

CHAPTER I INTRODUCTION

A. **Background of the Study**

Reading is something that involves many things, not just writing but also visual activity. As a visual process reading is the process of translating writing symbols. As a process of thinking, reading includes word recognition, literal understanding, interpretation, critical reading and creativity. Reading comprehension is the ability to understand text content with readers' comprehension. Individuals' understanding is about understanding texts which is influenced by their skills and their ability to process information (Al-Shamisi, 2016) When word recognition is difficult, readers use too much capacity to process them to read individual words, which interferes with their ability to understand reading.

According to the researcher observation during the internship program in SMPN 12 Gresik, she found who many students who failed to read in the foreign language, they could not fully understand what they read and they had to read at slower rate to understand the content. Second, they lacked of interest in the habit of reading comprehension. Third was lacked of vocabulary. Barus,(2009) claims that in the learning process there are many teachers who find that students still have difficult comprehension when reading. The problem of foreign language is a reading comprehension, because there are students who have poor reading habits in native language. They cannot transfer their reading ability in native language to read in the foreign language. Success in reading depends on the ability to read in the native language. Therefore, the students need to transfer their reading skills or strategies in the native language in order to able to have good skills when reading in a foreign language.

There are some strategies to improve reading comprehension and making conclusion, including improving vocabulary, critical text analysis and in-depth reading exercises so that students understand a reading passage more

easily. Therefore, it is necessary to improve the quality of education which is strongly influenced by the education system, including curriculum, materials, educators, learning methods, and also the media used in learning (Nurkholis, 2002). In education there is a teaching and learning process, which in essence is the process of delivering messages or information from educators to students. There are several kinds of learning processes, one of which is using E-learning. It is a system or concept of education that utilizes technology information in the teaching and learning process. Webquest is one kind of web-based activity, to provide the teachers with an activity that they can apply with their students and syllabus objectives. Reading is fun with Webquest. It develops reading achievements, because teachers can input many ideas and pictures so it can increase student's reading comprehension. WebQuest instructional strategy is technology into teaching and learning activity in which some or all of the information that learners interact with comes from resources on the Internet, optionally supplemented with video conferencing (Abbit,2009)

WebQuest is a framework for learner-centered teaching in teaching English as a foreign language when using internet resources. Perception about WebQUEST is as a student learning tool in classroom in understanding text when reading. WebQuest improves collaboration, language skills, reading and higher order thinking skills (Yousif : 2012). Therefore, the researcher would like to conduct a research entitled "*The Influence of Using Webquest Media on Student's Reading Achievement of the students in 7th Grade at SMPN 12 Gresik*".

B. Limitation of the Study

The researcher made a limitation to clarify the problem. In the teaching and learning process there are many teachers using internet media which have different techniques to improve students' achievement such us blogs, google sites and Webquest. In this research, the researcher only focused on using Webquest as internet media in teaching components and

its influence on students' reading achievement. WebQuest was applied in a teaching-learning activity to help students understand and be interested in reading about the descriptive text. This media was applied to the students of 7th grade of SMPN 12 Gresik in the first semester of the 2019/2020 academic year.

C. Statement of the Problem

On the basis of the above background, the researcher proposes one the research question "Is there any significant influence of using Webquest media on student's reading achievement of the students in 7th grade at SMPN 12 Gresik?"

D. Purpose of the Study

Based on the research question, this research aimed at proving whether or not there was significant influence of using Webquest media on student's reading achievement of the students in 7th grade at SMPN 12 Gresik.

E. Significance of the Study

The research is expected to be beneficial:

1. For Students
 - a. They process their reading ability of Webquest as media learners. They will not be bored in learning process, and it will motivate them to learn English well.
 - b. They will process creativity and imagination of the reading with the use of Webquest in the learning process.
2. For teachers
 - a. This study can give input to master professionalism of teacher to motivate students to increase their reading ability through some media using webquest.
 - b. This study can give input to master the knowledge of scientific thinking with Webquest.
3. For the researcher and other researchers:

The researcher can get knowledge that is rarely reviewed by other researchers. For future researcher, the research findings are expected to help them as a reference if they want to dig into the use of Webquest on student's reading achievement. By this research, the future researchers can develop or conduct other research in the same scope with different subjects, for example Using Webquest in teaching writing and its influence on student's writing achievement.