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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading is one of the main skills that the students should acquire in learning English. According to Nunan (2003, p. 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In addition, Judi (2007, p. 10) noted that reading is making meaning from print and from visual information. According to Kalayo and Ansyari, reading is an activity with a purpose (2007, p. 114). The purpose of the reading will be achieved when the readers know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. All above, reading is the interaction between writer and reader that has purpose to understand the text.

Comprehend the text is an important thing in reading. Reading comprehension is the reading skill in the second year. According to Saputra (2014, p. 87), reading comprehension is one of the basic skills to be acquired during the language skills reading, listening, speaking and writing. According to Wooley (2011, p. 15), reading comprehension is the process of making meaning from text. Duffy (2009, p. 14) stated that reading comprehension depends on prior knowledge. All above, reading comprehension is information the readers get and connect between their background knowledge.



State Junior High school 1 Peranap is one of the Junior High Schools in Indragiri Hulu. This school provides English subject for students. There are four English skills (reading, listening, speaking and writing) that should be mastered by the students and this research focuses on reading skill. School-based curriculum (KTSP) provides reading as one of the skills in language that should be mastered by the students. The standard of competence based on the syllabus of State Junior High School 1 Peranap for the second year students is to comprehend the meaning of short functional texts in the form of recount and narrative in the context of daily life activities. This research focuses on narrative text. The passing score (KKM) of English subject at State Junior High School 1 Peranap is 75.

Based on preliminary research, through an interview with one of the teachers at SMPN 1 Peranap Zazuli S.Pd, on June 28<sup>th</sup>, 2016 the English Teacher of the school informed that he had taught his students by using some teaching techniques to make students able to comprehend the text. One of the techniques was discussion in which teacher divided the students into the group and gave the students material to discuss with other friends in the group and then the teacher asked the students to read and answer the questions based on the text, or they had to translate the unfamiliar words by using the dictionary into Indonesian language, after that teacher asked the students to collect their tasks to be corrected. This method was used to make students understand and able to read well. But in fact, they were still difficult to identify topic of narrative text, they were difficult to identify the moral value of narrative text, they were difficult to identify generic



structure of narrative text and they were difficult to identify information of narrative text.

Baside that, the researcher interviewed with students of the second year at State Junior High School. As a result, the teacher has used textbook to explain the material. The students were given textbook to be read. In reading activity, the teacher asked the students to read the passage and find out the difficult word, then asked the students to answer the question based on texts and finally the teacher asked the students to submit the task. It made their reading comprehension still far from the expectation of the curriculum. It could be seen when they gave a reading text in reading comprehension the students could not identify main topic from narrative text, the students could not identify the information from narrative text, they could not identify the moral value from narrative text, and identify generic structure in comprehending narrative text. the students also could not identify language features in narrative text and the last they could not identify communicative purpose from narrative text.

To solve the symptoms of students' reading comprehension, the teacher needs to apply the appropriate learning strategies to ease the students in comprehending the text. In this case, there has actually been an appropriate strategy to help and improve students' reading comprehension called 3 H (here, hidden, in my head) strategy. Graham and Wong in Westwood (2001, p. 61) state that this strategy can improve reading comprehension and increase children's meta cognitive related to the comprehension task.



Hopefully, this strategy can improve students' reading comprehension of narrative text. Based on the symptoms mentioned above, the researcher is interested in carrying out a research entitled: **The Effect of Using 3 H (Here, Hidden, in my Head) Strategy on Students' Reading Comprehension in Narrative Text at the Second Year of State Junior High School 1 Peranap Indragiri Hulu.**

## B. Definition of the Term

In order to avoid misunderstanding about the topic of the research, it is necessary for the writer to define the following terms:

### 1. 3 H (Here, Hidden, in my Head) Strategy

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. In this research, here, hidden and in my head (3H) is the strategy used by the researcher to teach the students to answer questions and help the students to improve their reading comprehension in narrative text at the second year of state Junior High School 1 Peranap Indargiri Hulu.

