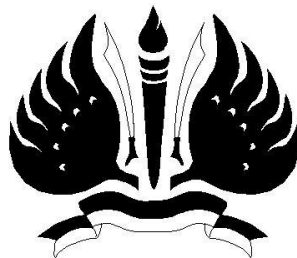


**WH-QUESTION IN TEACHING NARRATIVE READING
COMPREHENSION TO JUNIOR HIGH SCHOOL STUDENTS**

An E-journal

By

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2014**

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WH- QUESTIONS IN TEACHING NARRATIVE READING COMPREHENSION TO JUNIOR HIGH SCHOOL STUDENTS

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Abstrak : penggunaan wh- question dalam pengajaran teks narasi efektif untuk meningkatkan pemahaman siswa akan teks narasi. Hal ini dibuktikan dari nilai posttest siswa yang lebih baik daripada nilai pretest. Nilai mean pada pretest adalah 43.60 sedangkan nilai mean post test adalah 78.40. interval skor untuk perbandingan nilai pretest dan posttest adalah 34.80. dimana nilai t perbedaan antara kedua test adalah 2.3 yang menggambarkan nilai t dengan pada degress of freedom 0.05 pada level significant 2.042. dari hasil perbandingan kedua test dibuktikan bahwa perbedaan 2.3 lebih tinggi daripada 2.042. hasil ini mengindikasikan bahawa H_0 ditolak dan H_a diterima. Pembuktian ini menggambarkan bahwa wh questions efektif untuk meningkatkan pemahaman siswa kelas 8 SMP Negeri 1 Mempawah Hulu Kabupaten Landak pada tahun akademik 2011/201 akan teks narasi.

Kata kunci : mengajar, membaca, narasi, wh questions

Abstract : Using wh- questions in teaching reading narrative text was effective to improve the post-test students' reading comprehension on narrative text. It was shown by the students' score which was better than pre-test. The mean score of pre-test is 43.60 while post-test was 78.40. The students' achievement improved with the interval score of pre-test and post-test was 34.80. The obtain t-value of the differences of the test was 2.3, whereas in the t-table the t-value with 39 degrees of freedom at 0.05 level of significant was 2.042. From this result, we could conclude that the obtained t-value was higher than t-table ($2.3 > 2.042$). It indicated that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. It means that the using of wh questions in teaching reading narrative text is effective to improve the students' reading comprehension by the eighth grade students of SMP Negeri 1 Mempawah Hulu Kabupaten Landak in academic year 2011/2012.

Keywords : teaching, reading, narrative, wh questions

One language skill in English learning at school is reading skill, in that the students learn to comprehend text in narrative, descriptive or in recount text. Based on Danielle S. McNamara (2007: x) who says that comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. Reading can be challenging, particularly when the material is unfamiliar, technical, or complex. Moreover, for some readers, comprehension is always challenging. They may understand each word separately,

but linking them together into meaningful ideas rarely happen as it is expected. These 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. Therefore teacher must be able to use the media to make the reading text easy to be comprehended by the students. In teaching reading, to make students enjoy reading class is not easy, because they consider that the reading texts are sometimes difficult to be understood and the content is not appropriate with their interest, such as the story is not interesting because the story is new for them, or the level of reading story does not suitable with the students ability in understanding the text. While they are reading they have to connect one idea to another to comprehend the reading text so that they become uninterested in the reading class. In fact, students must find it enjoyable when they are reading. Thus, the teacher must choose the most appropriate reading materials in order to make the students enjoy reading.

The purpose of the research is to investigate the effectiveness of fables with wh- questions to improve the reading narrative comprehension fables. It means that the writer used fables with wh- questions as reading technique to improve the students' reading comprehension of narrative text. The wh- questions are used to help students to identify the information from each part of the generic structure of the narrative text. For example " what/who, when and where " can be used to ask for the information in the orientation, because orientation includes the title and the introduction of the characters of the story, the setting of time and place. Who/what can identify the characters of the narrative story, when can identify the time setting of the story and where can identify the setting of the narrative story. Therefore the students can understand how to differentiate the generic structures of narrative text easily. Using wh- questions are expected to be able to improve their achievement in reading narrative text.

