

# CHAPTER I

## INTRODUCTION

This chapter discusses about the introduction of the research. It elaborates the research background, problem identification, research scope, research problem, research purposes, and research significances.

### 1.1 Background of the Study

Technology has become an alternative tool in the era of globalization to transfer knowledge. As mentioned by Sujatna (2010), to adapt with these conditions, all parties are expected to participate by opening and enriching themselves with the knowledge of Information, Communication, and Technology. In ICT, one of the media named internet, makes it easier for anyone to obtain information independently. Today, the community is very close to the virtual world, not only to access information that is non-academic, but also academic information. Students usually used ICT to make an interaction in online scale (Sujatna, 2010). In today's globalization era, teachers are not only required to convey information and knowledge conventionally (teacher-centered) but also be able to adapt to the new paradigm, which is focusing on students/learners (student-centered). According to Sujatna (2010) the teacher-centered method is a model in which the instructor's condition is as an active person while the students are passive. The teacher is responsible for conveying information and knowledge to the

students. Teacher is a person who dominates the classroom activities meanwhile the students only listen and absorb what is conveyed by the teacher (Sujatna, 2010). In this method, experienced instructors usually become a model that has two disadvantages especially in language teaching, there are: only few students can be involved in the learning process and students cannot allow themselves to learn what they are interested on (Sujatna, 2010).

In the learning process, to find out the abilities of students, the teachers usually do a test to measure how the students understand the material that is being taught. In reading comprehension material, the teacher usually measures the students by telling students to search for meaning from the material that they read directly. This has a negative impact on students because there will be few students that can follow the teacher's instructions, while the other students will do their own activities like cheating. To make students focus on learning, the teacher usually divides the reading into 2 types, namely intensive and extensive reading. Sabouri (2016) states that intensive reading as an activity in which the students are expected to find out the information that their teacher wants from the material that is being read. Extensive reading is an activity where the students read for enjoyment, so the teacher does not demand the students to read, but the students do this activity by their own self (Sabouri, 2016).

To correct these deficiencies, teachers must be able to adapt to the recent model of student-centered. This paradigm shift has 'forced' educators to be more creative in creating an innovative teaching method to attract students to be more motivated in learning. Bernie Dodge, a lecturer at San Diego

University, USA developed WebQuest in its teaching method. WebQuest is a media that can be used by teachers to provide supporting material or supplementary teaching online (Dodge, 1995). The WebQuest model was created as a learning media to integrate the use of internet in the classroom activities. WebQuest asks young learner to use an internet to learn about a problem and apply that knowledge to improve their own knowledge for future orientations. The focus of this paper is to find out the effect of the use of WebQuest to teach students in online teaching.

WebQuest is a learning media that is oriented towards questions where most or all of the information is used by the students comes from the web (Dodge, 1995). According to Bernie Dodge (2005), WebQuest is defined as an activity that includes lessons and investigations where some or all of the information related to students comes from the internet. Polly & Ausband (2009) state that those activities which are related to the use of the internet are centered on group work and focus on higher-order thinking skills of students. Al-Shamisi (2016) emphasizes that WebQuest can be defined as an inquiry based learning in which most or all of the information used by the students has been retrieved from WWW (World Wide Web) (Al-Shamisi, 2016).

As stated by Al-Shamisi (2016), Web strategy belongs to Inquiry Based Learning Method, in which the students are expected to use their critical thinking in solving the problem they faced (Al-Shamisi, 2016). Taylor (2012) explains that inquiry-based learning is an activity in the classroom to distinct careers and involve the original data analysis (Taylor, 2012). Inquiry based learning strategy is a series of learning activities that emphasize the process of

critical thinking to find the answers of the questions that is given by the teacher (Sever & Guven, 2014). Inquiry-based learning is a strategy in which the students are placed as an objects and emphasizes the activity of the students in finding and solving the problem by their own self (Sever & Guven, 2014). The learning material that is emphasized in this strategy is not only in the form of an established concept, but rather in the form of a conclusion that requires a proof. The learning process in this learning media comes from students' curiosity about something and how to solve it. This learning media uses several methods, namely discussion method, assignments method, experimental method, and question and answer method. But in this study, the method that will be used is only 2, namely discussion method and assignment method. WebQuest is better uses to teach the students rather than conventional learning media such as whiteboard, slide show, books and notebook.

