IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT THROUGH WH-QUESTION AT SMP TRI SUKSES NATAR

(A Script)

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**FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

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The objectives of this research were to find out the improvement of the students' reading achievement after the students were taught by using WH-Question in teaching reading narrative text and to investigate which aspect of reading improves the most after the implementation of the WH-Question technique. The research was conducted at SMP Tri Sukses Natar. Class VIII B consisting of 28 students was chosen as the sample of this research. Pre-test and post-test designs were used in this research. The narrative text was used as the instrument in pre-test and post-test. The data were taken from the tests, and then they were analyzed by using Paired Sample T-test.

The results show that the mean score of the pre-test was 61.4 and the post-test was 72.3. It means that the students' mean score was improved 10.9. Moreover, the result of the t-value (10.111) was higher than the t-table (2.0518) and the value of two-tailed significance was $0.000 < 0.05$. It indicates that the H0 is rejected; that means, H1 is accepted so that there is a statistically significant increase in students' reading comprehension from pre-test to post-test scores after the implementation of the WH-Question technique in teaching reading narrative text. In addition, all aspects of reading improved, but the content aspect was improved the most. Based on the result, it can be concluded that teaching reading narrative text through WH-Question is effective in improving students' reading comprehension and all aspects of reading.

Keywords: *WH-Question, Reading, Narrative Text*

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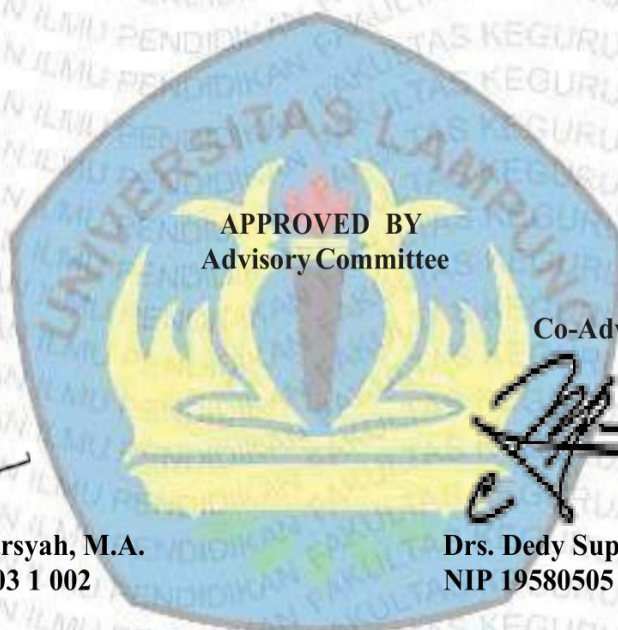
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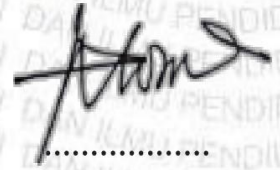**NIP 19640106 198803 1 001**

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Dengan ini menyatakan bahwa skripsi dengan judul ” **IMPROVING STUDENTS' READING COMPREHENSION IN NARATIVE TEXT THROUGHT WH-QUESTION AT SMA TRI SUKSES NATAR** " adalah benar hasil karya penulis berdasarkan penelitian yang dilaksanakan pada bulan Februari 2021. Skripsi ini bukan hasil menjiplak atau hasil karya orang lain.

Demikian pernyataan ini saya buat dengan sebenarnya. Atas perhatiannya, saya ucapkan terimakasih.

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CURRICULUM VITAE

The writer's name is Chisty Aulia. She was born in Indramayu, on April 24th 1997. She is the second child of a lovely couple, Hi. Aris Munandar and Hj.Entin S. She has Husband, his name is Muhamad Khoirul Aulia. She was graduated from Kasih Bunda Kindergarten School in 2002. Then she continued her study at SDN 1 Center Ogan Lima in 2003 and graduated in 2009. In the same year, she continued her study at SMP Tri Sukses Natar. After graduating from Junior High School in 2012, she went to SMA Tri Sukses Natar and graduated in 2015. She continued her study at the University of Lampung in 2016. She was registered as a student of the English Department through SNMMPTN from June 2016 to March 2022, she did KKN in Kasui Waykanan and she conducted a teaching practice program (PPL) at MA Muta'alimin from July to August 2019. She did her research in SMA Tri Sukses Natar in February 2021.

DEDICATION

By the name of Allah Subhanahu wa Ta'Ala, this script is proudly dedicated to:

My beloved parents, Hi. Aris Munandar and Hj. Entin S

My beloved husband Muhamad Khoirul Aulia

My lecturers at English Department

My beloved friends in English Education Study Program 2016

My almamater, University of Lampung

MOTTO

"Do the best and pray. God will take care of the rest"

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled "Improving Student' Reading Comprehension In Narrative Text Through WH-Question At SMP Trisukses Natar" is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfilment of the requirements for S-1 degree. It is important to know that the script would never have come into existence without any supports, encouragement, and assistance from several generous people. The writer would like to express her sincere gratitude and respect to:
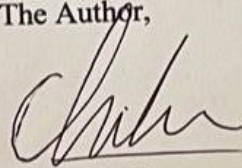
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as life experience so I can learn and move forward and evolve into a better person. Thank you so much and see you at another time.

