THE USE OF 3H (HERE, HIDDEN, IN MY HEAD) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

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Abstract: Reading is very crucial for students to be learned in order to achieve success. However, students still find difficulties in comprehending reading narrative text. The objective of this study was to find out whether or not there was a significant difference in reading comprehension achievement between the eighth graders of SMP Negeri 4 Kayuagung who were taught by using 3H (Here, Hidden, in my Head) strategy and that of those who were not. The quasi-experimental method was used in this study. The samples of the study were 60 students of the eighth graders of SMP Negeri 4 Kayuagung taken by purposive sampling method. Based on the result of independent sample t-test, it was found that t-obtained (9.39) was higher than t-table (2.00) and pvalue (0.00) was less than αvalue (0.05). It showed that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It meant that there was a significant difference in reading comprehension achievement between the students who were taught by using 3H (Here, Hidden, in my Head) strategy and that of those who were not. In order words, 3H (Here, Hidden, in my Head) strategy could improve students' reading comprehension achievement in eighth graders of SMP Negeri 4 Kayuagung.

Keywords: reading, here, hidden, in my head, narrative text

INTRODUCTION

Reading plays important role in learning English. According to Zare (2013, p.1567), reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. It means that by reading people will be able to get much information because reading is the window of knowledge in which someone can know everything around the world even though the person does not know the place directly. In addition, to enter any literate society, students must know how to learn from reading in order to succeed (Shang, 2011, p.18). It is clear that by reading, the students can get much information so that they can develop their knowledge, know what the author wants to say or the message that the author tells them, and get a success in their life.

Moreover, Koshsima and Rezaeiantiyar (2014, p.111) also argue that among all the language skills, reading is the most important one which has always been regarded essential to educational success. It can be concluded that the ability of students in reading is very important because by having the ability to read, students will be able to improve their knowledge. Through reading, students can explore the world.

In the process of reading, comprehension is involved. Healy (2002, p.3) states that reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text. It means that a reader reads to understand, to remember what is understood and to put the understanding used. In addition, based on RAND reading study (2002, p.11), reading comprehension is the process of simultaneously extracting

and constructing meaning through interaction and involvement with written language. To sum up, reading comprehension means that the process or the ability to understand what students read where words have context and meaning from text.

In the process of teaching reading in the junior high school, there are some of the text that must be learned by them. One of them is narrative text. Based on Spencer and Slocum (2010, p.178), narration, or storytelling, is an important aspect of language. Herlina (2012, p.149) also says that narrative text is a text, which related a serried of logically and chronologically related events that are caused or experienced by factors. In other words, narrative text is a kind of text which describes the story in a good order.

Although reading is important, some students still have difficulties in learning reading, especially reading a

narrative text. According to Butcher (2006, p.204), students may have difficulties processing information and may have the inability to expand their minds and their learning. In addition, the students have to comprehend the main idea and other information of the narrative text. The students also should find the main ideas or contents of the text. In other words, it is not easy for the students to comprehend a narrative text because they have to recognize all of the elements of the text.

Besides, the students also found some difficulties to comprehend reading text and answer the question in learning English because they did not know about the meaning of the text. Burt, et.al. (2003, p.17) add that learners need to read in order to gain vocabulary knowledge so that they can read and comprehend the text. In other words, most of the problems faced by the students are the lack of vocabulary that

makes them are not familiar with the words available in the text or passage, difficult to understand the main idea, unable to conclude the content of the paragraph, and so on.

Based on the reading problems explained previously, the teachers should have an appropriate strategy that can be applied in teaching reading in order to help students to catch the meaning, specific information, and writer's intention. One of the strategies used in teaching reading is 3H (Here, Hidden, in my Head) strategy, which is adapted from QARs strategy. It teaches students how to answer the questions by differentiating the three types of questions. 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). Graham and Bellert (2007, p.12) state that the 3H (Here, Hidden, in my Head) strategy is useful for narrative

and expository texts and for different text types when the task involves answering written or oral questions about a text. Westwood (2001, p.61) also states that 3H (Here, Hidden, in my Head) strategy is aimed to teach the learners where they can find the answers to the questions. The answer of a question can be explicitly stated in the text (here on the page), implied in the text, and can be deduced by using some information given in the text and integrates it with the learner's background knowledge or not stated on the page, but it is stated in the learner's background knowledge (in the learner's head).

