AN UNDERGRADUATE THESIS

THE USE OF WH- QUESTION TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE AT SMP N 2 METRO

By :

FAJAR INDAH SUSILOWATI

Student Number: 1176117

Tarbiyah Department

English Education Study Program



STATE ISLAMIC COLLEGE

OF JURAI SIWO METRO

1437 H / 2016 M

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Presented as a Partial Fulfillment of the Requirement
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In English Education Study Program

By:

FAJAR INDAH SUSILOWATI

Student number : 1176117

Tarbiyah Department

English Education Study Program

1st Sponsor : Dr. Widhiya Ninsiana, M.Hum

2nd Sponsor : Ahmad Subhan Roza, M.Pd

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THE USE OF WH- QUESTION TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE AT SMP N 2 METRO

ABSTRACT

BY:

FAJAR INDAH SUSILOWATI

Speaking is defined as a part of communication since it is regarded as representating what speaker wants to say. Speaking means to express opinions; to say; to talk. And WH- Question can be used to ask some information and can not answer by yes or no. In this research, used WH- Question to help the students in finding the ideas. It was aimed to know whether WH- Question gave improvement to the students' speaking performance.

This research is Classroom Action Research which consisted of two cycles. The research was conducted at SMP N 2 Metro on class VIII G which consisted of 30 students. In collecting the data used test, documentation, observation, interview, and field note. The pre-test was to know the students' speaking performance before giving treatment and post-test was to know the result of students' speaking performance after getting treatment by using WH- Question.

The finding of this research shows that there was significant improvement from cycle 1 to cycle 2. The average score in pre-test is 66 and 73 in post-test cycle 1. In the post-test cycle 2, the students' average score become 80.5. In other words, the students' average score increased 7 points from pre-test to cycle 1 and 7.5 points from cycle 1 to cycle 2. The condition of the class was getting better. The students listened to the teacher's explanation and did not make noisy in learning activity. The students more active during discussion occured and they are more confident, bravest to present and express their idea to speak English. It means that the use of WH- Question can improve the students' speaking performance at the eighth grade of SMP N 2 Metro in the Academic Year of 2015/2016.

PENGGUNAAN WH- QUESTION UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA DI SMP N 2 METRO

ABSTRAK

OLEH:

FAJAR INDAH SUSILOWATI

Berbicara didefinisikan sebagai bagian dari komunikasi karena hal ini dianggap sebagai representating tentang apa yang ingin pembicara katakan. Berbicara untuk mengekspresikan pendapat, untuk mengatakan, untuk menyampaikan. Dan WH- Question dapat digunakan untuk menanyakan beberapa informasi dan tidak bisa dijawab dengan ya atau tidak. Dalam penelitian ini menggunakan WH- Question untuk membantu siswa dalam menemukan ide-ide. Hal ini ditujukan untuk mengetahui apakah WH- Question memberikan peningkatan terhadap kemampuan berbicara siswa.

Penelitian ini adalah Penelitian Tindakan Kelas yang terdiri dari dua siklus. Penelitian ini dilaksanakan di SMP N 2 Metro di kelas VIII G yang terdiri dari 30 siswa. Dalam pengumpulan data menggunakan tes, dokumentasi, observasi, wawancara, dan catatan lapangan. Pre-test untuk mengetahui kemampuan berbicara siswa sebelum diberikan perlakuan dan post-test untuk mengetahui hasil kemampuan berbicara siswa setelah mendapatkan perlakuan menggunakan WH- Question.

Hasil penelitian ini menunjukkan bahwa ada peningkatan yang berarti dari siklus 1 ke siklus 2. Nilai rata-rata pre-test adalah 66 dan 73 di post-test siklus 1. Dalam post-test siklus 2 nilai rata-rata siswa menjadi 80.5. Dengan kata lain, nilai rata-rata siswa meningkat 7 poin dari pre-test ke post-test 1 dan 7.5 poin dari post-test 1 ke post-test 2. Kondisi kelas menjadi lebih baik. Siswa mendengarkan penjelasan guru dan tidak membuat bising di dalam aktivitas belajar. Siswa lebih aktif selama didkusi terjadi, dan mereka lebih percaya diri, berani untuk tampil dan mengekspresikan ide mereka untuk berbicara bahasa Inggris. Ini berarti bahwa penggunaan WH- Question dapat meningkatkan kemampuan berbicara siswa pada kelas delapan SMP N 2 Metro di Tahun Akademik 2015/2016.

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website:www.stainmetro.ac.id

NOTA DINAS

Number :
Appendixe :
Matter : **In order to hold the Munaqosah**

To:
The honorable the head of Tarbiyah Department
State of Islamic College (STAIN) of Jurai Siwo Metro

Assalamu'alaikum Wr. Wb

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

Name : **FAJAR INDAH SUSILOWATI**
St. Number : **1176117**
Title : **THE USE OF WH- QUESTION TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE AT SMP N 2 METRO**

It has been agreed, so it can be continued to The Tarbiyah Department in order to be examined on the munaqosah. Thank you very much.

Wassalamualaikum Wr. Wb

Metro, January 2016

1st Sponsor

Dr. Widhiya Ninsiana, M. Hum
NIP. 19720923 200003 2 002

2nd Sponsor

Ahmad Subhan Roza, M. Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website:www.stainmetro.ac.id

APPROVAL PAGE

The Title	: **THE USE OF WH- QUESTION TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE AT SMP N 2 METRO**
Name	: **FAJAR INDAH SUSILOWATI**
Student's Number	: 1176117
Study Program	: English Education
Department	: Tarbiyah

APPROVED BY:

To be examined in *munaqosah* in Tarbiyah Department of State Islamic College (STAIN) of Jurai Siwo Metro.

Metro, January 2016

1st Sponsor,

Dr. Widhiya Ninsiana, M. Hum
NIP. 19720923 200003 2 002

2nd Sponsor,

Ahmad Subhan Roza, M. Pd
NIP. 19750610 200801 1 014

Dean

Dra. Hj. Akla, M. Pd
NIP. 19661008 200003 2 005

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website:www.stainmetro.ac.id

RATIFICATION PAGE

NO · STC·13 /S / 095 / 2016

An Undergraduate Thesis entitled: The Use of WH- Question To Improve The Students' Speaking Performance at SMP N 2 Metro.

Written by Fajar Indah Susilowati, Student Number 1176117, English Education Study Program which has been examined on the munaqosyah in Tarbiyah Departement on Tuesday, February 16th, 2016.

BOARD OF EXAMINERS:

Chairperson	: Dr. Widhiya Ninsiana, M.Hum	(.....)
Secretary	: Eka Yuniasih, M.Pd	(.....)
1st Examiner	: Drs. Kuryani Utih, M. Pd	(.....)
2nd Examiner	: Ahmad Subhan Roza, M.Pd	(.....)

Principal,

Prof. Dr. Hj. Enizar, M.Ag
NIP. 19600918 198703 2 003

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: FAJAR INDAH SUSILOWATI
Student Number	: 1176117
Study Program	: English Education Study Program
Department	: Tarbiyah

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliograhies mentioned.

Metro, January 2016

The Writer,



Fajar Indah Susilowati
St. Number 1176117

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama	: FAJAR INDAH SUSILOWATI
NPM	: 1176117
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2016

Yang Menyatakan



Fajar Indah Susilowati
NPM. 1176117

MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱتَّقُواْ ٱللَّهَ وَقُولُواْ قَوۡلٗا سَدِيدٗا ٧٠

You who have believed, fear Allah and let's say the correct word.

(Q.S. Al-Ahzab: 70)

Think before you speak.

(Fran Lebowitz)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

My beloved family, especially my parents (Jumangin and Harti) and my brother (Bambang) who always pray and support me in their endless love.

My beloved and inspiring friends who have given support and wonderful motivation to me.

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

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In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the worlds whom his mercy and blessings, none of these would be possible. The writer is very grateful for the chances he has given her to accomplish an undergraduated thesis.

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Metro, January 2016

The writer



Fajar Indah Susilowati
St. Number 1176117

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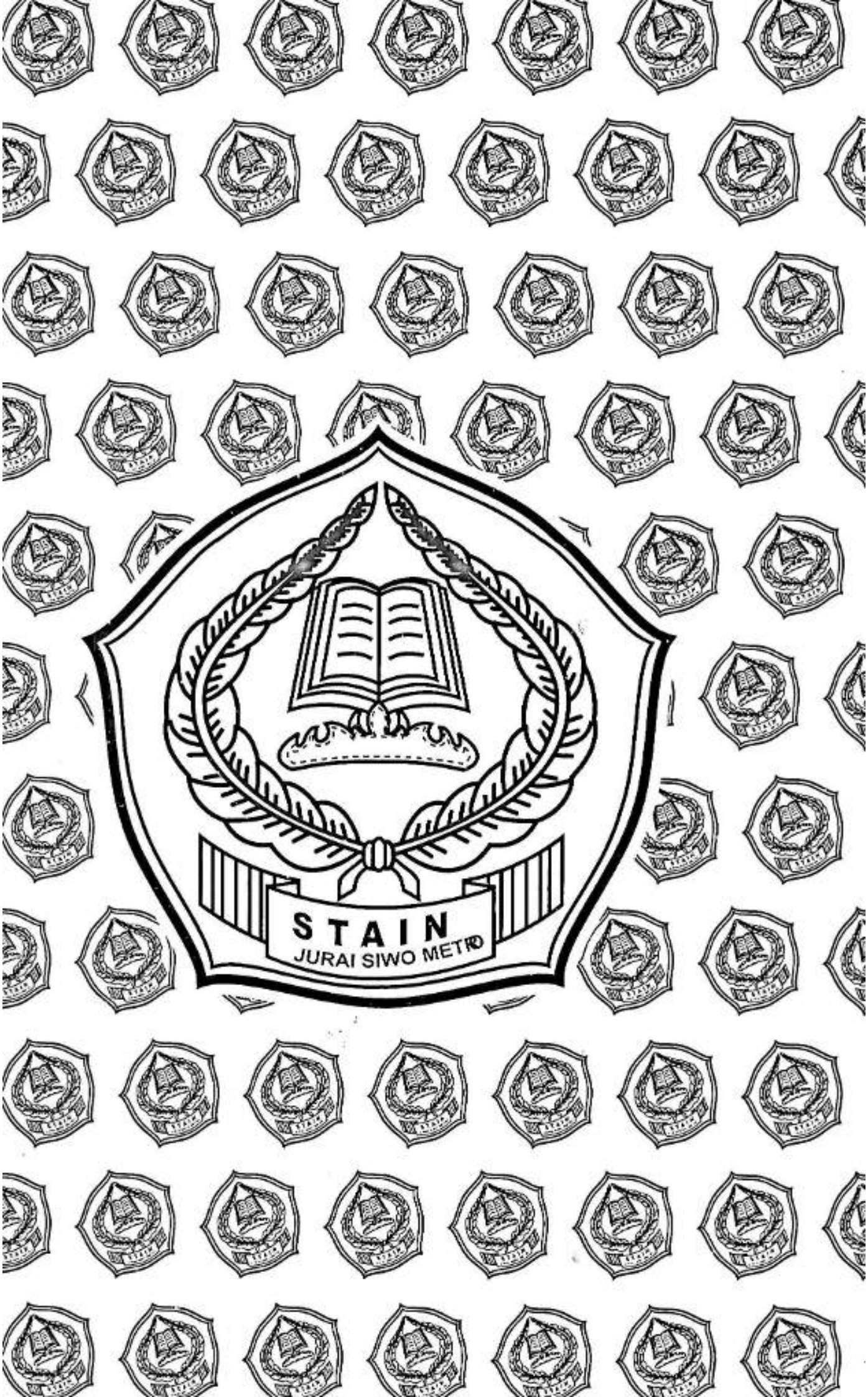
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CHAPTER I
INTRODUCTION

