

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

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ABSTRAK

Penelitian ini dilaksanakan berdasarkan permasalahan yang ditemukan selama proses belajar mengajar di kelas IX A SMP Negeri 3 Mukok, khususnya tentang pemahaman siswa terhadap isi teks. Permasalahan yang ditemukan adalah siswa tidak dapat menemukan pikiran utama dalam setiap paragraph sehingga pada akhirnya siswa juga tidak bisa membuat kesimpulan dari seluruh isi bacaan. Pada penelitian ini peneliti menggunakan WH-Questions untuk membimbing siswa meningkatkan pemahaman terhadap isi bacaan. Model penelitian yang digunakan adalah Penelitian Tindakan Kelas. Subjek penelitian terdiri dari 24 orang siswa kelas IX A SMP Negeri 3 Mukok Tahun Pelajaran 2012-2013. Data diperoleh dari hasil evaluasi setelah selesai melaksanakan siklus 1 dan siklus 2, observasi juga dilaksanakan untuk mengetahui motivasi siswa dalam mengikuti proses belajar mengajar khususnya dalam pemahaman bacaan melalui WH-Questions. Nilai rata-rata perolehan siswa menunjukkan adanya peningkatan dari 57,50 menjadi 73,75 dapat disimpulkan bahwa pengajaran teks bacaan menggunakan WH-Questions dapat meningkatkan pemahaman siswa terhadap isi bacaan.

Kata kunci: Teknik mengajar, Penelitian tindakan kelas, Pemahaman bacaan.

ABSTRACT

This research was conducted based on the problems which were found in the process of teaching-learning reading comprehension on narrative text by the ninth grade class A students of SMP Negeri 3 Mukok. The problems were that they were could not find main ideas of a paragraph and made summary of an entire text. The research was guided by a conceptual framework leading to the using WH-questions to improve their comprehension on narrative text. The research type was an Action Research. The subject consisted of 24 Students of the Ninth Grade Class A of SMPN 3 Mukok in Academic Year 2012-2013. The research data were collected using test (test after first treatment and test after the second treatment), observation for collecting data on students' motivation in comprehending the reading text especially in reading comprehension on narrative text through WH-Question. The data of this research were taken from the students' score in two cycles and they were collected by using students' worksheet, observation checklist table, and field note. The mean score increased from 57.50 to 73.75. It concluded that teaching narrative text through WH-Questions could improve students reading comprehension.

Keywords: Teaching Technique, CAR, Reading Comprehension.

Reading is a learning process of transferring information from writer to the reader by using writing form. The writer is the sender of the information, thoughts, ideas and the reader is the receiver of the information. Reading gives many advantages for the reader because most of information like technology, social, science, economy and others are mostly in written form. Through reading the readers can get some information that they need to understand about the content of reading text.

Reading is a complex process, because in communication between the writer and the reader. The writer offers information through the text or story while the readers try to understand what the writer intends to. Bamberger (1975:13) indicates that 'Reading is a complex process which comprises various developmental stages'. Still, Bamberger adds that first of all, the readers must have a perceptual process during which symbols are recognized. In other words, the readers must be able to decode the words. After decoding process, the readers must construct meaning of those words. Moreover, reading process has a relationship with other skills such as vocabulary, grammar, and writing. When we read a text, we will find the combination of sentences in paragraphs and vocabularies.

McNamara(2007,xi) states that "readers can decode the words but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentences, the paragraphs, and the entire text". To help the reader decode each word, it is necessary to read the reading materials loudly and clearly.

According to Hennings (1993:2),"Reading is a thinking process that set two people in action together an author and a reader". The author has a purpose in writing and giving the message for communication. The writer chooses the fact and the ideas by choosing the suitable word to express those fact and ideas, and organize them in a reading text.

Reading is useless without comprehension. The purpose of reading's process is to catch the point of text. When the readers read the text, they process and transfer all the information on their brain, so they must focus on reading comprehension. Therefore, comprehension becomes really important to improve in learning reading in the classroom

Reading comprehension is a thinking activity. This process involves getting the main idea from the text. To know how the students could comprehend the text, Schell's 1972 study (Dechant and Smith 1997:237) remarks that there are three levels of comprehension. They are:

1. Literal comprehension: getting the primary, direct, literal meaning of a word, idea, or sentence in context.
2. Interpretation: getting deeper meaning-anticipating meanings, drawing inferences, making generalization, reasoning from cause to effect, detecting significance, making comparison, identifying purpose.
3. Critical reading: evaluating the quality, accuracy, or truthfulness of what is read.

