

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, the problem of study, the objective of study, the significance of study, the scope of study, hypothesis, and the definition of term.

1.1 Background of Study

Reading is the basis for understanding various fields of study because it helps students to get information from it. Reading is an interactive activity to pick and understand the meanings contained in written materials. Rahim (2019) emphasized that the most effective learning process can be done through reading activities. Readers usually use background knowledge, vocabulary, grammatical knowledge, experience with texts, and other strategies to help them understand written texts. As the literature indicates, reading is the introduction of symbols of written language, a stimulus that helps the process of memorizing what is read, to build an understanding through the acquisition of experience (Smith & Feng, 2018).

Reading is very important for everyone because it can improve one's ability or insight. It is important for the students since through it, they will get ideas about many things. Reading can be very hard for students especially those who come from non-native English countries. It can be a burden for them because they need to understand a lot of vocabulary to get the meaning of a text in English (Sinulingga, 2022).

Reading comprehension involves deriving meaning from written text (Aghajani,2019). Therefore, rather than trying to deduce meaning from individual

words or sentences, the objective is to get a general comprehension of what is described in the text. Reading comprehension is the process of understanding and interpreting information from written material. It goes beyond simply recognizing words or sentences; it requires the reader to make sense of the text by connecting new information with their existing knowledge, drawing inferences, and understanding the context and the message being conveyed.

Teaching reading is very important 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. Teaching reading is very important 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. Duke and Cartwright (2021) describe reading instruction as a dynamic and interactive process that supports students in building connections between the text and their background knowledge. It means that effective reading instruction should actively engage students in making meaningful connections between the text and their prior knowledge, experiences, and understanding. This connection-building process enables learners to better interpret, analyze, and retain the information they read.

According to Grabe and Stoller (2017) teaching reading involves the use of systematic instructional techniques that help students become fluent and strategic readers. Furthermore, Grabe and Stoller highlight the importance of repeated practice with diverse texts and continuous exposure to meaningful reading

experiences, which contribute to the development of reading fluency, vocabulary growth, and overall comprehension. Teaching reading comprehension is an effective approach to help students with tasks such as identifying the main idea of a text, finding specific information, understanding the passage, and grasping elements like vocabulary, references, and inferences. Teaching English reading in senior high school was not easy, especially for students who were not interested in English. Most of the students could read the text, but they could not understand the content. They also find it difficult to find the main idea of the sentence.

According to Syahabuddin et al. (2019) the reason why students are still unable to read is that the vocabulary of some students is still very limited, missing key ideas and specific information in the text. This may be since they are not familiar with the language and that they do not recognize the language and do not understand its meaning.

Based on the writer's observations in the field, especially students of class X2 at MAN 4 Aceh Besar in learning English in reading text, most of the students have difficulty in understanding the meaning of text and identifying the meaning of vocabulary. This problem is often encountered by students in understanding reading texts because students' English vocabulary is still very limited. Thus, reading English texts becomes very difficult and they lack interest in reading.

In teaching reading the teacher did not apply specific teaching reading technique based on the students' need, interest, and habits. The teacher only focussed on giving tasks from English book to the students without guiding them in comprehending the text and knowing whether the students were able to do it or

not. The students also lacked vocabulary mastery. They got difficulties to answer the questions because they did not know the meaning of what text talks about. Therefore, the teacher should change the teaching technique so that the students were able to understand the text easily.

To support students in improving their reading comprehension, it is supposed that the teacher used technique to improve students' reading comprehension to understand the sentence correctly. One technique that can be used is WH questions technique is very useful for teaching reading.

According to Mukhaiyar (2019) the WH-Questions technique helps students develop their questioning skills and encourages them to become more independent readers. Thus, students who practice forming WH-questions demonstrate improved understanding and are better able to summarize, analyze, and recall what they have read. Putri (2015) and Sugiarti (2011) proved that WH-questions technique could significantly increase the students' reading achievement. The students need some directions about type of the details signaled by specific questions. By using question words, the students easily understand about the context of text based on questions relate to the details or information in the text.

WH-questions technique could be one of the recommended techniques in improving students' reading ability. It was hoped that technique of teaching reading could help the students to comprehend the reading texts. By using WH-question technique the students were active and interested in reading texts. By using this technique, the students were motivated because they had set the purpose of reading which are realized by using WH questions.

Some research supports this study, that inspired me was from Fadillah, V. (2017). Entitled Improving Students' reading Narrative Comprehension Text Through WH - Questions Technique at the Second Year of SMKN 3 Bandar Lampung. The researcher focused on analysing what aspect of reading that improved students' reading ability the most and focused on students' response after being taught by using WH-Questions technique in reading comprehension. The results showed that there was an improvement of students' reading comprehension after being taught by using WH-Questions technique.

Another research was conducted by Pratiwi, N. V. (2018). Entitled The Effect of Using WH-Questions Technique to Improve Students' reading Comprehension in Narrative Text at Second Grade of SMPN 5 Bandar Lampung. the researcher focuses on how to create situation where the students can involve and enjoy their learning process. The researcher uses a technique named WH-questions in teaching reading and an approach of reading comprehension to motivate the students read all the text, so they get useful information. The result of hypothesis test proves that WH-Questions technique gives positive effect on students' reading comprehension achievement. It can be seen from the mean score of the pre-test and post-test.

According to statement above, the researcher will implement a similar technique. The researcher focused on understanding the meaning of the text and vocabulary, especially in analytical exposition texts. It is hoped that this technique can help the students to comprehend the reading texts. Therefore, the researcher decided to design a problem to researched with the title: "IMPROVING

STUDENTS' READING COMPREHENSION THROUGH WH- QUESTIONS TECHNIQUE". By using this technique, the students hopefully be motivated because they have set of purpose of reading which are realized by using WH- Questions. The researcher hopes that the WH-Questions technique can overcome difficulties in reading comprehension, to prove the teaching technique, class X2 MAN 4 Aceh Besar was chosen as the object of research.

1.2 The Problem of Research

Based on the background above, the researcher formulates the following research question: "Does the use of the WH-questions technique improve students' reading comprehension?"

1.3 The Objective of Research

Relevant to the problem statement, the objective of the research is to find out whether there is a difference in students' reading comprehension before and after being taught through the WH-Question technique.

1.4 The Significance of Research

1. For English teachers, this study is supposed to be one of the techniques that can be implemented in the classroom activities to gain the students' reading comprehension ability in understanding text.
2. For students, learning through the WH question technique is very useful for improving their reading comprehension in understanding texts and identifying the meaning of vocabulary.

3. For further researchers, this study is meant to be one of the references for the relevant study for future researchers.

1.5 Scope of Research

The population of this research is class X students at MAN 4 Aceh Besar for the 2025/2026 academic year. Researchers chose one class to use the experimental class is class X2.

1.6 Research Hypothesis

Ha: There is a significance different between students' reading comprehension score in pre-test and post-test.

Ho: There is no a significance different between students' reading comprehension score in pre-test and post-test.

1.7 Definition of Key Terms

1. Improvement is the gap between pre and post-test. If post-test is bigger than pre-test, it means there is improvement.
2. Reading is the ability to understand and comprehend the written texts or read the texts to get information and to able answer the question from the content of texts.
3. Reading Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.
4. W-H Questions is question words which are popularly started by the letter WH (e.g., What, Who, Whom, Which, when etc.) and question words started by the letter H (. e.g., How...).