The writer believes that her writing is far from perfection. There might be weaknesses in this research; comments, critics and suggestions are needed for better research. Besides, the writer hopes this research would give a positive contribution to educational development, readers and the other researchers.

Bandar Lampung,   March 2022
The Author,

Chisty Aulia
NPM 1653042013

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I. INTRODUCTION

This chapter discusses the introduction of the research which deal with multiple issues such as the background of the problem, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Research

There are four skills in English, i.e., listening, speaking, reading and writing. Reading is the third skill and will be addressed here at all times. Reading is one of the four-language skills students need to learn in the 2013 junior high school curriculum and one of the measures of academic success as it is effective and responsive. It is a skill that acts as a means of communication between an author and a reader in a written text. The readers try to understand the concept or details of a text that the writers want to convey by using this ability.

The importance of reading is not only related to the development of knowledge but it is also related to people thinking capability (Harrison, 2004). Therefore, reading is important for students both to develop their knowledge and to develop the way they think related to the development of moral, emotional, as well as verbal intelligence in communication abilities and longer-term education outcomes.

During the pre-observation at the second grade of SMP Tri Sukses Natar on 9th October 2019, it is found that most of students in SMP Tri Sukses Natar have low ability in reading. It is proved by the statement from one of English teacher of SMP Tri Sukses Natar who said that generally, the students have difficulty in comprehending a reading text. The students have difficulty to find out the main idea of passage with long sentence as well as identifying lexical chunk and activating background knowledge (Sutarsyah, 2015). In addition to find the main idea, they have difficulty in understanding specific information, making inference, identifying reference, and identifying 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 discovered that the teaching technique can cause problems. After asking some students, it is found that in almost every teaching and learning process the teacher still uses ordinary technique. The teacher simply asks the students to read some text in the exercise book of the students and then asks them to do the exercises that follow the text. The monotonous process of learning makes the students feel bored to learn.

The researcher focused on how to create a situation where students can participate and appreciate their learning process in order to reduce the above problem. The researcher assumed that in teaching reading there should be a suitable technique that could encourage the students to read all the text so that they could understand the content. The researcher uses a technique named WH-Question in teaching

reading and an approach of reading comprehension to motivate the students read all the text so they get useful information.

Gunning (2010) states that question can be used to develop concepts, build background, clarify reasoning processes, and even lead students to higher levels of thinking. Stazny (2005) implies that questions have some didactic functions. In the higher cognitive level, it can be functioned to ask students' response about knowing that they previously learned, to ask them recalling factual information, to check or test the students about information, and to seek more information from the teachers by them. Therefore, the students can get the information they need from the teacher by using the question, and the teacher can get information that needed by the students.

According to Park (2000) states that studies of acquisition of WH-Question in both first language and second learners indicates that learners produce WH-Question in the following order: Where, What / how, Who / When. In other words, learners' first WH-Question 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.

Considering the problems and regarding the advantages of WH-Question technique above, the researcher was interested to conduct a research entitled

"Improving Students' Reading Comprehension in Narrative Text through WH-Question at Junior High School Students".

1.2. Research Questions

As a reference to the explanation of the background above, the research questions are presented by the researcher as follows:

1. Is there any significant difference in students' reading ability before and after being taught by using WH-Question technique?

2. Which aspect of reading that improves the most after being taught by using WH-Question technique?

1.3. Objectives of the Research

By relating to the formulation of the problems, the objectives of the research are as follows:

1. To find out whether there is any significant difference in students' reading ability before and after being taught by using WH-Question technique.

2. To find out the aspect of reading that improves the most after being taught by using WH-Question technique.

1.4. Uses of the Research

The uses of the research are as follows:

1. Theoretically, this research was to find out whether there is any significant difference of students' reading comprehension before and after being taught through WH-Question technique or not.

2. Practically, this study can be used as:

a. Information for those who wants to teach reading through WH-Question technique.

b. A reference for the next researchers who will do a research about WH-Question technique for their script.

1.5. Scope of the Research

This research was quantitative in nature. Based on the background, this research focused on improving the students' ability in comprehending narrative text, especially in five aspects of reading (main idea, supporting details, reference, inference and vocabulary) after the implementation of WH-Question technique. There are many types of text that the students should achieve such as descriptive, narrative, recount, report, procedure, and etc. However, narrative text was used as the learning method content as narrative text for junior high school was included in the syllabus. The second-grade students of SMP Tri Sukses Natar was chosen as the subjects of this research. In teaching reading there are several techniques such as Jigsaw, Think-Pair-Share (TPS), Listen Read Discuss (LRD), Preview Question Read Summarize and Test (PQRST), and etc. This research focused on WH-Question technique to improve students' reading comprehension.

1.6. Definition of Terms

1. Improving

   Improving is an increase from low level achievement to high level achievement in order to make something better.

2. Reading

Reading comprehension is the process of constructing meaning from the text. The process of comprehending the text involves decoding the writer's words and the use of the reader's background knowledge to construct an approximate understanding of the writer's idea.