A. Background of the Study

English is one of the languages in the world. It is an international language that can be used as an instrument to write important information and knowledge. English is an important subject of education because English is an international language to communicate among people of the different country and languages as a foreign language.

English is taught integrated within the four skills, namely reading, speaking, listening, and writing; but the most important skill is speaking because it can make the people be easy to communicate in English.

Speaking is defined as a part of communication since it is regarded as representating what the speaker wants to say. Speaking is not only for communication each other but also for expressing an idea and mimicry of someone. Speaking means to express opinions; to say; to talk.

In English teaching learning process the students must be able to speak, state the statements, ideas, or feeling. Furthermore, they can add their knowledge by getting the information from learning materials studied in the class. But, to speak English is not easy because a speaker should be able to master the component of speaking English.

In teaching speaking, as teacher we should teach how to speak. But sometimes the teacher found some difficulties to make the students speak. Students may be confused what to speak although they know the topic in

English subject which has been given by the teacher. They are confused to share their idea about the topic.

Question is one of important parts of study English, especially in system of communication. And WH- Question can use to ask some information in English learning process and can not answer by yes or no.

Based on the result of pre survey on August 6th, 2015 at the eight grade of SMP N 2 Metro in the academic year of 2015/2016, the researcher got data of English score from the teacher. The data showed as follows:

Table 1

The students' speaking score result at the eight grade of SMP N 2 Metro in the academic year of 2015/2016

No	Score	Category	The Number of Students	Percentage
1	>75	Passed	9	30 %
2	<75	Failed	21	70 %
Total			30	100 %

Referring the table 1 above, the Minimum Mastery Criteria (MMC) of English is 75. It can be seen that the students get score less than the standard minimum are 21 students with the percentage is 70%. It is more than the students who get the score up to the standard of score are 9 students with percentage is 30%.

From the explanation above, the writer assumes that many students have problems in learning English. It is caused the students have low motivation, less confident and lack of vocabulary.

Based on the interview with the English teacher, many students spend a lot of time listening in the class than speaking. Most of them were not interested in speaking. They consider that speaking is not easy because they did not know what to say and how to make up their mind.

Based on the problem above, it can be inferred that the students' speaking performance of SMP N 2 Metro in the academic year of 2015/2016 is categorized into low category. So that, the researcher tends to conduct the research about the use of "WH- Question" to improve the students' speaking performance at SMP N 2 Metro in academic year 2015/2016.

B. Problem Formulation

Based on the background of the study above, the researcher would like to formulate the problem as follows:

Can the use of WH- Question improve the students' speaking performance at the eight graders of SMP N 2 Metro in the academic year of 2015/2016?

C. Problem Solving

Based on the problem formulation above, the researcher would like to solve the problem as follows:

1. Using WH- Question in teaching speaking.
2. Using WH- Question to improve the students' speaking performance.
3. Using classroom action research to improve the students' speaking performance by WH- Question.

D. The Objective of the Study

The objective of the study is aimed to know whether WH- Question can improve speaking performance.

E. The Benefit of the Study

1. For the Students

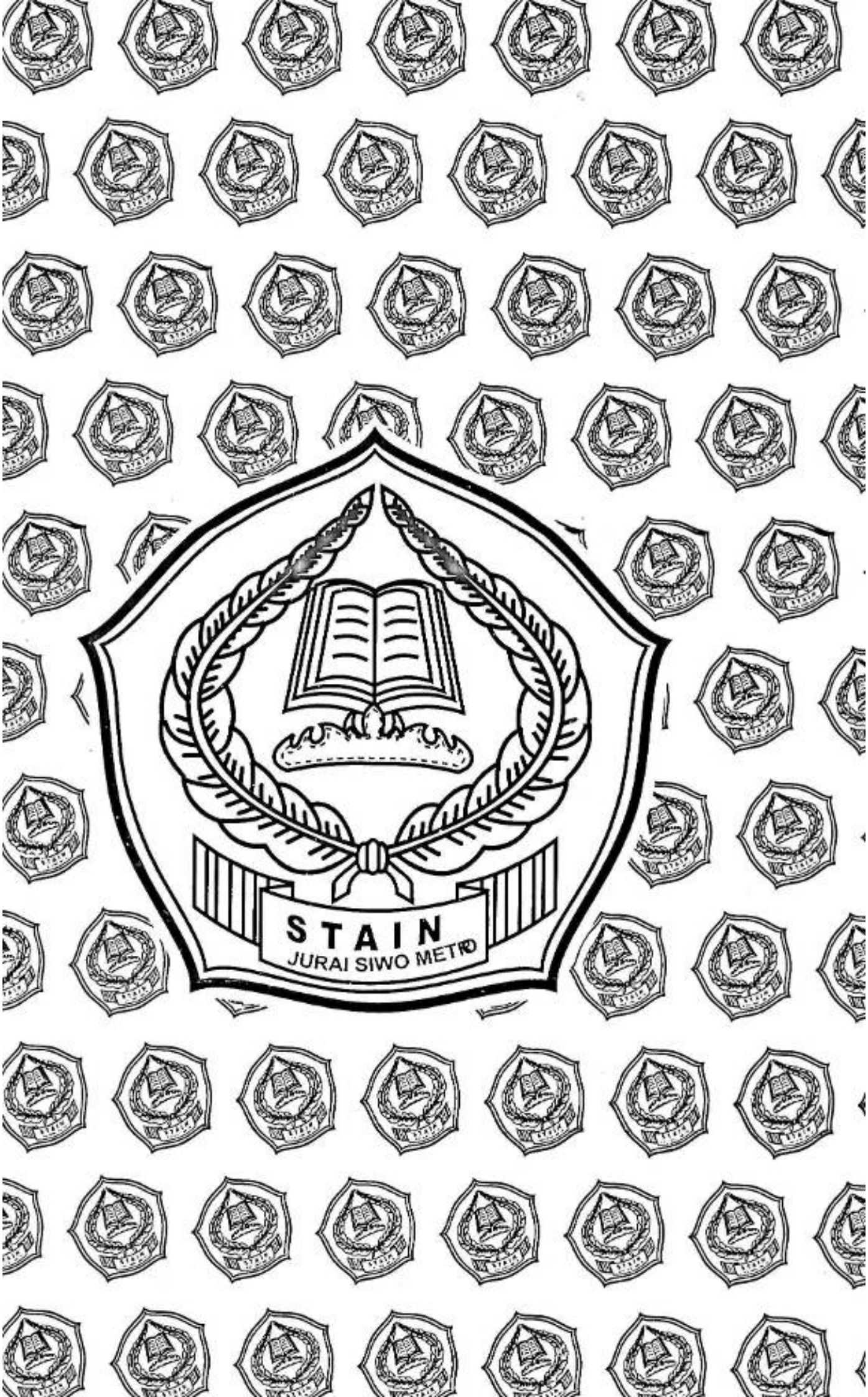
   It is hoped that the students will be active in teaching learning process so that their ability in English will increase.

2. For the English Teacher

   This research is expected to give the positive contributions teacher to improve speaking performance by using WH- Question. Hopefully she/he can use this way to increase her/his ability in teaching English.

3. For the headmaster

   It is hoped that this research can give the information about the importance of using WH- Question in teaching speaking. It is also expected to improve the quality of education.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CHAPTER II
REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Speaking

a. Definition of Speakings

Speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question, or give an explanation.[1] Speaking is an interactive process.[2] According to Brown, Burns & Joyce, Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[3]

Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.[4]

Brown and Yule stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say.[5]

---

[1]Christopher Turk. *Effective Speaking: Communicating in Speech.* (Taylor & Francis e-Library, 2003). P. 9

[2]Jonathan Ballantine. *Let's speak English: Strategies for Effective Spoken Performance.* Madrid, English and Golf. P. 7

[3] Dr. Fayzeh Shrouf, *Teaching And Improving Speaking Skill,* (Philadelphia University), p.2

[4] Mariam Bashir, *Factor Effecting Students' English Speaking Skill,* (Pakistan: British Journal Publishing, 2011), Vol.2 No.1, p.38

[5]Dedi Efrizal, *Improving Students' Speaking through Communicative Language Teaching Method,* (Bengkulu: 2012), *Vol.2 No.20,* p. 127

In *Webster New World Dictionary*, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.[6] Speaking is one way to communicate which ideas and though a message orally.[7]

Speaking naturally is designed to do just that, teach students how to perform certain language function in English by presenting the social rules for language use.[8]

Based on the definition above, it can be conclude that speaking is an interactive process to communicate as by talking to build and share the meaning through the use of verbal and non-verbal symbols to convey message to the listener.

b. Elements of Speaking

Speaking covers five elements that cannot be separated one another. Those are important to be mastered by students. The elements of speaking are:

1. Grammar

Grammar is the most important thing to determine the students' competence to communicate the language. There are grammatical terms such as noun, verb, adjective, adverb, preposition, and article

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[6] David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 593

[7] Dedi Efrizal, *Improving Students' Speaking through Communicative Language Teaching Method*, p. 127

[8] Tillit, Bruce. Mary Newton Bruder. *Speaking Naturally Communication in American English.* Cambridge University: 1985. P. 1

used to refer to the nature of the grammar, so that people can understand the concept of language.

