

CHAPTER 1

INTRODUCTION

1.1 Background of the problem

English is one of important subjects in a school. In English, there are four skills that have to be mastered by students', one of them is reading. Reading skill gives you many advantages such as, you can get knowledge, can improve vocabulary, get news, and so on. For example, reading a book allow students' to exercise and thinking critically because students will think what is the final of the text and students' know what they do not know before reading a text, it is mean reading give many advantages for students'. Also indirectly, from that activity make students' master on vocabulary. So that is why reading is very important for students'.

Reading is a process to get meaning from the words, phrases, clauses, sentences and texts. It also one of the ways to know everything in the world, by reading someone can know everything around the world even though the person does not know that place directly.

Furthermore, reading is also one of the most important skills for the academic. It plays an important role in learning. The aim of teaching reading is develop the students'ability to read the material, get information and understand about text. Reading is not just a skill to recognize words, but it requires the ability of making sense or comprehending. defines reading comprehension as the process of making the

text meaningful. explains that the aim of reading comprehension is to get the entire understanding about what it is presented in the text rather than to gain the meaning from the isolated.

Based on the researcher observation in SMA TRI BHAKTI Pekanbaru, the researcher found the facts that there still many students had problems in reading comprehension of the text, particularly in comprehending narrative text. They did not understand about it. They also need long time to understand the reading text. They use dictionary to interpret what they read. The students' only mark the word or sentences that they consider that is important in a text without analyzing the meaning of that sentence. They did not read all sentence, they only, mark the first sentence in the beginning.

In line with the problem, researcher focuses on the strategy which is applied in answering questions and is effective to lead students to have a good comprehension that is 3H strategy (Here, Hidden, and in my Head) which is strategy. It teaches students about how to answer the questions by differentiating the three types of question based on the answers that are required: in the text (Here), the combination of the information (Hidden), and in the learner's head (in my Head).

In the didactic training, teacher only teaches the students about the strategy through the explanation, while in self-instructional training, students' are also taught about the self-questions designed to guide or monitor them in using the strategy.

Moreover, 3H strategy is viewed as special strategy in reading comprehension for its features. Wong, Graham, Hoskyn, and Berman (2008, p.188) explained that 3H strategy has mnemonic and metacognitive features. This strategy does not simply direct students' to look back in the text or read in a random way if they cannot respond to the question after a passage. Instead, This strategy help them to read strategically. Then, this strategy also helps students to develop their thinking skill since they can learn the multiple sources of comprehension questions answers. It means that they will also use their background knowledge in answering comprehension questions, not merely based on the text.

Based on the explanation and phenomena depicted above, it can be concluded that most of SMA Tri Bhakti Pekanbaru are still problematic in term reading. Therefore, the writer is interested in carrying out the research entitled: **“The Effect of Using 3H (Here, Hidden, and in My Head) Strategy Toward Students’ Reading Comprehension of Narrative Text at The First Year Studentsof SMA Tri Bhakti Pekanbaru”**.

1.2 Setting of the problem

Based on the observation at SMA Tri Bhakti Pekanbaru, there were some problems that are found in students’ reading comprehension, such as :

First, for example from student, student have some difficulties to understand the meaning of the text. That is happened because students’ lack of vocabulary. They

wasted their time only to see dictionary, and at the same time, time to do this activity will be over.

Second, the students have a problem in recognizing the word in the narrative text and the cannot predict and identify out text, because if they find the difficult words, they are lazy to check the meaning of the world in the dictionary and they will stop to read.

Third, they students only read the text and do not know to understand the text. When the teacher gives questions about the text, they cannot answer it. Even thought the question is simple, they still cannot answer it. Therefore, the students' have lack motivation to read the text. It makes them not active in their study. The students' just keep silent when the teacher asks questions related to the lesson.

Every problem has solution to solve the problem and that has causes influence the reading comprehension. The researcher want to know the effect of using 3H strategy in teaching reading comprehension.

1.3 Limitation of the problem

Based on the problems above, the researcher limit the problem that focused on teaching strategy used by the teacher and students reading comprehension of narrative text.

The research used 3H strategy to find the significant positive effect of 3H strategy toward students reading comprehension of narrative text text. This

strategy can help the students' comprehend the text. such as finding the character of text, the kind of tenses the text, the purpose of the text, the complication of text and the message or moral lesson of text.

1.4 Formulation of the problem

Based on the limitation of problem, the problem formulated as follows.

Is there any significant effect of 3H strategy toward students reading comprehension of narrative text at the first year students of SMA Tri Bhakti Pekanbaru ?

1.5 Objective of the research

The objective of conducting this research is to find out the effectiveness of 3H strategy toward students' on the reading comprehension of narrative text at the first year student of SMA Tri Bhakti Pekanbaru.

1.6 Hypothesis of the Research

There were hypothesis which might be drawn as follows:

Ho: There is no significant effect of 3H strategy toward students reading comprehension of narrative text at the first year students of SMA TRI BHAKTI Pekanbaru.

HI: There is a significant effect of 3H strategy toward students' reading comprehension of narrative text at the first year students of SMA TRI BHAKTI Pekanbaru.

1.7 Need of research

1. For the teacher :
 - a. To improve the ability in teaching reading
 - b. To make more confidence in teaching reading
 - c. To motivate in the teaching learning process.
2. For the student :
 - a. To give the student new situation, so that the learning process can run freshly
 - b. To improve ability in comprehending narrative text.

1.8 Definition of the key terms

1. **The Effect** : According to Hornby (2000), effect is change or event that us produced by an action or cause, result of something
2. **3H Strategy** : Wested (2001), 3H strategy is aimed to teach the learners where they can find the answers of the questions. 3H strategy is viewed as special strategy in reading comprehension for its features. Wong, Graham, Hoskyn, and Berman (2008,p.188) explained that 3H strategy has nemonic and metacognitive features. This strategy does not simply direct students' to look

back in the text or read in a random way if they cannot respond to the question after passage.

3. Reading Comprehension

Means the process of simulation extracting and constructing meaning (snow and sweet, 2004:12). in this research, the word “comprehension” refers to the students understanding to the reading text.

4. Narrative Text

Means a text which is to amuse, entertain and to deal with an actual vicarious experience in different ways (wardiman,2008:98). In this research, narrative text is a text type which is used to find out the students ability in comprehending the text through 3H strategy.