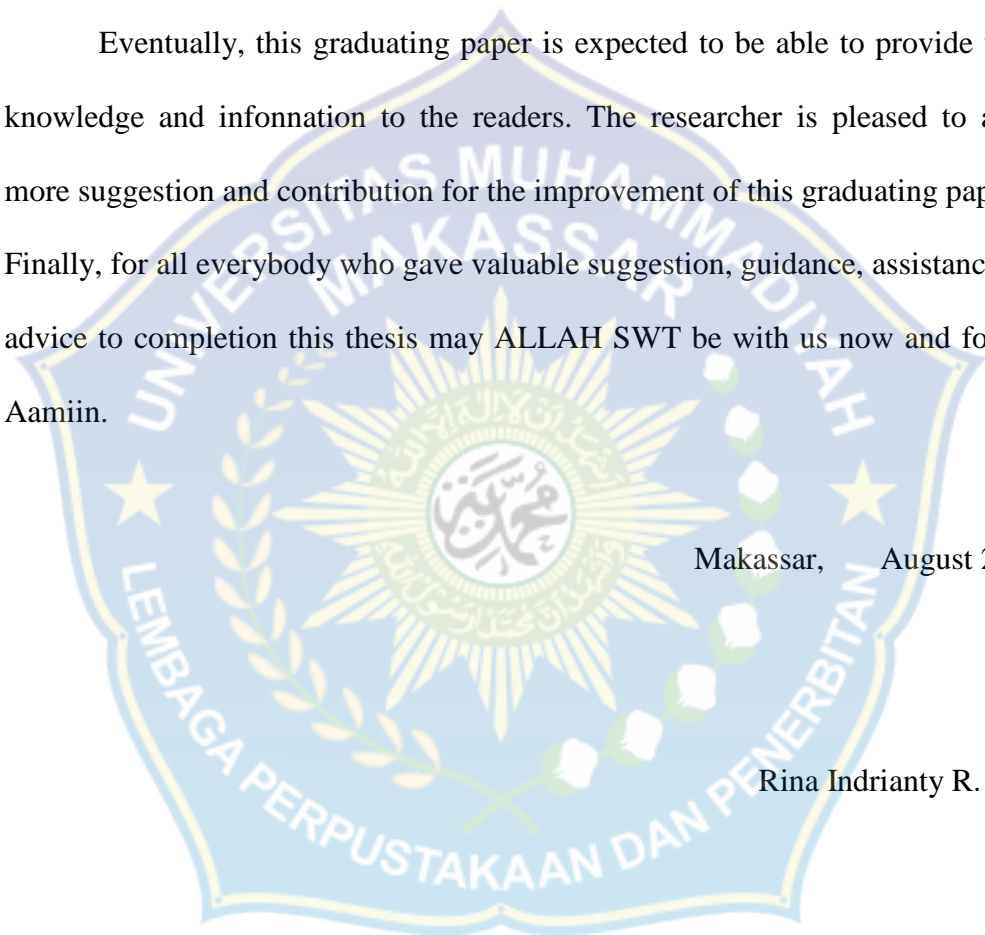
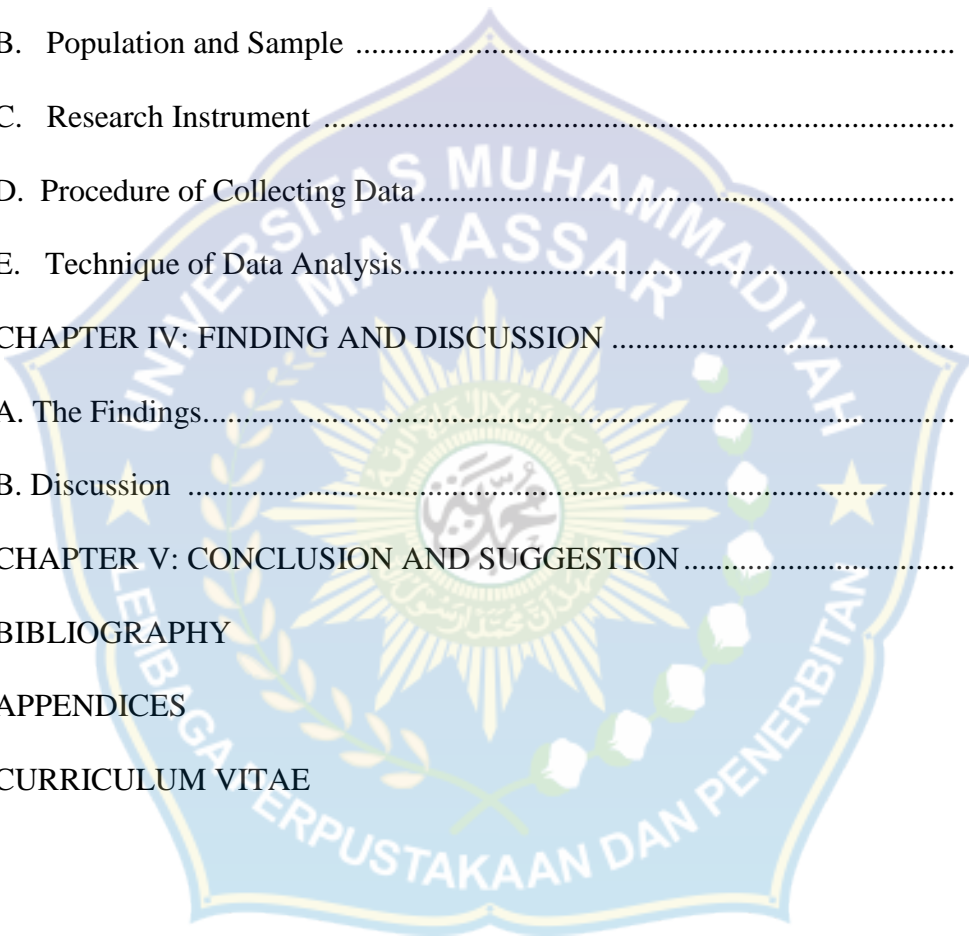


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CHAPTER I

INTRODUCTION

A. Background

Teaching and learning foreign language through technology had become a new trend foreign language education all over the world. As computer-assited instruction and interactive media technology addendum the traditional used of the chalk and blackboard, technology is playing greater as during class and home study (Liu,2009). A large number of recent researcher revealed that technology yield positive outcomes for educational purposes especially dealing with creation falitating active learning, providing effecient resources and giving better access to information (Kizil,2011). Hence, teacher and students can make used technology tools as alternative media in teaching and learning English for those benefit that can be gained.

Moreover, one of internet based learning tools that can be used mastering language is WebQuest. WebQuests have been around for more than twenty years and received popularity among many teachers. The use of it has been growing rapidly in recent years. WebQuest can be considered as an instructional aid and tool for facilitating language teaching language and learning (Sen and Neefeld, 2006). WebQuests are also increasingly becoming popular in teaching English as a Foreign Language (EFL) since they provide learners with authentic and collaborative tasks. As Stoks argues, “WebQuest offer good internet-based language learning opportunities because they provide learners with exposure to authentic material, meaningful content and possibilities for real communication in

the target language”. Furthermore, According to March (2004), “a real WebQuest is a scaffolded learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students’ investigation of an open ended question, development of individual expertise, and participation in a group process that transforms newly acquired information into a more sophisticated understanding”. While doing the WebQuest tasks, students search for the information, develop integrated language skills such as listening, reading, writing and speaking in order to complete the task.

