ABSTRACT

THE EFFECT OF USING WH-QUESTIONS TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION IN NARRATIVE TEXT AT SECOND GRADE OF SMPN 5 BANDAR LAMPUNG

By

Nabila Visa Pratiwi

The objectives of this research are to investigate whether there is a significant difference of the students’ reading comprehension achievement before and after the implementation of WH-Questions technique and to investigate whether this technique gives significant improvement to the students’ reading comprehension.

This research was conducted at the second grade students of SMPN 5 Bandar Lampung in academic year 2017/2018. The researcher took class VIII K as try out and class VIII J as experimental. The instrument used to get the data in this research was reading test. Reading tests in forms of pre-test and post-test were done to collect the data. Then, the t-test was used test the hypothesis.

The result of hypothesis test proves that WH-Questions technique gives positive effect on students’ reading comprehension achievement. It can be seen from the mean score of the pre-test and post-test which was computated through SPSS 16.00. In pre-test, the mean score was 62.45 and it increase to 86.97 in post-test. It means that there is an increase of 24.52 point. The result of t-test shows that t-ratio is higher than t-table (36.668 > 2.045) with the level of significance is p < 0.05 and significant two tail is p=0.000. It can be said that WH-Questions technique gives positive effect because it can increase students’ reading comprehension achievement.

Based on the result above, it can be concluded that the implementation of WH-question technique gave significant improvement in students’ reading comprehension achievement, the highest improvement is on making reference.

Keywords: improving, reading comprehension, WH-questions technique