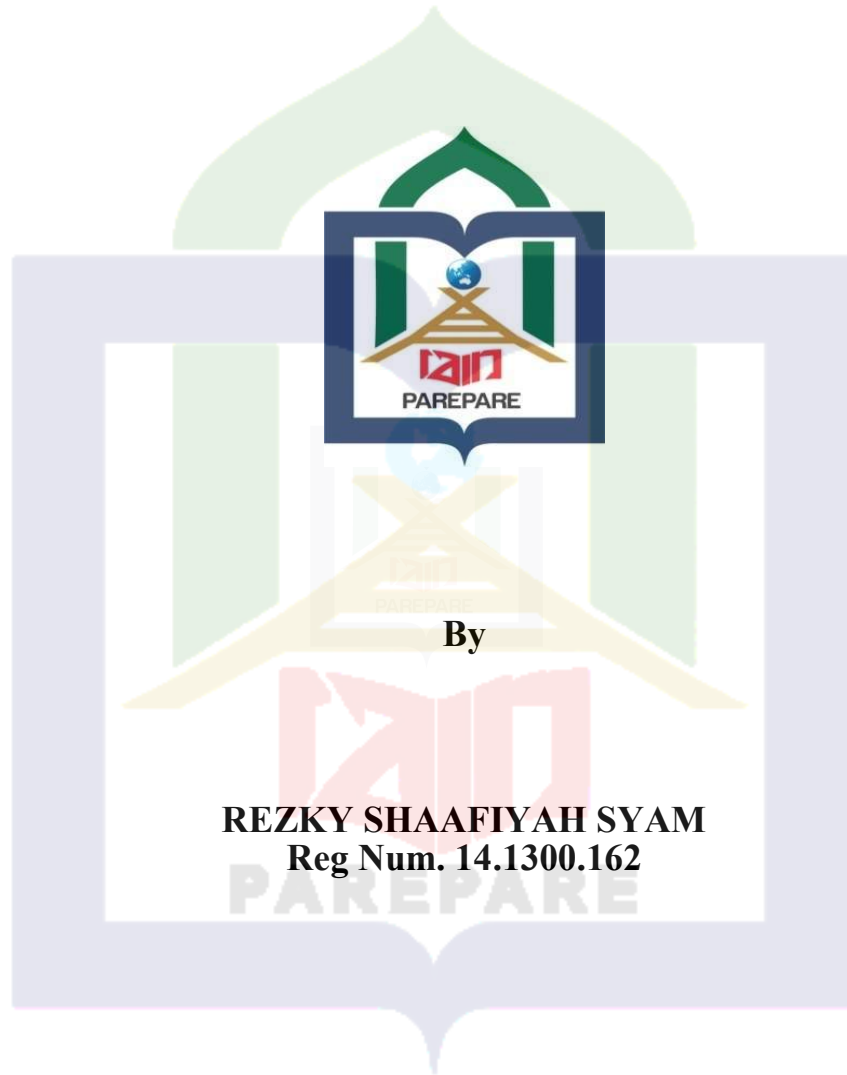


**SKRIPSI**

**THE STUDENTS' READING ABILITY TO COMPREHEND  
SHORT STORY THROUGH WH-QUESTION AT THE  
SECOND GRADE OF SMPN 2 PATAMPANUA  
KABUPATEN PINRANG**



**By**

**REZKY SHAAFIYAH SYAM  
Reg Num. 14.1300.162**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

**SKRIPSI**

**THE STUDENTS' READING ABILITY TO COMPREHEND  
SHORT STORY THROUGH WH-QUESTION AT THE  
SECOND GRADE OF SMPN 2 PATAMPANUA  
KABUPATEN PINRANG**



**By**

**REZKY SHAAFIYAH SYAM  
Reg Num. 14.1300.162**

Submitted to the English Education Program of Tarbiyah Faculty of State  
Islamic Institute Parepare in Partial Fullfilment of the Requirements  
for the Degree of Sarjana Pendidikan (S. Pd.)

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

**THE STUDENTS' READING ABILITY TO COMPREHEND  
SHORT STORY THROUGH WH-QUESTION AT THE  
SECOND GRADE OF SMPN 2 PATAMPANUA  
KABUPATEN PINRANG**

**Skripsi**

**As a Part of Fullfilment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd)**

**English Education Program**

**Submitted By**

**REZKY SHAAFIYAH SYAM  
Reg Num. 14.1300.162**

**to**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**


**2020**

iii


## ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Rezky Shaafiyah Syam  
The Title of Skripsi : The Students' Reading Ability to Comprehend Short Story through Wh-Question at The Second Grade of SMPN 2 Patampanua Kabupaten Pinrang  
Student Reg. Number : 14.1300.162  
Faculty : Tarbiyah  
Study Program : English Education  
By Virtue of Consultant Degree : SK. Ketua STAIN Parepare  
No.Sti.08/PP.00.9/2680/2017

Has been legalized by  
Consultants

Consultant : Drs. Anwar, M.Pd. (.....)  
NIP : 19640109 199303 1 005  
Co-Consultant : Drs. Amzah, M.Pd. (.....)  
NIP : 19761231 200312 1 011

Approved by:

Tarbiyah Faculty  
Dean  
  
Dr. H. Saepudin, S.Ag., M.Pd.  
NIP. 19721216 199903 1 001

## SKRIPSI

# THE STUDENTS' READING ABILITY TO COMPREHEND SHORT STORY THROUGH WH-QUESTION AT THE SECOND GRADE OF SMPN 2 PATAMPANUA KABUPATEN PINRANG

Submitted By

REZKY SHAAFIYAH SYAM  
Reg Num. 14.1300.162

Had been examined of December 23<sup>rd</sup>, 2019 and had been declared  
that it fulfilled the requirements

Approved by  
Consultant Commissions

Consultant : Drs. Anwar, M.Pd. (.....)

NIP : 19640109 199303 1 005

Co-Consultant : Drs. Amzah, M.Pd. (.....)

NIP : 19761231 200312 1 011

Farbiyah Faculty  
Dean



*[Signature]*  
Dr. H. Saepudin, S.Ag., M.Pd.  
NIP. 19721216 199903 1 001

## ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Skripsi : The Students' Reading Ability to Comprehend  
Short Story through Wh-Question at The Second  
Grade of SMPN 2 Patampanua Kabupaten Pinrang

Name of the Student : Rezky Shaafiyah Syam

Student Reg. Number : 14.1300.162

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : SK. Ketua STAIN Parepare  
No.Sti.08/PP.00.9/2680/2017

Date of Graduation : January 24<sup>th</sup>, 2020

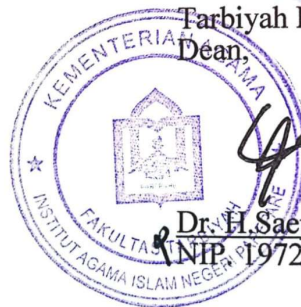
Approved by examiner commissions

Drs. Anwar, M.Pd. Chairman (.....)

Drs. Amzah, M.Pd. Secretary (.....)

Dr. H. Saepuddin, S.Ag., M.Pd. Member (.....)

Dr. Ali Halidin, M.Pd.I. Member (.....)



Tarbiyah Faculty  
Dean

Dr. H. Saepudin, S.Ag., M.Pd.  
NIP. 19721216 199903 1 001

**ACKNOWLEDGEMENT**  
**بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ**  
**In the name of Allah, the Beneficent, the Merciful**

All praise is to Allah swt., the Lord of the worlds, who has given the Mercy and Blessing for us, especially for the writer in writing and in accomplishing this skripsi. Peace and salutation be upon the prophet Muhammad saw, his families, his companions, and his faithful followers forever.

On this occasion, the writer would like to express her greatest honor and deepest gratitude to her beloved parents Mr. Alm. Syamsuddin and Mrs. Hj. Satera, who always give her their love, support, motivation, and advice as long as she study in English Department. The writer also would like to say a lot of thanks to her consultant, Drs. Anwar, M.Pd and co-consultant Drs. Amzah, M.Pd for their valuable help, guidance, comments, corrections and suggestions and who have been very patient to sacrifice their energy and time to assist her so that she could finish this skripsi.

The writer also would like to express her deepest and most thanks to:

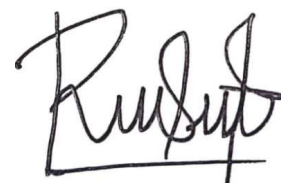
1. Dr. Ahmad Sultra Rustan, M.Si. as the Rector of State Islamic Institute (IAIN) Parepare, and his staffs.
2. Dr. H. Saepudin, S.Ag., M.Pd., the Dean of Tarbiyah Faculty, and also Mujahidah, M.Pd, as the Chairman of English Education Program who have given support to all students to finish their study. All lecturers and staff, who have dedicated their knowledge, motivation, and patience, during her study at IAIN Parepare.

3. The headmaster of SMPN 2 Patampanua Kabupaten Pinrang, H. Amiruddin, S.Pd., M.M., and the English teacher, Syamsiah, S.Pd., who have given their help and permission to do the research at their school. Also, all the second grade students of SMPN 2 Patampanua Kabupaten Pinrang especially VIII-3 class for their participation.
4. Her siblings, Rasma, Rasmia, Hasbiah, Hadijah, Arafah, Rastika, Rahmah, Ridha and Akbar who always give extra care in accompanying her both of in sadness and happiness.
5. Her best friends, *Bandike Lorong Squad* (Nurhalijah, Rukiah, Nepi, Eralisa, Dewi, Fitri, Iis, Najma, and Tasma) for their valuable help, support, and advice to her during her study at English Program. All of her friends in English Department, especially in academic year 2014 for the great friendship, support, togetherness and knowledge they have shared.

Finally, the writer realized that this skripsi still has any weakness and still far from being perfect. Therefore, the writer would highly appreciate all constructive suggestion and criticism. May the Almighty Allah swt. always bless us now and forever.

Parepare, December 23<sup>rd</sup> 2019

The Writer,



Rezky Shaafiyah Syam  
Reg. Number 14.1300.162



## DECLARATION OF THE AUTHENTICITY OF THE RESEARCH

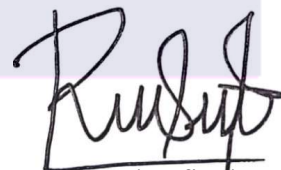
The writer who signed the declaration below:

Name : Rezky Shaafiyah Syam  
Student Reg. Number : 14.1300.162  
Place and Date of Birth : Pinrang, December 8<sup>th</sup> 1995  
Study Program : English Education  
Faculty : Tarbiyah  
The Title of Skripsi : The Students' Reading Ability to Comprehend  
Short Story through Wh-Question at the  
Second Grade of SMPN 2 Patampanua  
Kabupaten Pinrang

Stated that this skripsi is her own writing and if it can be proved that it is copied, duplicated or compiled by any other people, this skripsi and degree that has been gotten will be postponed.

Parepare, December 23<sup>rd</sup> 2019

The Writer,



Rezky Shaafiyah Syam  
Reg. Number 14.1300.162

## ABSTRACT

**Rezky Shaafiyah Syam.** *The Students' Reading Ability to Comprehend Short Story through Wh-Question at the Second Grade of SMPN 2 Patampanua Kabupaten Pinrang* (Supervised by Anwar and Amzah)

Short story is one of the ways to overcome wh-questions problems. Short story is a simple literary text will be easy to be read by the students in short time because the length is only two thousand words or fewer. Through simple and short storyline, they will be encouraged to continue reading it until the conflict is resolved. In other word, the short story can reduce their anxiety and help them to feel more relax while reading English text. This study examined the use of wh-question to comprehend short story.

The research aimed was to find out whether the students able to master short story through wh-question. The population of this research was the second grade students of SMPN 2 Patampanua Kabupaten Pinrang which had 181 students. The writer just took one class as sample that was VIII-3 which consisted of 21 students and applied purposive sampling technique. This research was conducted by using pre-experimental method with one group on pre-test and post-test design. This research was conducted in five meetings which consist of one meeting for pre-test, three meeting for treatment, and one meeting for post-test. The data were gathered through quantitative data.

The result of the data analysis showed that the students' achievement on the pre-test was 42.28 and post-test was 63.24. It meant that there was a significant difference before and after giving treatment. After analyzing the data by using the t-test formula, the result of the t-test value (3.88) was greater than t-table value (2.086). This indicated that the hypothesis of research was accepted. In conclusion, the students were able to comprehend short story through wh-question at the second grade of SMPN 2 Patampanua Kabupaten Pinrang.

Keywords: Wh-Question, Short Story.

## TABLE OF CONTENTS

COVER OF TITLE .....	i
SUBMISSION PAGE .....	iii
ENDORSEMENT OF CONSULTANT COMMISSIONS .....	iv
APPROVAL PAGE .....	v
ENDORSEMENT OF EXAMINER COMMISSIONS.....	vi
ACKNOWLEDGEMENT .....	vii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI .....	ix
ABSTRACT.....	x
TABLE OF CONTENTS .....	xi
LIST OF TABLES .....	xiii
LIST OF APPENDICES .....	xiv
CHAPTER I INTRODUCTION.....	1
1.1 Background .....	1
1.2 Research Question .....	3
1.3 The Objective of the Research .....	3
1.4 The Significance of the Research .....	3
CHAPTER II REVIEW OF RELATED LITERATURE .....	5
2.1 Some Pertinent Ideas .....	5
2.2 Previous Research Findings .....	24
2.3 Conceptual Framework .....	26
2.4 Hypothesis .....	27
2.5 Variable and Operational Definitions .....	27

CHAPTER III RESEARCH METHOD .....	29
3.1 Method and Design of the Research .....	29
3.2 Location and Duration of the Research .....	29
3.3 Population and Sample .....	30
3.4 Instrument of Data Collecting .....	31
3.5 Technique of Data Collecting .....	31
3.6 Treatment .....	32
3.7 Technique of Data Analysis .....	33
CHAPTER IV FINDING AND DISCUSSION .....	37
4.1 Finding .....	37
4.2 Discussion .....	47
CHAPTER V CONCLUSION AND SUGGESTION .....	53
5.1 Conclusion .....	53
5.2 Suggestion .....	53
BIBLIOGRAPHY .....	55
APPENDICES .....	57
CURRICULUM VITAE .....	78

## LIST OF TABLES

Number	Title of Tables	Pages
2.1	Form of Wh-question	21
3.1	Number of Sample	31
3.2	Teaching Procedure of Wh-question	32
3.3	Score Category of the Test	34
4.1	The Students' Scores of Pre-test	37
4.2	The Score Percentage of Pre-test	39
4.3	The Students' Score of Post-test	39
4.4	The Score Percentage of Post-test	41
4.5	Mean Score of Pre-test and Post-test	42
4.6	The Overall Result of Pre-test and Post-test	42
4.7	The worksheet of Calculated of the Diviation	44

## LIST OF APPENDICES

Number	Title of Appendix	Pages
1.	Instrument for Pre-test and Post-test	59
2.	Answer key	63
3.	Lesson Plan	64
4.	List of students' Attendance	71
5.	T-table	72
6.	Documentation	73
7.	<i>Surat izin melaksanakan penelitian dari kampus</i>	75
8.	<i>Surat izin penelitian dari pemerintah</i>	76
9.	<i>Surat keterangan penelitian dari sekolah</i>	77

## CHAPTER I

### INTRODUCTION

#### 1.1 Background

English is one of the international languages that is used by many people in the world and in many areas of everyday life. Beside, English is a mayor of communication among people use it as a means of international communication. English has been used as the second language. It has great influence all over the world. Therefore using English is the easiest way to communicative with people from other contries about many aspects in human life such as technology, economy, social, and politic. It is considered as an instructional language and use all over the world.

