

**THE EFFECT OF USING HERE, HIDDEN, AND IN MY HEAD
(3H) STRATEGY TOWARDS READING COMPREHENSION
IN NARRATIVE TEXT OF THE FIRST YEAR
STUDENTS AT SMAN 1 TAPUNG OF
KAMPAR REGENCY**



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A Thesis

Submitted to fulfill one of the Requirements

Bachelor degree in English education

(S.Pd)



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ACKNOWLEDGEMENT



The praise and thanks are given to Allah Almighty, the Lord of the universe. *Alhamdulillahirrabbi'l'alamiin*, through His blessing, strength, and guidance, the writer can complete this thesis, and His final prophet Muhammad, peace be upon Him. Then, the writer realizes that the completion of this thesis will not be successful without the assistance from other individuals and institutions. For this purpose, the writer would like to address her deepest gratitude to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau who always dedicates his time to develop this University to achieve its vision and mission.
2. Drs. H. Promadi, M.A.,Ph.D, the Dean of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau for her permission, kindness and encouragement to write in completing this thesis.
3. Dr. Hj. Zulhidah, M.Pd, the Head of English Education Department for her kindness and guidance who has helped her to write this thesis.
4. Dedy Wahyudi, M.Pd, the Secretary of English Education Department for her kindness and guidance who has help her to write this thesis.
5. Drs. H. Sutarmo, M.Ag ,the writer's supervisor who has patiently given guidance, critics, advice, motivation, brilliant notion and precious

contributions to the writer from the beginning of the process of thesis writing until the completion of it.

6. Drs. Damhuri, the Headmaster of SMAN 1 Tapung and the teachers who have helped the writer in doing research and.
7. Sarpiati, S.Pd, the vice Headmaster for curriculum division of SMAN 1 Tapung who have helped the writer in doing the research and shared his knowledge to the writer.
8. Epy Suharjo, S.Pd, the English teacher of SMAN 1 Tapung who have helped and guided the writer during the research. And thank you for the all first year students of SMAN 1 Tapung for the participation in helping the writer's research.
9. Hendro, her beloved parent. Thanks for their endless and greatest love, care, prayers, support and best wishes.
10. Eddy and sumiyatun, her beloved uncle and aunt. Thanks for their endless and greatest love, care, prayers, support and best wishes.
11. Her beloved Sister and Brothers (wantini, yanto, mulyani). Thanks for their love and support.
12. My best friends. Yuliarilayani and Wirda who have given support, motivation, and advice to the researcher.
13. All of her best friends of B Class '08 (Ning Nur Aliyah, Lena, Ayu, nanda, Meli, Rahmi, Agung, Miftah, Faisal, Hardiansyah, Ristina, Nurfadlina, Nurjanah, Lia Alvina, Hafis, Harnandes, Ida Roswita, Nancy, Noviza,

Elfiana Sari, Nurlaily, Weni) and from other classes Rila Yuliani. I will remember you all.

ABSTRACT

Novianti Sri Rejeki (2013). Pengaruh Penggunaan Strategi Here, Hidden, dan in My Head terhadap Pemahaman Membaca dalam Teks Narrative dari Siswa Tahun Pertama SMAN 1 Tapung Kabupaten Kampar.

Berdasarkan studi pendahuluan peneliti, ditemukan bahwa siswa belum dapat memahami maksud dari teks dalam buku pelajaran mereka. Siswa-siswa masih mempunyai permasalahan dalam memahami bacaan terutama dalam teks narrative. Permasalahannya adalah beberapa siswa tidak dapat mengidentifikasi orientasi dalam teks narrative, beberapa siswa tidak dapat mengidentifikasi komplikasi dari teks narrative, dan beberapa siswa tidak dapat mengidentifikasi resolusi dari teks narrative. Jadi, penulis tertarik melakukan penelitian tentang masalah tersebut.

Penelitian ini dilakukan dengan tujuan: untuk menemukan pemahaman membaca siswa dalam teks narrative yang setelah menggunakan strategi here, hidden and in my head, untuk menemukan pemahaman membaca siswa dalam teks narrative yang diajarkan sebelum menggunakan strategi here, hidden and in my head, dan untuk menemukan efek yang signifikan dari penggunaan strategi here, hidden and in my head terhadap pemahaman membaca dalam teks narrative siswa tahun pertama di SMAN 1 Tapung Kabupaten Kampar.

Penelitian ini dilaksanakan di SMAN 1 Tapung Kabupaten Kampar. Subjek dari penelitian ini adalah siswa tahun pertama dan objek dari penelitian ini adalah Pengaruh dari penggunaan strategi here, hidden and in my head terhadap pemahaman membaca dalam teks narrative. Rancangan dari penelitian ini adalah Quasi Experimental research. Populasi dari penelitian ini adalah siswa tahun pertama. Jumlah populasinya adalah 127. Sampel dari penelitian ini adalah X_3 sebagai kelas eksperimen dan X_4 sebagai kelas control. Untuk menganalisa data, peneliti menggunakan SPSS16 untuk mendapatkan independent sample t-test.

Setelah data dianalisis, peneliti menemukan, dimana $t_{observed}$ lebih besar daripada t_{table} pada level signifikan 5% dan pada level 1%. Maka, Null Hypothesis (H_0) ditolak, dan Alternative Hypothesis (H_a) diterima. Jadi, terdapat pengaruh yang signifikan dari penggunaan strategi Here, Hidden dan In My Head terhadap pemahaman membaca dalam teks narrative dari siswa tahun pertama SMAN 1 Tapung Kabupaten Kampar.

ABSTRACT

Novianti Sri Rejeki (2013). The Effect of Using Here, Hidden and in My Head Strategy towards Reading Comprehension in Narrative Text of the First Year Students at SMAN 1 Tapung of Kampar Regency.

Based on the researcher's preliminary study, it was found that the students could not comprehend the meaning of the text in their text book at the school. The students still had problems in reading comprehension especially in narrative text. The problems were some students are not able to identifying the orientation in narrative text, some students are not able to identifying the complication in narrative text, and some students are not able to identifying the resolution of narrative text. So, the researcher was interested in carrying out the research about this problem.

This research was conducted with objective: To find out the students' reading comprehension in narrative text that is after being by using here, hidden and in my head strategy, to find out the students' reading comprehension in narrative text before being by using here, hidden and in my head strategy, and to find out the significant effect of using here, hidden and in my head strategy towards reading comprehension in narrative text of the first year students at SMAN 1 Tapung of Kampar Regency.

This research was carried out at SMAN 1 Tapung. The subject of this research was the first year students of SMAN 1 Tapung of Kampar Regency and the object of this research was the effect of using here, hidden, and in my head strategy towards reading comprehension in narrative text. The design of this research was Quasi-Experimental research. The population of this research was the first year students. The total of population was 127. The sample of this research was X_3 as an experimental class and X_4 as a control class. To analyze the data, the researcher used SPSS 16 Software to adopt independent sample t-test.

After analyzing the data, the researcher found that t_{observed} higher than t_{table} at significant level of 5% and significant level of 1%. Thus, Null Hypothesis (H_0) is Rejected, and Alternative Hypothesis (H_a) is Accepted. So, there is significant Effect of Using Here, Hidden and In My Head Strategy towards Reading Comprehension in Narrative Text of the First Year Students at SMAN 1 Tapung of Kampar Regency. In conclusion, the using of Here, Hidden, and In My Head Strategy could help students to improve their reading comprehension.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is a language acquisition of communication, and sharing information and ideas. Like all language, it is a complex interaction between the text and the reader's prior knowledge, experience, attitude, and language community which is situated culturally and socially. Reading is a fluent process of readers, combining information from a text and their own background of knowledge to build meaning.¹ It is one of the main language skills that must be learned and developed by students.

The reading process requires continuous practice, development, and refinement.² In teaching-learning process, reading becomes a very important activity because reading is one of the language skills, besides speaking, listening, and writing; that must be possessed by English students. Through reading activity, the students can get much information about anything. For some students, reading is still a difficult activity.

They also do not comprehend the content of the text itself. Meanwhile, the goal of reading is comprehension. Students must have reading comprehension skills, so that they can understand a whole text well, because comprehension is very important. Comprehension is an active process for readers

¹ David Nunan. *Practical English Language Teaching*. Sydney: McGraw-Hil Education, 2003, P.67.

² *Wikipedia the Free Encyclopedia: Reading (Process)*. Retrieved on November 30th, 2010.http://en.wikipedia.org/wiki/reading_%28process%29

to bring his or her attitude, interests, expectations, skills, and prior knowledge. Moreover, reading comprehension as defined by Johnston is viewed as the process of using one's own prior knowledge and comprehension is influenced by the reader's characteristics.³

In order to accomplish students' needs towards reading, school based curriculum (KTSP) provides reading as one of the language skills in English mastery that must be taught and learned in senior high school. Based on KTSP, the purpose of teaching English are as follows:⁴ Developing communicative competence in oral and written form to achieve information level, having awareness about the sense and the significance of English in order to increase national competence in global society, developing understanding of students about the relationship between language and culture.

SMAN 1 Tapung also uses school based curriculum (KTSP) as its guidance in teaching and learning process. In SMAN 1 Tapung, English has been taught since the first year of English teaching period. English is taught twice a week with time duration about 45 minutes. According to syllabus of SMAN 1 Tapung for first year, students have to understand and respond the meaning and the rhetorical step of the monologue/essay in the form of narrative, descriptive and news item.⁵ So, one of the genres that should be learned by students is narrative text.

