

**IMPROVING STUDENTS' READING NARRATIVE COMPREHENSION
TEXT THROUGH WH-QUESTIONS TECHNIQUE AT THE SECOND
YEAR OF SMKN 3 BANDAR LAMPUNG**

(A Script)

By

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017**

ABSTRACT

IMPROVING STUDENTS' READING NARRATIVE COMPREHENSION TEXT THROUGH WH-QUESTIONS TECHNIQUE AT THE SECOND YEAR OF SMKN 3 BANDAR LAMPUNG

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The objectives of this research are to investigate whether there is a significant improvement of the students' reading comprehension after the implementation of WH-Questions technique and to find out the students' response after being taught through WH-Questions technique in reading comprehension.

This research was conducted at SMKN 3 Bandar Lampung in academic year 2016/2017. The researcher selected XI Tourism I class as the sample of research since SMKN 3 has several courses. The data were obtained from the pre-test and post-test to find out whether there is an improvement of the students' reading comprehension achievement after being taught by using WH-Questions technique. t-test was used to find the difference between the students' reading comprehensions before and after treatment.

The results showed that there is an improvement of students' reading comprehension after being taught by using WH-Questions technique. After being calculated statistically, it was proven that teaching reading using WH-Question can significantly improve the students' reading comprehension since the t-value is higher than t-table ($6.412 > 2.045$) and α ($0.00 < 0.05$) meaning there was significance difference between students' mean score in pretest and posttest. The second result was that identifying main idea was the aspect of reading that improve the most. The mean score of identifying main idea aspect in the pretest was 47 then increased to 78 in the posttest. The result also showed that students gave positive responses after being taught using WH-Questions technique.

Based on the result above, it can be concluded that WH-question technique gave significantly improvement in students' reading comprehension, especially in identifying main idea.

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YEAR OF SMKN 3 BANDAR LAMPUNG**

By

VENA FADILLAH

A Script

Submitted in a Partial Fullfillment of
The Requirements for S-1 Degree

In

The Language and Arts Department of
Teacher Training and Education Faculty



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017**

Research Title : **IMPROVING STUDENTS' READING NARRATIVE COMPREHENSION TEXT THROUGH WH-QUESTIONS TECHNIQUE AT THE SECOND YEAR OF SMKN 3 BANDAR LAMPUNG**

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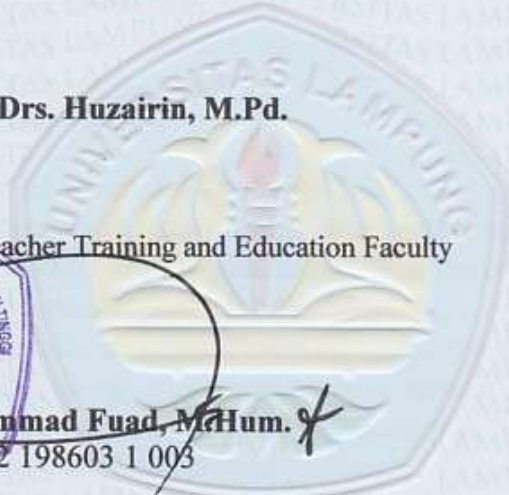
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Yang membuat pernyataan,



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CURRICULUM VITAE

Vena Fadillah was born in Bandar Lampung, on August 17th, 1995. She was growing in a harmonious and happy family from greatest couple, Bambang Suritno (the late) and Indah Indraini. She is the only child in her family.

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MOTTO

“But Allah is your protector, and Allah is the best helper”

-Al-Quran Surah Al-Imran 3 : 150

“The biggest motivation comes from your mother’s criticism”

-Vena Fadillah

DEDICATION

This paper is proudly dedicated to:

My beloved parents

My beloved friends

English Education Study Program 2013

My almamater, Lampung University

ACKNOWLEDGEMENT

Bismillahirrohmanirrohim. All praise is rendered only to Mighties Allah SWT for the abundant mercy and tremendous blessing that enables the writer to finish her script. This script entitled “Improving Students’ Reading Comprehension Through WH-Question Technique On Narrative Text at The Second Year Students of SMKN 3 Bandar Lampung” is submitted as a compulsory fulfillment of the requirement for S1 degree at the Language and Arts Education Departement of Teacher Training and Education faculty of Lampung University.

In this opportunity I would like to extend my deep gratitude to:

1. Dr. Muhammad Sukirlan, M.A., as my first advisor, for his patience, encouragement, and who has been willing to spend his time to assist me in accomplishing this script.
2. Drs. Huzairin, M.Pd., as my second advisor, who has given his encouragement support and knowledge in guiding me to finish this script.
3. Prof. Dr. Cucu Sutarsyah, M.A., as my examiner, for his constructive ideas in improving the content of this script.
4. Dr. Ari Nurweni, M.A., as the chairperson of English Study Program of Language and Art Education Departement, Teacher Training and Education Faculty of Lampung University who has contributed her guidance during the completion process until accomplishing this script.