In this research, the researchers concern on the listening, that beside the students are expected to be able to mastery, speaking, reading, writing. The most important part of learning a second language is on listening. There is no doubt that we set about listening to learn the foreign language, then we learn speaking, reading, writing and finally reap the benefits and have access to the second language. About 90 % of students said their biggest problems are listening. In addition, there are some difficulties faced by the student such as the lack of vocabulary, understanding structure, unable to comprehend natural spoken, lose confidence, maintaining concentration, bad recording. As Hamouda (2013) stated that factors causing students listening comprehension problem are categorized into different sources including problems related to the listening text, listening problems related to task and activities, listeners problems related to the listener and teachers methodology. Thus, it was the way to find out the students’ difficulties from three main areas: listener factors, listening material and physical setting

However, some teacher of English Departement of Muhammadiyah University of Makassar especially in intensive listening subject at the first semester apply the WebQuest as additional material. Proven, some of teacher insert their teaching material in WebQuest and put the relation material in WebQuest as completion material. Due to, the researchers found the difference classroom atmosphere in using WebQuest. Consequently, based on the background above, the researcher carried out a research under the title *“Perception of the Students in Using WebQuest toward Listening Skill.”*

B. Problem Statement

Referring to the previous background, the researcher formula a research question as follow:

“How is the perception of the student in using WebQuest toward listening skill of the second semester of English Department student of Muhammadiyah University of Makassar?”

C. Objectives of the Research

The objectives of this research was focus on finding out the perception of the student in using WebQuest toward listening skill of the second semester of English Department student of Muhammadiyah University of Makassar.

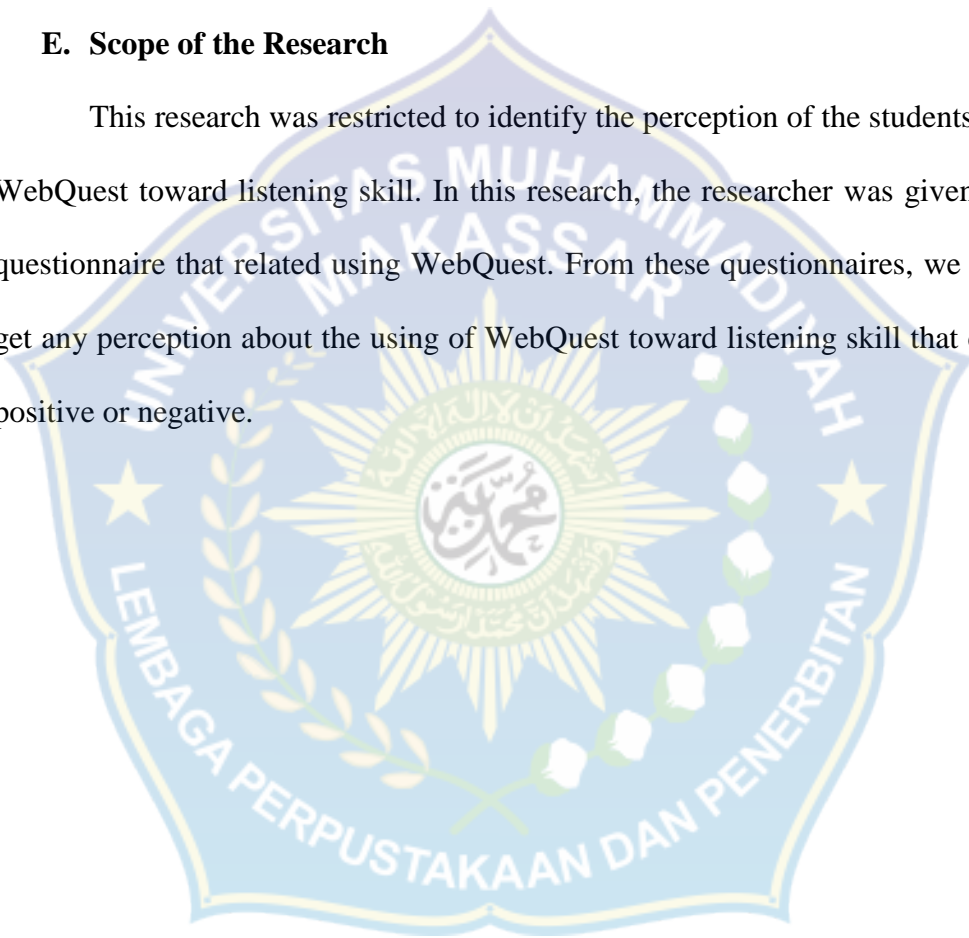
D. Significances of the Research

The outcomes of the research were expect to be useful and helpful information for the English teachers, especially in using WebQuest in the quality of teaching and learning process in terms of listening. For students, the result of this research, it is expected to be useful information in developing students

listening skill, and also it is hoped that any obstacles faced by the researcher would be consideration in finding any better ways to make improvement for the better learning condition. This research may also be useful information as the basic of the research for any reearchers who wants to conduct in the same topic or something that related with this research

E. Scope of the Research

This research was restricted to identify the perception of the students using WebQuest toward listening skill. In this research, the researcher was given close questionnaire that related using WebQuest. From these questionnaires, we would get any perception about the using of WebQuest toward listening skill that can be positive or negative.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some previous related findings, some pertinent ideas, conceptual framework, and hypothesis.

A. Previous Related Findings

Some researchers have done researches that focus on the WebQuest. There are some research findings that have close relation to this research.

- (1) Yusra (2018) The Effect of WebQuest on the Students Reading Comprehension showed that there was an improvement of the students' achievement in pretest and posttest of the two groups, the experimental class was more significantly improved than the students' result of posttest of the control by the mean score $80.23 > 76.40$. the difference of both scores was statistically significant based on the t-test value of significant level 0.05 in which the probability value is lower than the significant level ($0.000 < 0.05$). the mean score of the students' interest in experimental class was 65.14 with standart deviation is 9.078 and it was categorized as interested. Thus, it can be concluded taht the use of WebQuest enhanced the students' achievement in reading comprehension and interested the students in learning reading comprehension.
- (2) Aydin (2016) WebQuest as Language-Learning Tools stated that WebQuest help learners to acquire and learn linguistic and extra-linguistic knowledge in secure atmosphere in processes of second-language learning.

(3) Irzawati (2013) Using WebQuest in Learning Grammar: Students's Perseption in Higher Education revealed that students had positive perceptions toward the use of WebQuest in learning grammar. They believed that WebQuest can be used as one of effective internet based learning tools in studying grammar.

(4) Abbit & Ophus (2008) had an experiment about the impacts of this medium on the teaching and learning. They observed some articles of experiments using it. The articles were collected from some educational research sites for examples, ERIC (Educational Resources Information Center), EBSCO Academic Search Premier Educational Research Complete, the Education and Information Technology (ED/IT) digital library, Ohio Library and Information Network (OhioLINK), and also Google. The research was aimed to get the answers on three general categories, attitudes and perceptions of students, impacts on learning content and skills, and investigations of the cognitive requirements of WebQuests.

Based on the previous researchers above the similarities of this research is using WebQuest. Nevertheless, the disimilarities of this research as follow: first, Yusra's research focused on reading comprehension. Second, Aydin's research refers to using WebQuest in second language acquisistion and foreign language-learning processes. Third, Izrawati's research concern on the students perception by using WebQuest in grammar. Fourth, Abbit and Ophus's research focussed onthree general categories, attitudes and

perceptions of students, impacts on learning content and skills, and investigations of the cognitive requirements of WebQuests.

The last, in this research, the researcher believed that WebQuest is multi-function internet-based learning. Hence, It can be applied in English main skill and subskill. It also provides clearly stage in each content, support the creativity of the teacher to developing their material, or additional material. Eventually, the reseacher focused on the perception of the students in using WebQuest toward listening skill.

B. Some Pertinent Ideas

a. The Concept of Listening

1. The Definition of Listening

Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop your listening skill. It is the active process of receiving and responding to spoken (and sometimes unspoken) messages. Helgesen (2003:24) states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding that citation, although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. As they listen, they process not only what they hear but also connect it with other information they have already known. Since listeners combine what they have listened to their existing knowledge and experiences, in a very real sense, they are figuring or creating some kinds of meaning in their own mind.