Furthermore, the 3H (Here, Hidden, in my Head) strategy has proven effective to improve students' reading comprehension because it is an effective strategy to build students' cognitive ability in reading comprehension. Based on Graham

(1992), 3H (Here, Hidden, in my Head) strategy increased the comprehension of LD and poor readers to a level comparable with that of average untrained students. Graham and Wong (1993) cited in Westwood (2001, p.61) also explain that 3H (Here, Hidden, in my Head) strategy can improve reading comprehension and increase children's metacognitive functioning related to the comprehension task.   In addition, Riyani (2016) adds that 3H (Here, Hidden, in my Head) strategy is more effective   than   grammar-translation method. In short, 3H (Here, Hidden, in my   Head)   strategy   can   improve students'   reading   comprehension achievement.

Due   to   the   importance   of improving   students'   reading achievement, therefore, the objective of this study was to find out whether or not there was a significant difference in reading   comprehension   achievement

between the eighth graders of SMP Negeri 4 Kayuagung who were taught by using 3H (Here, Hidden, in my Head) strategy and that of those who were not.

METHODOLOGY

In this study, quasi-experimental was used. To select the experimental group and the control group, non-random sampling was used. Both of groups took pretest and posttest, but only the experimental group received a treatment. In this study, pretest-posttest nonequivalent-group design was used.

The population of this study was all of the eighth-grade students of SMP Negeri 4 Kayuagung in the academic year of 2016/2017 with the total number of 255 students. In this study, purposive sampling method was used in order to select the sample. Since purposive sampling method was used, the classes taken as the sample should

fulfill some criteria, namely had the same total number of the students, taught by the same teacher of English, and had the same average English score, that was 75. Based on Table 3.1, it was found that there were three classes (VIII.1, VIII.2, and VIII.7) had the same total number of the students, but only classes VIII.1 and VIII.2 were taught by the same teacher of English. The samples divided into two groups; experimental and control groups. To determine the experimental and control groups, a flip of the coin was used. Therefore, class VIII.2 was the experimental group and class VIII.1 was the control group. See Table 1.

Table 1
Sample of the Study

Group	Students		Total
	Male	Female	
Control (VIII 1)	12	18	30
Experimental (VIII 2)	12	18	30
Total			255

Source: SMPN 4 Kayuagung in the Academic Year of 2016/2017

The data were gained by using the written test in the form of multiple

choice. The test consisted of fifty questions. The test was administered twice as pretest and posttest which were given to the experimental group and control group. The pretest was given before giving treatment and posttest was given after the treatment. Before the test was given to the sample students, the test was tried out to another class, that was class VIII.7 at SMP Negeri 4 Kayuagung in order to find out the validity and reliability of the test.

The validity of the test material was checked using content validity. To check the content validity of the test, the eighth grade English syllabus and test of table specification were used. To check the readability of the text, the Flesch-Kincaid was used. To measure the difficulty of the test item, IDIF (Index of Difficulty) was used.

Based on the result of IDIF (Index of Difficulty), it was found that out of fifty questions, thirty questions were desirable which were used as pretest and posttest.

In this study, Kuder Richardson or KR 21 was used to measure the reliability of the test. Moreover, the test is considered reliable if the criteria for assessment states by word is 0.70 adequate reliability for group comparison. It means that the test will reliable if the correlation coefficient is more than 0.70. Based on the calculation of reliability using KR21, it was found that the reliability of the test was (0.98) higher than 0.70. It meant that the test was considered reliable.

In this study, the writer analyzed the mean of the score and standard deviation. To find out whether the mean difference between the experimental and the control group was significant or not, the t-test was used. To analyze the data within the groups, paired sample t-test was used. To find out whether or not there was a significant difference

between the groups (experimental and control groups), independent sample t-test was used. Finally, the data were calculated by using Statistical Package for Social Science (SPSS) version 20.

Westwood (2001) mentions that there are eight steps in applying 3H (Here, Hidden, in my Head) strategy. The steps are listed below.

1) Teacher demonstrates (by "thinking aloud") while applying the first step in the strategy (locating information here on the page).

2) Students practice applying this step, with feedback from the teacher.