Students who learn English are expected to master two skills: language skill. In language skills, they learn listening, reading, speaking, and writing. One of the base competency that students of second year of Junior High Schoolin listening and speaking is responding and expressing meaning in the simple transactional and interpersonal conversations accurately, fluently, and acceptable to interact with surroundings involved of actions and speeches of asking service, asking things, asking facts, and asking opinions.

Short story is one of the ways to overcome wh-questions problems. Short story is a simple literary text will be easy to be read by the students in short time because the length is only two thousand words or fewer. Through simple and short storyline, they will be encouraged to continue reading it until the conflict is

resolved. In other word, the short story can reduce their anxiety and help them to feel more relax while reading English text.

Therefore, the students have to be able to make question correctly. Question is not only related to listening and speaking skills, but also reading and writing. The students have to be able to understand the question in order to answer the question after reading or answer the English test.

There are three kinds of question sentences of English; they are yes-noquestion, interrogative words, and tag questions. Seeing the kinds of question sentences above, it is understood thatmost of students find the difficulties in mastery of building andconstruction question sentences. According to Greenbaum,

there are two major of interrogatives, they are: yes/no questions and wh-questions, “yes/no questions are generally intended to elicit the reply yes or no. Wh-questions expect a reply that supplies the information that the wh-word indicates as required. They are called wh-questions because the wh-words generally begin with wh-, the exception being how.”<sup>1</sup>

For the objective in gaining more detail information wh-questions is more likely to be used rather than yes/no questions. Nevertheless, wh-questions have more complicated structure than the structure of yes/no questions.

Based on their English proficiency level, the students have learned about question sentences from junior up to senior high school.The students find many problems in building question sentence. Here the writer wants to elaborate the difficulties faced by the students in building questions and the sources of difficulties in building sentences.

Some useful ways are necessary to learn short story in class with the knowledge of the students in wh-question. The researcher using wh-question because

---

<sup>1</sup> Sydney Greenbaum, *The Oxford English Grammar* (Oxford: Oxford University Press, 1996), p. 46.



in teenagers' level, is the most interested literary work to read. It because short story not long to read and has various interesting topics. So hopefully through this way, they can reading short story without boredom.

The fact in Pinrang, there are many students have low knowledge about short story. In teaching short story, English teacher should take some considerations to use any other text to apply in the classroom. In relation with the problem, the researcher tried to give solution to mastering short story through wh-question.

Based on the explanation above, the researcher focuses her attention to teaching with the title "The students' reading ability to comprehend short story through wh-question at the second grade of SMPN 2 Patampanua kabupaten Pinrang".

## **1.2 Problem Statement**

Based on the background of study above, that's why researcher formulates a reasearch question as follow: Are the students able to comprehend short story through wh-question at the second grade of SMPN 2 Patampanua Kabupaten Pinrang?

## **1.3 The Objective of the Research**

Based on statement of the problem above, the research objective is to find out some aspects of student ability in comprehending short story. In further detailed explanation, the research purposes are described as follow: to know whether the students able to comprehend short story through wh-question.

## **1.4 Significance of Research**

### **1.4.1 For the Researcher**

The research does not only have meaning for the researcher herself but also it is able to satisfy the researcher's question about the problem. By the research also,

the researcher can identify the actual problem in the classroom and try to give suggestion in solving the problem. This is also very helpful to improve the researcher's ability in doing a research.

The other benefit for the researcher as someone who would be a teacher on the future is hopefully the research will may be able to help the researcher in her future teaching process. Experiencing in doing a research in the classroom is one of many ways for everyone to acquire classroom condition.

#### 1.4.2 For Teacher

It uses as reflection tool for knowing the ability of the students to comprehend short story through wh-question.

#### 1.4.3 For Students

Students will get new exercise to measure their ability to comprehend short story through wh-question. Therefore, students can measure themselves how far they are to measure short story mastery.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter provides some theories which are related to the topic of this study.

#### 2.1 Some Pertinent Ideas

In this part, some pertinent ideas that explain the concept of the variable of the research.

##### 2.1.1. Concept of Reading

##### 2.1.1.1. Definition of Reading

Reading is very important activity in human life. This is due to the fact that people mostly get information through reading. In this modern era, moreover, when every aspect of human life develops faster and faster, it becomes more essential since the development is recorded and issued through media including printed media. Reading is second language learning is one important skill because by reading someone will enlarge and increase his/her knowledge. The following are definition of reading stated by linguistics based on their own view.

Grabe stated that reading is a process when readers learn something from what they read and involve it in an academic context as a part of education.<sup>2</sup> In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab

---

<sup>2</sup> Grabe, *Reading in a Second Language (Moving from to Theory to Practice)* (New York: Cambridge University Press, 2009), p. 05.

information in order that they could understand the material. Reading also engages human brain, emotions, and beliefs as stated that,

“Reading is a process which is very much determined by what the reader’s brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it.”<sup>3</sup>

In the engagement, the readers could understand well what the writer meant in her or his writing. The readers dominantly use brain when they read an argumentative or scientific writing. They use emotions when they read a letter, a story and other texts which dominate feeling. When the readers read a newspaper or a religious book, they should use their beliefs in order that they can understand the meaning.

Other expert namely William et.al defines reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge.<sup>4</sup> The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they are reading. By doing this, sometimes, the readers will get a new conclusion as a new knowledge for them.

Based on the definition above, the writer takes a conclusion that reading is a complex process that goes on between the reader and the text, resulting in comprehension. It means that in reading a written text, readers require not only ability to recognize words, but also the ability to comprehend and evaluate the meaning of written text to assign meaning.

---

<sup>3</sup> Weaver, *Reading Process: Brief Edition of Reading Process and Practice* (Ohio: Miami University, Oxford, 2009).

<sup>4</sup> Spratt Pulverness and William, *the TKT (Teaching Knowledge Test) Course* (Cambridge: Cambridge University Press, 2005), p. 21.

### 2.1.1.2. Types of Reading

Reading can be categorized into some types regarding the purpose of the readers. In this regard, Brown purposes three types of reading namely academic reading, job-related reading, and personal reading.<sup>5</sup>

Genres of reading that belong to academic reading are textbooks, thesis, essays, papers, references material, editorials, and so on. Types of reading which are job-related reading are such as memos, applications, schedule, letters or emails, reports and so on. Genres of reading that belong to personal reading are such as newspapers, magazines, invitations, novels, short stories, etc.

### 2.1.1.3. Objectives of Reading

Wallace classifies that the purposes of reading based on the personal reasons as follows<sup>6</sup>:

#### 2.1.1.3.1. Reading for survival

Reading for survival is almost literary a matter of life and death. For example a warning signs, an admonition sign. Survival reading serves immediate needs or wishes.

#### 2.1.1.3.2. Reading for learning

Reading for learning is expected to be exclusively school-related. Reading is intended to support learning. The reader need to “translate” the text, literally or metaphorically, to vocabulary, to identify “useful” structures or collections, to use a text a model for writing and to practice pronunciations. For example, one reads a text loudly, then analyzes it and makes the same kind of text.

---

<sup>5</sup> Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, Inc. 2004), p. 186-187.

<sup>6</sup> Wallace, *Reading New York* (Oxford: Oxford University Press, 1996), p. 6.

#### 2.1.1.3.3. Reading for pleasure

Reading for pleasure is reading to get happiness. The readers want to enjoy the sound, and rhythm of the text. The text being read is written originally to offer enjoyment. For example, read narrative text. It is written originally to offer enjoyment.

Based on the three purposes reading above, in this research there were two purposes of reading. They are reading for learning and reading for pleasure.

#### 2.1.1.4. Models of Reading

In looking for ways to describe the interaction between reader and text, scientist has also created models that describe what happens when people read. Those models of processing are used as considerations for the teacher in deciding ways to teach reading in the language classroom. The models of reading that is suggested by Barnett in Aebersold and Field are three main models of how reading occurs<sup>7</sup>:

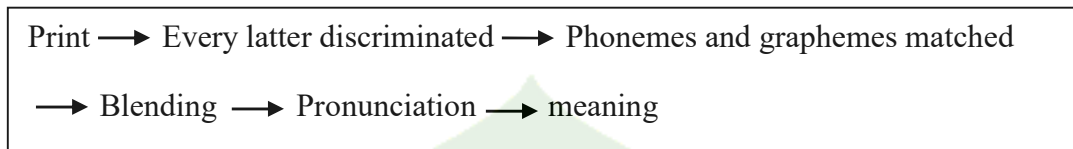
##### 2.1.1.3.1. Bottom-Up Theory

Bottom theory argues that the readers construct the text from the smallest units (letters to words to phrases to sentences) and the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates. Eskey in Simanjuntak states that the models assumes that a reader proceeds by moving his eyes from left to right across the page, first taking in letters, combining

---

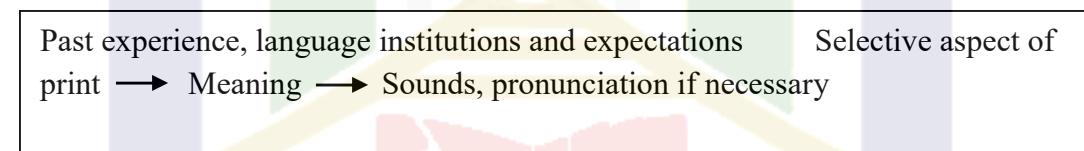
<sup>7</sup> Barnett in Aebersold and Field, *From Reader to teacher Issues Strategies for Second Language Classroom* (USA: Cambridge University Press, 1997), p. 17-18.

these to form words, then combining the words to form the phrases, clauses, and sentences of the text.<sup>8</sup> It can be illustrated:



#### 2.1.1.3.2. Top-down Theory

Top-down theory argues that readers bring a great deal of knowledge, expectation, assumptions, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations. Carell and Eisterhold in Simanjuntak they denote that top-down processing occurs as the system makes general predictions based on higher level, general schemata and then searches the input for information.<sup>9</sup> It can be illustrated:



From the explanation above, it is clear that in the top-down model, the process of comprehension deals with the background knowledge to predict the meaning of the text. It means that the reader will read a text by reading the sentences, and the students tried to find the information by guessing the meaning.

#### 2.1.1.3.3. The interactive school

<sup>8</sup> Eskey in Simanjuntak, *Developing Reading Skill for EFL Students* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 7.

<sup>9</sup> Carell and Eisterhold in Simanjuntak, *Developing Reading Skill for EFL Students* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 7.

The interactive school theorists describe a process that moves both bottom-up and top-down, depending on the type of the text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading.

#### 2.1.1.5. Techniques of Reading

The skills lead the students to know through the text they read. Grellet defines for main ways of reading to improve students' skill in processing the complex of information as follows<sup>10</sup>:

##### 2.1.1.3.1. Skimming

Brown states that skimming is the process of rapid coverage of reading matter to determine its gist or main idea.<sup>11</sup> It is a prediction strategy used to give a reader a sense of the topic and purpose of text, and organization of the text, the perspective or point of view of the writer, its ease or difficulty, and or its usefulness to the reader. Skimming refers to the way of reading in which reader quickly run their eyes across a whole text for its gist.

##### 2.1.1.3.2. Scanning

Brown scanning is a strategy used by all readers to find relevant information in a text.<sup>12</sup> Assessment of scanning is carried out by presenting test-takers with a text (prose or something in a chart or graph format) and requiring rapid identification of relevant bits of information. Scanning means that glancing rapidly through a text to search for a specific piece of information. So, when scanning it a searching process

<sup>10</sup> Grellet, *Developing Reading Skill* (Cambridge: Cambridge University Press, 1998, p. 40.

<sup>11</sup> Brown, *language Assessment Principles and Classroom Practice* (San Fransisco, California: Longman, 2003), p. 213.

<sup>12</sup> Brown, *language Assessment Principles and Classroom Practice*, p. 209.



that requires the pupils to find what they need. If the pupils are looking for data, they are looking for numbers.

#### 2.1.1.3.3. Extensive Reading

Intensive reading is reading short text to extract specific information. This is more an accuracy activity involving reading for detail. This kind of reading, which seeks to grasp the whole message, including both arguments and supporting details, encourages careful, literal processing of text.

#### 2.1.1.3.4. Intensive Reading

Extensive reading is reading longer text usually for someone's pleasure, this is a fluent activity, mainly involving, global understanding.

#### 2.1.1.6. Reading Strategies

There are many strategies of reading. It is applied by many readers. They will choose different way to read. Brown says that explicit reading skills consist of two big elements, namely micro skills and macro skills.<sup>13</sup>

The micro skills are presented below:

- Discriminating among the distinctive graphemes and orthographic pattern of English
- Retaining chunks of language of different length in short-term memory
- Processing writing at an efficient rate of speed to suit the purpose
- Recognizing a core of words and interpreting word order patterns and their significance

---

<sup>13</sup> Brown, *language Assessment Principles and Classroom Practice* (San Fransisco, California: Longman, 2003), p. 187-188.

- Recognizing grammatical word classes (noun, verb, etc.), system (e.g. tense, agreement, pluralization) patterns, rules, and elliptical forms.
- Recognizing that a particular meaning may be expressed in different grammatical forms
- Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Meanwhile, macro skills include:

- Recognizing the rhetorical forms of written discourse and their significance for interpretation, recognizing the communicative functions of a written text according to form and purpose.
- Inferring context that is not explicit by using background knowledge.
- Distinguishing between literal and implied meanings.
- Detecting cultural specific references and interpreting them in a context of the appropriate cultural schemata
- Developing and using patterns of reading strategies such as scanning and skimming, detecting discourse markers.
- Guessing the meaning of words from context.
- Activating schemata for the interpretation of texts
- Inferring links and connections between supporting idea, new information, given information, generalization and exemplification from described events, ideas, etc.

### **2.1.2 The Concept of Short Story**

In this, explanation about the concept of short story as the second variable of research which has content; the definition of short story text, the purpose of short story text, the advantages of short story text.

### 2.1.2.1 Definition of short story

A short story is a short work of fiction. Fiction is process writing about imagined events and character. Short story is one of the literature forms that are a work of fiction that is usually written in prose, often in narrative format. According to Jones,

short story is an imaginative statement of feeling that feeling is created or imagined. Short story is a short piece of fiction aiming at unity of characterization, theme and effect.<sup>14</sup>

Besides, Hadipana stated it that the short stories text, allowing for the importance of perusal and understanding written works as a major objective of language learning, other efficient methods to enhance language expertise, particularly written skills, are being sought<sup>15</sup>. In addition assumed that short story is a term referring exclusively to plot, one assuming a combination of two conditions: small size and plot impact on the ending. Conditions of this sort produce something totally distinct in aim and devices from the novel.