Rost (2002:177) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening, then, is a complex, active processes of interpretation in which listeners match what they hear with what they have already known.

Rivers in Hasyuni (2006: 8) states that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create significance. So, we can say that listening is like a cooking process, there is the recipe, and then we gather the ingredients, start to process to cook and finally we eat that. The process will be successful if we prepare the right dose, as well as listening, we can get the right words if we listen well and know all of the sentences. From the definition above, it can be concluded that listening is a complex, active process of interpretation in which listeners match what they have heard with what they have already known. It is a process to start mind. We must pay attention first with the listening, then we can easily study the other skills.

2. The Kinds of the Listening Comprehension

If where are going to help the students to develop listening skill we need considered the types of the listening material they would ultimately want or need to listen to. According to Abol, (1981-52). The types of listening material that the students want to listening are as follows:

a. Dialogue

1) Unscripted is spontaneous conversations and discussion between:

2) The teacher and other foreign language speaker.

3) The learners and native English speaker and.

4) Other foreign language speaker without the learner's participation.

b. Set scripted conversation for example dialogues in plays and films usually between native speakers.

c. Authentic dialogue

The advantages of authentic dialogues are probably mostly in the area of listening comprehension. By using authentic dialogues, learners are comforted with real life experiences in which they would have to function. By using these authentic dialogues, the teacher and focus on variation in pronunciation and how intonation and incomplete structures are used to express meaning. By having students focus on such areas discussion about, and practice appropriate types of openings do sure as well as other appropriate language (or in appropriate as case maybe) other, subtle issue may also be addressed by using authentic dialogues, for an advanced class, the manner which this is achieved in authentic dialogues as an example Students could then model oral activities on the exchange and see how close they can come to producing the some effect (a very difficult task in indeed).

d. Scripted dialogues

I think that using scripted dialogues are probably most useful when a teacher is trying to focus on correct form. This is particularly appropriate when working towards stimulating oral work, by using scripted dialogues. The teacher

can steer the class toward the new or regaled language skill while keeping classes, where communication skills are generally the primary target of such an activity, the use of a scripted dialogues allows the teacher concentrate on bare – bark structures without having to worry about confusing the students. The issue of shared knowledge does not need to be addressed, as well as other linguistic subtleties (such as flaunting co-operative principles in order to express irony) and the teacher can use his/her knowledge of the class's ability to model to conversational flow. First, is the goal of devolving a theory of dialogue including cat last a theory of cooperative task oriented dialogue in which the participants are communicating in service of the accomplishment of same goal-directed task. The often unstated objectives of such theorizing have generally been to determinate.

3. The Development of Listening Ability

In the competency Based Curriculum, one purpose of English learning is developing o communication skills in oral in writing. Listening as one of the skill can be improved with several technique, as follow:

a. Abott (1981:17) states that the following techniques as has been found to be effective in improving most people's listening efforts:

- 1) Prepare to listening
- 2) Determinate your purpose
- 3) Determinate the speaker's purpose
- 4) Determinate the speech's organization
- 5) Summery that would help us to stay oriented to the topic

b. Richard (1986:186) points out that the following guides in improving listening comprehension:

- 1) Write summary
- 2) Answer comprehension question
- 3) Listen selectively for specific information
- 4) Draw a picture based on the description
- 5) Report orally the main points of the spoken
- 6) Prepare an outline
- 7) Complete a chart
- 8) Ask question about the content

c. Rost (2002:23). confirms that in the matter of the listening the students have to master the necessary components can be listening as follow:

- 1) Discrimination between sounds
- 2) Recognizing words
- 3) Identifying grammatical grouping of words
- 4) Using background knowledge
- 5) Recalling important words and ideas
- 6) Connecting linguistic cues to paralinguistic cues (intonation and stress) and to nonlinguistic cues (gestured and relevant object in the situation) in order to construct meaning.

4. The Teaching of Listening in the Classroom

Brown (2000:7) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something,

providing with knowledge, causing to know or understand. Listening has also been considered from a further perspective in recent years when it is examined in relation not only to comprehension, but also to language learning. Teaching listening requires a bit more on the part of the teacher than that of the learners.

One of the main principle of teaching listening, should be “Language material intended to used for training listening comprehension should never be presented visually first.” Good listening lessons go beyond the main listening task itself with 9 related activities before and after the listening. It means that the teaching of listening should beyond the understanding, then the action. The importance of listening in language learning and teaching demand the language teachers to help their students become effective listeners. (Maria, 1998), for instance, the school establishes one day in a week to use English language, so the students will be familiar with listening process. There are some principles of teaching listening skill that should be known by the teacher (Brown, 2007). First, listening should receive primary attention in the early stage of ESL instruction. It means that to learn English language, students should be familiar first with the listening process. Second, listening should maximize the use of material that is relevant to students’ real life. It can make students know how important the material in the real life. Third, listening should maximize the use of authentic language, because students are difficult to understand if the teacher uses difficult word. Fourth, listening should vary the materials in terms of speakers’ gender, age, dialect, accent, topic, speed, noise, level, and genre. The purpose of that principle is to make the students interested in the material given in every meeting.

Fifth, the teacher should always ask the students to listen to the purposes of listening and ask them to show their comprehension in a task. It can drill their listening skill. Sixth, the language material intended to be used for training listening comprehension should never be presented visually first. The students have to be familiar with the audio first. Furthermore, the teachers have to pay attention to the principles in teaching listening. As mentioned above, one of the principles in teaching listening is that the teacher always asks the students to listen to the purposes of listening. So, he / she can teach listening to the students more effectively if he / she has already known the purposes of listening. One way to do that is to use a simple dialogue in order to show how they might listen differently depending on its goals. We can conclude that teaching listening means delivering some material by giving the understanding of language system. It also involves how we apply this knowledge of the language system to understand or convey meaning and how we apply particular skills to understand and convey meaning. It must be practiced continuously so that we will be more familiar with listening and finally we can master it.

b. The Concept of Perception

1. The Definition of Perception

Perception in psychology very important to know many cases in process learning, There are many definition about perception over that but we will see definition of perception according to psychology world : Gibson, (1987:1-6) states perception is the way you think about or understand someone or something, the

ability to understand or notice something easily the way that you notice or understand something using one of your senses. Perception (from the Latin perceptio, percipio) is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. All perception involves signals in the nervous system, which in turn result from physical or chemical stimulation of the sense organs. For example, vision involves light striking the retina of the eye, smell is mediated by odor molecules, and hearing involves pressure waves. Perception is not the passive receipt of these signals, but is shaped by learning, memory, expectation, and attention.

Perception involves these "top-down" effects as well as the "bottom-up" process of processing sensory input. The "bottom-up" processing transforms low-level information to higher-level information (e.g., extracts shapes for object recognition). The "top-down" processing refers to a person's concept and expectations (knowledge), and selective mechanisms (attention) that influence perception. Perception depends on complex functions of the nervous system, but subjectively seems mostly effortless because this processing happens outside conscious awareness.

According to Barry, (1998:48) states that perception is the set of process by which we recognize, organize, and make of stimuli in our environment the key distinction between the two main theories of perception is the emphasize each gives to the roles of sensation and higher cognitive process in perception. Another definition from Lindsay and Norman, (1977:67) states perception as the

process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin.

Perception on the other hand, better describes one's ultimate experience of the world and typically involves further processing of sensory input. In practice, sensation and perception are virtually impossible to separate, because they are part of one continuous process. Slameto, (2003:12) states perception is process to input message or information to human brain by the human perception that continuously make relation with the environment. This relation is done by the five of senses those are senses of sight, sense of hearing, sense of feeling, sense of smell, and sense of touch. And Romanov (2011:6) it includes senses, feelings, ideas, thoughts, theories. Concept is its "final point" and allows you to see differences. Perception is "your ability to understand the difference." Perception can be concluded as the process when people express their sense and experience or when the people organize their interpretation to produce a meaningful experience.

