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

(A Script)

By

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ABSTRACT

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

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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

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Nabila Visa Pratiwi

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In

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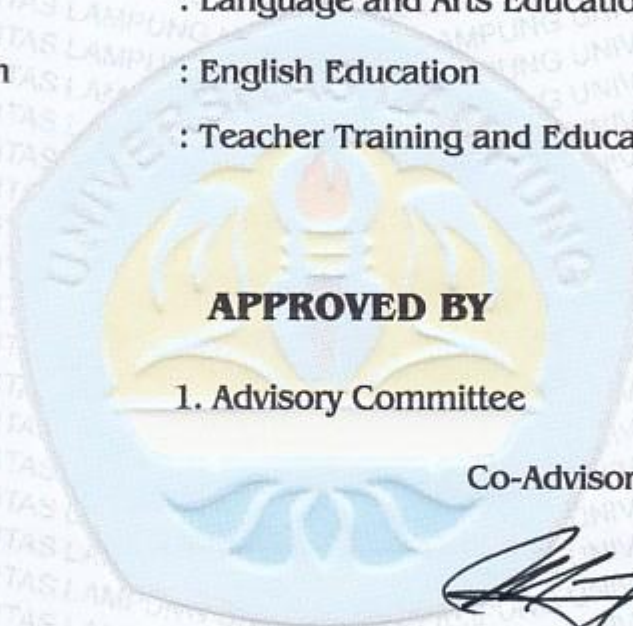
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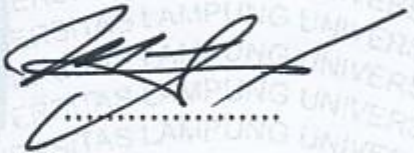
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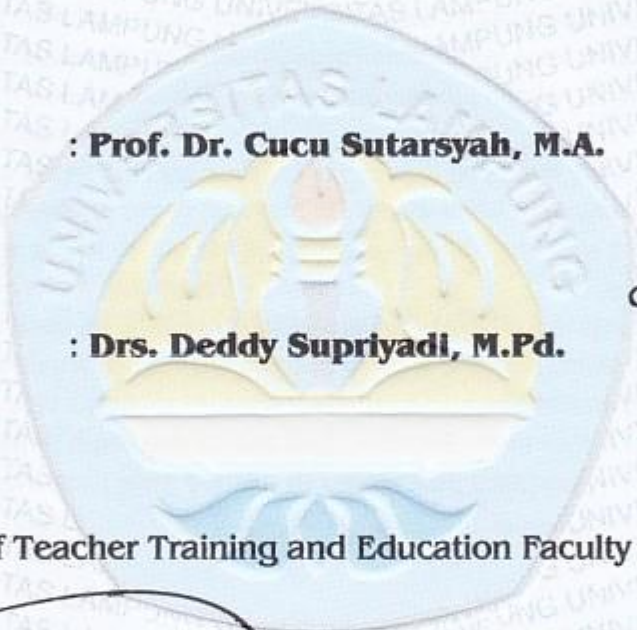
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Yang membuat peryataan,

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CURRICULUM VITAE

The writer's name is Nabila Visa Pratiwi. She was born on May 13Th, 1995 in Bandar Lampung. She comes from a harmonious family of Ir. H. Sapto Kuncoro, M. S. and Hj. Santi Eviana B. A. My father is a lecturer in Agricultural Engineering at Lampung University and my mother is civil servant at Dinas Perikanan dan Kelautan Kota Bandar Lampung. She has only one sibling. Her brother's name is Muhammad Vito Jati Pascalri. My brother works at Directorate General of Customs and Excise.

Her education background started at TK AL-Azhar 2 Way Halim, Bandar Lampung. She continued her study at SDN 2 Teladan Rawa Laut, Bandar Lampung in 2000. After graduating from elementary school in 2007, she entered MTs 1 Tanjung Karang, Bandar Lampung and graduated in 2011. Then, she finished her senior high school at MAN 1 Sukarame in 2014.

In 2014, she successfully passed from SBMPTN program and was registered as a student at English Education Study Program at Teacher Training and Education Faculty of Lampung University. In 2017, precisely in July 12th to September 5th 2017 she carried out Field Experience Program (PPL) in SMP Negeri 1 Liwa, Lampung Barat.

DEDICATION

This script is fully dedicated to :

My Beloved Parents

Hj. Santi Eviana B.A

and

Ir. H. Sapto Kuncoro, M. Si.

My Dearest Brother

Muhammad Vito Jati Pascalri

Myself

My Friends in English Education Study Program 2014

My almamater

Lampung University

MOTTO

"Never give up on what you really want to do.

The person with big dream is more powerful then the one with all facts."

(Albert Einstein)

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The writer hopes that this research give a positive contribution to the educational development, the readers, and the other researcher.

Bandar Lampung, 30 Mei 2018
The writer,

Nabila Visa Pratiwi

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I. INTRODUCTION

This chapter explains the background of the problems, formulation of the problems, the objective of the problems, the uses of the research, the scope of the research, and definition of the terms as will be explained and clarified as the following sections.

1.1. Background of the Problem

English is an international language, many people use English for their communication each other. In Indonesia, not many of the citizens use English as a means of communication. Although English has already been studied by Indonesian people from kindergartens until university, but English is used just for formal occasion not in informal occasion that cause only a few Indonesia people can speak English. To study English we need at least ability in: (1) listening, (2) speaking, (3) reading and (4) writing.

Being able to read English is very important, because there are many books and literatures written in English. Reading becomes essential for everyone to increase his or her knowledge. This idea is supported by the fact that reading has become a part of our daily activities.

There are two main reasons for reading; reading for pleasure and reading for information as we know one characteristic of good readers that has been noted in the literature. The readers are able to make prediction about the text they read while they are reading. Through reading we can get a lot of information, knowledge, enjoyment and even problem solving. The one who is eager to read being smarter than the one whom never care with reading.

As a teacher of English, we should be creative to find some ways, choose an appropriate technique, and uses an approach to involve the students reading activities and to provide a comprehensible material.