3. Narrative Text

According to Bushel (2011:10) a narrative paragraph describes an event, feeling or experience in story form or in the order the details of the event happened. Its aim is to entertain or amuse the readers.

4. WH-Question

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.)

II. LITERATURE REVIEW

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

2.1. Concept of Reading

Reading is one of the important skills which needed by the students from elementary school up to university. It is important because not only students but also all people can get information by reading text. Many experts define reading with different meaning.

Nunan (2003) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Then, Dallman (1982) points out that reading is a verbal process interrelated with thinking and with all other communication abilities such as listening, speaking, and writing. In general, reading is the process of reconstructing the ideas and information intended by the writer from the written patterns on the paper. Reading is a knowledge system exchange where the author tells all readers about his ideas or text. Such as, the author is regard as the informants (sender) and the reader on the other hand is receiver.

Reading is a proess of interaction between reader and writer (Sutarsyah, 2015). During the reading process, the reader can only understand and interpret information during the reading operation, while he cannot explicitly comment or challenge the writer. Furthermore, reading is seen as a tool for gaining new knowledge and rethinking current knowledge (Perason, Roehler, Dole, & Duffy, 1990). Therefore, through actively learning, the readers bring their background knowledge, sentiment, and experience to develop their idea in understanding the text's meaning. The readers must try to construct the idea, feelings of the author when reading the text and visualize the visual images.

In short, learning is a cycle of collaborative and critical thinking between the readers and the text. Reading ability is not just a question of reading, but the writer must understand the text they have written. While the readers are in the process of learning, in understanding the meaning of the text they are expected to create their concept of reading and comprehension are one activity to grasp the meaning of written materials with full understanding.

2.2 Aspects of Reading

In reading, there are several aspects which should be considered by students. According to Nuttal (1985), there are five aspects of reading which help the students to comprehend the English text: determining main idea, finding specific information, finding reference, finding inference and understanding vocabulary. Here is the definition:

1. Determining Main idea

One of the most important skills in reading comprehension is to determine the main idea of a sentence. The key concept is not explicitly stated in a theme sentence in some section. Alternatively, inferring and finding out is left to the author. It can be said that throughout the article, the main idea has the most important information established by the writer. Here is the example of determining main idea:

"The woman told him that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that she would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food."

The example above was a paragraph from a story of Lake Toba, the main idea of the paragraph above is Toba married the woman because of a secret.

2. Finding the Specific Information

As the specific information that forms the theme paragraph, there are some data that covers. These are definitions examples, facts comparisons analogies and effect statistics and quotations. For example, a story of Prambanan Temple:

"Once upon a time, there was a powerful prince named Bandung Bondowoso. In a war, Bandung Bondowoso killed PrabuBaka. Then, Bandung Bondowoso fell in love with PrabuBaka's daughter named RoroJonggrang.

Bondowoso wanted to marry this beautiful princess. However, the princess hated him because he had killed her father. RoroJonggrang was thinking of a way to refuse Bodowoso's marriage proposal. Finally, she decided to marry Bandung Bondowoso if he could build a thousand temples before dawn."

The question is "Why did the princess hate Bandung Bondowoso?" and the answer is "Because he killed Prabu Baka (the princess' father)".

3. Finding Reference

Words or phrases used as a reference before or after reading material. The object of the reference is to prevent words or phrases from being repeated. This makes it easier for the reader to find out precisely the meaning of the words. People usually use reference to avoid repeating the subjects or characters in a message. For example:

> *"Not long afterwards, Bandung Bandawasa decided to marry Princess Roro Jonggrang., the daughter of his victim."*

The word "his" in that sentence which is underlined refers to "Bandung Bandawasa".

4. Finding Inference

Inference is about inference and speculation about the data in the text that is uncertain. A logical framework is required to bridge what readers know and what they don't know. For example a text from a story of crying stone:

> *"Eventually, mother's heart hurt to hear her daughter's answer. Mother prayed to God to punish her ungodly daughter. Suddenly, girl stopped then slowly turned to be a stone. Daughter cried; she apologized to his mother. But it was too late. A pretty girl was turned into a stone but continued to tear; it's called A Crying Stone."*

From the example above, it can be concluded that moral value of the text is never hurt your mother's heart.

5. Understanding Vocabulary

When the reading process continues, vocabulary is important. This consists of the inventory of words that are used by anyone to communicate or even render the utterance for reading. For example, in a story of crying stone, there is a paragraph:

"On a hill in area of Borneo, there lived a poor widow and her daughter. The girl was really beautiful. However, she was very lazy and spoiled. She loved to dress up every day, but never helped her mother."

The synonym of spoiled in the text is spoon-fed.

It shows that if the students are expected to comprehend a text well, they have to pay attention to those aspects of reading comprehension, there are main idea, specific information, reference, inference and vocabulary.

2.3. Narrative Text

Narrative text is a type of text that tells a story which has a purpose to present a view of the world that entertains the reader or listener (Anderson & Anderson, 1997). The text of the narrative deals with a story that provides a collection of world life experience. It is because, in most instances, narrative text is not only entertaining, but also provides the readers with the moral value of the story. Furthermore, there are five main parts of narrative text (Anderson & Anderson, 1997). The generic structures of a narrative text are drawn as follows:

1. Orientation

The readers are introduced to the main characters and possibly some minor

characters. Some indications of where the action is located and when the event is taking place are generally given in this paragraph.