According to Webster's International Dictionary of English, (1995:89) perception is defined as follows:

- 1). The act of perceiving, cognizance by the senses or intellect, apprehension by the bodily organs, or by the mind, of what is presented to them, discernment, apprehension, cognition.

2). The faculty of perception: the faculty, or peculiar part, of man's constitution by which he has knowledge through the medium or instrumentality of the bodily organs: the act of apprehending material objects or qualities through the senses: distinguished from conception. Sir W. Hamilton, "Matter no life perception and is not conscious of its own existence."

3). The quality, state, or capability of being affected by something external: sensation; sensibility. This experiment discovered perceptions in plants."

4). An idea; a motion

Perception can be concluded as the process when people express their sense and experience or when the people\ organize their interpretation to produce a meaningful experience.

2. Types of Perception

Based on explanation from perception Zanden (1984:109) divides perception in three types as follow:

1). Person Perception

Person perception refers to those processes by which we come to know and think about other. Their characteristic, qualities, and inner state. We construct image of others in ways that serve to stabilize, make predictable, and render our manageable view of the social world to the extend to which we attribute stable straits and enduring disposition to the others people. We feel

that we are better able to understand their behavior and predict their future actions and we use these nations to guide our interaction which them.

2). Social Perception

Social perception means that trying to understand people whether they are professional athletes, political, leaders, criminal defendants, entertainer, or loved one closer to home is not easy task. Perception does not occur in vacuum instead we bring to bear prior knowledge that we have structure and stored in our heads for the processing of new information about individuals. Social life dictates that we be do something more than creatures of the moment. Sustained patterns of interaction or social relationship require us to retain information, as the situation require. Without memory we should react to every event as if it we unique, and if we did not remember the facts, we should be in capable of thinking or reasoning.

3). Perception of situation

Social psycholinguistics views a situation as all the social factors that influence a person's experience or behavior at a given time, and given a place. It is an interaction of time and space within which we act in specific ways. The situational contest in which stimuli occur has consequences for their interpretation. Any one of multiple worlds may emerge. Depending on which stimuli we register. The linkage we make among these stimuli and our interpretation of the stimuli.

3. Factors Influencing Perceptions

Perception is influenced by many factors so that a person's perception can not be equated with the perception of others. According Rahkmad (2000: 72) the factors that influence a person's perception is: (1) Learning (2) Teaching . Attention occurs when a person concentrate on one instrument senses and override inputs through other senses. What is considered a person is determined by personal factors namely needs, past experience and other factors functional and which will form a perception. Furthermore, the structural factors that shape perception is determined by the structural properties as a whole. If the individual is considered as a member of the family, all properties related to the individual families will be affected by a family member with a form of assimilation aspects.

c. The Concept of WebQuest

1. The definition of WebQuest

WebQuest was introduced by Bernie Dodge and Tom March in 1995, it was designed based on constructivist philosophy, and it promoted cooperative learning and scaffolding of instruction. According to Dodge (1997), WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web. In language learning, WebQuest not only allows students to construct their knowledge of the language through exploring structured web resources on their own (Laborda, 2019), but also helps students become better learners by increasing their autonomy and proving them a sense of fulfillment (Lou,

2010). Hence, it could be an alternative learning tool that can facilitate the learners in studying English.

According to Dodge (1998), a well-designed WebQuest typically consist of six components, namely: introduction, task, process, resources, evaluation, and conclusion. The introduction serves to launch the topic by proving interesting background information and blueprint for the whole quest. The task and process sections present a general description of the assigned task and the step-by-step procedure to be followed for completing the task. A set of information sources needed to complete the task is provided in the resources section. Information sources might include web documents, searchable databases on the net, and books and other documents physically available in the learner's setting. The evaluation component is usually in the form of a rubric that will be used to assess students work, and the conclusion brings the quest to closure, reminds learners of what they have learned and encourages them to extend the experience into other domains. There are two types of WebQuest, namely: short term WebQuest, and long term WebQuest. Short term WebQuest focuses on learners' knowledge acquisition and integration that can be completed in one to three hours, whereas Long Term WebQuest emphasizes learners' ability to extend and refine knowledge. Thus, it may take between one week and a month in a classroom setting (Dodge, 1997).

WebQuest belongs to an inquiry learning. According to Coffman (2009: 7), an inquiry process involves four processes. The first is identifying

questions to ask to find possible answers. The teachers compose the appropriate answers on the materials after they find the materials based on the questions. Then, the teachers identify appropriate and quality resources to aid students in answering the identified questions. The effects of this can help the students to find the correct and appropriate information. The third step is manipulating resources to ensure that correct information is identified and answers to specific questions are explored. The final step is formulating answers discovered and identifying how these answers relate back to the original questions. The teachers formulate the correct answer to give feedback to the students' works.

WebQuest is not quite common for both the teacher and students. It is an inquiry-oriented activity where most if not all of the resources that the students explore and analyze are provided on the internet. The resources searched by the students are guided by the teachers. There should be various and meaningful content for the sources. This give assumption for the students that the materials are new and it can give them opportunities to reach the world. The goal of this medium is to provide students with opportunities to discover content in meaningful and engaging ways (Coffman, 2009: 33).

WebQuest is a new way to attract the students in reading English passages which may be categorized as quite functional in the use. Vocational school students need more real texts which correspond to their majors. An advantage of using this program is the reality and the novelty of

the materials, texts. Students can search more real information related to their needs and expectation. This begins using real-world data and information found on the internet (Coffman, 2009: 33-34).

According to Coffman (2009: 34-35), WebQuest allows students to ask questions, make hypotheses, test hypotheses, and present new understanding to others. Using this medium, the students can create many questions related to the topic so they will get appropriate information for the topic discussed. Then, the students make hypotheses based on their information they get. To get the correct information expected by the teacher, the students should test the hypotheses. This can be done by cross-checking with their partners and teacher. Finally, the students are asked to present their new understanding of the materials that they have searched to the others. By following those four steps, the students can put the knowledge in their long term memory.

A good WebQuest cannot stand by itself without any completion. In a good WebQuest, the teachers are required to focus on some areas which correspond to the students' needs. Coffman (2009: 35) gives explanation on the areas that must be presented in this good medium. It is better to have standards and learning objectives, authentic activities and assessments, instructional strategies that encourage collaboration, opportunities for knowledge creation and exploration through discovery and exploration, resources that identify real-world data and relevant up-to-date information, and technology tools and resources to enhance the big idea question. When

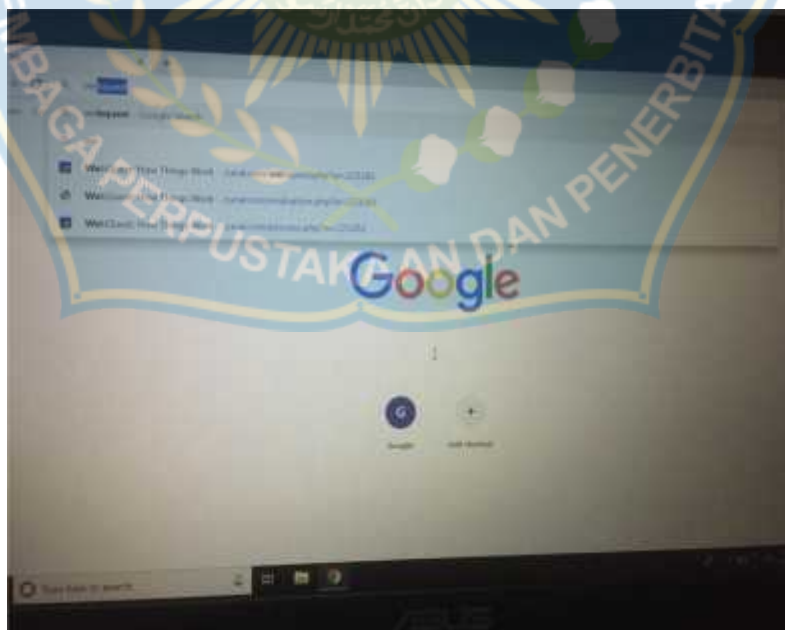
a WebQuest has those criteria, it is categorized as a good one for teaching and learning.