During the pre-observation at the second grade of SMPN 5 Bandar Lampung on 8th January 2018, It is found that almost 70% students of SMPN 5 Bandar Lampung have low ability in reading. It is proved by the statement from one of English teacher of SMPN 5 Bandar Lampung. She says that generally, the students have difficulty to comprehend a reading text. The students have difficulty to find out the main idea of passage with long sentence. In addition to find the main idea, they have difficult to understand specific information, to make inference, to identify reference, and to identify the meaning of vocabulary in the reading text. It could be seen from their reading comprehension test scores which are mostly lower than the minimal mastery criterion (KKM) of that school.

It is also found out that, the cause of problems might be from the teaching technique. After asking some students, it is found that the teacher still uses ordinary technique in almost every teaching and learning process. The teacher just asks the students to read

certain text in the students' exercise book, and then she asks them to do the exercises following the text. The monotonous process of learning makes the students feel bored to learn.

In order to minimize the problem above, the researcher focuses on how to create situation where the students can involve and enjoy their learning process. The reasearcher assumes that there should be a suitable technique in teaching reading which could motivate the students to read all the text so, they could understand the information. The researcher uses a technique named WH-questions in teaching reading and an approach of reading comprehension to motivate the students read all the text so they get useful information.

Putri (2015) 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, SMPN 5 Bandar Lampung was chosen as the object of the research.

Reading becomes important skill of language teaching its purpose is to enable student to read and understand text material correctly. Reading skill is essential whether in the target of sources language. If the students read the text in their own language it is not really difficult, but when the students read it in language they find many difficulties, because there are so many differences between their own language and foreign language.

English is as a foreign language in Indonesia. There are some problems in teaching reading. One of the problems that can be found is the method used by the teachers. Many kinds of teaching method may result bad or negative effects on students' reading skill. So, many students are hard to get the idea or meaning of the text. Setiyadi (2006) said that the teacher considerably needs to provide the students with the right techniques, so that they are optimally engaged in studying. One of the successful keys in teaching learning process may depend much on the method or strategies the teachers employ in the classroom.

One of the problems may be that the students feel bored because the techniques used by the teacher are monotonous. There are many students who felt sleepy when the teacher explained the materials. It may be because the teachers do not use good technique or method in the class. It is necessary for English teacher to make reading materials more interesting and motivating so that the students can progress in reading.

In this research, the researcher wants to make a situation where the students feel enjoy in learning process so that they will be motivate to read the text. The writer tries to apply the technique that may be effective to improve the students' reading ability to solve the problems in comprehending the text. the writer applied *WH-questions* technique in teaching reading to find out the alternative way to solve the problem in reading comprehension.

The use of question is very useful for teaching reading because can helping the students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge. The students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For i. e. students can be taught to ask main idea questions that relate to important information in a text. In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Often, students

learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

Windari (1998) and Suwigati (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 questions word, the students easily determine or make question related to the details or information required. It means that students who are able to construst their own question by using WH-Questions are able to comprehend the text easily.

According to statement 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. Therefore, the researcher decided to design a problem to be researched with the title: "The Effect of Using WH-Questions Technique To Improve Students' Reading Comprehension in Narrative Text At Second Grade Of SMPN 5 Bandar Lampung". 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 difference of students' reading comprehension achievement before and after being taught through WH-Question technique?

2. Specifically, which aspects of reading comprehension achievement that improves the most after being taught through WH-Question technique?

1.3. Objectives of the Research

The objectives of the research are:

1. To find out whether there is difference of students' reading comprehension achievement before and after being taught through WH-Question technique.

2. To find out which aspects of reading that improve the most after being taught through WH-Questions technique.

1.4. Uses of the Research

This research is hopefully useful both theoretically and practically:

1. Theoretically, the result of the research is useful for supporting the theory about effect of WH-Question technique that used to improve students' reading comprehension achievement in English subject.

2. Practically, the result of the research to motivate and may give the information to English teachers, and students, especially in junior high school, about the effect of WH-Question on students to improve their reading comprehension achievement in learning English. Hopefully, the results of the research can be used as the consideration policy related to the development of teaching reading.

1.5. Scope of the Research

This research was conducted through a quantitative research, which was a systematic scientific investigation involving analysis of data collection in the form of numbers and statistic. The population of this research was the second grade students of SMP Negeri 5 Bandar Lampung in the 2017/2018 academic year. The researcher chose two classes were taken one class as the experimental class that was VIII J and one class as the try out class that was VIII K which is selected by using simple random sampling by using lottery, since the second grade in SMP Negeri 5 Lampung. This research was focused on teaching reading through WH-Question in order to know whether the technique can improve students' reading comprehension. The researcher was conducted the research in six meetings. The reading texts was focused on narrative text, since based on syllabus for second grade of Junior High School students and according to the curriculum in second semester. The second grade students of Junior High School at second semester had to be able to comprehend short text in form of narrative. The data of reading comprehension achievement would be taken from the reading comprehension test. There were two tests in reading comprehension achievement, they were pre-test, the test before WH-question was conducted and the post-test, the test after it was conducted. Pre-test and post-test were objective tests in multiple choices form with four options of each question.

1.6. Definition of the Terms

There are some terms used in this research and to make them clear and to avoid misunderstanding, they are clarified as follows:

1) 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.

2) 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.

3) WH-Question 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.)

4) 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.

5) Effect is the result or change that something causes in something else, in this case, it means the result of using WH-Question on reading comprehension text.

6) Difference is the result of different before and after being taugh the technique WH-Questions. If the pre-test is lower and the post test is bigger. It means that there is any differences right between before and after being taught WH-questions technique.

7) Improvement is the gap between pre and post test. If the post-test is bigger than pre-test, it means there is improvement.

II. LITERATURE REVIEW

This chapter reviews the theories that support the research with the following points: concept of reading, concept of reading comprehension, aspects of reading comprehension, concept of reading comprehension materials, narrative text, question types, WH-question type, procedures of teaching reading through WH-question, advantages and disadvantages of WH-question technique, theoretical assumption and hypothesis.

