

IMPROVING STUDENTS' READING NARRATIVE COMPREHENSION TEXT THROUGH WH-QUESTIONS TECHNIQUE

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Abstrak. Penelitian ini bertujuan untuk meneliti(i) adanyapeningkatan kemampuan pemahaman membaca teks naratif setelah diajar melalui teknik WH-questions dan respon siswa setelah diajar melalui teknik WH-questions,(ii) respon siswa terhadap teknik WH-questions. Penelitian ini adalah penelitian kuantitatif. Sampel penelitian adalah30 siswa pariwisata kelas XI di SMKN 3 Bandar Lampung. Tes membaca dan kuisisioner digunakan sebagai alat untuk pengambilan data. Data tes membaca dianalisa menggunakan program SPSS 16. Hasil penelitian menunjukkan bahwa adanya peningkatan signifikan pada kemampuan siswa dalam membaca teks naratif dengan tingkat signifikansi $0.00 < 0.05$. Hasil lain juga menunjukkan bahwa siswa memberikan respon positif terhadap teknik WH-questions. Dapat disarankan bahwa teknik wh-questions dapat membantu siswa dalam meningkatkan kemampuan membaca.

Abstract: The objectives of this research were to investigate whether (i) there was a significant improvement of the students' reading narrative textachievementafter the implementation of WH-questions technique,(ii) the students' response towards the WH-questions technique. The design was quantitative analysis. The subjects of the research were the30 secondgrade tourism students of SMKN 3 Bandar Lampung. Reading comprehension tests and questionnaire were used to collect the data. The reading data was analyzed by using SPSS 16 program. The result showed that there was a statistically significant improvement of the students' reading comprehension of narrative texts with the significant level $0.00 < 0.05$. Furthermore, the students gave positive responses after the implementation of WH-questions technique. This suggests that wh-questions techniquefacilitates students' to improve their reading comprehension.

Keywords: reading comprehension, WH-Questions, and narrative text.

INTRODUCTION

One of language skills is reading. According to Nunan (2003:69), "Reading is an essential skill for learners of English as a second language". For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning any content class where reading is required. Moreover, Harmer (1992: 190) states that reading is an exercise dominated by the eyes and brain. The eyes receive messages and the brain then has to work out the significance of those messages. In some situations, reading in the first language is very different from foreign language. In fact, reading foreign language is more difficult from reading the first language. Cohen (1994) said that reading foreign language is often slower and less successful because the reader must understand many unknown vocabularies and complicated sentence structure which make the reader difficult. Reading is the process of understanding the written or printed text. It can be said that reading always comes along with comprehension. Snow (2002: 11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The process of comprehending involves decoding the writer's words and then using

background knowledge to construct an approximate understanding of the writer's message.

Based on the pre-observation, the students in SMKN 3 Bandar Lampung had a problem in reading. The problem was from the students' ability in English especially when they are studying reading text. The students lacked of vocabulary mastery. They got difficulties to answer the questions because they did not know the meaning of what text tells about. Therefore, the teacher should change the teaching technique so that the students were able to understand the text easily.

The use of WH-questions technique is very useful for teaching reading. Putri (2015) and Sugiarti (2011) proved that WH-questions technique could significantly increase the students' reading achievement. In the previous researches, the researchers just used question words to improve their reading skills after read the text. While in this research, the researcher used different way from the previous researches. The researcher not only focused on students' reading improvement but the researcher also focused on analyzing what aspect of reading that improved students' reading ability the most and focused on students' response after being taught by WH-Questions technique in reading comprehension. By knowing students' response, the researcher had known whether this

technique was able to improve students' reading ability or not.

From the statements above, the researcher applied WH-questions technique so that it could be one of recommended technique in improving students' reading achievement. It was hoped that technique of teaching reading could help the students to comprehend the reading texts. By using WH-question technique the students had to be active and also to raise their interest in reading texts. By using this technique, the students hopefully be motivated because they had set the purpose of reading which are realized by using WH-questions. The researcher expected that WH-Questions technique could overcome the difficulty in reading comprehension. To prove the teaching technique, SMKN 3 Bandar Lampung was chosen as the object of the research.

METHODS

The purpose of this research was to find out whether there is significant improvement of students' reading comprehension ability after they were taught through wh-questions technique. This research was quantitative research in which onegroup pretest-posttest design was applied.