WebQuest belongs to an inquiry learning which lets the students create questions that correspond to texts they read in order to comprehend them. The process of learning must follow some steps and rules to achieve the goal in learning reading. The contributions of learning reading through this medium is the use of more real and relevant data and also gives new strategies in presenting the materials which are expected not to become boring.

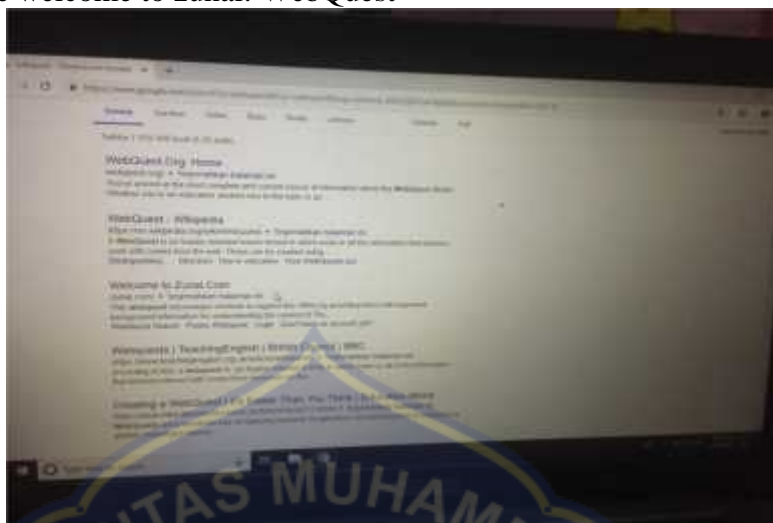
2. The Implementation of WebQuest in Listening Comprehension

There are several stages that involve in using WebQuest in listening class as follows:

- a) Search in google about WebQuest



- b) Choose welcome to zunal: WebQuest



- c) When the home of zunal WebQuest open. Please looking for “WebQuest Search” in the left side

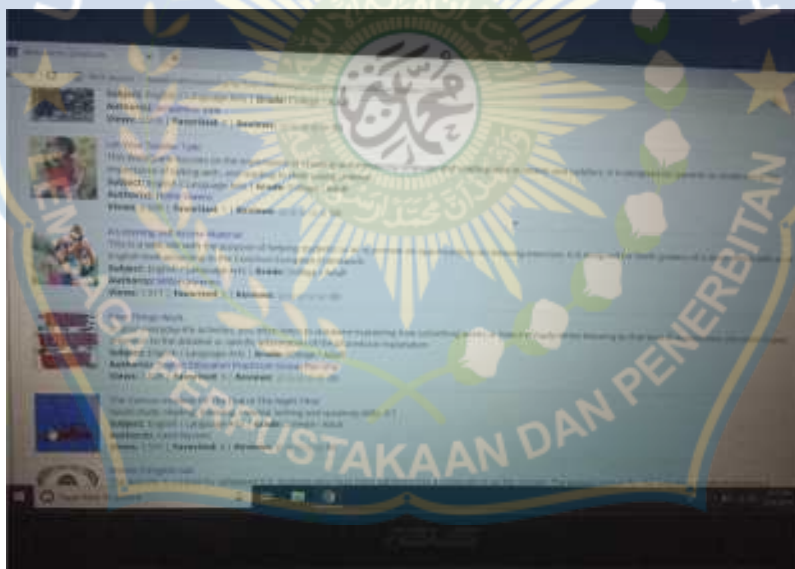


- d) In WebQuest Search provides 3 items: Keywords, Grade, and Subject.

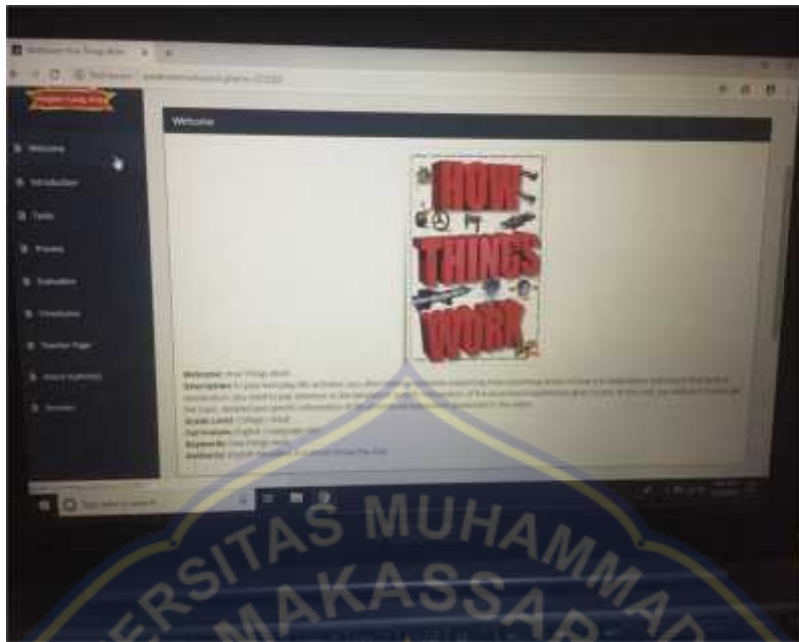
Filling in the keywords: listening, grade: college/adult, and subject: English/Art. And then search.



- e) Moreover, there are several theme that showed. Choose one of the appropriate theme.



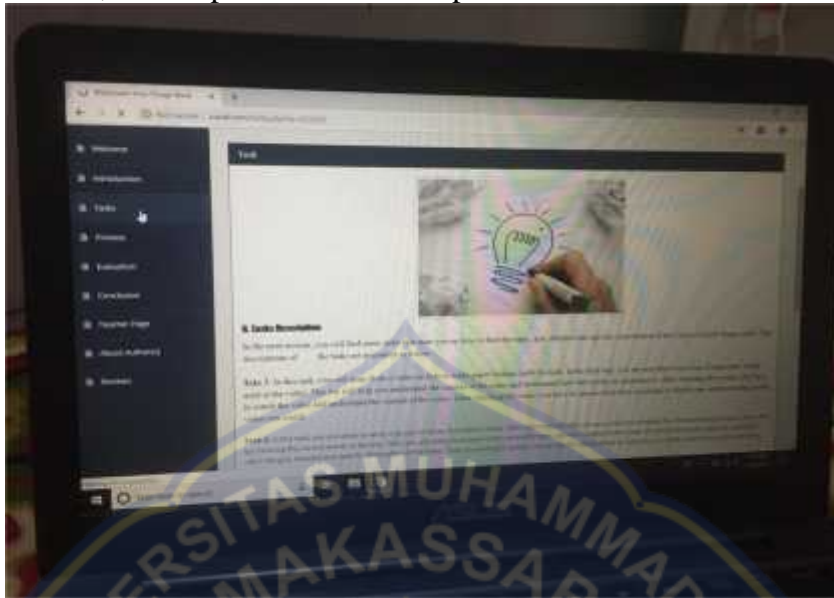
- f) This one of the theme, “How Things Work”. Pay attention in the left side there are 9 items as follows: welcome,introduction, task, process, evaluation, conclusion, teacher page, author, and review.