2. Complication

This is where the problems in the story develop. The complication consists of serious events which something unexpected happen.

3. Sequence of events

The sequence of the events is a number of events or things that come one after another in a particular order. This is where the narrator tells how the characters react to the complication. The event can be told in chronological order (the order in which they occur) or with a flashback.

4. Resolution

Resolution is when the problem finds a way out to be resolved.

5. Coda

Coda is a closing remark to the story. Usually, coda consists of a moral lesson/moral value from the writer. 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 teaches moral lesson, especially one with the animals as characters: this story is considered as one group of animal stories, e.g., The Lion and the mouse & 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.

It can be inferred, according to the above definition, that narrative text is a text which deals with a story which offers a set of experiences with the intention of entertaining or amusing readers or listeners. A good narrative text has to complete the generic structure such as orientation, complication, and resolution.

2.4. Teaching Reading

Teaching is an activity to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, it cause to know, understand knowledge and give new knowledge (Brown, 2000). In hence, teaching cannot be defined apart from learning. It is because teaching facilitates a learning process, gives the learner an opportunity to learn and sets the conditions essential for teach (Brown, 2000). Essentially, students have the knowledge of the context that can affect their ability to understand comprehension. They have

drawbacks, however, to leverage their background knowledge. The aim of teaching reading is therefore to help students improve their ability to understand reading as efficiently and effectively in building English text reading skills for students. It is therefore necessary for the instructor to provide the material that is suitable for the interest and need of the students. For the purpose of teaching comprehension, therefore, teachers must find a suitable method to use that can inspire students to participate effectively in the learning process. From the description, the author concluded that the interest and achievement of students in reading and reading comprehension would be improved by applying a suitable technique. WH-Question are one of the techniques that can be applied in junior high-school level.

2.5. WH-Question Type

While teaching learning, the use of question is to provide meaning, evoke and concentrate discussion and test. It is also used to draw the attention of the students to the subject. This supported by Lukito (1990) who said that question is used to ask information for certain problem.

According to Nuttal (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 included in the text directly and explicitly

The example:

- What is the name of the dog?

- Who came to the party?

b. Questions involving reorganization or reinterpretation

Such questions require students to obtain and bring together literal information from different parts of the text, or to interpret information. The example:

- Why did the kids get angry with the mouse?

- Which cat tried to chase the mouse?

c. Questions of inference

Such questions require students to read between the lines, understanding what is suggested but not explicitly stated. The students therefore need to grasp the text well enough to get the meaning. The example:

- What is the orientation of the text?

- What is the main idea of the first paragraph?

d. Question of evaluation

Such questions include the reader in making an informed decision on the text as to what the author is attempting to do and how far it has been accomplished. 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

Such questions require the opinion of the reader on the text based on the correct understanding of the text. For example:

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

- What is the moral value from the reading text?

Park (2000) stated that WH-Question are questions beginning with where, what, when, who, and why. The WH-Question can help students with a literal understanding of a text. Based on Brown (2000) 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) 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-Question in both first language and second learners indicates that learners produce WH-Question in the following order: Where, What, Why, Who, When and How. In other words, learners' first WH-Question 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.

In WH-Question Technique, the students were asked to create WH-Question, including the main idea, details or specific information in the text, references inferences, and vocabulary, relating to the types of the above question.

2.6. Previous Research of WH-Question in Reading

There are several previous researches which are done by some researchers in conducting WH-Question technique in learning reading. The first, Pratiwi (2018) concludes that there is a significant difference of students' reading achievement through WH-Question technique and the aspect of reading that improves the most is finding reference.

Second, Fadillah (2017) states that the implementation of WH-Question in teaching reading can improve the students' narrative text ability since the implementation of question in reading could maintain the focus of the readers and students are easier to identify main idea than others.

Third, Putri (2015) concludes that WH-Question technique can be used to improve the students' reading comprehension which means this technique can improve the students' reading comprehension in five aspects of reading comprehension, the aspect of reading that improves the most is finding detailed information.

Based on the explanation from three previous researches above, it can be concluded that WH-Question technique is a technique which can improve students' reading comprehension and students' ability in understanding the aspects of reading.

2.7. Advantages and Disadvantages of WH-Question

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 clarification, it could be inferred that the object of the WH-Question is to raise awareness among students of the language used to convey meaning. Therefore, after reading and answering the WH-Question, the students can easily predict what to address on the message.

2.8. Procedures of Teaching Reading through WH-Question

The stages of the reading process help students systematically practice reading strategies (Cohen, 2014). The effective reading process is divided into three stages: (a) pre-reading, (b) while reading, (c) post-reading. By classifying the instruction of reading into pre-reading, while reading, and post-reading, the teachers are provided opportunities to design the activities for each stage that will improve students' reading comprehension (Pardo, 2004). The procedures of teaching reading comprehension process through WH-Question technique are as follow:

Pre-Activity:

The aim of these stages is to develop background knowledge. The instructor becomes

a bridge builder between what the students already know about a theory-schemes-and what they need to know to understand a specific text, that is, the connection between those schemes and the text input.

