THE IMPLEMENTATION OF WH-QUESTION TECHNIQUE TO INCREASE THE SECOND GRADE STUDENTS’ READING COMPREHENSION ABILITY OF NARRATIVE TEXT AT SMAN 2 TULANG BAWANG UDIK
(A Script)

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ABSTRACT

THE IMPLEMENTATION OF WH-QUESTION TECHNIQUE TO INCREASE STUDENTS’ READING COMPREHENSION ABILITY OF NARRATIVE TEXT AT THE SECOND GRADE OF SMAN 2 TULANG BAWANG UDIK

By

Nuri Fatmawati

The aim of this study was to find out whether the use of wh-question technique improved the students’ reading ability. The approach of this study was quantitative. Reading tests were used as the instrument to elicit the data. The subjects of this research were the second grade students of SMAN 2 Tulang Bawang Udik. It is consists of two classes, experimental class and control class.

The data were collected by using reading tests. The data were computed by SPSS 16.0. The results showed that t-value was higher than t-table (2.130 > 2.000). It means that there was a significant difference of WH-Question technique on students’ reading comprehension, with the increase 16 point in experiment class and 11.2 point in control class. The result showed that there was a statistically significant improvement of students’ reading achievement after the students were taught through wh-question technique. This suggests that wh-question technique facilitates the students to improve their reading ability.
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MOTTO

Do everything with a good heart and expect nothing in return and you will never be disappointed
DEDICATION

I offer up my praise and gratitude to Allah SWT for the abundant blessing to me; then, I proudly dedicate this script to:

My beloved parents: Suwito and Tri Haryati
My brother: Wahyu Sarifudin
Students of English Education Study Program 2012
My Almamater, Lampung University
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Praise and thanks go to the almighty God, Allah SWT for the gracious mercy and tremendous blessing so that the writer is finally able to finish this script entitled “The Implementation of Wh-Question Technique to Increase Students’ Reading Comprehension Ability of Narrative Text at The Second Grade SMAN 2 Tulang Bawang Udik”.

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The writer is completely aware that this script has limitation in certain ways. Somehow, the writer hopes this research can give a positive contribution to the educational development, the readers and those who want to accomplish further research.

Bandar lampung, December 2018
The writer,

Nuri Fatmawati
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I. INTRODUCTION

This chapter tells about the problem of this research. It consists of background of the problem, research question, objectives of the research, uses of the research, scope of the research and definition of terms that are used in this research.

1.1. Background

Reading is one of the important skills that should be mastered by the learners. By reading, the students are able to access much information which might have otherwise been unavailable, especially English textbook. Reading is a key of knowledge. Reading is also something crucial and indispensable for the learners because the success of their study depends on the greater part of their ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Since English is a foreign language, English teachers have to use appropriate materials to develop students' integrative skills: listening, speaking, reading, and writing, and the aspects of language as well. One of the skills that cannot be neglected is reading skill. Reading is very essential in learning English in order to get information from the written English. In reading activity, the reader should
interpret the meaning of the written text. Horn (1972:63) mentions that comprehension is the power of understanding fully. It means that comprehension determines the essence of the reading process. Therefore, reading with comprehension, the one will recognize the purpose and the important point of the text besides understanding the surface meaning of the text.

However, the ability of Senior High School students in comprehending a text is still far from the objectives stated in the curriculum, so that many senior high school students have difficulties in comprehending the English text. It can be seen from their semester test result and test of performance. One of the problems might be that the students find difficulties in comprehending texts. In reading class, a teacher does not stimulate the students to give a positive response and apply specific teaching reading technique based on the students’ need, interest and habits. A teacher only focuses on giving many written tasks from the English book to the students without guiding them in comprehending the text and knowing whether the students are able to do it or not.