2.1. Concept of Reading

Reading is a learning process of transferring information from writer to the reader by using writing form. The writer is the sender of the information, thoughts, ideas and the reader is the receiver of the information. Reading gives many advantages for the reader because most of information like technology, social, science, economy and others are mostly in written form. Through reading the readers can get some information that they need to understand about the content of reading text.

There are several experts who define reading. Nuttal (1982: 42) defines reading as the meaningful interpretation of printed or written verbal symbols. Other linguists, Finichiaro and Bonomo (1973: 199) state that reading is bringing and getting meaning from the printed or written materials. Jocey (2006: 2) says that reading is an active skill, where the

reader interacts with the text, and to some extent the writer. Smith (1982: 5-6) says that reading certainly implies comprehension, and reading is something that makes sense to the reader. The readers try to understand and get the meaning and information in the written texts in from of symbols, letters, graphs, etc. Thus, they grasp the writer's messages from the texts.

Grellet (1985; 81:7) states that reading is a construct process of guessing. Godman (1976) and Smith (1978) says that reading is an active process of deriving meaning. Mackey (1979:15) says that reading is an active process because it involves an interaction between thought and language. Reading as an active skill, where the reader interacts with the text and to some extent the writer. It means if a reader finds a reading passage is interesting, his/her mind is fully engaged in trying to understand the reading.

According to Hennings (1993:2) Reading is a thinking process that set two people in action together an author and a reader. The author has a purpose in writing and giving the message for communication. The writer chooses the fact and the ideas by choosing the suitable word to express those fact and ideas, and organize them in a reading text.

Mchorter (1989:212) also states that reading is a way of taking new ideas and identify information to be learned. It means that, when one is reading a text, he may find new things that he has known yet. And he may also find information that will help him learn something. From description above, we can see that reading is not a simple thing. Reading is the most important skills for the students of English through the word.

Based on that statement, the writer assumes that reading is an active process between text and reader. Reading is not passive activity of getting the meaning from printed informantion. The reader should formulate the brain using his/her previous knowledge in order to comprehend the text easily.

Moreover, Grabe (1986) states that reading is the abilty to recognize vocabulary and syntax automatically. Reading is the ability to read at reasonable rapid rate, the ability to grasp the main idea and scan for piece of information and the ability to adjust rate and adapt strategies for careful analytic reading and critical evaluation. The researcher agrees that readers should have purpose when he is reading. The purpose of reading passage commonly is to find idea from reading passage. So, reading in foreign language needs reading skill in order to find idea and the reader should comprehend the passage when he is reading.

In addition, Howart (2006:1) says that reading is, of course, just as communicative as any other from of language. It means that in reading there is an interaction between the writer and the readers through the texts. The writer tries to encode the messages to the readers. Then, the readers try to decode the messages that sent by the writer.

From those opinions above, we know that reading is an important skills that enables the readers to bring the meaning which exist both in our mind and in written materials. By reading people get something. We all know that million of books and findings in science and technology are written in English. Consequently, we can learn science and

technology by reading. Of course to do that, ones needs reading ability to comprehend the text that being read.

2.2. Concept of Reading Comprehension

Reading is useless without comprehension. The purpose of reading's process is to catch the point of text. When the readers read the text, they process and transfer all the information on their brain, so they must focus on reading comprehension. Therefore, comprehension becomes really important to improve in learning reading in the classroom

Reading comprehension is a thinking activity. This process involves getting the main idea from the text. To know how the students could comprehend the text, Schell's 1972 study (Dechant and Smith 1997:237) remarks that there are three levels of comprehension. They are:

1. Literal comprehension: getting the primary, direct, literal meaning of a word, idea, or sentence in context.

2. Interpretation: getting deeper meaning-anticipating meanings, drawing inferences, making generalization, reasoning from cause to effect, detecting significance, making comparison, identifying purpose.

3. Critical reading: evaluating the quality, accuracy, or truthfulness of what is read.

Reading Comprehension is the ability to understand a written passage of text. Reading Comprehension is what allows the reader to interact with the text in a meaningful way. It is the bridge from passive reading to active reading from letters and words to characters

and contexts. It is supported by Caldwell (2008: 4) who states that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. Furthermore, Kamil et. al., (2011: 91) state that in reading comprehension, the students tend to understand more when it is in the language they know better and when the text they are reading deals with culturally recognition context.

Dallman (1982: 23) says that reading is more than knowing what each letter or alphabet stands for, reading involves more than word recognition: comprehension is essential for reading without comprehension no reading take places. It means that comprehension is the most important thing in reading textbooks or written materials. In other words, there are some aspects of reading comprehension that should be considered by the reader. They include the knowledge or the reader that is related to the content of the message and the knowledge of the reader on language terms. So the reader's knowledge is absolutely needed.

Furthermore, Finnochiaro and Bonomo (1973: 132) suggest that reading comprehension is ability which depends on the accuracy and speed of grapheme perception, that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusions.

Based on the statements above, it can be inferred that reading comprehension is two ability which cannot be separated, in reading the students deal with the goal which is to understand the whole message content of the text, and to understand the text itself the

readers should gather the concept of comprehending first. Reading comprehension help the students to get the deepest meaning of the text.

2.3. Aspects of Reading Comprehension

In this study, the researcher 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 the 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 in last paragraph?*

2. Identifying Specific Information

Commonly, supporting sentence or specific information develops or explain the topic sentence by giving reasons, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. A paragraph contains facts, statements, examples specifics which guide us to a full understanding of the main idea. For example, after reading story about Roro Jonggrang, general questions related to specific information can be: 1) *Where was Roro Jonggrang washing some clothes?* 2) *Did Roro Jonggrang accepted Bandung Bandawasa's love?*"

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 in (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 repletion of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

The paragraph below is as an example of the case mentioned.