g) First, Introduction refers to brainstorming before doing the tasks



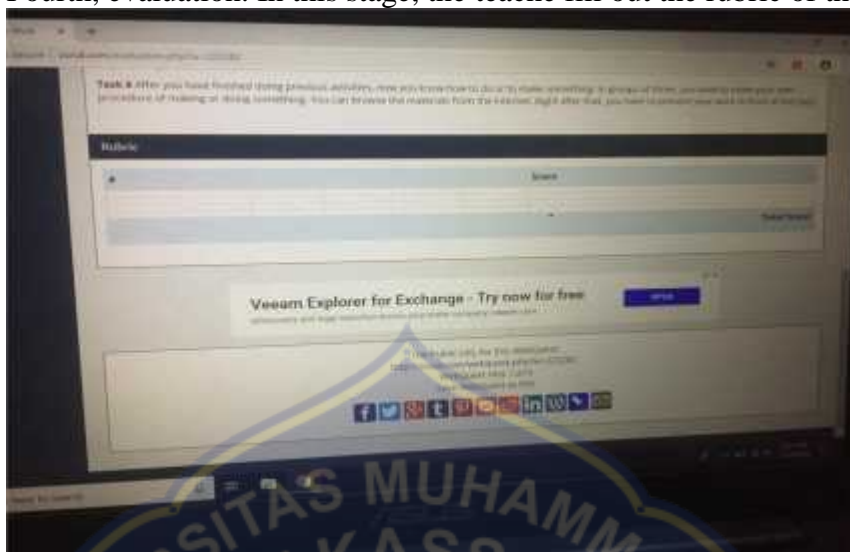
h) Second, task. It provides the description of each tasks.



i) Third, process. In this stage, all of the material in written or in video that completed with the tasks is provided.



- j) Fourth, evaluation. In this stage, the teacher fills out the rubric of the tasks.



- k) The last, conclusion, teacher page, author, and review as the additional information from the previous stages.

3. Teaching Listening with WebQuest

According to Coffman (2009: 34), WebQuests are perfect examples of constructivist learning. The teacher presents a “big idea” question, and provides appropriate resources and instructional strategies so the students can explore and discover the information to answer important questions.

Dodge (1997) in Ruddle (2005: 267-8) states that the use of WebQuest may give critical attributes which are an introduction, task, information, process, guidance, and conclusion. Introduction means sets the stage and provides some background information. The task chosen by the teacher should be doable and interesting. Then, a set of information sources which are mostly web-based is needed to complete the task. The elaboration of process is that the students are able to go through to accomplish the task.

On the other hand, guidance is dedicated on the organization of the information required. The last is the conclusion which brings closure to the quest, reminds the students of the materials they learn, and encourages them to reach their learning.

An inquiry-oriented activity is wrapped around big idea questions as well as learning standards and objectives and it should provide authentic tasks to engage students in exploring and creating their own understanding about a topic (Coffman, 2009: 36).

Table 2.1. WebQuest design section

No.	Section	Description
I.	Introduction	<ul style="list-style-type: none"> - It introduces the students to the activity. - It emphatically captures the student's attention. - It is written from a student perspective. - It consists of options to use an advanced organizer or overview to prepare the student for what is to come. - Should be short in length.

II.	Task	<ul style="list-style-type: none"> - Task must be doable and interesting. - Task allows students to learn so they will enhance their current knowledge and gather new understanding with others. - The big idea question is presented here. - Possible tasks include: <ul style="list-style-type: none"> • Solving a problem • Preparing and participating in a debate • Designing a product or procedure • Multimedia presentation • Article to be written
III.	Process	<ul style="list-style-type: none"> - It provides specific steps students should take to accomplish and complete the intended task. - Specific details on groups, roles, resources, and strategies are given. - Specific handouts students will use to complete each process are made available here - It provides this section in an ordered list, identifying the procedures that must be followed to ensure success in the WebQuest

		activity.
		- It should be very specific and detailed.
IV.	Evaluation	<ul style="list-style-type: none"> - A check sheet and/or rubric for students to review allow them to determine what is important to accomplish and understand in the WebQuest. - It identifies whether the grade will be individual, group, or both.
V.	Conclusion	<ul style="list-style-type: none"> - It provides closure to the WebQuest by providing a summary of what students accomplished and its relevancy to their overall learning. - Questions could also be posed for students to investigate further if they are interested. - This identifies learning is as a continuous process.
VI.	Resources	<ul style="list-style-type: none"> - It provides a list of resources that students can use to find necessary information. - It organizes the information in categories so students can find appropriate information at a glance.

	Teacher's page	<ul style="list-style-type: none"> - This is the only section that is not written for the student. - It provides as much detail as possible about standards, objectives, and the WebQuest itself so another teacher can adopt your WebQuest or adapt it to his or her students.
	Credits	<ul style="list-style-type: none"> - It provides a list of references and credits that were used in the WebQuest. - It remembers to reference all images, music, recordings, and text.

(Coffman, 2009: 37)

Using WebQuest, the teacher is able to present teaching materials which will be taught in the meeting or in the next meeting. The teacher can show the topic or issue related to the next materials. This can improve the students' motivation in learning because they have known what they will talk about. Here, stating the next materials is done in more exciting ways. As a consequence of using internet in learning through this, the teacher is expected to create a fun and suitable condition for the students to learn both in group and individually. The students work in a collaborative group which will discuss a series of questions maintaining a big topic. Actually, the learning materials are based on the standard of competences and basic competencies. Coffman (2009: 56) says that in WebQuest, students work in collaborative

groups on an appropriate topic that is in line with the learning standards, and enable them explore the material in more detail.

In the process of teaching and learning of English listening, the researcher adapts the use of Presentation, Practice and Production method (PPP). Presentation, Practice and Production which will be applied by the teacher. According to Spratt et al. (2005: 63), PPP lets the teacher presents the new language in a certain context, has students practicing the new language in controlled practice activities, and gives opportunities for the students to use the new language with little controlled activities in a more communicative way. Based on this method, the teacher presents the new language use in the presentation phase in which the teacher creates a bridging assumption to the students of the previous materials followed by presenting the new materials with a series of presentation. The teacher may use the introduction section of the WebQuest. Then, in the practice, the teacher applies it as an activity which has a clear design as stated above, for the students. The teacher can use some sections of this program. They are task and process whether the PPP is as a process of teaching and learning. There are steps called evaluation and conclusion. Those steps are placed in the last phase of the method in PPP, which is production. The students are expected to have self-assessment and create an individual activity which represents their own understanding to the new material and relates it with the real live in the evaluation and conclusion.

C. Conceptual Framework

The conceptual framework underlying this research is illustrated in the following diagram.

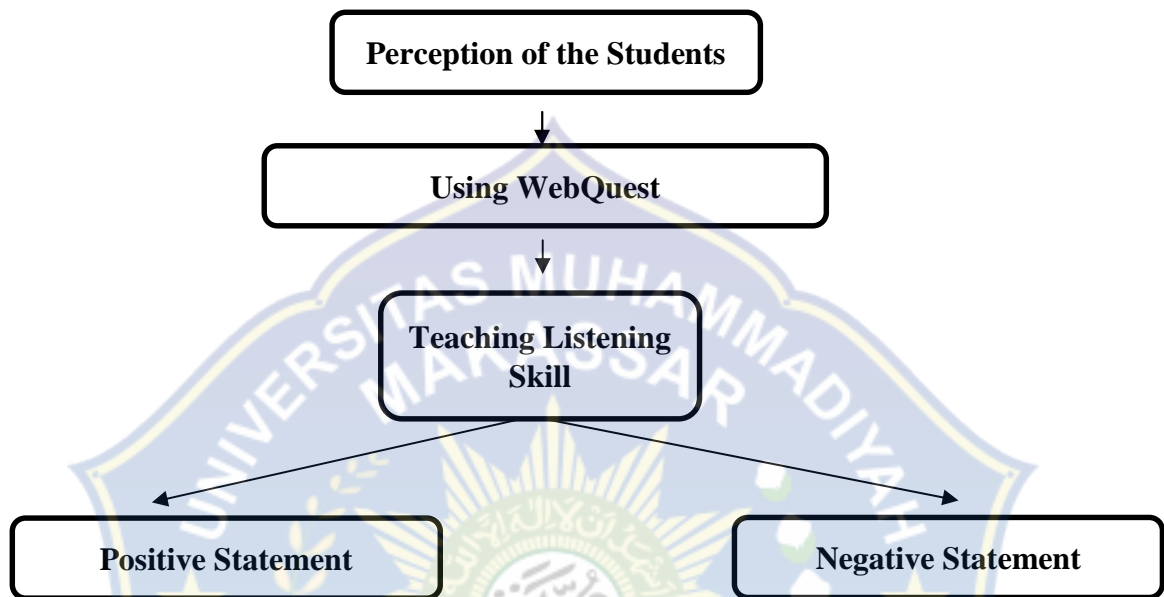


Diagram 2.2 Conceptual Framework

D. Hypotesis

The researcher formulates hypothesis of the research as follows :