### 2.1.2.2 Purpose of short story text

According to Ebrahiminejad stated that the primary function of short stories is to entertain and inform, the teachers keep interest alive in the classroom and motivate students, they have factual (real) and values<sup>16</sup>. In the other hand, Zahra and Farrah stated that using short stories in the EFL classroom exposes learners to distinctive opportunities for educational, intellectual, cultural, and linguistic development. Short story is a considered as one of the literary genres that can be used

---

<sup>14</sup> Jones, *Outlines of Literature: Short Stories, Novel, and Poems* (USA: The Macmillan Company, 1968), p. 12.

<sup>15</sup> Hadipana, "The Effects of Short Story on Junior High School EFL Learners' Reading Skills in Birjand," *FLTJ* 1, no. 1 (2013), p. 1.

<sup>16</sup> Ebrahiminejad, "Effect of Using Short Story on Speaking Improvement of Iranian Pre-Intermediate EFL Learners," *IJLLALW* 7, no. 3 (2014), p. 43.

in the EFL classroom to enhance language skill, motivate students, and increase their cultural awareness and tolerance<sup>17</sup>.

#### 2.1.2.3 The advantages of short story text

Poukalthor and Kohan stated that there were several benefits of short stories text:

1. short stories text makes the students' reading task easier because it is simple and short give learners a better view of other people and other cultures.
2. requires more attention and analysis helps students to be more creative and raise the critical thinking skills.
3. raise the cultural awareness.
4. reduce students anxiety and helps them feel more relax.
5. is good for multicultural context because of its universal language
6. offers a fictional and interesting world<sup>18</sup>

Based on the advantages the resercher concludes that advantages of short stories text was material of learning that used in teaching wh-questions because easier to used and gave awareness, motivation, attention and raise the eritical thinking to the students that wh-questions was importance to know.

#### 2.1.2.4 Catagorize of short story text

According to Nining there were three categories of short stories text as follow:

1. short story mini (flash), a short story by the number of words between 750-1000 pieces.

<sup>17</sup> Zahra, "Using Short Stories in the EFL Classroom," IUGJHR 24, no. 1 (2016), p. 12.

<sup>18</sup> Pourkalthor, "Teaching Reading Comprehension through Short Stories in Advance Classes," AJSSH 2, no. 2 (2013), p. 54.

2. short story ideal, a short story by the number of words between 3000-4000 fruit.
3. the long short story, short story he reached the number of 10.000 pieces.

According to Mawardi there were three categories of short stories texts as follow:

1. shorter-shape the story of the novel (and concise)
2. the total of words is under 10.000 words
3. the contents of the story come from everyday life (usually from personal experience or others)
4. do not lift or describe all the stories described the perpetrator as only a single issue or core juice alone
5. the characters portrayed are having problems or conflict until their completion words usage very simply and economically so easily recognizable readers.
6. The impression left very deep so the reader feel the content of short story
7. Only one incident recounted
8. The story line of single and straight
9. Characterizations on the short story is very simple, not profound and concise.

#### 2.1.2.5 Choosing short stories text for language testing

Yang has decided the day to choose short stories text for language learning as follows:

##### 2.1.2.5.1 content

The content of a story is considered to be good if it involves interesting characters, a clear plot and an ending which can make students feel surprised. Also, the values and attitudes conveyed in the story should be appropriate to children.

#### 2.1.2.5.2 language used

A story was good if it contains a repetition of the same language pattern (or parallelism) in a natural context. The story can include some new language but that new language should not be too much to affect students' understanding.

#### 2.1.2.5.3 illustration

This is particularly important for the low motivated learners and the low achievers because all children love interesting pictures and they are attracted by the colorful pictures.

Based on explanations, it can be seen that choosing a good short stories text should be an important thing in language learning because it needs some criteria that should be included into the short stories text such as content, language used, and illustrations. In this research, the researcher uses short stories text with an appropriate content for teenagers, simple language in order to avoid students' misunderstanding, and an interesting picture to motivate students to read the short stories text.

### **2.1.3 The Concept of Wh-Questions**

#### 2.1.3.1 The understanding of wh-questions

The definition of question will be presented according to the experts. The definitions are made up based on their points of view as follows, Cummingham and Iqbal state that points out that a question is a verbal utterance that seeks a response from the person to whom it is directed. A question is a means of finding out or interpreting information, however it is more than a logical grouping of punctuated by

a questions mark. And he further points out that a question is an effective stimulus and it is readily available to the teacher. A well developed understanding of the characteristic and potentials of questions, as well as skill is using it effectively, become one of the most valueable devices and the lecturer can assume responsibility as a manager of learning.

Wh-questions in English are questions with wh-words (e.g., what, when, where, which, who(m), whose, why or how) in pre-verbal position, requesting specific information, and the circumstances surrounding action and events.

As we know, there are two question word in English that are WH question and Yes/No question. Here, the writer explain about WH question in English. Park stated that Wh- question are questions beginning with where, what, when, who, and why. WH question is a word used to inquire information. The requested information can be hours, locations, who, where, etc.<sup>19</sup> While Brown stated that Wh- questions play important role in interrogative words.<sup>20</sup> Celce-Murcia and Larsen-Freeman 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.<sup>21</sup>

Here, the writer explains about WH question in English. In addition, Swan stated that

the word who, whom, whose, which, what, when, where, why and how are used in question to show what kind of information is wanted".<sup>22</sup>

---

<sup>19</sup> H. Park, "When-Questions in Second Language Acquisition. *Second Language Research*", Vol. 16 Issue 1 (2000), p. 2.

<sup>20</sup> H. Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy. Second Edition* (San Francisco: San Francisco State University, 2000) p. 279.

<sup>21</sup> Marianne C Murcia, *Teaching English as a Second or Foreign Language* (Boston: Heinle Publishers, 1991), p. 233

<sup>22</sup> Michael Swan, *Practical English Usage* (New York: Oxford University Press, 1995), p. 460.

Pyle and Page mentioned wh-questions as information questions. They also said that these are questions for which the answer more than *yes* or *no*; there must be some information in the answer”.<sup>23</sup>

On other hand, by using wh-question the questioner will get the elaboration answer from the listener. Concerning those theories above, the researcher infers that there are two kinds of questions. They are yes-no question and wh-question. Here the researcher only used WH-Question in teaching short story.

The formation of wh-questions in English generally follows these principles: (1) the wh-word or the wh-word with its headword (e.g., what colour, how fast) is placed in the sentence initial position, (2) an operator (i.e., form of do, be, and have or a modal) is obligatory, and (3) the subject is inverted with the operator, with the exception of subject questions, which follow the declarative structure (wh-subject and verb). According to Beiber et al., questions are very common in coversation, with an average of one questionper every 40 words in conversation. They are also commonly used in news and academic texts. Given the high frequency, it is important to master this structure well to develop English accuracy and fluency.<sup>24</sup>

From what explained above, wh-question that need information more details as required. The reply of the question related to the question word.

#### 2.1.3.2 The question word of wh-question

A wh-question begins with a question word. Eastwood states that there are nine questions words:

##### 2.1.3.2.1 Who: who always refers to people.

---

<sup>23</sup> Michael A Pyle and Mary Ellen Munoz Page. *TOEFL Preparation Guide* (New Delhi: Nice Printing Press, 2005), p. 1993.

<sup>24</sup> Biber, Douglas., Johnson, Stig., Leech, Geoffrey., Conrad, Susan., Finegan, Edward, *Longman Grammar of Spoken and Written English* (Harlow: Longman, 1990), p .211.



For example: Who is your best friend?

2.1.3.2.2 Whom: whom is used when who is the object

For example: Whom did you talk to?

2.1.3.2.3 Whose: whose asks about possession.

For example: Whose cat is this?

2.1.3.2.4 What: what is used to ask things when there is indefinite numbers of possible answer.

For example: What colour do you like?

2.1.3.2.5 Which: which can refer to people or something not human. Which is used when there is definite numbers of possible answer.

For example: Which colour do you like most? Yellow or orange?

2.1.3.2.6 Where: where is used to ask about place.

For example: Where did you stay last night?

2.1.3.2.7 When: when is used to ask about time.

For example: When will you see the doctor?

2.1.3.2.8 Why: why may ask for a reason.

For example: Why do you choose these sneakers?

2.1.3.2.9 How: how can express means or manner. It also can express degree if come before an adjective or adverb. How can be used as an adjective or adverb in friendly inquires about someone's well being, enjoyment or progress.<sup>25</sup>

For example:

How did solve this math question?

How cold is New York in December?

---

<sup>25</sup> John Eastwood, *Oxford Guide to English Grammar* (Oxford: Oxford University Press, 1997), p. 297.

How is your mother?

### 2.1.3.3 The function of wh-questions

Wh-questions have some function based on the questions words used in the questions. The question word can be subject, object, complement or adverbial. The following examples of wh-questions' function as a subject, object, complement, and adverbial are below:

For example:

Subject : Who can make a rainbow cake?

(Someone can make a rainbow cake)

Object : What did the children buy in the supermarket?

(The children bought something in the supermarket)

Complement : Whose is this pencil case?

(This pencil case is someone's)

Adverbial : Where are you going?

(I going somewhere)

### 2.1.3.4 The forms of wh-questions

In English, information questions are formed by moving an appropriate question word forward to the first position. This process of moving the question word is called fronting. There is also second movement must take place: an inversion of the subject noun phrase and the first helping verb (or be used as a main verb).

In order, to make these wh-questions correctly., there are two things need to do:

2.1.3.4.1 move the questions word to the front of the sentence, and then invert the helping verb and the subject some phrase. For example:

The children will go to the zoo for a field trip.

where

Where will the children go for a field trip?

2.1.3.4.2 Invert the tense marker (present or past tense) and the subject of noun phrase. And finally insert the dummy helping verb do to carry the tense marker. For example:

The students have to draw an object (present)

What object do the students have to draw?

Table 2.1. Form of Wh-questions

Questions word	Helping verb	Subject	Main verb	(Rest of sentence)

*Source: Betty Azar's book<sup>26</sup>*

#### 2.1.3.5 The effective uses of questions

Many purposes may be served by the uses of question. A good lecturer or teacher knows how to activate students to ask question that are required reflective thinking of the students Howard in Iqbal states that points out that there are some uses of question namely:

1. To develop students analytical thought and to review, drill, and practice.
2. To diagnose areas of weakness and difficulty.
3. To evaluate material which has been taught and to have the students make comparisons.
4. To motivate the students to ask question end to determine progress toward goals. To stress the important point to analyze and solve the problem.
5. To develop and change attitudes.

<sup>26</sup> Betty Azar, *Fundamentals of English Grammar* (New York: Pearson Education, 2003), p.128.

6. To show relationship and help the students to organize and interpret material and information.
7. To help students appraise critically and discover student's interest.
8. To give direction to the student's thinking and encouraging the application of what has been taught and learned.
9. To demonstrate agreement or disagreement and develop the student's expression, and lead students logically into the next step or unit.

According to Edward Anthony in Richards identified that WH question is a good way to turn a broad subject into a limited and more manageable topic for a short essay.<sup>27</sup>

#### 2.1.3.6 Procedures of Using Wh-question to Comprehend Short Story

The writer modified the steps of teaching reading ability to comprehend short story process suggested by the writer. The procedures were as follow:

##### 2.1.3.6.1 Step 1

This step was intended to construct background knowledge. The teacher becomes a bridge builder between what students already know about a concept - schemata - and what they need to know in order to understand a particular text, that is, the interaction between those schemata and the input coming from the text. The teacher gave brainstorming to the students by asking some questions to stimulate their background knowledge.

##### 2.1.3.6.2 Step 2

The aims of this step was to help students to understand the specific content and to perceive the rhetorical structure of the text. With these tasks teacher took the

---

<sup>27</sup> Jack C Richards, and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (New York: Cambridge University Press, 1986), p. 15.

learners through the reading and they interact in the text. The teacher explained about the function of each questions word (what, who, where, when, why, and how) and narrative text. After that, making a discussion group consisting 6 students for each group would be helpful to develop their confidence in interacting and discussing about the lesson with their friends. After making group discussion, students were asked to read the text silently after they were distributed a narrative text. The teacher asked the students about the main idea of the text and information details referring to the WH-Questions that have been explained. After that, answering the questions attached below the text. Finishing that, the students were asked to evaluate their tasks by discussing the answer in each group. The last was making a conclusion of the text.

#### 2.1.3.6.3 Step 3

This last step is the activity after interacting with the reading. The teacher asked students whether there were some difficulties about the topic or in understanding the lesson. The last was giving summary of the lesson.

In this research, the writer implemented this procedure of teaching for three meetings with different topic of reading texts namely short story.

#### 2.1.3.7 Advantages and Disadvantages of Wh-question

The advantages of wh-questions technique in reading short story

1. Students are able to make preview and make predictions
2. Students are able to realize of why they are reading the text
3. Students are able to read selectively
4. Students are able to make connections and associations with the text based on what they already know
5. Students are able to refine predictions and expectations

6. Students are able to use context to identify main ideas
7. Students are able to use context to identify unfamiliar words
8. Students are able to consider how the information might be used in the future.

The disadvantages of wh-questions technique in reading short story:

1. It spends much time during the teaching learning process
2. Sometimes students cannot get the idea from the question in text
3. Sometimes students cannot answer the question.

## 2.2 Previous Research Finding

Some researcher had conducted a few studies that relate to the researcher's research are follows:

Prisma Nurvica Rohmahtul Hamdzah state that

there is any significant differences score of the students' achievement in writing ability before and after being taught by using WH question. It can be concluded based on the result of data analysis. It was found that the statistical test by using T-test shown that T-test is -14.000 and the T-table is 1.782. Its mean that T-test was upper than T-table with degree freedom (df) 12 and the level significance 0.05. The conclusion is the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis is accepted.<sup>28</sup>

Vena Fadillah state that

the implementation of Wh-question in teaching reading could improve the students' narrative text reading ability. Since the implementation of question in reading could maintain the focus of the readers. It could be seen from the gain of students' reading mean score in the pre-test and the post-test (60,67 to 76,77) and the statistical report; in addition, the use of wh-question could also improve the students' skill in five aspects of reading namely, identifying main idea, identifying spesific information, determining references, making inference and understanding vocabulary by seeing the analysis of the students' works in posttest in each aspects.<sup>29</sup>

Chairunisa states that

---

<sup>28</sup> Prisma Nurvica Rohmahtul Hamdzah, *The Effectiveness of Wh Question Towards Generating Ideas in Writing Recount Text at the Eight Grade Students of SMP Hasan Munahir Karangin in Academic Year 2014/2015* (Tulungagung: IAIN Tulungagung Repository, 2015), p. 45.