It is very necessary for an English teacher to make reading materials more interesting and motivating so that the students can make progress in reading. In order to do so, a teacher must be able to use the media to make the reading text easy to comprehend. In teaching reading, to make students enjoy reading class is not easy because they consider that the reading texts are sometimes difficult to be understood and the content is not appropriate with their interest, such as the story is not interesting because the story is new for them, or the level of reading story
unsuitable with the students ability in understanding the text. While they are reading they have to connect one idea to another to comprehend the reading text so that they become uninterested in the reading class. In fact, students must find it enjoyable when they are reading. Thus, the teacher must choose the most appropriate reading materials in order to make the students enjoy reading. Stevens in Baldwin (1985) says that children have better comprehension when they read materials in topic which are highly interesting to them. It means that to promote positive attitudes toward reading, the teacher must provide students with reading texts that match the students' reading level and interest.

Students who are reading with purpose tend to comprehend what they read better. To set the purpose the teacher gives them questions which enable the students to comprehend the text. On the other hand, improper technique will lead to poor students’ achievement, as Hamalik (1983) states that the use proper technique is believed to bring the satisfying learning outcomes for learners.

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

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

1.2. Research Questions

Based on the background problems, the researcher formulated the research questions as followed:

Is there any significant difference on the students’ reading achievement between the students who taught by using WH-question technique in group and WH-question technique in conventional way?

1.3. Objectives

The objective of this research was to find out whether there was any difference on the students’ reading achievement between the students who were taught by using WH-question technique in group and WH-question technique in conventional way.

1.4. Uses

The uses of this research are:
1. Theoretically:
   This research is useful for supporting reading comprehension by using WH-question technique that used to improve students’ reading comprehension.

2. Practically:
   This research is useful for a teacher to motivate and interest the students to improve their reading comprehension.

1.5. Scope
This research was conducted through quantitative research, which is a systematic scientific investigation involving analysis of data collection in the form of numbers. The research was conducted at SMAN 2 TBU. The population and sample of this research are the second grade students. The researcher chose two classes consisting experimental class and control class, where those two classes were in the same stratum. The reading texts took from the English textbook for Senior High School based on School Based Curriculum Development. Besides, it is also added the materials from network. According to the curriculum, the second year students of Senior high school at the second semester have to be able to comprehend short text in form of narrative. So, the researcher chose narrative text as the focus.

1.6. Definition of Terms
The definition of key terms as follows:

1. Reading is the process of identifying written words. The reader decodes a message the writer has encoded.
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. In other words, comprehension is a process by which the reader constructs meaning by interacting with the text.

3. W-H Questions are 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.

These are the explanation about background of the problem, research question, objectives of the research, uses of the research, scope of the research and definition of terms. The explanation will be used as the main problem why the researcher conducts the research.
II. LITERATURE REVIEW

This chapter deals with the following points: review of previous research, review of related literature, concept of reading, concept of reading comprehension, aspects of reading comprehension, narrative text, question types, WH-questions type, procedures of teaching reading through WH-questions, advantages and disadvantages of questioning technique, theoretical assumption, and also the hypothesis of the research.

2.1 Review of Previous Research

When reading the text in our own language, we may frequently have a good idea of the content before we actually read. Book’s cover gives us a clue what in the books, photographs, headlines and articles are about. However, there are some problems in reading comprehension. There are some studies which have been conducted as follows:

First, Rupino (2013) conducted the research on class A of third grade students of SMP Negeri 3 Mukok, Tanjung Pura. He said that, WH-Questioning technique in the junior high school was applicable. The problems on his research were the students could not find main ideas of a paragraph and made summary of an entire text. The research was guided by a conceptual framework leading to the use of WH-questions to improve students’ comprehension on narrative text. It was
concluded that teaching narrative text through WH-Questions could improve students reading comprehension.

Second, Lestari (2012) conducted the research at second grade students of SMP Negeri 1 Mempawah Hulu Kabupaten Landak. In her research the writer used WH-questions as teaching technique to teach reading narrative text that can make students ready to study. This is really challenging since the teacher used WH-questions in teaching reading narrative text. This research indicates the significance of using WH-questions in teaching reading narrative text for the eighth grade students of SMP Negeri 1 Mempawah Hulu Kabupaten Landak.