This population of this research was second year of SMKN 3 Bandar

Lampung in second semester of 2016/2017 academic year. Tourism Class IX A which consisted of 30 students was chosen as the experimental class. For the data collection instrument, pretest and posttest for reading test; moreover, she used questionnaire for supporting the quantitative data. The pretest was applied after doing a try out test while posttest was administrated after treatments. The test was in written form of multiple choice consisted of 30 questions in 90 minutes. The questionnaire was applied after the posttest to know the students' response after being taught through WH-Questions technique.

The treatment was conducted in three meetings with three topics of narrative text. In order to make sure that data instruments were reliable, she applied person product moment. After getting the result of test, the students' score of pretest and posttest were analyzed by using Paired Sample t-test of SPSS 16 program. In addition, questionnaire was described clearly.

RESULT

Before conducting the treatments, the researcher administrated the pretest to identify the ability of the students before they got the treatments. As the result, the total score of pretest was 1820; the mean score of pretest was 60.67; the highest score was 80; and the lowest score was 33. From the

result of the test, the students' score were various. There were ten students who had 33-53 score, those who had 57-63 score was nine students and those who had 67-87 score was five students. Since the KKM for English subject is 70, it indicates that there were still many students did not pass the standard score.

After implementing three treatments to the students using WH-questions technique, the researcher administrated the posttest to know whether there was increase of students' reading comprehension achievement or not. From the result, it was found that the total of posttest in the experimental class was 2303. The mean score was 76.77; the highest score was 83 and the lowest score was 70.

From the results of pretest and posttest, it can be inferred that there was an increase on students' reading comprehension ability after being taught by using WH-questions technique. The result from the calculation by using SPSS 16.0 shows the mean score of pretest result is 60.67 while in the posttest is 76.77 in which the gain score was 16.10 points. It can be inferred that the mean score posttest is higher than the mean of pretest. It means that there is any improvement in students' reading comprehension achievement after being taught by using WH-questions technique. It can be seen from the following table.

Table 1. The Difference of Students' Score in Pretest and Posttest

Category	Pretest	Posttest	Gain
Mean	60.67	76.77	16.10

From the table above, it can be seen that there was a significant improvement of students' reading narrative comprehension text after being taught through WH-questions technique and it answers the first research question. Meanwhile, the second result of the study shows the improvement of all reading aspects. The summary can be seen from the following table below.

Table 2. The Improvement of Each Aspect

Aspects of Reading	Pre Test and Post Test(%)*	Gain (%)*
Main Idea	47 - 78	31
Specific Information	65 - 73	10
Inference	49 - 69	20
Reference	58 - 85	27
Vocabulary	73 - 78	5

In table 2 above, it can be seen that the aspects of reading comprehension achievement of the students that increase most after being taught by using wh-questions technique is identifying main idea, i.e. 31%. Next, the aspect of finding specific information improved 10%. Then, the improvement of determining

reference was 27% and making inference was 20%. Last, the aspect of understanding vocabulary got the lowest improvement that only reached 5%.

In testing the hypothesis, the researcher used Paired t-test to analyze the data, whether it was improved or not, in which the significance was determined by $p < 0.05$. Based on the analysis data from SPSS, it was found that the sig marks was $0.00 < 0.05$ which meant that group discussion was able to improve students' reading achievement. The result of *paired sample test* was shown in the following table 3.

Table 3. Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PostTest - PreTest	1.61000E1	13.75237	2.51083	10.96478	21.23522	6.412	29	.000

Based on the table, it can be seen that the result of t-value (6.412) is higher than t-table (2.045) and the two tail significance show that $p < 0.05$ ($p=0.00$). it can be inferred that H1 is accepted and H0 is rejected since $0.00 < 0.05$. In conclusion, there is a significant improvement of students' reading comprehension ability of narrative text after being taught by WH-Question technique. Thus, the hypothesis is accepted.

DISCUSSION

The purpose of the research is to find out whether or not there is significant improvement of students' reading comprehension after being taught through wh-questions technique. As the researcher observed the students' activities from the first to third meeting, some problems related to some aspects of reading were found. From the aspect of main idea, it was found the students were still confused in distinguishing the important information and irrelevant information of the text, so they could not identify the main idea correctly. Then, in understanding vocabulary, it was found that the most students lack

of vocabulary. They did not know the meaning of the words in the text, so they often asked the teacher about the meaning of the vocabulary. Next, it was found the students had difficulties in answering questions related to aspect of inference. It seemed difficult for students to infer the information which was not explicitly stated in the text, so they could not predict what the text actually means.