5. My lecturers and all administration staffs of English Education Study Program of Lampung University who have contributed their guidance during the completion process until accomplishing this script.
6. Dra. Netty, as the headmaster of SMKN 3 Bandar Lampung and Rita Hastati, M.Pd., as the English teacher at SMKN 3 Bandar Lampung for giving me a chance to conduct and manage the time of the research.
7. The writer's beloved parents, the late Bambang Suritno, SE., (father) and Indah Indraini, SE., (mother). Thank you for the endless love, pray, biggest motivation and best support in accomplishing my study. Thank you for loving me always. I love you so much, mommy and daddy.
8. The writer's beloved big family, Grandmother, my aunts and uncles and my cousins. Thank you for always give me motivation.
9. The writer's beloved friend, Agung Putra Mangunsong. Thank you for being my moderator in seminar and being my partner to help sharing the ideas for my script, also for his big support and motivation to the writer.
10. The writer's beloved friends in Solehatun Group, Seli Oktaria Jati, Yola Savitri, Zahara Nur Rahmah, Reni Andriyani, Ananda Karunia, and Lusi Taruli. Thanks for being solehah friends to reminds me for always blessing and bring me close to Allah, also for the greatest support and motivation to the writer.
11. The writer's beloved friends, Adelea Tasya Putri, thank you for being my bestfriend since senior high school, also for the supports to me and Desta Aditya, thank you for being my friend that helped sharing the ideas for my script.
12. All people who helped the writer that I can not mention one by one.

The writer realizes that this script still needs some improvements. Thus, comments and suggestions are always welcome for better research. The writer hopes this research can give positive contribution to the educational development, the readers and those who want to accomplish further research. The writer hopes this script is useful for all of us.

Bandar Lampung, June 7th 2017

The Writer,

Vena Fadillah

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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, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms as will be elaborated in the following sections.

1.1. Background of the Problem

One of language skills is reading. Reading is the process of understanding the written or printed text. It can be said that reading always comes along with 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. Reading is the most emphasized in English teaching. In some situations, reading in the first language is very different from foreign language. In fact, reading foreign language is more difficult from reading the first language. Cohen (1994) points out that reading foreign language is often slower and less successful because the reader must understand many unknown vocabularies and complicated sentence structure which make the reader difficult.

Based on the pre-observation, the students in SMKN 3 Bandar Lampung had problems in reading. The problem might be that the students feel bored because the material are monotonous that makes them uninterested to read. In reading class, the teacher did not apply specific teaching reading technique based on the students' need, interest and habits. The teacher only focussed on giving tasks from

English book to the students without guiding them in comprehending the text and knowing whether the students were able to do it or not. The students also lacked of vocabulary mastery. They got difficulties to answer the questions because they did not know the meaning of what text tells about. Therefore, the teacher should change the teaching technique so that the students were able to understand the text easily.

The use of WH-questions technique is very useful for teaching reading. Putri (2015) and Sugiarti (2011) proved that WH-questions technique could significantly increase the students' reading achievement. The students need some directions about type of the details signaled by specific questions. By using question words, the students easily understand about the context of text based on questions relate to the details or information in the text. In the previous researches, the researchers just used question words to improve their reading skills before and after treatment. While in this research, the researcher used different way from the previous researches. The researcher not only focused on students' reading improvement but the researcher also focused on analyzing what aspect of reading that improved students' reading ability the most and focused on students' response after being taught by using WH-Questions technique in reading comprehension. By knowing students' response, the researcher had known whether this technique was able to improve students' reading ability or not.

From the statements above, the researcher applied WH-questions technique so that it could be one of the recommended technique in improving students' reading achievement. It was hoped that technique of teaching reading could help the students to comprehend the reading texts. By using WH-question technique the students were active and interested in reading texts. By using this technique, the students were motivated because they had set the purpose of reading which are

realized by using WH-questions. The researcher expected that WH-Questions technique could overcome the difficulty in reading comprehension. To prove the teaching technique, SMKN 3 Bandar Lampung was chosen as the object of the research.

1.2. Identification of the Problems

Based on the background above, the researcher identified the problems that appeared or may appeared in reading comprehension. There were some factors that might cause the students' difficulties in reading comprehension. The factors were as follow:

1. The students less frequently used reading technique.
2. The students lacked of interest in reading English text.
3. The students got difficulties to understand unfamiliar vocabulary.
4. The students were less motivated in reading English text.

1.3. Formulation of the Problem

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

1. Is there any significant difference of students' reading narrative text before and after being taught by using WH-Questions technique?
2. What aspect of reading comprehension that improve the most?
3. What are the students' response after the implementation of WH-Question technique in reading comprehension?

1.4. Objectives of the Research

The objectives of the research were:

1. To investigate whether there is any significant difference of students' reading narrative text before and after being taught by using WH-Question technique
2. To investigate what aspect of reading comprehension that improve the most
3. To find out the students' response after being taught through WH-Questions technique in reading comprehension.

1.5. Uses of the Research

This research was hopefully useful both practically and theoretically:

1. Theoretically:

This research is useful for supporting reading comprehension by using WH-questions technique that is 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.

1.6. Scope of the Research

The population of this research was the second grade students of SMKN 3 Bandar Lampung in the 2016/2017 academic year. The researcher chose one class to be the experimental class and one class to be try out class. The tourism classes were selected as the researcher's object, since the second grade in SMKN 3 Bandar Lampung has several courses.

