

IMPROVING STUDENTS' READING COMPREHENSION THROUGH WH-QUESTIONS TECHNIQUE

By

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Abstract

Tujuan dari penelitian ini adalah untuk menyelidiki apakah terdapat perbedaan yang signifikan dari kemampuan siswa dalam memahami bacaan sebelum dan setelah penerapan teknik *WH- Questions* dan untuk menyelidiki apakah teknik *WH-Questions* memberikan peningkatan yang signifikan terhadap kemampuan siswa dalam memahami bacaan. Data diperoleh dari pre-test dan post-test untuk mengetahui apakah ada peningkatan kemampuan siswa dalam memahami bacaan setelah diajar dengan menggunakan teknik *WH-Questions*. Hasil penelitian menunjukkan bahwa t-value lebih tinggi dari t-tabel ($7,050 > 2,045$) dan α ($0,00 < 0,05$) yang berarti ada perbedaan yang signifikan antara nilai rata-rata siswa pada pretest dan posttest. Peningkatan tertinggi berasal dari aspek menemukan informasi rinci. Nilai rata-rata aspek ini dalam pretest adalah 67 kemudian meningkat menjadi 85 di posttest. Jadi, dapat disimpulkan bahwa teknik *WH-Questions* memberi efek positif untuk meningkatkan kemampuan siswa dalam memahami bacaan, terutama dalam aspek mencari informasi rinci.

The objectives of this research are to investigate whether there is significant differences of the students' reading comprehension before and after the implementation of WH-Questions technique and to investigate whether WH-questions technique give significant improvement to the students' reading comprehension. The data were obtained from the pre-test and post-test to find out whether there is an improvement of the students' reading comprehension achievement after being taught by using Wh-Questions technique. The result showed that the t-value is higher than t-table ($7.050 > 2.045$) and α ($0.00 < 0.05$) meaning there was significance difference between students' mean score in pretest and posttest. The highest improvement came from finding detail information aspect. The mean score of this aspect in the pretest was 67 then increased to 85 in the posttest. So, it can be concluded that WH-question technique gave a positive effect to improve students' reading comprehension, especially in finding detail information.

Keywords: *reading comprehension, teaching reading, wh-questions technique*

INTRODUCTION

English is a foreign language that is taught formally from Elementary School until University in Indonesia. The students are taught the four skills, i.e, listening, speaking, reading, and writing. When one learns a language, he/she learns to communicate with other people. Learning how to communicate is not only through listening and speaking, but also through reading and writing. One of the skills that can not be neglected is reading skill.

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.

However, the ability of Junior High School students in comprehending a text still far from the objectives stated in the curriculum, that many junior high school students have difficulties in comprehending the English text. It can be seen from their semester result and daily teaching learning process. One of the problems might be the students feel bored because the material are monotonous and just follow the curriculum, so it makes them not interest to read it. In reading class, the 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. The teacher only focussed on giving many written tasks from the English book to the students without guiding them in comprehending the text and knowing whether the students were able to do it or not. It is very necessary for English teacher to make reading materials more interesting and motivating students so that the students can make progress in reading. In order to do so, teacher must provide students with reading texts and technique that match the students' reading level and interest

The use of question is very useful in teaching reading process. Windari (1998) and Sugiwati (2008) had proved that questioning technique could significantly increase the students' reading achievement. 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. By knowing these question words, the students will easily determine or make question relate to the details or information required. It means that students who are able to construct their own question by using WH-questions will be able to comprehend the text easily.

Based on the background of the problem above, the formulation of this research is:

1. Is there any differences of students' reading achievement before and after taught by WH-Question technique?
2. Is there any improvements on students' reading comprehension by using WH-Technique?

METHODS OF THE RESEARCH

This research is a quantitative research. Hatch and Farhadi (1982) state that quantitative is a kind of research in which the data used tend to use statistics as measurement in deciding the conclusion. The design of this research is to find out the solution of the problem that occurs in the class in teaching learning process.

The population of this research is all the second year of SMPN 8 Bandar Lampung. There are six classes in which each of them consists of 30 students. So, the total number of population is 180 students. From those number of students, the researcher only takes one class (30 students) as the sample that was VIII B. Based on the information, the writer will determine the sample by using simple probability random sampling class by using lottery.

In the collecting the data, the researcher administered a pretest, treatments, and post test. The procedures of this research were first, preparing the lesson plan. Second preparing the material. Third, administering the try-out of the test. Fourth, administering pre-test. Fifth, conducting treatment. Sixth, administering posttest. The last, analyzing the test results. The analysis of the results was aimed to know whether WH-Questions technique can improve students' reading comprehension significantly in each aspect. The researcher analyzed the data by using SPSS.

