

**AN UNDERGRADUATE THESIS**  
**THE INFLUENCE OF WH-QUESTION TOWARD THE**  
**STUDENTS' SPEAKING PERFORMANCE AT THE SEVENTH**  
**GRADE OF JUNIOR HIGH SCHOOL**  
**NEGERI 2 WAY BUNGUR**  
**EAST LAMPUNG**



**By:**

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|--------------------|-----------------------|
| FAKULTAS           | STAIN Jura Siwo Metro |
| TOKOS              | HaBiah                |
| HARGA ASLI         | 15-5-2013             |
| TANGGAL PENGUNCIAN | 150/13                |
| STAMP NO.          |                       |

**TARBIYAH DEPARTMENT**  
**ENGLISH EDUCATION STUDY PROGRAM**

**STATE OF ISLAMIC COLLEGE**  
**(STAIN) JURAI SIWO METRO**  
**1434 H/ 2013**

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STUDENTS' SPEAKING PERFORMANCE AT THE SEVENTH  
GRADE OF JUNIOR HIGH SCHOOL  
NEGERI 2 WAY BUNGUR  
EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan Islam (S.Pd.I)  
in English Education Study Program

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**TARBIYAH DEPARTMENT  
ENGLISH EDUCATION STUDY PROGRAM**

**STATE ISLAMIC COLLEGE (STAIN)  
OF JURAI SIWO METRO**

**1434 H/ 2013 M**

**PENGARUH WH- QUESTION TERHADAP PENAMPILAN  
BERBICARA SISWA KELAS TUJUH SMP N2 WAY  
BUNGUR KABUPATEN LAMPUNG TIMUR**

**ABSTRAK  
OLEH:  
TIKA MARLYAWATI**

Bertanya adalah salah satu bagian penting dalam pembelajaran bahasa ingris, termasuk dalam sistem komunikasi. Dan Wh- question digunakan untuk menanyakan informasi informasi yang tidak dapat dijawab dengan ya atau tidak, Ini adalah salah satu tipe dari pembelajaran gramatikal dan satu dari tipe pertanyaan. Selain itu Wh- question dapat diartikan sebagai pertanyaan yang dibuat untuk mengetahui sebuah informasi dalam pembelajaran bahasa ingris.

Penelitian ini bertujuan untuk mengetahui apakah Wh question dapat berpengaruh terhadap kemampuan berbicara siswa kelas VIIA SMP N2 Way Bungur dan membantu siswa dalam menemukan ide dalam berbicara. Yang mana dari pembelajaran Wh- question siswa mendapat banyak informasi dan ilustrasi dalam proses pembelajaran bahasa ingris.

Dalam hal ini, penulis melaksanakan *Quasi Experimental Design* (Penelitian Eksperimen Semu) dengan menerapkan *pre-test* dan *post-test* sebagai alat pengumpulan data. Sesuai dengan metode penelitian ini, maka data di analisis dengan menggunakan *t-test* yang memungkinkan untuk mengetahui perbedaan antara hasil *pre-test* yang diberikan sebelum treatment dan hasil *post-test* yang diberikan setelah treatment.

Akhirnya, data hasil penelitian menunjukakn bahwa  $t_{observasi} = 6,961$  dan ini masuk dalam kategori pengaruh yang tinggi. Selanjutnya,  $t_{observasi}$  konsultasikan dengan  $t_{table}$  dengan taraf signifikan  $5\% = 2,030$  dan  $1\% = 2,725$ , data tersebut menyatakan bahwa  $t_{observasi}$  lebih besar dari pada  $t_{table}$ , ini dapat di artikan bahwa  $H_0$  diterima. Dan dapat di artikan bahwa ada pengaruh yang positif dan signifikan diantara penggunaan Wh- question dan hasil penampilan berbicara siswa pada kelas VIIA SMP N2 Way Bungur.

**PENGARUH WH- QUESTION TERHADAP PENAMPILAN  
BERBICARA SISWA KELAS TUJUH SMP N2 WAY  
BUNGUR KABUPATEN LAMPUNG TIMUR**

**ABSTRACT**

By:

**TIKA MARLYAWATI**

Question is one of important part of study English, especially in system of communication. And Wh- Questions use to ask information's and can not answer by yes or no, it is one of the types of grammatical learning and one of the question type. Besides Wh- Questions can imply that the questions make to know some information's in English learning process.

The research was aimed to know whether Wh- question gave influence the students' speaking performance at class VIIA of Junior High School N2 Way Bungur and to help the students in finding the ideas. Which are from study Wh- question the students found many information and illustration in English learning process.

Furthermore, the writer conducted the quasi experimental design, by applying pretest and post-test as the data collecting device. In accordance with the method in present research, experimental design, the data was analyzed by using *t-test* that enable to investigate the differences between the result of pre-test before treatment and the result of post-test after treatment.

Moreover, the result of data analysis illustrates that  $t_{observed} = 6,961$  and was categorized into high influence. Next,  $t_{observed}$  was consulted to  $t_{table}$  of the significant level of 5% = 2,030 and 1% = 2,725. Finally, the data confirms  $t_{observed}$  was higher than  $t_{table}$ . Thus, it could be inferred that the Alternative Hypothesis ( $H_a$ ) was accepted. So, was positive and significant influence between the result of Wh-question and students' speaking performance at the seventh grade of Junior High School N2 Way Bungur East Lampung.

## APPROVAL PAGE

The Title : THE INFLUENCE OF WH- QUESTION TOWARD STUDENTS  
SPEAKING PERFORMANCE AT SEVENTH GREAT OF JUNIOR  
HIGH SCHOOL N2 WAY BUNGUR EAST LAMPUNG

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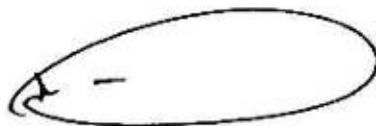
Study Program : English Education

Department : Tarbiyah

### APPROVED BY :

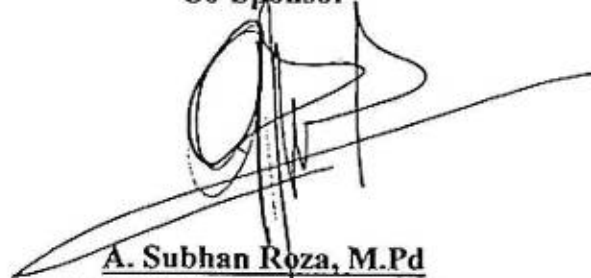
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**RATIFICATION PAGE**  
No. **St.13/S/474/2013**

The undergraduate thesis entitled : THE INFLUENCE OF WH-QUESTION TOWARD THE STUDENTS' SPEAKING PERFORMANCE AT THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL N2 WAY BUNGUR EAST LAMPUNG written by TIKA MARLYAWATI, Student's Number 0846447, English Education Program, has been examined (Munaqosah) in Tarbiyah Departement on January 30<sup>th</sup> 2013

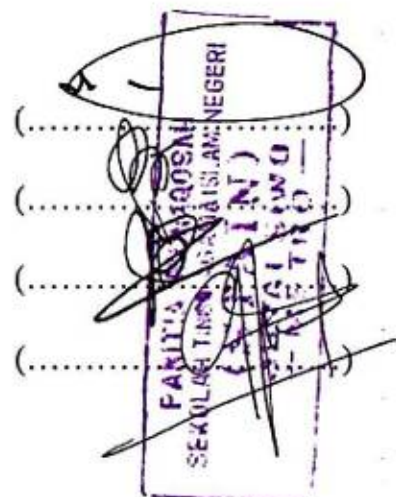
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To: The Honorable,  
The Head of Tarbiyah  
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*Assalamu'alaikum, Wr. Wb.*

We have given guidance and enough improvement to the undergraduate thesis script which is written by:

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STUDENTS SPEAKING PERFORMANCE AT SEVENTH  
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EAST LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Munaqosah. Thank you very much.

*Wassalamu'alaikum, Wr. Wb.*

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## STATEMENT OF RESEARCH ORIGINALITY

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States that this Undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, January, 2013



**TIKA MARLYAWATI**  
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## DEDICATION PAGE

This piece of work's dedicated to:

My beloved mommy the best mother in the world ( Sukarti, S.Pdi )  
and my careful father (Tugimin, S.Ag). Thanks for your loving, praying,  
supporting, until finished this paper.

My beloved brother (Aris Triawan, Apria Mahfudin, A. Hanif Adnasrudin  
and M.Handiyanto) Miss you all and thank for  
the prayer and the supporter

My best sisters in Little Krisna kost thank you so much.

My best listener of mine (Ria Wijayanti, Devi Arianti and Muslihatut  
Tilawati). you all have been my inspiration, certainly,  
without you all I feel alone.

All of my friends in 2008

My beloved lectures in STAIN Jurai Siwo Metro.

The teachers of SMP N2 Way Bungur.

My beloved almamater State Islamic College (STAIN)  
Jurai Siwo Metro.

## MOTTO

وَأَتَيْنَاهُ فِي الدُّنْيَا حَسَنَةً ۖ وَإِنَّهُ فِي الْآخِرَةِ لَمِنَ الصَّالِحِينَ ﴿١٢٢﴾

And We gave him Good in this world, and he will be, in the Hereafter, in the ranks of the Righteous. (An- Nahl; 122)

## ACKNOWLEDGEMENT

In the name of Allah; the Most Gracious, the Most Merciful. Praise be to Allah, the lord of the worlds who has created human in the best vessel and without the Mercy and Blessing, none of these would be possible. Shalawat and Salam must be the best words conveyed to Prophet Muhammad, peace be upon him, who becomes an inspiration for all people to live as Moslems.

