

**THE INFLUENCE OF USING 3H (HERE, HIDDEN AND IN MY HEAD)
STRATEGY TOWARD STUDENTS' READING COMPREHENSION IN
NARRATIVE TEXT AT TENTH GRADE STUDENTS OF SMA
NEGERI 1 ABUNG BARAT ACADEMIC YEAR 2019/2020**

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Abstract: Reading is one skill that should be mastered by the students. Reading skill is a skill to get information and knowledge from written text. Based on the result of the interview with one of English teacher at SMA Negeri 1 Abung Barat on the April 22th, 2019 the researcher got some information related the problems which occur on the students in reading, which one is students reading comprehension is low. Therefore, the purpose of this research is to know the influence of using 3h (here, hidden and in my head) strategy toward students' reading comprehension in narrative text at tenth grade students of SMA Negeri 1 Abung Barat academic year 2019/2020. The kind of this research was quasi experiment with the design which is non equivalent control group. Then, the sampling technique taken on this research was purposive sampling technique. The subject of this research was at tenth grade of X IPA3 and X IPA4. The total is 71 students. The technique of collecting data in this research through a test of reading comprehension in the form multiple choice with 25 questions. Based on the result of the research, teaching students reading comprehension through 3H strategy could improve students' reading comprehension in studying the narrative text. The result of t-test on significant level 5% was resulted $t_{\text{observed}}(8.51) > t_{\text{table}}(1,997)$, it mean that H_0 was rejected and H_a was accepted. Based on the result, it can be concluded that here is a significant influence of using 3h (here, hidden and in my head) strategy toward students' reading comprehension in narrative text at tenth grade students of SMA Negeri 1 Abung Barat academic year 2019/2020 was accepted.

Keyword : Reading Comprehension, 3H (Here, Hidden And In My Head) Strategy, Narrative Text.

Abstrak: Membaca adalah salah satu kemampuan yang harus dikuasai oleh siswa. Kemampuan membaca adalah kemampuan untuk mendapatkan informasi dan pengetahuan dari teks yang ditulis. Berdasarkan interview dengan guru bahasa inggris, peneliti mendapat beberapa informasi terkait masalah yang terjadi pada siswa dalam kegiatan membaca. Salah satunya adalah kemampuan membaca siswa yang rendah. Oleh sebab itu, penelitian ini bertujuan untuk mengetahui pengaruh penggunaan strategi 3H terhadap pemahaman membaca siswa pada teks naratif di kelas X dari SMA Negeri 1 Abung Barat tahun ajaran 2019/2020. Jenis penelitian ini adalah quasi experiment dengan model design non equivalent control group. Kemudian sample yang diambil pada penelitian ini dilakukan secara purposive. Subjek penelitian ini adalah siswa kelas X IPA 3 dan X IPA 4 yang berjumlah 71 siswa. Teknik pengumpulan data pada penelitian ini melalui test reading comprehension dalam bentuk pilihan ganda dengan jumlah 25 soal. Berdasarkan hasil penelitian, pengajaran pemahaman membaca siswa melalui strategi 3H dapat meningkatkan pemahaman membaca siswa dalam

mempelajari teks naratif. Hasil perhitungan uji-t dua sampel independen pada taraf kesalahan 5% menghasilkan $t_{hitung} (8.51) > t_{tabel} (1,997)$, ini artinya bahwa H_0 ditolak dan H_a diterima. Berdasarkan hasil tersebut, dapat disimpulkan bahwa adanya pengaruh signifikan penggunaan strategi 3H terhadap pemahaman membaca siswa pada teks naratif di kelas X dari SMA Negeri 1 Abung Barat tahun ajaran 2019/2020 diterima.

Kata kunci : *Pemahaman Membaca, Strategi 3H (Here, Hidden And In My Head), Teks Naratif*

I. INTRODUCTION

Reading is one of the four skills which must be had by someone other than listening, writing and speaking. According to Grellet in Masithoh (2017:10), reading is a constant process of guessing, and what one brings to the next is often more important than one finds it. Reading is important because by reading the students could get more information. Reading skill is a skill to get information and knowledge from written text.

Therefore, reading is very important because it gives benefit for students. Reading gives us much knowledge about the world. The purpose is to encourage students in searching for certain information.

Besides, the purpose of reading is to train the students thinking skills in understanding or finding the content of the texts that have been read. In reading, the teacher must concern the topic used because the purposed is to improve students' achievement in the school.