2. Vocabulary

Edge said that knowing a lot of word in a foreign language is very important. The more they know the better their chance is to understand or make them understood in a conversation.

3. Pronunciation

According to Edge, there are three most important elements of pronunciation, they are:

a. Stress

Stress is which word, or which part of a word, is uttered the loudest and the longest.

b. Intonation

Intonation is the way the voice goes up or down as one speaks, especially at the end of what he says.

c. Sounds

Sounds are as in the separated sounds of pen: /p/, /e/, /n/.

4. Fluency

When a performing conversation, one has to be fluent. If we forget a word, we can do what a native speaker do all the time, and say things that "fill" the conversation.

5. Comprehension

When we do a conversation, comprehension is needed. The students must comprehend simple question and statement to make a good conversation.[9]

Based on the explanation above, there are five elements of speaking that are important to be mastered by students. They are grammar, vocabulary, pronunciation, fluency and comprehension.

c. Speaking Difficulties

Since English is a foreign language in our country, most students especially Junior High School students are not familiar with it. Kavin Hetrakul also said that they use English more frequent only inside the class and less frequent outside the class. Whereas, students have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English.

There are many problems when someone would speak in English as foreign languages among others are:

a. Difficult to react the conversation although rightly understand the topic conversation.
b. When want to use word or idiom, cannot speak and even cannot out from, he or she minds.

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[9] Dinda Fatariq and Lidiman S, *Improving Students' Speaking Achievement Through Think Pair Share Technique,* (State University of Medan), p. 3

c. When want to talk, first try to translate and arrange sentence structure.

d. Often feel not sure with that she/he speaks.

e. Combine between sentences is not suitable.[10]

d. Types of Classroom Speaking Performance

There are six types of classroom speaking performance that students are expected to carry out in the classroom:[11]

a. Imitative

A very limited portion of classroom speaking time may legitimately be speech generating "human tape recorder speech, where, for wxample learner practice an intonation contour or try to pinpoint a certain vowel sound." Imitation of this kind is carried out nit the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners "going over" certain forms of language.

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[10] Jeremy Harmer, *How To Teach English*, England: Pearson. P. 87

[11] H.Douglas Brown, *Principle of Language Learning and Teaching* (New York: Prentice Hall.2001). p. .271-274

c. Responsive

A good deal of student speech in the classroom is responsive: short replies a teacher or student. Initiated questions or comments. Such speech can be meaningful and authentic.

d. Transactional (dialogue)

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

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of fact and information. Learner would need to learn how such features as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation.

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports summaries of perhaps short speeches.

e. Testing of Speaking

To test speaking performance, there are some indicators that should be scored. According to Weir, he classified into five analytic speaking criteria as follows:

Table 2

Analytic Speaking Criteria[12]

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/ expressions.
	3 (good)	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional promt.
	2 (adequate)	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The students speak so little that no

[12] Cyril J. Weir, *Language Testing and Validation.*(United States: Palgrave Macmillan, 2005), p. 195-196

		'fluent' speech can be said to occur.
Pronounciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronounciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few inappropriacies.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (adequate)	Limited use of vocabulary with

		frequent inappropriacies.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional Strategies	4 (excellent)	Interacts effectively and readily participaties and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.

	1 (fair)	Understanding and interaction minimal.

From the text above, we can conclude that in speaking performance have some points which should be attention. They are fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies.

2. The Concept of WH-Question

Question is one of important part of study English, especially in system of communication. Question is sentence, phrase, etc that asks for information. By giving question, students will find information so that the students can develop ideas, feelings, and thoughts in oral or written form.

Question makes students to think. It means that question is one of the ways for the students in stimulating the ideas. The questions give the chance for the students to think and encourage their thoughts which are expressed in speaking. Here we can see that the students have ability to develop their ideas by answering the question.

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

and Interrogative- Word Question (WH- Question).[13] But in this research, the writer focus on WH- Question.

WH- Question is the question that elicit specific information a person, place, time, etc.[14] Imam Baehaqi said that Informative Question (WH- Question) is the question made by question words and can not answer by Yes or No.[15] The questions only ask about some information and use to search news from someone who can give information about something or someone.

Betty Schrampfer said that an information questions (WH-Questions) is a question that asks for information by using a question words: where, when, why, who, whom, what, which, whose, how.[16] The used of the words of WH-Question related to the function of the word, different word has different functions. These questions words which started by the letter Wh and H are:

a. What

The function of question word "what" is asking for information about something.

Example: What is your name?[17]

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[13] Marcella Frank, *Modern English a Practical Reference Guide*, United Stated of America, p.

[14] *Ibid.*p. 88

[15] Imam Baehaqi, *Let's Speak English,* (Yogyakarta: Pustaka Pelajar, 2008), p. 18

[16] Betty Schrampfer Azar, *Fundamental of English Grammar (Second Edition)*, (America: Regents/Prentice Hall, 1992), p. 123

[17] Betty Schrampfer Azar, *Basic English Grammar (Third Edition)*, (Washington: Person Longman, 2006), p. 82

b. When

The function of question word "when" is asking about time.

Example: When does he usually study?[18]

c. Why

The function of question word "why" is asking for reason, asking what...for.

Example: Why do you say that?

d. Who

The function of question word "who" is asking what or which person or people (subject).

Example: Who opened the door?

e. Where

Where asks for information about a place.

Example: Where are you from?[19]

f. Whom

The function of question word "whom" is asking what or which person or people (object).

Example: Whom did you see?

g. Which

The function of question word "which" is asking about choice.

Example: Which color do you want?

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[18] Robert Krohn, *English Structure Sentence*, (USA: The University of Michigan Press, 1990), p. 30

[19] Pardiyono, *Pasti Bisa Communicative Grammar for Easy Conversations*, (Yogyakarta: Andi Offset, 2004), p. 4

h. Whose

The function of question word "whose" is asking about ownership.

Example: Whose keys are these?

i. How

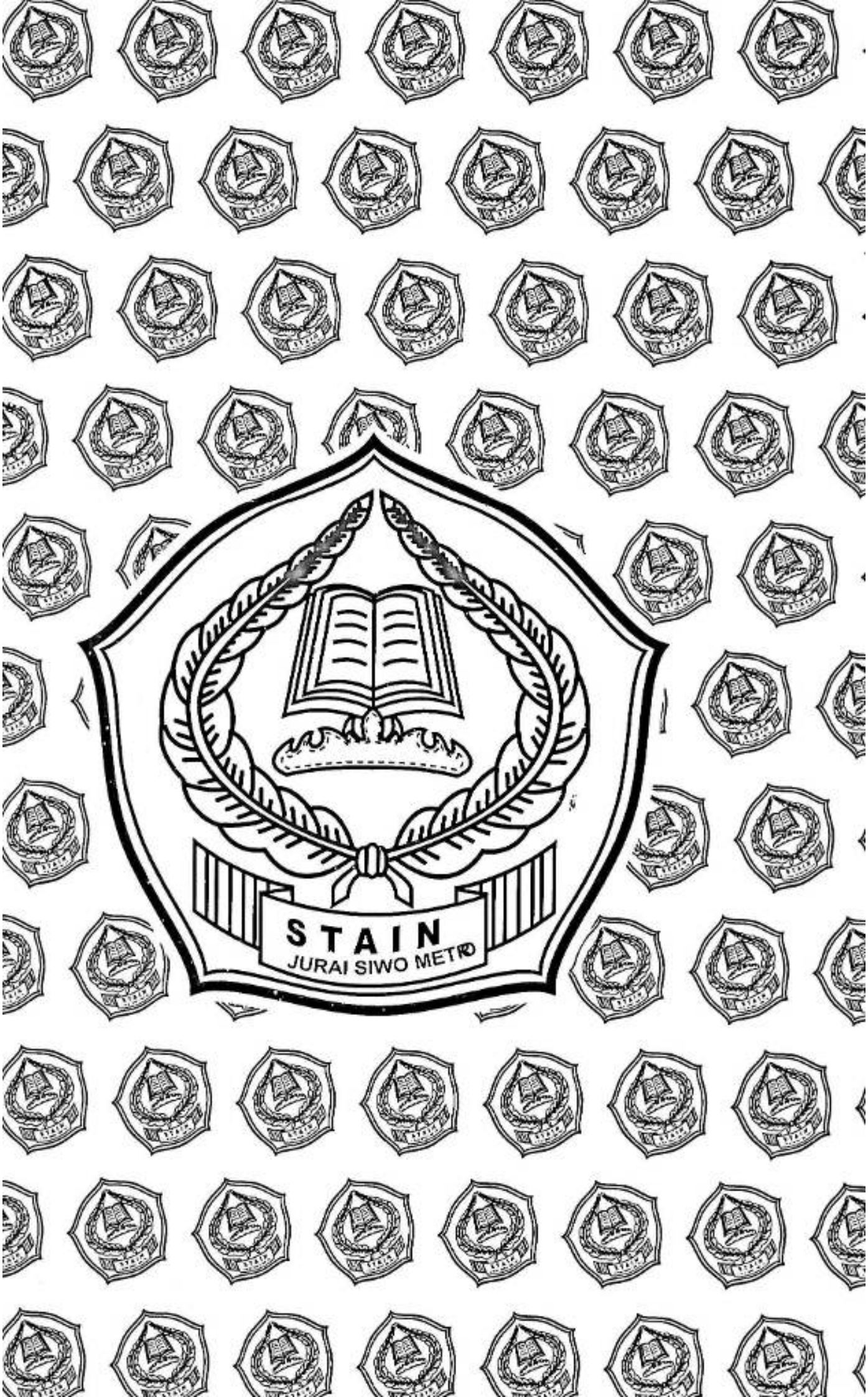
The function of question word "how" is asking about extent or degree.