<sup>29</sup> Vena Fadillah, *Improving Students' Reading Narrative Comprehension Text through WH-Questions Technique at The Second Year of SMKN 3 Bandar Lampung* (Lampung: Universitas Lampung Repository, 2017), p.55.

the using of WH-question to improve students' skill in writing recount text was an alternative way. WH-question was the technique that can make students more interest with the material of writing recount text. The implementation of WH-question to improve students' writing recount text at the first grade student of MAN Kuala Simpang divided into two cycles. Before conducted the cycle I, the researcher did the preliminary research (pre-cycle) to measure the students' ability in writing recount text. In first cycle, the researcher, asked the students to write recount text based on their experience and in the second cycle, the researcher divides the students into eight groups, the topic in this cycle was Holliday. Based on the result of the research that had been done in two cycles (cycle I and cycle II), it can be taken the conclusions that there was an improvement. The students' skill in writing recount text improved after being taught by using personal letter. The implementation of WH-question as a learning aid to improve students' ability in writing recount text was very effective. It was proved by the significance result of students score in the pre-cycle was 60.53, Cycle I was 67.69 and Cycle II was 79.23.<sup>30</sup>

Based on the pervious related finding above it indicates the students' ability to comprehend short story still need to teach intensively by their teacher. To high the ability of the students in mastering short story through wh-question, school should supporting materials and appropriate facilities. For example: Appropriate the number of students, good materials and availability of professional teachers necessary because teaching grammar is needs a special skill.

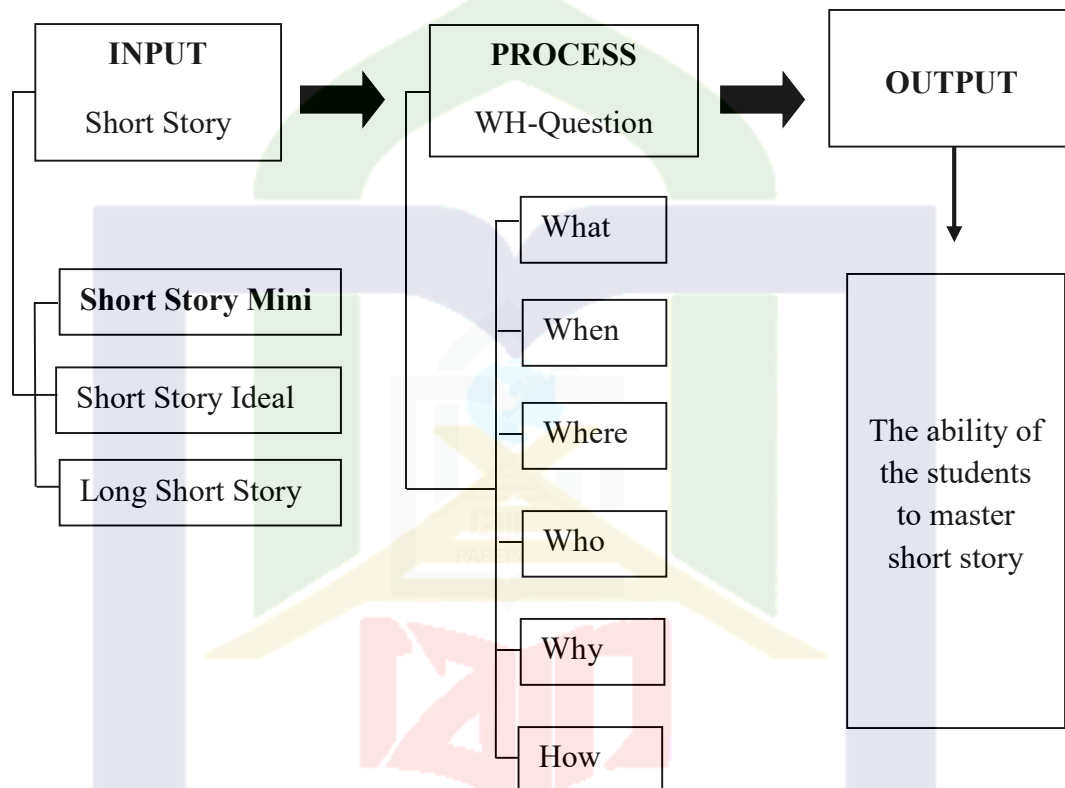
The similarity between the previous research above and this research is they use wh-question as dependent variable which is as a technique in teaching English. Meanwhile, the difference between the previous research and this research is the independent variable. First, in the Prisma's and Cairunisa's research, they used writing recount text as dependent variable. Second, in Vena's research, she used reading narrative comprehension text as dependent variable, whereas the writer used short story as dependent variable. On the other hand, there is a different object of the research each other. In Chairunisa's and Vena's research, they did a research at senior

---

<sup>30</sup> Chairunisa, The Use of Wh-Question to Improve the Students' Ability in Writing Recount Text at the First Grade Student of MAN Kuala Simpang (Langsa: IAIN Langsa Repository, 2017), p. 64.

high school level, meanwhile in Prisma's and writer's research, they did a research at junior high school level.

### 2.3 Conceptual Framework



Explanation of three components above:

1. Input refers to the material that is applied. It is categorized of short story which consist of short story mini, short story ideal, and long short story.
2. Treatment refers to the teaching and learning short story by using wh-question namely who, what, where, when, why, and how.



3. Output refers to the result of the students' ability to master short story through wh-question.

In teaching reading, there are many techniques that can be used by teachers to reach the goal of teaching learning process. For this research, wh-questions is chosen as a technique in teaching short story. Based on the frame of theories presented above, the researcher assumed that wh-questions can be used to overcome the difficulty of mastering the reading short story. If the text can be understood easily, then it can be a motivation for them to pay more attention and active in teaching learning process. It means that wh-question can be used to master the students' short story reading ability.

### **2.3 Hypotesis**

Based on the previous related literature, some pertinent ideas, and the concept framework above, the researcher formulated hypothesis of the reserach as follows:

#### **2.3.1 The alternative hypothesis (Ha)**

The second grade students of SMPN 2 Patampanua Kabupaten Pinrang are able to master short story through wh-question.

#### **2.4.2The null hypothesis (Ho)**

The second grade students of SMPN 2 Patampanua Kabupaten Pinrang are not able to master short story through w-h-question.

### **2.4 Variable and Operational Definition of variable.**

#### **2.4.1 Variable**

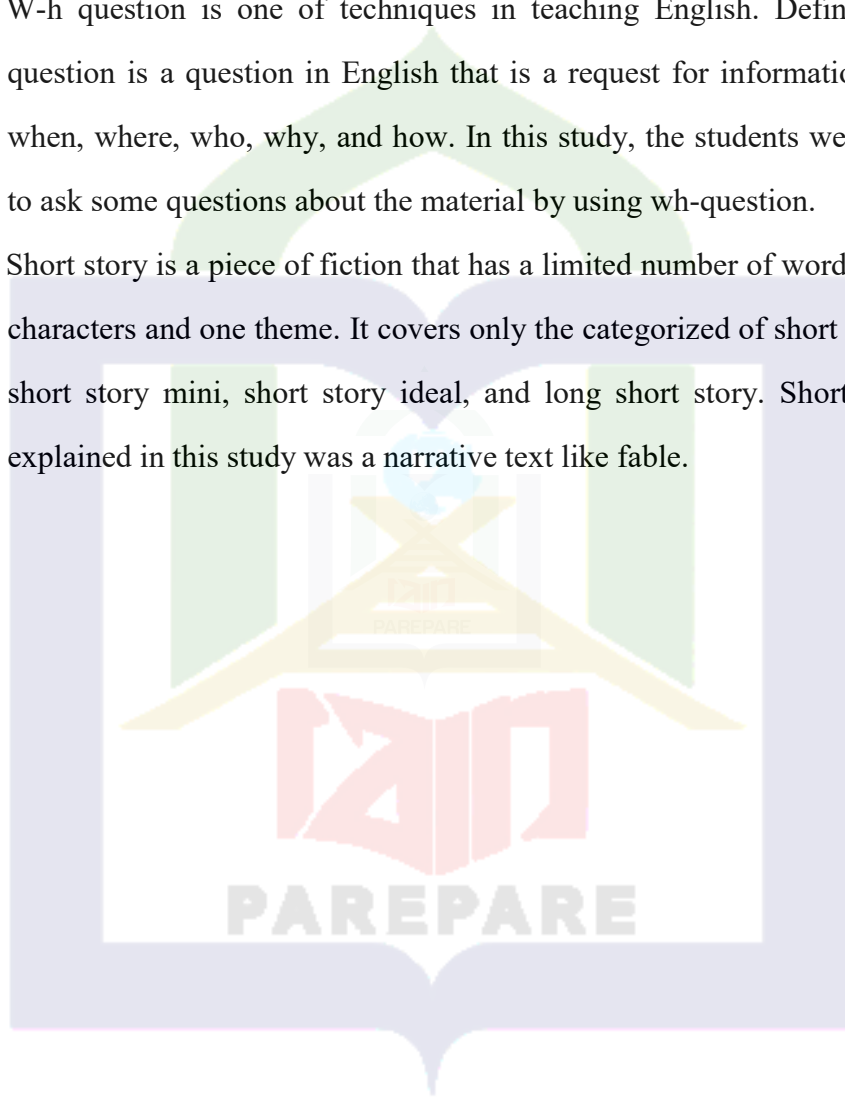
The title of this research there are two variable namely independet variable and dependent variable:

1. The independent variable is wh-question

2. The dependent variable is the students' reading ability to comprehend short story

#### 2.4.2 Definition of Variable

1. W-h question is one of techniques in teaching English. Definition of wh-question is a question in English that is a request for information like what, when, where, who, why, and how. In this study, the students were demanded to ask some questions about the material by using wh-question.
2. Short story is a piece of fiction that has a limited number of words, only a few characters and one theme. It covers only the categorized of short story namely short story mini, short story ideal, and long short story. Short story that's explained in this study was a narrative text like fable.



## CHAPTER III

### METHOD OF THE RESEARCH

#### 3.1 Design of the Research

This research was called quantitative research because it used numbers of statistic. The method of this research was pre-experimental model with one group pre test post-test design. A pre-test was given before instruction (or treatment) begins. So there were two tests: T1=the pre-test and T2= the post test. X was used to symbolize the treatment in the following representation of the design<sup>31</sup>:

T1 X T2
---------

Where:

T1 = Pre-Test

X = Treatment

T2 = Post-Test.

#### 3.2 Location and Duration of the Research

The research was done at the second year students of for English subject, and the duration of the research was about two months. It was divided in one month for collecting data and one month for analyzing data.

---

<sup>31</sup> Evelyn Hatch, *Research Designed and Statistics for Applied Linguistics* (London: Newbury House Publisher, 1982), p. 20.

### 3.3 Population and Sample

#### 3.3.1 Populasi

According to Sugiyono, population is generalization that composed of the subject / object that has certain qualities and characteristics of the applied research to learn and then be concluded.<sup>32</sup> While for sample, Sugiyono defined Sample is a portion of the amount and the characteristics possessed by the population.<sup>33</sup>

The population of this research was the whole of second grade students of SMPN 2 Patampanua Kabupaten Pinrang. The total of the eight grade students was 181 people. There were eight classes comprising VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7 and VIII-8.

#### 3.3.2 Sample

According to Asher and Vockell, the sample must be representative of the population about which we wish to make generalizations.<sup>34</sup> In this research sampling technique was used to take sample is purposive sampling. According to Arikunto, purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.<sup>35</sup>

The writer used purposive sampling technique to determine the sample, so she just took one class based on the recommendation of English teacher. Based on the English teacher's argument, he said that the level of Students' ability in VIII-3 class

---

<sup>32</sup> Sugiyono, *Statistika untuk Penelitian* (Bandung: Alfabeta, 2010), p. 61.

<sup>33</sup> Sugiyono, *Statistika untuk Penelitian*, p. 62.

<sup>34</sup> H. Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana, 2010), p. 169.

<sup>35</sup> Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2010), p. 183.

was lower than other class. Therefore, he recommended to the writer to take VIII-3 class as sample of the research which consisted of 21 students.

Table 3.1: Number of Sample

Male	Female	Total
10 Students	11 Students	21 Students

*Source of data: Administration of SMPN 2 Patampanua Kabupaten Pinrang*

### 3.4 Instrument of Data Collecting

The instrument that was used for this research was written test which developed by the writer. According to J.B. Heaton on his book, there are some of the most common types of objective items used to test awareness of the grammatical features of the language. They are: (1) multiple choice items; (2) error recognition items; (3) rearrangement items (4) completion items; (5) transformation items; (6) items involving the changing of words; (7) broken sentence items; (8) pairing and matching items; (9) combination items; and (10) addition items.<sup>36</sup> Therefore, the writer used 2 item tests in the instrument. It was included of multiple choice items and true-false items.

### 3.5 Technique of Data Collecting

To obtain the data in this research, the writer gave the students pre-test and post-test for experimental class. The technique of data collecting is in chronological order as follows:

---

<sup>36</sup> J. B. Heaton, *Writing English Language Test* (London and Newyork: Longman Group UK Limited, 1990), p. 34.

### 3.5.1 Pre-test

The writer gave a pre-test to the students before the treatment was done. As the writer have discussed in the instrument of the research, the form of the test that was given to the students consist of 2 test items. It was included of multiple choice items and true/false items. In multiple choice items, the writer used 10 questions and 5 questions in true/false items. The objective of giving pre-test was to know the basic knowledge of the students before the treatment was done.

### 3.5.2 Post test

In the last step, post-test was given to the students after the treatment was given. The test that was used for post-test was the same as the test that was used for pre-test. It consisted of 2 test items. The objective of giving post-test was to know students' learning achievement after the treatment was given.

## 3.6 Treatment

Treatments were given three times. The materials about short story which were given in every meeting were different. The treatment was based on procedure for each activity in each meeting as follows:

Table 3.2 Teaching Procedure of Wh-question

No.	Steps	Teaching Activities	Students Activities
1.	Opening	Greeting	Answer greeting
2.	Main teaching	<ul style="list-style-type: none"> <li>Introducing the material about short story</li> <li>Giving explanation about the structure of short story</li> <li>Give examples of short story text</li> </ul>	Pay attention
		<ul style="list-style-type: none"> <li>The teacher gave short story text to the students. In the first</li> </ul>	<ul style="list-style-type: none"> <li>The students read the short story and tried to</li> </ul>

		<p>meeting, the writer used short story entitled 'The Fox and the Bird'. In the second meeting, the writer gave short story entitled 'The Proud Lion'. In the last meeting, the writer applied short story entitled 'A Greedy Dog'.</p> <ul style="list-style-type: none"> <li>• The teacher answer the question from the students</li> </ul>	<p>know about the text.</p> <ul style="list-style-type: none"> <li>• The students have to searched questions about the text by using wh-question technique namely what, when, where, who, why, and how.</li> <li>• The students asked the questions to the teacher about the text that they had read, to get the information about the story.</li> </ul>
3.	Closing	<ul style="list-style-type: none"> <li>• Ask the students to collect his or her results.</li> <li>• Giving conclusion about the lesson.</li> </ul>	The students made the results and giving conclusion.