Praise God for letting the writer accomplish her paper entitled: "THE INFLUENCE OF WH- QUESTION TOWARD THE STUDENTS' SPEAKING PERFORMANCE AT THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL 2 WAY BUNGUR". This is intended to fulfill one of the requirements in accomplishing the SI English education Study Program of Islamic State College (STAIN) Jurai Siwo Metro.

The writer would like to thanks the principle of State Islamic College (STAIN) of Jurai Siwo Metro Prof. Dr. Edi Kusnadi, M.Pd who has given support and approval in order that the writer was able to conduct the research. The writer would like to express her deepest gratitude Mukhtar Hadi, S.Ag, M.Si as her Sponsor and A. Subhan Roza, M.Pd as her co-sponsor who have constantly given their endorsement, time and guidance so that the writer could finish the thesis

The researcher also would like to express her gratitude to Sulastomo,S.Pd,M.M as the headmaster of SMP 2 Way Bungur who has given his chance and permission to conduct the research and also Mr. Pauli Zahara A.Md.Pd as the colaborator.

At last, the researcher expressed her gratitude to her beloved parents and friends who have given support and motivation for researcher to finish her study.

Opinion and suggestion toward the improvement of this paper are greatly appreciated.

Metro, January 2013

The writer,



**TIKA MARLYAWATI**  
NPM. 0846447

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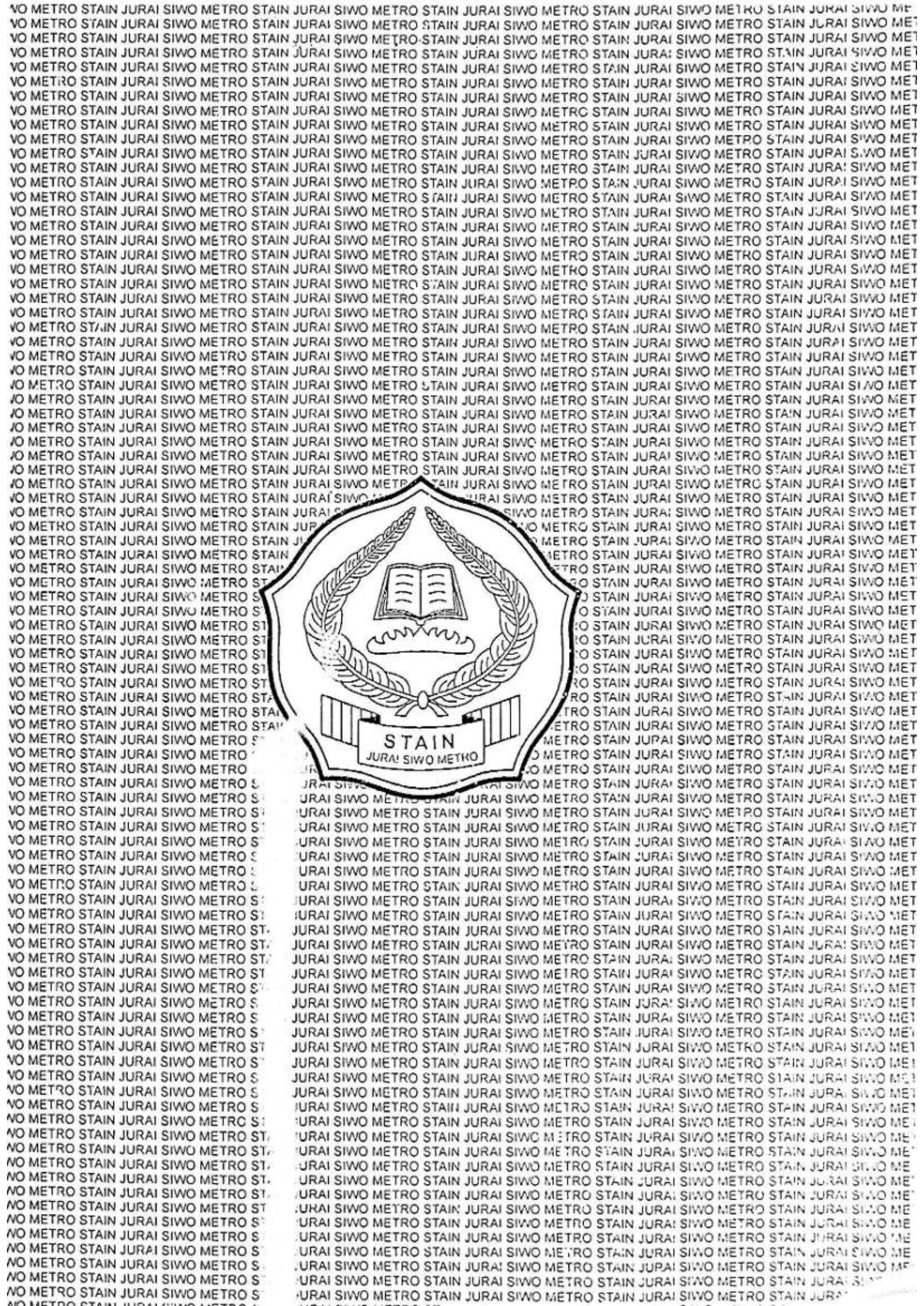
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## CHAPTER I

### INTRODUCTION

#### A. The Background of The Study

Language is very important role in human life as a tool of communication. It is difficult to do all our activities without language because language is used by all people to communication and interaction with others. It means that language is very important to communicate in society or language as system communication. One of the languages used by many people in the world is English. English is an international language that used as a means of communication all over the world. It also is the first foreign language especially at Indonesia. It means that English is not used to communicate within the country but only taught as a subject at the School English is the compulsory subject should be taught at the elementary school, junior high school, senior high school, and also at the university.

Based on the Oxford dictionary Language is: (1) The system of communication in speech and writing that is used by people of a particular country. (2) The use by humans of a system of sounds and words to communicate. (3) A particular style of speaking or writing. (4) A way of expressing ideas and feelings using movements symbols and sound.<sup>1</sup> Its mean that language can use to human system of communication.

---

<sup>1</sup> AS Hornby, *Oxford Advanced Learner's Dictionary Of Current English*, (oxford university press, 1995), p752

The teaching of speaking in junior high school is essentially aimed at preparing the student to be able to read English text that they will understand and they will encounter in their lives. The goal of learning English language is to develop people's skill of communication. Learning English in junior high school is priority begins from spoken then written from the simple level until the highest level. The reason is naturally learning English as begins from spoken and written, it is very difficult of spoken communication. Speaking is the most important in communication, because in speaking involves two people or more as speaker and listener.

Learning English is the activities of speaking, listening, reading and writing. The four skills of the language are important to every student and all of them are related with one. Another, speaking is basic skills, just as important as listening, reading, and writing. Speaking is not only for communication, each other but also for express an idea and mimicry of someone. So speaking means to express opinions; to say; to talk.

In learning speaking, questions and answer activities always used. Wh-question can not escape in process of speaking. Wh-question is difficult enough to be learned by the students, Wh- question is a question a sentence, phrase or words that ask for information.

In this research, the writer has focused on teaching English speaking considering that speaking constitutes the knowledge of meaning which is one of the

components of language. Studying a language cannot be separated from studying speaking. It is very essential to improve the four language skills that are very useful in conducting communication and studying other language.

This research was conducted at the seventh grade of junior high school N2 Way Bungur east lampung because the student's speaking performance in this class very low. They didn't know yet how to do it well, so, the writer choose the using Wh-question is the simple and suitable way for the students to learn English, especially in speaking performance. Here teacher ask the students to work in pairs, they make a short conversation with his or her partner, and then they practice it in front of the class. Wh- question was help and stimulate the students to be active and they can find many new words in their conversation.

Table. 1

The data pre survey of the seventh grade of SMP N 2 Way Bungur

| NO                | Score     | Students | Percentages | Learning Mastery |
|-------------------|-----------|----------|-------------|------------------|
| 1                 | $\geq 65$ | 10       | 31,25%      | Passed           |
| 2                 | $< 65$    | 22       | 68,75%      | Failed           |
| Total of students |           | 32       | 100%        |                  |

Source : The date of pre survey on may, 22<sup>th</sup> 2012 in SMP N2 Way Bungur.

Based on the data pre survey above, the minimum mastery criteria (KKM) of English is 65. The writer concludes that the students get score less than the standard are 22 students and the percentage is 68,75%. It is more than the students who get the score up to the standard of score are 10 students percentage 31,25%. So from the explanation above, 69,44% speaking student's level of SMP N 2 Way Bungur is low. So it is the reason of writer will increase the students on speaking performances.

There are 68,75% students are low category because they seldom to practice their speaking in the class.

The writer was known about the respond of the students toward the Wh- questions. The question make student more creative when they answer and the students had ben interested in English. The writer problem is students speaking performance still low, so with questions can given influences in ... ant respond, creativity, and pertinence to answer the same question.

Based on the problem above, the writer conducs the research entitles **"THE INFLUENCE OF WH- QUESTION TOWARD THE STUDENTS' SPEAKING PERFORMANCE AT THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL 2 WAY BUNGUR"**.

## **B. Problems Identification**

Problem identification is inventorying process of the study backgrounds process.<sup>2</sup> In this research, the writer finds many concerned. So, that the writer makes the identification of the problem as follows:

1. The students have low ability to perform especially in Speaking English.
2. Most of the students have difficulties in speaking English.
3. The student's speaking performance is low, especially on answer Wh- questions.

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<sup>2</sup> Pedoman Penulisan Karya Ilmiah, STAIN Jurai Siwo Metro.2010 p,36

### **C. Problems Limitation**

Based on the problem identification, there are many problems. But the writer focuses on: influences of using Wh-Question toward the student speaking performance at the seventh graders of junior high school N 2 Way Bungur.

### **D. Problems Formulation**

Based on problem limitation above, the problem of this research is formulated as follows: Is there does influence of Wh-questions toward the students' speaking performance?