3) Teacher do demonstration "think aloud" for the second step (hidden information)

4) Students practice the first step and the second step with guidance and feedback.

5) The teacher does a demonstration of the third step (information is not here or hidden and has to be retrieved from a source outside the texts).

6) Student practice the fist, the second, and the third steps with guidance and feedback.

7) The strategy is used extensively on a variety of the types.

8) The teacher provides prompts and cues at the beginning bad these are slowly withdrawn as student gain confidence and control of the strategy

The example of the illustration to find the answer of the text using 3 H (Here, Hidden, in my Head) strategy is explained below.

The Wolf and The Goat

A wolf saw a goad grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice." Aren't you afraid you will fall down from that cliff? Come down here and graze beside me on safe, level ground."

"No, thank you" said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, thank you," said the goat. "but the grass taste better down here!" said exasperated wolf," why dine alone?"

"My dear wolf." The goat finally said," are you quite sure that it is my dinner you are worrying about and not your own?".

Source: http://www.storyit.com

Questions:

1) How many characters are there in the story above?   (Here)

   a.   Answer: two

2) "No, thank you," said the goat.

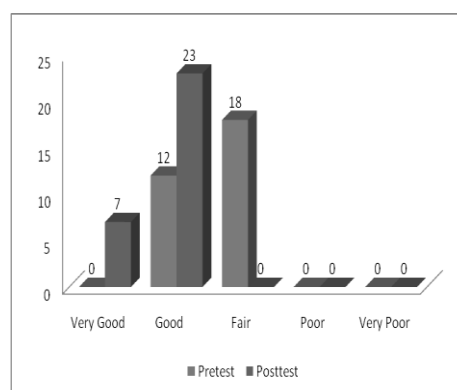   (Hidden)

   a)   What does the goat mean?

   b)   Answer: the goat means he did not want to come down and graze with the fox.

3) What can we learn from the story above?   (Head)

   a)   Answer: do not easily believe in well-behaved creatures

RESULTS AND DISCUSSION

The result of the pretest in the experimental group showed that the mean score of the test was 58.70, the highest score was 76, and the lowest score was 46. Meanwhile, in the posttest, it was found that the mean score of the test was 75.67, the highest score was 86, and the lowest score was 63. The increase in total score of writing in the pretest and posttest was 16.97 points. The score distribution is presented as follows.
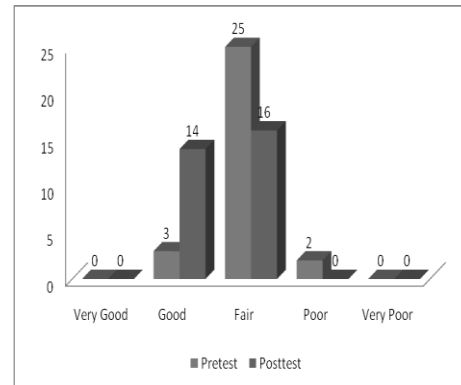

Graph 1. The Scores Distribution of the Experimental Group

Based on the Graph 1, there was a progress in very good and good categories. In the pretest, no student was in very good category, but in the

posttest, seven students (23.33%) were in very good category. Then, in the pretest, twelve students (40%) were in good category, but in the posttest, twenty-three students (23.33%) were in good category. Meanwhile, in fair category, there were declined. In the pretest, eighteen students (60%) were in fair category, but in the posttest, no student (0%) was in fair category.

In the control group, the result of the pretest showed that the mean score of the test was 51.63, the highest score was 66, and the lowest score was 40. Meanwhile, in the posttest, it was found that the mean score of the test was 60.07, the highest score was 76, and the lowest score was 50. The increase in total score of writing in the pretest and posttest was 8.44 points. The score distribution is presented as follows.

Graph 2. The Scores Distribution of the Control Group

Based on the Graph 2, in the control group, there was a progress in fair and good categories. In the pretest, three (10%) students were in good category, but in the posttest, fourteen students (46.67) were in good category. Then, in the pretest, twenty-five students (83.33%) were in fair category, but in the posttest, sixteen students (53.33%) were in fair category. Meanwhile, in poor category, there were declined. In the pretest, two students (6.67%) were in poor category, but in the posttest, no student (0%) was in poor category.