Third, Dewi (2013) has investigated the effect of using pre questioning on students’ reading comprehension achievement at second grade of SMPN 1 Seputih Banyak. She got the idea from students’ perspective. She found crucial difficulties in their reading comprehension such as comprehending the text with unfamiliar words, determining inferences and finding main idea of the text. This fact was reflected in their minimum completeness criteria results below 60, whereas the minimum completeness criteria of English subject in SMP N 1 Seputih Banyak was 65.

There is a lot of research that has been conducted by using Wh-question technique. But, this research takes different population and sample and different research method. Based on the explanation above, the researcher wants to use
WH-Question as the technique in the research by using narrative texts to increase students’ reading comprehension.

2.2 Review of Related Literature

2.2.1 Concept of Reading

Reading is one of the important skills which are needed by the students from elementary school up to university. By reading, the students are able to get a lot of information based on what they require in reading.

According to Nunan (1989:17), reading is a process of decoding written symbols, working from smaller units (individual letters) to large ones (words, clauses and sentences)”

According to Rubin (1982 : 8), reading is bringing of meaning to and the getting of meaning from the printed page. This view provides a concept that in reading actually a reader brings his background, experience, and emotion. A reader who is confused or who is physically ill will bring his feeling into the act of reading, and this will influence his interpretation of the text he is reading. If the reader comes to the reading text with good knowledge, good critical thinking, and good interest in reading, he will certainly gain more from the reading materials than those who are lack of knowledge, good critical thinking, and good interest.

Yorkey (1982:100) also confirmed that reading is not only a visual activity. It is more than simply running your eyes accumulating information as each words, phrase, and sentences is progressively recognized. Reading is also an active process of predicting what is likely to come next. Our brain processes the visual
information from our eyes, rapidly forming and revising hypotheses about the form and content of what you are reading.

Many experts define reading as the process of putting the reader in contact and communication with ideas. Therefore, reading is actually a conversation of sort between a writer and reader. Clark and Silbertein (1987) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is instantaneous recognition of various written symbols with existing knowledge and comprehension of the information and ideas communicated. It means that when a reader interacts with his prior knowledge combine with visual (written) information results in his comprehending message.

Mchorter (1989 : 212) also states that reading is a way of taking new ideas and identifying 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. Moreover, Nuttall (1987) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbol that represent language and readers” language skills, cognitive skills, and the knowledge of the world. In this process, the readers try to recreate the meaning intended by the writer. From the 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 information. The reader should formulate the brain using his/her previous knowledge in order to comprehend the text easily.

2.2.2 Concept of Reading Comprehension

Comprehension means relating to what we do not know or new information, to what we already know (Eskey, 1986:15). This opinion shows that in comprehending the text the reader have had previous information which relate to new information from the text she is reading.

According to Finochiaro and Sako (1983:131) reading comprehension is the ability which depends on accuracy and speed of graphemic perceptions, that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combinations, awareness of redundancy, the ability to use contextual clues, and recognition allusions. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is reading.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive process. He is simultaneously using his awareness and understanding of phonemes (individual
sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process.

2.2.3 Aspects of Reading Comprehension

In this study, the researcher intends to use reading comprehension in micro skills. There are five aspects of reading comprehension in the English text: main idea, specific information, references, inference and vocabulary.

1. Identifying Main Idea

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. That is the main purpose of comprehension – getting the main idea. He adds that the topic sentence tells what the rest paragraph is about in some paragraph the main idea is the only idea that should be developed in one paragraph. No reading without understanding the main idea. Example question of main idea can be: (1) what is the main idea of first paragraph? (2) What is the main idea in last paragraph?.

