TEACHING NARRATIVE READING TEXT BY USING 3H (HERE, HIDDEN, IN MY HEAD) STRATEGY TO THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL OF ARINDA PALEMBANG

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ABSTRACT: In this study, the writer was interested to use 3H (Here, Hidden, in my Head) strategy in teaching reading specifically in teaching narrative reading text. The objective of this study was to find out whether or not there is significant different in students' reading achievement between those who are taught by using 3H (Here, Hidden, in my Head) strategy and GTM (grammar translation method) to the tenth grade students of senior high school of Arinda Palembang in the academic year of 2014/2015. The population of the study were 97 students from 3 classes. The sample of the study was taken from convenience sampling. The writer selected X.1 as the control group and X.2 as the experimental group. It consisted of 62 students, 30 students for control group and 32 students for experimental group. In this study, the writer used quasi-experimental design. The instrument used in collecting the data was written test, and interview. The test was administered twice, as the pretest and posttest for both control and experimental group. The result of the test were analyzed by using SPSS 16. The result showed that the p-output was 0.009 and the t-value was 2.736. Since the p-output was lower than 0.05 and the t-value was higher than t-value 2.000. It means that, the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It can be stated that there was a significant difference in students' reading achievement taught by using 3H (Here, Hidden, in my Head) strategy and GTM (grammar translation method) to the tenth grade students of senior high school of Arinda Palembang in the academic year of 2014/2015.

Key words: 3H (Here, Hidden, in my Head) strategy, teaching reading.

Introduction

Language is fundamentally an instrument of communication (Clark et al, 1977, p. 7). People use language to communicate with others. But basicly language not only as instrument of communication but also to share ideas, thought, opinions, and feeling. Language also is used in daily activities, without language people will be hard to have an effective communication and misunderstanding will be happening in this world.

There are many languages in the world. Some are used as international language, one of them is English. As an international language, English is used by millions people all over the

world. That's why, English education has previously taught in elementary school. Beside that English is also used for many activities such as for politic, social, economy, business, and etc.

In Indonesia, English has been compulsory subject which is learned from junior high school to university level (National Education Departement No. 22, 2006, p. 10). English has been compulsory subject because most of scientific book written in English and a lot of electronic appliances such as computer, note book, printer and etc use English as a direction. In addition students must be able use English to operate it, beside that in order to get good job Indonesian government apply English as a requirement and decide English has to teach since students still are in elementary level.

Peregoy et. al (2008, p. 117) states that English has four skills which is not separated and isolated from one another. They are listening, speaking, reading, and writing. Listening is the ability to identify and understand what others are saying. By listening the speaker hopes listener can understand what the speakers are conveying. Speaking is the way in which people express or exchange thoughts and feelings using language. Reading is the process of decoding and understanding of a writing system into the spoken words they represent and at the same time analyze or the messages of the text by paying attention to the intonation, stressing and pronunciation and the last is writing. Writing is a form of communication to deliver thought or to express feeling through written form.

One of the four skills of English is reading. According to Hughes (2007, p. 1) reading is a complex interaction between the text, the reader and the purpose for reading, which are shaped by the reader's prior knowledge and experiences. Reading skill should be mastered by students because by reading, students will get any kind of information needed in order to help them acquire knowledge.

The reason why the writer chose reading because the writer wants to try to solve the problems in senior high school of Arinda in reading skill especially, based on the writer's interview to the students of Senior High School Arinda Palembang, the students said that they got difficulties in identifying information of the text and they are not able to understand what they have read. While, according to schoenbach (2012, p.19), reading is not just a basic skill, reading also as a complex process. When the students were reading complex text about complex

ideas or an unfamiliar type of text it means students were working to understand it, so by reading the students can understand the content of the passage.

Based on the syllabus of KTSP in junior and senior high school, narrative text is always learned by the students in junior and senior high school, beside that narrative text also entertains and instructs the readers (Priyana, et. al, 2008, p. 82). Narrative text entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

Based on the writer's interview to the students about the teacher's strategy the students said that the teacher only uses one strategy when attempted to explain reading materials namely, conventional strategy. In conventional strategy, the teacher only presents a subject in the text book and asks students to read silently and then students have to answer the questions. Consequently, the reading lesson becomes monotonous and boring, students lack motivation to read, even if they read, they show negative attitudes. As a result, the students are not able to get good scores in their reading achievement.

