**CHAPTER I**

**INTRODUCTION**

1. **Background**

Being an international language, English occupies the first position in the world for communication nowadays. This position makes it widely used for all over the world in all aspects of human live. English knowledge is desired by the students in higher education and by workers in certain professions. This is true because more information and though may be obtained from people around the world through English as a medium of communication, either spoken or written. Getting as well as giving information and ideas in English may be from English broadcast, movies, video, textbooks, and scientific articles in newspaper, magazine, and journal, leaflet and advertisement.

In learning English there are four skills that should be mastered in learning; they are listening, speaking, reading, and writing. Those are very important for English learners. Reading is one of the four language skills that has important role in human life. It is a part of the receptive skill. People can increase their own knowledge, information and experience through reading activity. The fact shows that global development of information is very dominant nowadays. For instance, the information that is available on internet, book, newspaper, magazine, and journal is presented in printed material. Reading, therefore, is believed as one effective way to acquire various written information including science and technology.

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Most people think that reading is simple, just reading a passage or text. But actually, reading is more than just reading passage or text. Reading for meaning is essentially an attempt to comprehend text. Generally, the teaching of reading to the EFL students in Indonesia aims at enabling students to read and comprehend the text and other materials written in English. More specifically, students are expected to master skills in the level of literal, inferential, and critical comprehension unfortunately, many students do not comprehend what they are reading.

Reading comprehension is a process that involves the orchestration of the readers’ prior knowledge about the world and about language (Nurman, 2010: 40-41). Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and much more complex than merely decoding specific words.

Comprehending the text is one of the problems that the students face in reading, they cannot focus on what they read during reading activity and still have difficulty to get the ideas of the text. Answering reading comprehension test will be time consuming if they use inappropriate strategies. Another problem is that not every detail information in the passage is needed to answer the reading question but students usually read the reading passage word by word. Reading a text word by word also makes them quickly forget what they have read.

Many techniques, Medias, procedures and models in the classroom setting can be applied by the teacher to facilitate students in other to increase their comprehension ability in reading. Using appropriate strategy and method is very important in teaching reading. so the teacher must realize if he is not able to present the reading material well, the students will be bored and are not interested to technique in the hand of poor EFL teacher does not create learning, no change in the students’ language behavior or even worse, discourses them from learning the target language. EFL teacher is advised to equip themselves with methods and techniques of teaching, as well as professionalism to use them.

There are varieties of different strategies that individual can use to read a particular piece of material, but it is important for an individual to find the best strategy for the type of resource that is used by the individual. There is a wide range of different written materials which an individual may have to use in order to study for an exam, interview, or the similar purpose and each type of written materials requires a different reading strategy in order to use the resource in the most effective way possible. One of the strategies that individual can use to read and study a variety of different materials, especially if that individual is studying in a group setting is known WebQuests. WebQuests are problem-solving activities for students that incorporate the Internet, computer-based materials, and other available resources.

Kossow, et.al(2007:2) explains that in social studies education, WebQuests provide the opportunity for students to actively engage in learning by connecting their interests with various content areas. Social studies educators, similar to those in other content areas, must adapt their instructional practices to accommodate the needs of their students. With increased accessibility to information due to the Internet, students are able to collect large amounts of information on a specific topic. Through a WebQuest assignment, a student is given a task to direct his/her inquiry within the content.

WebQuest is interactive teaching/learning strategies to solve a problem using higher order thinking. Kalelioglu, et.al (2010) studied the development and evaluation of interactive WebQuests in 92 higher education students who were computer programming and education majors. The interaction designed into its site allowed for communication between the instructor and learner regarding projects. Learners designed it and received feedback about the projects via the WebQuest. The study included two phases. The first phase studied student perceptions about the WebQuest using a questionnaire and focus group interview. After a revision of it, 27 students completed a questionnaire evaluation of the WebQuest in the second phase. Kalelioglue,et.al (2010) report that the students found the it favorable to use and was a positive learning experience. Participants reported their project contributed to learning how to solve real-life problems. Participants described exploring other viewpoints as a beneficial aspect of its activity.

Based on the statement above, the writer is interested to study under the title **“The Effectiveness of Using WebQuest Model on Student’s Reading Comprehension Achievement at theninth grade students of SMPN 36 Makassar .**

1. **Problem Statement of the research**

In relation to the background mentioned above, the problem of the research can be formulated in the following questions:

1. Is the use of WebQuestModel more effective than Non WebQuest model for Student’s Reading Comprehension Achievement at the Ninth Grade Students of SMP 36 Makassar?
2. Are the Students of Ninth Grade students of SMP 36 Makassar interested in learning Reading Comprehension by using WebQuest Model?
3. How is the correlation between students’ interest and students’ achievement in Reading English to the Ninth Grade students of SMPN 36 Makassar by using WebQuest Model?
4. **Objective of the research**

The purpose of the research is to find out:

1. Whether or not the use of WebQuest Model more effective than non WebQuest model for the Student’s Reading Comprehension Achievement.
2. Whether or not the students of Ninth Grade Students of SMP 36 Makassar interested in learning reading comprehension by using webquest model.
3. Whether or not there is correlation between students’ interest in reading English and students’ achievement after teaching English by using WebQuest Model.
4. **Significance of the research**

The research provides information and suggestion which can be helpful in establishing the importance of mastery reading comprehension. Moreover, this research really provides contribution and a reference to the development of teaching and learning process especially in reading and the use of WebQuest Model can make the students’ interest in learning English will be better.It is also expected to give a profitable description to any further researcher who wants to study the same case.

1. **Scope of the research**

The scope of the research is limited to the teaching and learning reading to the ninth grade students of SMPN 36 MAKASSAR in Academic Year 2015-2016 by applying WebQuest model. By discipline, this research is under the title applied linguistic. It is on the implementation of WebQust model as a way of developing students’ reading comprehension and students’ Interest. By content; this research covers reading materials in the form of text. By activity, the researcher employs WebQuest Model in comprehending English Reading text.