Sidapaksha angrily asked his wife and he wanted an explanation. Sri Tanjung didn't say anything. She asked her husband to carry her to the river. She wanted to prove her innocence. Sidapaksha was not sure but finally he agreed. He took her to the riverbank, and then Sri Tanjung threw herself into the water and drowned.

This is example question of reference:

He took her to the riverbank…(line 3)

The underline word "her" refers to….

4. Making Inference

Ordinarily, inference is about guessing something from the information which have we read or know. Graesser, Wiemer Hastings, & Wiemer Hastings (2001) states inference is the output of the interaction between the readers knowledge and the information in the text. 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. According to (Carnine, Silbert & Kameenui, 1997), The implicit or inferential questions is appropriate for all grades if because they have been taught to think independently. 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?*

The paragraph below is as an example of making inference available in the text.

My wife and I tried to pack light but we made sure not to forget our bathing suits and sun block. I wasn't sure if I would get seasick again so I made sure to pack some medicine for upset stomachs.

You can infer a great deal of information from these sentences: The author is married, he and his wife are going on a trip, they are going to be on a boat. They will be around water, they will be going swimming, and they have gone swimming before.

5. **Understanding Vocabulary**

Vocabulary is the stock of word used by the people or even person. Harmer (2004:153) states "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading. The question of understanding difficult vocabulary can be for instances: 1) *What is the closest meaning of underlined word?* 2) *In line 13, the word "fit" is closest in meaning to…*

Base on explanation above, reading comprehension involves determining main ideas, determining specific information, drawing references, making inference and understanding vocabulary.

2.4. Concept of Reading Comprehension Materials

Reading materials can be divided into fiction and non fiction semantically depending on the discourse of the material. If the content of the reading material refers to the real world, we can say that the passage is non fiction. Most of reading materials included in

English of SMP can be categorized as non fiction because the topics are concerned with real world, such as economy, health, seasons, teenage life, etc.

According to Simanjuntak (1989: 31) to prepare materials for the reading lesson, there are three points of view need to be considered. They are:

1. Readability

Obviously a text should be at the right level of difficulty for the students. Both aspects of reading, linguistic difficulty and semantic relevance, should be weighed before it is selected for use. The combination of structural and lexical (i.e. vocabulary) difficulty is readability. Lexical difficulty is easy to asses if the teacher knows his/her students. If the teacher does not know his/her students well, he/she will need to find out about them as soon as possible. He/she must find out how much language they know if the teacher is to select suitable texts. If the students have all previously used the same books or syllabus, the teacher should make use of any vocabulary lists supplied in the syllabus of the earlier textbooks.

2. Suitability of content

Before the teacher orders many books or selects class reading materials, it is really needed to carry out an investigation of what his own students like. The teacher may find the following guidelines useful (Nuttal, 1982: 30).

a) Will the text do one or more of these things?

- Tell the students things they don't already know.

- Introduce them the new and relevant ideas; make them think about things they haven't thought about before.

- Help them to understand the way other people feel or think

- Make them to read for themselves

b) Does the text challenge the students' intellegence without making unreasonable demands on their knowledge of the foreign language

c) If there are new lexical items, are they worth learning at this stage and not too much nomerous? (if not worth learning, of if there are to many, consider replacing them with words already known). Are some of them understandable by means of inference from the context?

d) Does the text lend itself to intensive study? Does it enable the teacher to ask good questions? For example

- Making a map, diagram, graph etc. Based on information in the text

- Reprocessing of information from the text, e.g. fuctional summary (write up the incident for the local newspaper)

- Debate, discussion, role play, etc.

By varying the tasks students are expexted to perform, the teachers not only make classes interesting but also show students that skills can be used with wide range of materials and that the same reading might profitably be attacked several ways.

3. Exploitability

Exploitability is arguably the most important after interest. A text that the teacher cannot exploit is no use for teaching even if the students enjoy reading it. The term 'exploitation' means 'facilitation of learning'. When the teacher exploits a text, he/she makes use of it to develop his students" competence as readers. As the students read the course, they will improve their knowledge of the Foreign Language. But this ought to be considered an incidental bonus; it is not the purpose of the reading lesson. In a reading lesson the teacher is setting out to teach language, he is not giving a reading lesson.

The focus of interest in the reading lesson is language and content. The teacher wants his/her students to learn how language is used for conveying content. The teacher wants the students to develop the skills needed to extract the content from the language that expresses it. These are the skills the students need in order to become effective independent readers.

2.5. Narrative Text

Parera (1993: 5) had opinion that a narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time.

Meanwhile, Keraf (1989: 136) had an opinion that the narrative is a form of composition, which had the main objectives. In the form of activities that were tied together to become an event that happened in a certain time. According to Charles et al (1985:129) most narratives have the following characteristics. It tells story of an event or events. The

events are usually arranged in a chronological order, in the order in which they occurred in time.

A narrative is kind of story that is created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or non-fictional events. Derewianka, (2004:40) states that there are many different types of narrative, those are: humor, romance, crime, legend, myth, fable, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novels, and adventure. Basically, the kinds of narrative above, this research utilized romance, legend, myth, fable, and adventure story because it is suitable with students basic knowledge.

Based on the current curriculum used, namely Curriculum K13, narrative story is taught to the second grade of junior high school. Thus, the standard competence that they must acquire is the ability to elaborate the rhetorical steps of narrative story. Amer (1992: 711) says that 'narrative stories tell a story and are the type of story usually found in literature selections'. Moreover, Snowden (2001: 1) says that 'most importantly narrative is not just about telling, constructing or even eliciting stories, it is about allowing the patterns of culture, behavior and understanding that are revealed by stories to emerge'. The purpose of narrative story is to amuse or entertain the readers because the most interesting part of narrative story is the climax Which will turn into resolution to the problem.

Narrative text is a sequence of events, which is based on life experiences in difference ways. Narrative is always deals with some problems which lead to the climax and then

turn into a solution to the problem. The researcher hopes the use of this text will help the students comprehend the narrative text easier.

The examples of genres that fit the narrative text structure are listed as follows:

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 & Aladin.