According to Nuttall, Christine (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. The types of questions are:

1. Questions of literal comprehension.
The answers of these questions are directly and explicitly available in the text.
2. Questions involving reorganization or reinterpretation
The Questions require students to obtain literal information from various parts of the text and put it together, or to interpret information.
3. Questions of inference
These Questions require students to ‘read between the lines’, to consider what is implied but not explicitly stated. Thus, the students must understand the text well enough to obtain the implication.
4. Questions of evaluation
These Questions involve the reader in making a considered judgment about the text in terms of what the writer is trying to do, and how far he has achieved it.
5. Questions of personal response
These questions require the reader’s opinion about the text based on correct understanding of the text.

Teaching reading is very important in order to make students master in English. Students need to be introduced with as many reading materials as possible, because in the future it will help them to get many information and knowledge by the language. In learning reading comprehension, the students are expected to comprehend a text. Based on Current Curriculum used, namely Kurikulum Satuan Tingkat Pendidikan (KTSP), as the guideline to teaching learning process for English language teaching in most particular, there are four language skills that should be mastered by the students, they are Listening, Speaking, Reading and Writing. In order to achieve reading skill, the students have to read several kinds of text, they are Descriptive, Recount, Report, Procedure, Invitation and Narrative.

An appropriate technique can attract student’s attention and make them enjoy in comprehending the text. One of good techniques that can be applied by teacher to help the students in comprehending the narrative text is through WH-Questions. Cook band Sutter (1986:107) as cited by Rianti (2010) states that WH-Questions are questions which cannot be answered by yes or no.

The writer who acts as the English teacher at the ninth grade class A students of SMP Negeri 3 Mukok, found that most of the students still have problems in comprehending the reading text especially in reading comprehension on narrative text. For example there are some students who could not find main ideas of a paragraph and make summary of an entire text. Students just read but they could not understand about what they have read. They felt that reading comprehension was very difficult to do. Because of that, in teaching reading comprehension, the writer should be creative in developing the teaching learning process, using the appropriate teaching media, technique, strategy and method of teaching in order to make the students comprehend the text easier.

Hence, the writer decided to conduct a Classroom Action Research to solve the problem found. The writer, who acted as an English teacher of ninth grade of SMPN 3 Mukok, decided to choose WH-Questions. One of the important steps to

a good comprehension in reading is to interest the students in the topic and get them thinking about it.

Based on the syllabus of Kurikulum Tingkat Satuan Pendidikan (School-based curriculum), narrative text (monolog text) is taught to ninth grade students of Junior high school. Therefore the writer used narrative texts as teaching materials to trigger them. Narrative texts are commonly called as stories. Snowden (2001:4) states that stories are a wonderful source of material for understanding culture and discovering examples of knowledge and learning. Stories are used to teach, explain, and entertain as a means of education.

The writer choosed WH-Questions as a guide. The writer believed that guided question has some advantages. First, questions lead the students to give long answer so that they will not get confused and depressed how to comprehend the text. Besides, WH-questions are questions which cannot be answered by yes or no. Students are expected to have an answer and the answer is expected to be quite long. So it is clear that there is no other choice for students than giving sufficient answer when they are asked. They cannot shake or nod their heads, or say yes or no. Therefore, through WH-Questions, the writer hoped it encouraged the students to answer the questions while they comprehend the text.

METHOD

The form of this research is a Classroom Action Research. This form needs more attention in teaching and learning process. The researcher searched the real problems found and analyzes the caused then decided what action should be taken or treatment, the researcher reflected on his teaching after he took a note or he observed with his collaborators. Therefore, the research was such a teaching process which was divided into cycles.

According to Anne Burn (2009:122) Action research (AR) can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students. Costello (2003:6) as cited by Liza Aniriani (2010) states that classroom action research has a practical, problem solving emphasis. It is carried out by individuals, professionals and educators and its aim is to improve educational practice. The writer plans an activity that hopefully solves the problems that appear in the classroom. Put the plan in action of a real treatment, the writer then will observe the process and finally reflect the treatment. Action research is a research where the teacher also acts as the researcher and tries to make a better teaching learning process. Costello (2003:7) states that basic action research consists of four steps. The steps are planning, acting, observing, and reflecting. In every cycle, the steps must be done by the teacher. The description of the four steps in each cycle was:

1. **Planning**

The teacher's preparation before doing the activity such as lesson plan, teaching material, teaching media, observation checklist, table of scoring and field notes.