1.7. Definition of Terms

1. Improvement is the gap between pre and posttest. If posttest is bigger than pretest, it means there is improvement.

2. Reading is the ability to understand and comprehend the written texts, or read the texts to get information and to be able to answer the question from the content of texts.
3. Reading Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.
4. W-H Questions are question words which are popularly started by the letter W (e.g. What, Who, Whom, Which, When etc.) and question words started by the letter H (e.g. How...).
5. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.
6. A response is a reaction to a question, experience, or some other type of stimulus.

II. FRAME OF THEORIES

This chapter deals with the followings points: Review of previous related researches, review or related literatures, reading, reading comprehension, teaching reading, aspects of reading comprehension, narrative text, teaching reading through wh-questions, procedures of teaching reading through WH-questions, advantages and disadvantages of wh-questions technique, theoretical assumption, and also the hypothesis of the research.

2.1. Review of Previous Related Research

WH-Questions has been applied in teaching reading as a technique to improve students' reading comprehension. There are many previous studies that use WH-Questions as the technique in reading and the results of the research are various.

Firstly, the research conducted by Putri who had conducted the research at junior high school 8 Bandar Lampung (2015). This research was conducted to find out whether or not there was difference of students' ability in reading narrative text before and after being taught by WH-Questions. The researcher selected two classes randomly among six classes at the second year of junior high school. The result of the research in this study showed that the t-value than t-table ($7.050 > 2.045$). So, based on result of data analysis, the researcher concluded that using of WH-question technique gave a positive effect to improve students' reading comprehension significantly, especially in finding detail information.

The second research was a research through classroom action research with the aim of improving the students' reading comprehension skill of narrative text by using WH-Questions technique conducted by Sugiarti (2011). The results of the data analysis showed that the mean score in the first cycle was 57.50 and the mean score in the second cycle was 91.30. Based on the data above, teaching reading using WH-question technique improved students' achievement in understanding reading text at the Second Year Of SMA Kosgoro Sekampung. So, it could be concluded the use of WH-question is able to encourage students' achievement in reading text.

Considering the previous research above, it can be found that there are several differences among two previous researches and this research. In the first previous research, the participants of the research are the students' of junior high school in Indonesia to improve reading narrative text comprehension. In the second previous research, the researcher used Classroom Action Research (CAR). The researcher used teaching process which was divided into cycles. The result of those researches are same, WH-Questions technique can improve students' ability in English especially in reading.

In this research, the researcher used quantitative research to find out whether WH-Questions technique can improve significantly students' reading comprehension and to find out which aspects of reading that improve the most, and the researcher also wanted to know how students' response toward WH-Questions technique. The participants of this research were the second grade of tourism students in SMKN 3 Bandar Lampung

2.2. Review or Related Literatures

The researcher proposes a review of related literatures which has a correlation with this research as basic concepts.

2.2.1. Reading

According to Nunan (2003:69), “Reading is an essential skill for learners of English as a second language”. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning any content class where reading is required.

Mansur (2000: 23) define reading as active cognitive process of interaction with print and monitoring comprehension of establish meaning, the readers from a preliminary expectation about the material, the select, the fewest, most productive cues necessary to confirm or reject this expectation. This is a sampling process in which the reader takes advantage of this knowledge of vocabulary, syntax, and discourse. Harmer (1992: 190) states that reading is an exercise dominated by the eyes and brain. The eyes receive messages and the brain than has to work out the significance of those messages.

Reading with comprehension signifies not only understanding the surface meaning of the text but also understanding the purpose of the main idea of the reading text. The purpose of reading passage commonly is to understand idea/information from reading passage and to enhance knowledge of the language being read.

2.2.2. Reading Comprehension

Reading comprehension is an attempt to understand, recognize, and also evaluate the author’s ideas of reading text. A reader needs comprehension to catch the content of message or information from the text.

Comprehension is an active process. Active reading involves interacting with the information or creating internal dialogue with the material. The reader is expected to be actively engaged with the text to construct meaning. Kendeou, et al.

(2007:28) states that a general component in many definitions of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, the construction of a coherent representation or picture in the reader's mind of what the text is about. The important thing you can do to improve reading comprehension is to become an active reader.

Furthermore Snow (2002: 11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

Referring to the statement above, the researcher concludes that reading comprehension is the process of understanding the text through the story. In the process of comprehension, the students need skills related to the purpose of reading and consider the questions to concentrate on the important points.

2.2.3. Teaching Reading

Alyousef (2005:143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teacher can ask the students questions that arouse their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge. The post-reading includes activities, which enhance learning comprehension using exercises, close exercises, cut-up sentences, and comprehension questions.

The purpose of teaching reading is to develop students' skill that they are able to understand English text effectively and efficiently. So the reader should have particular purpose in their mind before they interact with the text. Effective and efficient readings always purposeful and tends to be focus mainly on the purpose of the activity, and the purpose of reading can be decided in pre-reading activity by using wh-question technique.

In teaching reading the teacher should provide reading technique to the students especially before reading in order to stimulate the students' interest and also the students' background knowledge to make the students comprehend the text easier. The researcher assumes that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. The researcher will use reading technique to make students' reading efficient and effective. Wh-question as reading technique is possible to be applied by the Vocational High School students in their reading, e.g. students are able to identify and look for the specific information in functional texts, especially narrative text.