The criteria for hypothesis testing are:

Ho : Ho is accepted if t-ratio is smaller than t-table (The hypothesis proposed are not proved)

Ha : Ha is accepted if t-ratio is equal or higher than t-table (the hypotheses proposed are proved)

RESULT AND DISCUSSION

The research used pre-test and post-test as the instruments to collect the data. The test was descriptive writing test. The researcher scored the students reading based on the reading comprehension aspects and they criteria, i.e. determining main idea, finding detail information, vocabulary, making inferences, and references. The whole result of pre test was explained in the following table:

Table 1. Distribution Frequency of the Students' Pre-test Score

No .	Score Interval	Frequency	Percentage
1.	41-50	8	30%
2.	51-60	13	40%
3.	61-70	6	23%
4.	71-80	1	3%
5.	81-90	2	6.7%
Total		30	100%

According to the table above, we could see that there were only 2 students from 30 students who get the scores ≥ 70 . Based on the English's minimal mastery criterion (KKM) in SMPN 8 Bandar Lampung which is 70, it can be concluded that the students reading comprehension ability in this class were still poor.

After implementing the treatment of teaching reading comprehension through WH-Questions in three meetings, the post-test was administered. The result of the post-test could be seen on table below:

Table 2. Distribution Frequency of the Students' Post-test Score

No.	Score Interval	Frequency	Percentage
1.	41-50	1	3.3%
2.	51-60	6	20%
3.	61-70	12	40%
4.	71-80	8	26.7%
5.	81-90	3	10%
Total		30	100%

Table above shows the distribution frequency of the students' post-test score after the implementation of WH-question technique in teaching reading. The total of post-test score was 2114, the mean score was 70.46, the highest score was 90 and the lowest score was 50. The median was 70 and the mode was 80.

After administering both pre-test and post-test, the results of the pre-test were compared with the results of the post-test to analyze the improvement of the students' reading comprehension after the implementation of WH-Questions technique. The comparison of the pre-test and post-test showed that the students' reading comprehension was improved. The comparison between the total score of the pre-test and post-test increased from 1613 to 2114. The data were analyzed by using SPSS. It shows that the significant was less than 0.05. The table of t-test result can be seen as follows:

Table 3. The Students' Reading Comprehension Improvement

Paired Samples Test								
	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-1.24000E1	9.63328	1.75879	-15.99712	-8.80288	-7.050	29	.000

Table above shows that t-value (7.050) was higher than t-table (2.045). Therefore, it could be stated that there was a significant increase of students' reading comprehension from the pre-test to post-test in which the mean of the post-test score (70.46) was higher than the pre-test score (58.06). Then, to see in what aspect of reading comprehension WH-Questions contributes more, the researcher compared the mean score of students' reading comprehension in each aspect as can be seen on the table below:

Table 4. The Students' Results of Students' Understanding Aspects

No.	Reading Comprehension Aspects	Pre-test Score (%)	Post-test Score (%)	The Increase (%)
1.	Determining main idea	119 (56.7%)	133(63.4%)	6.67%
2.	Finding detail information	67(37.23%)	85(47.23%)	10%
3.	Inference	60 (40%)	69(46%)	6%
4.	Reference	76(36.18%)	93(38.56%)	2.38%
5.	Vocabulary	50(33.33%)	63(42%)	8.67%

Based on the table above, 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, in which their ability concerning this aspect was increased 10 %. The improvement happened because WH-Questions technique helped student to involve the interaction between students and the information in the text.

From the result above, it can be concluded that this technique is appropriate enough to be used in teaching reading skill in order to improve students' reading comprehension. Through WH-questions technique, the students can comprehend the reading text more easily so that they can answer the question related to the text. This finding was confirmed the statement from Nuttal (1987) who said that developing types of question and techniques for the students are essential to teach reading. This result also confirmed the previous study conducted by Helmi (2009) who found that the students who were taught through questioning technique got the higher score than those who were taught through ordinary technique.

CONCLUSION

This research was concerned with the implementation of WH-Questions technique in teaching reading narrative text to second graders of Junior High School. Based on the research findings and discussion, it could be concluded as follows:

1. The results show that WH-Questions technique can be used to improve the students' reading comprehension. From the computation it can be seen that t-value (7.050) was higher than t-table (2.045). Students' mean scores in the pre-test was 58.06 and post-test was 70.46. it mean that WH-Questions technique improved the students' reading comprehension in five aspects of reading comprehension such as identifying main idea, identifying specific information, making inference, making reference and understanding vocabulary.
2. After being taught by using WH-Questions technique, five aspects of reading were improved. Students achievements in determining main idea was increased about 6.67% from 56.7% to 63.4%, making inference was increased about 6% from 40% to 46%, finding detailed information was increased about 10% from 37.23% to 47.23%, reference was increased about 2.38% from 36.18% to 38.56%, vocabulary was increased about 8.67% from 33.33% to 42%. The highest improvement came from finding detail information which was increased from 67 to 85, in which the increase was 18. In other word, 47.23% of the subject of the research answered the question of finding detailed information correctly, in which the increase percentage was 10%.

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