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

This stage's aims are to help students understand the specific content and interpret the text's rhetorical structure. The teacher takes the students through reading with these activities and communicates in the message.

1. The researcher distributes the reading text.

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

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

4. The teacher explains about WH-Question 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-Question.

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 with different topic of reading texts.

2.9. Theoretical Assumption

There are many methods in teaching reading which educators can use to achieve the goal of teaching the learning process. The author chose WH-Question as a reference for this study. The researcher claimed that there are some advantages to the directed problem. Next, questions lead the students to answer for a long time so they will not get lost and frustrated as to how to interpret the message. In contrast, WH-Question are questions that cannot be answered by either yes or no. Students are expected to have a response and it is expected that the reply will be quite long. So it is obvious that students have no choice but to give correct answers when questioned. They cannot shake or smile and say yes or no to their faces. Thus, by using WH-Question, the writer hopes that the students will be able to answer the questions while knowing the message.

The author assumed that WH-Question can be used to solve the difficulty of interpreting the reading text based on the context of the theories mentioned above. If the text can be easily understood, then paying more attention and being involved in

teaching learning process can be an encouragement for them. WH-Question is a good technique for improving the comprehension of reading. It means that WH-Question can be used to enhance the achievement of students ' perception of reading.

Based on the argument, the researcher concluded that WH-Question strategy was appropriate for helping students increase their reading comprehension in terms of (identifying main idea, specific information, determining reference, making inference and understanding vocabulary).

2.10. Hypothesis

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

1. There is a significant difference in students' reading ability after being taught by using WH-Question technique.

2. There is aspect of reading that improves the most after being taught by using WH-Question technique.

These are the explanation about some theories related to the research. The theories used as references to conduct the research.

III. RESEARCH METHOD

This chapter discusses the research method which consists of research design, population and sample, variables, validity and reliability, data collection technique, teaching procedure, research procedure, data treatment, data analysis, and hypothesis testing.

3.1. Research Design

The purpose of this research was to find out whether the WH-Question technique can be used to make a significant difference in students' reading ability. This research was quantitative research which one-group pre-test and post-test were applied(Hatch & Farhady, 1982). The researcher used *One Group Pre-Test Post-Test design* since there would be one class which get pre-test, treatments, and post-test from the researcher. The pre-test was conducted to find out the preliminary students' ability before the treatments were given by the researcher and post-test was conducted to see whether the WH-Question technique is able to improve students' reading ability. This research design was represented as follows:

T1 X T2

Notes:

T1: Pre-test

T2: Post-test

X: Treatment (teaching reading using WH-Question technique)

<div align="right">(Setiyadi, 2006)</div>

3.2. Population and Sample

The population of the study was the second-grade students of SMP Tri Sukses Natar in academic year 2020/2021. There are four classes in the second grade of SMP Tri Sukses Natar which consist of 27-28 students in each class. In this research, the researcher used *Purposive Sampling* since the researcher relies on her own judgments when choosing members of population to participate in the study. The researcher took two classes as the sample of the study. The first class was used as the try out class and the other one class was used as the experimental class where the pre-test, treatments, and the post-test are implemented. The researcher selected VIII C as the try out class and VIII B as the experimental class.

3.3. Variables

Variable is defined as anything which has a quantity or quality that varies. In terms of its relation, variables can also be classified based on the role of the variable in relation to other variables (Setiyadi, 2006). Moreover, there were two independent variables (X) which compared in this research; they were students' score of pre-test (before conducting the treatment) and students' score of post-test (after conducting the treatment).

3.4. Instrument of the Research

The data took an important role in a research. In order to obtain an appropriate data; the data were collected by using reading test in multiple-choices questions form and treatments as the instrument. The data ought to be able to measure the

result of the learning which distinguishes every single students' ability before and after they were taught by using WH-Question technique.

3.4.1. Developing Instrument

The test needs to be tried out first in order to prove whether the reading test has good quality. It can be said as a good test if it fulfills good validity, reliability, level of difficulty, and discrimination power's criteria.

3.4.1.1. Validity

Test is considered valid if the test measures the object to be measured and suitable with the criteria(Hatch & Farhady, 1982). It means that a test can be considered to be valid if the test can accurately measure the quality of a test. The test should reflect all the areas to be assessed in suitable proportions and represent a balanced sample (Setiyadi, 2006). There are three types of validity that was used by the researcher such as content validity and construct validity. Two types of validity that will be implemented in this study are:

a. Content Validity

Content validity is the extent to which a test measure a representative sample of the subject matter content, the focus of content validity was adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982). It was concerned with whether the test was sufficiently representative and comprehensive for the test. In this research, the try-out, the pre-test, and the post-test were in form of multiple-choices questions of narrative text. Furthermore, the researcher create the test based on the English curriculum and the syllabus K-13 for Junior High School which refers to basic competences point 3.4 that is analyzing social function, text structure and linguistic elements of the narrative

text and point 4.4 that is catch the point in the narrative text about the main idea and the moral value. It means that the instrument has fulfilled the content validity

b.   Construct Validity

Construct validity measures whether the construction has already referred to the theories meaning that the test construction has already in line with the objective of the learning (Hatch and Farhady, 1982). Construct validity is used to measure certain aspects which are supposed to measure. It was concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985). Construct validity can be measured by evaluating all item in the test. According to Nuttal (1985) there are five aspects of reading comprehension: 1. Determining main idea, 2. Finding the specific information, 3. Finding reference, 4. Finding inference, 5. Understanding vocabulary. The test compares to the table of specification to know whether the test has a good reflection of what had been taught. If the items on the test have measured students' reading comprehension, then the instrument has fulfilled construct validity.