³Judith Westphal Irwin. *Teaching Reading Comprehension Processes*. New Jersey: Englewood Cliffs. 1986, p.7.

⁴ Departement Pendidikan Nasional. *Standard Kompetensi dan Kompetensi Dasar*. Jakarta: Unpublished 2006, p. 308

⁵ Epy Suharjo, S.Pd. *Syllabus of SMAN 1 Tapung 2011-2012*. Tapung: Unpublished, 2011.

The kinds of reading texts have been taught by the teacher. One of the reading texts is narrative. A narrative is a type of spoken or written text that is intended to describe or indicate story or entertain the reader. The purpose of narrative text is to amuse or to entertain the reader such as folk tales, fable legend and etc. and the generic structure/text organization of narrative text consists of three parts: orientation, complication and resolution. In reading narrative text, students are called to comprehend the text, so that they can find the main idea of the text, characters, setting, events, cause and effect of the events.

Based on the preliminary research at SMAN 1 TAPUNG, the teacher used a modeling technique which was suggested by school based curriculum itself in teaching reading. In teaching process, the teacher gave a type of text and read that whole text first. Then the teacher explained the purpose of text, the generic structure, and so forth. Next, the teacher asked the student to reread the text in a small group discussion, and the asked them of what they had read. After that, the teacher asked the students to read the text once again individually. Finally, the students were asked to answer the question about the text. It aimed at seeing whether they understood with their reading or not.

Based on the descriptive above, ideally students of SMAN 1 TAPUNG should be able to comprehend a text well because the teacher has used good techniques in teaching reading. In fact, the teacher still finds many students have problem in comprehending a text. It can be seen in the following symptoms:

1. Some of the students are not able to identify complication in narrative texts.
2. Some of the students are not able to identify the resolution in narrative texts.

3. Some of the students are not able to identify the orientation in narrative texts.
4. Some of the students are not able to identify the meaning of word in narrative texts.

To improve the students' reading comprehension in narrative text needs an appropriate strategy that can become a solution for the problem. There is actually a strategy that can help students to improve their reading comprehension in narrative text, called here, hidden, in my head strategy. The purpose of this strategy is to teach students how to comprehend the reading text, especially for narrative text.⁶ Here, hidden, in my head strategy helps students appreciate the answers of questions which are not necessary stated explicitly within a text, and often one must think carefully and go beyond the words. The strategy can be introduced during the modeled reading lesson. Based on descriptive above, here, hidden, in my head strategy can improve students' reading comprehension in narrative text.

Based on the explanation and the problem above, the researcher is interested in conducting a research entitled "The Effect of Using Here, Hidden, and In My Head (3H) Strategy towards Reading Comprehension in Narrative Text of the First Year Students at SMAN 1 Tapung of Kampar Regency."

⁶ Peter Westwood. *Reading and Learning Difficulties: Approaches to Teaching and Assessment*. Camberwell: Conical for Educational Research , 2001, p. 61

B. The Definition of the Term

1. Effect is a result or conditions by a cause of something that happens when one thing acts and another.⁷ In this research, effect is defined as the result of teaching reading treated by using Here, Hidden and In My Head strategy.

2. Here, Hidden and My Head

Here is the answer either explicitly stated in the text, Hidden is implied in the text and can be inferred if the reader thinks carefully about some information on the page and In the Head then the information is not on the page but is already in the student's prior knowledge.⁸ In the research, here, hidden and in my head is the strategy used to teach the students where answer question and help the students to improve their reading comprehension.

3. Narrative text refers to stories, or a set of events and experiences which are written to entertain or provide a literary experience.⁹ In this case, narrative is one of the text used in teaching process by writer in research. Then, the text focus on Snow White, Cinderella, The Legend of Toba Lake, The Mousedeer and The Crocodiles, etc.

⁷ Longman. *Dictionary of Contemporary*. 1998

⁸ Peter Westwood, *loc.cit.*

⁹ Michelle j. Kelley and Nicky Clause-Grace. *Comprehension Shouldn't be Silent: from Strategy Instruction to Student Independence* Ebook Online Version. Corbis: International Reading Association. 2007, Retrieved On March 13,2011 from <http://books.google.co.id/books>, p.34

4. Reading is a complex process involving a network of cognitive actions that work together to construct meaning.¹⁰ In this research, reading means the subject that is taught to the students.
5. Comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectation, skills, and prior knowledge.¹¹ In this case, comprehension deals with the students' understanding in reading narrative text.

C. The Problem

1. The Identification of the Problem

Based on the explanation above, the researcher identifies the problems that there is some of students are not able to identify to orientation in the narrative text, some of students are not able to identify to complication in the narrative text, some of students are not able to identify to resolution in the narrative text,, some of students are not able to identify the meaning word in the narrative text, What can be done to improve the students' reading comprehension in expressing a narrative, the effect of using Here, Hidden and In My Head Strategy towards reading comprehension of the first year students at SMAN 1 Tapung of Kampar Regency.

¹⁰ Linda J. Dorn and Carla Soffos. *The Teaching for Deep Comprehension: A Reading Workshop Approach*. Thomson : Stenhouse Publishers. 2005, p.7

¹¹Judith Westphal Irwin. *Teaching Reading Comprehension Processes*. New Jersey: Englewood Cliffs.1986, p.7

2. The Limitation of the Problem

Based on the identification of the problems above, the researcher limit the problems on comprehend of the students to identify complication in narrative text. The researcher focusing on the Here, Hidden and in My Head Strategy towards Reading Comprehension at SMAN 1 Tapung of Kampar Regency.

3. The Formulation of the Problem

The problems of this research are formulated in the following questions:

- a. How is the students' reading comprehension in narrative text at the first year student at SMAN 1 Tapung of Kampar Regency before being taught by using Here, Hidden, and in My Head strategy?
- b. How is the students' reading comprehension in narrative text at the first year student at SMAN 1 Tapung of Kampar Regency after being taught by using Here, Hidden, and in My Head strategy?
- c. Is there any significant effect of using Here, Hidden, and In My Head strategy towards reading comprehension in narrative text of the first year students at SMAN 1 Tapung Kampar Regency?

2. The Objective and the Significance of the Research

1. The Objective of the Research

- a. To find out the students' reading comprehension before being taught by using here, hidden, and in my head strategy of the first year students at SMAN 1 Tapung of Kampar Regency.

- b. To find out the students' reading comprehension after being taught by using here, hidden, and in my head strategy of the first year student at SMAN 1 Tapung of Kampar Regency.
- c. To find out significant effect of using here, hidden, and in my head strategy towards reading comprehension in narrative text of the first year students at SMAN 1 Tapung of Kmpar Regency.

2. The Singnificance of the Research

The research activity is significantly carried out for the following needs.

They are:

- a. To give information to the teacher and the school about the effect of using here, hidden, and in my head strategy towards reading comprehension
- b. To give some contribution to the students in order to improve students' comprehension in their reading.
- c. To enhance the researcher's knowledge about teaching reading by using here, hidden, and in my head strategy.
- d. To fulfill one of the requirements to finish the researcher's study in English Education Department of State Islamic University SUSKA Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

a. Definition and the Purpose of Reading

Reading is an important language skill. As one of the basic skills of English, reading is a communication process requiring a series of skill. According to Allen and Bruton in Majdi Abdullah says that Reading is described as a complex process of making meaning from a text, for variety of purposes and in a wide range of contexts by other experts.¹ Reading can be an activity with a purpose. Students may read in order to gain information or verify exiting knowledge. Students may also read the text book, magazine, novel and news paper for enjoyment.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension.² Reading can be easier done if we do it as a pleasure activity. To get information from the written language, we need to find the meaning of it well. Background knowledge is needed in finding meaning of the written language. Neil Anderson said that: “Reading is a

¹ Majdi Abdullah Ahmad AD-Heisat, et al. The Use of Reading Strategies in Developing Students' Reading Competency among Primary School Teachers in Malaysia. *European Journal of Social Sciences* – Volume 12, Number 2. 2009.

² Kalayo Hasibuan and Muhammad Fauzan Ansyri. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha. 2007, pp.114-115

fluent process of readers combining information from a text and their own background knowledge to build meaning”.³

Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The reading also helps readers to decipher new words and phrases that they come across in everyday conversations.

Based on explanations above, the writer concludes that reading is an activity with many purposes, such as: to get information or verify existing knowledge, for enjoyment, for entertain, etc. There are many manners to get the purpose of reading.

b. Teaching Reading

Reading skills is one component that is involved in curriculum of language teaching that has to be taught by the research. Teaching reading usually has at least two aspects. The first, it can refer to teaching-learning for those who are learning to read for the very first time. A second aspect of teaching reading refers to teaching-learning that has already read skill in the first language. In addition, there are eight principles for teaching reading:⁴

- a. Exploit the reader’s background knowledge
- b. Build a strong vocabulary base

³ Neil Anderson. “What is reading?”. In Nunan, David. *Practical English Language Teaching*. Sydney: McGraw Hill Education. 2003. P. 68

⁴ David Nunan, *Practical English Language Teaching*. Sydney: McGraw-Hill Education. 2003, p.74

- c. Teach for comprehension
- d. Work on increasing reading rate.
- e. Teach reading strategy
- f. Encourage readers to transform strategies into skills.
- g. Build assessment and evaluation into your teaching
- h. Strive for continuous improvement as a reading teacher.