2.2.4. Aspects of Reading Comprehension

This study is intended to use reading comprehension in macro skills. There are five aspects of reading which help the students to comprehend the English text: main idea, specific information, references, inference and vocabulary.

1. Identifying Main Idea

Basically, main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Suparman (2011) states main idea is the most important idea stated in the topic sentence and developed by supporting sentences in a single paragraph. Commonly, the main purpose of

comprehension is getting the main idea. Usually the topic sentence tells what the rest paragraph is about in some paragraphs because the main idea is the only idea that should be developed in one paragraph. Naturally once we can find the topic, we are ready to find the main idea. Thus, the main idea is actually the point of the paragraph. It is basically the most important thought about the topic.

It is said that no reading without understanding the main idea. The author can locate the main idea in different places whether at the beginning, in the middle or even at the end of a paragraph. The main idea is usually a sentence, and it is usually the first sentence. The writer then uses the rest of the paragraph to support the main idea. Example question of main idea can be:

(1) What is the main idea of the passage?

(2) What is the main idea of the story?

2. Identifying Specific Information

Commonly, supporting sentence or specific information develops or explain the topic sentence by giving reasons, facts, an incidents, comparison, analogy, cause and effect. A paragraph contains facts, statements, examples specifics which guide us to a full understanding of the main idea. For example, after reading text about *Malin Kundang*, general questions related to specific information can be:

1) How did *Malin Kundang* treat his mother?

2) What did *Malin Kundang*'s mother do to *Malin Kundang* at the end?

3. Determining References

Naturally, reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. According to

Reimer (2009:34) reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

This is example question of reference:

- 1) The word “it” in line 8 refers to...
- 2) What was word “his” position?

4. Making Inference

Inference is about guessing something from the information which have we read or know. Suparman (2011) states that making inference is drawing a conclusion after considering all the facts; one of comprehension strategies to make a conclusion about what is not directly stated in the text based on clues. Sometimes information is not given directly. Example question of making inference can be:

- 1) What was first paragraph talking about?
- 2) All of the following statement is true related to the passage, except...
- 3) What is the best title for the passage?

5. Understanding Vocabulary

As a matter of fact, vocabulary is all the words which exist in a particular language or subject. Harmer (2004: 153) states that the ability to determine the

meaning of vocabulary items from context is one of the most important aspects of successful reading. Concerning with those statements indeed vocabulary is basic for everyone who wants to develop or to produce utterances for reading. Example question of vocabulary:

- 1) What is the closest meaning of underlined word?

Therefore, reading comprehension involves respectively (1) determining main ideas, (2) determining specific information, (3) drawing references, (4) making inference and (5) understanding vocabulary.

2.2.5. Narrative Text

A narrative is kind of story that is created in a constructive format (as a work of writing, speech, poetry, prose, prose, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or non-fictional events.

Narrative text is a sequence of events, which is based on life experiences in difference ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. The researcher hopes that the use of this text will help the students comprehend the narrative text easier.

The examples of genres that fit the narrative text structure:

1. Folktale is very old traditional story from a particular place that was originally passed on to the people in a spoken form, e.g., The Mighty.
2. Fairy tale is an old story about magic things happened intended for amusing and giving lessons meanings and moral values, e.g., Cinderella.

3. Fable is a traditional short story that teaches moral lesson, especially one with the animals as characters: this story is considered as one group of animal stories, e.g., The Lion and The Mouse.
4. Myth is a story from ancient times, especially one that was told to explain about natural events or to describe the early history of place or people, e.g., Tower of Babel.

The Organization of Narrative Text:

1. Orientation

It tells the audience about who is in the story, when the story is taking place and where the action is happening.

2. Complication

It denotes a crisis arises. It comprises initiating event, subsequent event and climax aspects when the characters face the problems.

3. Resolution

It shows that the crisis is resolved. In this part, the character does the act of solving or settling the problem for better or for worse one.

4. Re-orientation

It indicates the optional point. This means that a story does not always use this, and usually, it states the conclusions of the event based on the writer point of view.

Languages Features of Narrative Text:

The language features of narrative text can be described as follows:

1. Focus on the specific and individual participants.
2. The use of noun phrases. (A Beautiful Princess, A Huge Temple)
3. The use connectives. (First, before that, then, finally)

4. The use of adverbial phrases of time and place. (In the garden, two days ago)
5. The use of simple past tense. (He walked away from the village)
6. The use of action verbs. (Walk, sleep, wake up)
7. The use of saying verbs. (Say, tell, ask)
8. The use of thinking verbs feeling verbs, verbs of senses. (She felt hungry, she thought she was clever, she smelt something burning).

This is the example of narrative text:

Onion and Garlic

In the ancient time, there lived a little family. After Garlic's mother died, her father allowed to get married with Red Onion's mother by Garlic, then her father immediately carried out the marriage. Soon, the Red Onion and her mother began to show their bad attitude. The Garlic was often scolded and given heavy works when the father went to trade. She had to do a lot of housework while the Red Onion just sit and did not work at all. However, the situation was never told by her to his father.

One day, his father was sick and passed away. Since then, Garlic was treated worse than before. Although she should do so many works, she always did it happily. She hoped, with such sincerity, her mother would love her sincerely someday.