### **E. Objectives and Benefits Of The Study**

#### **1. Objectives of the Study**

The objective of the study is to know about the influence of Wh-Question toward the students' speaking performance.

#### **2. Benefit of the Study**

The results of the research are expected to beneficial for:

##### **a. Students:**

- 1) To enable the students can speak and answer the Wh-Questions fluently.
- 2) To motivate the students so that they can be more creative in answer questions. Especially to answer Wh-Questions.

b. Teachers:

To give more information for the teacher of English what Wh- Question can be used in improving speaking performance.

c. The school:

The headmaster can convey to the teachers that they should know the students' problem in order to reach learning process effectively.

d. For the institution.

It is hopefully be a positive contribution to English speaking in Junior High School N 2 Way Bungur.



## CHAPTER II

### THE REVIEW OF RELATED THEORY

#### A. Theoretical Review

##### 1. The Concepts of Grammar

Grammar is an essential part of skill on English learning. Based on Oxford Advanced Learner's Dictionary the word "grammar" can be defined as (1) Study or science of, rules for, the combination of word into sentences, and the form of the word. (2) Book containing the rules of a language.<sup>1</sup>

Brown states that "Grammar is the system of rules of governing the arrangement and the relationship of a word in a sentence". Without the structure that organization constrains imposes on our communicative attempts, our language would simply be chaotic.<sup>2</sup> When people said they should use grammar to arrange the word in order what their saying and writing can be understood by the listener or reader.

Diane Larsen freeman defines that:

... grammar is one of three dimensions of language that are interconnected. Grammar gives us the form or the structures of language, but those forms are literally meaningless without a second dimension, that of

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<sup>1</sup> AS Hornby, *Oxford Advanced Learner's Dictionary Of Current English*, (oxford university press, 1995), p.375

<sup>2</sup> Douglas Brown, *Teaching By Principles: An Interactive Aproach to Language Pedagogy* (2nd) Addison Wesley, New York, 2001,p. 362

semantics (meaning), and a third dimension, pragmatics.<sup>3</sup> It means that, the dimension of grammar is the rules of constructing a sentence (word order, verb and noun systems, modifiers, tenses, phrases, clauses, elliptical, etc).

From the quotations above, the writer assumes that grammar is the study of meaning in words and strings of words. Besides, pragmatics is study of several meanings to assign the context of an utterance of written text. Thus, grammar, semantics and pragmatics are related to each other.

## 2. The Concepts of Wh- Question

Question is one of important part of study English, especially in system of communication. Sometimes make a question more difficult than answering many questions, because must use a good structure.

Based on Oxford Advanced Learner's Dictionary the word "Question" can be defined as (1) A sentence, phrase or words that ask for information. (2) A matter or topic that needs to be discussed or dealt with. (3) Doubt or uncertainty about something.<sup>4</sup>

From the definition of question above the writer conclude that question is a word that use by people to know about something or some meaning. Information can know when we ask to a person who is source.

Based of the Modern English book, there are three kinds of question in English that is Yes-No Questions, Attached (or Tag) Questions and

---

<sup>3</sup> *Ibid*

<sup>4</sup> AS Homby *Op.Cit*, p 1080

Interrogative- Word Questions (Wh- Questions)<sup>5</sup>. But in this research the writer focus on Wh- Questions. Many statements about Wh- Questions one of the statement is from Imam Baehaqi, he said that the question made by Wh- word and can not answer by Yes or No.<sup>6</sup> There is same as makes Wh- Questions should the Wh- word because the questions asks for information about asking subject or not.

Wh- Questions is the questions that elicit specific information a person, place, time, etc.<sup>7</sup> So, the questions only ask about some information and used to search news from someone who can give information about something, someone, etc in formal or informal sentences.

From the definitions above, the writer conclude that Wh- Questions use to ask information's and can not answer by yes or no, it is one of the types of grammatical learning and one of the question type. Besides Wh- Questions can imply that the questions make to know some information's in English learning process.

In general type of English questions can make by two manners that is using "verb be" can answer by yes or no (short answer) and, using Wh- word or Wh- Questions that can not answer by yes or no. Betty Schramper said that, An Information questions (Wh- Questions) is a question that asks for

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<sup>5</sup> Marcella Frank, *Modern English. a practical reference guide*. United States Of America, p.

<sup>6</sup> Imam Baehaqi, *Let's Speak English*, Pustaka Belajar, Yogyakarta, 2008, p, 18

<sup>7</sup> Marcella frank *Op. Cit*, p.88

information by using a questions word: where, when, why, who, whom, what, which, whose, how.<sup>8</sup> The Wh- word often called Wh- Questions. Used the word of Wh-Questions related to the function of the words, different word has different functions.

The meaning and functions of Wh- Questions are:

**a. What**

Based on Oxford advanced learner's dictionary, **what** can be defined as (1) used in question to ask for particular information about some body or something. (2) The thing or things that; whatever. (3) Used to say that you think that something is especially good, bad etc.<sup>9</sup>

What, is one of many members for the questions. Marcella state that the question is use to ask about some general information about something.<sup>10</sup> In other meaning, what used to ask about things. Everything can ask with **what**. Betty suggests that what can used as either the subject or the object in a question.<sup>11</sup>

For example:

| The positions <b>what</b> as a subject. |                           | The position <b>what</b> as an object. |                        |
|-----------------------------------------|---------------------------|----------------------------------------|------------------------|
| Question                                | Answer                    | Question                               | Answer                 |
| <b>What</b> happened?                   | <b>Something</b> happened | <b>What</b> did you see?               | I saw <b>something</b> |

<sup>8</sup> Betty Schramper Azar, *Fundamental of English Grammar (second edition)*, Regents/ Prentice Hall. America. 1992,p, 128

<sup>9</sup> AS Homby *Op.Cit*, p1533

<sup>10</sup> Marcella frank *Op. Cit*, p.92

<sup>11</sup> Betty Schramper Azar *Op,Cit* p.132

For the example above, although **what** always put in beginning sentence, in answering the Wh- word can we put in beginning or an ending of the sentence.

#### b. When

Based on oxford Advanced learner's dictionary, the word of 'when' can be defined as (1) (used in question) at what time on what occasion. (2) Used after an expression of time to mean at which or on which. (3) At which time, on which occasion.<sup>12</sup> Thomson state that, **When** means what time?<sup>13</sup> So it's same as **When**, used to ask some questions about time schedule of something.

Using the good position of **When** in the sentences has different meaning when functioned on conjunctions. Because **When** in Wh- word used to ask several times, and **When** in conjunctions use to completing a sentence.

For example:

**When** do you get up?

From the question above, the correct answer is 6 a.m. it's mean that **When**, used to ask about time.

<sup>12</sup> AS Homby *Op.Cit*, p 1534

<sup>13</sup> A.J. Thomson and A.V. Martinet. *A Practical English Grammar* (4<sup>th</sup> edition). Oxford University Press. New York. 1986. p, 74.

### c. Why

Based on oxford Advanced learner's dictionary the word "Why" can be defined as (1) used in question to ask the reason for or purpose of something. (2) Used in questions to suggest that it is not necessary to do something. (3) Used to give or talk about a reason.<sup>14</sup> So, the Wh-word asks about reason of something. And the word that always used to answer the Wh- word is **Because**. It's always used to answer, because in it is the word to explain about reason. Thomson said that, **Why** means 'for what reason?'<sup>15</sup>

For example:

**Why** was he late?

The correct answer of the question is *Because he missed the bus.*

From the answer we know that **Why** used to ask about some reason.

### d. Who

Based on oxford learner's dictionary the word "**Who**" can be defined as (1) used in question to ask about the name, identity, of function of one or more people. (2) Used to show which person or people you mean. (3) Used to give more information about some body.<sup>16</sup>

For the definitions of '**who**', the writer know that 'who' always used to ask some body. The answer of the questions always tell about

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<sup>14</sup> AS Homby *Op.Cit*, p 1539

<sup>15</sup> A.J. Thomson and A.V. Martinet, *Op.Cit*, p.73

<sup>16</sup> AS Homby *Op.Cit*, p 1538

person, and in English learning using 'who' on the questions make some interest to study about question.

Betty state that, who used as the subject (S) of a question.<sup>17</sup> For example:

Who did you see?

For the question above, the best answers "*someone came*", and the position of 'who' as a subject.

#### e. **Where**

Based on oxford learner's dictionary the word '**Where**' can be defined as (1) In or what place or situation. (2) Used after words or phrases that refer to place or situation to mean 'at in or to which. (3) The place or situation in which.<sup>18</sup> For the explanation, **Where** same as the Wh-word that used to ask something with answer place or situation. So, "**Where**" is general not used with other prepositions than **from** (where are you come from?). Although *where are you going to?* And *where is he at?* are often heard. Such usage is regarded as nonstandard.

Based on the quotations above, the writer concludes that **Where** requires the answer about places or the human presence. The important answer from using the word is assimilating of the word sequences.

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<sup>17</sup> Betty Schramper Azar *Op.Cit* p.132

<sup>18</sup> AS Homby *Op.Cit*, p1534

#### f. Whom

Based on oxford dictionary the word “ **Whom**” means that used instead of ‘who’ as the object of a verb or preposition.<sup>19</sup> It can be conclude that **Whom** and **Who** have same meaning but has different position. Betty said that **Who** is used as the subject of a question but **Whom** is used as object in a question, and **Whom** is used in formal English.<sup>20</sup>

For example:

FORMAL: *Whom did you see?*

INFORMAL: *Who did you see?*

#### g. Which

Based on oxford dictionary the word ‘which’ can be defined as (1) used in questions to ask somebody to be exact about one or more people or things for a limited number. (2) used to be exact about the thing or things that you mean. (3) used to give more information about something.<sup>21</sup> So this question used to select something from two or more choices.