The reader uses knowledge, skill, and strategies to determine what that meaning is reader's knowledge, skill, and strategies include:⁵

- a) Linguistic competence: The ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentence.
- b) Discourse competence: Knowledge of discourse markers and how they connect part of the one other.
- c) Sociolinguistic competence: Knowledge about different types of text and their usual structure and content.
- d) Strategic competence: The ability to use top-down as well as knowledge of the language (a bottom-up strategy).

⁵ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Op.cit.*

In teaching reading, Harmer also explained six principles the teaching of reading. They are:⁶

a) Reading is not a Passive Skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the picture the word are painting, understand the argument, and work out if we agree with them.

b) Students need to be Engaged with What They are Reading

As with everything else in lessons, students who are not engaged with the reading text-not actively interested in what they are doing-are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

c) Student should be encouraged to respond to the content of a reading text, not just to the language of course it is important to study reading texts for the way they used language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text is just as important and we must give students a chance to respond to that message in some way.

d) Prediction is a Major Factor in Reading

The moment we get this “hit-the book cover”, the headline, the word-processed page-our brain starts predicting what we are going to read. Expectations are set up and the active process that reading is ready to

⁶ Jeremy Harmer. *How to Teach English: An Introduction the Practice Language Teaching*. Edinburgh Gate: Longman. 1998,pp.70-71

begin. Teacher should give students ‘hits’, so that they can predict what’s coming too. It will make them better and more engaged readers.

e) Match the Task to the Topic

Once a decision has been taken about what reading text, the students are going to read, we need to choose good reading task-the right kind of question, engaging and useful puzzles etc. the most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

f) Good Teachers Exploit Reading Texts to the Full

Any reading texts is full of sentences, word, idea, descriptive etc. it does not make sense just to get students to read it and then drop it to move on to something else. Good teacher integrates the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for studying and later activation.

c. Reading Comprehension

Comprehension is the process of deriving meaning from connected text⁷. It is the important ones in reading. Without comprehension the readers are not able to find out the meaning of the text. The readers should master the comprehension skill. It requires prior knowledge to have the comprehension skill. The more we have good prior knowledge the easier we comprehend the reading text. Understanding the importance of background knowledge to

⁷ Elizabeth S Pang. *Teaching Reading*. Chicago : The International Academy of Education. p.14

comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information⁸.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language⁹. Reading comprehension is about relating prior knowledge to new knowledge contained in written texts¹⁰. According to Anderson, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.¹¹ Reading comprehension is not only simple decoding process but also rather a very complex process.

Reading comprehension also can be defined as an active thinking process through which reader intentionally constructs meaning to form a deeper understanding of concept and information presented in a text.¹² The scope of reader's understanding is not only able to catch the meaning of every single word but also all aspects which are related to the text itself.

⁸ Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension Maximizing Your Impact*. Chicago: Library Association. 2007. P. 19.

⁹ C. E. Snow, *Reading for Understanding: Toward an R and D Program in Reading Comprehension*. Arlington: RAND/Science and Technology Policy Institute. 2002, Retrieved on March 30, 2011 from: <http://www.rad.org>, p. 11

¹⁰ Elizabeth, Op.cit, P. 13

¹¹ Keren R.Harris and Steven Graham. *Teaching Reading Comprehension to Students with Learning Difficult*. (New York: The Guilford Press,2007), p. 2

¹² Peter Westwood, *What Teacher Needs to Know About Reading and Writing Difficulties*. Camberwell: ACER Press, 2008, p. 31

There are certain elements which participate in reading comprehension. Reading comprehension entails 3 elements¹³:

- 1) The reader who is doing the comprehending.
- 2) The text that is to be comprehend
- 3) The activity in which comprehension is a part

d. The Factors Influencing Reading Comprehension in Narrative Text

As a kind of text, narrative will be the same as the other text genre. The comprehension occurrence, problem, and factors affecting comprehension and the failure to comprehend are absolutely the same as the other. Comprehension of a text will occur depend on the certain activity of the reader him/self. There are eight factors that may influence the comprehension. They are as follows:¹⁴

- a. Limited of vocabulary knowledge.
- b. Lack of fluency.
- c. Lack of familiarity with the subject matter.
- d. Difficulty level of the text (readability).
- e. Inadequate use of effective reading strategies.
- f. Weak verbal reasoning.
- g. Problems with processing information.
- h. Problems in recalling information after reading.

To comprehend, reader must use information, they already posses to filter, interpret, organize and reflect upon the incoming information from the

¹³ C. E. Snow, *Loc.Cit.*

¹⁴ Peter Westwood, *Op.Cit*, p. 33

page¹⁵. Efficient interpretation of the new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.¹⁶

Being successful in comprehending a text can be caused by inside or outside factor of the reader. Factors that affect reader's comprehension fall into the following factors¹⁷:

a) Inside the Reader

The point consists of background that contains knowledge (content and vocabulary), text knowledge (concepts about print, text structure and surface features), metacognitive strategy knowledge (before reading, during reading and after reading) and affective (motivation, interest, skill)

b) Inside the Text

This refers to linguistic complexity (syntax and semantic) and text structure which is commonly included in text readability.

2. Narrative Text

Narrative relates a realistic, imagined or fictitious story. It is written to entertain amuse and interest the reader but it simultaneously teaches, explains or informs.¹⁸ This text commonly describes human or human's fantasy creature experience. Narrative can be divided into two types.¹⁹

¹⁵ Peter Westwood, *loc.cit.*

¹⁶ *Ibid.*, p. 31

¹⁷ Rachel L. McCormack and Susan Lee Pasquarelli, *Teaching Reading: Strategies & Recourse for Grades K-6*. New York: The Guildford Press. 2010, Retrieved on April 6, 2011 from <http://books.google.co.id/books>, pp. 110-114.

¹⁸ John Barwick, *Tergetteing Text: Upper Level*. Singapore: Blake Education. 2006. Retrived On April 6, 2011 from <http://www.avaxhome.ws>, p. 4.

¹⁹ *Ibid.*

1) Traditional fiction

Traditional fiction including:

a. Folktales

Folktales are stories that have been passed down orally from one generation to another. The characters usually have a good or bad character and by the end of story they are rewarded or punished.

b. Fairy tales

This is kind of traditional tale that tells magic and talk about animal, and of elves, sprites and other little people. Fairies are always some of the character.

c. Parables

A short story uses to example a belief, a moral or spiritual lesson.

d. Fables

Fable is a story which often contains animals as the character. This story usually has animals that speak and act like human beings. His text teaches a moral or lesson to the reader.

e. Moral tales

Moral tales is a story which teacher explains the good habit. This genre convinces the reader to become mannerly human.

f. Myths

An ancient story is created to explain the mysteries some natural force of nature, religious belief of social phenomenon. The god and goddess have supernatural power but human's characters often do not.

g. Legend

This can be untrue or based on fact story. This genre commonly tells the ancient and traditional people and the exaggerations of hero.

2) Modern fiction

Modern fiction can be classified into the following:

- a. Modern fantasy
- b. Contemporary realistic fiction

Narrative text consists of certain structure. The structure refers to the way in which the ideas in the text are interrelated in order to convey a message to the reader. Here are the generic structures of narrative text²⁰:

- a) Orientation: Introduce the participants, place, and time, usually for answering who? When? Where? And why?
- b) Complication: This revolved around conflicts or problem that effect the setting, time or characters. The hero is prevented from reaching his or her goal. A problem or a series of problem interrupts or complicates the lives of characters.
- c) Resolution: The resolution brings the series of events to a close and resolves the main problem, challenge or situation. A solution is discovered to solve the problems or challenge.

The Language feature of narrative text:²¹

1. The use of noun phrase (*a beautiful princess, a huge temple*)
2. The use of connective (*first, before, that, then, finally*)

²⁰ *Ibid.*, p. 4-6

²¹ Th.M. Sudarwati. *Look Ahead An English Course for Senior High School Students Year X*. Jakarta: Penerbit Erlangga.2006, p. 62

3. The use of adverbial phrases of time and place (*in the garden, two days ago*)
4. The use of the simple past tense (*He walked away from the village*)
5. The use of action verbs (*walks, sleep, wake up*)
6. The use of saying verbs (*say, tell, ask*)
7. The use of thinking verbs, feeling verbs, verbs of senses (*she felt hungry, she thought she was clever, she smelt something burning.*)

3. Here, Hidden, and In My Head Strategy

Concept of Here, Hidden and In My Head Strategy

Here is the answer either explicitly stated in the text, Hidden is implied in the text, can be inferred if the reader thinks carefully about some information on the page and it is implied in the text that can be inferred if the reader thinks carefully about some information on the page, In My Head information is not on the page but it is already in the student's prior knowledge. And then the purpose of this strategy is to teach students where answers to specific questions may be found.²²

In teaching the 3H strategy, students are cued to use appropriate text-based or knowledge-based information to answer questions. They are also taught to use self-questioning to help focus their own attention on selecting appropriate information and to monitor their own understanding. The instruction of the 3H strategy compares self-instructional training to more traditional teaching of a

²² Peter Westwood. *What Teachers Need to Know about Reading and Writing Difficulties*. Camberwell: Acer Press. 2008, p .46

question-answer strategy.²³ Their results indicate that instructing students with learning disabilities to ask themselves to focus on questions as strategy to guide. Rereading was more effective and resulted in substantially better maintenance of learning. The 3H strategy helps students appreciate that answers to questions are not necessarily stated explicitly within a text and that often one must think carefully and go beyond the words.