On the morning, Garlic went to the river to wash the clothes. She was so excited and washed vigorously. Then she realized that the shirt had been washed away when the flow carried it far enough. Later, she pursued but did not get the shirt. She felt hopeless and immediately went home. The mother was angry and told her to look for the shirt until she could found it. Garlic came back to the river and walked to the west to seek her mother's favorite shirt. Suddenly, Garlic saw someone then she asked the man about the clothes were washed away. After that she found the house who lived an old lady. She should accompany the old lady during a week to get the shirt. After that, she was given a pumpkin as the gift that filled with so much gold and gems.

In the next day, Red Onion came to that house and do like what Garlic did. However, because Red Onion was a lazy girl, the old lady gave a different pumpkin

from Garlic. Red Onion did not care and she immediately went home to open the pumpkin with her mother. Apparently, the content was the venomous snake that bit of Red Onion and the mother. Both of them died because of their greed. After the happening, Garlic was living alone and lived happily with its gold and gems.

2.3. WH-Questions

Wh-questions in English are questions with wh-words (e.g., what, when, where, which, who(m), whose, why or how) in pre-verbal position, requesting specific information, and the circumstances surrounding actions and events. The formation of wh-questions in English generally follows these principles: (1) the wh-word or the wh-word with its headword (e.g., what colour, how fast) is placed in the sentence initial position, (2) an operator (i.e., a form of do, be and have or a modal) is obligatory, and (3) the subject is inverted with the operator, with the exception of subject questions, which follow the declarative structure (wh-subject and verb). According to Biber et al. (1999, p. 211), questions are very common in conversation, with an average of one question per every 40 words in conversation. They are also commonly used in news and academic texts. Given the high frequency, it is important to master this structure well to develop English accuracy and fluency.

The use of question in teaching reading is to provide purpose, elicit and focus discussion and to check. It is also used to attract the students' attention to the topic faced. This supported by Lukito (1990) who said that question is used to ask information for certain problem.

Furthermore, the use of question is very useful in teaching reading. Nuttal(1987) says that developing types of question and techniques for them are essential to teach reading. It means that the teacher in teaching reading is suggested to use question to help the students to comprehend the passage.

In WH-Question, a WH-item occurs in initial position; the subject follows the first auxiliary except when the WH-item function as subject.

e.g. : What do you know about Lutung Kasarung?

In addition, in terms of reading comprehension, Burn, Roe and Rose (1982) stated that seven major types of question are generally useful in guiding reading. They are:

1. Main idea; ask the students to identify the central theme of the passage.
2. Detail; ask for the name or identification of a person, “what” question asks for a thing or event.
3. Vocabulary; ask for the meaning of words used in the passage.
4. Sequence; require knowledge of events in their order of occurrence.
5. Inference; ask for information that is implied but not directly stated in the material.
6. Evaluation; ask for judgement about the material.
7. Creative response; ask the students to go beyond the material and create new ideas based on the ideas they have read.

Referring to the types of the question above, in WH-Question technique, the students are asked to construct WH-Question including; the main idea, details or specific information in the text, vocabulary, and inference.

2.4. Procedure

The researcher modifies the steps of teaching reading comprehension process suggested by the researcher. The procedures are as follow:

Step 1

This step is intended to construct background knowledge. The teacher becomes a bridge builder between what students already know about a concept - schemata - and what they need to know in order to understand a particular text, that is, the interaction between those schemata and the input coming from the text. The teacher gives brainstorming to the students by asking some questions to stimulate their background knowledge.

Step 2

The aims of this step is to help students to understand the specific content and to perceive the rhetorical structure of the text. With these tasks teacher takes the learners through the reading and they interact in the text. The teacher explained about the function of each questions word (what, who, where, when, why, and how) and narrative text. After that, making a discussion group consisting 6 students for each group would be helpful to develop their confidence in interacting and discussing about the lesson with their friends. After making group discussion, students were asked to read the text silently after they were distributed a narrative text. The teacher asked the students about the main idea of the text and information details referring to the WH-Questions that have been explained. After that, answering the questions attached below the text. Finishing that, the students were asked to evaluate their tasks by discussing the answer in each group. The last was making a conclusion of the text.

Step 3

This last step is the activity after interacting with the reading. The teacher asked students whether there were some difficulties about the topic or in understanding the lesson. The last was giving summary of the lesson.

In this research, the researcher implemented this procedure of teaching for three meetings with different topic of reading texts.

2.5. Advantages and Disadvantages of WH-Questions Technique

The Advantages of WH-Questions Technique in Reading Comprehension

1. Students are able to make preview and make predictions
2. Students are able to realize of why they are reading the text
3. Students are able to read selectively
4. Students are able to make connections and associations with the text based on what they already know
5. Students are able to refine predictions and expectations
6. Students are able to use context to identify main ideas
7. Students are able to use context to identify unfamiliar words
8. Students are able to consider how the information might be used in the future.

The Disadvantages of WH-Questions Technique in Reading Comprehension

1. It spends much time during the teaching learning process
2. Sometimes students cannot get the idea from the question in text
3. Sometimes students cannot answer the question.

2.6. Theoretical Assumption

In teaching reading, there are many techniques that can be used by teachers to reach the goal of teaching learning process. For this research, WH-Questions is chosen as a technique in teaching reading comprehension.