Hi : There is positive perception of the student in using WebQuest toward listening skill of the second semester of English Department student of Muhammadiyah University of Makassar

Ho : There is negative perception of the student in using WebQuest toward listening skill of the second semester of English Department student of Muhammadiyah University of Makassar

CHAPTER III

METHOD OF THE RESEARCH

This research used research design, population and sample, research instrument, procedure of collecting data, and technique of data analysis.

A. Research Design

This research used descriptive research. It was aimed at describing perceptions of the students in using WebQuest in listening skill of the second semester of the English Department student in Muhammadiyah of Makassar University

B. Population and Sample

a. Population

The population of the research is all the second semester of the English Department student in Muhammadiyah of Makassar University. It consists of 200 students which covers with 8 classes, 25 students in each class

b. Sample

In this research, the researcher use purposive sampling technique, selected based on characteristic of a population and the objective of study. The number of samples taken is 25 students for G class.

C. Research Instrument

The researcher used questionnaire to collected data. The students has to answer honestly what they feel about the statements or the questions. The researcher used close questionnaire. There are 20 statements which consist of 10

positive statements and 10 negative statements, which is use to know the students perception towards using WebQuest in listening skill.

D. Procedure of Colleting Data

In collecting the data, the researcher presents some procedures, as follow:

1. The researcher meet lecturer of intensive listening subject and ask permission to conduct the research.
2. The researcher meet the students of intensive listening subject and give the explanation about the purpose of the questionnaire and how to answer the questionnaire.
3. The researcher give questionnaire to the students.
4. The researcher submit student's' answer.
5. The researcher is interview students' by using phone recording.

E. Technique of Data Analysis

The data obtainable from the test and analyzed by Likert Scale procedures indicating whether one Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD) with each statements. Each response will associate with point value and an individual. Score will be determined by summing the point value of each statement. The point value assigned to response the positive statements for negative statements.

Table: 3.1 The point value assinged to response the positive statements for negative statements by using Likert Scale

No.	Positive Statement Score	Category	Negative Statement Score
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5	Strongly Agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly Disagree	5

(Sugiyono, 2008:135)

Table:3.2 The interval score of the students' responses on the questionnaire

Interval Score	Category
81% - 100%	Strongly agree
61% - 80%	Agree
41% - 60%	Netral
21% - 40%	Disagree
< - 20%	Strongly disagree

(Sugiyono, 2008:135)

1. Calculating the percentage

To analyze questionnaire the researcher use percentage of the students score by using the following formula :

$$P = \frac{f}{n} \times 100$$

Where:

p : Percentage

f : Number of answer

n : Number of samples

(Gay, 1981 : 288)



CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the results of the study are presented. The chapter was divided into two main sections; they are findings of the research and the discussion of the research. The findings presented the result of data analysis collected through questionnaire and interview about “Perception of the Students in Using Webquest toward Listening Comprehension at the Second Semester Students in Muhammadiyah University of Makassar”. The discussion deals with the interpretation of the findings in the research.

A. The Findings

After conducting the research, the researcher obtained the data the result of the questionnaire. The students perception could be seen clearly in the following explanation “**Perception of the Students in Using Webquest toward Listening Comprehension**”. For data collection, the researcher used questionnaire and interview as instrument method. The researcher gave questionnaire for the sample. The researcher gave questionnaire for the sample. The researcher gave questionnaire for the sample that consists of 20.

1. The frequency of the students Perception of the Using Webquest towards Listening comprehension A Descriptive Research of the Second Semester of English Department Students of Muhammadiyah University of Makassar.

a. Item 1

Table 4.1 Students are interested in use of Webquest in listening class.

No	Category	Frequency	Percentage
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1	Strongly Agree	6	24%
2	Agree	17	68%
3	Undecided	2	8%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.1 showed that 6 students (24%) said “strongly agree” , 17 students (68%) said “agree” , 2 students (8%) said “undecided” , 0 students (0%) said “disagree” , and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students are interested in use of Webquest in listening class.

b. Item 2

Table 4.2 Students enjoy having Webquest.

No	Category	Frequency	Percentage
1	Strongly Agree	7	28%
2	Agree	15	60%
3	Undecided	3	12%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.2 showed that 7 students (28%) said “strongly agree” , 15 students (60%) said “agree” , 3 students (12%) said “undecided” , 0 students (0%) said “disagree” , and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that students enjoy having Webquest.

c. Item 3

Table 4.3 Students agree that Webquest in an effective media to learn listening.

No	Category	Frequency	Percentage
1	Strongly Agree	9	12%
2	Agree	12	48%
3	Undecided	4	16%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.3 showed that 9 students (36%) said “strongly agree” , 12 students (48%) said “agree” , 4 students (12%) said “undecided” , 0 students (0%) said “disagree” , and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webquest in an effective media to learn listening.

d. Item 4

Table 4.4The material in your class is suitable to be taught through Webquest.

No	Category	Frequency	Percentage
1	Strongly Agree	10	40%
2	Agree	8	32%
3	Undecided	7	28%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.4 showed that 10 students (40%) said “strongly agree” , 8 students (32%) said “agree” , 7 students (28%) said “undecided” , 0 students (0%) said “disagree” , and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webques the material in your class is suitable to be through Webquest.

e. Item 5

Table 4.5 Students feel challenged to listen when your class conducts the Webquest.

No	Category	Frequency	Percentage
1	Strongly Agree	10	40%
2	Agree	9	36%
3	Undecided	6	24%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.5 showed that 10 students (40%) said “strongly agree” , 9 students (36%) said “agree” , 6 students (24%) said “undecided” , 0 students (0%) said “disagree” , and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webques Students feel challenged to listen when your class conduct the Webquest.

f. Item 6

Table 4.6 Students feel satisfied in using Webquest

No	Category	Frequency	Percentage
1	Strongly Agree	4	15%
2	Agree	12	48%
3	Undecided	7	28%
4	Disagree	2	8%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.6 showed that 4 students (15%) said “strongly agree” , 12 students (48%) said “agree” , 7 students (26%) said “undecided” , 0 students (0%) said “disagree” , and 2 students (8%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webquest Students feel satisfied in using webquest.

g. Item 7

Table 4.7 Webquest gives extensive listening practice to the students.

No	Category	Frequency	Percentage
1	Strongly Agree	9	36%
2	Agree	11	44%
3	Undecided	5	20%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.7 showed that 9 students (36%) said “strongly agree”, 11 students (44%) said “agree”, 5 students (20%) said “undecided”, 0 students (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webquest gives extensive listening practice to the students.

h. Item 8

Table 4.8 Webquest develop the teacher’s creativity in providing materials for the students.