Besides, the students can add their vocabulary in reading. Therefore, easy to

understand by them. There are several types of reading text, one of them is narrative text.

The narrative text is a story that tells about the event which happened in the past in a certain period of time. According to Santoso, et al. (2008:76-77), narrative literature is literary that forms of narrative, prose or a story that told in the order of time.

On the teaching and learning activities in the class especially narrative text materials, students should be expected to understand the content of the reading because the students success in reading can be measured through their reading comprehension, but in fact do not a few students have difficulty understand the English text content during the learning process.

There are a number of factors that cause this difficult is students' have low ability in grammar mastery. In reading comprehension activity, of course the students have to decipher the written text first, but a students who is a minor in grammar mastery may prompt a mistake or mistranslate a text experienced by students.

If students are wrong in translating words, it will be giving a difference in the meaning of the text. Therefore, grammar mastery is very important in narrative reading activities because lead to comprehension of content about what was read.

Besides, a common problem is students' reading strategies are not well developed. The problem will give a bad effect toward the students learning outcome. In teaching and learning, every teacher is required to developed students skill with create ideal situation and condition.

To achieve ideal condition, the teacher must plan systematically learning activity, so that the process teaching and learning become directed and achieve learning objectives, not only that to develop students reading comprehension, the teacher must use the right learning strategy. The use of appropriate learning strategy can regenerate the interest students to follow the process of learning in the classroom and motivate students to do tasks and then make the easy in understanding their reading. The ideal condition like this can help students in achieve good learning outcomes and reading comprehension is better.

Based on the result of the interview with one of English teacher at SMA Negeri 1 Abung Barat on the April 22th, 2019 the researcher got some information related the

problems which occur on the students in reading activity and comprehension. The first, Students' pronunciation is still low. This is because students inability to say words clearly in reading activity lowers their interest in reading because they find it difficult to read English text because pronunciation skill is a person ability to say the word correctly.

The second, students are not fluent in reading. While the fluency of students in reading will also have an effect on their understand. According to Samuel (Yasa, 2014:88) define fluency of reading as the ability to decoding , coding reading at the same time.

The third, students'are lack of vocabulary mastery, so that make they difficult to english learning. Eventually, they must be helped by translate first. It will be affect their reading comprehension and cause students to have difficulty capture the information presented. Besides, the average score 60% students got score less than 70. While only 40% students whose scores school passing grade. the showed that students reading comprehension is still low.

Based on the problems above, the researcher will introduce a strategy on the students, the aims is help the students in finding the answer from a question given, especially on reading comprehension. One of which is a 3H strategy (here, hidden, in my head). According to Graham and Wong

in Suharni and Sevrika (2001:4), the 3H strategy is used to teach the students to find the answer to the questions.

While, formulation of this problem is "is there any influence of using 3h (here, hidden and in my head) strategy toward students' reading comprehension in narrative text at tenth grade students of SMA Negeri 1 Abung Barat Academic Year 2019/2020?".

The purpose of this research is to know the influence of using 3h (here, hidden and in my head) strategy toward students' reading comprehension in narrative text at tenth grade students of SMA Negeri 1 Abung Barat.

According to Subadiyono (2014:4), reading comprehension is a complex intellectual processes that involves a number of skills. Two main skill involves the meaning of the word and verbal thinking. In short, reading comprehension related to students thinking ability to understand the message in the text. While, Grellet (1999:3) in Masithoh (2017:10), states that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. Therefore, in the process of reading comprehension needs of students thinking ability in reading and reading activity need understanding toward what's read.

Based on the problem, the solution is the 3H strategy, the researcher tries to offer 3H strategy in reading learning on the material of the narrative text. The strategy is developed by graham and wong, the aims is to help students in developing comprehension of reading. Therefore, the researcher offers 3H strategy to students.

II. METHOD

This research uses quantitative methods. Aim to know "is there any influence of using 3h (here, hidden and in my head) strategy toward students' reading comprehension in narrative text at tenth grade students of SMA Negeri 1 Abung Barat Academic Year 2019/2020?". This study involved students of class x high school 1 Abung Barat as research subjects. This research is a quantitative research. The kind of this research was quasi experiment with design non equivalent control group. Then, the sampling technique taken on this research was purposive sampling technique.

According to Arikunto (2010:173), said that population is overall research subject. According to Arikunto (2010:174), the sample is partially or representative of the population studied. the researcher taken the students from class X IPA 3 and X IPA 4 in research. The total of students are 71 students.

