CHAPTER II

READING ABILITY THROUGH HERE, HIDDEN, AND IN MY HEAD (3H)

A. The Nature of Reading Ability

When reading is related to text, reading is supposed to be a process to understand a reading text which consists of reading aspects like words, sentence and context. Not only that, Lems (2008:51) states that reading requires knowledge of English syntax patterns in order to make good guesses about what is coming next. It means that, in order to read well one reader needs to know the pattern of the language itself.

Hancock in Chou (2011: 108) believes that in reading, "comprehension involves understanding the vocabulary, seeing relationships among words and concepts, organizing ideas, recognizing the author's purpose, evaluating the context, and making judgments". In means that in reading ability, a reader has to have sufficient vocabulary to understand the text, seeing the coherence of the text to construct an understanding, concepts and seeing the purpose of the writer' text. Besides, he also claims that in reading ability, a reader needs to make his own opinion towards the reading topics he or she reads-judgement.

Reading Ability is a complex activity that involves recognition and comprehension. Comprehension is the goal of reading. In reading comprehension, the students do not only read the text but also understand what they read.

1. **Definition of Reading**

According to Birch in Lems (2010: 33) Reading is an interactive process (that takesplace between the text and the reader's processing strategies and backgroundknowledge. Since reading text is a written form of thought of the author's expressions, reading text is the medium of it. Through a text, the readers are told the information it contains. To understand the text well, it is a must to have processing strategies, here the strategy or the way on how to understand the text. Not only the text processing strategies, background knowledge or the previous knowledge is also crucially important.

According to Sadoski (2004:51), reading is a way to deal with everyday problems where printed language is a feasible or requisite solution. Reading is a process that requires active construction of meaning, with interaction between the text (oral or written) and the person. Meaning that reading is a written language that provides the description of daily matters dealing with the solution and the solving problems. Again, the definition of reading is referred to the one-way communication between the people or readers and the text as the written language.

Furthermore, Sadoski (2004: 52) defines reading as a way to navigate in a literate realm. Reading helps us to get from point A to point B, whether these points are as close as connected websites on the Internet or as far as the journey from ignorant obscurity to educated influence Every single word will represent an idea that will influence the understanding of the reader on the topic that the text

brings up with. Therefore, to have a good reading understanding, Lems (2010:122) claims that English content words are likely to take on a wide variety of meanings in different content areas. The many distributions of the word *table* in math and science is such a case. Students need to learn both the common meanings and the specific content-area meanings of words for reading success.

According to Alyousef (2005:144), reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency).To read, the readers need to master a set of word-level skills, which we will call *bottom-up skills.* These skills combine to allow us to be able to decode connected text. These are represented in the reading model as language processing strategies and language knowledge As we learn to decode, we also learn a large set of strategic reading skills, which we will call *top-down skills* and strategies, that readers use in concert with background knowledge to construct meaning from text as Lems suggests (2008:34).

To construct, reading is an interactive process between the author, the reader and the text. Meaning that reading is a realm navigation to take written language as the source of information That is why, in reading skill, the readers need ertain strategies to decode the text into understanding to make their reading activity meaningful and increase the knowledge through the reading text the readers have.

2) Aspects of Reading

The teacher needs to make a reading process in the classroom as the activity that will focus on the students' attention in the text. Litian (2005) said that comprehension is aim of reading. The result of comprehension is the reader can obtain the information after they are reading and understanding the text. He also explains the aspect of reading comprehension as follow:

1. Understanding the main idea

   The readers are supposed to define and to understand the main idea from the text. Understanding main idea is a skill that the reader can find what the reading text tells in inductive process, deductive process, and beyond the line. The way to find out the main idea of the text can be searched by connecting to other information in the text that related to support the idea.

2. Understanding detail of information

   Beside to understanding the main idea, the readers are supposed to define information from the text. Information in a text is necessary because the result of reading comprehension is the readers can get information from the text given.

3. Vocabulary

   Reading comprehension and vocabulary are inextricably linked. Vocabulary is important for reading to learn as well as learning to read. Children need to understand the meanings of the words they read if they are to learn from what they read.