2) Fairy tale is an old story about magic things happened intended for amusing and giving lessons meanings and moral values, e.g., Cinderella & Snow White.

3) Fable is a traditional short story that teach 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 & The Bear and Rabbit.

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., The legend of Toba Lake.

5) Romance is story which tells about love story that teaches moral lesson. Usually short relationship of love between two people, e.g., Romeo and Juliet.

6) Legend is story from ancient times about people and events that may or not be true, e.g., Nyi Roro Kidul.

7) Fantasy is story about a pleasant situation that people imagine but it is unlikely to happen, e.g., Percy Jackson

In this research the writer conducted the research on narrative text. The generic structures of narrative story are as follow:

a. Orientation (beginning of the story)

Orientation includes the title and the introduction of the characters of the story, the setting of time and place. It is about Who, When and Where.

b. Complication (story development)

Complication tells about problems to be resolved by the characters. The readers will get a new point of view and learn how the characters encounter problems.

c. Resolution (ending of the story)

Resolution concerns with how the main characters resolves the problems. the part leads to the end of the story. A good narrative story usually leaves a message that good will be rewarded and evil will be punished. The end of the narrative story also gives moral value lessons to the readers.

d. Re-orientation

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

The example of narrative text:

Pinocchio

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream. **(Orientation)**

In the next morning, he surprised. *Pinocchio* was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant thatpinocchiolied. The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus.

He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered The sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out. **(Complication)**

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They go out from its stomach by made a fire. They went home back together. In the end, they lived happy forever after**. (Resolution)**

Concerning the explanation of narrative text above, since based on syllabus for second grade of Junior High School students and according to the curriculum in second semester.

The second grade students of Junior High School at second semester had to be able to comprehend short text in form of narrative. In this case, the researcher only used three genres; they are fables, legend, and myth.

Therefore the roles and order of WH-Questions in identifying generic structures are as follows:

1. To Identify The Orientation.

   It means the WH-Questions to ask the characters of the story, the setting of time and place are needed. They are who/ what, when ad where.

2. To Identify The Complication.

   Complication is interesting part in the story because in this part the main character/s deal/s with problem/s that must be resolved.It means most of all of the WH-Questions can be used in complication, for example:

   • Why did the deer run away?

   • How it can be happen?

3. To Identify Resolution.

The resolution commonly happends when the problem/s can be resolved. There is also the moral value at the resolution. The WH-Questions can be used such as what, for example "What is the moral value of the story?"

In understanding the story of narrative text, giving questions that can guide the students to understand the story is very important. By answering the questions the students can understand the general and specific information mentioned in the reading text. Chesla (2000:22) said that to find out what happened and why it matters, we need to first establish the facts. You need to answer some basic questions as the following:

*   What happened or will happen?

    In means that the WH-Questions are used to ask about what happened in the fable, such as what was seen by Baya?

*   Who or what was involved or will be involved?

    It means the WH-Questions are used to ask who the characters are in the fable, such as who was the King of Prambanan Place?

*   When did it happen or will happen?

    It means the WH-Questions are used to ask the time of the story happened, such as when Snow White died?

*   Where?

    It means that the WH-Questions are used to ask the place of the story happened, such as where does the story come from?

Once we have established the facts, then we can go to answer the most difficult question, such as following questions:

• What is the main idea of first paragraph?

• What is the moral value of the story?

As the conclusion, the WH-Questions can be applied to identify the generic structure of the narrative text. The theory stated about the importance of guided questions is given by Elizabeth Chesla (2000:24), asking by using WH-Questions, such as who, what, when, where, why makes our reading process more active and provides us to find the facts in any passage.

2.6. Question Types

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. According to Nuttall (1981:132), there are some attempts to classify reading comprehension questions according to their content. This is important to give practice in some important skills. They types of question are:

a. Questions of literal comprehension

The answers of these questions are directly and explicitly available in the text. The example:

- What is the name of the naughty rabbit?

- Who came to the jungle?

b. Questions involving reorganization or reinterpretation

These questions require students to obtain literal information from various parts of the text and put it together, or to interpret information.

The example:

- Why did the farmers get angry with the mouse deer?

- Which crocodile tried to eat the mouse deer?

c. Questions of inference

These questions require students to 'read between the lines', to consider what is implied but not explicitly stated. Thus, the students must understand the text well enough to obtain the implication. The example:

- What is the orientation of the text?

- What is the main idea of the first paragraph?

d. Question of evaluation

These questions involve the reader in making a considered judgment about the text in terms of what the writer is trying to do, and how far he has achieved it. The example:

- How do you think about the text? Is it easy to be understood or not?

- What is your difficulty in comprehending the reading text?

e. Questions of personal response

These questions require the reader's opinion about the text based on correct understanding of the text. For example:

- What do you think about the attitude of the lion?

- What is the moral value can be taken from the reading text?

Park (2000:2) stated that Wh-Question are questions beginning with where, what, when, who, and why. The WH-Questions can help students with a literal understanding of a text.

Based on Brown (2000:288) there are some categories of questions, they are as follows:

1. Knowledge

   Who, What, When, Where, How..? Describe...?

2. Comprehension

   Retell...

3. Application

   How is...an example of...?; how is...related to...?; why is...significant?

4. Analysis

   What are the parts or features of...? Classify...according to...;

5. Synthesis

   What would you infer from...? What ideas can you add to...? How would you design a new..? What would happen if you combined...? What solutions would you suggest for...?

6. Evaluation

   Do you agree that...? What do you think about?...What is the most important..? Place

the following in order of priority...? How would you decide about...? What criteria would you use to assess...?

Based on Brown (2000: 282) qualifying questions are designed to determine if the individual answering the question needs to continue on to answer sub- sequential questions. According to Park (2000) studies of acquisition of WH-Questions in both first language and second learners indicates that learners produce WH-Questions in the following order: Where, What / how, Who / When. In other words, learners' first WH-Questions are formed with Where and What, then they acquire Who, and finally they begin to use When. These researchers contend that cognitive developmental constraints on the abstract thought that is involved in When and Why questions cause this order of acquisition.