2. Identifying Specific Information

Supporting sentence or specific information develops or explains the topic
sentence by giving reasons, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. For example, after reading story about Cinderella, general questions related to specific information can be: 1) *How did Cinderella’s step sister and her mother treated Cinderella?*

3. Determining References

*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) 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. In general questions related to this type of reading can be: 1) The word “she” in line 5 refers to… 2) *what was word “her” position?*

4. Making Inference

Inference is about guessing something from the information which we have 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 Difficult Vocabulary

*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 main idea can be: *What is the closest meaning of underlined word?*

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

2.3 Narrative Text

Based on curriculum in SMAN 2 TBU, the text types for the second grade in the second semester are narrative, spoof and hortatory exposition texts. In this research, the researcher focuses in improving students reading achievement in 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 help the students comprehends the narrative text easier.

**The organization of narrative text:**

(a) **Orientation**

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

(b) **Complication**

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

(c) **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.

(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.

**2.4 WH-Questions**

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 (1993) who says that question is used to ask information for certain problem.

Furthermore, the use of question is very useful in teaching reading. Nuttall (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.

One characteristic of questions is the used of wh- questions. The wh- questions are included into the interactive words and the most frequent interrogative words used by the people when they are speaking English. 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. According to Dallman (1982: 25), there are nine question types in wh-question as follows:

1. **What**

"What is used to ask question about the Subject or Object

e.g. "What does the first paragraph tell about? The first paragraph tells about main Islands in Indonesia.

Besides that" What" can be used in a general category for things

e.g. - What time does Shinta goes to school? A half past six a.m.

- What did Shinta want to buy in the bookstore? he wanted to buy a dictionary.

2. **Which**

"Which" is used to ask the speaker wants someone to make a choice and the speaker is offering alternative.

e.g. - Which paragraph tells about the weather in Indonesia? Paragraph Three.

3. **When**

"When" is used to ask question about time.

e.g. - When did Ir. Soekarno proclaim the Indonesian Independence day? Ir.
Soekarno proclaimed the Indonesian Independence Day on 1st August 1945.

4. Where

"Where" is used to ask question about place.

e.g. - Where can you find rain forest in Indonesia? We can find rain forest in Papua and Kalimantan islands.

5. Why

"Why" is used to ask question about reason.

e.g. - Why do people chop down trees in the forest? They chop down the trees for the wood industry.

6. Who

"Who" is used to ask question about people as subject.

e.g. - Who is the inventor of telephone Alexander Graham Bell.

7. Whom

"Whom" can be used as the object in a question.

e.g. - Whom did Annie see at the hospital? She saw her old friend, Rita.

8. Whose

"Whose" is used to ask about possession. The speaker of the question may omit the noun (book) if the meaning is clear to the listener.

e.g. - Whose car did John borrow to go travel? John borrowed his uncle's car.

9. How

"How" have many uses. One uses of how is to ask about The means (ways) of transportation.

e.g. - How does rose go to school? By bus.

"How" is often used with adjective (e.g. old, big) and adverb (e.g. well, quickly).
e.g. - How old is Rudy's sister? She is ten years old

- How hungry was Rudy? He was very hungry.

"How often" is used to ask a question about frequency

e.g. - How often Rudy goes fishing? Three times a week

"How much" is used to ask question about price and frequency in uncountable noun.

e.g. - How much is Shinta's dictionary? it is Rp. 50.000

"How long" is used to ask about frequency of time.

e.g. - How long is the dry season in Indonesia? It's about six month, April to September.

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 judgment 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, reference and inference

2.5 Procedures of Teaching Reading through WH-Questions

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 teacher explains the language features of narrative text.
2. The teacher distributes the narrative text to the students.
3. Teacher asks the students to read the texts and the students try to find the information from the text.