4. Inference

Inference is drawing conclusions based on information that has been implied rather than directly stated and is an essential skill in reading comprehension. Making an inference in reading is the process of combining the current text information with one's own experience in order to create meaning that is not directly stated in the text.

5. Reference

To understand a reading text, it is not enough just to understand the important information in each sentence. It is also necessary to understand how the sentences are related to each other. One of the skills to comprehend reading text is by mastering the reference words. It is important to master the reference words which include pronouns in reading comprehension. By mastering refence words will help the students to avoid ambiguity meaning in reading text.

To conclude, there are five aspect of reading ability. These aspect are very important to determine how well the readers understand the text they have. Therefore, these five components are becoming the indicators in reading evaluation to measure how well the students cover the comprehension of the material being taught in the classroom activities.

3) The Purpose of Reading

Hedge in Alyousef (2005: 43) states that any reading component of an English language course may include a set of learning goals for:

a) The ability to read a wide range of texts in English.

This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom. Here, the purpose of reading is stated to be not only for pedagogical in the classroom, but cover all reading activity. Therefore, the development of students' reading ability is very necessary.

b) Building a knowledge of language which will facilitate reading ability

Reading is also having very great contribution to the learning of the language. In this point, the students are expected to learn the structure of the language itself. In turn, this will also give great contribution to the understanding of reading text being read.

c) Building schematic knowledge.

Schematic refers to the symbols of language that are used in describing something or phenomena. This description will be an aid to the readers to understand more, and to comprehend easily.

d) The ability to adapt the reading style according to reading purpose

The reading style in this point is the purpose or the goal of the reading itself, for example skimming and scanning. Where skimming is aimed to determine the main idea and scanning for the specific information

e) Developing an awareness of the structure of written texts in English

Grammatical knowledge is considered basic in learning English. Through reading, the students are expected to study the structure of English language. The importance of reading appears to help readers to understand and learn more regarding to the written structure of English language.

f) Taking a critical stance to the contents of the texts

The content of a reading text which is usually related to the real situation needs a critical thinking to understand it. In this point, a reading text has a purpose to give the students or learners a glance of phenomena. Therefore, the students, with the insight their head and information provided in the text being discussed, will be able to think beyond-critically.

In short, there are six basic purposes of teaching that becomes the goal of teaching reading in teaching and learning in the classroom. As it is explained above, the six basic purpose of reading can be used as the objective both for the students and the teachers as the reasons why they have reading activity.

B. Teaching Reading

In teaching reading, the teachers have a lot of text types to train the students to be good readers. In senior high school level, the text types can be more various such as; news item, recount, descriptive, explanatory, and news item. Here, the role of teacher is to guide the students as well as possible to understand the reading material. In turn, it will benefit the students when they are capable to understand the reading text.

As reading is a complex process of decoding the written signs to understanding Nation (2009:79), making students' ability improved also requires complex process. It needs a sequence of actions to improve their ability in English language teaching. The process requires that decisions are made about what is to be taught: the process of selection; and about the breaking down of that body of knowledge or skills into teachable units: the process of grading, Broughton (1980:39). The statement emphasizes the importance of selective attitude towards the material to be taught to the students. The grading process of this selection will determine which material is important, less important, and unimportant to take. The process of selection will, in turn, be applied and assessed in one arranged sequence of teaching reading.

Teachers can help students reason through the most likely way a word might be spelled (recoded or "encoded") or read (decoded), beginning with high-frequency words and moving toward less common ones. William in Broughton (1980:46) added that during English language lessons, the teacher is only involved with three processes: presenting new material, practicing familiar material and testing it. The first process, the teacher presents a new material that is selected to be used and taught to students. After presenting the material, the teacher will involve in practicing the new material in real teaching situation. The last process of teaching reading is testing it, the process where the teacher assesses how well the material is mastered by the students.

In conclusion, the most important of a teaching and learning is the process where the teacher is practicing the new material. Therefore, the practice on how the reading material taught should be chronologically arranged.

C. The Technique of 3H

In this subheading, the researcher breakdown the 3H strategy, it covers definition, the procedure and the benefits of 3H strategy.