Table 3.1 Table of Specification of a Tryout Test

No.	Aspect	Numbers of Items	Item Numbers
1.	Determining Main idea	8	2, 6, 11, 16, 24, 28, 33, 37
2.	Finding the Specific Information	8	1, 7, 14, 17, 23, 26, 35, 36
3.	Finding Reference	8	3, 10, 15, 20, 22, 27, 31, 39
4.	Finding Inference	8	4, 9, 13, 19, 25, 29, 34, 40
5.	Understanding Vocabulary	8	5, 8, 12, 18, 21, 30, 32, 38
Total		**40**	**40**

3.4.1.2. Reliability

Reliability is a consistency of measurements or how far that measurement can be measured the similar subjects in a different time but shows the consistent result

(Setiyadi, 2006). The researcher used split-half method to measure the coefficient

of the reliability between odd and even group in the following formula:

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

Notes:

rxy : coefficient of reliability between odd and even number item
x : total numbers of the odd number
y : total numbers of the even number
$\sum x^2$: total score of the odd number items
$\sum y^2$: total score of the even number items
$\sum xy$: total score of the odd and even number items

A. Reliability of half test

$$rxy = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

$$rxy = \frac{28(4744) - (342)(364)}{\sqrt{[28(4526) - (342)^2][28(5148) - (364)^2]}}$$

$$rxy = \frac{132832 - 124488}{\sqrt{[126728 - 116964][144144 - 132496]}}$$

$$rxy = \frac{8344}{\sqrt{[9764][11648]}}$$

$$rxy = \frac{8344}{\sqrt{113731072}}$$

$$rxy = \frac{8344}{10664.47}$$

rxy = 0,78 (moderate)

According to Hatch and Farhady, after obtaining the reliability of half test, the researcher used the Spearman-Brown Prophecy formula to ensure the reliability of the whole test with the formula is as follows:

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

Notes:
rk   : the reliability of the test
rxy   : the reliability of half the tests

The criteria of reliability are:
0.90-1.00: high
0.50-0.89: moderate
0.00-0.49: low

B. Reliability of whole test

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

$$rk = \frac{2(0.78)}{1+0.78}$$

$$rk = \frac{1.56}{1.78}$$

$$rk = 0.87 \text{ (Moderate)}$$

3.4.1.3. Level of Difficulty

Level of difficulty is related to how easy or difficult the items of the test are form point of view of the students who take the test. Level of difficulty is generally expressed in the percentage of the students who answer the item correctly. To find out the level difficulty, the researcher used the following formula:

$$LD = \frac{R}{N}$$

Notes:
LD   : level of difficulty
R   : the number of students who answer correctly
N   : the number of students who join the test

The criteria are as follows:
<0.30   : difficult
0.30-0.70   : average
> 0.70   : easy

(Shohamy, 1985)

3.4.1.4. Discrimination Power

The purpose of discrimination power is to determine between the low and high level of students on the test. The students of try out class divided into two group higher and lower students. The higher students are the students who answer the question correctly and the lower students are the students who answer the question incorrectly. To determine the discrimination power, the researcher used the following formula:

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

Notes:
DP   : discrimination power
U   : the proportion of upper group students
L   : the proportion of lower group students
N   : the total number of students

The criteria of discrimination power are:
0.00 – 0.19: poor
0.20 – 0.39: satisfactory
0.30 – 0.69: good
0.70 – 1.00: excellent
- (negative): bad items, must be omitted

3.4.1.5. Normality Test

Normality test was used to find out whether the test in experimental class was distributed normally or not. The researcher used SPSS 20.0 for windows to calculate it. In this case, the researcher used One Sample Kolmogorov-Smirnov Test. The criteria for normality test can be based on probability (Asymp. Sig. (2-tailed)>0.05, the data is distributed normally. In this research, the researcher used the level of significant 0.05.

3.4.1.6 Try Out of the Instrument

The try out was used to know the quality of the test in order to take the data. The try out was conducted in the first meeting. It consisted of 40 questions of multiple choices and time-allocation was about 60 minutes. The class that was used for try-out was the class which was not selected for the experimental class i.e. VIII C. The test could be said good quality if it had good reliability and good validity, and also the test was not difficult. The composition of the test items was presented in table below.