Based on the frame of theories presented above, the researcher assumed that WH-Questions can be used to overcome the difficulty of comprehending the reading text. If the text can be understood easily, then it can be a motivation for them to pay more attention and active in teaching learning process. It means that WH-Question can be used to improve students' reading comprehension ability.

Based on the statement above, the researcher assumes that there is a significant improvement in students' reading comprehension ability. Then, the researcher also assumes that identifying main idea is the aspect that improve the most.

2.7. Hypothesis

In relation to the theoretical assumption, the researcher formulates the hypothesis as follows: There is significant difference on students' reading comprehension of narrative text before and after being taught by using WH-Questions technique.

III. METHODS

This chapter describes the following major points: the design of the research, population and sample, data collecting technique, research procedure, the try out of instrument, validity and reliability of the instrument, scoring system of reading test, data analysis, and hypothesis testing.

3.1 Research Design

This research used a quantitative because it is very useful for providing factors connected with second language development. Setiyadi (2006:5) cites that quantitative design aims to investigate a theory has been existed and the data in order to support or reject it.

In conducting the research, the researcher applied One Group Pretest-Posttest design. One group pretest-posttest design is a research design where one group of participants is pretested on the dependent variable and then posttested after the treatment condition has been administered. Pre test was given to the students in order to measure the students' competence before they are given the treatment and post test is given to measure how far the students' achievement after they are given the treatment. In this design, it shows that the difference between the pretest and posttest scores. The design of the research is as follows:

T1 X T2

Where:

T1 : pre-test

T2 : post-test

X : treatment (using WH Questions technique)

(Hatch and Farhady (1982: 24)

3.2. Population and Sample of the Research

A population is defined as the whole subjects of the research. Setiyadi (2006:38) states research population is all individuals which are being target in research while research sample is individual who give the data. The population in this research was tourism students at the second grade of SMKN 3 Bandar Lampung in the academic year of 2016/2017. This research employed two classes; the first class as try out class and the second class as the experimental class. The researcher applied the classes by choosing based on the courses in the school. The pre test was used to see the students' reading comprehension mastery before the treatment, and the post test was used to see the reading ability after the treatment.

3.3. Data Collecting Technique

In the collecting the data, the researcher administered out tests. a pretest, treatments, and post test. Then, she analyzed the result of those three activities which can be clarified as follows:

1) Try Out Test

The try out test was administered to one class. This test was given to identify the quality of the test before it was used to obtain the data for the research. The test included multiple choices that consist of 40 items with four alternative options A, B, C, and D: one correct response and three distractors. The try out test was conducted for 90 minutes. In determining the quality of the test the researcher saw in these aspects such as validity, reliability, level of difficulty, and the discrimination power.

In selecting reading text, this research considered the text based on themes stated in narrative texts. The texts were used taken from articles on the internet.

2) Reading Test

The kind of reading test used is objective test. The reading test was given to identify learners' reading comprehension achievement which consisted of pretest and posttest. The pretest was given before the treatment is conducted, Firstly the researcher administered a pretest to find out the students' reading comprehension achievement before treatment. The posttest was administered at the end of treatments in order to find out the results of students' reading comprehension achievement after the 3-time treatments.

3) Questionnaire

The questionnaire was conducted in order to investigate the students' response in reading comprehension of descriptive text using WH-Questions. The questionnaire consisted of 10 statements that related to the aspects of reading (main idea, supporting details, inference, reference and vocabulary) in WH-

Questions technique. Each item provided four options; Really not like, Not like, Like, Really like.

3.4. Research Procedures

The research procedures are as follows:

3.4.1. Determining Research problem

The problem of this research was determined based on the pre observation which was conducted in SMKN 3 Bandar Lampung. The research problem can be seen in the background in Chapter 1.

3.4.2. Determining the Research Instrument

The researcher checked the students' reading achievement by giving two reading tests to the students. The reading tests were pre test and post test. In measuring reading comprehension, multiple-choice selection is more valid than short-sentence answer (Henning, 1987: 48). Each item has four alternative answers a, b, c, or d. One correct answer and three distracters. In addition, the questionnaire is carried out in order to know the process of teaching toward wh-questions technique of narrative text. The questionnaire consists of 10 statements about wh-questions technique in reading comprehension.

3.4.3. Selecting and Determining the Materials

The materials of this research were based on the School Based Curriculum K13 for the second grade students. Besides, the materials were added and searched from network. Based on the discussion in Chapter 1, narrative text is chosen as the

focus. The result of the try out were analyzed in order to know which the items are good to be used in pretest.

3.4.4. Administering the try out

This test was administered to measure the level of difficulty (LD) and discrimination power (DP) in order to find out the reliability and validity of the test. The items of the test are 40 and it is allocated within 90 minutes. The test was administered to measure the quality of the test as the instrument of the research.

3.4.5. Administering pre-test

The pre test was administered in order to find out students' reading comprehension achievement before treatments. In this test, the researcher asked students to do multiple choice tests that consist of narrative text in 90 minutes.

3.4.6. Conducting treatments

In this research, the treatment conducted in three meetings which took 2 x 45 minutes. The lesson plan consisted of three different topics. The students had given the same assignments for each session, they were structured assignment. The text or the material were taken from internet for second grades. The materials were about narrative text.