The Procedures of the Here, Hidden and In My Head Strategy:²⁴

- a) Teacher poses a question related to the text.
- b) Teacher demonstrates (by ‘thinking aloud’) how to locate relevant information on the page (*here*).
- c) Students practice this step to find answers to additional questions, with feedback from the teacher.
- d) Teacher demonstrates the second possibility, using information on the page to infer or predict a possible answer (*hidden*).
- e) Students practice step 1 and step 2 together with guidance and feedback.
- f) Teacher demonstrates the third possibility, namely that the answer is not here or hidden but must be located from sources outside the text, for example from what a student already knows.
- g) Students practice step 1, step 2 and step 3 with guidance and feedback.
- h) Over the following lessons, the strategy is reviewed and used again on a variety of text types.

²³ Bernice Wong, et al. *The ABCs of Learning Disabilities*. Second. San Diego: AP.1996. P.189

²⁴ Peter westwood. *op.cit.*, P.47

4. Teaching Reading by using Here, Hidden and in My Head (3H) Strategy

3H strategy has certain procedure in its implementation toward teaching reading a story or narrative text. The complete procedures in teaching reading by using 3H strategy will come as follow.

- a. Firstly, teacher poses a question
- b. The teacher demonstrates how to located relevant information of the text.
(Here)
- c. The teacher divides the students into 5 groups.
- d. The teacher asks the students to practice to find the answer to additional questions.
- e. The teacher demonstrates the Hidden strategy to predict a possible answer.
- f. The teacher asks the students to practice Here and Hidden strategy together.
- g. The teacher demonstrates the In My Head strategy.
- h. The teacher asks the students to practice to find Here, Hidden, and In My Head strategy and feedback together.(students and teacher).

B. The Relevant Research

1. The research conducted by Lorraine Joy Graham entitle “The 3H Strategy: Improving the Comprehension of Learning Disabled and Poor Readers through a Question-Answering Strategy.” The method of data evaluation for multiple-baselihe the reseacher is visual insption. The result of indicated of LD and poor readers’score on reading comprehension did not differ detectably and the LD students’ score were statistically lower than those of

the average students, and than on the listening comprehension test the LD students performend significantly better than the poor readers and also better than the averange students.²⁵

2. The research conducted by Nega Elvi Saputri entitles "The Application of 3H (Here, Hidden and In My Head) strategy" to improve students' reading ability of the five at junior high school Pasundan IV of Sumedang Regency. The reseacher was conducted a classroom action research. The research proved that this strategy is useful to improve students' reading speed. It can be research result that the mean test of students' reading speed of seventy five minutes it is word with all read of word and the mean of students are not able finding main idea each paragraph with quickly of seventy five minutes its word. Nevertheless, here the writer focuses on students' ability to speed reading.²⁶ Based on reseach finding above Here, Hidden and In My Head strategy was improved the students' ability to speed reading. The method of the research above was action research it is different from this research, in this research used experimental research.

C. Operational Concept

Operational concept is the concept used to give an explanation about theoretical framework elaborated in order to avoid misunderstanding in this

²⁵ Lorrain Joy Graham. "The 3H Strategy: Improving the Comprehension of Learning Disabled and Poor Readers through a Question-Answering Strategy." Unpulished. 1992

²⁶ Nega Elvi Saputri. "The Application of 3H (Here, Hidden, and in My Head) Strategy to Improve Students' Reading Ability of the Five at Junior High School Pasundan IV of Sumedang Regency," Unpublish. 2011.

research. It should be interpreted into particular word in order to be easy to measure.

Therefore, the operational concept research can be stated in these following indicators:

1. 3H (Here, Hidden and In My Head) Strategy (X Variable)
 - a. The teacher poses a question
 - b. The teacher demonstrates how to located relevant information of the text.(Here)
 - c. The teacher divides the students into 5 groups.
 - d. The teacher asks the students to practice to find the answer to additional questions.
 - e. The teacher demonstrates the Hidden strategy to infer or predict a possible answer.
 - f. The teacher asks the students to practice Here and Hidden strategy together.
 - g. The teacher demonstates the In My Head Strategy.
 - h. The teacher asks the students to practice to find Here, Hidden, and In My Head strategy and feedback together.(students and teacher).
2. Reading Comprehension in Narrative Text (Y Variable)
 - a. The students are able to identify the complication in narrative texts.
 - b. The students are able to identify the resolution in narrative texts.
 - c. The students are able to identify the orientation in narrative texts.
 - d. The students are able to identify the meaning word in narrative texts.

D. Assumption and Hypotheses

1. Assumption

- a. Students' comprehension in reading narrative text is various.
- b. The better using here, hidden, and in my head strategy applied in teaching or learning narrative text, the better students' comprehension on narrative text will be.

2. Hypotheses

- a. The Alternative Hypothesis (H_a): There is significant effect of using here, hidden and in my head strategy towards reading comprehension in narrative text of the first year student at SMAN 1 Tapung of Kampar Regency.
- b. The Null Hypothesis (H_0) There is no significant effect of using here, hidden and in my head strategy towards reading comprehension in narrative text of the first year student at SMAN 1 Tapung of Kampar Regency.

CHAPTER III

THE RESEARCH METHOD

A. The Research Design

This research was a quasi experiment design. It was called as quasi experimental design because this research found out the effect of using Here, Hidden and in My Head strategy towards students reading comprehension in narrative text. John Creswell states that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly¹. The researcher used intact groups, the first class is as the experimental groups and the second class is as the control group. Furthermore, quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments². In addition, educational interventions in schools are typically evaluated using quasi experimental designs³.

Therefore, the writer determined that research was a quasi-experimental research, especially non-equivalent control group design. It was structured like a pretest-posttest randomized experiment, but it lacks the key feature of the random assignment. In the non-equivalent control group design, we most often use intact groups that we think are similar to the treatment and control groups. It is also supported by Campbell and Stanley who state that non-equivalent control

¹ Creswell, John W. *Educational Research (Third Edition)*. Canada: Pearson Prentice-Hall. 2008, p. 313

² L.R. Gay, and Peter Airasian. *Educational Research: Competencies for Analysis and Application (Sixth Edition)*. New Jersey: Pearson Prentice-Hall. 2000, p.394

³ Daniel Muijs. *Doing Quantitative Research in Education with SPSS [Electronic Book]*. London: SAGE Publication. Ltd., 2004. p. 26.

group design involves an experimental group and a control group both given a pretest and a posttest, but in which the control group and the experimental group do not have pre-experimental sampling equivalence⁴.

Table 3.1
Nonequivalent Control Group Design

	Pre-test	Treatment	Post-test	Difference	
Experimental Group	Y	O	Y	Pre-Y	- }
Control Group	Y		Y	Pre-Y – Post-Y	} Post-Y

In conducting this research, the researcher assigned intact groups the experimental and control treatments, using pre-test and post-test to both groups, conducting experimental treatment activities with the experimental group only. The pre-test was used to measure the students' reading comprehension before being taught by Here, Hidden and in My Head strategy and to know how much significant effect of Here, Hidden and in My Head strategy.

B. The Location and the Time of the Research

The research was conducted at second year students of SMAN 1 Tapung is located Kampar Kiri, in 2011/2012 of academic year. The research was done from Mei-June 2012.

⁴ Donald T. Campbell and Julian C. Stanley. *Experimental and Quasi-Experimental Design for Research [Electronic Book]*. London: Houghton Mifflin Company. 1963. p. 47.

C. The Subject and Object of the Research

The subject of the research was the first year students of SMAN 1 Tapung. The object of this research was using 3 H strategy and reading comprehension in narrative text.

D. The Population and the Sample of the Research

1. Population

The population of this research was the first year students of SMAN 1 Tapung in 2011-2012 academic years. It consisted of four classes X_1 , X_2 , X_3 and X_4 . The total number of the first year students of state Senior High School 1 Tapung Kampar Regency was 127 students.

Tabel. 3. 2
The Total Population of the First Year
Students of State High School 1 Tapung Kampar Regency
2011-2012

NO	CLASS	MALE	FEMALE	TOTAL
1	X_1	20	13	33
2	X_2	12	18	30
3	X_3	17	15	32
4	X_4	18	14	32
Total Population				127

2. Sample

In this research, the writer used the cluster sampling as the way to choose the sample of population. In cluster sampling, the writer selected sample based on

the knowledge about the group itself. According to Kothari, cluster sampling is defined as follow⁵;

“If the total area of interest happens to be a big one, a convenient way in which a sample can be taken is to divide the area into a number of smaller non-overlapping areas and then to randomly select a number of these smaller areas (usually called clusters), with the ultimate sample consisting of all (or samples of) units in these small areas or clusters.”

In addition, Yogesh Kumar Singh states that to select the intact group as a whole is known as a Cluster sampling. In Cluster sampling the sample units contain groups of elements (clusters) instead of individual members or items in the population⁶.

The writer did lottery to get 2 classes after doing lottery, the writer got X_3 as experimental class and X_4 as control class.

Table 3. 3
The Sampel of the First Year
Students of State High School 1 Tapung Kampar Regency
2011-2012

No	Class	Male	Female	Total
1	X_3	17	15	32
2	X_4	18	14	32
Total Sample				64

⁵ C. R. Kothari. *Research Methodology Methods and Techniques [Electronic Book]*. Jaipur: New Age International Publication, 2004. p. 65

⁶ Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistics [Electronic Book]*. New Delhi: New Age International Publisher. 2006. p. 89

E. The Technique of Collecting Data

In this research, the writer used test. The test was multiple choice, the question consist of 20 item based on the indicator. The writer administred pretest and posttest.