*Source of data: Lesson Plan*

### 3.7 Technique of Data Analysis

The data collected through the test was analyzed quantitatively. This quantitative analysis employed statically calculation to test the hypotesis. Some formulas were applied in this research to process the data as follows:

#### 3.7.1 Scoring the students' correct answer of pre-test and post-test.<sup>37</sup>

To make the data more valid, the writer gave design of measurement as follows: The design of measurement was intended to know students' wh-question mastery. In this research students answered 15 test items, they are:

<sup>37</sup> Depdiknas, *Langkah-Langkah Penyusunan Soal, Pedoman Penakaran, Cara Penilaian, dan Cara Perhitungan Nilai Akhir SMU/SMK* (Jakarta: Depdiknas, 2003), p. 253.

1. Ten (10) questions were multiple choice, the right answer was scored 6 and wrong answer was scored 0, if the students answer all questions correctly, they would get score 60.
2. Five (5) question that required students to determine true or false of the sentence, score for right answer was 8 and 0 for wrong answers, if the students answer all questions correctly, they would get score 40 .

3.7.2 Classifying the score of the students into the following criteria:

Table 3.3. Score Category of the Test

No	Classification	Score
1.	Excellent	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very poor	≤ 40

Source: Suharisimi Arikunto's book<sup>38</sup>

3.7.3 Calculating the frequency and percentage of the students

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Total Number of sample<sup>39</sup>

<sup>38</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi* (Jakarta: PT. Bumi Aksara,2005), p. 245.



3.7.4 Concluding the mean score of students' pre-test and post-test using this formula:

$$X = \frac{\sum x}{N}$$

Where :

X = Mean score

$\sum x$  = The sum of the all score

N = Total number of sample<sup>40</sup>

3.7.5 Calculating the mean score of difference between pre-test and post-test by using formula:

$$D = \frac{\sum D}{N}$$

Where:

D = mean score of the difference

$\sum D$  = The total score of differences between pre-test and post-test

N = The total sample

3.7.6 Finding out the significant different between pre-test and post-test by calculating the value of t-test by using the following formula.

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

<sup>39</sup> Nurjannah, *The Influence of Motivation in Learning Towards Improving Vocabulary Mastery at the Second Grade Students of Mts Negeri Pinrang* (Unpublished Skripsi STAIN Parepare, 2013), P. 38.

<sup>40</sup> Sukardi, *Methodology Penelitian Pendidikan Kompetensi dan Praktiknya* (Jakarta: PT. Bumi Aksara, 2004), p. 88.

Where :

t = Test of significant

D = The difference between pre-test and post-test

$\bar{D}$  = The mean of the different score.

$\sum D^2$  = The sum of D score

$(\sum D)^2$  = The square of  $\sum D$

N = The number of subject<sup>41</sup>

### 3.7.7 The criteria of testing hypothesis:

The statistical hypothesis in this research as follows:

$$H_0 = \mu_1 = \mu_2$$

$$H_1 = \mu_1 \neq \mu_2$$

To the hypothesis, the reseach used one-tailed test, with 0,05 level of significance.

3.6.8.1 If  $t\text{-table} < t\text{-test}$ ,  $H_1$  is accepted and  $H_0$  is rejected. It means that using short story able to influence in teaching wh-question.

3.6.8.2 If  $t\text{-test} < t\text{-table value}$   $H_0$  is acceptable and  $H_1$  is rejected. It means that using short story unable to influence in teaching wh-question.<sup>42</sup>

<sup>41</sup> Sukardi, *Methodology Penelitian Pendidikan Kompetensi dan Praktiknya* (Jakarta: PT. Bumi Aksara, 2004), p. 91.

<sup>42</sup> Burhan Bungin, *Metode Penelitian Kuantitatif* (Jakarta: Kencana Pradana Media, 2005), p. 79-80.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two sections; they are finding of the research and discussion of the findings. The writer analyzed the data consisting of the result of pre-test and post-test.

#### 4.1 Finding

After conducting the research, the writer obtained two kinds of data; the scores of pre-test and the scores of post-test. The writer had given to the students a pre-test and post-test which consist of 15 questions. The test was done two times, pre-test was given before giving treatment and post-test was given after giving treatment.

##### 4.1.1 The Pre-test Scores

The data of pre-test scores can be seen in the table below

Table 4.1 The Students' Scores of Pre-test

Respondent	The Student Score		Total
	Multiple Choice	True/False	
001	42	24	66
002	18	16	34
003	18	8	26
004	24	16	40
005	12	16	28
006	18	16	34
007	18	32	50

008	30	32	62
009	24	16	40
010	42	32	74
011	42	32	74
012	12	32	44
013	18	0	18
014	18	24	42
015	18	8	26
016	24	24	48
017	18	16	34
018	18	24	42
019	18	32	50
020	12	32	44
021	12	0	12
	<b>Total</b>		888

*Source of data: Result of the Research*

$$\begin{aligned}
 \bar{X} &= \frac{\sum X}{n} \\
 &= \frac{888}{21} \\
 &= 42.28
 \end{aligned}$$

Based on the result of pre-test analyzed in the table above, it shows that the highest is 74 score was achieved by respondent 010 and respondent 011. On the other hand, the respondent 021 achieved 12 as the lowest total score. However, the overall

students achieved 42.28 as the average score for their ability before learning short story through wh-question. To know more the students' score percentage of pre test, there were descriptive table below:

Table 4.2 The Score Percentage of Pre-test

No	Qualifications	Scores	Frequency	Percentage (%)
1	Excellent	86 – 100	0	0 %
2	Good	71 – 85	0	0 %
3	Fair	56 – 70	4	19.05 %
4	Poor	41 – 55	7	33.33%
5	Very Poor	0 – 40	10	47.62 %
<b>Total</b>			21	100 %

*Source of data: Result of the Research*

The table shows that from 27 students, no one students “got excellent” (0%), no one of them got “good” (0%), 4 (19.05%) out of 21 students, 7 (33.33%) out of 21 students, and 10 (47.62%) out of 21 students. It meant that the mean score of pre-test showed the students' standard ability were “poor” in comprehending short story.

#### 4.1.2 The Post-test Score

The data of post-test scores can be seen in the table below

Table 4.3 The Students' Score of Post-test

Respondent	The Student Score		Total
	Multiple Choice	True/False	
001	48	24	72
002	30	24	54

003	36	24	60
004	48	16	64
005	48	24	72
006	24	24	48
007	42	32	74
008	24	40	64
009	30	24	54
010	48	32	80
011	48	32	80
012	18	40	58
013	24	16	40
014	24	40	62
015	36	32	68
016	30	40	70
017	30	40	70
018	36	40	76
019	30	40	70
020	36	24	60
021	24	8	32
	<b>Total</b>		1328

*Source of data: Result of the Research*

$$\begin{aligned} X &= \frac{\Sigma X}{n} \\ &= \frac{1328}{21} \\ &= 63.24 \end{aligned}$$

From the data on table above, two student (010) and (011) got eighty score as the highest total score and one student (021) gained thirty two score as the lowest total score achieved by the students in this post-test. Wholly, the result of the post-test score analysis indicated that the students have achieved 1328 (63.24) as the total mean score in the post-test which meant that the quality of the students' reading ability to comprehend short story after giving treatment through wh-question was "fair".

Table 4.4 The Score Percentage of Post-test

No	Qualifications	Scores	Frequency	Percentage (%)
1	Excellent	86 – 100	0	0 %
2	Good	71 – 85	5	23.81 %
3	Fair	56 – 70	10	47.62 %
4	Poor	41 – 55	4	19.05 %
5	Very Poor	0 – 40	2	9.52%
	<b>Total</b>		27	100 %

*Source of data: Result of the Research*

The data from the table above shows that there were 2 (9.52%) out of 21 students, 4 (19.05%) out of 21 students, 10 (47.62%) out of 21 students, 5 (23.18) out of 21 students and no one of them got "excellent" (0%).

#### 4.1.3 The Mean Score of the Students on Pre-test and Post-test

Table 4.5 Mean Score of Pre-test and Post-test

Test	Mean Score
Pre-test	42.28
Post-test	63.24

*Source of data: Result of the Research*

Based on the table above, before giving treatment in pre-test, the students' reading ability to comprehend short story got the mean score (42.28) and after giving treatment in post-test the students' mean score was (63.24). It proved that there was increasing to the ability of the students to master short story through wh-question.

#### 4.1.4 The Overall Result of Pre-test and Post-test

Pre-test is a set of questions was given to students before giving treatment. Post-test was given to know the students' ability after giving treatment. Post-test were used as the pre-test. Comparing the students' scores of pre-test and post-test allowed us to see whether the treatment was successful in improving students' reading ability to comprehend short story through wh-question. The comparison of the gain scores between pre-test and post-test could be illustrated as follows:

Table 4.6 The Overall Result of Pre-test and Post-test.

Respondent	Pre-test	Post-test
001	66	72
002	34	54
003	26	60



004	40	64
005	28	72
006	34	48
007	50	74
008	62	64
009	40	54
010	74	80
011	74	80
012	44	58
013	18	40
014	42	62
015	26	68
016	48	70
017	34	70
018	42	76
019	50	70
020	44	60
021	12	32
<b>Total</b>	<b>888</b>	<b>1328</b>

*Source of data: Result of the Research*

The table shows that there were differences between the pre-test and post-test result. The students got significant increasing by gaining score before and after giving treatment. It meant that the students were able to comprehend short story through wh-question. The increasing could be measured by taking a look the maximum and the minimum score in the pre-test and post-test in which twelve (12) was the minimum score in pre-test while thirty two (32) was the minimum score in post-test. On the other hand, seventy two (72) was the maximum score in pre-test, while eighty (80) was the maximum score in post-test. Furthermore, there were two (2) students got the maximum score in post-test.

In addition, the students' progress in learning also be measured by comparing the students' gain score in pre-test was 888 (42.28) and the students' gain score in post-test was 1328 (63.24). If the two gain scores were taken into account the ability of the students to comprehending short story before and after giving treatment, we might then stated that the quality of the students' ability increased from "Poor" to "Fair".

#### 4.1.5 The T-test Analysis

Table 4.7 The worksheet of Calculated of the Diviation

<b>Respondent</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>D</b>	<b>D<sup>2</sup></b>
001	66	72	6	36
002	34	54	20	400
003	26	60	34	1156
004	40	64	24	576
005	28	72	44	1936
006	34	48	14	196
007	18	74	56	3136

008	62	64	2	4
009	40	54	14	196
010	74	80	6	36
011	74	80	6	36
012	44	58	14	196
013	18	40	22	484
014	42	62	20	400
015	26	68	42	1764
016	48	70	22	484
017	34	70	36	1296
018	42	76	34	1156
019	50	70	20	400
020	44	60	16	256
021	12	32	20	400
<b>Total</b>			<b>472</b>	<b>14544</b>

Source of data: Result of the Research

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{472}{21}$$

$$\bar{D} = 22.48$$

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

$$t = \frac{22.48}{\sqrt{\frac{14544 - \left(\frac{472}{21}\right)^2}{21(21-1)}}$$

$$t = \frac{22.48}{\sqrt{\frac{14544 - \frac{222784}{441}}{21(21-1)}}$$

$$t = \frac{22.48}{\sqrt{\frac{14544 - 505.18}{21(21-1)}}$$

$$t = \frac{22.48}{\sqrt{\frac{14.038.82}{21(20)}}$$

$$t = \frac{22.48}{\sqrt{\frac{14.038.82}{420}}}$$

$$t = \frac{22.48}{\sqrt{33.42}}$$

$$t = \frac{22.48}{5.78}$$

$$t = 3.88$$

#### 4.1.6 Hypothesis testing

The hypothesis testing of this study is as follow:

- a . If the significant level is bigger than T-table (0.05%), the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that there is different score to the students before being taught by using WH question and after being taught by using WH question. The different is significant.

b . If the significant level is more than 0.05, the null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected. It means that there is no different score to the students before being taught by using WH question and after taught by using WH question. There is not significant.

Having analyzed the data of pre-test and post-test by using t-test formula, the result showed that the t-test value (3.88) was higher than t-table value (2.086). It indicated that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis is rejected. It meant that the students were able to comprehend short story through wh-question.

## **4.2 Discussion**

In this part, the writer presents the discussion about the data analysis on the research that has been presented in the previous sub chapter. In this case the writer tells discussion about data analysis, which is intended to find out the students' ability to comprehend short story through wh question. It can be identified through the result of pre-test and post- test.

### **4.2.1 The Meaning of the Test**

Based on the research method in chapter III in this research, the writer conducted in the pre experimental research with one group pretest-posttest design. In teaching learning process was divided into three steps. The first step was administering of pre-test by giving written test that contains multiple choice and true-false. Pre-test was given to the 21 students (10 males and 11 females) to measure their ability before being given a treatment. The test was given to know basic competence and to know their earlier knowledge before they got treatment. After getting the result of pre-test, the class was given a treatment during three times by

using wh question as a technique during getting the treatment, the students felt interested, enjoy, active, happy and enthusiastic to learn short story. The last step, the writers was administering of post-test. In the post-test the students were given a test like in pre-test to know their ability to comprehend short story after they were treated by using WH question as a technique. The post-test was conduct in the last meeting and only one meeting.

This research was used the WH-question in teaching short story. As mentioned in the previous chapter that in this research, the researcher wanted to know the students' ability to comprehend short story through WH-question. Its purpose was to know whether the students able to master short story through WH question. The writer got the data from pre test and post test.

The writer used t-test to test the hypothesis and know whether the students able to master short story through WH question. It's used to check whether  $H_0$  was accepted or not. The criteria is if  $t\text{-value} < t\text{-table}$  it means  $H_0$  is accepted, while if  $t\text{-value} > t\text{-table}$  it means  $H_0$  is rejected. In the previous subheading, it could be seen that t-value was 3.88, whereas t-table (with the level of significance 0.05 and degree of freedom 22) was 2.086. To test hypothesis is still related to take the conclusion to answer problem statement in chapter I. After the result of t-value is found, it means the hypothesis can be concluded. If the null hypothesis ( $H_0$ ) is untruthful, the alternative hypothesis can be accepted. In this experimental research, the alternative hypothesis ( $H_a$ ) is stated that the second grade students of SMPN 2 Patampanua Kabupaten Pinrang are able to comprehend short story through wh-question. In the contrary, the null hypothesis ( $H_0$ ) is stated that the secondgrade students of SMPN 2

Patampanua Kabupaten Pinrang are not able to master short story through w-h-question.

Based on the result of the data analysis, mean of the students' score after giving treatment were higher than before giving treatment. Mean score of pre-test was 42.28 while mean score of post-test was 63.24. It proved that the students' score in mastering short story through wh-question was better although it's still distant from Minimum Mastery Criterion (KKM). Besides, the result of t-test analysis showed that t-test value (3.88) was higher than t-table value (2.086). Therefore, based on the hypothesis testing, the ( $H_a$ ) is accepted and the ( $H_o$ ) is rejected, the theory is verified. It meant that the students were able to comprehend short story through wh-question.