3.4.7. Administering post-test

The aim of this test is to measure the students' reading comprehension achievement after giving treatments. The test was conducted in 90 minutes of multiple-choice reading test.

3.4.8. Administering the questionnaire

The questionnaire was given for the students in order to investigate the students' response in learning reading comprehension of narrative text in applying WH-questions technique.

3.4.9. Analyzing test data and testing hypothesis

After scoring student's work, the data were analyzed by using t-test to compare the data of two mean scores (Hatch and Farhady, 1982: 108).

3.5. The Try Out of Instrument

There are four criteria of good test, namely, validity, reliability, level of difficulty, and discrimination power.

3.5.1. Validity

Validity refers to the extent to which the test measures what is intended to measure. There are two basic types of validity; content validity and construct validity (Hatch and Farhady, 1982:250). Content and construct validity were examine in this research. Both of them were explained as follows:

a. Content Validity

Content validity is intended to know whether the test items are good reflection of what will be covered. The test items are adapted from the materials that have been taught to the students should be constructed as to contain a representative sample of the course (Heaton,1988). To get the content validity of reading comprehension, the researcher tried to arrange the materials based on the standard

competence in syllabus for second grade of vocational high school students. This study used narrative text that was supposed to be comprehended by the second grade of vocational high school students. In order to establish the content validity of a measuring instrument, the researcher identify the overall content to be represented.

In this research, scoring criteria is based on the five aspects of, i.e. determining main idea, finding the detail information, reference, inference and vocabulary (Nuttal, 1985). All test items which has good validity were used to collect the data for this research and the bad one should be revised.

In this research, the researcher formulated table of specification. Therefore every test items could be match with the goal and the materials have been taught. The content of the reading test was presented in table of specification below:

Table 1. Reading Specification (Aspects of Reading)

No	Sub-Skills of Reading	Item Number	Percentage
1	Determining main ideas	2,6,13,23,32,40	15%
2	Inferences	1,18,28,29,30,31,36,38	20 %
3	References	14,17,21,26,34,37	15 %
4	Finding detail information	3,5,8,9,11,13,16,20,24,25,39	27,5 %
5	Vocabularies	4,7,10,15,19,22,27,33,35	22,5 %
	Total	40	100

the validity of the test was analyzed using Microsoft Excel. If the t-value was higher than t-table, it means that the data were valid. The result of the calculation showed that there were 10 invalid items. It means that the t-value of those items is lower than t-table. So, the 10 invalid items were dropped.

The steps to do validity test to the instrument as follow:

1. Inputing data to the Statistical Package for Social Science (SPSS) or Microsoft Excel.
2. Processing the data until t-value of the data is found. If the t-value is higher than t-table, it means that the data is valid.

b. Construct Validity

Construct validity concerns whether the tests are true reflection in line with the theory of what it means to know the language (Shohamy, 1985:74). To know the test is true reflection of the theory of language that is being measured, it means that the items should really test the students whether they have master the reading test. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills (Heaton, 1988:161).

Related to this research, the test items should be questioning the five aspect of reading such as: main idea, specific information, vocabulary, inference and reference (Nuttal,1985). Those five aspects are formulated the test items. Briefly, based on the criteria of validity, it could be said that the test items were valid.

3.5.2. Reliability

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhady, 1982:244). In other words, how far it can measure the subject at separated time, but it shows the same result relatively (Setiyadi.2006:113). Reliability can be defined as the

extent to which a test produce consistent results when administered under similar condition (Hatch and Farhady.1982:244).

The test is determined by using Pearson Product Moment formula (Lado, 1961 in Hughes, 1991:31) is used as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

where:

r_{xy} : coefficient of reliability between odd and even numbers items

x : odd number

y : even number

$\sum x^2$: total score of odd number items

$\sum y^2$: total score of even number items

$\sum xy$: total score of odd and even number

(Hatch and Farhady, 1982: 286)

The criteria of reliability are:

0.80 – 1.00: high.

0.50 – 0.79: moderate.

0.00 – 0.49: low.

After getting the reliability of half test, the researcher uses “Spearman Brown’s Prophecy formula” (Hatch and Farhady,1982; 247) to determine the reliability of the whole tests, as follows:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

where:

r_k : the reliability of the whole tests

r_{xy} : the reliability of half test

(Hatch and Farhady, 1982:247)

The criteria of reliability as follows:

0.90 – 1.00 = high

0.50 – 0.89 = moderate

0.00 – 0.49 = low

3.5.2.1. Level of difficulty

The formula that is used to determine the difficulty level of each test item is as

follow:

$$LD = \frac{U+L}{N}$$

In which:

LD = level of difficulty

U = The proportion of upper group students who answer correctly

L = The proportion of lower group students who answer correctly

N = Total number of students

The criteria are :

<0.30 : Difficult

0.30 – 0.70 : Average

>0.70 : Easy

(Shohamy, 1985: 79)

The steps to do Level of Difficulty test to the instrument in Microsoft Excel as follow:

1. Inputting the data to the Microsoft Excel
2. Finding the proportion of upper group students who answer correctly, the proportion of lower group students who answer correctly and the total number of students
3. Processing the data using the formula above
4. Deciding the data that already found with the criteria stated by Shohamy (1985)
5. Revising or dropting the data if the criteria is very difficult or very easy.