Table 3
The Function of Question Word "How"

Question Word	Function	Example
How far	Asking for distance	How far is Pattaya from Bangkok?
How long	Asking for length (time or space)	How long will it take?
How many	Asking for quantity (countable)	How many cars are there?
How much	Asking for quantity (uncountable)	How much money do you have?
How old	Asking for age	How old are you?

B. Research Hypothesis

Based on the frame of theories and assumptions above, the researcher formulates the hypothesis by using WH- Question, the students' speaking performance at the eight grade of SMP N 2 Metro will improve.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CHAPTER III
RESEARCH METHODOLOGY

A. Setting

This research is classroom action research. Classroom action research is one of the effort to improve the teaching program quality. This research was conducted at the eight grade of SMP N 2 Metro. The researcher chooses class VIII G of SMP N 2 Metro as a sample. There are 30 students in the class.

B. Object of The Study

The object of this study is improving the students' speaking performance by using WH- Question at the eight grade of SMP N 2 Metro.

C. Action Plan

In this research, the researcher wants to know whether WH- Question can improve students' speaking performance. Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.[20] It means that action research is given by teacher with directive from teacher that is done by students.

Eilcen states that action research is classroom action research is a process in which participants examine their own educational practice systematically

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[20] Anne Burns, *Doing Action Researchin English Language Teaching:A Guide for Practitioners*, (New York: Routledge 270 Madison Ave, 2010).p.2

and carefully, using the techniques of research.[21] It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

The purpose of action research is to generate living theories about how learning has improved practice and is informing new practices. The main social purpose of action research includes the following:

1. It aims improve workplace practices through improving learning.
2. It aims to promote the ongoing democratic evaluation of learning and practices.
3. It aims to create good social orders by influencing the education of social formation.

Action research deals with a social practice and it involves the direct interaction of teacher and group of the students, it is portrayed as a cyclical spiral process involving steps of planning, action, observing, and reflecting. Action research is normal for a project to go through two or more cycles in an interactive process, the improvements of the research can be seen from a series of cycles, each incorporating lesson from previous cycles.

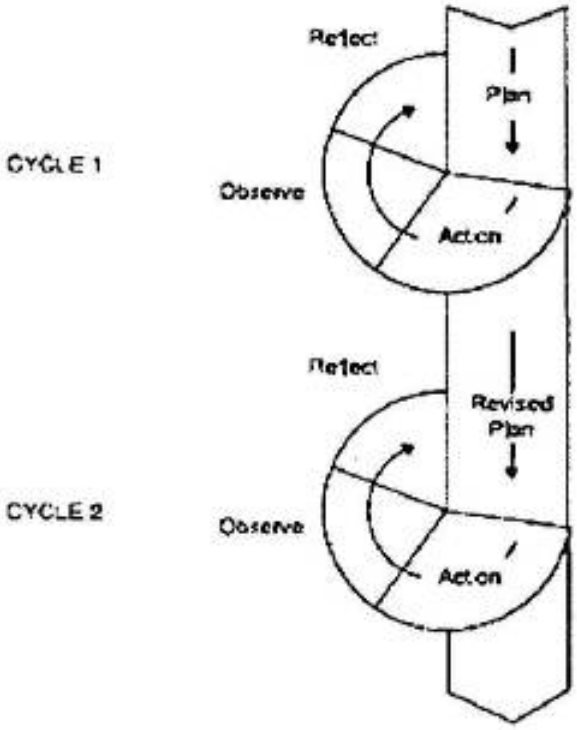
The research was conducted based on the pre-test and post-test. In this classroom action research, the researcher would like to hold the research in two cycles. There are four steps in cycle; they are planning, acting, observing,

[21] Eileen Ferrance. *Themes in Education: Action Research,* (New York: Northeast and Islands Regional Educational Laboratory At Brown University. 2000), p.1

and reflecting. If the first cycle has failed, the cycles would be repaired in the second cycle and so on. Here are steps of classroom action research design:

Figure 1

Cyclical AR model based on Kemmis and Mc Taggart (1988)[22]



1. **Cycle 1**

   a. Planning

   Planning was the first step of the teaching context and it was prepared before the researcher did the action. Planning that was conducted by the researcher were:

   1. The researcher would prepare the lesson plan, list of the student's name and materials.
   2. Preparing a test and evaluation

[22] Anne Burns, *Doing Action Researchin English Language Teaching:A Guide for Practitioners.* p. 9

b. Action

Before the treatment would be done, the researcher would do the pre-test to the students, and the students would be given some topics then they should do it with appropriate with their ability.

In the action, the teaching learning process would be done in the eight grade of SMP N 2 Metro relates to schedule of English subject in these graders. The researcher would be done this research in two cycles. In the cycles the researcher would do action in 3 activities, they are:

1) Pre teaching activities
    a) The teacher began the lesson by greeting to catch students attention.
    b) The teacher asked the student's condition before begins the learning process and teaching the students by checking the students' list.
    c) The teacher checked the students' readiness to study.
    d) The teacher built the background knowledge of students.
    e) The teacher choosed the appropriate with the material going to be taught.
    f) The teacher built knowledge of students first in order to make students ready to learn the topic and make them easier to explore more about the topic in next phases.

g) The teacher introduced WH- Question to the students to help them build their ideas in speaking.

2) While activity

a) The teacher applied the lesson plan.

b) The teacher explained WH-Question to the student as the main activity.

c) The teacher taught by using WH-Question as technique.

d) The teacher gave explanation to the student how to link ideas, to express ideas about the material by using WH-Question.

e) The teacher asked the students to speak in front of class through WH-Question based on the topic given.

f) The teacher gave evaluation.

3) Post activity

a) The teacher gave feedback to the students toward the process and learning achievement, it can be like giving reward to the students.

b) The teacher concluded or summarized the lesson together with the students.

c) The teacher reviewed the activity that has been done consistently.

d) The teacher gave home assignment.

e) The teacher closed the meeting

After the students given the treatment in the cycle 1, they would be given the post test. The instrument that would be used has different mode with the instrument given in the pre test.

c. Observing

Observing was observed the effects of the action in this context. The observation was done in teaching learning process. The important things in teaching learning process were observed by collaborator by using observation sheet. And the outlines of observation in this step such as, student's ability in question answer, students' speaking and error, and students' good participant.

d. Reflecting

Reflecting was the last step this process the researcher analyzed and discusses observation and the result during teaching learning process. In this step the researcher use the data for evaluation to make improvement for the second cycle. And the cycle 2, was conducted mark up from cycle 1.

2. Cycle 2

a. Planning

1. To study of the reflection result in the first action.
2. To discuss about the action that would be done cycle 2.
3. To arrange the detail plan about the action on cycle 2.
4. To collect the subject material and the learning media.

b. Action

1. Do the treatment.
2. Give the post test.

c. Observing

The collaborator would observed and collect the data when the learning process would be going. In this step the researcher observed the process of teaching learning by using format observation, and the outlines of observation in this step such as, student's ability in question answer, the teacher's participation in learning process, writing student's good participant and student's error. The important things in teaching learning process were noted by observer.

d. Reflecting

The researcher and the collaborator corrected and analyzed the result of the action. By reflecting, the researcher would know the strength and weakness of the action. In this step the researcher would compare the score distribution of pre-test and post-test, the researcher reviewed and reflected on the students attitude whether it is positive or negative, enough in the second cycle or need for next second.

D. Data Collection Method

The data collection is the accumulation of specific evidence that will enable the researcher to properly analyse the results of all activities by his

research design and procedures.[23] The purpose of data collection method in this research is expressing the variable fact which is researched through the efficient and accurate ways. In the collecting data, the researcher used as follows:

1. Test

In this research, researcher uses tests for the instrument. A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain.[24]

a. Pre test

After observing the subject's activities, the researcher gave a pre test to know how far the students' speaking performance before giving treatments.

This is done to determine the readiness for instructional program and to diagnose individuals specific strengths and weakness in speaking performance.

b. Post test

After treatments the researcher gave a post test. It was done to know the students' result in learning to speak by using WH-Question after giving twice treatments.

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[23] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age Internasional (P) Ltd, 2006).p.212

[24] H Douglas Brown, *Language Assessment: Principles and Classroom Practice,* (California: Longman, 2003), p. 3

2. Documentation

The researcher used this method to get the data about history of the school, the sum of the teachers, official employed and students at SMP N 2 Metro, and learning activities in classroom.

3. Observation

Observation is a mainstay of action research.[25] Observation refers to the act of watching or noticing.[26] The researcher used observation to get data about students and teacher activities in learning process. The researcher notes their activities in learning process in the class.

4. Interview

Interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard.[27] Interviews provide opportunities for participants to describe the situation in their own terms.[28]

The researcher interviewed the headmaster to know the school history and the first headmaster. And the researcher interviewd the teacher and the officer to know the situation of the school and students.

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[25] Anne Burns, *Collaborative Action Research for English Language Teacher,* (Australia: Cambridge University Press, 1999), p. 80

[26] Zina O' Leary, *The Essential Guide to Doing Research,* (London: SAGE Publication, 2004), p. 170

[27] Louis Cohen, Lawrence Manion & Keith Marrison, *Research Methods in Education,* (London & New York: Routledge Taylor & Francis Group, 2007), p. 349

[28] Ernest T. Stringer, *Action Research Third Edition,* (United States of Amerika: Sage Publication, 2007), p. 69

5. Field note

Field note is various observations on aspects of learning in the classroom, the classroom atmosphere, classroom management, and teacher interaction with students, student interaction with students and some other aspects. Taking field notes is a skill that requires some practice, as it is important to record precisely what is said, using the respondent's language, terms and concepts.[29]

E. The Data Analysis

Data analysis would be conduct by step by taking the average score of the pre-test and post-test. Furthermore to know the gain, the writer will compare between pre-test and post-test. Then, the result is matched by the minimum standard in this school at least 75. If from cycle 1, there are some students not successful, so the researcher must conduct cycle 2. The minimum cycle in classroom action research is two cycle. If from cycle 2 all of the students were successful, the cycle able to stop until cycle 2 only.

