

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, formulation of the research problem, purpose of the study, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Study

English is an international language spoken in most countries in the world. It is used as a mean of communication. Many countries use English for many occasions such as diplomatic, social, education, etc. some countries consider English as their native language, but in Indonesia English is considered as a foreign language. As a foreign language, English is not normally used as a medium of instruction, but English is used in formal setting, such as school and university. It means that English in Indonesia is not used for daily interactions, and it is learned in school as one of subjects in school.

Reading is important skills that should be mastered by students in order to improve their English ability. Anderson and Pearson (in Braunger and Lewis, 1998: 28) state that reading plays crucial role of prior knowledge which the people should infer from their existing knowledge to understand the text book. In other words, it is the cautionary for people, especially for the learners that reading play role in life with considering it is fundamental function in today's society. It becomes more important because many sources of information about technology, science, economy, politic and education are

mostly in written form. Particularly in education field today, the greater part of students' ability in reading necessary. According to Wilson & Trainin (2007) in Westwood (2008:1) "The cornerstone of academic and the foundation of success across the curriculum is learning to read and write proficiently."

In addition, reading is one of the language skills that important for the students. This skill is necessary to be learnt, because the students will be able to understand the content of a text by reading. In line with the statement with Schwart (1994; 68) states that "Reading comprehension is not about memorizing and remembering what you read, rather it's about understanding the ideas conveyed and following the author's train of thought and reasoning. It is clear that reading is one of the important skills in English that does not only need ability in memorizing or remembering, but also need ability in understanding about what the students read and following the author's mind.

Even though reading is one of important skill that is very needed especially in school. It can be denied that making reading as daily activity may not easy, particularly in Indonesia. According to the survey done by Central Connecticut State University in Britain, Indonesia gets rank 60th out of 61 countries in term of reading interest (Jakartapost.com) from the result of survey, it is real that Indonesia is not country that everybody read a book in their spare time.

In addition, there are many students do not understand what they read. CS Maqfira (2017), said in her research that most students only read the text

without thinking and paying attention to every single sentence that they read and many students do not have much time to read when the teachers give them a text and ask the students to answer questions about the text, almost all of them only focus on how to answer those questions quickly without applying some strategies. McNamara (2007; 470) has explained that some difficulties may be faced by readers while reading strategies play an important role in helping new EFL readers to improve their reading comprehension. Another problem among students is they are confused in inferring the main point from the text. Smith (1994: 153) states that is not very good “because it tends to create tunnel vision, overloads short-term memory, and leaves the reader floundering in the ambiguity language.”

In curriculum 2013 or K13. The objective of this curriculum is to emphasize students' center. It means that emphasizes the activeness of students to find the concept of learning with the teacher acting as a facilitator. To gain the objective, the teachers may use media such as text-to-speech, embedded dictionary and animation to help the students to good in reading comprehension. Although the students' center can be supported by media, however, not many students can easily get understand only with those media. It also happens because of the teacher strategy when teaching and learning is not suitable when going in the classroom. Teachers as a facilitator need good strategies or develop his or her strategy more to help students to comprehend the reading text.

In this regard, the problem about reading should be solved by finding the suitable method, researcher focuses on the strategy which is applied in answering question and effective to lead students to have good comprehension that is called 3H strategy (Here, Hidden and in my Head) the purpose of this strategy is to teach students how to easily comprehend a reading text. Westwood (2001: 61) stated that 3H strategy is aimed to teach the learners where they can find the answer of the questions. It means that 3H strategy is strategy that focuses to teach the learners that an answer of a question can be either explicitly stated in the text (here on the page) implied in the text and can be deduced by using some information given on the text and integrates it with the learner's background knowledge or not stated on the page but in the learner's background knowledge (in the learner's head).

3H strategy does not simply direct students to look back in the text or read in random way if they cannot respond the question after passage. Instead, this strategy helps 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. For example, if students are given a story about "Malin Kundang", it will be easy for Acehnese students to understand this story because most of the students already know this story since they were children.

In addition, 3H (Here, Hidden, and in my Head) strategy can help improve the students' comprehension in learning reading and it improves their

ability to answer the question whether explicit or implicit and it helps the students use their background knowledge.

Some research also has been conducted on 3H strategy. A research by Novianti Sri Rejeki (2013) who conducted a study 3H in reading comprehension in Narrative text. The result showed that 3H strategy can effectively be used to enhance the students reading comprehension. Then, a research by Nina Anggraini and her colleagues (2014) who conducted teaching reading comprehension in junior high school by using 3H strategy show that the result of their research is effective in teaching reading comprehension. LJ Graham (1995) who conducted research with poor readers use 3H strategy show the result of that research is 3H strategy substantially improved the comprehension of the poor reader. Then, Cut Sarah Maqfirah (2017) who conducted teaching reading comprehension by using 3H strategy in junior high school in Narrative text. The result showed that 3H strategy was effective and can effectively be used to enhance the students reading comprehension.

