

**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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**ABSTRACT**

Penelitian ini bertujuan untuk menemukan perbedaan kemampuan membaca siswa setelah diajar dengan teknik *wh-question*. Pendekatan penelitian ini adalah penelitian kuantitatif. Tes membaca digunakan sebagai instrumen pengambilan data. Subyek penelitian ini adalah 60 siswa kelas sebelas SMAN 2 Tulang Bawang Udik. Hasil penelitian menunjukkan bahwa secara statistik terdapat peningkatan yang signifikan dalam kemampuan membaca siswa setelah siswa diajarkan menggunakan teknik *wh-question*. Berdasarkan hasil ini, dapat disimpulkan bahwa teknik *wh-question* adalah teknik yang efektif untuk meningkatkan kemampuan membaca siswa.

The aim of this study was to find out whether the use of the *wh-question* technique improved the students' reading ability. This study was a quantitative study. Reading tests were used as the instrument to elicit the data. The subjects of this research were 60 second grade students of SMAN 2 Tulang Bawang Udik. The result showed the students who were taught through *wh-question* technique had better achievement and the difference was statistically significant. This suggests that *wh-question* technique facilitates the students to improve their reading ability.

***Keywords:*** *wh-question technique, reading test, narrative text*

## INTRODUCTION

Reading is one of the important skills that should be learners need to master. 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) 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 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.

Reading itself is the process of understanding the written or printed text. It can be said that reading always comes along with comprehension. In other words, no reading occurs without comprehension. 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.

From the previous research of 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 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. Then, Lestari (2012) conducted a research to second grade students of SMP Negeri 1 Mempawah Hulu Kabupaten Landak. In her research she used WH-questions as teaching technique to teach reading narrative text that can make students ready to study. This research indicated the significance of using WH-questions in teaching reading narrative text for the eighth grade students of SMP Negeri 1 Mempawah Hulu Kabupaten Landak.

According to previous research, the writer conducted the research by applying WH-questions technique to the students. 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.

## **METHOD**

It was quantitative research. In this research, the writer uses the control group pretest-posttest design to prove the hypotheses. This research uses two classes as experimental class and control class. The experimental classes used wh-question technique, which the other (control class) used conventional the way of teaching. Control class used to control the students' progress in the experimental class, whether the progress was affected by the treatment or not.

The population of this research was the second grade of SMAN 2 TBU. 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 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. Data collecting technique that used in this research was reading test. The data was gained from the students' pre-test and post-test scores for both two classes.

## FINDINGS

### 1. Results of Pre-Test

**Table 1.1. Distribution of Pre-Test Scores**

Score Interval	Number of Students	
	Experiment al class	control class
30 – 49	16	16
50 – 69	11	14
70 – 89	3	-
90 – 100	-	-

According to the table above, there were 16 students from 30 students in experiment class who got the scores 30-49 and the same score in control class. There were only 3 students who got the score Based on the English's minimal mastery criterion (KKM) in SMAN 2 TBU which was 70, it could be concluded that the students reading comprehension ability in the both of classes were still poor.

### 2. Result of Posttest

**Table 2.1. Distribution of Posttest Scores**

Score Interval	Number of Students	
	Experiment al class	control class
30 – 49	2	1
50 – 69	16	23
70 – 89	11	6
90 – 100	1	-

The table above illustrates that there were 12 students in experiment class who got the score 70. The students' scores in post-test were higher than their scores in the pre-test. In the control class there were 6 students who got the score 70. It means that the students' score in post-test are higher than their score in the pre-test. Therefore, the students' in experiment class attainment of reading achievement better than the students in control class. This indicated that wh-question technique is effective to be used in teaching reading.

## DISCUSSIONS

It is intended to answer the research questions that asked whether any difference or not of students' reading achievement after being taught by using WH-Questions technique. The research took reading comprehension tests called pre-

test and post-test. Based on the results of the research, the researcher suggested recognizing wh-question Technique as one of the techniques to improve the students' reading ability in teaching narrative text. It was found that there was improvement of students reading comprehension score after the implementation of WH-Questions technique. The comparison between the mean score of pre-test and post-test in experiment class increased from 50.6333 to 66.6333. While the comparison between the mean score of the pre-test and post-test in control class also increased from 49.3333 to 61.2000.

As the researcher observed from the first until third meeting, it was found that most of the students were active in doing discussion in group to answer the question related to the given text. Because the researcher had explained the function of each question word, the students then had the purpose in reading in order to locate the details and also the information required by the questions. This technique made them earned high motivation to comprehend the text.

Then, this study also analyzed the improvement of each aspect of reading. WH-Questions technique increased the students' reading comprehension in all aspects of reading comprehension, such as determining main idea 6.67%, finding detail information 10%, inference 6%, reference 2.38% and vocabulary 8.67%. Moreover, WH-Questions technique mostly increased the students' reading comprehension in finding detail information.

This finding confirmed the statement from Nuttal (1987) who said that developing types of question and techniques for the students is essential in teaching reading. It is also in line with the notion delivered by Lukito (1993) that question is used to ask information for certain problem. It means that 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.

In line with 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 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. Then, the previous research of 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 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.

## CONCLUSION

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 that, 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.

## 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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