Betty schramfer in fundamental of English grammar book states that, **which** is used when the speaker wants someone to making a choice, when the speaker is offering alternatives: *this one or that one; these or those*.<sup>22</sup> The alternatives word above can used in makes question that used

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<sup>19</sup> *Ibid* p.1538

<sup>20</sup> Betty Schramper Azhar *Op,Cit*,p.132

<sup>21</sup> AS Hornby,*Op, Cit*, p.1535.

<sup>22</sup> Betty Schramper Azar *Op,Cit* p.139

'which', because the alternative word is the words that often used as additional word.

For examples:

- Tom: May I borrow a pen from you?  
Ann: Sure. I have two pens. This pen has black ink. That pen has red ink.  
*Which (pen/one) do you want?*  
Tom: That one. Thanks.
- *Which pen* do you want?
- *Which one* do you want?
- *Which* do you want?

The clarified for the examples above; In the first question Ann uses *which* (not what) because she want Tom to choose. And the second, third and fourth question have a same meaning.

#### h. Whose

Based on oxford dictionary **Whose** means; (1) Used in questions to ask who something belong to. (2) Used to say which person or thing. (3) used to give information about a person or thing.<sup>23</sup> And Betty say that **Whose** ask about possession.<sup>24</sup> For the definitions about **Whose**, the writer has argument that **Whose** used to ask about someone possessing.

For example:

**Whose (book)** is this?

<sup>23</sup> AS Hornby, *Op, Cit*, p 1539.

<sup>24</sup> Betty Schramper Azar *Op, Cit* p.141

The answer of the question is **It's John's (book)**. The answers meaning is the speaker of the question may omit the noun (*book*) if the meaning is clear to the listener.

#### i. **How**

AS. Hornby said that 'How' means; (1) in what way or manner. (2) used to ask about somebody's health. (3) used to ask whether something is successful or enjoyable. (4) used before an adjective or adverb to ask about the amount, degree, act, of something or about somebody's age.<sup>25</sup>

The meaning about **How**, Based on Betty's opinion is *How*, has many uses, one use of *How* is to ask about means (way), **How** is often used with adjectives and adverbs.<sup>26</sup> For the explanations above the writer knows if **How** is the question word that used to ask about total of something or somebody.

For example:

- **How** did you get here?

The answer of the question above is; **I drove**. It mean that mean **How** used to ask about means (way) of transportation.

- **How** old are you?

The answer of the question is **Twenty- one**. It mean that mean **How** is often used with adjectives and adverb.

<sup>25</sup> AS Hornby, *Op, Cit*, p 662

<sup>26</sup> Betty Schramper Azar *Op, Cit* p.144

### 3. The Concepts of Speaking

A.S. Hornby states that Speaking is the specified language. It means that Speaking consists of some capability. That is vocabulary mastery, grammar, confidence to speak, speaking exercise continuity, and fluency in communication.<sup>27</sup>

While, Douglas states that listening and reading skill included into comprehension, it can be associated with competence and the production consists of speaking and writing skill, it is associated with performance. It means that production is very easy to observed than comprehension. Because the production is performance-“an action intentional”.<sup>28</sup>

So speaking is a productive language skill and the mental process. It means that it is a psychological process by which a speaker puts a mental concept into some linguistics form, such as: word, phrases, and sentence used to convey a message to a listener.

Moreover, Igak wadhani states that speaking is oral production or it is called a productive skill. It can not separate from producing sounds. This implies that pronunciation keeps crucial part in the process of teaching speaking. On the other words, pronunciation practice in speaking activities is needed, so that the students are able to speak, not only to speak English fluently but also to pronounce it correctly.<sup>29</sup>

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<sup>27</sup> AS Hornby, *Op, Cit*, p.1141.

<sup>28</sup> Douglas Brown, *Prinsip Pembelajaran Dan Pengajaran bahasa* (Pearson Education, Inc. 2007), p.41.

<sup>29</sup> Bambang Setiyadi, Dkk, *Tefl 2*, Jakarta, Universitas Terbuka, 2007. p.6.13.

Based on theories above, the writer conclude that if the people use language to express their mean and another people can understand what their says, it is called speaking.

#### 4. The Concept Of Performance

Etymologically, the word "performance" in oxford advanced learner's pocket dictionary. It can be defined as follows: (1) Act of performing a play concert, etc. (2) May of performing something. (3) How well and badly you do something or something work.<sup>30</sup>

Terminologically, there are so many experts that have different definitions for performance but here the write will take several definitions, according the experts as follows:

Bambang define that performance assessment is done by providing situations context and asking students to demonstrate their knowledge, and use their knowledge in responding the situation and contexts, this type of assessment is often considered as an authentic assessment because the students an involved in more real and situations. There are at last two methods of performance assessment namely the holistic method and the analytic method. In the holistic method a rater or teacher gives a single score of a student's performance while the analytic method the rater gives different score for different aspect. For example, in speaking tests teacher may give different

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<sup>30</sup> Oxford University, *Oxford Learner's Pocket dictionary*, (Oxford University Press, 2003), p. 317-318

level to some aspects, such as fluency, pronunciation, grammar and other aspects of speaking. Performance tests is, grammar and other aspects of speaking performance good for English teacher to assess student's psychometric competence of English.<sup>31</sup>

Moreover, Douglas states that performance is the overtly observable and concrete manifestation or retaliation of competence; it is an actual production or real action. For the example, speaking, writing, listening, reading, walking, dancing, etc).<sup>32</sup>

From the definitions above, the writer conclude that performance is the way of performing something and it can be observed and concrete. It is called by an actual production or real action.

Based on the quotations about speaking and performance. It can be inferred that speaking performance is the process of producing to say or express about something, it can be shown through the real action.

## 5. The Type of Classroom Speaking Performance

There are six categories apply to the kinds of oral production that students are expected to carry out in the classroom:<sup>33</sup>

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<sup>31</sup> Bambang Setiyadi, *Op.Cit.* p.1.28

<sup>32</sup> Douglas Brown 2007, *Op.Cit.* p. 38-39

<sup>33</sup> Douglas Brown, *op.cit.*, p.271-274.

### 1) Imitative

Imitation is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form:

- a. Produce chunks of language of different lengths.
- b. Produce reduced forms of words and phrases.
- c. Produce fluent speech at different rates of delivery.
- d. Produce speech in natural constituents.
- e. Develop and use a battery of speaking strategies.
- f. Use facial features, kinesics; body language, and other nonverbal.

### 2) Intensive

Imitative speaking designed to practice some phonological or grammatical aspect of language. intensive speaking can be self-initiated or can even form part of some pair work activity, where learners are "going over" certain forms of language.

### 3) Responsive

Responsive is short replies to teacher or students-initiated questions or comments.

### 4) Transactional(dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information, Is an extended for of responsive language.

### 5) Interpersonal (dialogue)

Interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

### 6) Extensive

Extensive is to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

## 6. The Process of Speaking

In learning English, study process to mastering some subject in English that include of grammar, writing, reading and speaking that become the mine subject of learning English consist of many steps. In this research the writer consist in speaking subject. And Based with McGraw-Hill that say if the component process of speaking have to four steps, there are<sup>34</sup>:

**Attention and Facility** can be shifted to a particular word, sound, or other expression. The shifting of attention is controlled partly at will and partly by habits, attitudes, and such external factors as intensity of the sound, size of the letters, duration, repetition, relative movement, change and contrast. The facility necessary to use a language ranges from habit for the phonemes and variants to less automatic selection or minimal facility when new arrangements of words are expressed.

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<sup>34</sup> McGraw-Hill, *Language Teaching A Scientific Approach*, New York, 1983.p.34



**Recall and Memory Span** to bring into use something after it has slipped out of attention or use is recall. To hold something under prolonged attention or to produce it immediately involves memory span.

The speaker of a language recalls the words and sentence patterns he needs as he speaks. This represents complete recall. He must keep under attention or under immediate recall a length of sentence in order to be able to complete it properly.

**Motivation and Will** the need and urge to communicate through language to fulfill the complex needs of a human being are a constant stimulus to use language. urges, desires, wants, needs, ideals, and values result in conflicting motivations from which the will selects some to act upon and combats others through inhibition of practice.

**Fluency and Monitor Function** "language in use" means speaking at normal conversational speed under a speech set. At normal speed the speakers have the capacity to notice errors in expression even though correct use proceeds below the level of awareness. The errors noticed are distortions of the speech of the speaker rather than variations from a standard that may not be the speaker's own speech. This capacity is labeled monitor function.

Table II  
The Criteria of Speaking Performance

| Score | Pronunciation                                                                                       | Fluency                                                            | Comprehension                                                                                             |
|-------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| 5     | Have few traces of foreign accent                                                                   | Speech as fluent and effort less as that of a native speaker       | Appears to understand everything without difficulty                                                       |
| 4     | Always intelligible, enough one is conscious of a definite account                                  | Speed of speech seems to be slightly affected by language problem  | Understands nearly everything at normal speed. Although occasional repetition may be necessary.           |
| 3     | Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding | Speed and fluency are rather strongly affected by language problem | Understands most of what is said at slower-than-normal speed with repetition                              |
| 2     | Very hard to understand because of pronunciation problem. Must frequently be asked to repeat.       | Usually hesitant: often forced into silence by language limitation | Has great difficulty following what is said. Can conversation spoken slowly and with frequent repetition. |
| 1     | Pronunciation problems so severe as to make speech virtually                                        | Speech is as halting and fragmentary as to make                    | Can not be said to understand even simple                                                                 |

| Score | Pronunciation  | Fluency                              | Comprehension                            |
|-------|----------------|--------------------------------------|------------------------------------------|
|       | unintelligible | conversation<br>virtually impossible | conversational<br>English. <sup>35</sup> |

## B. Theoretical Framework and Paradigm

### 1. Theoretical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Wh- question and dependent variable (Y) is speaking performance.