4. Teacher explains the function of WH-Question

5. Teacher asks the students to answer the questions about the information from the text given.

6. Teacher asks the students to make summary by using their answers.

**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 three meetings with different topic of reading texts.

**2.6 Advantages and Disadvantages of Wh-Question Technique**

**2.6.1 Advantages of Wh-Question Technique**

There are several advantages of wh-question technique:

1. It can be used in all teaching situations.

2. It helps in developing the power of expression of the students.

3. It is helpful to ascertain the personal difficulties of the students.

4. It provides a check on preparation of assignments.
5. It can be used to reflect student's background and attitude.

6. It is quite handy to the teacher when no other suitable teaching technique is available.

2.6.2 Disadvantages of Wh-Question Technique

There are disadvantages of wh-question technique:

1. It requires a lot of skills on the part of teacher to make a proper use of this technique.

2. Sometimes students cannot answer the question.

2.7 Theoretical Assumption

In teaching reading, there are many techniques that can be used by teachers to reach the goal of teaching learning process. 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. It means that WH-Question can be used to improve students’ reading comprehension ability.

2.8 The Hypotheses

Based on the theories and the theoretical assumption, the researcher formulated the hypotheses as follows: There is a significant difference on the students’ in reading comprehension ability through WH-Questions technique.
Briefly, those are the explanation of this chapter which is: review of previous research, review of related literature, concept of reading, concept of reading comprehension, aspects of reading comprehension, narrative text, question types, WH-questions type, procedures of teaching reading through WH-questions, advantages and disadvantages of questioning technique, theoretical assumption, and also the hypothesis of the research.
III. RESEARCH METHODS

This chapter discusses the methods used in this study. They are research design, population and sample, the variable, data collecting technique, research procedure, data analysis, validity of the research, reliability of the research, scoring system, and hypothesis testing.

3.1. Research Design

The core purpose or objective of this research was to find out whether or not there be any significant in students’ reading achievement after being taught using wh-question technique in two distinct groups which consist of experimental class and control class. This research was a quantitative research based on the experimental class. It could be found by using the pretest before the treatment and the posttest after the treatment. In line with experimental research within quantitative approach hence, the researcher used control group pretest-posttest design. In this experimental research, two classes were selected, in this case, one class was as the control class and the other one was as the experimental class. The research design was as follows referring to Setiyadi(2006) :

(K1) T1 X1 T2

(K2) T1 X2 T2

Notes:
K1: experiment class  
K2: control class  
T1: Pre test  
T2: Post test  
X1: The treatment of wh-questioning in group  
X2: The treatment of wh-questioning in conventional

Control class was used to control the students’ progress in the experimental class, whether the progress was affected by the treatment or not. In the control class, the wh-question technique was given as the treatment, the pretest and the posttest are administered. In the experimental class, the wh-question technique was given as the treatment; both of the classes have the same pretest and the posttest. There are three times of treatment. At the end of the research, two groups were given the post-test after the treatment in order to find out the significant improvement in both classes. And to find out whether or not there was a significant difference between two groups, the main gain of each class were compared.

3.2. Population and Sample

A population can be defined as the whole subjects of a research. The population of this research was the second grade of SMAN 2 TBU. There were five classes for the second class, 3 classes for science and 2 classes for social. Each class consisted of 30-35 students.
This research used purposive sample in choosing the classes which meant that the classes were as the representative of the students who were homogenous in abilities. The researcher asked and saw the data of the teacher in the school. It took two classes as the experimental class and control class. Therefore, IX IPA 1 class was as experimental class and the other one was IX IPA 2 as the control class. The two of classes were the same in ability. This could be seen from their academic report.