Table 3.2 Table of Specification of Try-out Test

No.	Aspect	Numbers of Items	Item Numbers
1.	Determining Main idea	8	2, 6, 11, 16, 24, 28, 33, 37
2.	Finding the Specific Information	8	1, 7, 14, 17, 23, 26, 35, 36
3.	Finding Reference	8	3, 10, 15, 20, 22, 27, 31, 39
4.	Finding Inference	8	4, 9, 13, 19, 25, 29, 34, 40
5.	Understanding Vocabulary	8	5, 8, 12, 18, 21, 30, 32, 38
	Total	**40**	**40**

Before administering the pre-test, the try-out test was conducted on Thursday, February 13rd 2020 in VIII C class of SMP Tri Sukses Natar to analyze the

reliability, level of difficulty, and discrimination power of the test. The students were given 40 items of multiple-choice questions. After analyzing the data, the researcher obtained that 30 items are good and 10 items should be dropped from the test.

3.4.1.7 Result of the Try-out Test

The result of the try-out test can be seen in the table below.

Table 3.3 Result of the Try-out Test

Criteria	Items	Decision
Bad	6,9	Dropped
Poor	7,8,11,13,14,22,30,31	Dropped
Satisfactory	1,2,3,4,5,10,15,16,17,23,24,26,28,32,33,34,37,39	Administered
Good	12,18,19,20,21,25,27,29,35,36,38,40	Administered

Table 3.3 shows that there are 2 items which are bad, 8 items which are poor; it should be dropped, there are 18 items which are satisfactory and there are 12 items which are good and should be administered.

Meanwhile, to discover the reliability of the test, the researcher uses a statistical formula i.e., Pearson Product Moment to measure the coefficient of the reliability between odd and even group. Split-Half technique was used to find the reliability of the half-test. The result of computation by using Split-Half technique shows that the reliability of the half test *(rxy)* is 0.78. After acquiring the test, the researcher uses Spearman Brown's Prophecy Formula to determine the reliability of the whole test. It was found that the result of the whole test *(rk)* is 0.87. As claimed by the criteria of the test reliability, the data collecting instrument was indicated reliable and good.

3.4.2. Data Collection

The researcher used the test as a data collecting method and also treatments in this study. The test was used to collect the needed data by conducting some techniques as follows:

1.   Pre-test

The pre-test was conducted before the treatment of teaching reading ability through WH-Question technique in narrative text. The purpose of the pre-test was to see the students' reading ability before the treatment. The pre-test was given as an objective test in multiple-choices questions form. There are 30 items of multiple-choices of comprehension questions which each of it has four alternative answers (A, B, C, and D). The students are required to finish the test within 60 minutes. The distribution of the test was presented as the table below.

Table 3.4 Table Specification of Pre-test

No.	Aspect	Numbers of Items	Item Numbers
1.	Determining Main idea	6	2, 16, 24, 28, 33, 37
2.	Finding the Specific Information	6	1, 17, 23, 26, 35, 36
3.	Finding Reference	6	3, 10, 15, 20, 27, 39
4.	Finding Inference	6	4, 19, 25, 29, 34, 40
5.	Understanding Vocabulary	6	5, 12, 18, 21, 32, 38
Total		**30**	**30**

2.   Post-test

The post-test was given to the students after the treatments in order to find out the significant difference between the score of the students' reading comprehension achievement after being taught through WH-Question technique in narrative text. The result of post-test was compared with the result of the pre-test. The post-test consists of 30 items of multiple choices of comprehension questions which each

of it has four alternative answers (A, B, C, and D). The students are required to finish the test within 60 minutes.

Table 3.5 Table Specification of Post-test

No.	Aspect	Numbers of Items	Item Numbers
1.	Determining Main idea	6	2,7,12,19,25,29
2.	Finding the Specific Information	6	3,11,21,22,24,27
3.	Finding Reference	6	1,6,9,13,17,28
4.	Finding Inference	6	5,10,14,20,26,30
5.	Understanding Vocabulary	6	4,8,15,16,18,23
	Total	**30**	**30**

3.5. Scoring System

Formula from Arikunto (2000) is used in order to calculate the score of pre-test and post-test. Students' scores of pre-test and post-test were calculated by using formula as follows:

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

Notes:
S   : The score of the test
R   : The total number of right answer
N   : The total number of items on the test

3.6. Data Analysis

After collecting the data, the researcher processed and analyzed the data. The data was analyzed based on each kind of the instrument as follows.

3.6.1. Data Analysis of the Test

The pre-test and post-test were analyzed by the researcher. The researcher analyzed the data by using some steps in order to see the students' achievement in comprehending the text as follows:

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

2. Finding the mean of the data (pre-test and post-test) by using this formula:

$$M = \frac{\sum d}{n}$$

Notes:

M : Mean (average score)

$\sum d$: The total of students' score

N : Total number of the students

3. Tabulating the score of the student's reading comprehension test results using test.

4. Drawing conclusion from the tabulated result of the pre-test and post-test, that is statistically analyzed by using Repeated Measure t-test of SPSS (Statistical Program for Social Sciences) in order to examine whether the increase of the students' score is significant or not. The formula is as follows:

$$I = X_2 - X_1$$

Notes:

I : The increase in students' reading comprehension achievement

X_2 : The average scoreof post-test

X_1 : The average scoreof pre-test

3.7. Research Procedure

This research was conducted based on the following procedures:

1. Identifying the Problem

First, students in SMP Tri Sukses Natar mostly have low ability in reading. It is proved by the statement from one of English teacher of SMP Tri Sukses Natar who said that generally, the students have difficulty in comprehending a reading text. The students have difficulty to find out the main idea, in understanding

specific information, making inference, identifying reference, and identifying the meaning of vocabulary in the reading text. It is also found that almost every teaching and learning process the teacher still uses ordinary technique. The teacher simply asks the students to read some text in the exercise book of the students and then asks them to do the exercises that follow the text. The monotonous process of learning makes the students feel bored to learn. 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 signified that the teaching technique can cause the problems.