Wh-Question is one of questions variety. Wh-question includes grammatical study, speaking performance and psychology of the speaker. It helps the teacher to introduce as well as the students in the teaching learning process. Wh- question can make students practice their grammar and performance their speaking.

Wh- question makes the students to more creative to be asking question for other speakers. Then Wh- question helps the students more understand how to practice speaking easily. They can speak and study about question in the Wh- question.

Speaking is one of English skills is needed an important rule in foreign language especially in English lesson, it is for a basic starting in language performance. To teach speaking, teacher use Wh- question to improving of

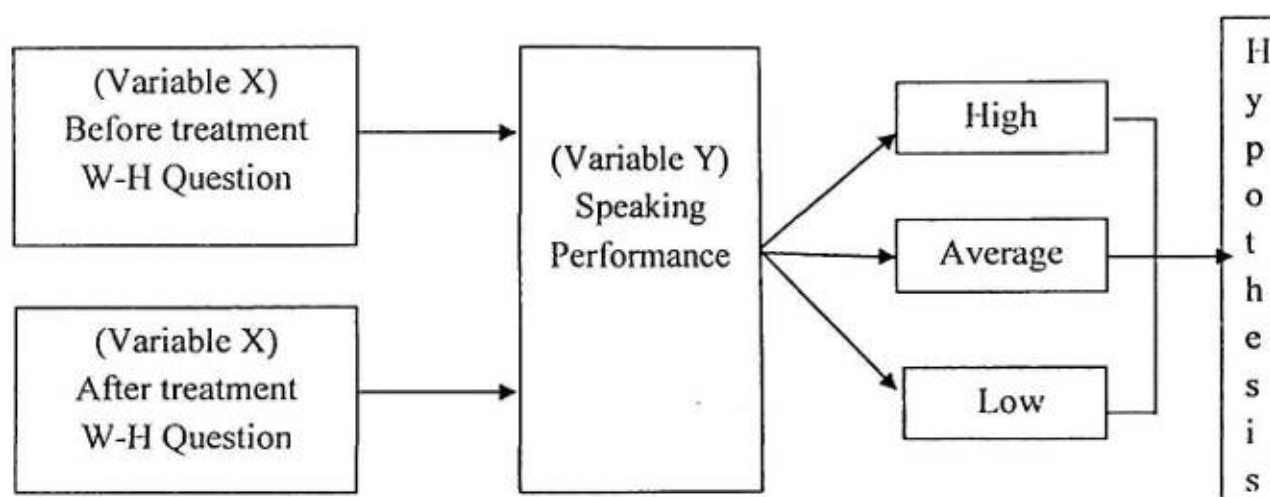
<sup>35</sup> David P. Harirish. *Testing English as a Second Language*. New York 1969.p84

students creativities. From these reason, the writer estimates that the Wh-question influences the speaking performance.

## 2. Paradigm

Based on the theoretical framework above the writer describes the paradigm as follows:

Figure 1  
The paradigm of the research with Wh-question



## C. Hypothesis Formulation

Based on theoretical framework and paradigm above, the writer formulates the hypothesis that: "there is positive influence of the Wh- question toward speaking performance in seven class of Junior High school Negri 2 Way Bungur in academic year 2012/2013."

[illegible]

### CHAPTER III

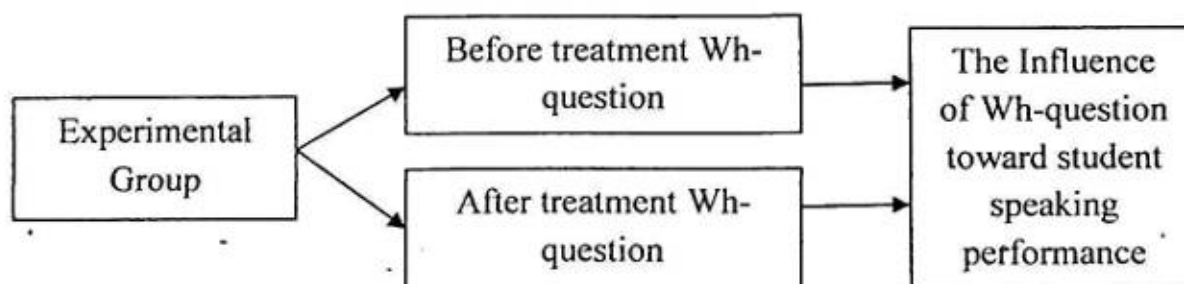
#### RESEARCH METODOLOGY

##### A. Research Design

This research used a quantitative design as intended to investigate whether there is any positive and significant influence of 'Wh' questions toward speaking performance. Moreover, Daniel decided that there are two main types of quantitative research design, experimental design and non-experimental design.<sup>1</sup> The writer done the research with the quasi experimental design which defined as one group time series design, because limited of the time so can't use true experimental design.

Therefore, in this research the writer used one class as the control class and the experimental class. The pretest had given before treatment is as control class and the posttest given after treatment is as experimental class.

Figure 2  
Design of quasi-experiment with Wh-question



<sup>1</sup> Daniel Muijs, *Doing Quantitative Research In Education*, London, Sage Publications: 2004, p.13

Based on the design above, the writer would like to know how far the use of Wh-question in the English learning especially in the students' speaking performance in experimental group by given the treatment. Treatment had given twice to the students who become experimental group in different lesson plans by Wh-question.

The writer compared the control group, there are differences between experimental group after using Wh-question in learning English and control group before using Wh-question. With the result the writer would like to known that Wh-question will help the students of Junior High School N2 Way Bungur.

According to Sumadi Suryabrata, the design is follows:

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

T1 : The result before the treatment called *Pretest*

X : Treatment

T2 : The result after treatment called *Posttest*.<sup>2</sup>

## B. Population and Sampling Technique

### 1. Population

7According to Yogest Kumar Singh," Population or universe means, the entire mass of observations, which is the parent group from which a

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<sup>2</sup> Sumadi Suryabrata, *Metodologi Penelitian*, PT raja Grafindo Persada, Jakarta, 2008, P.117

sample is to be formed”<sup>3</sup>. Population same with the total of human that be presumed subject in this research.

In this research, total population at the seventh grade of Junior High School N 2 Way Bungur are 104 students which divided into three classes.

## 2. Sampling Technique

According to Kusnadi the sample is “a part or vise of population that will observe”.<sup>4</sup> The students at seventh grade of junior high school N2 Way Bungur which consist 104 students.

According Arikunto, to determine the total sample in research that “if the subject less than a hundred, all subject are used as population. Whereas, if the subjects are more than a hundred, it can used 10% - 25% or more population.”<sup>5</sup> Therefore, the entire subjects in this research are used.

In this research, the writer used a purposive sampling. With this technique every people have same opportunity to be a sample. Using the purposive sampling because of limited of the time so can not taking many samples. Based on the explanation, there are 32 students that become a sample from total of student’s population. The sample taken from one class of total population. That is class VIIA in Junior High School N2 Way Bungur.

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<sup>3</sup> Yogest Kumar Singh, *Fundamental Of Research Methodology and Statistics*, NewDelhi, New Age International (P) Limited, 2006, p.82

<sup>4</sup> Edi Kusnadi, *Metodologi Penelitian*, Ramayana Pers, 2005, p. 94

<sup>5</sup> Suharsimi Arikunto, *prosedur Penelitian*, Rineka Cipta, Jakarta, 2006.p,

Table3  
Student's sample

| NO | CLASS | SEX  |        | TOTAL |
|----|-------|------|--------|-------|
|    |       | MALE | FEMALE |       |
| 1. | VIIA  | 15   | 19     | 32    |

### C. Operational Definition of Variables

#### 1. Independent Variable

Independent variable in this research is Wh-Question which is use to know about some thing. Where Wh-Question use to teach speaking and to measured the students speaking performance.

Besides, based on the theoretical review, the indicator of WH question in teaching speaking at the seventh great of Junior High School N2 Way Bungur is students can answer the questions used Wh- question.

#### 2. Dependent Variable

Dependent variable in this research is speaking performance. Defined as the speaking as agent of language. Articulations and combine of word decide on language meaning.

Based on the theoretical review, the indicator of speaking in teaching speaking of Junior High School N2 Way Bungur are the student's masters in asking question.

#### D. Data Collection Method

Yogest Kumar sigh said that “the data may be obtained by administering questionnaires, testing, personal observations, interviews and many other techniques of collecting quantitative and qualitative evidence.”<sup>6</sup> It means that can be gained though several techniques of data collection method. The instruments used to collect data in this research are as the followings:

##### 1. Test

The valid data can be reached through several techniques of data collection technique, one of them is test. Edi Kusnadi said that “test is a series of question or statement that use to measure of skill, knowledge, intelligence, competence or individual ability or group.”<sup>7</sup> In this research use quasi experiment design research with applying one group time series design. So, the writer uses test as data collection technique to measure both of variable. Test used as collection method to measure speaking performance of the students.

The writer measures student speaking performance through Wh- Question by pre-test, treatment, and post-test. The pre-test was given to the students in the first meeting in order to find out students' performance in the beginning before Wh- Question in their speaking activity. Whereas, the post-test was given in the last meeting after treatment.

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<sup>6</sup> Yogest Kumar Sigh *Op.Cit.* p. 212

<sup>7</sup> Edi Kusnadi *Op.Cit.* p. 105

## 2. Documentation

Documentation is method that is used to get information from written sources or documents like books, magazines, regulations, notes, of meeting and daily report and etc.<sup>8</sup> The researcher uses this method to get the data about the history, of the school. The sum of the teacher, staff, honor, official, students at Junior High School N<sup>o</sup> 17, Bungur. And to collage of research product.