To date, however, there has been no research which examined the effectiveness of using 3H strategy towards students' reading comprehension in analytical exposition ability in vocational high school. Therefore, this study is aimed at filling in this gap by investigating the effectiveness of using 3H strategy towards students' reading comprehension in analytical exposition ability in vocational high school. The researcher expects that 3H strategy will be beneficial for teaching and learning a specially to enhance the students to answer the question whether explicit or implicit and it helps the students use

their background knowledge. The reasearcher was choose SMKN 1 Boyolangu because the English teacher have never use 3H strategy for teaching and learning reading comprehension, based on the interviewed with the English teacher. Therefore, I decided to use this strategy because I was curious to find out wether this learning strategy was “really” effective or not to teach reading comprehension especially in vocational high school.

Before the researcher does research in SMKN 1 Boyolangu, the class which researcher would do experiment research used purposive sampling technique. The sample of this research is students of MM1 class and OTKP 1 class because both of class have same average in English mastery not too low or too high, but in average.

Based on the explanation above, the researcher conduct the research on The Effectiveness of Using 3H strategy in Teaching Reading comprehension that focuses at second grade of senior high school to find out whether this strategy is also effective or not in senior high school with untitled “The Effectiveness of Using 3H (Here, Hidden, and in my Head) Strategy Toward Student’s Reading Comprehension Mastery at the Second Grade of SMKN 1 Boyolangu”.

B. Formulation of Research Problem

Based on the explanation of the background, the researcher can state the research problem as follows:

“Is there any significant difference of students’ reading comprehension achievement taught with and without using 3H (Here, Hidden, and in my Head) Strategy?.”

C. Purpose of the Study

To know the significant difference of students’ reading comprehension achievement taught with and without by using 3H (Here, Hidden, and in my Head) Strategy

D. Research Hypothesis

Before conducting this research, the researcher proposed two hypotheses:

- 1) Null hypothesis states that there is no significant difference on students’ reading comprehension achievement taught with and without by 3H (Here, Hidden, and in my Head) Strategy
- 2) Alternative hypothesis states that there is significant difference on students’ reading comprehension achievement taught with and without by using 3H (Here, Hidden, and in my Head) Strategy

E. Significance of the Research

First contribution is dedicated to the learners or students especially second grade students of SMKN 1 Boyolangu Tulungagung to help them improve their reading comprehension quality and achievement and especially to questions answer by using 3H (Here, Hidden and in my Head) strategy.

Second, for the teacher, the result of this study can be used by the teacher as references and feedback for the effectiveness in teaching reading

comprehension especially problem in questions answer, the teacher can be applied 3H (Here, Hidden and in my Head) strategy.

Third, for the readers, the result of this study can be new input for the readers which will improve their knowledge and new perspective in learning.

The last, this research is dedicated to the next researcher, result of this study is expected to give reference and review to conduct further research, or inspires them to improve the new finding by this strategy.

F. Scope and Limitation of the Research

This research is only conducted to the second graders at SMKN 1 Boyolangu Tulungagung on academic year 2018/2019.

The limitation of subject is English which focuses on reading comprehension on analytical exposition text. Besides, the researcher uses 3H (Hidden, Here, in my Head) strategy to improve students' reading comprehension. This teaching strategy can increase student's achievement in reading comprehension especially in questions answer in reading because with this strategy, students are direct learning how to answer questions well, while using 3H (Here, Hidden and in my Head) strategy.

G. Definition of Key Terms

1. Effectiveness

Effectiveness is an attainment from the target which be measured, and can gives an expected result. The effectiveness of this research means

the significant improvement of students' score in reading comprehension who taught by using 3H strategy.

2. Reading comprehension

Reading comprehension is the ability to read text, process it, and understand its meaning. Reading comprehension (woolley, 2011) is the process of making meaning from the text.

3. Analytical Exposition Text

An analytical exposition is a type of spoken or writes text that is intended to persuade the listeners or readers that something is the case. Analytical exposition text has function to influence readers' thinking. It also collaborates the writer's idea about phenomenon surrounding. To make the persuasion stronger, the speaker or writer give some arguments as the fundamental reasons why something is in the case.

4. 3H (Here, Hidden, and in my Head)

This strategy does not simply direct students to look back in the text or read in random way if they cannot respond the question after passage. Instead, this strategy helps them to answer the comprehension question more easily or minimize their mistakes.