Then, the writer took the total score from the result of the reading comprehension test. The classification of the students' score will be shown below.⁷

Table. 3. 4
The Classification of Students' Score

Categories	Score
Very Good	80-100
Good	70-79
Enough	60-69
Less	50-59
Bad	0-49

Table 3.5
Blue print of Pre-Test

Indicator	Items
1. Identify the orientation	1, 5, 11, 15, 17
2. Identify the complication	6, 9, 4, 13, 18
3. Identify the resolution	7, 2, 10, 14, 20
4. Identify the meaning word	3, 8, 12, 16, 19

⁷ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.2009.p.245

Based on the table 3.5 the proportion indicators of reading text are main idea in reading text, that can be found in item number 1, 5, 11, 15, 17 identify to orientation, identify to complication, in item number 6, 9, 4, 13, 18 identify to resolution, in item number 7, 2, 10, 14, 20 identify meaning word, in item number 3, 8, 12, 16, 19.

Table 3.6
Blue print of Post-Test

Indicator	Items
1. Identify the orientation	1, 6, 8, 9, 17
2. Identify the complication	3, 7, 12, 18, 13
3. Identify the resolution	10, 14, 4, 15, 19
4. Identify the meaning word	2, 5, 11, 16, 20

Based on the table 3.6 the proportion indicators of reading text are main idea in reading text, that can be found in item number 1, 6, 8, 9, 17 identify to orientation, identify to complication, in item number 3, 7, 12, 18, 13 identify to resolution, in item number 10, 14, 4, 15, 19 identify meaning word, in item number 2, 5, 11, 16, 20

F. The Teaching of Data Analysis

The writer will consulted the value of t-observe with degree of freedom: $Df = (N1 + N2) - 2$ in order to find out whether there is a significant effect of using Here, Hidden, and in My Head Strategy towards reading comprehension in Narrative

paragraph, the data statistically analyzed by using t-test formula in Arikunto as follows:⁸

$$t_o = \frac{|Mx - My|}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) + \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$X^2 = \sum GX^2 - \frac{(\sum Gx)^2}{N_x}$$

$$Y^2 = \sum Gy^2 - \frac{(\sum Gy)^2}{N_y}$$

Where:

t_o : The value of t – obtained

Mx : Mean of gain score of control class

My : Mean of gain score of experimental class

Gx : Gain score of control class

Gy : Gain score of experimental class

Gx^2 : Gain score squared of control class

Gy^2 : Gain score squared of experimental class

N_x : Number of control class students

N_y : Number of experimental class students

⁸Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, p. 311

The t-table is employed to see whether there was a significant effect between the mean score of both experimental and control classes or not. The t-obtained value is consulted with the value of t-table at the degree of freedom $(df) = (N_1 + N_2) - 2$.

Then to know whether H_a and H_o is rejected or accepted, the hypotheses are statistically formulated as follows:

Statistically the hypotheses are:

$$H_a = t_o \geq t\text{-table}$$

$$H_o = t_o < t\text{-table}$$

H_a is accepted if $t_o \geq t$ table or there is a significant effect of using Here, Hidden and in My Head Strategy towards reading comprehension in narrative text of the first year students at SMAN 1 Tapung of Kampar Regency.

H_o is accepted if $t_o < t$ table or there is no significant effect of using Here, Hidden and in My Head Strategy towards reading comprehension in narrative text of the first year students at SMAN 1 Tapung of Kampar Regency.

G. The Validity and Reliability of the Test

1. Validity

Before the tests were given to the sample, both of the tests had been tried out to 30 students at the first year. The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty

level of each item. Item of difficulty was determined as the preposition of correct responses. The formula for item of difficulty is as follows:⁹

$$P = \frac{B}{JS}$$

Where P : Index of difficulty or Facility value

B : The number of correct answers

JS : The number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluded from the test and they are changed with the new items that are appropriate.

The standard level of difficulty used is $<0,30$ and $>0,70$.¹⁰ It means that the item test is accepted if the level of difficulty is between $0,30-0,70$ and it is rejected if the level of difficulty is below $0,30$ (difficult) and over $0,70$ (easy). Then the proportion correct is represented by “p”, whereas the incorrect is represented by “q”. See in appendix

An instrument is valid if it is able to measure what must be measured. In validity instrument of the test, it can be seen by the difficulties of the test. On the other hand, test is not too easy and the test is not difficult. The standard level difficulty is > 30 and < 70 . Then the proportion correct is represented by “p”,

⁹ Suhaimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.2009,p.245

¹⁰ *Ibid*.p.209

whereas the proportion incorrect is represented by “q”. It can see by the following table:

Table 3. 7
The Students are able to Identify Orientation in Narrative Texts

Variable	Identify Orientation in Narrative Text					N
Item no.	1	6	13	14	17	30
Correct	17	13	12	14	18	
P	0.56	0.43	0.40	0.46	0.60	
Q	0.43	0.56	0.60	0.53	0.40	

Based on the table 3.7, the item numbers of question for identifying orientation in narrative texts are number 1, 6, 13, 14 and 17. It shows that the proportion of correct answer for identifying orientation in narrative texts of test item is number 1 that shows the proportion correct answer 0.56, item number 6 shows the proportion correct answer 0.43, item number 13 the proportion correct answer 0.40, item number 14 shows the proportion correct answer 0.46, and item number 17 that shows the proportion correct answer 0.60. The total correct answer of orientation test is 0.40. Then, based on standard level of difficulty “p” is > 30 and < 70 . So, the items of difficulties for identifying orientation in narrative are accepted.

Table 3.8
The Students are able to Identify Complication in Narrative
Texts

Variable	Identify Complication in Narrative Text					N
Item no.	3	7	9	12	18	30
Correct	13	14	16	13	13	
P	0.43	0.46	0.53	0.43	0.43	
Q	0.56	0.53	0.46	0.56	0.56	

Based on the table 3.8, the item numbers of question for identifying complication in narrative texts are number 3, 7, 9, 12 and 18. It shows that the proportion of correct answer for identifying complication in narrative texts of test item is number 3 that shows the proportion correct answer 0.43, item number 7 shows the proportion correct answer 0.46, item number 9 the proportion correct answer 0.53, item number 12 shows the proportion correct answer 0.43, and item number 18 that shows the proportion correct answer 0.43. The total correct answer of complication test is 0.46. Then, based on standard level of difficulty “p” is > 30 and < 70 . So, the items of difficulties for identifying complication in narrative are accepted.

Table 3.9
The students are able to Identify Resolution in Narrative
Texts

Variable	Identify Resolution in Narrative Text					N
Item no.	4	8	10	15	19	30
Correct	16	18	15	12	17	
P	0.53	0.60	0.50	0.40	0.56	
Q	0.46	0.40	0.50	0.60	0.43	

Based on the table 3.9, the item numbers of question for identifying resolution in narrative texts are number 4, 8, 10, 15 and 19. It shows that the proportion of correct answer for identifying resolution in narrative texts of test item is number 4 that shows the proportion correct answer 0.53, item number 8 shows the proportion correct answer 0.60, item number 10 the proportion correct answer 0.50, item number 15 shows the proportion correct answer 0.40, and item number 19 that shows the proportion correct answer 0.56. The total correct answer of resolution test is 0.40. Then, based on standard level of difficulty “p” is > 30 and < 70 . So, the items of difficulties for identifying resolution in narrative are accepted.

Table 3.10
The students are able to Identify the Meaning Word in
Narrative Texts

Variable	Identify the Meaning word in Narrative Text					N
	Item no.	2	5	11	16	
Correct	12	17	16	16	12	30
P	0.40	0.56	0.53	0.53	0.40	
Q	0.60	0.43	0.46	0.46	0.60	

Based on the table 3.10, the item numbers of question for identifying get meaning word in narrative texts are number 2, 5, 11, 16 and 20. It shows that the proportion of correct answer for identifying resolution in narrative texts of test item is number 2 that shows the proportion correct answer 0.40, item number 5 shows the proportion correct answer 0.56, item number 11 the proportion correct answer 0.53, item number 16 shows the proportion correct answer 0.53, and item number 20 that shows the proportion correct answer 0.40. The total correct answer of resolution test is 0.43. Then, based on standard level of difficulty “p” is > 30 and < 70 . So, the items of difficulties for identifying get meaning word in narrative are accepted.

2. Reliability

Reliability is a necessary characteristic of good test. Shohamy says that reliability refers to the extent to which the test is consistent in its score and it gives us an indication of how accurate the test score are.¹¹ It is clear that reliability is used to measure the quality of the tests score and a test is consistent. There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selecting for testing.
- b. The administrator of the test, clearly this is important factor deciding reliability.