#### 4.2.2 The Effect of the Treatment

Based on the result of the data, the students were able to master short story through wh-question. The effectiveness of using wh-question to improve students' ability in English was supported the previous research by Prisma Nurvica Rohmatul Hamdzah (2015), Vena Fadillah (2017) and Chairunisa (2017). The first, Prisma Nurvica Rohmatul Hamdzah, she stated that there is any significant differences score of the students' achievement in writing ability before and after being taught by using WH question. It can be concluded based on the result of data analysis. The second, Vena Fadillah found that the implementation of Wh-question in teaching reading could improve the students' narrative text reading ability. Since the implementation of question in reading could maintain the focus of the readers. The use of wh-question could also improve the students' skill in five aspects of reading namely, identifying main idea, identifying spesific information, determining references,

making inference and understanding vocabulary by seeing the analysis of the students' works in posttest in each aspect. The last, Chairunisa stated that the using of WH-question to improve students' skill in writing recount text was an alternative way. WH-question was the technique that can make students more interest with the material of writing recount text.

In short, both of the researchers found that wh-question technique can enhance students' ability in skills of English (reading and writing). The differences between this research and the previous research are the writer focused on solving students' ability in mastering short story. Meanwhile, the similarity was the result of this research is this research found that the students were able to comprehend short story through wh-question at the second grade of SMPN 2 Patampanua Pinrang.

The use of technique in teaching learning process is very important, so the teacher should chose the technique for teaching learning, especially for teaching short story. A technique in teaching learning process can help the teacher to teach more easily and help the students understand. One of technique that is easy to apply in teaching short story is WH question. According to Edward Anthony in Richards in chapter II identified that WH question is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Moreover, WH question can help the students get information about the story that they read.

In teaching short story through wh-question, the writer found that some students can master short story by giving stressing at the important point. Besides, the students also organize and interpret material and information to master short story. On the other hand, the writer gave question to evaluate material which has been taught about short story. As it did so, Howard in Iqbal in the chapter II, states that



points out that there are 9 uses of question, some of them are (1) to stress at the important point, (2) to organize and interpret material and information, (3) to evaluate material which has been taught.

Based on the theory (Yang's statement) about short story in chapter II above, the writer got point that choosing a good short story text should be an important thing in language learning because it needs some criteria that should be included into the short stories text such as content, language used, and illustrations. In this research, the writer used short stories text with an appropriate content for teenagers, simple language in order to avoid students' misunderstanding, and an interesting picture to motivate students to read the short stories text.

In treatment, WH-question was used as a technique to generate ideas which is contained in short story. The wh- questions are used to help students to identify the information from each part of the generic structure of the short story. For example " what/who, when and where " were 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 were used to identify the characters of the narrative story, when was used to identify the time setting of the story and where was used to identify the setting of the story. Therefore the students could understand how to differentiate the generic structures of short story easily.

In students' opinion English was difficult to learn. So, the writer needs to give guide to help students in solving their problems through many kinds of ways and technique to avoid the boring and desperate. One of the ways to solve the boring, must be given the challenge tests to be done by the students individually to measure their ability and understanding level to the subject they learnt. Giving tests that

accompanied with motivations to the students so that, the students want and interest in doing the test that given by the writer.

Talking about giving tests, the writer chose three different short stories in each meeting. There were three meetings in treatment. The first meeting used short story with title The Fox and the Bird. Besides, the second meeting used short story with title The Proud Lion. And the last meeting used short story with title A Greedy Dog. Meanwhile for pre test and post test, the writer used short story with title The Fox and the Turtle. The test which is used for pre test and post test was same.

But the problem that they faced mostly is lack of basic knowledge about English and lack of vocabulary. The writer knew about that case after telling the students about it. They said that they didn't know about English because they seldom get it in elementary school. If they seldom studied English when they were in elementary school, then they didn't have vocabularies more. Practically, some students admitted that they got vocabulary not in school but when they played the game. Therefore, they got trouble in answering the test that was given by the writer.

From explanation above, it is very appropriate with the result that in teaching and learning process using wh-question is effective, especially in teaching short story. Based on research finding in this research that there are any significant different in mastering short story of students before and after being taught using wh-question. Thus, it can be concluded that the students were able to comprehend short story through wh-question at the second grade students of SMPN 2 Patampanua Kabupaten Pinrang.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consist of two parts namely conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the writer.

#### 5.1 Conclusion

Based on the finding and discussion in the previous chapter, the writer concluded the research result that the use of wh-question was able to improve students' reading ability to comprehend short story at the second grade students of SMPN 2 Patampanua Kabupaten Pinrang. It was proven by the t-test value that was 3.88 which was higher than 2.086 as the t-table value. Besides, there was a significant difference between the students' reading ability to comprehend short story at the second grade students of SMPN 2 Patampanua Kabupaten Pinrang before and after giving treatment. It was proven by the mean score of pre-test that was 42.28 then improved to 63.24 as the mean score of post-test. It meant that quality of the students' reading ability to comprehend short story improved from "very poor" to "fair" after using wh-question in giving treatment.

#### 5.2 Suggestion

Closing this study, the writer would like to give some suggestions that might be useful to the teacher, students and the next researcher.

### 5.2.1 For the Teacher

1. The English teacher is expected to use visual aids, such as pictures as an alternative technique to convey the material to help the students in improving their ability in learning English.
2. The English teacher might use pictures in teaching and learning process to make the students more interested and more active in learning English. So, they will not be bored when learning it at class.
3. The English teacher is supposed to know the students' problem in their learning activities in order to give them the solution.

### 5.2.1 For the Students

1. The students should do not less motivation in learning English wherever and whenever.
2. They should study more and more and practice much about English, and collect many of vocabularies.

### 5.2.2 For the Researcher

It is necessary to another researcher conduct a further research, in order to validate the result of this study.

## BIBLIOGRAPHY

- Aebersold, J Ann and Field, Marry Lee. 1997. *from Reader to Teacher Issues Strategies for Second Language Classroom*. USA: Cambridge University Press.
- Arikunto, Suharsimi. 2005. *Dasar-Dasar Evaluasi*. Jakarta: PT. Bumi Aksara.
- Azar, Betty. 2003. *Fundamentals of English Grammar*. New York: Pearson Education.
- Biber, Douglas., Johnson, Stig., Leech, Geoffrey., Conrad, Susan., Finegan, Edward.. 1990. *Longman Grammar of Spoken and Written English*. Harlow: Longman.
- Brown, H. Douglas. 2000. *Teaching by principles. An interactive Approach to language Pedagogy. Second Edition*. San Francisco: San Francisco State University.
- Brown, H. Douglas. 2003. *Language Assessment Principles and Classroom Practice*. San Francisco, California: Longman.
- Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, Inc.
- Bungin, Burhan. 2005. *Metode Penelitian Kuantitatif*. Jakarta: Kencana Pradana Media.
- Chairunisa. 2017. The Use of Wh-Question to Improve the Students' Ability in Writing Recount Text at the First Grade Student of MAN Kuala Simpang. Langsa: IAIN Langsa Repository.
- Depdiknas. 2003. *Langkah-Langkah Penyusunan Soal, Pedoman Penakaran, Cara Penilaian, dan Cara Perhitungan Nilai Akhir SMU/SMK*. Jakarta: Depdiknas.
- Eastwood, John. 1997. *Oxford Guide to English Grammar*. Oxford: Oxford University Press.
- Ebrahiminejad. 2014. *Effect of Using Short Story on Speaking Improvent of Iranian Pre-Intermedite EFL Learners*. IJLLALW 7, no. 3.
- Encyclopedia, Americana 725.
- Fadillah, Vena. 2017. Improving Students' Reading Narrative Comprehension Text through WH-Questions Technique at the Second Year of SMKN 3 Bandar Lampung. Lampung: Universitas Lampung Repository.
- Grabe, W. 2009. *Reading in a Second Language (Moving from Theory to Practice)*. New York: Cambridge University Press.
- Grallet, Francoise. 1998. *Developing Reading Skill*. Cambridge: Cambridge University Press.
- Greenbaum, Sydney. 1996. *The Oxford English Grammar*. Oxford: Oxford University Press.

- Hadipana. 2013. *The Effects of Short Story on Junior High School EFL Learners' Reading Skills in Birjand*. FLTJ 1, no. 1.
- Hamdzah, Prisma Nurvica Rohmahtul. 2015. The Effectiveness of Wh Question Towards Generating Ideas in Writing Recount Text at the Eight Grade Students of SMP Hasan Munahir Karangany in Academic Year 2014/2015. Tulungagung: IAIN Tulungagung Repository.
- Hatch, Evelyn. 1982. *Research Designed and Statistics for Applied Linguistics*. London: Newbury House Publisher.
- Heaton, J. B. 1990. *Writing English Language Test*. London and Newyork: Longman Group UK Limited.
- Murcia, Marianne C. 1991. *Teaching English as a Second or Foreign Language*. Boston: Heinle Publishers.
- Nurjannah. 2013. *The Influence of Motivation in Learning towards Improving Vocabulary Mastery at the Second Grade Students of Mts Negeri Pinrang*. Unpublished Skripsi STAIN Parepare.
- Park, H. 2000. *When-questions in second language acquisition*. *Second Language Research*. Vol. 16 Issue 1.
- Pourkalthor. 2013. *Teaching Reading Comprehension through Short Stories in Advance Classes*. AJSSH 2, no. 2.
- Pyle, Michael A and Mary Ellen Munoz Page. 2005. *TOEFL Preparation Guide*. New Delhi: Nice Printing Press.
- Richards, Jack C and Theodore S. Rodgers. 1986. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Setyosari, H. Punaji. 2010. *Metode Penelitian Pendidikan dan Pengembangan*. Jakarta: Kencana.
- Simanjutak, Edithia Gloria, Dra. 1988. *Developing Reading Skill for EFL Students*. Jakarta: Depertemen Pendidikan dan Kebudayaan.
- Spratt, M., A. Pulverness and M. Williams. 2005. *The TKT (Teaching Knowledge Test) Course*. Cambridge: Cambridge University Press.
- Sugiyono. 2010. *Statistika untuk Penelitian*. Bandung: Alfabeta.
- Sukardi. 2004. *Methodology Penelitian Pendidikan Kompetensi dan Praktiknya*. Jakarta: PT. Bumi Aksara.
- Swan, Michael. 1995. *Practical English Usage*. New York: Oxford University Press.
- Wallace, Catherine. 1996. *Reading New York*. Oxford: Oxford University Press.
- Weaver, Constance. 2009. *Reading Process: Brief Edition of Reeadng Process and Practice*. Ohio: Miami University, Oxford.
- Zahra. 2016. *Using Short Stories in the EFL Classroom*. IUGJHR 24, no. 1.



**APPENDICES**

**PAREPARE**

## Appendix 1. Instrument for Pre-test and Post-test

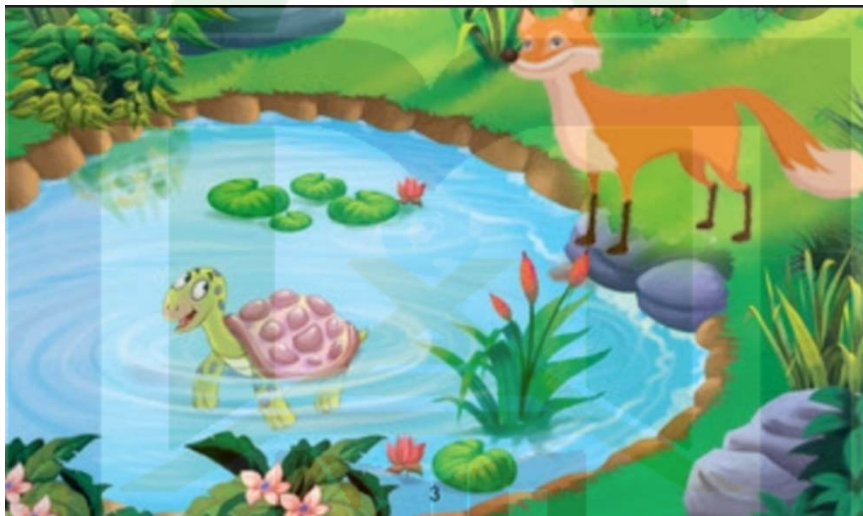
Name :

Class :

### A. Multiple Choice

Read and answer the questions below !

#### THE FOX AND THE TURTLE



For want of a better meal, a starving fox once captured a turtle, but it could not manage to break through the solid shell in order to eat it.

“You should try by putting me in the water for a while to soften me up,” suggested the shrewd turtle.

This sounded an excellent advice to the fox. He carried his prey to the stream and immersed it in the currents. The turtle, who was a superb swimmer, slid out of the fox’s paws and re-emerged in the mid-stream laughing, “There are animals who are even more cunning you. Now you’ll stay hungry!”



*Choose the correct answer by choosing (X) for a, b, c, or d!*

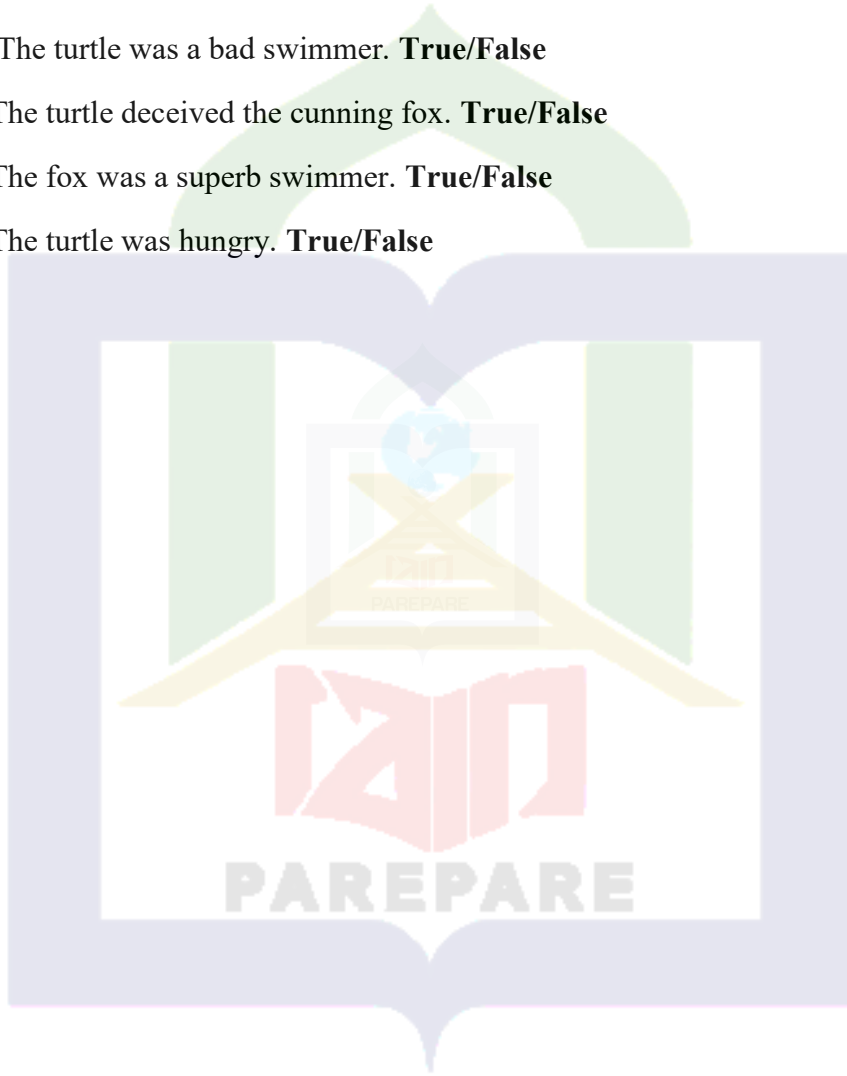
1. Why the fox caught a turtle?
  - a. Because hungry
  - b. Because full
  - c. Because sick
  - d. Because heal
2. Why the fox not be eating?
  - a. Because full
  - b. Because hard skin
  - c. Because hungry
  - d. Because leave
3. Why the turtle drowned in the river?
  - a. Proposed turtle
  - b. Willingness fox
  - c. Willingness cat
  - d. Willingness dog
4. Why is the attitude after the turtle in the river?
  - a. Laugh
  - b. Happy
  - c. Cry
  - d. Excited
5. How the turtle feeling after being in the river?
  - a. Laugh
  - b. Happy
  - c. Cry
  - d. Excited
6. In the story above who are starving?