According to Mahnun (2012), she explained that conventional learning media is a container and channel of messages from the message source, in this case is the teacher, to the recipient of the message, in this case is the students. Mahnun (2012) further explained that the media do not only involve the use of technology but also include people, materials, equipment, or activities that created conditions that enabled students to acquire knowledge, skills and attitudes. Li (2016) explains that in conventional learning media, the teacher usually begin the class activity with discussions session and focus exclusively on knowing the content in textbooks and notes. Students will receive information passively and repeat the information and then memorized it in the test. The use of course books, note book, board and power point, become the

common activity in the learning process. Many teachers still use this learning media to teach their students.

According to Asyhar (2012), media can be grouped into four types, namely visual media, audio media, audio visual media and multimedia (Asyhar, 2011). Visual media is a type of media that is only used on the sense of sight of the students (Asyhar, 2011). Audio media is a type of media used in the learning process by involving only the sense of hearing of students (Asyhar, 2011). Audio visual media is a type of media used in learning activities involving hearing and vision as well as in one process or activity (Asyhar, 2011). Multimedia learning involves the sense of sight and hearing through text, silent visual, motion visual and audio media as well as computer-based interactive media and communication and information technology (Asyhar, 2011).

The target of this study is the students in SMA 1 Blahbatuh, especially the 11<sup>th</sup> grade students. Researcher chose this school as a place to conduct the research because researcher wants to find out the results of using a new learning media for students on SMA 1 Blahbatuh in the learning process. It is done because when researcher observed the school, it was found that the students still have low motivation to learn conventionally by using common learning media such as whiteboard, and slide show. Thus, researcher wants to try using a new learning media that is using technology to make the students become more creative in using their Smartphone or Laptop that they have. The learning media that the researcher uses in this paper is

WebQuest. Researcher uses this learning media is to measure students' reading comprehension.

## **1.2 Identification of Problem**

Based on the preliminary observation conducted in SMA 1 Blahbatuh, the researcher found that the students were passive during the learning process especially in English, because the teacher still used conventional learning media in the learning process. The students also were not able to express their opinion directly to the teacher and the students were not able to solve the problem without the encouragement from the teacher.

## **1.3 Research Scope**

This study is limited to investigate the significant difference on student's reading comprehension that was taught by using WebQuest and taught by using Conventional learning media. The subject of this study is the students of SMA N 1 Blahbatuh especially the eleventh grade of science and mathematics program in the academic year 2019/2020. It involved two classes namely XI MIPA 3 and XI MIPA 6 which there were 71 students from those classes. One group was taught by using WebQuest and conventional learning media and the other group was taught by using conventional learning media only in comprehending narrative text.

#### **1.4 Research Problem**

1. Is there any significant difference on students' reading comprehensions who are taught by using WebQuest and who are taught by using conventional learning media on eleventh grade students in SMA N 1 Blahbatuh?

#### **1.5 Research Purpose**

1. Based on the statement of problem, the purpose of this study is to investigate whether there is there any significant difference on students' reading comprehensions who are taught by using WebQuest and who are taught by using conventional learning media on eleventh grade students in SMA N 1 Blahbatuh.

#### **1.6 Research Significance**

1. Theoretically, this research is expected to give any contributions for English teaching method. This study can be used as the reference by next researchers who are interested in studying about this topic. Moreover, this study will also provide a contribution to the theoretical insights in teaching English as Foreign Language (EFL), especially the development of teaching reading toward the implementation of WebQuest.
2. Practically, this study is expected to give positive impact to the lecturers, students, and other researcher.

##### **A. For the Teacher**

Through this study, the teacher can develop their knowledge for the new learning media of teaching reading. In short, it can be said that

it can become a reference for teacher in designing learning media to teach reading.

B. For the Students

This study is also beneficial for the students. It is directly purposed as a feedback to enhance their reading comprehension. It also can be used to improve students' comprehension that can allow them to share their ideas in public environment.

C. For Other Researchers

The result of this study can be used as a reference or alternative by the other researchers in conducting related studies or expand it into further research.