There are some formulas used in finding the reliability of instrument, they are including Sperman-Brown formula, Flanagan formula, Rulo formula, Hoyt formula, K-R 20 formula, and K-R 21 formula.¹² From all of this formula, the writer used K-R 20 formula as follow:

$$r_{ii} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum V_i}{V_t} \right)$$

Where:

r_{ii} = Reliability of instrument

k = Total of question

V_t = Variance total (standard deviation²)

The data can be seen at appendix

Based on the data, the writer got;

¹¹ ibid p.210

¹² Suharsimi Arikuto. *Op.cit.*, p.188

$$K = 20$$

$$\sum X = 290$$

$$\sum V_t \text{ or } \sum p_a = 4.96$$

$$N = 30$$

$$SD = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{290^2}{30}} = \sqrt{\frac{84100}{30}} = \sqrt{2803,33} = 52.94$$

$$r_{ii} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum V_t}{V_t} \right)$$

$$r_{ii} = \left(\frac{20}{20-1} \right) \left(\frac{52.94 - 4.96}{52.94^2} \right)$$

$$r_{ii} = \left(\frac{20}{19} \right) \left(\frac{2802.64 - 4.96}{2802.64} \right) = \left(\frac{2797.68}{2802.64} \right)$$

$$r_{ii} = 1.05 \times 0.75$$

$$r_{ii} = 0.787$$

The statical counting above, the score reliability of the test is 0.787. To know reliability of the test must be compared with r product moment. r_{ii} must be higher than r_t then r_t at 5% grade of significant is 0.349. while in the significant 1% is 0.449. so, it can be analyzed that r_{ii} higher than r_t . $5\% < r_{ii} > 1\%$ ($0.349 < 0.787 > 0.449$) on the other word, the intrument was realible.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. Description of Research Procedure

The purpose of the research was to obtain the effect between students' reading comprehension taught by using here, hidden, in my head (3H) strategy and without using here, hidden, in my head strategy, and to know the significant effect between the students' reading comprehension who were taught by using here, hidden, in my head strategy. The data were obtained from students' post-test score experimental and control class.

Before taking the data from the sample, the writer tried one of the second classes in order to prove whether the test was reliable or not. The result found in the try out was .0819. It means that the test was highly reliable. Then, the writer gave pre-test and post-test to X_3 and X_4 . The writer asked the students to answer some questions based on the text given; the text was a narrative text. Based on result of pre-test, it was found that X_3 as experimental class and X_4 as control class. Then, the writer gave treatment to experimental class for eight meetings.

After giving treatments to experimental class, the writer used the same format of question but in different text of narrative to test students' reading comprehension for post-test of experimental class. While for control class before using treatments, the writer used the same format of question and different text of narrative for their post-test also. The result of reading test was evaluated by concerning four components, such as:

1. The students are able to identify complication in narrative texts.
2. The students are able to identify resolution in narrative in narrative texts.
3. The students are able to identify orientation in narrative texts.
4. The students are able to identify the meaning word in narrative texts

The total of post-test in both classes was significantly different. The total score of the experimental class was 2118, while the highest score was 88 and the lowest was 45. The total score of control class was 1855 while the highest was 75 the lowest was 45.

B. The Data Presentation

The data of this research were gotten from the score of students' pre-test and post-test. All of the data were collected through the following procedures:

1. In both class (experimental and control class), students were asked to answer the question based on the narrative text given.
2. The format of the test was multiple choices.
3. The writer, along with the observer gave score of the students' reading comprehension collected from their score of pre-test and post test.

There were two data of reading comprehension served by the writer. They were the data of students' reading comprehension after being taught by using here, hidden, in my head strategy and the data of students' reading comprehension before being taught by using here, hidden and in my head strategy, are as follows:

1. The Data Presentation of Reading Comprehension in Narrative Text (Variable Y)

In this research, the research used a test to collect the data. The test was administered by the writer, where the writer taught the experimental class by herself. The test was multiple choices with 20 items. To get a good data, test should be valid and reliable

a. Students' Reading Comprehension in Narrative Text After being Taught by Using Here, Hidden, and in My Head Strategy

The data of students' reading comprehension by using here, hidden, in my head strategy were gotten from pre-test and post-test of X_3 as an experimental class taken from the sample of this class (32 students). The writer taught directly for eight meetings in the experimental class. The data can be seen from the data below:

Table 4.1

**The Score of the Student Reading Comprehension after being Taught by using
Here, Hidden, in My Head Strategy**

No	Student	Experimental Class			Average
		Pre-test	Post. 1	Post. 2	
1	Student 1	65	70	75	73
2	student 2	60	65	70	68
3	student 3	45	55	65	60
4	student 4	60	65	75	70
5	student 5	65	70	70	70
6	student 6	60	70	80	75
7	student 7	60	65	75	70
8	student 8	60	70	85	78
9	student 9	60	70	75	73
10	student 10	55	55	65	60
11	student 11	70	65	75	70
12	student 12	65	75	65	70
13	student 13	60	60	70	65
14	student 14	55	60	70	65
15	student 15	60	65	65	65
16	student 16	45	45	65	55
17	student 17	50	55	55	55
18	student 18	50	60	70	65
19	student 19	50	50	70	60
20	student 20	60	70	70	70
21	student 21	65	65	75	70
22	student 22	50	60	60	60
23	student 23	55	65	55	60
24	student 24	45	40	60	50
25	student 25	40	35	55	45
26	student 26	65	75	75	75
27	student 27	60	75	80	78
28	student 28	70	75	85	80
29	student 29	45	45	55	50
30	student 30	75	85	90	88
31	student 31	55	60	70	65
32	student 32	55	60	60	60
Total		1835	2000	2230	2118
Mean		57.34	62.50	69.69	66.19

From the table 4.1, the writer found that the total score of pre-test in experimental class was 1835 while the highest was 75 and the lowest 40. The total of the score of post-test in experimental class was 2118 while the highest was 88

and lowest was 45. It means that the students had significant increasing of the reading comprehension.

Table 4.2
The Frequency Distribution of Reading Comprehension
Test in Experimental Class
Pre-exp

Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	1.6	3.1	3.1
45	4	6.3	12.5	15.6
50	4	6.3	12.5	28.1
55	5	7.8	15.6	43.8
60	10	15.6	31.3	75.0
65	5	7.8	15.6	90.6
70	2	3.1	6.3	96.9
75	1	1.6	3.1	100.0
Total	32	50.0	100.0	

Based on the table4.2, it can be seen that there are 32 respondents. In interval40, the frequency is 1 student (3.1%), the frequency of interval 45 is 4 student (6.3%), the frequency of interval 50 is 4 students (6.3%), the frequency of interval 55 is 5 students (7.8%), the frequency of interval 60 is 10 students (15.6%), the frequency of interval 65 is 5 students (7.8%), the frequency of interval 70 is 2 students (3.1%), and the frequency of interval 75 is 1 students (1.6%), and the frequency of interval 70 is 2 students (6.2%)

These data were obtained from the research by using software SPSS 16. The data description of reading comprehension test in experiment class is a follows:

Table 4.3
The Frequency Distribution of Reading Comprehension
Test in Experimental Class
Post-exp

Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	1	1.6	3.1	3.1
50	2	3.1	6.3	9.4
55	2	3,1	6.3	15.6
60	6	9.4	18.8	34.4
65	5	7.8	15.6	50.0
68	1	1.6	3.1	53.1
70	7	10.9	21.9	75,0
73	2	3.1	6.3	81.3
75	2	3.1	6.3	87.5
78	2	3.1	6.3	93.8
80	1	1.6	3.1	96.9
88	1	1.6	3.1	100.0
Total	32	50.0	100.0	

Based on the table4.3, it can be seen that there are 32 respondents. In interval 45, the frequency is 1 students (6.1%), the frequency of interval 50 is 2 students (3.1%), the frequency of interval 55 is 2 students (3.1%), the frequency of interval 60 is 6 students (9.4%), the frequency of interval 65 is 5 students (7.8%), the frequency of interval 68 is 1 students (6.1%), the frequency of interval70 is 7 students (10.9%), the frequency of interval 73 is 2 students (3.1%),the frequency of interval 75 is 2 students (3.1%), the frequency of interval

78 is 2 students (3.1%), the frequency of interval 80 is 1 students (1.6%), and the frequency of interval 88 is 1 students (1.6%).

Table 4.4

STATISTIK

	Pre-test	Post-test
N Valid	32	32
Missing	32	32
Mean	57.34	66.19
Std. Error of mean	1.472	1.668
Median	60.00	66.50
Mode	60	70
Std. Deviation	8.326	9.434
Variance	69.330	88.996
Skewness	-.143	-.144
Std. Error of Skewness	.414	.414
Kurtosis	-.371	.140
Std. Error of Kurtosis	.809	.809
Range	35	43
Minimum	40	45
Maximum	75	88
Sum	1835	2118

b. Students' Reading Comprehension in Narrative Text Before being Taught by Using Here, Hidden and in My Head Strategy

There were 20 items of reading comprehension test given to the respondents in this research. From the test, the lowest score was 35 and the highest score was 70. These data were obtained from the research by using software SPSS 16. The data description of reading comprehension test in control class is as follows.

Table 4.5

**The Score of the Student' Reading Comprehension before being Taught by
using Here, Hidden, in My Head Strategy**

No	Student	Control Class	
		Pre-test	Post-test
1	Student 1	50	50
2	student 2	45	50
3	student 3	50	50
4	student 4	55	70
5	student 5	55	70
6	student 6	45	50
7	student 7	55	60
8	student 8	70	70
9	student 9	60	60
10	student 10	55	60
11	student 11	45	50
12	student 12	55	60
13	student 13	60	75
14	student 14	55	55
15	student 15	45	45
16	student 16	55	55
17	student 17	55	65
18	student 18	60	60
19	student 19	60	65
20	student 20	60	65
21	student 21	40	45
22	student 22	55	55
23	student 23	45	55
24	student 24	55	55
25	student 25	60	65
26	student 26	50	55
27	student 27	45	45
28	student 28	60	65
29	student 29	45	55
30	student 30	60	60
31	student 31	50	60
32	student 32	50	55
Total		1705	1855
Mean		53.28	57.97

From the table 4.5, the writer found that the total score of pre-test in control class was 1705 while the highest was 70 and the lowest 40. The total of the score of post-test in control class was 1855 while the highest was 75 and lowest was 45. It means that the students had significant increasing of the reading comprehension.