3.3. Data Collecting Technique

Data collecting technique that was used in this research is a reading test. The data were gained from the students’ pre-test and post-test scores. This research also aimed to find out the participant of the students after using wh-question technique. The explanation of the test as follows:

1. Reading test

There were two reading tests that give in this research, those were pre-test and post-test

a. Pre Test

The pre-test was the first reading test that administered to both classes (experimental class and control class) at the beginning of the research. The pre-test aimed to gain the data of the students’ initial reading ability. Besides, this test was administered to ensure that the students of both classes had the same English background and proficiency before two classes received the treatments. In addition, this pre-test was carried out to
find out the equivalent of experimental class and control class, this test conducted was within 60 minutes.

b. Post Test

Similar to the procedures of doing pre-test, post-test was the second reading test delivered to both experimental classes. At the end of the research, the researcher administered post-test in order to find out the result of the treatments. The aim of this test was for finding whether or not there were any significant differences between students’ scores of the experimental class and control class after the treatments were conducted to both groups. In other words, the post-test was carried out in order to investigate the effectiveness of wh-question in teaching reading to the second grader of SMAN 2 TBU.

3.4. Research Procedures

After gaining the scores from pre-test, the researcher gave the treatment by applying wh-question technique in the teaching learning process. The procedures of the research were follows:

1. Determining the population and then selecting the sample

   The population of this research was the second grader of SMAN 2 TBU. The samples were chosen by purposive sampling. The researcher took two classes. These two classes were randomly assigned into experimental class and control class.

2. Arranging the materials to be taught

   The materials were based on the students’ handbook of senior high school.
Besides, it was also searches the materials from network, and the researcher use narrative texts as the focus.

3. Administering the try out test

It was conducted to measure the reliability of pretest and posttest and to make sure that the test was good or bad for the students. The test was tried out to the students whose level was equal to the sample of the research. It was administered to find out the quality of the test before it was used, whether the items were good or not in validity, reliability, level of difficulty, and the discrimination power. The test was reading test. The tryout test was conducted for sixty minutes.

4. Administering the pre-test

The pretest were administered from the result of try out test by preparing how many items, and what material that was given to the students before treatments. The test was reading test. The researcher prepared the pre-test material and gave the pre-test to both classes.

5. Conducting treatments

After giving the pretest to the students, the researcher conducted the treatments for three meetings which took 90 minutes every meeting. The researcher taught reading by using WH-question technique to the students in the experimental class and using conventional treatment for control class.

6. Administering the post-test

The post-test was given for both of classes. The aim of the post-test was to
measure the students’ ability in reading comprehension after giving treatments.

7. Data analysis

The results of pre-test and post-test in experimental class and control class analyzed by using independent group T-test to compare the data of the two means scores.

3.5. Research Schedule

The research was conducted based on well ordered schedule to make this research run well. The schedule of the research can be seen in the following table:

<table>
<thead>
<tr>
<th>NO</th>
<th>Day/Date</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apr, 17\textsuperscript{th} 2017</td>
<td>Administering try out</td>
<td>XI IPA3</td>
</tr>
<tr>
<td>2</td>
<td>Apr, 19\textsuperscript{th} 2017</td>
<td>Administering pre test</td>
<td>XI IPA 1</td>
</tr>
<tr>
<td>3</td>
<td>Apr, 23\textsuperscript{th} 2017</td>
<td>Administering pre test</td>
<td>XI IPA 2</td>
</tr>
<tr>
<td>4</td>
<td>Apr, 23\textsuperscript{th} 2017</td>
<td>Conducting first treatment</td>
<td>XI IPA 1</td>
</tr>
<tr>
<td>5</td>
<td>Apr, 24\textsuperscript{th} 2017</td>
<td>Conducting first treatment</td>
<td>XI IPA 2</td>
</tr>
<tr>
<td>6</td>
<td>Apr, 26\textsuperscript{th} 2017</td>
<td>Conducting second treatment</td>
<td>XI IPA 1</td>
</tr>
<tr>
<td>7</td>
<td>Apr, 30\textsuperscript{th} 2017</td>
<td>Conducting second treatment</td>
<td>XI IPA 2</td>
</tr>
<tr>
<td>8</td>
<td>May, 3\textsuperscript{th} 2017</td>
<td>Conducting third treatment</td>
<td>XI IPA 1</td>
</tr>
<tr>
<td>9</td>
<td>May, 7\textsuperscript{th} 2017</td>
<td>Conducting third treatment</td>
<td>XI IPA 2</td>
</tr>
<tr>
<td>10</td>
<td>May, 7\textsuperscript{th} 2017</td>
<td>Administering post test</td>
<td>XI IPA 1</td>
</tr>
<tr>
<td>11</td>
<td>May, 8\textsuperscript{th} 2017</td>
<td>Administering post test</td>
<td>XI IPA 2</td>
</tr>
</tbody>
</table>

