

CHAPTER I

INTRODUCTION

A. The Background of the Study

English, as an international language plays a great contribution in human life. It is one tool that supports people to know this world. There are four skills that should be achieved in learning English, namely: Listening, Speaking, Reading and writing. Reading is one of the most language skills in learning language and in reading, the students are expected to be knowledgeable and familiar with what the teacher has explained in the context, where as in comprehension the students are expected to have more skills than to explain individual text or passage after comprehending them.

According to Grabe & Stoller (2002:9), reading is the ability to draw meaning from printed page and interpret this information appropriately. It means useless without both comprehending and interpreting any ideas of the text. Students are expected to get knowledge and understand about the context that has explained in the text. It means that students need to learn a considerable amount of information from a text. Reading comprehension involves the students' ability to find some information in reading text of English. Reading is also something crucial and indispensable for the students, because the success of their study depends on their ability to read. Reading is a skill that must be developed and can be develop by means of extensive and continual practices. Students learn to read and learn better by reading. For the beginner, reading is concerned mainly with

learning to recognize the printed symbols that represent language and to respond intellectually when being asked about the content of the text he has read. Reading is not as easy as what people think. There are some difficulties which are faced by people when they want to get information through reading. Similarly, the students also find some difficulties students feel that is not easy to have ability to draw the meaning and interpret the information from the text. Therefore, this subject makes them boring and they always get bad score in reading comprehension.

Reading comprehension is the most basic purpose for reading. As the purpose of reading is to comprehend the notions in the materials, it means that without comprehension, reading is useless and meaningless. To realize the consideration above, it is important to develop reading comprehension which is essential for the students. The purpose of reading is to connect the ideas on the page to what they have already known. Because reading comprehension is the important thing in reading, the students' are expected to read various text to get deeper understanding of information or to have knowledge.

Harmer (2007: 208) states that students sometimes have low expectation in reading comprehension. The students think that understanding the passage is difficult and when the teacher in the past given them a text that they have no interest, then they would predict that the future activities will be boring. So, when the teacher told them to tell some information from their reading text, most of them did not have any ideas to tell some information from what they have read.

The problems of the students in comprehending a text also happen in SMP Al Hidayah Medan. Based on the researcher observation at SMP Al Hidayah Medan, the Minimum Competence Criteria (Kreteria Ketuntasan Minimum) is 70. The data is taken from the students' score in mid semester examination academic years 2015/2016. From 76 students, there are only 47 student get score of Minimum Competence Criteria and 29 students who don't get score of Minimum Competence Criteria. The mean of students' score is 66 where it is below of Minimum Competence Criteria. It can be seen as follows.

Score	Students	Percentage	Mean
≥ 70	47	61	66
< 70	29	39	

Table 1.1 the English score of Eight Grade Students of SMP Al Hidayah Medan

Using conventional method in teaching reading class makes the students feel bored, they have low motivation and have no interest in reading can't gain information and improve their knowledge. In other hand, people especially students are expected to increase their interest in reading and try to develop their reading comprehension. Reading comprehension can developed when reading interest increase too.

Considering the condition above, the researcher is interested in applying 3H (Hear, Hidden, and in my Head) strategy which is develop by Westfood to teach reading comprehension. 3H strategy is a strategy which the classroom activity is based on the question raised by the teacher and expected to be answered by the students. The purpose of this strategy is to teach the students where the answer to

their question can be found. An answer is either explicitly stated in the text (*here* on the page), implied in the text and can be deduced if the reader uses some information given on the page and combines it with prior knowledge (*hidden*), or not on the page but already on the student's background knowledge (in the learner's *head*).

Based on the explanation above, the researcher is interested in conducting a research on the effect of 3H (*here, hidden, and in my head*) Strategy on students' reading comprehension.

B. The Problem of the Study

In line with the background of the study a research problem is formulated as follows: "Is there any significant effect of 3H Strategy (Here, Hidden, and in my Head) on students reading comprehension?"

C. The Scope of the Study

Learning the four skills of English is not easy for the students, especially in reading comprehension. The researcher will focus in studying narrative text. And to increase students' skill in reading narrative text the researcher will apply 3H (*Here, Hidden, and in my Head*) Strategy.

D. The Objective of the Study

The objective of this study is to find out the effect of 3H strategy (*here, hidden and in my head*) on students' reading comprehension in narrative text.

E. The Significance of the Study

The findings of the study are expected to be useful:

1. Theoretically for:

Theoretically this study has significance for those who will be interested in this study to provide the information by looking at the result.

2. Practically for:

Practically this study has significance to English Teacher and Students.

English teachers who want to get the further information about the technique in reading comprehension and enlarge their experience in teaching reading comprehension.

Students who want to improve their skill and stimulate them in their reading ability in reading comprehension.