2. **Action**

The teacher does activity in class that is teaching the lesson that has already been prepared. While teaching learning process the teacher also observes the students' activity. The procedure of this stage as follows:

A. Pre- Activity

- a. Teacher greets the students.
- b. Teacher checks the students' attendance
- c. Teacher inquires the students
- d. Teacher explains the topic

B. Whilst- Activity

- a. The teacher explains the language features of narrative text.
- b. The teacher distributes the narrative text to the students.
- c. Teacher asks the students to read the texts and the students try to find the information from the text.
- d. Teacher explains the function of WH-Questions.
- e. Teacher asks the students to answer the questions about the information from the text given.
- f. Teacher asks the students to make summary by using their answers.

C. Post- Activity

- a. The teacher asks the students about their problems
- b. The teacher and students concludes the materials.

3. **Observing**

The writer observes his class together with his collaborator when he was doing his action. The observing activities are held to collect the data and put in the observation checklist table and field note down to comment anything that occurs in the teaching learning process that found as well as the probable solution to overcome the problems.

4. **Reflecting.**

In reflecting, based on field note and checklist table, the writer and the collaborator get some important feedback in re-planning the next action. After the two steps: planning, acting, and observing are conducted, the writer and the collaborator get outcome of the treatment. The writer and the collaborator discuss the weakness of the teaching and learning and try to solve the problems.

In this research, the writer takes the subject of research where the problems found. The subject is Ninth Grade class A students of SMP Negeri 3 Mukok consists of 24 students. The appropriate technique of collecting data is very important to obtain the objectives of the Classroom Action research. By choosing and using an appropriate technique to collect the data of research, it would guarantee that hypothesis can be tested and outcome of the research can be considered objectively. In this research, the writer carried out two techniques in collecting data namely: Measurement and Observation. The writer will conduct

the measurement and observation when he takes data in the classroom where the teaching learning process occurred. In this research, the tools of data collecting are:

1. Written assessment.

The type of the assessment used in this research is essay test. The writer constructed 10 essays questions to cover the student's reading comprehension.

2. Observation checklist

Observation checklist is used to observe the students and the teacher acts in conducting the authentic material reading strategy in the classrooms' activity.

3. Field Notes

Field Notes is a note which is made to record the important events which appear during teaching learning process, when the treatment is applied, and the situation in the classroom during those time to support the data from the observation checklist.

To score the students' worksheet, holistic scoring will be used. Van Blerkom (2009:82) states that when using a holistic scoring strategy, the teacher will look at the answer as a whole and much more focus on the students' intended meanings rather than the way they construct the answer. Each answer will be scored holistically but the answer with correct structure will be more appreciated. This will be explained in the rubric score.

Fig.1.Rubric Score

Category	Item Number	Score for each category
Orientation	1,2	20
Complication	3,4,5,6,7	50
Resolution	8,9	20
Re-Orientation	10	10
Total		100

X = total points of appropriate answer
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Note: X = Individual score.

To compute the class performance, the writer will use the formula of mean score. All individual scores will be summed and divided by the number of students in the class (Anne Burns, 2009:122)

$$M = \frac{\sum X}{S}$$

Note: M = The students average score

$\sum X$ = The sum of student's score

N = Number of students being observed.

To classify the data, the writer provides the table below:

Fig.2. Table of Data classification

Total Score	Category	Qualification
80-100	A	good to excellent
70-79	B	average to good
50-69	C	poor to average
0-49	D	Poor

(Adapted from David P. Haris. 1969:134)

If 75% students or more than 75% students get 70 (based on KKM in SMPN 3 Mukok), the writer considers that students' reading comprehension on narrative text through WH-Questions are improved.

RESULT

This research was conducted in two cycles. During using the material, the writer and the collaborator cooperated to record the process-what actually happened in classroom through observation checklist table. The collaborator viewed of the process was very important to avoid the subjectivity of the writer. After giving the students' worksheet, the writer computed the students' score and classified the mean score into the qualification. All those steps were done to obtain the research finding.