1) Definition of 3H

According to Westwood (2008: 78) 3H is a technique that takes benefits from questions and answer relationship. It means that 3H is a technique that mainly utilizes the questions to respond or search for the information from a source being read. This 3H technique is originally derived from the Raphael's concept of reading strategy named QAR (Question-answer relationship)

Raphael (1986) in shows the tree diagram on how to utilize the QAR (question-answer relationship) which the 3H strategy is derived from. In this tree diagram, it can be seen that 3H is strategy that aims to search for the information both explicitly and implicitly stated. The tree diagram is as follows:
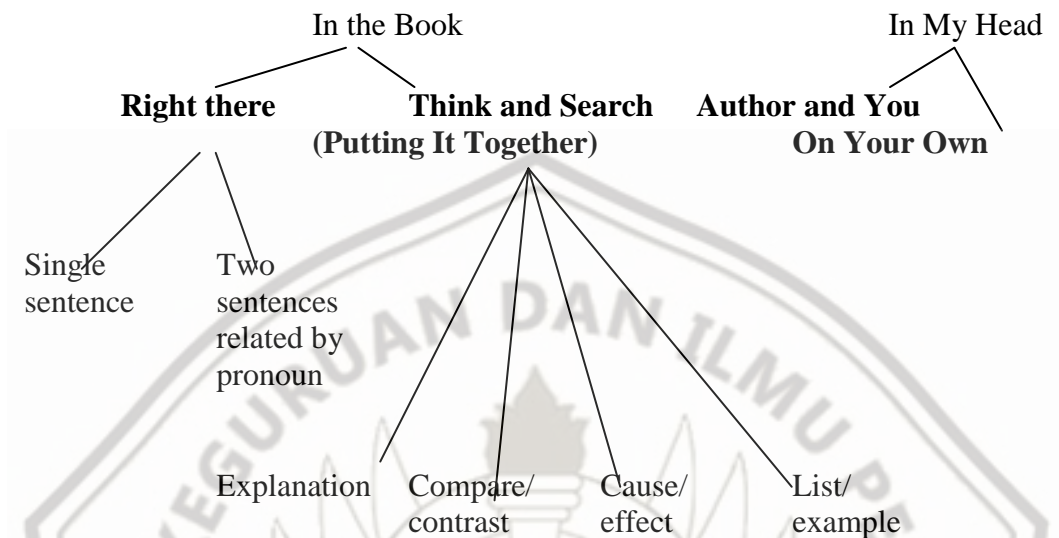
Diagram of QAR (Question-answer relationship)

In the Book   In My Head

Right there   **Think and Search**   **Author and You**
                         (Putting It Together)   **On Your Own**

Single   Two
sentence   sentences
              related by
              pronoun

                    Explanation   Compare/   Cause/   List/
                                  contrast   effect   example

figure 2.1. Raphael, T. E. (1986). Teaching Question Answer Relationships,
revisited. The Reading Teacher, 39(6), 516-522.

According to Graham and Wong in Gayle (1999) QAR can be modified
replacing Raphael's mnemonics with "Here", "Hidden", and "Head" (the 3H's).
Export evidence from a study of upper primary readers showing that the 3H
technique can improve reading comprehension and increase readers'
metacognitive functioning related to the comprehension task. Here, the point is,
the readers must be able to search the information both for explicit and implicit
information as well as the information related to the background knowledge of the
readers, synchronized with the information provided in the text.

> In the Book and In My Head, can be further delineated three four
> subcategories. For questions that can be found In the Book, students
> will either find them Right There in one place in the text, or they will
> have to Think and Search, also called Search and Find. For these types
> of questions, students will need to look in several places in the text to

find the answer. Questions from the In My Head category are going to be Author and You questions, where the student will need to use their own background knowledge and experiences in addition to the textual information to answer the question. They might also be classified as On my Own questions, where the student will rely solely on background experiences and knowledge to supply the answer. Wong in Gayle (1999)

The purpose of this technique is to teach readers where the answers to their questions can be found. An answer is either explicitly stated in the text (*here* on the page), implied in the text and can be deduced if the reader uses some information given on the page and combines it with prior knowledge (*hidden*), or not on the page but already in the reader's background knowledge (in the learner's *head*). It is clear that information can be both explicit and implicit in the text. It is common for students to find the explicit information in a text, but, explicit information sometimes comes to be between the lines. So, it will be difficult if the students are not able to find the information that is not written directly in the text.