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

2.7. Procedures of Teaching Reading Through WH-Question

The researcher modifies the activities of teaching reading comprehension process suggested by Medina (2008). The procedures are as follow:

Pre-Activity:

These stages are 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.

1. The teacher greets the students.

2. The teacher checks students' attendance list

3. The teacher leads the students to the topic by asking their background knowledge about the topic.

While Activity

The aims of this stage are 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.

1. The researcher distributes the reading text.

2. The teacher asks the students to do questions scanning.

3. The teacher asks the students to discuss about some questions

4. The teacher explains about WH-Questions and the uses of them.

5. The researcher guides the students how to find the main idea of each paragraph and how to locate the details or specific information in the text by using WH-Questions.

6. The teacher asks the students to do the task by reading the text carefully.

7. The teacher monitors the students.

8. The teacher checks the students' answer.

Post Activity

Post-activities are tasks in which learners, after interacting with the reading, reflect, argue and give their points of view.

1. The teacher asks the students whether there are some difficulties about the topic or in understanding the lesson.

2. The teacher gives summary of the lessons.

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

2.8. Advantages and Disadvantages of WH-Question Technique

The researcher believed that there are some advantages and disadvantages to WH-Question technique.

The advantages of reading comprehension through WH-Question:

1. The Students are able to read selectively

2. The Students are able to use context to identify main ideas

3. The Students are able to refine predictions and expectations

4. The Students are able to make preview and make predictions

5. The Students are able to realize of why they are reading the text

6. The Students are able to use context to identify unfamiliar words

7. The Students are able to make connections and associations with the text based on what they already know

8. WH-Question is expected able to help answer the text easily and quickly

The disadvantages of reading comprehension through WH-Question:

1. Sometimes students cannot get the idea from the question in text

2. Does not give information about whether or not the respondent actually understood the question being asked.

3. In reading, we still get need more time to understand the text because of constructing the students' schemata to real world is not easy.

Based on the explanation above, it could be concluded that the purpose of the WH-Question is to make students aware of the way language that is used to convey meaning. Thus, the students can predict easily what they should be discussed on the text, after they read and answer the WH-Question.

2.9. 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, the researcher choosed WH-Questions as a guide. The researcher believed that guided question has some advantages. First, questions lead the students to give long answer so that they will not get confused and depressed how to comprehend the text. Besides, WH-Questions are questions which cannot be answered by yes or no. Students are expected to have an answer and the answer is expected to be quite long. So it is clear that there is no other choice for students than giving sufficient answer when they are asked. They cannot shake or nod their heads, or say yes or no. Therefore, through WH-Questions, the

writer hoped it encouraged the students to answer the questions while they comprehend the text.

Based on the frame of theories presented above, the researcher assumes 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. WH-Question was a good technique to be used in teaching reading comprehension. It means that WH-Question can be used to improve students' reading comprehension achievement.

Based on the statement above, the researcher assumes that there is a significant improvement in students' reading comprehension achievement. Then, the researcher also assumes that determining references is the aspect that improve the most.

2.10. Hypothesis

Based on the frame of theories and the theoretical assumption above, the researcher proposes the hypothesis as follows:

H_0 : There is no significant difference on students' reading comprehension achievement before and after being taught through WH-Questions technique.

H_1 : There is a significant difference on students' reading comprehension achievement before and after being taught through WH-Questions technique.

That is the explanation about some theories related to the research. The theories was used as references to conducted the research.

III. RESEARCH METHODS

This chapter discusses the methods of the research. This refers to research design, population and sample of the research, reading test, research procedures, scoring system, try-out of the test, data analysis, and hypothesis testing.

3.1. Research Design

This research is quantitative by nature based on the experimental class. Hatch and Farhady (1982: 22) state that quantitative is a kind of research in which the data used tend to use statistics as measurement in deciding the conclusion. The design of this research is quantitative one group pretest and posttest to find out whether there is significant improvement of students' reading comprehension achievement after being taught through WH-question. The treatment was conducted in six meetings by using narrative text. The researcher conducted pretest, treatment, and posttest. The design of the research is as follows:

$$T1 \; X \; T2$$

T1 = Pre test
X = Treatment
T2 = Post test

(Hatch and farhady, 1982:20)

In this research, pre-test (T1) was given before the researcher taught using WH-Questions technique to measure the students' reading comprehension before they were given the treatment. Then, treatment was given in six times by using WH-Questions technique to see the significant improvement in students' reading comprehension achievement. Post test (T2) was given after taught the students by using WH-Questions technique to find out the increasing of students' reading comprehension achievement after they got the treatment. The treatment was conducted into six meetings of activities and each meeting took 2 x 40 minutes.

3.2. Population and Sample of the Research

A population could be 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 gives the data. The population of this research is all the second grade students at SMP Negeri 5 Bandar Lampung. There are 11 classes in which each of them consists of 30 until 31 students in each class. So, the total number of population in second grade was 338 students. From those number of students the researcher only took one class (31 students) as the sample that was VIII J and one class (31 students) as the try out class that was VIII K. Based on the information, the writer determined the sample by using simple random sampling technique by using lottery was taken by the teacher. So, all of those the second year classes got the same chance to be the sample. The following are the steps:

1. Writing the nine classes' code in nine pieces of paper and was rolled.

2. The rolled papers we put into the box and shuffled.

3. The researcher asked the teacher to take two rolled papers that become the sample and try out classes for the research.

3.3. Data Collecting Technique

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

1) Pre 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 test is multiple choices that consist of 50 items. The pretest was conducted within 80 minutes. The materials of test was based on the curriculum for the second grade of SMP (Curriculum K13). 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.

2) Treatment

The class was given treatment by using WH-question technique in teaching reading comprehension, specifically in narrative text. Treatments with three different lesson plans. Those three lesson plans consisting of three different topics were given to the class. The researcher taught the students by using mixed techniques, i.e. explanation, illustration, question and answer, and discussion.

3) Post test

Post test was conducted after the treatment. It will be done in order to know the effect of the treatments towards the students' reading comprehension achievement after given the treatments.