- a. Turtle
  - b. Fox
  - c. Dog
  - d. Cat happy
7. Who are the actors in the story above?
- a. Turtle and the fox
  - b. Cat and mouse
  - c. Pig and buffalo
  - d. Birds and rabbits
8. How does a turtle's character?
- a. Smart
  - b. Intelligent
  - c. Cruel
  - d. Good
9. Where is the happened place the story?
- a. In the Forest
  - b. River
  - c. Forest and river
  - d. At the zoo
10. What lesson can be learned the story?
- a. Intelligent
  - b. Intelligent and cunning
  - c. Sly
  - d. Intelligent and cruel

**B. True-False**

Choose whether the following statement **True** or **False** by encircling the option **True** or **False**!

1. A fox want a meal. **True/False**
2. The turtle was a bad swimmer. **True/False**
3. The turtle deceived the cunning fox. **True/False**
4. The fox was a superb swimmer. **True/False**
5. The turtle was hungry. **True/False**



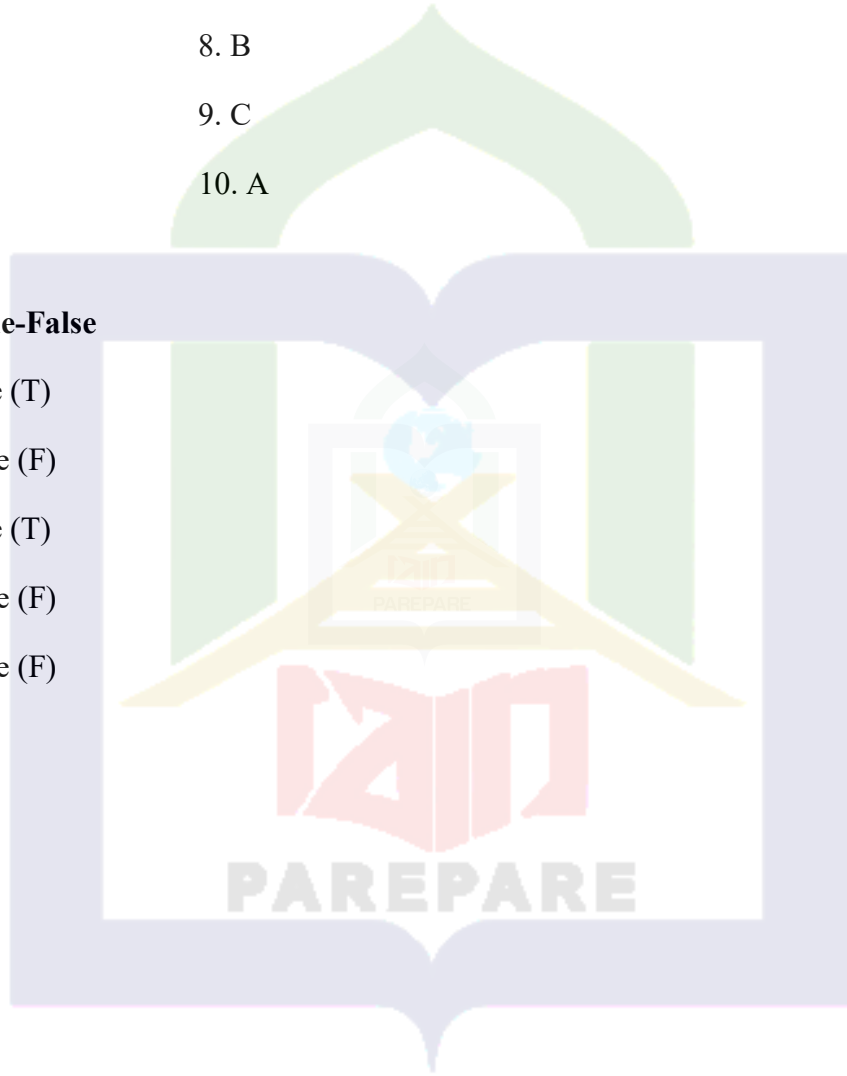
## Appendix 2. Answer Key

**A. Multiple Choice**

- |      |       |
|------|-------|
| 1. A | 6. B  |
| 2. B | 7. A  |
| 3. A | 8. B  |
| 4. A | 9. C  |
| 5. B | 10. A |

**B. True-False**

1. True (T)
2. False (F)
3. True (T)
4. False (F)
5. False (F)



## Appendix 3. Lesson Plan

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP 1)**

MATA PELAJARAN	:	Bahasa Inggris
KELAS/SEMESTER	:	VIII / 1
PERTEMUAN KE -	:	1
ALOKASI WAKTU	:	2 x 40 menit
STANDAR KOMPETENSI	:	5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk narrative text
KOMPETENSI DASAR	:	5.2. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima dalam teks berbentuk narrative
INDIKATOR	:	<ol style="list-style-type: none"> <li>1. Merespon makna dalam esei pendek sederhana secara akurat, lancar dan berterima dalam teks berbentuk narrative</li> <li>2. Merespon langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima dalam teks berbentuk narrative</li> </ol>
MATERI POKOK	:	Teks tulis berbentuk narrative.
TUJUAN PEMBELAJARAN	:	<p>Pada akhir pembelajaran, siswa dapat:</p> <ol style="list-style-type: none"> <li>1. Memahami makna dalam cerita singkat berbentuk narrative</li> <li>2. Merespon langkah retorika dalam teks berbentuk descriptive</li> </ol>
METODE PEMBELAJARAN	:	Wh-question Technique
MEDIA PEMBELAJARAN	:	Teks narrative tulis(cerita berupa dongeng), whiteboard, students, marker board.

## KEGIATAN PEMBELAJARAN

Kegiatan Awal( 5 Menit)

- a. Guru memberi salam kepada siswanya
- b. Guru mengabsen dan menanyakan keadaan siswanya.
- c. Guru memberikan penjelasan tentang tujuan pembelajaran yang ingin dicapai.

Kegiatan Inti

### Eksplorasi

- Mendengarkan penjelasan yang disampaikan.
- Menjawab penjelasan yang disampaikan.
- Mendengarkan penjelasan mengenai bacaan teks

### Elaborasi

- Menentukan w-h question pada teks
- Menjawab pertanyaan-pertanyaan yg disediakan.

### Konfirmasi

- Menentukan salah dan benar dari pernyataan-pernyataan yang disampaikan.

### Kegiatan Akhir (5 menit)

- Guru memberikan kesimpulan pembelajaran.
- Guru memberikan tugas mandiri kepada siswa untuk mempelajari kembali materi yang telah dipelajari sebelumnya.
- Guru menutup pembelajaran

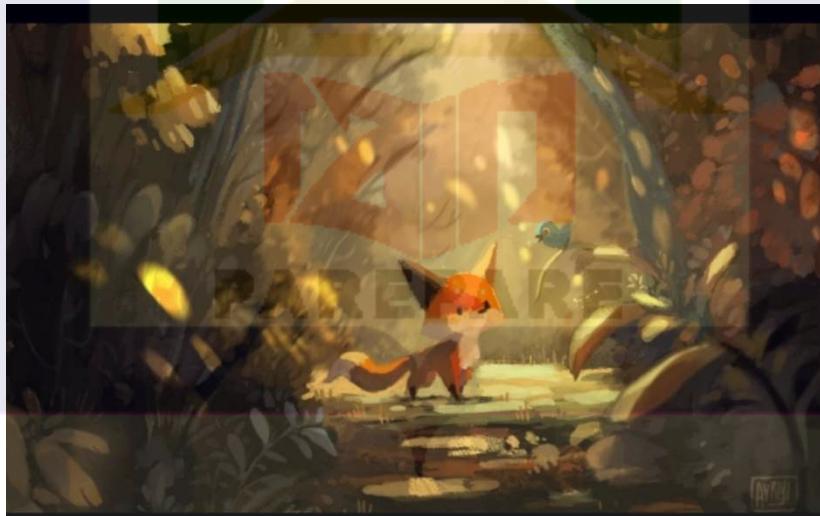
### PENILAIAN

Teknik : Tes Tulis

Bentuk : Performance

Materi Pembelajaran

## THE FOX AND THE BIRD



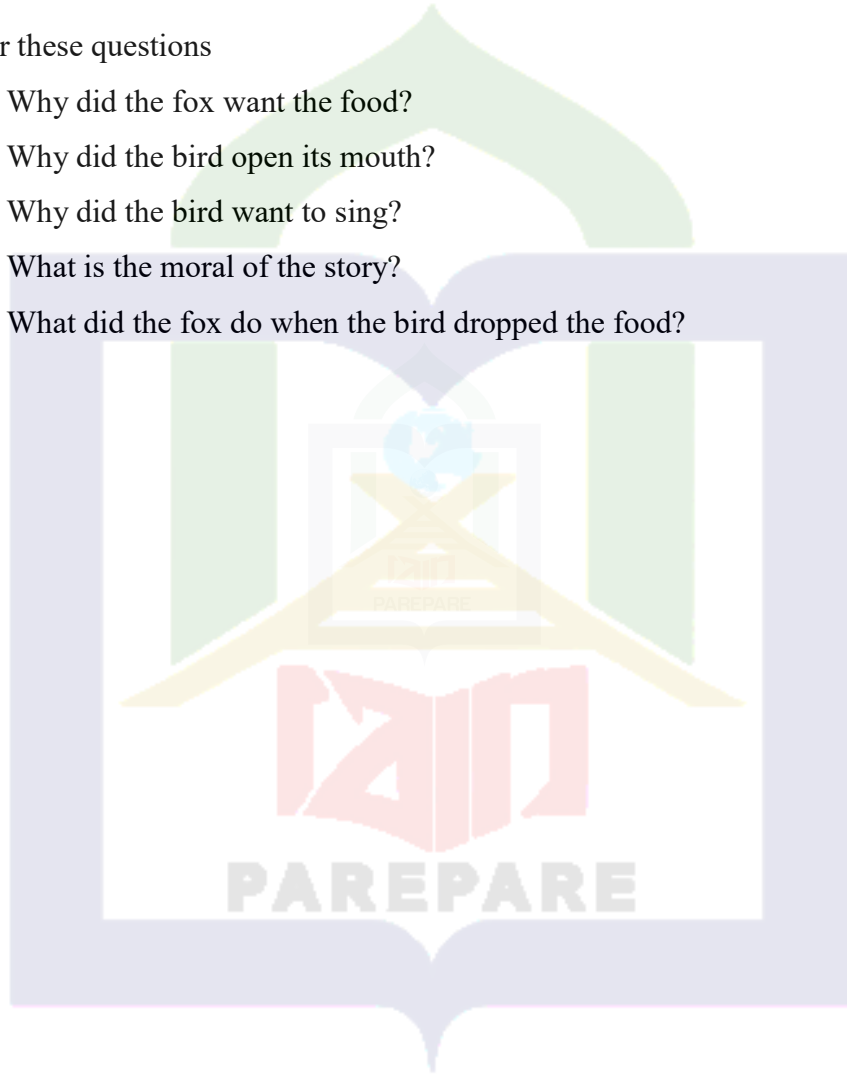
One day, a fox saw a bird sitting on the branch of a tree. In its mouth the bird had some food. The fox wanted this food because he was very hungry.

“You are a beautiful bird,” the fox said, “but can you sing?”

“Of course I can sing,” thought the bird, “this is a very stupid fox.” He opened his mouth to sing and dropped the food. The fox caught the food and said, “Yes you can sing, and you are very beautiful, but you are not very smart.” And the fox ran away with the food.

Answer these questions

1. Why did the fox want the food?
2. Why did the bird open its mouth?
3. Why did the bird want to sing?
4. What is the moral of the story?
5. What did the fox do when the bird dropped the food?



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)

MATA PELAJARAN	:	Bahasa Inggris
KELAS/SEMESTER	:	VIII / 1
PERTEMUAN KE -	:	2
ALOKASI WAKTU	:	2 x 40 menit
STANDAR KOMPETENSI	:	6. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk narrative text
KOMPETENSI DASAR	:	5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima dalam teks berbentuk narrative
INDIKATOR	:	3. Merespon makna dalam esei pendek sederhana secara akurat, lancar dan berterima dalam teks berbentuk narrative 4. Merespon langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima dalam teks berbentuk narrative
MATERI POKOK	:	Teks tulis berbentuk narrative.
TUJUAN PEMBELAJARAN	:	Pada akhir pembelajaran, siswa dapat: 3. Memahami makna dalam cerita singkat berbentuk narrative 4. Merespon langkah retorika dalam teks berbentuk descriptive
METODE PEMBELAJARAN	:	Wh-question Technique
MEDIA PEMBELAJARAN	:	Teks narrativetulis(cerita berupa dongeng), whiteboard, students, marker board.

### KEGIATAN PEMBELAJARAN

#### Kegiatan Awal( 5 Menit)

- d.* Guru memberi salam kepada siswanya
- e.* Guru mengabsen dan menanyakan keadaan siswanya.
- f.* Guru memberikan penjelasan tentang tujuan pembelajaran yang ingin dicapai.

#### Kegiatan Inti



### Eksplorasi

- g) Mendengarkan penjelasan yang disampaikan.
- h) Menjawab penjelasan yang disampaikan.
- i) Mendengarkan penjelasan mengenai bacaan teks.

### Elaborasi

- j) Menentukan w-h question pada teks
- k) Menjawab pertanyaan-pertanyaan yg disediakan.

### Konfirmasi

- l) Menentukan salah dan benar dari pernyataan-pernyataan yang disampaikan.

