

I. INTRODUCTION

This chapter discusses certain points in introduction : background of the problem, problem of the research, objective of the research, uses of the research, scope of the research, and definition of the term clarified like the following:

A. Background of the Problem

In Indonesia, English is as a foreign language. English should be taught for Indonesian students. Realizing that English plays a very important role in the world of communication, Indonesia National Education Department has declared English as the first foreign language. English is then considered as compulsory subject taught from elementary school up to university. There are four skills that should be taught to the students of senior high school, they are listening, speaking, reading, and writing. They cannot be taught separately, even they should be taught interactively with other aspects of language such as grammar and vocabulary.

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 can not 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. Hornby (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 SMA students in comprehending a reading text, as a matter of fact is still far from the objectives stated in the curriculum, that many SMA students have difficulties in comprehending the English text, such as; some of the student can not get the main idea of the text, some of the students were not interested in reading the text, and some of the students can not to find out the general information from the text. One of the problems might be the students felt bored since the materials were monotonous, just follows the curriculum and make them not interested to read it. It is necessary for English teachers to make reading materials more interesting and motivating to students that they can make progress in 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.

In order to get the interest of the students, the teacher should develop the technique in teaching reading. Nuttal (1987) says that developing type of questions and techniques 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. 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. For example, a “*Who*” questions asks for the name or identification of a person, a “*What*” question asks for the thing or event, a “*Where*” question asks for place, a “*When*” question asks for the time, a “*Why*” question asks for the reasons for something, and a “*How*” question asks for the way something accomplished. By knowing these questions words, the students will 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 will be able to comprehend the text easily.

According to the statement above, the researcher wants to conduct research by applying wh-questions technique to SMA Kosgoro Sekampung. This SMA has several problems to be solved. Some of the students do not comprehend in reading text. The students’ reading ability is still low. Therefore, the writer will improve students reading ability using wh-questions. The researcher expects that this technique can help the students to comprehend the reading text. By using this technique, the students of SMA Kosgoro Sekampung will hopefully be motivated to read because they have set the purposes of reading which are realized by using “*wh- questions*”.

B. Identification of the Problems

Based on the background of the problem above, the writer would like to identify the problems as follow:

1. Some of the students did not comprehend when they were reading a text
2. Some of them were not interested in reading text
3. Some of the students did not know the main idea of the paragraph
4. The students' motivation in reading a text was still low
5. The students' reading ability was still low
6. The students did not answer the question completely
7. The students got difficulties to find out general information from the text
8. Teachers did not have media in teaching learning.

C. Limitation of the Problems

In line with the identification of the problems, the writter limits her study to the following problems "improving reading comprehension ability using wh question".

D. Research Problems

There are tree research problems mush be resolved this research :

1. How can *wh-question* technique be used to increase students' reading comprehension ability at the second year of SMA KOSGORO Sekampung East Lampung?

2. How can *wh- question* technique be used to improve teacher's performance at the second year of SMA KOSGORO Sekampung East Lampung?
3. How can teaching through *wh* question technique improve students' activities at the second year of SMA KOSGORO Sekampung East Lampung?

E. Objectives of the Research

In doing this classroom action research, the objectives of this research are to investigate:

1. How *wh-question* technique can be used to increase the students' reading comprehension ability at class XI IPS 1 of SMA KOSGORO Sekampung East Lampung
2. How *wh-question* technique can be used to improve the teacher's performance at class XI IPS 1 of SMA KOSGORO Sekampung East Lampung
3. How reading through *wh* question technique can improve students' activities at class XI IPS 1 of SMA KOSGORO Sekampung East Lampung

F. Uses of the Research

Theoritycally, this research is expected to have contribution to support the accepted theories about the benefits of pleasing material for language acquisition.

Practically, the significances of this research are : Information for SMA English teachers at SMA Kosgoro Sekampung that using *wh-question* technique in

teaching reading can improve the students' ability in comprehending the reading text. As a reference for English teacher to improve teacher's performance.

G. Scope of the Research

This research is CAR (Class Action Research) which is focused on finding out the improvement of students' reading comprehension through *wh-questions* technique. This research was conducted at the second year of social program class XI IPS 1 of SMA Kosgoro Sekampung, in the first semester of the study period 2011/2012. Since the classes consist of the students of mixed ability, *i. e. there are low, average, and high level of the students*, the researcher chose one class XI IPS 1 (consisting of 40 students). The materials covered in this research are based on the KTSP English Curriculum of SMA.