Schell's 1972 study (Dechant and Smith 1977:237) remarks that there are three levels of comprehension. They are:

- a. Literal comprehension: getting the primary, direct, literal meaning of a word, idea, or sentence in context. It means that in literal comprehension the students comprehend the meaning of the words, sentences and ideas in the reading text.
- b. Interpretation: getting deeper meaning—anticipating meanings, drawing inferences, making generalization, reasoning from cause to effect, detecting significance, making comparison, identifying purpose. It means that in interpretation the students can understand the text contextually. They can interpret the idea of the reading text based on their comprehension.
- c. Critical reading: evaluating the quality, accuracy, or truthfulness of what is read. It means that in critical reading, the students can be a criticize readers. They can be the person who is against or pro to the idea of the reading text.

One characteristic of questions is the used of wh- questions. The WH-questions are included into the interactive words and the most frequent interrogative words used by the people when they are speaking English.

According to Nuttall (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. They types of question are:

a. Questions of literal comprehension

The answers of these questions are directly and explicitly available in the text.

The example:

- What is the name of the naughty rabbit?
- Who came to the jungle?

b. Questions involving reorganization or reinterpretation

These questions require students to obtain literal information from various parts of the text and put it together, or to interpret information.

The example:

- Why did the farmers get angry with the mouse deer?
- Which crocodile tried to eat the mouse deer?

c. 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. The example:

- What is the orientation of the text?
- What is the main idea of the first paragraph?

d. Question 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.

The example:

- How do you think about the text? Is it easy to be understood or not?
- What is your difficulty in comprehending the reading text?

e. Questions of personal response

These questions require the reader's opinion about the text based on correct understanding of the text. For example:

- What do you think about the attitude of the lion?
- What is the moral value can be taken from the reading text?

Park (2000:2) stated that Wh- question are questions beginning with where, what, when, who, and why. The wh- questions can help students with a literal understanding of a text.

Based on Brown (2000:288) there are some categories of questions, they are as follows:

1. Knowledge

Who, What, When, Where, How..? Describe...?

2. Comprehension

Retell...

3. Application

How is...an example of...?; how is...related to...?; why is...significant?

4. Analysis

What are the parts or features of...? Classify...according to...;

5. Synthesis

What would you infer from...? What ideas can you add to...? How would you design a new...? What would happen if you combined...? What solutions would you suggest for...?

6. Evaluation

Do you agree that...? What do you think about?...What is the most important..? Place the following in order of priority...? How would you decide about...? What criteria would you use to assess...?

Based on Brown (2000: 282) qualifying questions are designed to determine if the individual answering the question needs to continue on to answer sub-sequential questions.

David (1993:201-213) said that Who, Whom, What, Where, When, Why, Whose, Which and how are the most interrogative word used by the students.

While Brown (2000: 279) stated that Wh- questions play important role in interrogative words. Celce-Murcia and Larsen-Freeman (1999) suggest that teaching Wh-questions as lexical units at the earliest stages of English language development is one method of fostering the benefits of Wh-questions without confusing students with the complex grammar involved in their formation.

According to Park (2000), studies of acquisition of Wh-questions in both first language and second learners indicates that learners produce Wh-questions in the following order: Where, What / how, Who / When. In other words, learners' first Wh-questions are formed with Where and What, then they acquire Who, and finally they begin to use When. Past researchers—particularly Ervin-Tripp,

Fahey, Smith and Tyack and Ingram (as cited in Bloom, Merkin & Wooten, 1982)—have attempted to explain this sequence in terms of the relative abstractness involved in the concepts of the various Wh-questions. These researchers contend that cognitive developmental constraints on the abstract thought that is involved in When and Why questions cause this order of acquisition.

Based on the current curriculum used, namely Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, narrative story is taught to the eighth year students of junior high school. Thus, the standard competence that they must acquire is the ability to elaborate the rhetorical steps of narrative story. Amer (1992: 711) says that 'narrative stories tell a story and are the type of story usually found in literature selections'. Moreover, Snowden (2001: 1) says that 'most importantly narrative is not just about telling, constructing or even eliciting stories, it is about allowing the patterns of culture, behavior and understanding that are revealed by stories to emerge'. The purpose of narrative story is to amuse or entertain the readers because the most interesting part of narrative story is the climax Which will turn into resolution to the problem.