To analyze the result of the study, the researcher used the formula below:

$$M = \frac{\Sigma X}{N}$$

[29] Ibid, p. 72

M = mean or average score

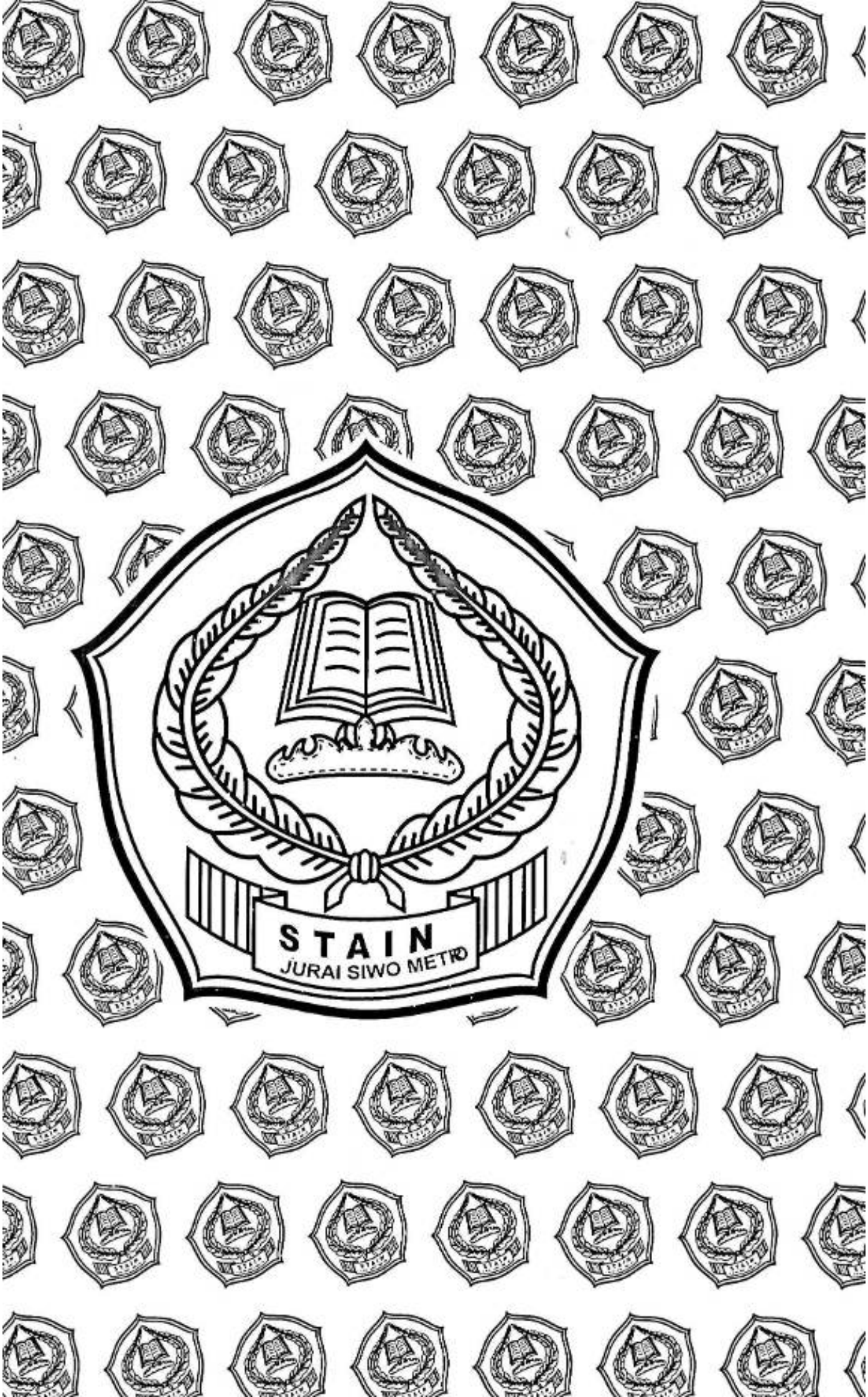
ΣX = the sum of the scores or values of the items

N = the total numbers of items[30]

F. Indicator of Success

Indicator it can be stated successful in teaching learning process if the result of the cycle II more succesful that cycle I. The students are called success if 70% students get referring Minimum Mastery Criteria (MMC) is 75.

[30] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* .p. 286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CHAPTER IV
RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Location

a. Profile of SMP N 2 METRO

SMP N 2 Metro is one of State Junior High School in Metro. It is located on street of Ki Hajar Dewantara 91/15A Iring Mulyo, subdistrict of East Metro, Metro. It was built on the land area of ± 12.850m^2 with the following borders: East side bordering by STAIN Jurai Siwo Metro, north side bordering by Muhammadiyah Metro University, south side bordering by SMK Negeri 3 Metro, west side bordering by separation bridge between Metro and East Lampung.

SMP N 2 Metro that existed first time on 1976 was filial school of SMP N 1 Metro which was led by Mr. Soewardi, BA with the number of class seven consist of 3 classes, 12 teachers and 1 official employee. At that time, Hasan Benguh, SH was chosen to be the contemporer principals. A year passed by, in 1977 SMP N 1 Metro Filial changed to be SMP N 2 Metro difinitif based on the Decree of the Minister of Education Republicof Indonesia number 0364/C/1977 dated August 25, 1977 and Decree of the Departemen of Education and Culture of the Lampung Province Number : 930/I. 12-4/I.6/1978, dated March 13, 1978.

Since its establishment until 2015, SMP N 2 Metro has undergone a change of leadership as much as 11 times, namely:

Table 4

The periods of leadership at SMP N 02 Metro

No	Name	Working Years
1.	Hi. Hasan Benguh, S.H	1976 until 1977
2.	Hi. Moehammad	1977 until 1983
3	Doedoen Abdoelah	1983 until 1984
4	Soewito	1984 until 1990
5	Hi. Sugeng Hendro Atmojo	1990 until 1996
6	Drs. Hi. Syarif Subing, S.H	1996 until 1998
7	Drs. Sutarjo	1998 until 1999
8	Drs. Tukiman S	1999 until 2002
9	Dra. Indrawati	2002 until 2006
10	Drs. Suwarno	2006 until 2012
11	Suyitno, S.Pd.	2012 until Now

Source: School archive taken on January, 2016

b. Infrastructure

SMP N 2 Metro has a permanent infrastructure which devided into several rooms for supporting the teaching learning process, such as :

Table 5

The infrastructure of SMP N 2 Metro

No	Building	Total	Condition
1.	Headmaster room	1	Good
2.	Vice Headmaster room	1	Good
3.	Teacher room	1	Good
4.	Administration room	1	Good
5.	Reception room	1	Good
6.	Library	1	Good
7.	Science Laboratory	1	Good
8.	Skill Space	1	Good
9.	Multimedia	1	Good

10.	Art room	1	Good
11.	Language laboratory	1	Good
12.	Computer laboratory	1	Good
13.	Audiotorium	1	Good
14.	Canteen	1	Good
15.	Kitchen	1	Good
16.	Classroom	23	Good
17.	Toilet Student	15	Good
18.	BK room	1	Good
19.	UKS room	1	Good
20.	Scout	-	Good
21.	OSIS	1	Good
22.	Mosque	1	Good
23.	Cooperation	1	Good
25.	Badminton field	1	Good
26.	Football field	1	Good
27.	Guard house	1	Good

Source: School archive taken on January, 2016

c. The condition of Teacher and Employee of SMPN 2 Metro

SMP N 2 Metro has professional teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of SMP N 2 Metro who need to attribute special skills in different majors. Therefore, selected teachers and officers are very helpful in teaching learning process.

The total number of the teachers and officers were 65 people which can be seen as the table below:

Table 6

The list of teachers and employees of SMP N 2 Metro

No	Name	NIP	Occupation
1	Suyitno, S.Pd	196501111988031003	Principal
2	Dra. Tukilah	195705291984032001	Guidance & Counseling teacher

3	Dra. Siti Mahmudah	195702081986012002	Guidance & Counseling teacher
4	England LR. S.Pd	195712311979031049	Indonesian Language teacher
5	Dra. Berty Rosni	196001011980122008	Islamic religion teacher
6	Dra. Soesity, M.M	196005111984032005	Social teacher
7	Suparlan, B.A.	195412181976031005	Math teacher
8	Munarsih, S.Pd	195407161979032003	Science teacher
9	Nurmala, S.Pd	195911131981102001	Social teacher
10	Dra. Sulastri	196001211981122001	Librarian
11	Dra. S. Haryani	196511061992032006	Science teacher
12	Dra. Yusfa Erlia	196404211991032007	Social teacher
13	Purwati, S.Pd	196112281981122001	Science teacher
14	Sudirman, S.Pd	195911131984031007	Science teacher
15	Dra.Endang Puji Astuti	196507301995022001	Math teacher
16	Wijanarko Rahayu, S.Pd	196011301982021003	Math teacher
17	Syaripah, S.Pd	196409191986012002	English teacher
18	Demsi Marpuang, S.Pd	196511221987032006	English teacher
19	Supiah, S.Pd	195905031984122001	Social teacher
20	Dra.Rohima	196309061997022001	Guidance & Counseling teacher
21	Lukman Gunadi	195508161981031008	Penjasorkes teacher
22	Djoko Santosa	195904221982021002	Pra-karya teacher
23	Sugiri	196005151982021004	Art & Culture teacher
24	Tridianingsih, S.Pd	196112061984032004	Social teacher
25	Sudarwo	196312101984121001	Science teacher
26	Irwati Fadillah, S.Pd	196411061986032008	Indonesian Language teacher
27	Tiarmaida HB, S.Pd	196905111991032007	Science teacher
28	Dwi Rahayu, S.Th	195807051990112001	Christiani teacher
29	Eni Widarti, S.Pd	196511111990032008	Science teacher
30	Heri Budiono, S.Pd	196611231992031007	Math teacher
31	Dahliawati, S.Pd	196403291990032004	Indonesian Language teacher
32	Tati Tarsini	195712091986022001	Penjasorkes teacher
33	Hadi Suyoto, S.Pd	196612101994021003	Civic teacher
34	Kardiman Sulisto, S.Pd	196307301991021001	Math teacher
35	Arvilia Komalasari, S.Pd	196202281990022001	Social teacher
36	Supriyati	196006271986022001	Librarian
37	Amiatun	196304031990022004	Art & Culture teacher
38	Sulastri, S.Ag	196902271991032005	Islamic religion teacher
39	Bainah, S.Pd	197401202005012007	English teacher
40	Liya Panji Kesuma, S.Pd	198211242005012005	Lampung language teacher