No	Category	Frequency	Percentage
1	Strongly Agree	5	20%
2	Agree	14	56%
3	Undecided	6	24%
4	Disagree	0	0%

5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.8 showed that 5 students (20%) said “strongly agree” , 14 students (56%) said “agree” , 6 students (24%) said “undecided” , 0 students (0%) said “disagree” , and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webquest develop the teacher’s creativity in providing materials for the students.

i. Item 9

Table 4.9 Students get more experience through Webquest.

No	Category	Frequency	Percentage
1	Strongly Agree	3	12%
2	Agree	17	68%
3	Undecided	5	20%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.9 showed that 3 students (12%) said “strongly agree” , 17 students (68%) said “agree” , 5 students (20%) said “undecided” , 0 students (0%) said “disagree” , and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University

of Makassar were agree that Webquest Students get more experience trough Webquest.

j. Item 10

Table 4.10 Through Webquest students can more active in listening

No	Category	Frequency	Percentage
1	Strongly Agree	7	28%
2	Agree	13	52%
3	Undecided	5	20%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.10 showed that 7 students (28%) said “strongly agree”, 13 students (52%) said “agree”, 5 students (20%) said “undecided”, 0 students (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webquest Students get more experience trough Webquest.

k. Item 11

Table 4.11 Students are more motivated to listen by using Webquest

No	Category	Frequency	Percentage
1	Strongly Agree	7	28%
2	Agree	14	56%

3	Undecided	4	16%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.11 showed that 7 students (28%) said “strongly agree”, 13 students (52%) said “agree”, 5 students (20%) said “undecided”, 0 students (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webquest Students are more motivated to listen by using Webquest.

1. Item 12

Table 4.12 Students believe that they can get a better progress in learning by having webquest.

No	Category	Frequency	Percentage
1	Strongly Agree	7	28%
2	Agree	13	52%
3	Undecided	5	20%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.12 showed that 7 students (28%) said “strongly agree”, 13 students (52%) said “agree”, 5 students (20%) said “undecided”, 0 students (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webquest Students believe that they can get a better progress in learning by having Webquest.

n. Item 13

Table 4.13 Students can more practice to listen when using Webquest.

No	Category	Frequency	Percentage
1	Strongly Agree	9	36%
2	Agree	10	52%
3	Undecided	6	24%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.13 showed that 9 students (36%) said “strongly agree”, 10 students (40%) said “agree”, 6 students (24%) said “undecided”, 0 students (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webquest Students can more practice to listen when using webquest.

m. Item 14

Table 4.14 Students can pay attention when teacher provides additional material by using Webquest.

No	Category	Frequency	Percentage
1	Strongly Agree	7	28%
2	Agree	10	40%
3	Undecided	8	32%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.14 showed that 7 students (28%) said “strongly agree”, 10 students (40%) said “agree”, 8 students (32%) said “undecided”, 0 students (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webquest Students can pay attention when teacher provides additional material by using webquest .

o. Item 15

Table 4.15 Students gain new learning English source.

No	Category	Frequency	Percentage
1	Strongly Agree	12	48%
2	Agree	7	28%
3	Undecided	5	20%
4	Disagree	0	0%

5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.15 showed that 12 students (48%) said “strongly agree”, 7 students (28%) said “agree”, 5 students (20%) said “undecided”, 0 students (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webquest Students gain new learning English source.

p. Item 16

Table 4.16 Students can employed their ability especially listening English

No	Category	Frequency	Percentage
1	Strongly Agree	7	28%
2	Agree	13	52%
3	Undecided	5	20%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.16 showed that 7 students (28%) said “strongly agree”, 13 students (52%) said “agree”, 5 students (20%) said “undecided”, 0 students (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University

of Makassar were agree that Webquest Students can employ their ability especially listening English.

q. Item 17

Table 4.17 Students are more creativite to learn by using webquest

No	Category	Frequency	Percentage
1	Strongly Agree	7	28%
2	Agree	13	64%
3	Undecided	2	8%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.17 showed that 7 students (28%) said “strongly agree”, 16 students (64%) said “agree”, 2 students (8%) said “undecided”, 0 students (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webquest Students are more creative to learn by using Webquest.

r. Item 18

Table 4.18 Students more active in doing listening

No	Category	Frequency	Percentage
1	Strongly Agree	5	20%
2	Agree	16	64%

3	Undecided	4	16%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.18 showed that 5 students (20%) said “strongly agree”, 16 students (64%) said “agree”, 4 students (16%) said “undecided”, 0 students (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webquest Students are more active in doing listening.

s. Item 19

Table 4.19 Students will be able to create a new experience when using Webquest.

No	Category	Frequency	Percentage
1	Strongly Agree	4	16%
2	Agree	15	60%
3	Undecided	6	24%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.19 showed that 4 students (16%) said “strongly agree”, 15 students (60%) said “agree”, 6 students (24%) said “undecided”, 0 students (0%)

said “disagree” , and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webquest Students will be able to create a new experience when using Webquest.

t. Item 20

Table 4.20 Teacher can easily given the materials.

No	Category	Frequency	Percentage
1	Strongly Agree	6	24%
2	Agree	10	40%
3	Undecided	9	36%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
TOTAL		25	100%

Table 4.20 showed that 6 students (24%) said “strongly agree” , 10 students (40%) said “agree” , 9 students (36%) said “undecided” , 0 students (0%) said “disagree” , and 0 students (0%) said “strongly disagree”. Therefore, we can conclude that most students at the second semester at Muhammadiyah University of Makassar were agree that Webquest Students will be able to create a new experience when using Webquest.

2. The Mean Score of the students Questionnaire

From 25 students, total score of the questionnaire was 2025 Therefore the mean score :

$$X = \frac{\sum X}{n}$$

$$X = \frac{2025}{25}$$

$$X = 81$$

The calculating above shows that the mean score of perception of the students in using webquest toward listening comprehension at the Second Semester students in Muhammadiyah University of Makassar was 81, it indicates that the students strongly agree and had positive response on using Webquest.

B. Discussion

In this part, the researcher explain about Students' Perception of the students in Using Webquest toward Listening Comprehension at the Second Semester Students in Muhammadiyah University of Makassar and result score of students questionnaire.

As has been presented on findings, the result in questionnaires show that respondents has positive perception toward the effectiveness of listening class to support their listening. It can be seen from the result of questionnaire. Bellow were the detail answers of the research questions.

In question number 1, 2 and 3, almost the students answered agree because Webquest make students interesting to learn listening because in Webquest have a video have exercise so students easy to understand . Number 4 almost agree because students say webquest very easy to learn. Number 5 and 6 students almost agree, Students say they like webquest and they needed.it, if webquest use everyday in listening class, but a students have undecided they think webquest have not significant effect for listening class. Number 7 students answered agree

because in webquest have pronun, so Students easy rto practice what they speakers say . Number 8,9 and 10 almost students say agree because get more experience and because webquest have video so students active in listening. Number 11 Students say agree because they say have motivation to learn listening comprehension because very easy to learn. Number 12,13 and 14 students strongly angree because webquest easy to use everyware after have network. Number 15 students say agree because use new vocabulary. Number 15 until 20 students qnd teacher will enjoy to learn listening class and not use method teacher always explain, using Webquest in listening class made teacher and students enjoy.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion, it can be concluded the research gave their positive perception toward using Webquest toward listening comprehension of the Second Semester of English Department Students of Muhammadiyah University of Makassar. The positive judgment from the respondents comes not only from the students' statement agreement and the aspect in the research questionnaire but also from the advantages which they got while using Webquest in listening comprehension. They claimed that they have got many benefits in listening class in getting additional materials. Nevertheless, lecturer should be collaborated it in relevant materials.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher suggested as follow:

1. For the lecturer of listening class at the second semester of English Department in Makassar Muhammadiyah University, it is suggested using Webquest not only can be used in listening and reading class, but also it can be used in others skills or subskills.
2. For next researcher use this thesis as an additional reference or further research with different discussion

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