3.6. Data Analysis

The aim of data analysis is to determine whether the students’ reading comprehension achievements increase or not. The data of the research was
examined by using Independent group T-test. The data was statistically computed through the Statistical Package for Social Science (SPSS) version 16.0.

3.7 Criteria of Good Test

A good test should meet four criteria: a good validity, reliability, level of difficulty and discrimination power.

3.7.1. Validity

Validity is the extent to which it measures what it is supposed to measure. Hatch and Farhady (1982:250) also explained that validity refers to the extent to which an instrument really measures the objective to be measured and suitable with the criteria. A test must aim to provide a true measure of the particular skill which it is intended to measure. There are four types of validity that is (1) face validity: concerns with the layout of the test; (2) content validity: depends on a careful analysis of the language being tested; (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 types of validity above, the researcher used content and construct validity since the other two were considered to be less needed. Both of them will be explained in the following paragraph:

a. Content Validity

Hatch and Farhady (1982:251) says that content validity is the extent to which the
test measures a representative sample of the subject matter content. Content validity concerns whether the tests are good reflection of the materials that need to be tested. To get the content validity, the test is adapted from the students’ book. Then, the test is determined according to the material that will be taught to the students. In other words, the writer wrote and made the test based on the materials in the English Curriculum for Senior High School. In this research, scoring criteria was based on the five aspects of reading; Determining main ideas, Inferences, References, Finding detail information, and Vocabularies. The texts were used taken from any text books and articles on the internet. The composition of the test items is presented on the table of specification below.

Table 3.1. Specifications of reading aspect

<table>
<thead>
<tr>
<th>No</th>
<th>Reading skill</th>
<th>Items number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determining main idea</td>
<td>9, 16, 21, 25, 26, 27, 37</td>
<td>17.5 %</td>
</tr>
<tr>
<td>2</td>
<td>Finding detail information</td>
<td>3, 4, 5, 6, 7, 10, 11, 12, 13, 17, 19, 28, 32, 35</td>
<td>35 %</td>
</tr>
<tr>
<td>3</td>
<td>References</td>
<td>14, 23, 24, 30, 38</td>
<td>12.5 %</td>
</tr>
<tr>
<td>4</td>
<td>Inference</td>
<td>1, 2, 8, 15, 20, 22, 31, 33, 34, 36</td>
<td>25 %</td>
</tr>
<tr>
<td>5</td>
<td>Vocabulary</td>
<td>18, 29, 39, 40</td>
<td>10 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100 %</td>
</tr>
</tbody>
</table>

b. Construct validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured, it is examined whether the test given actually reflect what it means to know a language
(Shohamy, 1985:74). It means that the items should really test the students whether they have mastered the reading text or not.

### 3.7.2. Reliability

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. Reliability refers to the extent to which a test produces consistent result when administered under similar condition (Hatch and Farhady, 1982:244) To investigate the reliability of the reading test, the researcher will use Pearson Product Moment which measures the correlation coefficient of the reliability between odd and even number (reliability of half test). *Pearson Product Moment formula* is used as follows:

\[
R_1 = \frac{\Sigma xy}{\sqrt{[\Sigma x^2] \Sigma y^2}}
\]

Where:
- \(R_1\): The coefficient of reliability between first half and second half group
- \(X\): The total numbers of first half group (odd)
- \(Y\): total numbers of second half group (even)
- \(X^2\): The square of \(X\)
- \(Y^2\): The square of \(Y\)