The test was administered after conducting the treatments to the students. The aim of this test is to find out the students' reading comprehension after three treatment. The items used in pretest and posttest were objective test in multiple choice, while the total items of pretest and posttest are fifty items with the option A, B, C, and D. It requires 80 minutes for the test. The materials are narrative text. Pretest data was compared with the posttest data to know whether there is a significant improvement after the treatment using WH-Question technique.

The posttest was administered at the end of treatment in order to find out the results of students' reading comprehension achievement after the 3-time treatments. The test of reading comprehension in this research were used to answer those two research questions.

3.4. Research Procedures

The procedures of the research are as follows:

a. Determining the population and sample of the research

There were eleven classes of the second grade at SMPN 5 Bandar Lampung. The researcher chose two classes, VIII K as try out class and VIII J as a the sample class by lottery.

b. Finding and selecting the materials to be taught

Both the reading test pretest and posttest, the researcher selected the material based on English Curriculum for Junior High School.

c. Administering the try out to know the quality of the test

The test was prepared (called try out test) and given to the students in order to know the quality of the test as instrument of the research. The writer prepared the materials of test and item number. The test was a multiple choice test consisting of 60 items. Try out was conducted for 90 minutes. Try out test was conducted to know the Reliability, Level of difficulty, and Discrimination Power of the test. The result of the try out were analyzed in order to know which items are goods to be used in pretest.

d. Administering the pretest and finding the result

This test was given to find out the students' basic reading comprehension achievement. The good items from try-out test that had been analyzed before prepared to be given in the pretest. The researcher administered pretest before giving treatments by using reading texts and 50 items of multiple choices test. The scoring system was that the load of each correct answer will be 2 points. Therefore, if one of participant tried to answer all the the items correctly, she or he will get 100 points. The pre-test took 80 minutes. The materials was prepared to the students related to the curriculum that will used in the school.

e. Conducting treatments

After the pre-test, the treatments was conducted, in three meetings which each meeting took 2 x 40 minutest. The experimental class was taught through WH-Question technique. The materials was about narrative text. To be clearer, the treatment was conducted as follows:

- The first treatment deals with narrative text about The story of Maling Kundang and the students are given some comprehension questions.

- The second treatment deals with narrative text about Snow White in order to find main idea of the text, identify the specific details or information from the text, infer the information from the text, reveal the meaning of the words and determine the reference of words stated in the text.

- The third treatment deals with narrative text about The Smartest Parrot and the students are given some comprehension question.

f. Administering the post test

The posttest was administered after treatments and was given for the last meeting. In this test, the students were asked to do multiple choice tests consist of 50 items of narrative text in 80 minutes.

g. Analyzing the data and testing hypothesis

After scoring students' works, the researcher compared the result of pretest and posttest to see whether the score of posttest is higher than the pretest. Test (*Repeated Measures T-Test of SPSS (statistical package for social science) version 16.0 for windows*. The last point, the researcher made a reporting.

3.5. 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 test highest score is 100. The researcher calculated the average of the pretest and posttest by using the following formula :

$$S = \frac{R}{N} \text{ x } 100$$

Where:
S : the score of the test
r : the total of the right answer
n : the total of the items

3.6. Try Out of the Test

The test given in tryout test was multiple choices consisting of sixty items with the option A, B, C, and D. It was given in order to know the level of difficulty and discrimination power of the test items before giving the pretest and posttest to the class. To know whether the test is good or not, some criteria should be considered.

The test is said to have a good quality if it has a good validity, reliability, level of difficulty (LD) and discrimination power (DP).

1. Validity of the test

    A test can be considered valid if the test measure the object to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). There are four types of

validity that are: (1) face validity, concerns with the lay out of the test; (2) content validity, depends on a careful analysis of the language being stated; (3) construct validity, measures certain specific characteristic in accordance with a theory of language learning; (4) criterion-related validity, concerns with measuring the success in the future, as in replacement test.

Based on the types of validity above , content and construct validity were used because the other two were considered to be less needed. 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, 1988:160).

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 junior high school students. This study used narrative text that was supposed to be comprehended by the second grade of junior 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 made 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 3.1. Specification of Reading Test (Aspects of Reading)

No	Sub-Skills of Reading	Item Number	Percentage
1	Determining main ideas	6,15,17,19,27,33,35,41,46,54,59	16 %
2	Inferences	11,13,18,23,25,42,45,48,49,52,55	16 %
3	References	2,5,7,8,9,14,21,36,38,43,50,56,58	25 %
4	Finding detail information	1,10,20,22,32,37,40,47,53,57,60	16 %
5	Vocabularies	3,4,12,16,24,26,28,29,30,31,34,39,44,53	27 %
	Total	60	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.

2. Reliability of the test

Reliability of the test can be defined as the extent to which a test produces consistent result when administrated under similar conditions (Hatch and Farhady, 1982:243). Split-half technique will be used to estimate the reliability of the test and to measure the coefficient of the reliability between odd and even group, *Pearson Product Moment formula* is used as follows:

$$rl = \frac{\sum xy}{\sqrt{\left[\sum x^2\right]\left[\sum y^2\right]}}$$

r1 :   Coefficient of reliability between odd and even numbers items.

x :   Odd number.

y :   Even number.

x^2 :   Total score of odd number items.

y^2 :   Total score of even number items.

xy :   Total number of odd and even numbers.

(Lado, 1961 in Hughes, 1991:32)

The criteria of reliability are:

- 0.80 – 1.00: high.
- 0.50 – 0.79: moderate.
- 0.00 – 0.49: low.

(Hatch and Farhady, 1985:247)

To know the coefficient correlation of whole items, Spearmen Brown's prophecy formula

will used the formula is as follows:

$$rk = \frac{2r1}{1 + r1}$$

rk :   The reliability of the test
rl :   The reliability of the half test

(Hatch and Farhady, 1985:246)

The criteria of reliability are:

- 0.90 – 1.00: high.
- 0.50 – 0.89: moderate.
- 0.00 – 0.49: low.

