

CHAPTER I

INTRODUCTION

A. Research Background

Reading is one of the English skills that has an important side to English learners. According to Nation (2009:1) reading is likely to be the major source of meaning input. It means that reading is very possible to be the source for the students for learning, that is why, reading is considered meaning input in learning English. It can be seen that reading is very crucial in learning. Moreover, Birch (2007:22) claims that reading is also enable the vocabulary enrichment strategies are important for the reader. From this importance of reading, we can draw a description how important the reading skill is. They are; as the major source of the students learning, and the media of students' vocabulary enrichment.

However, based on the previous observation and an informal discussion with the permanent English teacher of SMAN 1 Kendawangan, the researcher figured out that students were very weak in understanding English text. When the researcher asked more specifically on what text type the students were really weak in, the teacher said that news items was the worst one. The teacher added that the students' difficulty and the problems in reading were continuous problems. It means that the problems happened almost every year and always do. Absolutely, the difficulty and the problem have to be overcome in appropriate teaching ways.

The problems actually come from both the teacher and the students at the school. From the teacher side, the technique being used is the conventional strategy where the teacher just asked the students to answer the questions based on the reading text. This must be very hard to students to comprehend the text they read, since they use traditional or conventional strategy. From this point, it is very necessary to solve this problem.

There are actually a number of appropriate ways to teach reading at SMA to overcome the continuous problems. One of the ways is the use of 3H technique. The technique of 3H is firstly proposed by Raphael's question-answer relationship technique (QARs) which taught students about the different types of question or the locations of the answer. According to Westwood (2008:62) the technique of 3H stands for *Here*, *Hidden*, and in my *Head*. Westwood (2008:63) then furthermore clarifies the technique of 3H represents Here (text explicit), Hidden (text implicit), and in my Head (script implicit) question. Furthermore, the instructional of 3H technique emphasized more on the activation of prior knowledge and the appropriate use of information from text to answer the comprehension questions particularly inference questions.

Since the 3H is derived from QAR, Kinninburk (2010:2) believes that Question Answer Relationships (QARs) can be effectively taught to students. The benefits of 3H by Furtado (2012: 6), it can improve students' reading comprehension. It teaches students how to ask questions about their reading and

where to find the answers to them. It helps students to think about the text they are reading and beyond it, too. It inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills (Furtado, 2012; p.6).

The previous research by Anggreni (2010:1) found that the size effect of the use of 3H technique was strong. Therefore, it is suggested to the teacher to use the technique in teaching reading. It is also found that 3H technique was able to encourage students to be active and independent in reading process. Not only that, the students were also able to apply the technique in all reading situation.

Seeing at how the technique works and the importance of improving reading ability by the students, the researcher would say that the technique is potential to be used in reading classroom action research. The researcher believed that 3H technique is able to improve the students' reading ability. Therefore, by conducting a research entitled *Improving Students' Reading Ability through 3h (Here, Hidden, and in My Head) Technique on News Item Text*, the researcher hopes that it is able to improve the students' ability in reading.

B. Research Problem

Considering the research background, it is important for the researcher to formulate the research problem to clarify the problems that would be discussed in this research. The problem of this research is :

- How can 3H technique improve the students' Reading ability on News Item text to the tenth grade students of SMA N 1 Kendawangan in the Academic Year of 2015/2016?

C. Research Purpose

The purpose of this research is based on the problems above, the researcher formulates the research purpose is :

- To investigate how 3H technique can improve the students' reading ability in comprehending the News Item text the tenth grade students of SMA N 1 Kendawangan in the Academic Year of 2015/2016?

D. Action Hypothesis

A hypothesis is a statement of possible outcomes of research. The action hypothesis in this research is the use of Here, Hidden, and in My Head (3H) technique can improve students' reading ability especially in vocabulary and comprehending the news item text.

E. Terminology

To avoid the misunderstanding of the scope and limitation in this research, the researcher provides a list of terms. The terms are as follows:.

1. Reading ability refers to receptive skill in English learning. The Reading ability refers the students' capability level to understand the text that they read. Therefore, the main purpose of reading is to gain or get information from the text the students read.
2. The technique of 3H leads to questioning-answering strategies to be based on the text the students read. Here, directly refers to the existing information in the text, Hidden, refers to the inferential information which is explicitly stated in the text. In my Head, refers to the information that the students get from other sources.
3. News Item text is a type of text which tells the readers about the newsworthy events of the day. The news should be considered important.
4. Tenth grade students' is a group of students that are enrolled in SMA N 1 Kendawangan in the first year.