(Lado in Hughes, 1991:3)

After getting the reliability of half test, the researcher uses “Spearman Brown’s Prophecy Formula” (Hatch and Farhady, 1982: 256) to determine the reliability of the test as follow:

\[
R_k = \frac{2rl}{1 + rl}
\]
Where:

Rk: the reliability of the test

$rl$: the reliability of half test

The criteria of reliability are:

- $0.80 - 1.00$ = very high
- $0.60 - 0.79$ = high
- $0.40 - 0.59$ = average
- $0.20 - 0.39$ = low
- $0.00 - 0.19$ = very low

(Hatch and Farhady, 1982:246)

3.7.3. Level of Difficulty

Level of difficulty relate how difficult or easy the items of the test. According Arikunto (1993: 209), the items are good if they are not too easy or not too difficult, or in average level. To see the level of difficulty, it is uses the following formula:

$$LD = \frac{\text{correct Upper} + \text{correct lower}}{N}$$

Where:

LD: level of difficulty

N: the total number of the students

The criteria are:

- $< 0.30$ = difficult
- $0.30 - 0.70$ = average
- $> 0.70$ = easy

(Shohamy, 1985: 79)
3.7.4. Discrimination Power

Discrimination is used to know whether the test items can differentiate the students’ ability that has high and low ability. To calculate the discrimination power, the researcher uses the following formula:

\[ DP = \frac{correct\ Upper - correct\ lower}{\frac{1}{2} N} \]

Where:
- \( DP \) = discrimination power
- \( U \) = the proportion of upper group students
- \( L \) = the proportion of lower group students
- \( N \) = total number of students

The criteria are:
- 0.00-0.20 = poor
- 0.21-0.40 = satisfied
- 0.41-0.70 = good
- 0.71-1.00 = excellent

(negative) = Bad items (should be omitted)

(Heaton, 1975:182)

3.8. Scoring System

In scoring the result of students’ work, the researcher uses Arikunto’s formula (1997: 212). The scores of the pretest and the post test are calculated by using the following formula:

\[ S = \frac{R}{N} \times 100 \]
Where:
S: The score of the test
R: The right answers
N: The total items

(Arikunto, 1997:212)

3.9. Hypothesis Testing

The hypothesis was analyzed by using Statistical Package for Social Sciences (SPSS) windows version 16.0. The researcher used the level of significance 0.05 in which the hypothesis was approved if $a < 0.05$. It means that the probability of error in the hypothesis only 5%. The hypothesis testing is stated as follow:

$H_0$: There is no significant difference on the students in reading comprehension before and after being taught by wh-question technique.

$H_1$: There is a significant difference on the students in reading comprehension before and after being taught by wh-question technique.

Briefly, that is the explanation about the methods of the research and the research design, population and sample, the variables, data collecting technique, research procedure, data analysis, validity of the research, reliability of the research, scoring system, and hypothesis testing.
V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the research and also the suggestions for other researcher and English teachers who want to apply WH-Questions technique in teaching reading.

5.1 Conclusions

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

1. There is significant difference on students in reading comprehension taught through wh-question technique, through WH-questions technique the students can comprehend the reading text more easily so that they can answer the question related to the text.

5.2 Suggestion

The suggestions below are addressed to English teachers and to next researchers which have similar field with the present research.

1. Suggestions to the teacher

- Teachers are suggested to apply the WH-Question technique in teaching reading since this technique has been proved as an appropriate technique to improve students’ reading comprehension achievement in narrative text.
• Since in this research the researcher found that some of the students got difficulties in answering “Why and How” questions. The teacher should be focused on giving guidance and explanation to the students about how to answer those types of questions.

2. Suggestions to other researcher

• In further research, various samples are suggested since in this research WH-Question was used to teach reading in Senior High School. May be the further researcher can implement this technique to teach reading in Junior High School or University.

• For the further researcher it is suggested to use not only 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.
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