Table 4.6
The Frequency Distribution of Reading Comprehension
Test in Control Class
Pre-cont

Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	1.6	3.1	3.1
45	7	10.9	21.9	25.0
50	5	7.8	15.6	40.6
55	10	15.6	31.3	71.9
60	8	12.5	25.0	96.9
70	1	1.6	3.1	100.0
Total	32	50.0	100.0	

Based on the table 4.6, it can be seen that there are 32 respondents. In interval 40, the frequency is 1 student (3.1%), the frequency of interval 45 is 7 students (10.9%), the frequency of interval 50 is 5 students (7.8%), the frequency of interval 55 is 10 students (15.6%), the frequency of interval 60 is 8 students (12.5%), and the frequency of interval 70 is 1 student (1.6%).

There were 20 items of reading comprehension test given to the respondents in this research. From that test, the lowest score was 40 and the

highest score was 70. These data were obtained from the research by using software SPSS 16. The data description of reading comprehension test in control class is as follows:

Table 4.7
The Frequency Distribution of Reading Comprehension
Test in Control Class
Post-cont

Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	3	4.7	3.1	3.1
50	5	7.8	21.9	25.0
55	8	12.5	15.6	40.6
60	7	10.9	31.3	71.9
65	5	7.8	25.0	87.5
70	3	4.7	9.4	96.9
75	1	1.6	3.1	100.0
Total	32	50.0	100.0	

Based on the table 4.7, it can be seen that there are 32 respondents. In interval 45, the frequency is 3 students (4.7%), the frequency of interval 50 is 5 students (7.8%), the frequency of interval 55 is 8 students (12.5%), the frequency of interval 60 is 7 students (10.9%), the frequency of interval 65 is 5 students (7.8%), the frequency of interval 70 is 3 students (4.7%), and the frequency of interval 75 is 1 student (1.6%).

Table 4.8
STATISTICS

	Pre-test	Post-test
N Valid	32	32
Missing	32	32
Mean	53.28	57.97
Std. Error of mean	1.180	1.381
Median	55.00	57.50
Mode	55	55
Std. Deviation	6.673	7.814
Variance	44.531	61.064
Skewness	0.076	0.193
Std. Error of Skewness	0.414	0.414
Kurtosis	-.172	-.531
Std. Error of Kurtosis	.809	.809
Range	30	30
Minimum	40	45
Maximum	70	75
Sum	1705	1855

2. The Data Presentation of the Effect of Here, Hidden, in My Head Strategy toward Reading Comprehension

The following table is the description of pre-test and post-test of experimental class and control class.

Table 4.9
Students' Pre-test and Post-test Score

No	Student	Experimental Class			Avarage	GX	GX ²	Control Class		GY	GY ²
		Pre-test	Post. 1	Post. 2				Pre-test	Post-test		
1	Student 1	65	70	75	73	8	64	50	50	0	0
2	student 2	65	75	70	73	8	64	45	50	5	25
3	student 3	55	65	75	70	15	225	50	50	0	0
4	student 4	55	60	70	65	10	100	55	70	15	225
5	student 5	65	75	75	70	5	25	55	70	15	225
6	student 6	65	70	80	75	10	10	45	50	5	25
7	student 7	60	55	75	70	10	10	55	60	5	25
8	student 8	60	70	85	78	18	324	70	65	0	0
9	student 9	50	55	75	63	13	169	60	60	0	0
10	student 10	70	45	65	75	5	25	55	45	5	25
11	student 11	70	65	75	70	0	0	45	50	5	25
12	student 12	65	75	65	65	5	25	35	60	5	25
13	student 13	60	50	70	60	0	0	45	75	15	225
14	student 14	55	60	70	65	10	100	55	55	0	0
15	student 15	60	65	65	65	5	25	45	40	0	0
16	student 16	45	45	65	55	10	100	55	55	0	0
17	student 17	50	55	55	55	5	25	55	65	10	100
18	student 18	50	60	70	65	15	225	60	60	0	0
19	student 19	50	50	70	60	10	100	60	65	5	25
20	student 20	40	70	70	70	10	100	60	65	5	25
21	student 21	65	65	75	70	5	25	40	45	5	25
22	student 22	50	60	60	60	10	100	55	50	0	0
23	student 23	45	65	55	55	10	100	45	55	10	100
24	student 24	45	40	60	50	5	25	55	55	0	0
25	student 25	50	35	55	45	5	25	60	65	5	25
26	student 26	45	75	75	75	10	100	50	55	5	25
27	student 27	60	60	80	70	18	324	45	45	0	0
28	student 28	55	75	85	85	10	100	60	65	5	25
29	student 29	45	35	55	45	5	25	45	40	10	100
30	student 30	60	70	90	80	13	169	60	60	0	0
31	student 31	55	60	70	65	10	100	50	60	10	100
32	student 32	55	60	40	50	15	225	50	55	5	25
	Total	1835	2000	2230	2118	278	3034	1705	1855	150	1400
	Mean	57.34	62.50	69.69	66.19	8.69		53.28	57.97	4.69	

Table 4.10
The Classification Pre-Test of Experimental Class of the First Year Students
at Senior High School 1 Tapung

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	-	0 %
2	Good	70-79	3	9.38%
3	Enough	60-69	15	46.88%
4	Less	50-59	9	28,125%
5	Bad	0-49	5	15,625%
	Total	-	32	100%

Based on the table 4.10 about the classification of experimental class of the first years students of Senior High School 1 Tapung of Kapar Regency the output from 32 students shows that the category of number 1 got the frequency 0 (0%), the category number 2 shows 3 (9.38%), the category of number 3 show 15 (46.88%), the category number 4 shows 9 (28.125%), the category of number 5 show 5 (15.625%). The table above shows that the highest percentage of experimental class is 46.88%. Thus, the majority of the students in this experimental class are classified as **Enough**.

Table 4.11

**The Classification Post-Test of Experimental Class of the First Year Students
at Senior High School 1 Tapung**

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	2	6.25 %
2	Good	70-79	13	40.625%
3	Enough	60-69	12	37.5%
4	Less	50-59	4	12.5%
5	Bad	0-49	1	3.125%
	Total	-	32	100%

Based on the table 4.11 about the classification of experimental class of the first years students of Senior High School 1 Tapung of Kampar Regency the output from 32 students shows that the category of number 1 got the frequency 2 (6.25%), the category number 2 shows 13 (40.625%), the category of number 3 show 12 (37.5%), the category number 4 shows 4 (12.5%), the category of number 5 show 1 (3.125%). The table above shows that the highest percentage of experimental class is 40.625%. Thus, the majority of the students in this experimental class are classified as **Good**.

C. The Data Analysis

1. The Data Analysis of Students' Reading Comprehension in Narrative Text after being Taught by using Here, Hidden, in My Head Strategy

In order to find whether or not there was significant difference in increasing reading comprehension of two classes, the writer calculated data taken from the score of the students' final test. The data were analyzed by using statistical analysis technique in order to identify the average score of both experimental and control class. This research used pre-test and post-test. There were 20 items of reading comprehension test given to 32 respondents. From the test, it was obtained that lower score is 45 and the higher score is 88. The mean 66.19.

The following table is the description of the data of students' pre-test and post-test score of experimental class. It was obtained from the result of the students' reading comprehension test. The data can be described as follows:

Table 4.12

Students' Pre-test and Post-test Score of Experimental Class

Valid of Pre-test	Frequency of Pre-test	Standard Graduated	Valid of Post-test	Frequency of Post-test	Standard Graduated
40	1	Fail	45	1	Fail
45	4	Fail	50	2	Fail
50	4	Fail	55	2	Fail
55	5	Fail	60	6	Fail
60	10	Fail	65	5	Pass
65	5	Pass	70	7	Pass
70	2	Pass	73	2	Pass
75	1	Pass	75	2	Pass
			78	2	Pass
			80	2	Pass
			88	1	Pass

Based on the data obtained in pre-test of experimental class, there were 24 students who did not pass the graduated standard (SKL), or the score obtained <65. While there were 8 students who passed the graduated standard (SKL) or score obtained > 65.

The writer used the following formula to get the percentage of the student who did not pass and who passes the graduated standard (SKL)

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

Where:

P : Percentage

F : Frequency

N : Number of student

The percentage of students who did not pass the graduated standard is as follows:

$$P = \frac{24}{32} \times 100\% = 75\%$$

The percentage of students who passes the graduated standard is as follows:

$$P = \frac{8}{32} \times 100\% = 25\%$$

Besides, it can be also seen that the total frequency is 32 and the total scores is 1835. So, that the mean (MX) and Standard Deviation (SD) can be obtained by using SPSS version 16 as Follows:

Table 4.13
The Mean and Standard Deviation of Pre-test in
Experimental

Mean	57.34
Standard Deviation	8.326

Based on the data obtained in post-test of experimental class there were 11 students who did not pass the graduated standard (SKL), or the score obtained <65. While there were 22 students who passed the graduated standard (SKL) or score obtained >65. The percentage of students who did not pass the graduated standard is as follows:

$$P = \frac{11}{32} \times 100\% = 34.38\%$$

The percentage of students who passed the graduated standard (SKL) is as follows:

$$P = \frac{22}{32} \times 100\% = 68.75\%$$

Besides, it can be also seen that the total frequency is 32 and the total scores is 2118. So, that the mean (MX) and Standard Deviation (SD) can be obtained by using SPSS version 16 as Follows:

Table 4.14
The Mean and Standard Deviation of Post-test in
Experimental

Mean	66.19
Standard Deviation	9.434

From the table above, the distance between mean (Mx) and standard deviation (SD) is too far. In other word, the score obtained are normal.