3.5.2.2. Discrimination Power

Discrimination power refers to the extent to which the items are able to differentiate between high and low level students on that test. Discrimination power is used to differentiate between the students who have high ability and those who have low ability.

A good item according to his criterion was the one in which good students did well and bad students failed (Shohamy, 1985:81).

The formula are :

$$D = \frac{U - L}{\frac{1}{2}N}$$

Notes:

D : discrimination power

U : the number of students from the upper who answer correctly

L : the number of students from the lower who answer correctly

N : the number of the students

(Shohamy, 1985:82)

The steps to do Discrimination of Power test to the instrument in Microsoft Excel as follow:

1. Inputing the data to the Microsoft Excel
2. Finding the proportion of upper group students who answer correctly, the proportion of lower group students who answer correctly and the total number of students
3. Processing the data using the formula above
4. Deciding the data already found with the criteria of discrimination of power
5. Dropting the data if the criteria is poor

The criteria of discrimination power are:

0.00 – 0.20 : Poor

0.21 – 0.40 : Satisfactory

0.41 – 0.70 : Good

0.70 – 1.00 : Excellent

- (negative) : Bad items (should be omitted)

3.6. Scoring system

Before getting the score, the researcher determined the procedure or technique to be used in scoring the students' work. In order to do that, the researcher used Arikunto's formula (1989:271). The ideal highest score is 100. The scores of pretest and post test will be calculated by using the following formula :

$$S = \frac{r}{n} \times 100$$

S = the score of the test

r = the total of the right answer

n = the total

3.7. Data analysis

In analyzing the data gained, the researcher analyzed the data to answer each research question.

1. Is there any students' improvement in reading narrative text after being taught by using WH-Questions technique?

In order to answer the research question, the researcher used test instruments, the reading tests which were pretest and posttest. The data were analyzed using t-test in Statistical Package for Social Science or SPSS 16.0. The data gained was tested the normality first in order to find whether the data is normally spread or not. After getting the result, the data was analyzed using Repeated Measure t-test or in SPSS 16 that is called Paired Sample t-test to find the difference of students' mean score of test before and after the implementation of WH-Questions technique. The data resulted would show whether there is or there is not any improvement of students self-confidence.

2. What aspect of reading comprehension that improve the most?

In order to answer the research question, the researcher analyzed the five aspects of reading in pretest and posttest. The data were analyzed using Microsoft Excel.

3. What are the students' response after being taught through WH-Question technique in reading comprehension?

In order to answer the research question, the researcher used non-test instrument, a questionnaire. The data were analyzed using licert scale.

3.8. Hypothesis

The pretest and posttest were compared in order to find out the difference of students' reading comprehension after treatments. The researcher used Repeated Measure T-test for testing the hypothesis. The hypothesis is drawn as follows:

Ha : There is significant difference of students' reading comprehension before and after being taught through WH-Questions technique

Ho : There is no significant difference of students' reading comprehension before and after being taught through WH-Questions technique

(Hatch and Farhady, 1982: 111)

The criteria for accepting the hypothesis were as follows:

1. Ha is accepted if Ho is rejected
2. Ho is rejected if the t-value is higher than t-table.

V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions and suggestions of the research, which were (1) the students' reading comprehension after the implementation of WH-Question, (2) the students' responses towards the implementation of WH-Question.

5.1. Conclusions

After conducting the research, the researcher draws the conclusions as follows:

1. The implementation of WH-Question in teaching reading could improve the students' narrative text reading ability since the implementation of question in reading could maintain the focus of the readers. It could be seen from the gain of students' reading mean score in the pretest and the posttest (60.67 to 76.77) and the statistical report; in addition, the use of wh-question could also improve the students' skill in five aspects of reading namely, identifying main idea, identifying specific information, determining references, making inference and understanding vocabulary by seeing the analysis of the students' works in posttest in each aspect.
2. The implementation of WH-Question in teaching reading could find out the aspect of reading that improve the most. Based on seeing the analysis of

students' works in pretest and posttest on each aspect of reading, it could be found that the students were easier to identify main idea than others.

3. The implementation of WH-Question in teaching reading could give positive responses in students' reading ability.

Based on the research, it could be concluded that the implementation of WH-Questions technique gave positive effects in students' reading ability.

5.2. Suggestions

Referring to the data, some events occurred in treatments, and conclusions, the researcher would like to recommend some suggestions as follows:

5.2.1. Suggestions for English teachers

1. Since this study was concerned on improvement of reading comprehension in narrative text. English teachers are suggested to apply WH-question as a technique in teaching reading.
2. This study was concerned on reading skill. Therefore, the English teachers can try to apply WH-Question technique in another skills such as writing.

5.2.2. Suggestions for Further Researcher

1. This study was conducted in vocational high school level. Therefore, the further researcher can try to find out the effect of using WH-Question technique in different level of school.
2. In this study, narrative text was employed as the media to measure the improvement of students' reading ability after the implementation of WH-

Question technique. Further reseachers can try to apply WH-Question with another kind of text, descriptive text and report text for instances.

In brief, those are the conclusions of the research findings and the suggestions for English teachers who want to try to implement wh-question technique in teaching reading and for further researchers who want to investigate the research about this technique.

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