

CHAPTER I

INTRODUCTION

1.1 Background of The Problem

Reading is one of the four skills which must be had by someone other than listening, writing and speaking. According to Grellet in Masithoh (2017:10), reading is a constant process of guessing, and what one brings to the next is often more important than one finds it. Reading is important because by reading the students could get more information. Reading skill is a skill to get information and knowledge from written text. Therefore, reading is very important because it gives benefit for students. Reading gives us much knowledge about the world. Besides, there is other benefit of reading, the students are trained to develop their thinking with reading. The purpose is to encourage students in searching for certain information.

Besides, the purpose of reading is to train the students thinking skills in understanding or finding the content of the texts that have been read. In reading, the teacher must concern the topic used because the purposed is to improve students' achievement in the school. Besides, the students can add their vocabulary in reading. Therefore, easy to understand by them. There are several types of reading text, one of them is narrative text.

The narrative text is a story that tells about the event which happened in the past in a certain period of time. On the teaching and learning activities in the class especially narrative text materials, students should be expected to understand the content of the reading because the students success in reading can be measured through their reading

comprehension, but in fact do not a few students have difficulty understand the English text content during the learning process.

The cause of this difficult is students' have low ability in grammar mastery. In reading comprehension activity, of course the students have to decipher the written text first, but a students who is a minor in grammar mastery may prompt a mistake or mistranslate a text experienced by students. If students are wrong in translating words, it will be giving a difference in the meaning of the text. Therefore, grammar mastery is very important in narrative reading activities because lead to comprehension of content about what was read.

Besides, a common problem is students' reading strategies are not well developed. The problem will give a bad effect toward the students learning outcome. Therefore, in teaching and learning activity should have learning strategy that can facility the process of teaching and learning in the class. According to Wena in Winarti (2010:3) every teaching strategy is designed the teacher aims to facility the learning process of students, in order to achieve maximum result. Without learning strategy, so it will cause not achieve of planed learning objectives. This of course will affect students achievement in the school.

In teaching and learning, every teacher is required to developed students skill with create ideal situation and condition. To achieve ideal condition, the teacher must plan systematically learning activity, so that the process teaching and learning become directed and achieve learning objectives, not only that to develop students reading comprehension, the teacher must use the right learning strategy. The use of appropriate learning strategy can regenerate the interest students to follow the process of learning in

the classroom and motivate students to do tasks and then make the easy in understanding their reading. The ideal condition like this can help students in achieve good learning outcomes and reading comprehension is better.

Based on the result of the interview with one of English teacher at SMA Negeri 1 Abung Barat on the April 22th, 2019 it is known that the method used by the teacher in teaching and learning in the class is directed method. Directed method is the teaching method of foreign language, especially modern language through conversation, discussion and reading in the language itself, without using apprentice's language, and without reading into formal grammar, (Patel in Hulu and Ambalegin, 2018:23).

Besides, the researcher got some information related the problems which occur on the students in reading activity and comprehension. The first, Students' pronunciation is still low. This is because students inability to say words clearly in reading activity lowers their interest in reading because they find it difficult to read English text because pronunciation skill is a person ability to say the word correctly.

The second, students are not fluent in reading. While the fluency of students in reading will also have an effect on their understand. According to Samuel (Yasa, 2014:88) define fluency of reading as the ability to decoding , coding reading at the same time.

The third, students'are lack of vocabulary mastery, so that make they difficult to english learning. Eventually, they must be helped by translate first. It will be affect their reading comprehension and cause students to have difficulty capture the information presented. According to Spears (2012:1), weak vocabulary is indeed a significant obstacle to good reading comprehension. Therefore, acquiring new vocabulary is crucial

if you hope to become a better reader. After all, if you do not know what is the meaning of words on the text you read, you may not understand what a writer is saying. If students are weak in vocabulary mastery, it will make them not know the meaning from the text being read. In teaching reading of course teacher should encourage the students to read, but it will be difficult for students who have limitation on vocabulary mastery.