The text of narrative as an activity can be down into four separate parts. Each of these four parts will be single paragraph. The paragraph should be arranged as follows:

- a. The first paragraph should tell something about the job. What kind of work were you doing? Where was the work performed? What were your working conditions like?

- b. The second paragraph should describe the conflict. What was its source? Was it a conflict over two different attitudes toward work, two different ways of doing the same job, two different personalities?
- c. The third paragraph should tell how the conflict was resolved. Was it resolved fairly or unfairly, by whom?
- d. The fourth paragraph should give the moral of the story. What did you learn from the experience? Were you able to apply what you learned to other experiences in your life (John, 1997: 27).

In this research the writer conducted the research on narrative text. The generic structures of narrative story are as follow:

- a. Orientation (beginning of the story)
Orientation includes the title and the introduction of the characters of the story, the setting of time and place. It is about Who, When and Where.
- b. Complication (story development)
Complication tells about problem/s to be resolved by the characters. The readers will get a new point of view and learn how the characters encounter problems.
- c. Resolution (ending of the story)
Resolution concerns with how the main character/s resolve/s the problem/s. the part leads to the end of the story. A good narrative story usually leaves a message that good will be rewarded and evil will be punished. The end of the narrative story also gives moral value lesson/s to the readers.

Therefore the roles and order of wh- questions in identifying generic structures are as follows:

- a. To identify the orientation. It means the wh- questions to ask the characters of the story, the setting of time and place are needed. They are who/ what, when and where.
- b. To identify the complication. Complication is interesting part in the story because in this part the main character/s deal/s with problem/s that must be resolved. It means most of all of the Wh questions can be used in complication, for example:
 - Why did the deer run away?
 - How it can be happen?
- c. To identify resolution. The resolution commonly happens when the problem/s can be resolved. There is also the moral value at the resolution. The Wh questions can be used such as what, for example “What is the moral value of the story?”

In narrative story there are some language features, such as:

- a. The used of simple past tense and past continuous tense
- b. The used of relational verb was and were
- c. The used of action verbs
Action verb is verb that shows the activities can be seen. The examples are go, walk, visit and run
- d. The used of conjunction such as after that, then and finally

There some types of narrative story, such as fable, myth and legend. Kohler (2010:1) stated fable is a short, pithy animal tale, most often told or written with a

moral tagged on in the form of a proverb. Thus to convey a moral is the aim of most fables, and the tale is the vehicle by which this is done, providing both an illustration of and compelling argument for the moral. The oldest known fables are either Aesopic (Greek) in origin, or from Asian (Indian and/or possibly Semitic) roots — both dating back several centuries B.C.E. Meanwhile Emery (2009:1) said fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. We can conclude that fable is one type of narrative story in which the characters are speaking animals. Inside the story the reader can also learn about the moral value which relate to the fable story. The writer believes that speaking animals are interesting characters that can attract the junior high students in reading the story. Thus, fables can be used as one example of narrative that can attract the students' attention to learn narrative story.

In understanding the fables, giving questions that can guide the students to understand the story is very important. By answering the questions the students can understand the general and specific information mentioned in the reading text. Chesla (2000:22) said that to find out what happened and why it matters, we need to first establish the facts. You need to answer some basic questions as the following:

- What happened or will happen?
It means that the wh- questions are used to ask about what happened in the fable, such as what did the lion want to do?
- Who or what was involved or will be involved?
It means the wh-questions are used to ask who the characters are in the fable, such as who felt in love with the white mouse?
- When did it happen or will happen?
It means the wh- questions are used to ask the time of the story happened, such as when did the eagle propose the hen?
- Where?
It means that the wh- questions are used to ask the place of the story happened, such as where did the mouse meet the lion?

Once we have established the facts, then we can go to answer the most difficult question, such as following questions:

- What happened after the hen denied the eagle?
- What is the moral value of the story?

As the conclusion, the wh- questions can be applied to identify the generic structure of the narrative text. The theory stated about the importance of guided questions is given by Elizabeth Chesla (2000:24), asking by using wh- questions, such as who, what, when, where, why makes our reading process more active and provides us to find the facts in any passage.