The result of students' mean score in cycle 1 was 57.50, consists of orientation 17.08, complication 28.75, resolution 5.41 and Re-orientation 6.25. While the result of students' mean score in cycle 2 was 75.75, consists of orientation 19.58, complication 33.33, resolution 11.67 and re-orientation 9.16. This research indicated that the students reading comprehension was getting better in every cycle. The improvement that was gained in the classroom was considered as the result of treatment. In conclusion the research findings of the classroom action research were satisfying. WH-Questions helped students' comprehend in reading comprehension on narrative text. Thus the prediction of the action hypothesis was accepted.

During doing his observation at SMPN 3 Mukok, especially in class A of the Ninth grade students, the writer found some problems that happened in reading class. The problem was most of students still have problem in comprehending the reading text especially in reading comprehension on narrative text. Students just read but they could not find main ideas of a paragraph and make summary of an entire text. Then, the writer prepared the lesson plan, teaching material, observation checklist table, and form of field notes. The lesson plan and teaching material were constructed in such a way to make an effort so that the students got involved in teaching-learning process.

The acting stage was conducted on January 15th 2013. On that day, all students were present. All activity followed the rules as written in the lesson plan. The writer greeted the students, introduced the materials, and inquired the student to attract them in the teaching-learning process. The writer showed the texts and then distributed the texts to the students, then the writer read the text and the students

were required to listen carefully. The writer read the text for the second time and the students listened to the writer. Next the writer asked the students to read the first sentence of every paragraph and the last sentence at the last paragraph, here the students tried to know the text generally. Next the writer asked the students to read the text and try to understand about the information from the text and find the unfamiliar words to ask to the writer. Next, the writer gave a chance for the students to ask whether there were still any unfamiliar words. There were some students who asked some unfamiliar words, and the writer answered the students' questions. Next, the writer explained the function of WH-Questions and asked the students to answer the questions based on the text. This step was to help the students how to answer the question easily. Next the writer distributed the test that students had to answer individually. Some students did the test smoothly, but there were some students still did not write anything on their answer sheet, it seemed that the student did not understand the story well. When the bell rang, all the students submitted the answer sheet. During the teaching learning process, the collaborator, who sat at the back seat, wrote down all process happened.

The writer and the collaborator discussed about the teaching-learning process. The writer and the collaborator checked the student's answer and gave score. The result of students' mean score was categorized C. This was qualified into poor to average. Based on the indicator of success, this result was still unsatisfying. The percentage of students' achievement was presented as follow: 9 students or 37.50% of students passed the criteria and 15 students or 63.50% of students were still below the criteria.

Based on the discussion between the writer and the collaborator, it could be concluded that the first cycle was not satisfying yet and it still needed much effort to accomplish the goal of the material applied. It meant that second cycle was waiting for being conducted. The improvements are as follows:

1. The writer had to explain the function of WH-Questions clearly
2. The writer had to explain how to answer the question using WH- Questions.
3. The writer should help the students to construct the summary of the story by

Based on the answers.

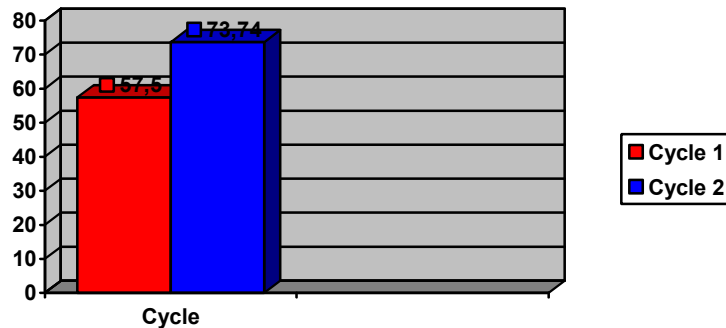
Based on the result of reflection in the first cycle, the writer and the collaborator found some new problems. The problems were some students who could not answer the questions' correctly, students just gave short answered in every question. Thus the writer had to explain and model the WH-Questions technique by using a reading text. Therefore, the writer and the collaborator attempted to cover the shortcomings happened in the previous meeting. The writer prepared the lesson plan, teaching material, observation checklist table and the form of field notes.

On January, 22nd 2013, all the students were present. The writer came into the classroom and greeted the students. Before starting the lesson, the writer checked the students' preparation and made sure that all students would pay attention. After the class got silent the writer introduced the material and inquired the students. Then the writer distributed the text and the students were required to mention the unfamiliar vocabularies. Before reading the story, the writer made sure that all the students had been ready and would focus listening to the story.