41	Agustina Widiastuti, S.Pd	197008052008012021	English teacher
42	Elly Yuniarsih, S.Pd	198506132009011006	English teacher
43	Marliza Muchtar, S.Pd	198403192008042003	Gudance & Counselling teache
44	Yuliantono, S.T	198107212010011013	Pra-karya teacher
45	Murtati, S.Pd, M.Pd	198511202008042002	Math teacher
46	Cicuk Sugiyarto, S.Pd	198207222011011001	Computer teacher
47	Atika, S.Pd	197106052002122004	Indonesian Language teacher
48	Marina Hindayanti, S.Si	198508312011012006	Laboratory
49	Yulinar, S.Pd		Math teacher
50	Zulhia Prasetio, S.Pd		Science teacher
51	Dra.Andiani Eka P.		Indonesian Language teacher
52	Sudaryati		Guidance & Counseling teache
53	Agnes Sarinten	195908151983012002	Head of administration
54	Diniati	196808011991032004	Staff of administration
55	Bambang Irawan		Staff of administration
56	Heri Sujoko		Staff of administration
57	Munah	196307171986022006	Staff of administration
58	Ni Komang Sulistyani	197104231991012001	Staff of administration
59	Radiyo Saputra	195903271980031006	Staff of administration
60	Siti Maryani	197205111992032004	Staff of administration
61	Sudarto	196207251981111001	Staff of administration
62	Sugeng Maj'mu		Guardian school
63	Suhendar		Security
64	Suyati		Staff of administration
65	Tri Wahyu Nur Hayati		Staff of administration

Source: School archive taken on January, 2016

d. The Quantity of Student at SMP N 2 Metro in The Academic Year of 2015/2016

The Quantity of student at SMP N 2 Metro in the Academic Year of 2015/2016 are 285 students that can be identified as follows:

Table 7

The Quantity of Students at SMP N 2 Metro

in The Academic Year of 2015/2016

School Year	Class VII		Class VIII		Class IX		Total	
	Ttl. Student	Ttl. Rombel	Ttl. Student	Ttl. Rombel	Ttl. Student	Ttl. Rombel	Student	Rombel
2012/2013	192	6	205	7	267	9	664	21
2013/2014	231	7	212	7	203	8	646	22
2014/2015	224	7	233	8	201	8	658	23
2015/2016	239	7	238	8	233	8	710	23

Source: School archive taken on Januay, 2016

2. Description of the Research

In this research, before the process of cycle one, the researcher conducted the pre-test on January 5th, 2016. The researcher asked the students to tell about their self in front of the class. The result of the students' pre-test score can be seen on the table as follows:

Table 8

The Students Pre-test Result

No	Name	Score	Note
1	AH	48	Failed
2	AR	61	Failed
3	AP	64	Failed
4	AFN	58	Failed
5	AN	75	**Passed**
6	AF	55	Failed
7	BS	62	Failed
8	DT	80	**Passed**
9	ES	72	Failed
10	FR	59	Failed
11	FI	67	Failed
12	FD	79	**Passed**
13	GP	46	Failed
14	GA	47	Failed

15	IW	68	Failed
16	IF	76	**Passed**
17	JT	71	Failed
18	LS	77	**Passed**
19	MR	63	Failed
20	MS	79	**Passed**
21	RA	78	**Passed**
22	RB	63	Failed
23	SA	61	Failed
24	SAP	60	Failed
25	SR	77	**Passed**
26	SS	71	Failed
27	TA	80	**Passed**
28	TP	56	Failed
29	TPM	57	Failed
30	ZM	70	Failed
Total		1980	
Average		66	
High Score		80	
Low Score		46	

Based on the table above can be seen that 9 from 30 students were success beside that 21 students were not success. The average from the data was 66. To know about percentages from the score of pre-test can be seen on the table as follows:

Table 9
Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentages	Category
1	>75	9	30%	Passed
2	<75	21	70%	Failed
Total		30	100%	

Referring the table above, the Minimum Mastery Criteria (MMC) for English lesson at SMP N 2 Metro at least 75. It can be seen that only 9 students (30%) got score up to the standard, then 21 students (70%) got

score less than the standard. That is the reason, the researcher used WH- Question to improve the speaking performance at SMP N 2 Metro.

1. Cycle 1

a. Planning

In this step, the researcher made and discussed about the lesson plan. Based on the result of pre-test, the researcher has identified and found the problem. Therefore, the researcher prepared the lesson plan such as; the material, media, task and evaluation. Then the researcher plan to give the task and evaluation.

b. Acting

1) The first meeting

The meeting conducted on January 6th, 2016. In this meeting the researcher became a teacher and collaborator is Miss. Agustina Widiastuti. The researcher conducted the learning process and collaborator observed the situation of teaching and learning.

For the first, the researcher was opened the meeting by greeting, asked students to pray together, checking students' attendance, and then the researcher try to talk with the students in simple conversation. After that, the researcher conducted the learning process by using WH- Question.

In this step the researcher explains about the material (descriptive text). When the researcher explain the material, there were some students did not pay attention to the teacher's explanation.

But the researcher tries to make the student active and ask them to answer what the researcher says. And the students can ask the material or meaning which they not understand.

During the learning process, the collaborator observed the students' cooperative and activeness in discuss the material. The condition of the class was noisy enough when the learning occurred. The students' expressed their feeling and their ideas. There were some students who passive, they did not give an opinion or idea. The researcher asked them to be active in learning. After that they were asked to try to make a descriptive by using WH- Question.

2) The second meeting

The meeting conducted on January 12nd, 2016. Same with the first meeting, the researcher became a teacher. The researcher began the meeting by greeting, asked students to pray together, checked students' attendance, and asked the students' condition. After that, the researcher asked the students to make a group consist of two students based on random system. Then they were asked to choose one of theme given. After that, they discussed about WH- Question and related it with their topic. After that the researcher asked the students to do a conversation in front of class as the post test 1 to evaluate the learning process in cycle 1. During presentation, the collaborator observed the students' concern toward other group presentation and the students' activeness in present the material. The researcher helped

the students if they faced the problem. In this session, the researcher got the result of the students' post-test 1 in cycle 1. The result can be seen as follow:

Table 10

The Students Post-test 1 Result of Cycle 1

No	Name	Score	Note
1	AH	60	Failed
2	AR	76	**Passed**
3	AP	79	**Passed**
4	AFN	77	**Passed**
5	AN	80	**Passed**
6	AF	70	Failed
7	BS	62	Failed
8	DT	80	**Passed**
9	ES	71	Failed
10	FR	78	**Passed**
11	FI	78	**Passed**
12	FD	82	**Passed**
13	GP	58	Failed
14	GA	59	Failed
15	IW	67	Failed
16	IF	81	**Passed**
17	JT	78	**Passed**
18	LS	81	**Passed**
19	MR	62	Failed
20	MS	80	**Passed**
21	RA	79	**Passed**
22	RB	74	Failed
23	SA	78	**Passed**
24	SAP	69	Failed
25	SR	80	**Passed**
26	SS	74	Failed
27	TA	82	**Passed**
28	TP	61	Failed
29	TPM	64	Failed
30	ZM	70	Failed
Total		2190	
Average		73	
High Score		82	
Low Score		58	

Table 11
Frequency of Students' Score at Post-test 1 of Cycle 1

No	Score	Frequency	Percentages	Category
1	>75	16	53.33%	Passed
2	<75	14	46.67%	Failed
Total		30	100%	

Based on the data above can be seen that 14 students (46.67%) got score less than standard and 16 students (53.33%) got score up to the standard. It was higher than the result of pre test. The criterion of students who was successful in mastering the material was the students who got minimum score of 75. Learning process is said success when 70% students got score above 75. The fact showed that the result was unsatisfactory.

c. Observing

The researcher conducted 2 meeting in cycle 1. The researcher gave material about descriptive text. The researcher divided the students into 15 groups. The students in each group discuss and present the conversation. Some students can active to join the discussion whenever there are some students didn't active and made condition of the class be noise. Here the result observation sheet of students' activity:

Table 12
The Students' Activities Result in Cycle 1

No	Name	Activities					Frequency
		1	2	3	4	5	
1	AH	2	1	2	1	1	7
2	AR	1	2	2	2	2	9
3	AP	3	2	2	2	2	11
4	AFN	3	3	2	2	2	12
5	AN	3	3	3	3	3	15
6	AF	2	2	2	2	1	9
7	BS	2	2	1	2	1	8
8	DT	4	3	3	3	3	16
9	ES	2	2	2	1	2	9
10	FR	2	1	2	2	2	9
11	FI	2	3	2	2	2	11
12	FD	3	3	2	2	2	12
13	GP	2	2	1	1	1	7
14	GA	2	3	1	1	1	8
15	IW	3	2	2	1	1	9
16	IF	1	2	2	2	2	9
17	JT	3	3	3	2	1	12
18	LS	3	3	3	3	2	14
19	MR	2	2	2	1	2	9
20	MS	4	3	3	3	3	16
21	RA	3	4	3	3	3	16
22	RB	2	2	2	2	1	9
23	SA	4	3	3	2	2	14
24	SAP	2	2	2	1	1	8
25	SR	4	2	3	3	2	14
26	SS	2	2	1	2	2	9
27	TA	4	4	3	3	3	17
28	TP	2	2	2	1	1	8
29	TPM	2	2	1	1	1	7
30	ZM	2	2	1	2	2	9
Total		**76**	**72**	**63**	**58**	**54**	**323**
Percentage		**63.33%**	**60 %**	**52.5 %**	**48.33 %**	**45 %**	**53.83 %**

The table above showed that the students who gave attention to the teacher's explanation got percentage 63.33 %, practice to make conversation in the class was 60 %, active in group was 52.5 %. can response the conversatiton was 48.33 %, and can express and confident to talk was 45 %.