In teaching the 3H technique, the readers are cued to use appropriate text based or knowledge-based information to answer specific questions Westwood (2008: 78). Therefore, the use of 3H technique will help students to find the information both explicit and implicit information at once. It is reasonable to use question to encourage students to investigate more on the topic being discussed. They are also taught to use self-questioning to focus their own attention on selecting appropriate sources of information and to monitor their performance.

To construct, 3H (Here, Hidden, in my Head) refers to a strategy that is approriate to be used in teaching reading. This strategy emphasizes on the the reading bot in line and between the line information or implicit and explicit in the text being read. By practicing this strategy, the students are able to explore more on text. As 3H stands for *here*, *hidden*, in my *head,* here is the part of the sterategy to find the information stated in the text, hidden which refers to the part of the strategy to find the implicit information, in my head, which refers to the information from other sources or combined with the readers' previous and background knowledge.

2) Procedure of 3H Application

Teaching reading by using 3H procedure has been proposed by Wong in Westwood (2008:61), the technique involves the following steps.

1. Teacher demonstration and 'thinking aloud' while applying the first step in the technique (locating information *here* on the page).

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

3. Teacher demonstration and 'thinking aloud' for the second step (*hidden* information).

4. Readers practice step 1 and step 2, with guidance and feedback.

5. Teacher demonstration of the third step (information is not *here* or *hidden* and has to be retrieved from a source outside the text).

6. Readers practice step 1, step 2 and step 3 with guidance and feedback.

7. Technique is used extensively on a variety of text types.

8. Teacher provides prompts and cues in the beginning but these are slowly withdrawn as readers gain confidence and control of the technique.

To make this procedure successful in improving the students ability in the real situation. There must be some adaptation in order to make the technique familiar to students. Janzen and Stollerin Westwood (2008:50) describes a similar list of principles to the technique used.

1. Learners should be given training and practice in integrating a range of strategies. Learners should be familiar with a technique package procedure like reciprocal teaching or concept-oriented reading (CORI).

2. Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.

3) Benefits of 3H Technique

This Technique :

1. Explicitly shows the relationship between questions and answers;

Questions after reading material are very common form in educational assessment or testing. Test makers, in this case teachers, must be able to make valid test, that is why, according to Caldwell (2008: 174) validity of a test can be seen from the items made. Whether or not the test items cover the

information being asked in the questions. Therefore, there must be relationship between the questions and answer relationship or QAR.

2. Categorizes different types and levels of questions;

As it is mentioned in previous subheading, the ability in comprehending a text can be divided into several levels. Questions can be from the level of comprehension. The questions can be derived from these levels of comprehension. By having 3Hs as technique, the readers or the students are able to recognize the level of their comprehension. The level of comprehension of a reader can be categorized by the level of questions. As in 3H, Westwood (2008:78) there are three types of comprehension questions, they are Here (stated in the text), Hidden (Explicitly stated in the text), in My Head (in the readers' head).

3. Helps student to analyze, comprehend and respond to text concepts.

Text has concepts that tell its organization in coherence and chronology. In Question-Answer Relationship, the readers are asked to determine the chronological order from one even to the other events. In 3H strategy, the reader is asked to investigate the chronological order or the context of reading material being read.

4. Helps refute the common misconception held by students that the text has all the answers.

Not all answers stated explicitly in the text. It means that the readers need to think more critically to search for the answer. In this point, 3Hs is a

potential to be used in reading since it also emphasized on the searching for the information which is not stated in the text-explicitly. As mentioned before, 3H stands for Here, Hidden, in My Head. The point of in My Head is one of the benefits of 3H strategy which means that not all answer stated in the text, Raphael (2005: 211). In turn, this benefit will help students to refute that all answer stated in the text.

Based on the discussion above, the 3H technique has been regarded good and beneficial to the students in all level of ability in comprehending English text. Therefore, 3H is suggested to be used in teaching reading .