## 3. Observation

Zeltis in Edi states that Observation can be defined as election, alteration, registration, and coding series, of action and situation connecting with organism which is suitable with empiric purpose.<sup>9</sup> There are two kinds of observation they are non systematically observation, it is done by the researcher without observation instrument. And systematically observation, it is done by the researcher by using observation instrument. The outlines of the observation to get the data for students score.

## E. Research Instrument

The research instrument in this research will be described as follow:

### 1. Blueprint

The writer used Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about Wh questions

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<sup>8</sup> Ibid.p. 119

<sup>9</sup> Ibid.p.98.

on speaking performance, so the research instrument which is used in present research is in the form of speaking test. From the theories above, the writer describes the blue print as follows:

Table 4  
The Instrument Blueprint

| NO | Variable                               | Indicator                                                           | Item Number | Form |
|----|----------------------------------------|---------------------------------------------------------------------|-------------|------|
| 1  | Wh-question (X)                        | The students understand about Wh-questions                          | 1           | Oral |
|    |                                        | The students know about how answer the Wh-question                  |             |      |
| 2  | The students' Speaking performance (Y) | The students can speak a good Wh- questions                         | 1           | Oral |
|    |                                        | The students can identify the social function and of Wh- questions. |             |      |

## 2. Calibration

Instrument calibration use to know the validity and reliability instrument degree.<sup>10</sup> Validity has three distinct aspects; they are content validity, criterion validity and construct validity.

Content validity refers to whether or not the content of the manifest variable is right to measure the talent concept that the writer tries measure.<sup>11</sup>

<sup>10</sup> Ibid, p.123

<sup>11</sup> Daniel Muijs, *OpCit*, p.66

## F. Data Analysis technique

The process of data that connect with the influence of the WH question toward the students speaking performance, the writer use t test. With formula: <sup>12</sup>

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

Which is:

Md : Average from the differences score of pretest and post test

Xd : The deviation from each subject

N : The subject of sample.

$\sum X^2 d$  : Total of quadrate deviation

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<sup>12</sup> Suharsimi Arikunto, *Op. Cit*, p.306



## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. Research of Data

##### 1. General Description of Junior High School N2 Way Bungur East

###### Lampung

- a. Short Story about the Establishment of Junior High School N2 Way Bungur East Lampung.

The history of Junior High School N2 Way Bungur was established on 2003 in Way Bungur, and the first head master was Mr. Drs.Dwi Pariman for seven years in the 2004 until 2011. The next head master were Mr. Sulastomo, S.Pd,MM until now.

- b. The building of Junior High School N2 Way Bungur

This school has nine classrooms, one library, one laboratory, one teacher office, one principle office, parker, one workshop room, one cooperation room, a ceremony yard and a sport yard.

- c. The numbers of teacher and official employers in Junior High School N2 Way Bungur in the academic year of 2012/2013 are 33 employers that can be identified as follows:

Table 5  
The Condition of Teacher and the Official Employers  
at Junior High School In the academic year of 2012/2013

| No  | Name                      | Sex    | Occupation          |
|-----|---------------------------|--------|---------------------|
| 1.  | Sulastomo, S.Pd.MM        | Male   | Principal           |
| 2.  | Eko Rujianto, S.pd        | Male   | Curriculum Affair   |
| 3.  | Pauli Zahara, A.Md.Pd     | Male   | English teacher     |
| 3.  | Daman, S.Pd               | Male   | Social teacher      |
| 4.  | Marini, S.Pd              | Female | Indonesian teacher  |
| 5.  | Drs. Basuki Rahmad        | Male   | Indonesian teacher  |
| 6.  | Heti Anggarani, S.Pd      | Female | Social teacher      |
| 7.  | Yeni Noviana RS, S.Pd     | Female | Mathematics teacher |
| 8.  | Drs. Sogini               | Male   | Sport teacher       |
| 9.  | Sulastri, S.Pd            | Female | Art teacher         |
| 10. | Candrawati, S.Pd          | Female | Mathematics teacher |
| 12. | Ari Widodo, S.Pd          | Male   | PKN teacher         |
| 15. | Ika Prasetyaningsih, S.Pd | Female | English teacher     |
| 16. | Titin Rahayu, S.Pd        | Female | Art Teacher         |
| 17. | Rohman, A.Md              | Male   | BK                  |
| 18. | Dadi Mediawan, S.Pd       | Male   | Mathematics teacher |
| 19. | Rahmad, S.Ag              | Male   | BTA teacher         |
| 20. | Sutrisno AS, S. Pd        | Male   | Social teacher      |
| 21. | Subekhan, S.Pdi           | Male   | Religion teacher    |
| 22. | Sutrisno, A.Ma            | Male   | Arabic teacher      |
| 23. | Nursariah, S.Pd           | Female | Social teacher      |
| 24. | Entris Gunadi, A.Md       | Male   | Computer teacher    |
| 25. | Nurnaimah, S.Pd           | Female | Indonesian teacher  |
| 26. | Dwi Rumiati, S.Pd         | Female | Lampung teacher     |
| 27. | Dra. Salbiyah             | Female | Social teacher      |
| 28. | Wiwin Ningsih             | Female | Library officer     |
| 29. | Agung Istantara, S.Pd     | Male   | Sport teacher       |
| 30. | Supriyadi                 | Male   | Officer             |
| 31. | Harif                     | Male   | Officer             |
| 32. | Joko Santoso              | Male   | Officer             |
| 33. | Edi Sudarjo               | Male   | Officer             |

- d. The quantity of Junior High school N2 Way Bungur East Lampung

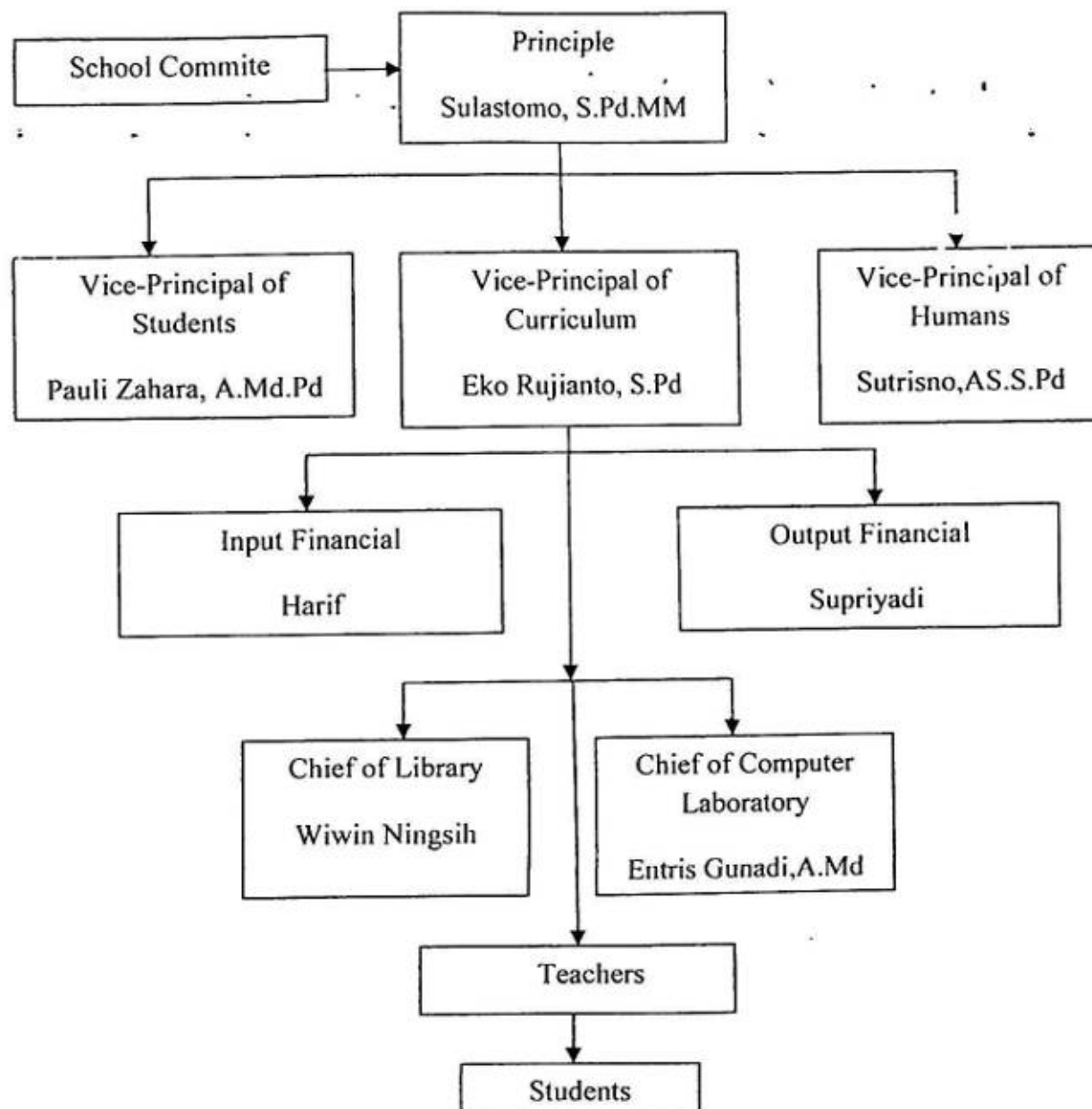
Table 6  
The Quantity of the students in junior high school N2 Way Bungur East  
Lampung in the Academic year 2012/2013

| No           | Class | Sex        |            | Total      |
|--------------|-------|------------|------------|------------|
|              |       | Male       | Female     |            |
| 1            | VII   | 55         | 49         | 104        |
| 2            | VIII  | 63         | 61         | 124        |
| 3            | IX    | 87         | 63         | 150        |
| <b>Total</b> |       | <b>205</b> | <b>173</b> | <b>378</b> |

- e. Organization structure of Junior High School N2 Way Bungur East  
Lampung.