### Kegiatan Akhir (5 menit)

- Guru memberikan kesimpulan pembelajaran.
- 
- Guru memberikan tugas mandiri kepada siswa untuk mempelajari kembali materi yang telah dipelajari sebelumnya.
- Guru menutup pembelajaran

### PENILAIAN

Teknik : Tes Tulis

Bentuk : Performance

Materi pembelajaran

## THE PROUD LION



One day, a rat walked past a lion sleeping in a deep forest. Just then, the lion woke up and saw the rat. He caught it with his paw.

“What a tasty meal!” he said.

“Mr. Lion, King of the forest,” cried the rat, “please have a pity on me. I’m too small to make a good meal for you. If you let me go, I’ll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness.”

The lion laughed, “How can you ever repay me?”

But since he was not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise in the forest. He ran to see what it was. It was the lion. He had fallen into a hole in the ground and was caught in a rope net.

The lion looked up and saw the rat. “Mr. Rat,” he called out, “Mr. Rat, please jump down and help me.”

The rat jumped down into the hole and started to bite through the net. The lion was soon able to climb out of the hole.

“Mr. Lion,” said the rat, “yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you.”

Answer these questions

1. What did the lion say when he caught the rat?
2. Did the lion let the rat go because he took a pity on him or simply because he wasn't hungry?
3. Did the rat keep his promise to the lion?
4. What was the lion caught in?
5. What did the lion fall into?

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)

MATA PELAJARAN	:	Bahasa Inggris
KELAS/SEMESTER	:	VIII / 1
PERTEMUAN KE -	:	3
ALOKASI WAKTU	:	2 x 40 menit
STANDAR KOMPETENSI	:	7. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk narrative text
KOMPETENSI DASAR	:	5.4. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima dalam teks berbentuk narrative
INDIKATOR	:	5. Merespon makna dalam esei pendek sederhana secara akurat, lancar dan berterima dalam teks berbentuk narrative 6. Merespon langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima dalam teks berbentuk narrative
MATERI POKOK	:	Teks tulis berbentuk narrative.
TUJUAN PEMBELAJARAN	:	Pada akhir pembelajaran, siswa dapat: 5. Memahami makna dalam cerita singkat berbentuk narrative 6. Merespon langkah retorika dalam teks berbentuk descriptive
METODE PEMBELAJARAN	:	Wh-question Technique
MEDIA PEMBELAJARAN	:	Teks narrativetulis(cerita berupa dongeng), whiteboard, students, marker board.

### KEGIATAN PEMBELAJARAN

#### Kegiatan Awal( 5 Menit)

- a. Guru memberi salam kepada siswanya
- b. Guru mengabsen dan menanyakan keadaan siswanya.
- c. Guru memberikan penjelasan tentang tujuan pembelajaran yang ingin dicapai.

### Kegiatan Inti

#### Eksplorasi

- d. Mendengarkan penjelasan yang disampaikan.
- e. Menjawab penjelasan yang disampaikan.
- f. Mendengarkan penjelasan mengenai bacaan teks.

#### Elaborasi

- g. Menentukan w-h question pada teks
- h. Menjawab pertanyaan-pertanyaan yg disediakan.

#### Konfirmasi

- i. Menentukan salah dan benar dari pernyataan-pernyataan yang disampaikan.

### Kegiatan Akhir (5 menit)

- Guru memberikan kesimpulan pembelajaran.
- Guru memberikan tugas mandiri kepada siswa untuk mempelajari kembali materi yang telah dipelajari sebelumnya.
- Guru menutup pembelajaran

### PENILAIAN

Teknik : Tes Tulis

Bentuk : Performance

Materi Pembelajaran

### A Greedy Dog



A greedy dog stole a large piece of tender meat from a brother's shop. He grasped the meat tightly between his teeth and ran home with it.

On the way home, he came to a small bridge over a stream. As he was crossing the bridge, he looked down and saw his own reflection in the water below; he thought it was another dog that he saw.

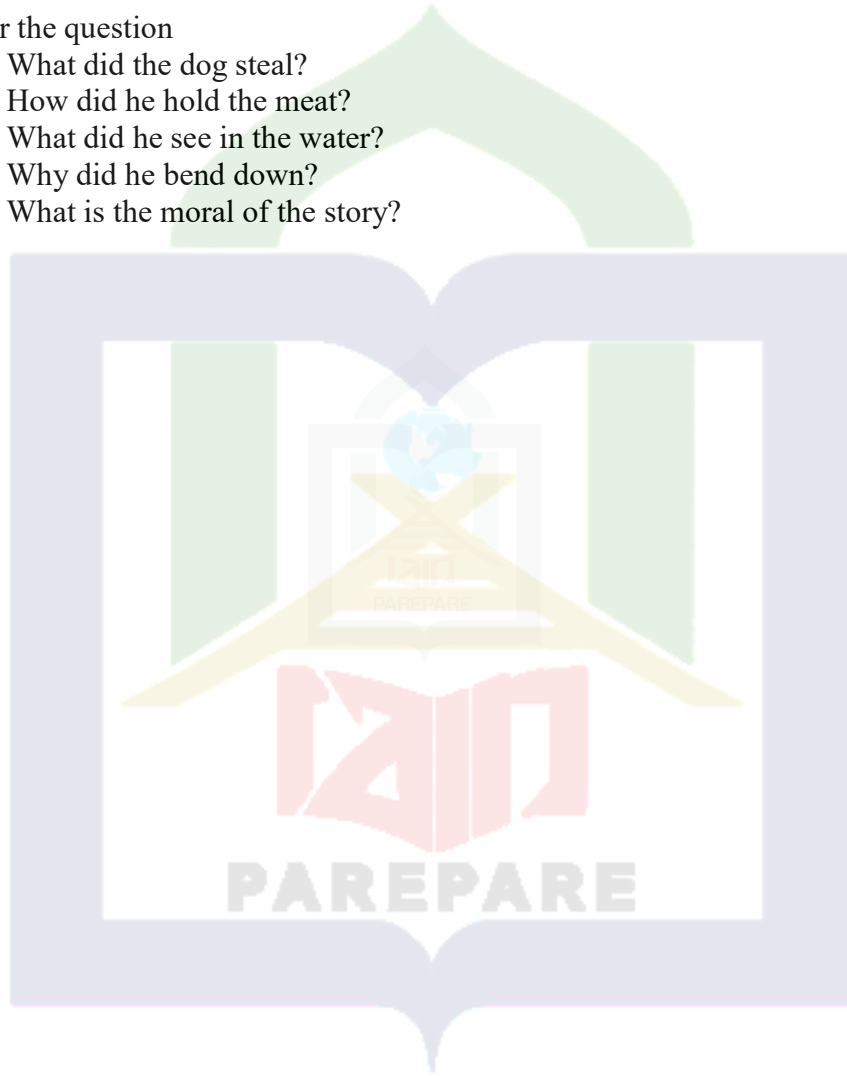
In this other dog's mouth he saw another large piece of meat.

“if I can get the meat from that other dog, I will have two pieces instead of one,”thought the greedy dog.

So, he bent down to get the meat and, as he opened his jaws, the meat fell out and was quickly lost in the water. So, in the end, the dog had nothing. He had been punished by his greed.

Answer the question

1. What did the dog steal?
2. How did he hold the meat?
3. What did he see in the water?
4. Why did he bend down?
5. What is the moral of the story?



## Appendix 4. List of Students' Attendance

**DAFTAR HADIR SISWA UPT SMPN 2 PATAMPANUA  
KABUPATEN PINRANG  
KELAS VIII-3**

NO	NAMA	L/P	PERTEMUAN			KETERANGAN		
			1	2	3	S	I	A
1	ALESYA DANIA	P	✓	✓	✓			
2	ASRATUL MAINNAH	P	✓	✓	✓			
3	FITRI NURHIDAYAH	P	✓	✓	✓			
4	HAIDA	P	✓	a	✓			1
5	JUMRIANI	P	✓	✓	s	1		
6	NAYELA ARMAN	P	✓	✓	✓			
7	NUR FAISAH	L	✓	✓	✓			
8	NUR HALIMAH	P	✓	✓	s	1		
9	NURJANNAH	P	✓	✓	✓			
10	NURUL AMRIYANI FATIMAH	L	✓	✓	✓			
11	ZAITUN JANNAH ANWAR	L	✓	✓	✓			
12	AHMAD RESTU ALAM	L	✓	✓	✓			
13	AIDIL FAJAR S.	L	✓	i	✓		1	
14	ICAL SAPUTRA	L	✓	✓	✓			
15	ICHWAN ILYAS	L	✓	✓	✓			
16	MUH. IRWAN	L	✓	✓	✓			
17	MUH. SAHRIZAM	L	✓	✓	✓			
18	MUH. HAFIZ ARIEF	L	✓	✓	✓			
19	MUH. SABRAN	L	✓	a	✓			1
20	PENDI	P	✓	✓	✓			
21	SALMAN	L	✓	✓	✓			

Pinrang, Desember 2018  
Mahasiswa

Rezky Shaafiyah Syam  
Nim.14.1300.162

## Appendix 5. T-table

**TABEL II**  
**NILAI-NILAI DALAM DISTRIBUSI t**

$\alpha$ untuk uji dua pihak (two tail test)						
	0.50	0.20	0.10	0.05	0.02	0.01
$\alpha$ untuk uji satu pihak (one tail test)						
dk	0.25	0.10	0.05	0.025	0.01	0.005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
$\infty$	0,674	1,282	1,645	1,960	2,326	2,576

## Appendix 6. Documentation



Experiment class (VIII-3)



The students did a pre test in the first meeting





The teacher explained short story using wh-question



The students did a post test in the last meeting

## Appendix 7. Surat izin melaksanakan penelitian dari kampus

  
**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE**  
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠  
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 3729 /In.39/PP.00.9/12/2018  
Lampiran : -  
Hal : Izin Melaksanakan Penelitian

Kepada Yth.  
Kepala Daerah KAB. PINRANG  
di  
KAB. PINRANG

Assalamu Alaikum Wr. Wb.  
Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: REZKY SHAAFIYAH SYAM
Tempat/Tgl. Lahir	: PINRANG , 08 Desember 1995
NIM	: 14.1300.162
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: JL. H. ANDI ARSYAD NO. 12, KEC. WATANG SAWITTO, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

**"THE ABILITY OF THE STUDENTS TO MASTER SHORT STORY THROUGH WH-QUESTION AT THE SECOND GRADE OF SMPN 2 PATAMPANUA KABUPATEN PINRANG"**

Pelaksanaan penelitian ini direncanakan pada bulan **Desember** sampai selesai.  
Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.


Terima kasih,

17 Desember 2018  
A n Rektor  
Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)  
  
Djunaidi



Page : 1 of 1, Copyright©nfs 2015-2018 - (Firmansyah )  
Dicetak pada Tgl : 17 Dec 2018 Jam : 10:42:04

## Appendix 8. Surat izin penelitian dari pemerintah

 **PEMERINTAH KABUPATEN PINRANG**  
**SEKRETARIAT DAERAH**  
Jl. Bintang No. Telp. (0421) 923058 - 922914  
PINRANG 91212

Pinrang, 19 Desember 2018

Nomor : 070/ 743 /Kemasy. Kepada  
Lampiran : - Yth. Kepala SMPN 2 Patampunua  
Perihal : **Rekomendasi Penelitian,** di-  
**Tempat.**

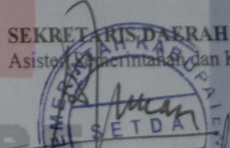
Berdasarkan Surat Plt Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor: B3729/In.39/PP.00.9/12/2018 tanggal 17 Desember 2018 Perihal Izin Melaksanakan Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama : **REZKY SHAAFIYAH SYAM**  
NIM : 14.1300.162  
Pekerjaan/Prog.Studi : Mahasiswi /Pendidikan Bahasa Inggris  
Alamat : Jl. A. Arsyad Pinrang  
Telepon : 081232023300.

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul *"THE ABILITY OF THE STUDENTS TO MASTER SHORT STORY THROUGH WH-QUESTION AT THE SECOND GRADE OF SMPN 2 PATAMPANUA KABUPATEN PINRANG"* yang pelaksanaannya pada tanggal 18 Desember 2018 s/d 20 Januari 2019.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini.

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. **SEKRETARIS DAERAH**  
Asisten Kekerjasama dan Kesra  
  
**Drs. RIZMAN LAUPE**  
Pangkat : Pembina Utama Muda  
Nip : 19390305 199202 1 001

**Tembusan:**

1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Kantor Kementerian Agama Kab. Pinrang di Pinrang;
5. Kepala Badan Kesbang dan Politik Kab. Pinrang di Pinrang;
6. Plt. Wakil Rektor Bid. APL IAIN Parepare di Parepare;
7. Camat Patampunua di Teppo;
8. Yang bersangkutan untuk diketahui;
9. Arsip.

## Appendix 9. Surat izin penelitian dari sekolah


**PEMERINTAH KABUPATEN PINRANG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**UPT SMP NEGERI 2 PATAMPANUA**  
 Alamat : Jalan Malimpung Benteng Kec. Patampanua Kab. Pinrang (K.P. 912012)

**SURAT KETERANGAN**  
 Nomor : 411.32 / 031 / SMP.13 / 2019

Yang bertanda tangan di bawah ini, Kepala UPT SMP Negeri 2 Patampanua Kabupaten Pinrang menerangkan bahwa :

Nama	: REZKY SHAAFIYAH SYAM
NIM	: 14.1300.162
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris

Benar yang namanya tersebut di atas, telah mengadakan penelitian pada UPT SMP Negeri 2 Patampanua Kabupaten Pinrang dari tanggal 16 Desember 2018 s/d 20 Januari 2019, dengan judul penelitian "THE ABILITY OF THE STUDENTS TO MASTER SHORT STORY THROUGH WH-QUESTION AT THE SECOND GRADE OF SMPN 2 PATAMPANUA KABUPATEN PINRANG".

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Benteng, 17 Januari 2019  
 Kepala UPT,  
  
**H. AMIRUDDIN, S.Pd. MM**  
 NIP. 19591028 198102 1 003

  
**PAREPARE**

## CURRICULUM VITAE



Rezky Shaafiyah Syam is Buginese blood. She was born in Pinrang, on the 8<sup>th</sup> of December 1995. She is the tenth child of ten in her family from the couple Alm. Syamsuddin.M and Hj. Satera. She began studying in TK Pertiwi Kabupaten Pinrang and graduated in 2002. In the same year, she continued her study to SDN 187 Pinrang and finished her study in 2008. Then, she continued studying to SMPN 1 Pinrang and graduated in 2011. After that, she continued her study to SMAN 1 Pinrang and finished in 2014. In the same year, she was accepted as undergraduate student of State Islamic College (STAIN) of Parepare and graduated in State Islamic Institute (IAIN) of Parepare. She completed her Sarjana Degree (S1) in 2019 specializing in English Education program by submitting skripsi entitled “The Students’ Reading Ability to Comprehend Short Story through Wh-Question at The Second Grade of SMPN 2 Patampanua Kabupaten Pinrang.”