Based on the result above, it could be inferred that the learning process in cycle 1 was not successfully yet. It can be seen that there were two activities that got percentage less than 50 %. They were can response the conversatiton and can express, and confident to talk in English.

d. Reflecting

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material, they still less take part in their group, and made the condition be noise.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle 2. The researcher tried to get solution as follow:

1) The researcher should manage class well.

2) The researcher asks students to focus on study and not make a noises.

3) Teacher should motivate students to be more active in their group.

2. Cycle 2

a. Planning

In this step the researcher and collaborator would like to make and discuss about the lesson plan. Based on the students' result in cycle 1, the researcher and collaborator concluded that the problems are some students are not confident to speak English, they felt difficult to express

their idea. Beside that some students still did not focus on the material, they still less take part in their group, and made the condition be noise. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle 1 and arranged lesson plan for continuing in cycle 2.

b. Acting

1) The first meeting

The meeting conducted on January 13th, 2016. For the first, the researcher was opened the meeting by greeting, asked students to pray together, checking students' attendance, and then the researcher try to talk with the students in simple conversation. After that, the researcher announced the result of speaking score at last meeting. The researcher told that the students should be more active in learning process. Then the researcher reviewed the last material (descriptive text) then the researcher showed the next material (state and ask about an event in the past) and explain it. When the researcher explained, the students more active join the learning and they pay attention to the explanation.

After finished explain the material, the researcher divided the students into 15 groups. Each group consists of two students. The researcher gave the paper without the theme. So, the students free to choose the material for their group. After that, they discussed to make the conversation.

During the discussion, the collaborator observed the students' cooperative and activeness in discuss the material. The condition of the class was more controlled than last meeting. The students' gave their feeling and their ideas to their partner. After finished the discussion, the researcher closed the meeting because time over. The researcher asked the students to present their result on the next meeting.

2) The second meeting

The second meeting conducted on January 19th, 2016. The researcher began the meeting by greeting, asked students to pray together, checking students' attendance, and asking the students' condition. After that the researcher divided the students into 15 groups. Each group consists of two students. The researcher gave the paper without the theme. So, the students free to choose the material for their group. After that, they discussed to make a conversation and practice in front of class as evaluated for post test 2 in cycle 2. When one of group practiced the conversation, other group concerned to other group performance. They became more active than before. The researcher helped the students if they faced the problem.

Table 13
The Students' Score of the Post-Test in Cycle 2

No	Name	Score	Note
1	AH	81	**Passed**
2	AR	76	**Passed**
3	AP	85	**Passed**
4	AFN	84	**Passed**
5	AN	79	**Passed**
6	AF	82	**Passed**
7	BS	68	Failed
8	DT	86	**Passed**
9	ES	85	**Passed**
10	FR	77	**Passed**
11	FI	84	**Passed**
12	FD	84	**Passed**
13	GP	72	Failed
14	GA	73	Failed
15	IW	82	**Passed**
16	IF	85	**Passed**
17	JT	85	**Passed**
18	LS	81	**Passed**
19	MR	73	Failed
20	MS	86	**Passed**
21	RA	79	**Passed**
22	RB	83	**Passed**
23	SA	84	**Passed**
24	SAP	80	**Passed**
25	SR	84	**Passed**
26	SS	83	**Passed**
27	TA	86	**Passed**
28	TP	70	Failed
29	TPM	74	Failed
30	ZM	84	**Passed**
Total		2415	
Average		80.5	
High Score		86	
Low Score		68	

Table 14
Frequency of Students' Score of the Post-test in Cycle 2

No	Score	Frequency	Percentage	Category
1	>75	24	80%	Passed
2	<75	6	20%	Failed
	Total	30	100%	

Based on the table above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 86 and the lowest score was 68. According to standard score, 80% students had passed the test. Most of students could develop their speaking skill. It means that cycle 2 was successful.

c. Observing

The observing was done by the researcher that presented about two meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follow:

Table 15
The Students' Activities Result in Cycle 2

No	Name	Activities					Frequency
		1	2	3	4	5	
1	AH	4	3	3	3	3	16
2	AR	4	4	3	3	3	17
3	AP	4	2	3	3	3	15
4	AFN	3	3	4	3	3	16
5	AN	4	3	4	3	3	17
6	AF	3	3	3	3	3	15
7	BS	2	2	2	2	2	10
8	DT	4	4	4	4	3	19
9	ES	4	3	3	3	3	16
10	FR	4	4	4	3	3	18
11	FI	3	3	3	3	3	15
12	FD	4	3	3	3	3	16
13	GP	2	2	2	2	3	11
14	GA	2	3	2	2	2	11
15	IW	3	3	3	3	3	15
16	IF	4	3	3	3	2	15

17	JT	4	3	3	3	3	16
18	LS	4	4	3	3	3	17
19	MR	3	3	3	3	3	15
20	MS	4	4	4	3	3	18
21	RA	4	4	3	4	3	18
22	RB	3	3	3	2	2	13
23	SA	4	3	3	3	3	16
24	SAP	3	3	3	3	3	15
25	SR	4	3	3	3	3	16
26	SS	2	2	2	3	3	12
27	TA	4	4	3	3	3	17
28	TP	2	2	2	2	2	10
29	TPM	2	2	2	2	2	10
30	ZM	3	3	3	3	3	15
Total		**100**	**91**	**89**	**86**	**84**	**450**
Percentage		**83.33%**	**75.83%**	**74.17%**	**71.67%**	**70%**	**75%**

The table above showed that five students' activities in cycle 2 increased. The students' activity that had high percentage was pay attention to the teacher's explanation (83.33%), the second high percentage was practice to make conversation (75.83%), the third was active in group (74.17%), the fourth was can response the conversation (71.67%) and for the students' activity that had low percentage was can express and confident to talk (70%).

Based on the result above, the researcher indicated that learning process in cycle 2 was successful because five students' activities got percentage >60%.

d. Reflecting

The result of cycle 2 was better than cycle 1. There was significant improvement in this cycle. The condition of the class was getting better than before. The students listened to the teacher's explanation and did not make noisy in learning activity. The students more active during

discussion occurred and the student more confident, bravest to present and express their idea to speak English.

Finally, the researcher concluded that the problems had been solved by used WH- Question. The teacher should motivate the students to always read a lot of English text and motivate the passive students in order to be brave to express their idea. Furthermore, it proved that WH-Question could improve the students' ability in speaking performance.

B. Interpretation

1. The Result Score of Students' Speaking Performance

In cycle 1, English learning process was successfully, but the students' average score was low. While, the score of the students post-test 1 was higher than pre-test. Moreover, in cycle 2 the students' average score was higher than in cycle 1. The following was the table of illustration score in pre-test, post-test cycle 1, and post-test cycle 2:

Table 16

The Result Score of Students' Pre test, Post test 1 and Post test 2

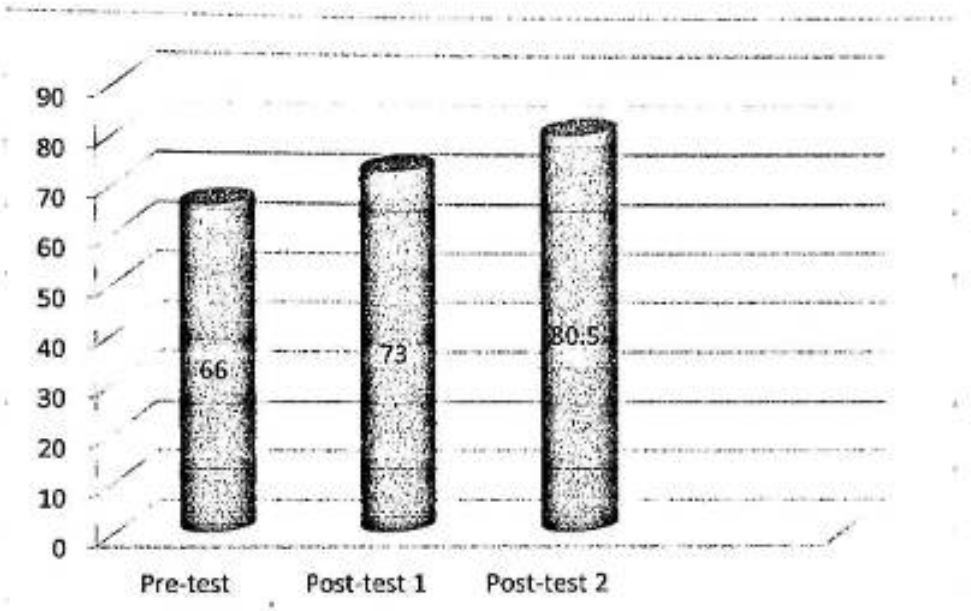
No	Name	Students' result			
		Pre test	Post test 1	Post test 2	Category
1	AH	48	60	81	Improve
2	AR	61	76	76	Improve
3	AP	64	79	85	Improve
4	AFN	58	77	84	Improve
5	AN	75	80	79	Improve
6	AF	55	70	82	Improve
7	BS	62	62	68	Improve
8	DT	80	80	86	Improve
9	ES	72	71	85	Improve
10	FR	59	78	77	Improve
11	FI	67	78	84	Improve
12	FD	79	82	84	Improve

13	GP	46	58	72	Improve
14	GA	47	59	73	Improve
15	IW	68	67	82	Improve
16	IF	76	81	85	Improve
17	JT	71	78	85	Improve
18	LS	77	81	81	Improve
19	MR	63	62	73	Improve
20	MS	79	80	86	Improve
21	RA	78	79	79	Improve
22	RB	63	74	83	Improve
23	SA	61	78	84	Improve
24	SAP	60	69	80	Improve
25	SR	77	80	84	Improve
26	SS	71	74	83	Improve
27	TA	80	82	86	Improve
28	TP	56	61	70	Improve
29	TPM	57	64	74	Improve
30	ZM	70	70	84	Improve
Total		1980	2190	2415	Improve
Average		66	73	80.5	Improve

Based on the result of pre-test, post-test 1 and post-test 2, it was known that there was a positive significant increasing of the students' score. It could be seen from the average 66 to 73 became 80,5 . The researcher showed the graph of the result of pre-test, post-test 1, and post-test 2, as follow:

Graph 1

The Average of the Students' Score on Pre test, Post test 1, and Post test 2



There was an increasing of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the post-test 2. From 9 students (30 %) in pre-test to 16 students (53.33 %) in post-test 1, and from 16 students (53.33 %) in post-test 1 became 24 students (80 %) in post-test 2. It means that the improvement from pre-test to post-test 1 was 23.33 % and 26.67 % from post-test 1 to post-test 2.