2.   Selecting the Materials to be Taught

The researcher chose appropriate materials based on the syllabus. The materials used can be taken from the students' handbook of Junior High School and also from the internet. Narrative text was chosen as the focus of the study.

3.   Determining the Population and Sample

The population of this research was the students of the second-grade students of SMP Tri Sukses Natar. Two classes were chosen, the first class was the try-out class and the other class was the experiment class. The researcher chose SMP Tri Sukses Natar since in this school, there is no researcher has conducted a study by implementing WH-Question technique to improve students' reading ability.

4. Preparing the Instrument for Data Collecting

The purpose of the try out test was to measure whether the test was appropriate and applicable to be use during the research or not. Try-out test was administered to determine which items used in the test and which ones should be dropped. A good test can be measured by considering several factors, such as validity, reliability, level of difficulty and discrimination power.

5. Administering the Pre-test

The pre-test was administrated in order to measure the students' reading skill achievement before being taught by using WH-Question as technique. The pre-test was in form of reading test which is in multiple-choice and matching all in 30 items in 60 minutes.

6. Conducting the Treatments

After conducting the pre-test, the researcher conducted the treatment in three meetings with 90 minutes for each meeting. The researcher taught reading comprehension by using WH-Question technique. The procedure was pre-activity, whilst-activity, and post-activity.

7. Administering the Post-test

The post-test was given to the students in experimental class after the treatment of teaching reading comprehension through WH-Question technique was over. The aim was to find out whether the students' reading comprehension achievement

increased or not. It took 60 minutes and used 30 items of multiple-choice questions with four options (A, B, C, and D).

8.   Analyzing the data

After conducting the whole test, the results were analyzed by the researcher. The data were analyzed by using the statistical computation i.e. Repeated Measure T-Test. It was used in order to see whether the WH Questions technique can be used to improve students' reading ability in narrative text or not.

3.8 Hypothesis Testing

After collecting the data, the researcher analyzed the data in order to find out whether there is a significant difference of students' reading ability in narrative text before and after being taught through WH-Question technique. Repeated Measure T-Test was used to see the level of significance of the treatment's effect. The result of the Repeated Measure T-Test was used to determine whether the first hypothesis is accepted or rejected. In this study, the researcher used the significance level of 0.05. The hypothesis is drawn as follows:

H_0 : There is no significant difference in students' reading ability before and after being taught by using WH-Question technique.

H_1 : There is a significant difference in students' reading ability before and after being taught by using WH-Question technique.

The criteria for accepting the hypothesis are as follows:

H_0 will be accepted if the alpha level is higher than 0.05 ($\alpha > 0.05$)

H_1 will be accepted if the alpha level is lower than 0.05 ($\alpha < 0.05$).

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions for the English teachers who want to try to implement the WH-Question technique to teach narrative text in reading comprehension and other researchers who want to conduct similar research.

5.1 Conclusions

Based on the data analysis and discussion of the research findings, the researcher comes to the following conclusions:

1. There is a significant difference of students' reading comprehension ability before and after the implementation of WH-Question technique. It can be seen from the value of two tailed significance which is lower than 0.05 (0.000<0.05). It is also supported by the students' score of pre-test and post-test which improve from 61.4 to 72.3. It can be concluded that WH-Question technique is effective to improve students' reading comprehension.

2. WH-Question technique gives an improvement to all aspects of reading. After analyzing the data, the result shows that the aspect of reading that improved the most is determining main idea. It can be seen from the gain score of main idea is 35. Then, the aspect that improved the least is vocabulary. It can be seen from the gain score of vocabulary is 14. So, it can be stated that the aspect improved the most after the implementation of WH-Question technique is main idea since it helps the students to understand the information in a text well. Then, the aspect improved the

least is vocabulary since the students always open dictionary in the teaching learning process.

5.2 Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

5.2.1 Suggestions for English Teacher

1. English teachers are recommended to apply WH-Questions technique as the alternative way in teaching reading using narrative text because it can help the students in comprehending the text easier.

2. English teachers can use another type of text such as narrative, recount, report, etc. in WH-Questions technique. It will make the students easier to comprehend the text.

5.2.2 Suggestions for Further Researcher

Based on the data analysis and conclusion, the following suggestions for future research are offered:

1. Further researchers may conduct research using this technique on different level of students. It can be applied in senior high school students or university students.

2. Further researchers can apply WH-Questions technique in another English skill for example writing skill.

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