After being taught using wh-questions technique, the reading ability of students gained a progress, it could be seen from the comparison between the students' pretest score and posttest score. The difference of mean score from pretest and posttest is 16.10. The mean score of pretest is 60.67, while the mean score of posttest is 76.77. Then, the result was analyzed by using Repeated Measures t- test, it was also found that the t-value was higher than the t-table and the significant level was achieved. Therefore, it was confirmed that there was a significant improvement of students' reading narrative comprehension text after being taught through wh-questions technique.

Then, this study also analyzed the improvement of each aspect in reading, they were identifying main idea increased by 31%, finding specific information increased by 10%, making inference increased by 20%, determining reference increased by 27% and understanding vocabulary increased by 5%. With reference to the percentages, it shows that aspect of identifying main idea has the most improvement than the other aspects.

In other words, wh-questions technique has positive effect toward students reading comprehension achievement. It was supported by Putri (2015), who carried out a study in order to find out whether there is a significance difference of students reading comprehension before and

after the implementation of wh-questions technique. The result disclosed that 30 students of the research improved their reading comprehension achievement by using wh-questions technique. Students could focus their attention on the text in order to find the information in the text during the treatment.

The finding also confirmed the result of the research that was conducted by Sugiarti (2011). She compared the difference between pretest and posttest that wh-questions gave significant improvement in students' reading comprehension of descriptive text.

Moreover, in the reading aspects, there were five aspects which were considered. They were identifying main idea, identifying specific information, determining references, making inferences, and understanding vocabulary. According to the reading aspects improvement, it could be inferred that there were improvement of reading aspects. In the pretest, the highest point was vocabulary, followed by identifying specific information, determining references, making inferences, and the last was main idea. However, in the reading posttest, there were changes in reading aspects, the highest point was determining references, followed by identifying main idea, understanding vocabulary,

identifying specific information, and the last was making inferences.

In addition, the determining references aspect was the highest improvement of the five aspects. It could be assumed that the implementation of WH-Question which provides some question in reading a passage helps the readers in understanding the link between the definite topic and the expressions used by the writers. As it stated by Lukito (1993) he states that the function of question is to maintain certain information and the question itself is used for avoiding misunderstanding. In addition the vocabulary aspect could be the least improvement because it could be inferred that the function of questions in reading mostly ask about information and mostly the readers do not focus in finding the meaning of the certain vocabulary, since the readers usually correlate the un-understood vocabulary with the sentences.

CONCLUSIONS

After conducting the research, the reseacher draws the conclusions as follows:

1. The implementation of WH-Question in teaching reading could improve the students' narrative text reading ability since the implementation of question in reading could mantain the focus of the readers. It could be seen

from the gain of students' reading mean score in the prettest and the posttest (60.67 to 76.77) and the statistical report; in addition, the use of wh-question could also improve the students' skill in five aspects of reading namely, identifying main idea, identifying specific information, determining references, making inference and understanding vocabulary by seeing the analysis of the students' works in the posttest in each aspect.

2. The implementation of WH-Question in teaching reading could give positive responses in students' reading ability.

Based on the research, it could be concluded that the implementation of WH-Questions technique gave positive effects in students' reading ability.

SUGGESTIONS

According to the conclusions above, the researcher would like to recommend some suggestions as follows.

Suggestions for English Teachers

1. English teachers are suggested to use WH-question as a technique that can be used to improve students' reading ability in narrative text effectively because the researcher found that through WH-Question, students become more focus in gaining information

of the reading passage. It is important to prepare some questions in brainstorming the students to introduce them about WH-Question

2. Since WH-Question technique can develop students' ability in reading, teachers might not feel worry about the difficulties of context in the text.

Suggestion for Further Researchers

1. This study was conducted in vocational high school level. Therefore, the further researcher can try to find out the effect of using WH-Question technique in different level of school.
2. In this study, narrative text was employed as the media to measure the improvement of students' reading ability after the implementation of WH-Question technique. Further researchers can try to apply WH-Question with another kind of text, descriptive text and report text for instances.

In brief, those are the conclusions of the research findings and the suggestions for English teachers who want to try to implement wh-question technique in teaching reading and for further researchers who want to investigate the research about this technique.

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