The technique of collecting data in this research through a test of reading comprehension in the form multiple choice with 25 questions.

The implementation of activities includes several stages, namely: 1) the teacher makes apperception at the beginning of the lesson, 2) The teacher explain the learning objectives to the students. 3) The teacher prepare material in the form of narrative text to taught to the students. 4) The teacher give explanation about narrative text. 5) The teacher introduced the use of 3H strategy to students in teaching. The goal is to improve the students reaing comprehension. 6) The teacher prepare a narrative text sheet. 7) The teacher give reading material in the form of narrative text sheet to students, to read and understanding of the text. 8) After that, the teacher provide some questions based on 3H strategy (Here, Hidden and In My Head), to support thinking aloud model in find an answer.

Here : The teacher provide some questions to students based on the information which is already in the text. Like title, name, place, time, and other.

Hidden : The teacher provide some questions to students from information inferred in the text. Such as, the information hidden of the text.

In My Head : the teacher provide questions which is the answer that don't

exist in the text because the students asked to give an answer as to their opinions.

9) After that, the students can answer question based on the information of the text. 10) Each students is given individual tasks to do the exercise given by the teacher. 11) The students are asked to provide conclusion on the material they has learned. 12) closing.

The steps in this processing are all the data that has been collected is tested based on validity and reliability. The technique of collecting data in this research through a test of reading comprehension in the form multiple choice with 25 questions. The next, to the analysis data was begun by calculating the normality test, homogeneity test, and hypothesis test.

The researchers analyzed data from the results of the students' pre-test and post-test. To test the hypothesis is done by means of if $r_{\text{observed}} > r_{\text{table}}$ so there is signifikan of using 3h (here, hidden and in my head) strategy toward students' reading comprehension in narrative text at tenth grade students of SMA Negeri 1 Abung Barat Academic Year 2019/2020, it mean H_a was accepted dan H_0 was rejected.

III. THE RESULT OF THE RESEARCH

Based on the research, it can be concluded that there is significant influence

of Using 3H (Here, Hidden and In My Head) Strategy Toward Students' Reading Comprehension In Narrative Text At Tenth Grade Students of SMA Negeri 1 Abung Barat Academic Year 2019/2020.

The researcher got the result of data analysis was showed that the students' reading comprehension ability at SMA Negeri 1 Abung Barat by included very good criteria because it is based on the results of the analysis showed that 86% students whose scores school passing grade.

The Liliefors normality test on the students' reading comprehension test shows that $L_{observed} < L_{table}$ ($0.14 < 0.15$) the data is normal distribution. While, Based on the hypothesis test, the result of $t_{observed} > t_{table} = (8.51 > 1.997)$, it show that there is significant influence of Using 3H (Here, Hidden and In My Head) Strategy Toward Students' Reading Comprehension In Narrative Text At Tenth Grade Students of SMA Negeri 1 Abung Barat Academic Year 2019/2020.

Students' reading comprehension ability in narrative text aims so that students can improve their reading comprehension skills and make it easier for students to find answers to questions given based on the text they have read. Researchers also hope that there will be further research on influence of Using 3H (Here, Hidden and In My Head) Strategy Toward Students' Reading

Comprehension In Narrative Text so that the results get even better.

IV. CONCLUSION

Based on the explanation above, it can be concluded that there is significant of Influence Using 3H (Here, Hidden and In My Head) Strategy Toward Students' Reading Comprehension In Narrative Text. Based on the hypothesis test, the result of $t_{observed} > t_{table} = (8.51 > 1.997)$, it show that there is significant influence of Using 3H (Here, Hidden and In My Head) Strategy Toward Students' Reading Comprehension In Narrative Text At Tenth Grade Students of SMA Negeri 1 Abung Barat Academic Year 2019/2020.

V. SUGGESTION

There are some suggestion of the result of this research. The suggestion as follow:

a) for teacher, The use of this 3H strategy is a new for students, so as a teacher must provide an explanation and guidance to students to every step done. The goal is that the students do not feel confused. In addition, the teacher should also explore students' knowledge with the aim of teacher to know the level of understanding owned by students.

b) for students, In implementing 3H strategy, the students should continue to be trained in order to be a habit for students in reading. In addition, the students can be also try to implement the 3H strategy on various types of reading, so it can gain experience and add to their science.

c) for researcher, The result of this research expect to be a foundation for other researcher in further research related to development of learning understanding of students in reading. Then the result of this research can be used as a reference to other researcher.

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