Then the writer read the story for the students to help them decode each word they listened to. Then the writer explained the generic structure and grammatical features of narrative text in the story. After that the writer explained the function of Question words and guided the students to answer the questions based on the text given. Then the writer distributed the test that students had to answer individually. Before started answer the questions, the writer emphasized to the students that they should be confident with their own answers. Next, the students did the test individually. During the teaching-learning process, the collaborator, who sat at the back seat, wrote down all process happened. The writer and the collaborator checked the students answer and gave the score. The result was satisfying because most of the students showed improvement in their individual score. The following was the score of the individual students: The result of students' mean score was categorized B. This was qualified into Average to Good. Based on the indicator of success, this result was satisfying. The percentage of students' achievement was presented as follow: 18 students or 75.00% of students passed the criteria and 6 students or 25.00% of students were still below the criteria, it meant that 6 students must followed the remedial to pass the criteria of KKM. Based on the result of second cycle and the criteria KKM of SMPN 3 Mukok, the writer and the collaborator concluded that the second cycle had been successful. The students were able to comprehend the narrative text. So, they were able to answer the questions and the students mean score was improved. More importantly, the shortcomings happened in the first cycle had been able to be minimize in the second cycle. Also, the teaching-learning process was better than the first cycle. It meant that the cycle could be stopped.

This classroom action research was conducted in two cycles. Each cycle consisted of planning stage, observing stage, and reflecting stage. The acting stage was conducted in one meeting (2 x 40 minutes) that was performed during the teaching learning process. While doing teaching learning process, the writer needed a collaborator to observe what was happening in the classroom and to take some notes. The presence of collaborator was to minimize the subjectivity of the writer while interpreting the data. The data was collected in the form of students' worksheet, observation checklist table, and field notes. In conducting the second cycle, the writer focused on the improvement of students' individual score. In this cycle, all of the students show improvement in their individual score. Most of the students were able to comprehend the text. So, they were able to answer the questions and the students mean score was improved. The research findings showed that students' mean score in the first cycle was 57.50 and qualified into poor to average. In the second cycle, the students mean score was increasing to 73.75 and qualified into average to good. This result was supported by the improvement of students' individual score. After observing the process and interpreting the data, the writer and the collaborator decided to stop the actions because the data showed that the indicators of success were fulfilled. To see clearly, the result of students' improvement mean score in each cycle can be seen in this chart below:

Fig.3. Students' Mean Score Chart



This result indicated that the students' reading comprehension was getting better in every cycle. Mean score in the first cycle was 57.50, and mean score in the second cycle was 73.75. The improvement that was gained in the classroom was considered as the result of treatment. In conclusion, the research findings of the classroom action research were satisfying. WH-Questions helped the students' comprehend in reading comprehension on narrative text. Thus, the prediction of the action hypothesis was accepted.

CONCLUSION

Referring to the research findings and the students' test result, the writer drew the conclusion as follows:

1. The use of WH-Questions can improve students reading comprehension on narrative text. It is shown by the students' mean score. The mean score improved from 57.50 to 73.75.
2. The percentage of students' achievements was presented as follows: 18 students or 75% passed the criteria and 6 students or 25% of students were still below the criteria, it meant that students' reading comprehension on narrative text through WH-Questions improved.
3. The students who were still below the criteria should follow the remedial.
4. WH-Questions help to minimize the student's unfamiliar idea. So, the students are easy to understand and easy to make summary of the text.
5. Through WH-Questions, it helps the students to understand moral values from the text
6. Through WH-Questions, students reading comprehension on narrative text to the Ninth Grade Class A students of SMP Negeri 3 Mukok in Academic Year 2012-2013 improve.

Based on the research finding, the researcher would like to proposed suggestions to improve the teaching-learning activity especially in teaching-reading narrative text, as followed:

1. Teaching reading must be fun and enjoyable for both teacher and students. It is suggested for teacher to use WH-Questions as a technique to improve students' reading comprehension on narrative text.
2. The materials should be chosen selectively based on the function to students, which are educated, informative, and entertaining. Moreover, the materials should be chosen appropriately based on the students' background.
3. The teacher should choose appropriate reading material to help the students understand moral values from the stories
4. The text can be from local area culture to make the students more familiar with the stories and appreciate their local stories and their local wisdom.

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