While, based on the observation through the students value data, the writer found students score at tenth grade of SMA Negeri 1 Abung Barat is described in form in the following table:

TABLE 1
THE STUDENTS READING SCORE AT THE TENTH GRADE OF SMA
NEGERI 1 ABUNG BARAT ACADEMIC YEAR 2019

No.	Interval Score	IPA 1	IPA 2	IPA 3	IPA 4	IPS 1	IPS 2	Total	Percentase	School Passing Grade
1.	41—45	0	1	4	3	4	2	14	7.035%	70
2.	46—50	4	3	5	4	3	4	23	11.557%	
3.	51—55	5	6	5	3	4	5	28	14.070%	
4.	56—60	5	5	4	4	5	6	29	14.572%	
5.	61—65	4	3	6	5	4	3	25	12.562%	
6.	66—70	6	4	3	6	4	3	26	13.065%	
7.	71—75	5	3	4	4	3	2	21	10.552%	
8.	76—80	2	3	3	3	4	3	18	9.045%	
9.	81—85	3	2	1	4	2	3	15	7.537%	
Total		34	30	35	36	33	31	199	100%	

The table above, showed that 60% students got score less than 70. While only 40% students whose scores school passing grade. Based on the score, the showed that students reading comprehension is still low. In this causes, the teacher must use the strategy which is assumed to be affective in teaching learning process.

Based on the problems above, the researcher will introduce a strategy on the students, the aim is to help the students in finding the answer from a question given, especially on reading comprehension. One of which is a 3H strategy (here, hidden, in my head). According to Graham and Wong in Suharni and Sevrika (2001:4), the 3H strategy is used to teach the students to find the answer to the questions.

According to Graham and Bellert (2007:12) in Oktarina (2017:70), the 3H (here, hidden, in my head) strategy is useful for narrative and expository texts and different text types when the task involves answering written or oral questions about a text. This strategy is considered to be able to facilitate students in finding answers to the narrative texts used to improve students' comprehension in teaching reading. The narrative text is one of the materials which is contained in the 2013 curriculum syllabus.

Based on the problem, the researcher is interested to do research which is entitled "The Influence of Using 3H (Here, Hidden And In My Head) Strategy Toward Students' Reading Comprehension In Narrative Text At Tenth Grade Students of SMA Negeri 1 Abung Barat Academic Year 2019/2020".

1.2 Identification of the Problem

Based on that background of the problem, here are several problems that are identified:

- a. Students' pronunciation is still low
- b. Students' are not fluent.
- c. Students' are lack of vocabulary mastery.
- d. Students' have low ability in grammar mastery.
- e. Students' reading strategies are not well developed.
- f. Students' reading comprehension is still low.

1.3 Limitation of The Problem

Based on the identification of the problem above, the researcher will take limitation of the problem on “the influence of using 3h (here, hidden and in my head) strategy toward students’ reading comprehension in narrative text at tenth grade students of SMA Negeri 1 Abung Barat academic year 2019/2020”.

1.4 Formulation of The Problem

Based on the limitation of the problem, the researcher will compose the formulation as “is there any influence of using 3h (here, hidden and in my head) strategy toward students’ reading comprehension in narrative text at tenth grade students of SMA Negeri 1 Abung Barat Academic Year 2019/2020?”.

1.5 Objective of The Research

Based on the research conducted, the objective of this research is to investigate whether there is influence of using 3H strategy toward students’ reading comprehension in the school.

1.6 Uses of The Research

1.6.1 Theoretically

Theoretically, this research can be as the source of knowledge for teacher, students, and researcher about reading comprehension through the 3H strategy. The 3H (here, hidden and in my head) strategy will be a foundation in develop students’ comprehension and it will be a step to improve students’ achievement in reading comprehension, especially on narrative text.

1.6.2 Practically

a. For The Students

The students easier to understand the text and easy to answer the question so that give interest to students in learning especially reading activity by using the 3H (here, hidden and in my head) strategy. Therefore, it can improve students' comprehension.

b. For The Teacher

In teaching reading, the teacher can use the 3H (here, hidden and in my head) strategy as a way to motivate students in learning especially teaching reading in narrative text.

c. For The Other Researchers

This research can insight and knowledge for other researchers or practitioners to solve the problem related to students reading comprehension.