The research was success if 70 % of students able to achieving the minimum mastery criteria (MMC), that was 75. Based on the result of pre-test and post-test, it could be seen that WH- Question was able to improve the students' speaking performance significantly based on the students' average before and after given the treatment. The students' average in the pre-test was 66, in post-test 1 was 73, and in post-test 2 was 80.5.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students had achieved the indicator of success that was 70% with the minimum mastery criteria was 75.

2. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in Cycle 1 and Cycle 2 can be seen as follow:

Table 17

The Result of the Students' Activities in Cycle 1 & Cycle 2

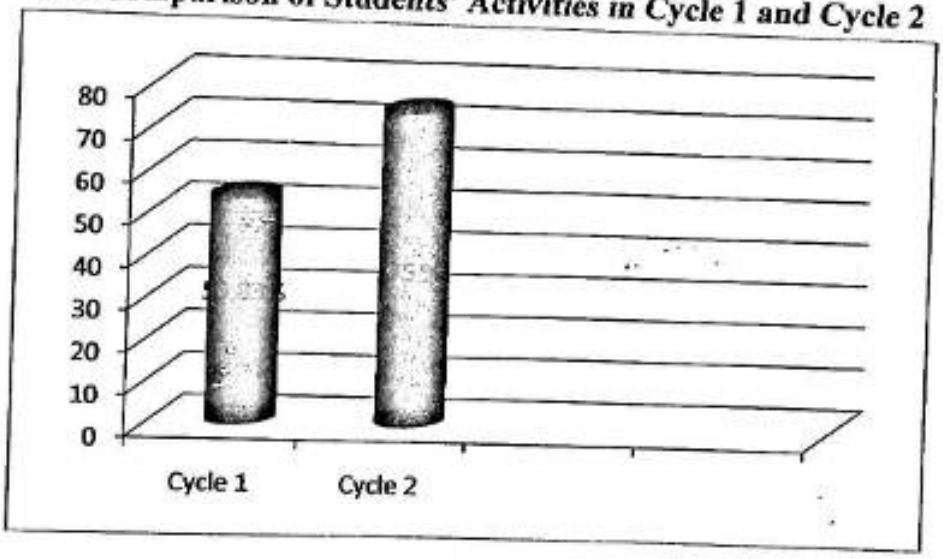
No	Name	Cycle 1	Cycle 2	Improving	Explanation
1	AH	7	16	9	Improve
2	AR	9	17	8	Improve
3	AP	11	15	4	Improve
4	AFN	12	16	4	Improve
5	AN	15	17	2	Improve
6	AF	9	15	6	Improve
7	BS	8	10	2	Improve
8	DT	16	19	3	Improve
9	ES	9	16	7	Improve
10	FR	9	18	9	Improve
11	FI	11	15	4	Improve
12	FD	12	16	4	Improve
13	GP	7	11	4	Improve
14	GA	8	11	3	Improve
15	IW	9	15	6	Improve
16	IF	9	15	6	Improve
17	JT	12	16	4	Improve
18	LS	14	17	3	Improve
19	MR	9	15	6	Improve
20	MS	16	18	2	Improve
21	RA	16	18	2	Improve
22	RB	9	13	4	Improve
23	SA	14	16	2	Improve
24	SAP	8	15	7	Improve
25	SR	14	16	2	Improve

26	SS	9	12	3	Improve
27	TA	17	17	0	Constant
28	TP	8	10	2	Improve
29	TPM	7	10	3	Improve
30	ZM	9	15	6	Improve
Total		**323**	**450**		
Percentage		**53.83 %**	**75 %**		

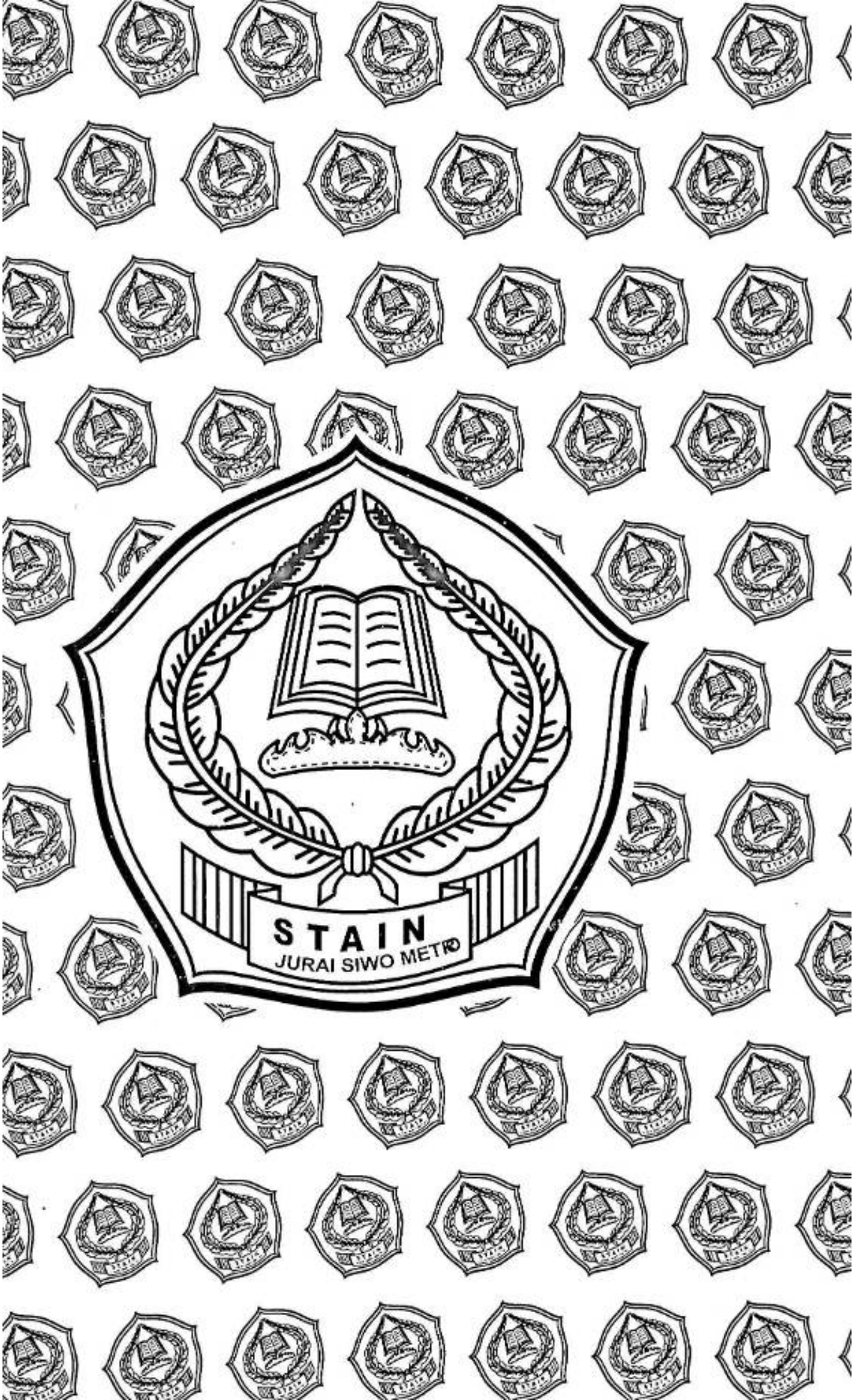
Based on the data above, it can be inferred that the students felt comfortable and active with the learning process. Most of the students showed good increasing in learning activities when WH- Question was applied in learning process from cycle 1 to cycle 2.

Graph 2

The Comparison of Students' Activities in Cycle 1 and Cycle 2



Based on the graphic above, it could be concluded that there was an increasing of students' activities during the learning process in cycle 1 and cycle 2 through WH- Question. In cycle 1 the percentage of students' activities was 53.83 % and in cycle 2 was 75 %. The improvement of students' activites was 21.17 %. Therefore, this research was stated finish and could be stopped in cycle 2 because the result of the students' activities had achieved the indicator of success that was 70%.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CHAPTER V
CONCLUSION AND SUGGESTION

Considering from all the data gathered in the classroom action research, the researcher gets some conclusion of the research and some suggestions that support the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

The use of WH- Question in English subject especially in speaking subject was very effective to improve the students' speaking performance at the eighth grade of SMP N 2 Metro. It can be seen from the result of students' average score from pre-test was 66, post-test cycle 1 was 73 and the post-test cycle 2 was 80.5. In other words, the students' result increased 7 points (23.33 %) from pre-test to cycle 1, and 7.5 points (26.67 %) from cycle 1 to cycle 2. From the students' activities result of observation sheet increased from 53.83% to 75% or increased 21.17% from cycle 1 to cycle 2.

The condition of the class was getting better. The students listened to the teacher's explanation and did not make noisy in learning activity. The students more active during discussion occured and they are more confident, bravest to present and express their idea to speak English. It means that the use of WH- Question can improve the students' speaking performance at the eighth grade of SMP N 2 Metro in the Academic Year of 2015/2016.

B. Suggestions

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended:

1. For the students
   a. The students are suggested to enrich their vocabulary to make them easier in the speaking process and often speak English in daily activity.
   b. The students should be more active in learning process.
2. For the teacher
   a. The English teacher are suggested to give motivation to make the students more enthusiasm in thye learning process.
   b. It is better for the English teacher to use the suitable and interesting technique to make the students more active in the learning process.
3. For the other researcher

   For the other researcher, the writer suggests to conduct another quality research in this field to improve education quality in our country.

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CURRICULUM VITAE



The names of writer is Fajar Indah Susilowati. She was born in Putra Buyut on October 9, 1992. She is the last child in her family. She has one brother. Now, she lives in Putra Buyut, Central Lampung.

She took her elementary school at SDN 1 Putra Buyut and then she took her junior high school at SMP N 2 Kotagajah for three years. Having graduated from junior high school she continued her study at SMA N 1 Kotagajah and was finished in 2011. After graduating from senior high school she decided to continued her study in English Education Study Program of STAIN Jurai Siwo Metro.