Because of the reason above, the writer is interested in doing the research by using 3H strategy. 3H (Here, Hidden, in my Head) strategy is a strategy that is developed by Graham and Wong (1993). This strategy is one of some strategy in education. In this strategy students must be able to answer and develop answers from explicit text, implicit text, and implicit script by using their own knowledge. Beside that, based on the thesis that was written by Angraini (2014) with the title "Teaching reading comprehension by using 3H strategy (Here, Hidden, in my Head) to the eighth grade students of SMP Negeri 2 Pontianak in academic year 2013/2014. Angraini stated that 3H strategy gave strong effect and also 3H strategy can improve students skill in reading.

From the reasons above, the writer is interested in doing a research entitled "Teaching Narrative Reading text by Using 3H (Here, Hidden, in my Head) strategy to the tenth grade students of senior high school of Arinda Palembang" Therefore, this study attempts to improve students' achievement in reading narrative text through 3H (Here, Hidden, in my Head) strategy.

Concept of Teaching

Teaching means showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2007, p. 8). It means that teaching is a way to make other people understand. Sequire (2012, p. 3) states that teaching is a set of events, outside the learners which are designed to support internal process of learning. According to Moore (2005, p. 4) states that teaching is the actions of someone who is trying to assist others to reach their fullest potential in all aspect of development. From the explanation above the writer can make conclusion that teaching is an activity give knowledge from someone to the learner as a process of learning.

Concept of Reading

According to Peregoy (2008, p. 117), reading is one of four language skills that students have to learn, because by reading the reader can get new information, ideas and inspirations which can enrich the reader's knowledge. In Islam, reading is also one of key word to seek the knowledge. As allah stated in verse Al- Alaq: 1-5. It means that, reading is one activity which is very much suggested by Islam, so that its followers can seek the knowledge wherever and whenever possible.

Moreover, Department of school education (1997, p. 6) states reading is the process of constructing meaning from written text. In the process of reading, the reader interacts dynamically with the text. The reader makes meaning through the combination of prior knowledge and previous experience, information available in text and immediate, remembered or anticipated social interaction and communication. It can be assumed that reading is a process of interaction between the reader and the text, which includes constant process reacting to a written text in order to get information from written text.
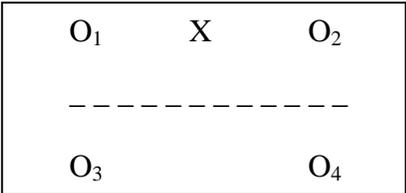
From the explanations above, the writer concluded that teaching reading is the process of transfer the knowledge, guide, combines the knowledge of education, and structured classroom situations by the teacher to the students to help the students comprehend the writer's message and constructing meaning from written text, especially help the students use their ability in reading.

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

3H (Here, Hidden, in my Head) strategy is a strategy that is developed by Graham and Wong (1993). This strategy is one of some reading strategies and also one of some strategies in education. Graham and Wong cited in westwood (2001, p. 61), state that this strategy can improve reading comprehension and increase children's meta cognitive functioning related to the comprehension task. In this strategy teacher teaches how to answer the questions which is the answer is explicit and implicit in the passage. In this strategy students have to active and have able to answer and develop answers from explicit text, implicit text, and implicit script by using their own knowledge.

Research and Design

In this study, the writer used quasi-experimental design. Quasi-experimental design is an experimental design that does not include the use of random in selecting sample of the research (Fraenkel etc, 2012, p. 275). In this design, the writer uses non-random sampling method to select the sample of the study.In this research, the writer chose pretest-posttest nonequivalent-group design. The formula of non equivalent pretest-posttest control group design according to Cohen, et. al (2007, p. 283) is as follows :

$$O_1 \qquad X \qquad O_2$$
$$-----------$$
$$O_3 \qquad\qquad O_4$$

Where:

- - - - = Dashed line indicates non-random assignment to comparison groups

O_1 = Pretest for the experimental group

O_2 = Posttest for the experimental group

O_3 = Pretest for the control group

O_4 = Posttest for the control group

X = Treatment to experimental group by using 3H (Here, Hidden in my Head) strategy

Population and Sample

The writer took two classes of the tenth grade students of senior high school of Arinda Palembang which are conveniently and available to study that at the tenth grade students of senior high school of Arinda to became sample. The two classes were X.1 and X.2. The number of students at X.1 were 30 students and X.2 were 32 students. So, the total number of the sample were 62 students. Then, the samples were divided into two groups. They were, X.1 as control group and X.2 as experimental group.

