

THE USE OF WH-QUESTIONS TECHNIQUE IN IMPROVING STUDENTS' READING COMPREHENSION

(A Pre-Experimental Research at First Grade Students of MAN 4 Aceh Besar)

Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of
“Sarjana Pendidikan” (S1)

By:

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STUDENTS' READING COMPREHENSION**

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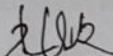
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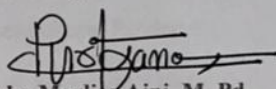
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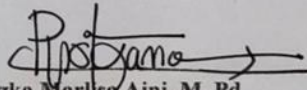
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Windi Yanti

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This undergraduate thesis, entitled "*Improving Students' Reading Comprehension Through WH-Questions Technique*," is presented as a partial requirement for obtaining a Bachelor's Degree in Education from the English Education Department, Faculty of Teacher Training and Education. The main objective of this study is to find out whether there is a difference in students' reading comprehension before and after being taught through the WH-Question technique.

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The writer is fully aware that this thesis is far from perfect. May this work not only fulfill academic requirements, but also reflect the writer's growth throughout this journey.

Banda Aceh, July, 2025
Researcher

Windi Yanti

ABSTRACT

Windi Yanti, 2025. Improving Students' Reading Comprehension Through Wh-Questions Technique. Thesis, English Education Study Program, Teacher Training and Education Faculty. Supervisor I. Rosdiana, M.Pd., Supervisor II. Rizka Marlisa Aini, M.Pd.

This research investigated the effectiveness of the WH-Questions technique in improving students' reading comprehension. The study was conducted using a one-group pre-test and post-test design involving 28 students of class X-2 at MAN 4 Aceh Besar. The students were taught using the WH-Questions technique. The data were collected through pre-test and post-test administered before and after the treatment. The results showed a significant different in students' reading comprehension, with the mean score increasing from 56.43 in the pre-test to 74.64 in the post-test. The Shapiro-Wilk test confirmed the normality of the data, allowing a paired sample t-test to be conducted. The test revealed a statistically significant difference (Sig. 2-tailed = 0.000), indicating the improvement of students reading comprehension by implementing the technique. In addition, during the learning process, students became less dependent on word by word translation and were more engaged in identifying specific information in the texts.

Keywords: WH-Question Technique, Reading Skill, Reading Comprehension.

LIST OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRACT	iii
LIST OF CONTENTS	iv
LIST OF TABLES	vi
CHAPTER I	1
INTRODUCTION	1
1.1 Background of Study.....	1
1.2 The Problem of Research.....	6
1.3 The Objective of Research.....	6
1.4 The Significance of Research.....	6
1.5 Scope of Research.....	7
1.6 Research Hypothesis.....	7
1.7 Definition of Key Terms.....	7
CHAPTER II	8
REVIEW OF LITERATURE	8
2.1 Definition of Reading.....	8
2.1.1 Reading Skill Strategy.....	10
2.1.2 Reading Skill Aspect.....	14
2.2 Definition of Reading Comprehension.....	15
2.2.2 Aspects of Reading Comprehension.....	19
2.2.3 Factors Affecting Students' Reading Comprehension.....	22
2.3 Teaching Reading.....	23
2.4 Technique of Teaching Reading.....	27
2.5 WH-Questions Technique.....	29
2.5.1 Question Types.....	31
2.5.2 Procedures of Teaching Reading Through WH-Question.....	34
2.5.3 Advantages and Disadvantages of WH-Question Technique.....	36
2.5.4 The advantages of reading comprehension through WH-Question:.....	36

2.5.5 The disadvantages of reading comprehension through WH-Question:	37
CHAPTER III	39
RESEARCH METHODOLOGY	39
3.1 Research Method.....	39
3.2 Research Design.....	40
3.3 Location of the Research.....	41
3.4 Population and Sample.....	42
3.5 Research Instruments	43
3.6 Data Collection.....	44
3.7 Data Analysis	45
CHAPTER IV.....	47
FINDING AND DISCUSSION	47
4.1 Finding	47
4.2 Discussion	54
CHAPTER V	57
CONCLUSION AND SUGGESTION	57
5.1 Conclusion.....	57
5.2 Suggestion	58
REFERENCES	59
APPENDICES	64
Appendix 1 Lesson Plan.....	64
Appendix 2 Pretest and Posttest	119

LIST OF TABLES

Table 3. 1 The Classification of students' Score	45
Table 4. 1 Students' Pre-test and Pos-test.....	47
Table 4. 2 The Frequency and Percentage of students' Pre-test Score	49
Table 4. 3 The Frequency and Percentage of students' Post-test Score	50
Table 4. 4 The Descriptive Statistics of Pre-test and Post-test	51
Table 4. 5 Minimum mastery criterion (KKM) at MAN 4 Aceh Besar.....	51
Table 4. 6 Test of Normality	52
Table 4. 7 Paired Sample T-test	53