### 2. Reading Comprehension in narrative text

Reading comprehension is one of the basic skills to be acquired during the language skills (reading, listening, speaking, and writing). According to Janette (2007, p. 8), reading comprehension is a multi component, highly complex process that involves many interactions

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between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). However, getting the meaning of the author's intended meaning, the reader needs to have prior knowledge and skill. Narrative text is kind of story narrative or legend text that has purpose to amuse the reader which is indicated by showing a problem and way to respond the problem and the response commonly is a solution. According to Artono (2008, p. 93), a narrative text is an imaginative story to entertain people. This research focuses on student's reading comprehension in narrative text at the second year of State Junior High School 1 Peranap Indragiri Hulu.

**C. The Problem****1. Identification of the Problem**

Based on the problems above, the researcher can identify the problems as follows:

- a. What causes some of the students unable to identify main topic from the texts given in narrative text?
- b. What makes some of the students unable to identify the information from the texts given in narrative text?
- c. What makes some of the students unable to identify the moral value in narrative text?
- d. What makes some of the students unable to identify generic structure in comprehending in narrative text?



- e. What makes some students unable to identify language features from the texts given in narrative text?
- f. What makes some of the students not able to identify communicative purpose from the texts given in narrative text?

## 2. Limitation of the Problem

Based on identification of the problems above, the researcher limits the problem on students' reading comprehension to find main topic, information, generic structure, language features, and communicative purpose from narrative text. This study was to find out the effect of using 3 H (Here, Hidden, in my Head) Strategy on students' reading comprehension of narrative text at the second year of State Junior High School 1 Peranap Indargiri Hulu.

## 3. Formulation of the Problem

Based on the problems limited above, thus, these research questions are formulated in the following research question:

- a. How is the students' reading comprehension in narrative text taught without using 3 H (Here, Hidden, in my Head) Strategy at the second year of State Junior High School 1 Peranap Indargiri Hulu?
- b. How is the students' reading comprehension in narrative text taught by using 3 H (Here, Hidden, in my Head) Strategy at the second year of State Junior High School 1 Peranap Indargiri Hulu?
- c. Is there any significant difference of students' reading comprehension in narrative text between taught by using 3 H (Here, Hidden, in my Head) Strategy and taught without 3 H (Here, Hidden, in my Head)

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Strategy at the second year of State Junior High School 1 Peranap Indargiri Hulu.

- d. How large is the magnitude significant effect of teaching English using 3 H (Here, Hidden, in my Head) Strategy on students' reading comprehension in narrative text at the second year of State Junior High School 1 Peranap Indargiri Hulu.

## **D. Objective and Significance of the Research**

### **1. Objective of the Research**

Objectives of this research are stated as follows:

- a. To find out the students' reading comprehension in narrative text taught without using 3 H (Here, Hidden, in my Head) Strategy at the second year of State Junior High School 1 Peranap Indargiri Hulu
- b. To find out the students' reading comprehension in narrative text taught by using 3 H (Here, Hidden, in my Head) Strategy at the second year of State Junior High School 1 Peranap Indargiri Hulu.
- c. To find out whether there is a significant difference of students' reading comprehension in narrative text between taught by using 3 H (Here, Hidden, in my Head) Strategy and taught without using 3 H (Here, Hidden, in my Head) Strategy at the second year of State Junior High School 1 Peranap Indargiri Hulu.
- d. To find out the magnitude significant effect of teaching English using 3 H (Here, Hidden, in my Head) Strategy on comprehension in narrative



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text at the second year of State Junior High School 1 Peranap Indargiri Hulu.

## 2. Significance of the Research

Related to the objective of the research, the significance of the research is as follows:

- a. Hopefully, this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. These research findings are also hopefully useful and valuable, especially for students and the teachers of English of the second year at Junior High School 1 Peranap Indargiri Hulu. to be consideration in their teaching and learning process in the future.
- c. These research questions are also expected to be the practical and theoretical information to the development of the theories in language teaching.
- d. Besides, these research findings are also expected to be positive and valuable information for those who are concerned in the field of teaching and learning English as a foreign or second language.
- e. Finally, these research findings are also expected to be practical and theoretical information for the development of the theories on language teaching.