Techniques for Collecting the Data

In collecting the data, test was given twice, pretest and posttest. Pretest was given before doing the treatment and posttest was given after doing the treatment in the experimental and control group to find out the students ability after the treatment was given.

Findings and Discussion

Validity Test

Validity test is applied to know whether the instruments which is going to be used for pre-test and post-test are valid or not (Holandyah, 2013, p. 35). There are three kinds of validity test, they are as follows.

a. **Construct Validity**

Construct validity refers to the nature of the psychological construct or characteristic being measured by the instrument (Fraenkel, et. al, 2012, p. 148). In this research, there are three validators to validate this research instrument. The three validators were Hj. Renny Kurnia Sari, M.Pd as the first validator, Hj. Lenny Marzulina, M.Pd as the second validator, and Amalia Hasanah, M.Pd as the third validator. From the three validators, the instrument and lesson plan were appropriate to apply to the research.

b. **Validity test of Each question item**

Validity test of each question item is used to indicate whether the test item of the instruments in each question is valid or not (Holandyah, 2013, p. 35). In this research, the writer had already tried out her research instrument to 30 students of tenth grade of MA. Al-Fatah Palembang. There were 60 questions that given to the students. The result

of the test was analyzed using Cronbach's Alfa Formula in SPSS 16 software. It is found that there were 16 questions considered invalid and 44 questions considered valid.

c. **Content Validity**

A content validity is very important since it is accurate measure of what it is supposed to measure. To know whether or not a test has content validity, a specification of the skills should be made based on the curriculum and syllabus. Then, the result analysis in constructing the content validity is presented in the test of specification table including: objective of the test, text's title, test indicators, number of the test items, type of the test, total of the questions, and answer keys.

Reliability Test

According to Fraenkel et. al, (2012, p. 154), reliability is a test to measure the consistency of scores or answers obtained for each individual from one administration of an instrument to another and from one set of items to another. To find out the reliability of the test the writer do tried out the instrument using "Test Retest". Test-retest method executed at the same school, class, instrument, and students, but it is do at different time for a week. In this research, the writer did the reliability test to the students at SMA Kartini Palembang. After that, scores of the students in test 1 and test 2 were analyzed using pearson correlation coefficient in SPSS program.

Normality test

Normality test is used to measure whether the data which is used for the research have the normal distribution or not. According to Basrowi (2007, p. 85), states that the data could be classified into normal when the out-put is higher than mean significant difference at 0.025. The result of the research shows that the scores of pretest and posttest in control group were 0.091 and 0.175. While, the scores of pretest and posttest in experimental group were 0.102 and 0.265. It can be concluded that the data were considered normal since the scores were higher than 0.025.

Homogeneity test

Homogeneity test is used to measure the scores obtained whether it is homogeny or not. Basrowi (2007, p. 106) states that the score was categorized homogeneous when the p-output was higher than mean significant difference at 0.05. The result of the research shows that pretest score in control and experimental group was 0.586. While, the scores of posttest in control and experimental group was 0.058. It can be concluded that the data was homogeneous since the scores were higher than 0.05.

Hypothesis Testing

In this study, independent sample t-test was conducted to find out whether or not there was a significant difference in students' reading achievement between those who are taught by using 3H (Here, Hidden, in my Head) strategy and GTM (grammar translation method) to the tenth grade students of senior high school of Arinda Palembang.

Conclusion

Based on the findings and interpretation in the previous chapter, it can be concluded that Ho (the null hypothesis) was rejected and Ha (the alternative hypothesis) was accepted. From the statements it can be concluded that teaching narrative reading text by using 3H (Here, Hidden, in my Head) is more effective than grammar translation method, or in other way, it can be stated that there was a significant difference in students' reading achievement taught by using 3H strategy and grammar translation method to the tenth grade students of Arinda Palembang.

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