The Organization of State Junior High School N2 Way Bungur East  
Lampung in the academic year of 2012/2013 can be shown in the figure  
as follows:

Figure 3  
The Organization of Junior High School N2 Way Bungur In  
the Academic year 2012/2013



## 2. The Research Setting

This research was conducted at the seventh graders of Junior High School N2 Way Bungur which consist of 32 students. This research was held from October 4, 2012 until October 13, 2012. The writer conducted her research by steps, and the explanation is as follows:

### a. Pre-test

The pre-test was given to the seventh grade students in the first meeting in order to practice the dialog with your partner, although it was held on October 4, 2012.

### b. Treatment

The writer gave the treatment about applying Wh-question. Moreover, the treatment held for 2 meeting in the class, it was held on October 6 and 10, 2012.

### c. Post-test

The post-test was conducted after the treatment to know the result of the student's Wh-question speaking performance and it was held on October 13, 2012.

### 3. The Research Data

#### a. The Result of The students' Pretest

The writer conducted pre-test in the first meeting of her research in order to find out the initial different between the classes who have similar level. The pre-test used in this research is in the form of speaking test.

The result of pre-test can be identified as follows:

Table 7  
The Result of The Students' Pretest at The Seventh Grade of Junior  
High School N2 Way Bungur

| NO | NAME    | PRONUNCIATION | FLUENCY | COMPREHENSION | SCORE |
|----|---------|---------------|---------|---------------|-------|
| 1  | ADST    | 20            | 16      | 17            | 53    |
| 2  | AJ KDT  | 22            | 15      | 16            | 53    |
| 3  | ALD IRW | 15            | 13      | 12            | 40    |
| 4  | ANG D   | 30            | 17      | 13            | 60    |
| 5  | ANS PS  | 20            | 12      | 14            | 46    |
| 6  | AMP     | 25            | 20      | 15            | 60    |
| 7  | ASTP    | 23            | 19      | 11            | 53    |
| 8  | CYFR    | 27            | 13      | 20            | 60    |
| 9  | DDV     | 17            | 20      | 16            | 53    |
| 10 | DNFY    | 34            | 12      | 14            | 60    |
| 11 | DVI YGS | 20            | 20      | 20            | 60    |
| 12 | DK N VR | 17            | 15      | 21            | 53    |
| 13 | DNNGG   | 15            | 23      | 15            | 53    |
| 14 | EVTN    | 33            | 20      | 20            | 73    |
| 15 | FGG AP  | 13            | 23      | 10            | 46    |
| 16 | IDH CY  | 30            | 15      | 15            | 60    |
| 17 | IRM NS  | 32            | 12      | 10            | 53    |
| 18 | ISM AI  | 37            | 17      | 12            | 66    |
| 19 | KK DL   | 18            | 18      | 17            | 53    |
| 20 | LL AST  | 14            | 16      | 30            | 60    |
| 21 | LK FS   | 18            | 16      | 19            | 53    |

|    |               |    |    |    |      |
|----|---------------|----|----|----|------|
| 22 | NNK NJ        | 19 | 19 | 15 | 53   |
| 23 | PBR           | 35 | 22 | 16 | 73   |
| 24 | PRM YL        | 28 | 17 | 15 | 60   |
| 25 | RND PT        | 30 | 30 | 13 | 73   |
| 26 | RK MP         | 21 | 13 | 19 | 53   |
| 27 | SR KRI        | 19 | 18 | 16 | 53   |
| 28 | SP CRL        | 15 | 20 | 11 | 46   |
| 29 | SN MRL        | 36 | 16 | 8  | 60   |
| 30 | TM NN         | 14 | 15 | 24 | 53   |
| 31 | VC ED         | 34 | 17 | 15 | 66   |
| 32 | YS LDRO       | 17 | 15 | 21 | 53   |
|    | Total         |    |    |    | 1811 |
|    | Highest score |    |    |    | 73   |
|    | Lowest score  |    |    |    | 40   |
|    | Average       |    |    |    | 56,6 |

Based on the data above the writer can conclude that the total score was 1811 with the highest score was 73 and the lowest score was 40 so the average score of English pre-test was 56,6. Furthermore, the writer measured the class interval using the formula according to Suharsimi Arikunto as follows :

$$IR = \frac{t - r}{N}$$

Notes :

IR = Class Interval

t = the highest score = 73

r = the lowest score = 40

N = Total of categories = 3

$$IR = \frac{t - r}{N}$$

$$= \frac{75 - 40}{3}$$

$$= \frac{35}{3}$$

$$IR = 11,7$$

From the data taken from interval was put on the table of frequency distribution, as follows :

Table 8  
The frequency distribution of students' score in pre-test

| No           | Class Interval | Frequency | Category | Percentage |
|--------------|----------------|-----------|----------|------------|
| 1.           | 82 – 97        | 0         | High     | 0 %        |
| 2.           | 56 – 81        | 14        | Average  | 44 %       |
| 3.           | 40 – 55        | 18        | Low      | 56 %       |
| <b>Total</b> |                |           |          | 100 %      |

Best on the table frequency distribution above, it can be inferred that from 32 students' as the research sample, there were 0 students' who were include in the high category for the score of 82 – 97 or 0 % furthermore, in the average category, they were 14 students' who got score of 56 – 81 or 44 % and in the low category, they were 18 students' who got score of 40 – 55 or 56 %. It means the score of students pre test was low because the average score did not achieve the criteria mastery minimum (KKM).

## b. The Result of The students' Post test

Table 9  
The Result of The Students' Post Test at The Seventh Grade of Junior  
High School N2 Way Bungur

| NO | NAME    | PRONUNCIATION | FLUENCY | COMPREHENSION | SCORE |
|----|---------|---------------|---------|---------------|-------|
| 1  | ADST    | 30            | 25      | 15            | 70    |
| 2  | AJ KDT  | 33            | 18      | 16            | 67    |
| 3  | ALD IRW | 25            | 21      | 22            | 68    |
| 4  | ANG D   | 32            | 22      | 19            | 73    |
| 5  | ANS PS  | 34            | 18      | 16            | 68    |
| 6  | AMP     | 20            | 26      | 20            | 66    |
| 7  | ASTP    | 28            | 18      | 20            | 66    |
| 8  | CYFR    | 36            | 22      | 15            | 73    |
| 9  | DDV     | 30            | 20      | 19            | 69    |
| 10 | DNFY    | 32            | 24      | 20            | 76    |
| 11 | DVI YGS | 31            | 25      | 17            | 73    |
| 12 | DK N VR | 36            | 20      | 24            | 80    |
| 13 | DNNGG   | 37            | 13      | 23            | 73    |
| 14 | EVTN    | 38            | 26      | 16            | 80    |
| 15 | FGG AP  | 32            | 18      | 20            | 70    |
| 16 | IDH CY  | 30            | 20      | 16            | 66    |
| 17 | IRM NS  | 36            | 15      | 22            | 73    |
| 18 | ISM AI  | 38            | 21      | 16            | 75    |
| 19 | KK DL   | 37            | 14      | 15            | 66    |
| 20 | LL AST  | 37            | 18      | 15            | 70    |
| 21 | LK FS   | 36            | 18      | 12            | 66    |
| 22 | NNK NJ  | 32            | 17      | 18            | 67    |
| 23 | PBR     | 28            | 23      | 22            | 73    |
| 24 | PRM YL  | 34            | 19      | 20            | 73    |
| 25 | RND PT  | 34            | 24      | 30            | 88    |
| 26 | RK MP   | 38            | 20      | 22            | 80    |
| 27 | SR KRI  | 32            | 18      | 16            | 66    |
| 28 | SP CRL  | 39            | 23      | 28            | 90    |
| 29 | SN MRL  | 34            | 26      | 25            | 85    |
| 30 | TM NN   | 38            | 22      | 18            | 78    |
| 31 | VC ED   | 34            | 16      | 23            | 73    |

| NO | NAME          | PRONUNCIATION | FLUENCY | COMPREHENSION | SCORE |
|----|---------------|---------------|---------|---------------|-------|
| 32 | YS LDRO       | 39            | 24      | 17            | 80    |
|    | Total         |               |         |               | 2492  |
|    | Highest score |               |         |               | 90    |
|    | Lowest score  |               |         |               | 66    |
|    | Average       |               |         |               | 77,9  |

Based on the data English post-test above the writer can conclude that the total score was 2470 with the highest score was 90 and the lowest score was 66 so the average score of English pre-test was 77,9. Furthermore, the writer measured the class interval using the formula according to Suharsimi Arikunto as follows :

$$IR = \frac{t-r}{N}$$

Notes :

IR = Class Interval

t = the highest score = 90

r = the lowest score = 66

N = Total of categories = 3

$$IR = \frac{t-r}{N}$$

$$= \frac{90-66}{3}$$

$$= \frac{24}{3}$$

$$IR = 8$$

From the data taken from interval was put on the table of frequency distribution, as follows :

Table 10  
The frequency distribution of students' score in post-test

| No    | Class Interval | Frequency | Category | Percentage |
|-------|----------------|-----------|----------|------------|
| 1.    | 82 – 97        | 2         | High     | 6 %        |
| 2.    | 56 – 81        | 30        | Average  | 94 %       |
| 3.    | 40 – 55        | 0         | Low      | 0 %        |
| Total |                |           |          | 100 %      |

Best on the table frequency distribution above, it can be inferred that from 32 students' as the research sample, there were 2 students' who were include in the high category for the score of 82 – 97 or 6% furthermore, in the average category, they were 30 students' who got score of 56 – 81 or 94 % and in the low categoriy, they were 0 students' who got score of 40 – 55 or 0%. It means the score of students in the speaking performance was increased. It shown that using Wh-question influence the students' speaking performance in class VII A Junior High School N2 Way Bungur in academic year 2012/2013.