Before calculating the data using t-test, the normality and homogeneity of the data were measured. In analyzing

the normality of the data, the Shapiro-Wilk test was used. The Shapiro-Wilk test of pretest in the experimental and control group were 0.207 and 0.209. In the posttest, the Shapiro-Wilk test of the experimental group and control group were 0.083 and 0.60. All the data in the experimental and control groups were considered normal because it was higher than p-value (0.05). In terms of homogeneity, the significance was 0.365. Since the significance was higher than p-value (0.365>0.05), it meant the data of the study were homogeneous.

The data were considered normal and homogeneous. Then, the t-test was applied. Based on the result of paired sample t-test in the experimental group, the mean of the pretest was 58.70, while the mean of the posttest was 75.67, and the mean difference between the pretest and posttest in the experimental group was 16.97. Meanwhile, in the control group, the mean of the pretest was

51.63, the mean of the posttest was 60.07, and the mean difference between the pretest and posttest in the control group was 8.43.

The mean scores of pretest and posttest in the experimental group increased 16 points and the mean scores of pretest and posttest in the control group increased 8 points. The students' posttest mean score in the posttest experimental group was higher than the students' posttest mean score in the control group. It could be interpreted that the improvement of the students in the experimental group was more than the improvement in the control group. It indicated that 3H (Here, Hidden, in my Head) strategy was useful to improve students' skill in reading comprehension.

To find whether there was a significant difference in reading comprehension achievement between the eighth graders of SMP Negeri 4

Kayuagung who are taught by using 3H (Here, Hidden, in my Head) strategy and that of those who are not, the independent sample t-test was applied. It was found that the mean difference between experimental and control groups was 15.60 at the significance level $p>0.05$ in two-tailed testing with df= 58, t-obtained was 9.39, and the critical value of t-table was 2.00. Since t-obtained (9.39) was higher than the critical value of t-table (2.00), Ho was rejected and Ha was accepted. In other words, there was a significant difference in reading comprehension achievement between the eighth graders of SMP Negeri 4 Kayuagung who were taught by using 3H (Here, Hidden, in my Head) strategy and that of those who were not.

During applying 3H (Here, Hidden, in my Head) strategy, the students were interested in learning reading narrative text, they did not feel bored when they were asked to read the narrative text, and gave a good response to the teacher's explanation and questions related to the reading narrative text. In addition, they felt enthusiasm because this strategy guided them to comprehend the text, as a result, they could get much knowledge and were easy to answer the questions. The students who were taught using 3H (Here, Hidden, in my Head) strategy followed every step in 3H (Here, Hidden, in my Head) strategy in every meeting. It made them be discipline in answering the questions during the learning process. Besides, 3H (Here, Hidden, in my Head) strategy helped the students to understand some types of the question and to find the locations of the answer. In other words, 3H (Here, Hidden, in my Head) strategy made the students' becoming active readers and good creators.

Based on the result above, it could be interpreted that 3H (Here, Hidden, in my Head) strategy could increase the students' achievement in reading comprehension because this strategy guided the students to be active reader so that they could answer and develop answers from explicit text, implicit text, and implicit script by using their own knowledge. The result of this study was in line with Graham and Wong (1993) cited in Westwood (2001, p.61) who state that 3H (Here, Hidden, in my Head) strategy can improve reading comprehension and increase children's meta cognitive functioning related to the comprehension task.

Therefore, it could be concluded that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In other words, there was a significant difference in reading comprehension achievement between

the eighth graders of SMP Negeri 4 Kayuagung who were taught by using 3H (Here, Hidden, in my Head) strategy and that of those who were not.

CONCLUSION

3H (Here, Hidden, in my Head) strategy helped the students to understand some types of the question and to find the locations of the answer. Using 3H (Here, Hidden, in my Head) strategy made the students' becoming active readers and good creators. It could be seen based on the analysis of posttest score in the experimental and control groups which showed that t-obtained (9.39) was higher than t-table (2.00) at the significant level of $p<0.05$. It meant that null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In other words, there was a significant difference in reading comprehension achievement between the eighth graders of SMP Negeri 4

Kayuagung who were taught by using

3H (Here, Hidden, in my Head) strategy

and that of those who were not.

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