2. The Data Analysis of Students' Reading Comprehensin in Narrative Text before being Taught by using Here, Hidden, in My Head Strategy

The following table is the description of the data of students' pre-test and post-test score of control class. It was obtained from the result of the students' reading comprehension test. The data can be described as follows:

Table 4.15
Students' Pre-test and Post-test Score of Control Class

Valid of Pre-test	Frequency of Pre-test	Standard Graduated	Valid of Post-test	Frequency of Post-test	Standard Graduated
40	1	Fail	45	3	Fail
45	7	Fail	50	5	Fail
50	5	Fail	55	8	Fail
55	10	Fail	60	7	Fail
60	8	Fail	65	5	Pass
70	1	Pass	70	3	Pass
			75	1	Pass

Based on the data obtained in pre-test of control class there were 31 students who did not pass the graduated standard (SKL), or the score obtained <65. While there was 1 student who passed the graduated standard (SKL) or score obtained > 65.

The writer used the following formula to get the percentage of the student who did not pass and who passes the graduated standard (SKL). The percentage of students who did not pass the graduated standard is as follows:

$$P = \frac{31}{32} \times 100\% = 96.88\%$$

The percentage of students who passed the graduated standard (SKL) is as follows:

$$P = \frac{1}{32} \times 100\% = 3.125\%$$

Table 4.16
The Mean and Standard Deviation of Pre-test in Control
Class

Mean	53.28
Standard Deviation	6.673

Based on the data obtained in post-test of control class there were 23 students who did not pass the graduated standard (SKL), or the score obtained <65. While there were 9 students who passed the graduated standard (SKL) or score obtained > 65.

The writer used the following formula to get the percentage of the student who did not pass and who passes the graduated standard (SKL). The percentage of students who did not pass the graduated standard is as follows:

$$P = \frac{23}{32} \times 100\% = 71.88\%$$

The percentage of students who passed the graduated standard (SKL) is as follows:

$$P = \frac{9}{32} \times 100\% = 28.125\%$$

Table 4.17
The Mean and Standard Deviation of Post-test in
Control Class

Mean	<i>57.97</i>
Standard Deviation	<i>7.814</i>

From the table above, the distance between mean (Mx) and standard deviation (SD) is too far. In other words, the score obtained are normal.

3. Data Analysis of the Difference Between Reading Comprehension after being taught by using Here, Hidden, in My Head Strategy and Reading Comprehension before being taught by using here, hidden and in my head Strategy.

Table 4.18
Students' Reading Comprehension Score

No	Student	Experimental Class			Avarage	GX	GX ²	Control Class		GY	GY ²
		Pre-test	Post. 1	Post. 2				Pre-test	Post-test		
1	Student 1	65	70	75	73	8	64	50	50	0	0
2	student 2	65	75	70	73	8	64	45	50	5	25
3	student 3	55	65	75	70	15	225	50	50	0	0
4	student 4	55	60	70	65	10	100	55	70	15	225
5	student 5	65	75	75	70	5	25	55	70	15	225
6	student 6	65	70	80	75	10	10	45	50	5	25
7	student 7	60	55	75	70	10	10	55	60	5	25
8	student 8	60	70	85	78	18	324	70	65	0	0
9	student 9	50	55	75	63	13	169	60	60	0	0
10	student 10	70	45	65	75	5	25	55	45	5	25
11	student 11	70	65	75	70	0	0	45	50	5	25
12	student 12	65	75	65	65	5	25	35	60	5	25
13	student 13	60	50	70	60	0	0	45	75	15	225
14	student 14	55	60	70	65	10	100	55	55	0	0
15	student 15	60	65	65	65	5	25	45	40	0	0
16	student 16	45	45	65	55	10	100	55	55	0	0
17	student 17	50	55	55	55	5	25	55	65	10	100
18	student 18	50	60	70	65	15	225	60	60	0	0
19	student 19	50	50	70	60	10	100	60	65	5	25
20	student 20	40	70	70	70	10	100	60	65	5	25
21	student 21	65	65	75	70	5	25	40	45	5	25
22	student 22	50	60	60	60	10	100	55	50	0	0
23	student 23	45	65	55	55	10	100	45	55	10	100
24	student 24	45	40	60	50	5	25	55	55	0	0
25	student 25	50	35	55	45	5	25	60	65	5	25
26	student 26	45	75	75	75	10	100	50	55	5	25
27	student 27	60	60	80	70	18	324	45	45	0	0
28	student 28	55	75	85	85	10	100	60	65	5	25
29	student 29	45	35	55	45	5	25	45	40	10	100
30	student 30	60	70	90	80	13	169	60	60	0	0
31	student 31	55	60	70	65	10	100	50	60	10	100
32	student 32	55	60	40	50	15	225	50	55	5	25
	Total	1835	2000	2230	2118	278	3034	1705	1855	150	1400
	Mean	57.34	62.50	69.69	66.19	8.69		53.28	57.97	4.69	

To determine the effect of using Here, Hidden and in My Head Strategy towards reading comprehension in narrative text of the first year students at

SMAN 1 Tapung of Kampar Regency, the researcher used t-test formula by using SPSS 16 as follows:

Group Statistics

	Method	N	Mean	Std. Deviation	Std. Error Mean
score	Exp	32	8.69	4.395	.777
	Cont	32	4.69	4.741	.838

Based on the above table it can be seen that the total students from the experimental class was 32 and the control class was 32, the mean of experimental class was 8.69 and the mean of control class was 4.69. standard deviation of experimental class was 4.395 and standard deviation of control class was 4.741. standard error mean of experimental class was .777 and control class was .838.

From the output above, it can be seen the score of t-test was 3.500 with $df=62$. Because $df=62$ was not found from the t table, so the researcher took $df=60$ to be compared at significance 5% or 1%. At significance 5% t_t was 2.65,

Independent Samples Test

	Levene's Test for Equality of Variances				T-test for Equality of Means				
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Nil Equal variances assumed	.003	.957	3.500	62	.001	4.000	1.143	1.715	6.285
Equal variances not assumed			3.500	61.647	.001	4.000	1.143	1.715	6.285

while at significance 1% was 2.00. It means t_o (t obtained) is higher than t table either at significance 5% or 1% ($2.00 < 3.500 > 2.65$).

The interpretation of hypothesis can be seen below:

$H_a: t_o > t\text{-table}$

$H_o: t_o < t\text{-table}$

H_a is accepted if $t_o > t\text{-table}$ or There is a significant effect of using Here, Hidden and in My Head to reading comprehension in narrative text.

H_o is accepted if $t_o < t\text{-table}$ or there is no significant using Here, Hidden and in My Head strategy to the students' reading comprehension in narrative text. Based on the analysis above, it shows that $t_o > t\text{-table}$. It can be concluded that there is a significant effect of using Here, Hidden and in My Head Strategy to the students' reading comprehension in narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

Based on the data analysis explained at the chapter IV, finally the research about effect of using here, hidden, in my head strategy towards students' reading comprehension at the first year of Senior High School 1 Tapung of Kampar Regency comes to conclusions as follows:

1. The students' reading comprehension in narrative text at the first year students at SMAN 1 Tapung of Kampar Regency before being taught by Here, Hidden, and in My Head strategy was categorized into enough level
2. The students' reading comprehension in narrative text at the first year students at SMAN 1 Tapung of Kampar Regency after being taught by Here, Hidden, and in My Head strategy was categorized into good level
3. There was a significant effect in reading comprehension between the students before being taught by using here, hidden and in my head strategy and the students after being taught by using here, hidden and in my head strategy of the first year students at SMAN 1 Tapung of Kampar Regency. So, Here, Hidden, and In My Head Strategy can help the students to improve their reading comprehension and help the students to find answer to specific questions may be found.

After analyzing the previous data, the writer makes the conclusion of this research as follow:

1. The here, hidden, in my head is a good strategy.

2. The students' reading comprehension is categorized into good level.
3. Based on the analysis of t-test formula, it can be concluded that H_0 is rejected and H_a is accepted. It means that there is significant effect of students' reading comprehension taught by using here, hidden, in my head strategy of the first year at Senior High School 1 Tapung of Kampar Regency. It shows that using Here, Hidden and In My Head strategy can improve students' reading comprehension.

B. Suggestion

1. Suggestion for teacher

- a. It is recommended to the teacher to use here, hidden, in my head strategy in teaching and learning process.
- b. It is hoped that the teacher reading class from the easiest to the most difficult one.
- c. The teacher should build a favorable atmosphere at time of teaching learning process because the conducive condition in teaching would become one asset to carry out the success of material taught.

2. Suggestion for students

- a. The students should try to understand the use of here, hidden, in my head strategy in reading text.
- b. The students should pay more attention to the lesson being explained by the teacher.

Finally, the writer considers that this research still needs validation from the next researcher who has the same topic as this research.

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