

I. INTRODUCTION

This chapter describes the reasons for conducting the research and it deals with several points: introduction that concerns with the background of the problems, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, significance of the research, and definition of terms as will be elaborated in the following sections.

1.1 Background of the Problem

English is a foreign language that is taught formally from Elementary School to University in Indonesia. The students are taught the four skills, i.e, listening, speaking, reading, and writing. When one learns a language, he/she learns to communicate with other people. Learning how to communicate is not only through listening and speaking, but also through reading and writing. One of the skills that cannot be neglected is reading skill.

English is also used as a means of communication in the international forum. Moreover, in this globalization era, the role of English becomes more and more important because it is used in many reference books of science, technology, and others. And more importantly, many academic books are also printed in English. In survey of the Hasanudin University, Coleman (1988) in Nurweni and Read (1991: 1) found that more than 80% of the books were written in English.

Reading is the process of understanding the written or printed text. It can be said that reading always comes along with comprehension. In other words, no reading occurs without comprehension. Students who are reading with purpose tend to comprehend what they read better. To set the purpose the teacher gives them questions which enable the students to comprehend the text. On the other hand, improper technique will lead to poor students' achievement, as Hamalik (1983) states that the use proper technique is believed to bring the satisfying learning outcomes for learners.

However, the ability of Junior High School students in comprehending a text still far from the objectives stated in the curriculum, so that many junior high school students have difficulties in comprehending the English text. It can be seen from their semester test result and test of performance. One of the problems might be that the students feel bored because the material are so monotonous that makes them uninterested to read. In reading class, the teacher does not stimulate the students to give a positive response and apply specific teaching reading technique based on the students' need, interest and habits. The teacher only focusses on giving many written tasks from the English book to the students without guiding them in comprehending the text and knowing whether the students were able to do it or not. It is very necessary for English teacher to make reading materials more interesting and motivating so that the students can make progress in reading. In order to do so, teacher must be able to use the media to make the reading text easy to comprehend. In teaching reading, to make students enjoy reading class is not easy because they consider that the reading texts are sometimes difficult to be understood and the content is not appropriate with their interest, such as the story

is not interesting because the story is new for them, or the level of reading story does not suitable with the students ability in understanding the text. While they are reading they have to connect one idea to another to comprehend the reading text so that they become uninterested in the reading class. In fact, students must find it enjoyable when they are reading. Thus, the teacher must choose the most appropriate reading materials in order to make the students enjoy reading.

The use of question is very useful for teaching reading. Windari (1998) and Sugiwati (2008) proved that questioning technique could significantly increase the students' reading achievement. The students may use various question words related to the details or information that they think important. In this case, the students need some directions about the type of the details signaled by specific questions. By knowing question words, the students easily determine or make question relate to the details or information required. It means that students who are able to construe their own question by using WH-questions are able to comprehend the text easily.

According to statements above, the writer conducted the research by applying WH-questions technique to the students. It is hoped that this technique can help the students to comprehend the reading texts. By using this technique, the students hopefully be motivated because they have set of purpose of reading which are realized by using WH-questions.

1.2 Formulation of the Problem

Based on the background of the problem above, the formulation of this research is:

1. Is there any differences of students' reading achievement before and after being taught by using WH-Question technique?
2. Is there any improvement on students' reading comprehension by using WH-Technique?

1.3 Objectives of the Research

The objectives of the research are:

1. "To investigate whether there is any differences of students' reading achievement before and after being taught by using WH-Question technique"
2. "To investigate whether WH-questions technique give significant improvement to the students' reading comprehension"

1.4 Uses of the Research

This research is hopefully useful both practically and theoretically:

1. Theoretically:

This research is useful for supporting reading comprehension by using WH-question technique that used to improve students' reading comprehension.

2. Practically:

This research is useful for teacher to motivate and interest the students' to improve their reading comprehension.

1.5 Scope of the Research

The population of this research was the second grade students of SMPN 8 Bandar Lampung in the 2014/2015 academic year. There were six classes in second grade of SMPN 8 Bandar Lampung and 30 students for each class. The the researcher chose one class to be the experimental class. The chosen class was VIII B, which was selected by using Simple Random Sampling by using lottery, since the second grade in SMPN 8 Bandar Lampung was not stratified class.

1.6 Definition of Terms

- *Reading* is the ability to understand and comprehend the written texts, or read the texts to get information and to able answer the question from the content of texts.
- *Reading Comprehension* is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge.
- *W-H Questions* is question words which are popularly started by the letter WH (e.g. What, Who, Whom, Which, When etc.) and question words started by the letter H (e.g. How, How long, How many, How much, How old etc.)
- *Narrative Text* is a text based on the plot, with the plot consisting of events, person, and conflict. Events tell about what happens in the story; person tells about the character that is involved in the story; and conflict tells about the problem that needs to be resolved.