If the result of the reliability is less than 0.50 the item should be revised.

a) Level of difficulty

Level of difficulty relates to "how easy or difficult the item will be in the form of the point of view of the students who took the test". It is important since test items which was too easy (that all students get right) can tell us nothing about differences within the test population (Shohamy, 1985: 79).

Level of difficulty is calculated by using the following formula:

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

Notes:

LD = level 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:

LD < 0.30 = difficult
LD = 0.30- 0.70 = satisfactory
LD > 0.70- 1.00 = easy

(Shohamy, 1985: 79)

The steps to do Level of Difficulty 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 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.

b) 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. 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 :

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

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   = Total number of students

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 asnwer 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 are :

DP : 0.00 - 0.19   = poor

DP : 0.20 - 0.39   = satisfactory

DP : 0.40 - 0.69   = good

DP : 0.70 - 1.00   = excellent

DP : -(negative)   = bad item (should be omitted)

3.7. Data Analysis

The researcher computes the students' score in order to find out the students increasing in reading comprehension of narrative text through WH-question technique. The data gain from pre-test and post-test was analyzed through following step:

1. Scoring the pre-test and post-test.

2. Tabulating the results of the test and calculating the score of the pre-test and post-test.

3. Drawing conclusion from the tabulated-result of the pretest and posttest that is administered, that is by statistically analyzing the data using statistical computerization. i.e. Repeated Measure t-test of Statistical Package For Social Science (SPSS) version 16.0 for windows to test whether the improve of students' gain is significant or not, in which the significance is determined by p>0.05.

3.8. Normality Testing

It was kind of test employed to know whether the data were normally distributed or not. The students' score of pre test and post test were analyzed to gain the normality test.

Hypothesis for the normality test were as follows:

H_1 = the data is distributed normally

H_0 = the data is not distributed normally

The criteria are as follows:

H1 is accepted if significant value exceed level of significance at 0.05. Meanwhile,

H0 is rejected if significant value does not exceeds level of significance at 0.05.

3.9. Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis propose in this research is accepted or not. 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 of this research was there is a significant difference of students' reading comprehension achievement before and after being taught through WH-Questions technique.

The hypothesis is drawn as follows:

H_1 :   There is a significant difference of students' reading comprehension achievement through WH-Questions technique. The criteria H_1 is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$)

H_0 :   There is no significant difference of students' reading comprehension achievement through WH-Questions technique. The criteria is H_0 (null hypothesis) is accepted if alpha level is higher than 0.05 ($\alpha < 0.05$)

The criteria for accepting the hypothesis were as follows:

1. H_1 is accepted if the t-table is higher than t-ratio

2. H_o is rejected if the t-table is lower than t-ratio.

3.10. Schedule of The Research

Practically, the observation during finished this study is about one months and conducted six meetings. The table below shows the schedule of the study.

3.2. Table of Schedule

No.	Date	Activity
1.	Monday, 8th January 2018	Observation
2.	Thursday, 11st January 2018	Administering Try Out
3.	Tuesday, 16th January 2018	Administering Pre test
4.	Thursday, 18th January 2018	Conducting first treatment
5.	Tuesday, 23rd January 2018	Conducting second treatment
6.	Thursday, 25th January 2018	Conducting third treatment
7.	Thursday, 1st February 2018	Administering Post test

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the study and suggestions for future research in the related topic. The conclusions of the study are based on the findings and the discussions in the previous chapter.

5.1 Conclusions

This research was concerned with the implementation of WH-Questions technique in teaching reading narrative text to second graders of Junior High School. Based on the research findings and discussion, it could be concluded as follows:

1. There is a significant difference of students' reading comprehension achievement through WH-Questions technique. After testing the data by using SPSS 16, it can be concluded that the difference was significant (0.00<0.05) and the T-value 36.668 was higher than T-table 2.045. it means that this technique is appropriate enough to be used in teaching reading skill in order to improve students' reading comprehension. Through WH-Questions technique, the students can comprehend the reading text more easily so that they can answer the question related to the text.

2. The result show that WH-Questions technique can be used to improve the students' reading comprehension. From the computation it can be seen that t-value (36.668) was higher than t-table (2.045). Students' mean scores in the pre-test was 62.45 and

post-test was 86.97. it mean that WH-Questions technique improved the students'
reading comprehension in five aspects of reading comprehension. They are
identifying main idea, identifying specific information, determining reference,
making inference and understanding vocabulary by seeing the analysis of the
students' works in posttest in each aspect.

3. The implementation of WH-Question in teaching reading could give positive
responses in students' reading comprehension. 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 reference than others.

Based on the research, it could be concluded that WH-Questions technique can be used to
improve the students' and give a positive effects in students' reading achievement.

5.2. Suggestion

The suggestion below are addressed to English teachers and to next researcher which
have similar field with the present research. The researcher would like to recommend
some suggestions as follows:

5.2.1. Suggestion for English Teachers

Based on the research finding, the writer would like to proposed suggestions especially
for English teacher:

1. English teachers are suggested to apply WH-Question technique in teaching reading since this technique has been proved as an appropriate technique to improve students' reading comprehension in narrative text.

2. The English teachers should be focused on giving guidance and explanation to the students about how to answer those types of questions. Since in this research the researcher found that some of the students got difficulties in answering "Why anqud How" questions.

3. This study was focused on reading skill. Therefore, English teachers can try to apply WH-Questions technique in another skills such as speaking.

5.2.2. Suggestion for Further Researcher

Based on the research finding, the writer would like to proposed suggestions especially for further researcher:

1. In further research, this study was conducted in second grade at Junior High School level. Therefore, the further researcher can implement 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 researcher can try to apply WH-Question with another kind of text, report text and descriptive text for instances.

3. For the further researcher it is suggested not only use multiple choice items as the instrument for the test but also another text like completion items to get higher

validity. Because one of the weaknesses in using multiple choice tests is that the students can guess the answer.

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 the further researcher who want to investigate the research about this technique.

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