METHOD

The writer conducts a pre-experimental study in her research. Evelyn Hatch and Hossein Farhady (1982) stated pre experimental study is not really considered model experiments because they do not account for big number of variables

Which can influence the result. The pre experimental design in this research applies the one-group pretest posttest. In one-group pretest posttest design there is no control group and the students are given some experimental instructions or treatments for a period of time. At the beginning of period of time the students have pretest and at the end of the period of time the students have posttest.

Cohen et all (2009:92) define population as all members of any well-defined class of people, events, or objects. The population of this reasearch will be the eighth grade students of SMP Negeri 1 Mempawah Hulu Kabupaten Landak. The population of students based on the classes are

Sometimes, the number of population is too big, so it is out of the reach. In this case, research is conducted to a part of the whole population. This part must have the characteristics that represent the whole population. According to Arikunto (2002:109), sample is a part of population that can represent all the population observed. If the population is more than 100 persons, we may take 10-15 percent or 20-25 percent or more from the population. In selecting the sample, the writer used cluster random sampling. This technique requires groups or clusters in taking the sample based on the groups that have already existed in the population. At SMP Negeri 1 Mempawah Hulu Kabupaten Landak there are eight classes for grade eigth with 319 students. The 15% of 319 is 47.85. In this research the 8C students were chosen as the sample. And the total numbers of sample are 47 students.

In this research the concept is used Wh questionst in fables for the eight grade students of SMP Negeri 1 Mempawah Hulu in academic grade 2011/2012, so the students can understand how to distinguish the generic structure of narrative text.

One purpose of teaching narrative text is how the students can distinguish the generic structure of the narrative text, in this case fables. In reading activity, the students face many difficulties to distinguish the generic structure of the text; orientation, evaluation, complication, resolution and reorientation. The teacher needs a suitable text for teaching this kind of text. Thus the writer chooses fables, because it is not only easy to be understood, but also very entertaining the students. And in fact the students mostly have known the fables story in Indonesian before. For example the story of mouse-deer and crocodiles is familiar with the students since the students' grade age. Therefore the writer in this research applies fables to teach narrative. Because fables is easy to be understood, thus they know the setting of the story, when the story happened, who involved in the story, when the problems arose, what is the climax of the story, how to overcome the problems, and the social messages in the narrative story. Then when the students must read the written text of narrative story, they can imagine the story, because they have been involved in the text narrative before.

The form of the narrative text chosen by the writer is fables. Because the sample students used are eight grade students of SMP Negeri 1 Mempawah Hulu. Most of them are not good in English. So the funny and familiar characters in fable can motivate them to learn and to understand the story. The characters in fables mostly are spoken animals.

In giving the test, the research used fables as the text to be tested.

In this research the writer applies measurement technique to measure the students ability in understanding the narrative text

The tool of collecting data in this research is a set of multiple choice test. Evelyn hatch and Hossein Farhady (1982) define that validity the extend to which the result of the procedure serve those for which the test will be intended. In this research the purpose is to determine the significance of the interval score between pretest and posttest after applying the pre-experimental study. Table of items specification is as follows:

Aspects	Test item
Literal comprehension	1, 3, 4, 5, 8, 9, 10, 11, 16
Interpretation	2, 6, 12, 13, 14, 15, 18, 19
Critical Reading	7, 17, 20

Each item gets score

$$S = \frac{100}{20} = 5$$

S= scoring for each item

The students' mean score of **pre-test**.

Where:

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$\sum X_1$ = the students' mean score of the pre-test

\bar{X}_1 = the sum of individual score of pre-test
N = the total number of individual

The students' mean score of **post-test**.

Where:

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

\bar{X}_2 = the students' mean score of the post-test

$\sum X_2$ = the sum of individual score of post-test

N = the total number of individual

After calculating the students' mean score of pre-test and post-test, the writer calculated the students' interval score of posttest and pre-test by subtraction formula:

Where:

$$\bar{D} = \bar{X}_2 - \bar{X}_1$$

\bar{D} = the different score of the students' mean score of pre-test and post-test

\bar{X}_1 = the students' mean score of post-test

\bar{X}_2 = the students' mean score of pre-test

Analysis on the students' significant difference of pre-test and post-test.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{N(N-1)}}$$

t = the t-value for correlated means

\bar{D} = deviation of each subject.