## B. Hypothesis Testing

After applying test method, the writer analyzed the data by using t-test in order to prove whether there is any difference between the result of pre test (before treatment of applying Wh-question in speaking performance) and the

result of post test (after treatment of applying Wh-question in speaking performance) at the seventh grade of Junior High School N2 Way Bungur, as follows:

Preparing the table in order to proved whether there is any difference between the result of pre test and post test at the seventh grade of Junior High School N2 Way Bungur.

Based in the table above, the writer measured t-test formulation as follows:

Table 11

The table as the Authentication of the difference between the result of pre test and post test at the seventh grade of Junior High School N2 Way Bungur East Lampung

| NO | NAME    | PRE-TEST | POST-TEST | Gain (d) | Xd(d-Md) | Xd2      |
|----|---------|----------|-----------|----------|----------|----------|
| 1  | ADST    | 53       | 70        | 17       | 0,44     | 0,1936   |
| 2  | AJ KDT  | 53       | 67        | 14       | -2,56    | 6,5536   |
| 3  | ALD IRW | 40       | 68        | 28       | 11,44    | 130,8736 |
| 4  | ANG D   | 60       | 73        | 13       | -3,56    | 12,6736  |
| 5  | ANS PS  | 46       | 68        | 22       | 5,44     | 29,5936  |
| 6  | AMP     | 60       | 66        | 6        | -10,56   | 111,5136 |
| 7  | ASTP    | 53       | 66        | 13       | -3,56    | 12,6736  |
| 8  | CYFR    | 60       | 73        | 13       | -3,56    | 12,6736  |
| 9  | DDV     | 53       | 69        | 16       | -0,56    | 0,3136   |
| 10 | DNFY    | 60       | 76        | 16       | -0,56    | 0,3136   |
| 11 | DVI YGS | 60       | 73        | 13       | -3,56    | 12,6736  |
| 12 | DK N VR | 53       | 80        | 27       | 10,44    | 108,9936 |
| 13 | DNNGG   | 53       | 73        | 20       | 3,44     | 11,8336  |
| 14 | EVTN    | 73       | 80        | 7        | -9,56    | 91,3936  |
| 15 | FGG AP  | 46       | 70        | 24       | 7,44     | 55,3536  |
| 16 | IDH CY  | 60       | 66        | 6        | -10,56   | 111,5136 |
| 17 | IRM NS  | 53       | 73        | 20       | 3,44     | 11,8336  |
| 18 | ISM AI  | 66       | 75        | 9        | -7,56    | 57,1536  |

| NO | NAME    | PRE-TEST | POST-TEST | Gain (d) | Xd(d-Md) | Xd2      |
|----|---------|----------|-----------|----------|----------|----------|
| 19 | KK DL   | 53       | 66        | 13       | -3,56    | 12,6736  |
| 20 | LL AST  | 60       | 70        | 10       | -6,56    | 43,0336  |
| 21 | LK FS   | 53       | 66        | 13       | -3,56    | 12,6736  |
| 22 | NNK NJ  | 53       | 67        | 14       | -2,56    | 6,5536   |
| 23 | PBR     | 73       | 73        | 0        | -16,56   | 274,2336 |
| 24 | PRM YL  | 60       | 73        | 13       | -3,56    | 12,6736  |
| 25 | RND PT  | 73       | 88        | 15       | -1,56    | 2,4336   |
| 26 | RK MP   | 53       | 80        | 27       | 10,44    | 108,9936 |
| 27 | SR KRI  | 53       | 66        | 13       | -3,56    | 12,6736  |
| 28 | SP CRL  | 46       | 90        | 44       | 27,44    | 752,9536 |
| 29 | SN MRL  | 60       | 85        | 25       | 8,44     | 71,2336  |
| 30 | TM NN   | 53       | 78        | 25       | 8,44     | 71,2336  |
| 31 | VC ED   | 66       | 73        | 7        | -9,56    | 91,3969  |
| 32 | YS LDRO | 53       | 80        | 27       | 10,44    | 108,9936 |
|    | Total   | 1811     | 2492      | 530      | 0,08     | 2359,875 |

Based on the table above, the writer put the data into formula t-test in order to get tobserved:

$$Md = \frac{\sum d}{N} = 530/32 = 16,56$$

$$t = \frac{Md}{\sqrt{\left( \frac{\sum X^2 d}{N(N-1)} \right)}}$$

$$= \frac{16,56}{2359,8785}$$

$$32 \times 31$$

$$= 16,56$$

$$2,379$$

$$= 6,961$$

Moreover, after putting the data above into formula t-test, the

writer got  $t_{\text{observed}}$  is 6,961

### C. Interpretation

Last but not list, after applying the treatment the writer found  $t_{\text{observed}}$  is 6,961, whereas, the determined of hypothesis testing is, if the  $t_{\text{observed}}$  higher than  $t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected and on the other way  $t_{\text{observed}}$  smaller than  $t_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

#### 1. Interpretation of $t_{\text{observed}}$

If  $t_{\text{observed}} > t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected

If  $t_{\text{observed}} < t_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted

The critical value  $t_{\text{observed}}$  was 6,961, the researcher interpret it based on the quotation above. It can be know that there is significant influence of Wh-question toward the students' speaking performance at the seventh grade of Junior High School N2 Way Bungur.

#### 2. Statistical Significance

To know the critical value of t-test ( $t_{\text{observed}}$ ), the writer firstly counted degree of freedom (db). The formulation of  $db = N-1$ :

$$db = N-1$$

$$= 32-1$$

= 31

After considering the t-test table by using db 31, the researcher not found it in t-table. So, it is done interpolation because 31 are higher than 30 and smaller than 40.

Table 12.  
Critical Value of  $t_{table}$

|       | 5%   | 1%   |
|-------|------|------|
| db 30 | 2,04 | 2,75 |
| db 40 | 2,02 | 2,70 |

|               | 5%          | 1%          |
|---------------|-------------|-------------|
| db 30 + db 40 | 2,04 + 2,02 | 2,75 + 2,70 |
| 2             | 2           | 2           |
|               | = 2,03      | 2,725       |

From all data analysis above, it can be known that:

$$t_{observed} = 6,961$$

$$t_{table} = 2,030 (5\%) \text{ and } 2,725 (1\%)$$

The data confirm that  $t_{observed}$  is higher than  $t_{table}$ . Therefore, it can be inferred that  $H_a$  is accepted and  $H_o$  is rejected. It means that there is significant influence of Wh-question toward the students' speaking performance at Junior High School N2 Way Bungur because the student interest ask and answer question. Wh-question not only was increase students' score in speaking class but also provide excellent practice for improving pronunciation, vocabulary, grammar

and the four language skill. So the writer choose Wh-question in learning speaking.

#### **D. Limitation**

However after conducting the research and gaining the data from test and documentation, the researcher found some problems faced by the student, as follows:

##### **1. Teacher's Problem to manage the class**

Based on the researcher observation in the class, the researcher found that the students seems silently and have no idea or comments, so the teacher must be patient and actively in implementation the subject matter in learning process.

##### **2. Students' problem in speaking Class**

Some students found it difficult to speak English spoken with the English spelling.

##### **3. Students' problem in having vocabulary**

The students did not have enough vocabulary to explore the conversation.

##### **4. This research was conducted at the seventh grader of Junior High School N2 Way Bungur, so the result was limited only to this class. Moreover, this research was held on the academic year of 2012/2013, and then the result of this research is only for that year.**



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The conclusion of this research is the writer knew that Wh- question gave a positive influence toward the students speaking performance. After considering the t-test table by using db.31 can be known that the critical value of  $t_{table}$  for the 5% level is 2,030, the critical value of  $t_{table}$  for the 0.01% level is 2,725. From those all of the data analysis, it can be seen that  $t_{observed}$  (6,961) is higher than  $t_{table}$  (5% = 2,030, 0.0 % = 2,725).

The data confirm that  $t_{observed}$  is higher than  $t_{table}$ , therefore it can be inferred that  $H_i$  is accepted and  $H_o$  is rejected. It means that there is significant influence of Wh-question through the students' speaking performance at the seventh grade of Junior High School N2 Way Bungur.

#### B. Suggestion

Based on the explanation above, the writer suggests some points as follows:

##### 1. For the Teachers

The teacher should choose the suitable technique in teaching English especially in speaking class in order that the student can understand the material delivered by the teacher, because by an interesting subject matter in teaching learning, it can automatically improved the student motivation in learning process

and it can make them try the best effort to accepting the material taught by the teacher.

2. For the students

- a. Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students are suggested to improve their speaking performance.

3. For the school

The writer greatly expects that this study can give contribution for the school, such as a reference for further studies in learning Wh-question speaking performance. The school is recommended to make the further studies in using Wh-question which is done by the teacher in learning of speaking.

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## Curriculum Vitae



The writer was born at Purbolinggo, September 08<sup>th</sup>, 1990. She is the first child of TUGIMIN, S.Ag and SUKARTI, S.Pdi. Being good teacher were the last thing she ever dreamt of.

Enrolling in kindergarten PKK Tegal Ombo Way Bungur in 1994-1996 made her ready to continue her study at SD Negeri 1 T.Ombo. Indeed, six years had been a long journey to pass in SD Negeri 1 T.Ombo since 1996-2002 while she had so many friends to leave. In line with her focus of the study, she decided to extend her study in SLTP Negeri 1 Purbolinggo in 2002-2005. After graduating from SLTP Negeri 1 Purbolinggo, she continued her study in SMA MA'ARIF NU5 Purbolinggo for three years (2005-2008). Nevertheless, STAIN Jurai Siwo Metro has become her next direction to go on her study in the academic year of 2008/2009. She has been in English Education Study Program since the academic year of 2008/2009 up to now.