$\sum D$ = the number of the students

$\sum D^2$ = the sum of the squared difference score

N = the number of students

Then, to classify the data, the writer provides the criteria of the students' mean score as follows:

Total Score	Category	Qualification
80-100	A	Good to excellent
65-79	B	Average to good
50-64	C	Poor to average
0-49	D	Poor

(Adapted from Heaton (1988:96))

RESULT AND DISCUSSION

Result

From the result of computation above, it is obtained that the value of t-test observed is higher than t-table. Thus, it means that the mean score of pre-test and post-test of experiment being observed have significant difference. The calculation of t-test indicates 2.3. First, the degree freedom or $df = N-1$ (the number of students who took the test - 1) is determined. Since they are 47 students who took the test in this research, then $df = 46$.

Then the value of observed t is checked to see whether the difference was significant at the 0.05 level. The t-critical value 2.042 shows that the students' score differ significantly from pre-test to post-test. In other words, the students have significant achievement after they got the treatment. The achievement showed that the students had got some improvements in comprehending the generic structure of the narrative text. They also had some achievement in understanding the questions and how to answer the questions because they knew the question words used in each question.

The result of the data computation obtained that the difference of pre-test and post-test was significant. Therefore, the null hypothesis (H_0) said that wh

questions is not effective to teach reading narrative the eighth grade students of SMP Negeri 1 Mempawah Hulu Kabupaten Landak In Academic Year 2011/2012 was rejected". And the alternative hypothesis (Ha) said that wh questions is effective to teach reading narrative on the eighth grade students of SMP Negeri 1 Mempawah Hulu Kabupaten Landak In Academic Year 2011/2012 was accepted.

Discussion

In this research the writer used wh questions as teaching technique to teach reading narrative text can make students ready to study. This is really challenging since the teacher used wh- questions in teaching reading narrative text. 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.

In this research the writer used fable as reading text. It is because the stories and characters in fable are close the student. Most of the students had read the story of mouse-deer and crocodile, or the story of lion and turtle. Because of that the writer chose fable as the reading text in this research. Based on the research findings, the influence process of teaching learning by using wh- questions in teaching reading narrative text have a positive effect to the students' achievement. Therefore, the writer argues that the using wh- questions in teaching reading narrative text can create the students' interest, help them to minimize the verbalism and make the students more active. It is because the wh- questions can help the students to recognize the information in the reading text easily.

If we compare the average score of students' score in the pre-test and post-test, there is a significant increase that is from 43.6 (in pre-test) to 78.4 (in post-test). The difference between average score of the test is significant. It indicated the excellent result of the use wh questions in teaching reading narrative text. It proves that the use of wh- questions technique is effective in improving students' comprehension on narrative text.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the research findings and the analysis of the students' test result, the writer draws conclusions as follows:

1. The use of wh questions in teaching reading narrative text was effective to improve the students' reading comprehension on descriptive text. It is proved with by the students' score post-test which was better than pre-test. The mean score of pre-test is 43.6 while post-test was 78.4.
2. The students' achievement improved with the interval score of pre-test and post-test 34.8. The interval score got by $78.4 - 43.6 = 34.8$
3. The obtained t-value of the differences of the test was 2.3, whereas in the t-table the t-value with 39 degrees of freedom at 0.05 level of significant was 2.042. From this result, it is concluded that the obtain t-value was higher than t-table ($2.3 > 2.042$). It indicates that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. It means that the using of wh questions in teaching reading narrative text was effective to improve the

students' reading comprehension by the eighth grade students of SMP Negeri 1 Mempawah Hulu kabupaten Landak in academic year 2011/2012.

Suggestion

Based on the result of the research, the writer would like to make the following suggestions:

1. It is suggested to teacher to use wh- questions frequently.
2. It is suggested to teacher to provide more exercises by using wh- questions
3. It is suggested to teacher to check the use of wh- questions in context by paying attention to context and structure.

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