D. News Item Text

Much of the reading we do is for information—sometimes for school purposes and other times for our own. In fact, recent reports of current reading practices by students and adults indicate that the majority of reading done by middle and high school students as well as by adults is informational in nature. For instance, we read newspapers and magazines. There must be finding information purpose in reading whether getting new information and insight or even knowing the up to date information. The text that consists of information of the day is a text which is called News Item Text.

According to Doddy (2008:141) news item text is a text that tells about a newsworthy events, the events must be considered important news of the day. Furthermore, it is explained that news item text has the elaboration of what

actually happens on the day, to whom the news is written, and in what circumstances. News item is usually about news that considered important and deserves to be told.

News item text is a text which is divided into three parts. This parts are included in generic structure. The generic structure of news item text are; newsworthy event, background events, and the last is comment from participants as the source of the news. More clearly, Doddy (2008:141) gives a clear example and the generic structure of a news item as follows:

<u>Seven Killed in Accident on Jalan Sultan</u>

Newsworthy event

Background Event

Seven people were killed in a collision between a bus, a car, and a truck at 10:35 on jalan sultan last night. The dead were all passengers in the car. Police believe that the car may have been trying to overtake the bus when it was struck by a truck coming from the opposite direction. The driver of the car may not have been using his lights, as the truck driver said he did not see the car approaching.

Source

The police said that the car should not have been trying to pass the bus, since overtaking is not allowed by on Jalan Sultan. In addition, the police reported that the car-a small Japanese car-should have not carrying more than five people. The names of the victims are not yet known.

Shortly, news item text is a text which discusses on the newsworthy event of the day. The events are considered important and up to date. Since the text is a collection of chronological order, the news item part is structured by three parts, they are, newsworthy event, events and source. Then, each part consists of special features.

E. **Teaching Reading at SMA N 1 Kendawangan**

Teaching is an interactive activity to share knowledge by teachers or tutors with students in supporting circumstances. Teaching is also referring to help students do something and provide some skills to transfer to learners. Teaching reading means sharing knowledge on reading by the teacher to students and provide skills needed to learners, so that they can enhance their reading ability by explaining what aspects in reading, such as; fluency and comprehension.

Teaching also means teaching on how to pronounce words, as well as agreement of sentences to pronounce. The objectives of teaching reading in senior high school level are stated in the current curriculum. The current curriculum which is used by SMA N 1 Kendawangan is KTSP or School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan)

SMA N 1 Kendawangan is one of senior high schools in Ketapang Regency. It uses School-Based curriculum. The objectives of teaching reading in SMA N 1 Kendawangan are more specifically stated in syllabuses. Syllabuses that are used in teaching at SMA N 1 Kendawangan are the same as other senior high

schools. At SMA N 1 Kendawangan, English subject is taught based on the official curriculum and syllabus from government Curriculum is all planned learning for which the school is responsible. The curriculum is School-Based Curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan). It guides the English teachers to teach reading at SMA N 1 Kendawangan. The syllabus covers basic competence and standard competence as a guide in teaching reading for senior high school level. The standard competence of teaching reading is expressing meaning in functional text in form of recount, news item and procedure in context of daily life. The basic competence of the syllabus is expressing meaning in text in form of monologue, by using appropriate and acceptable language in various context of daily life in form of recount, news item, and procedure.

Teaching reading at SMA N 1 Kendawangan tenth grade is based on what is stated in relevant curriculum. The curriculum states that the tenth grade students are required to understand simple short text in form of news item to interact with the surrounding environment. In teaching reading, the teacher of English subject gives the students a number of news item texts and asks the students to translate the text into Indonesian. After that, the students must answer some questions based on reading text. Therefore, the students will read the whole news including unimportant parts of the news item. This way of teaching will be hard both for teacher and the students The students will have a lot of problem by doing so. Besides, it will waste time to do so. The main problems of the students when

reading News Item texts at SMA N 1 Kendawangan are understanding vocabulary and the difficulty in finding the detailed information from the text. The use of 3H is expected to be able to cover these problems. That is why, this research focuses on solving the problems of the students, they are improving the students' vocabulary and the students' ability in finding the detailed information of the news item the students read.

In SMA N 1 Kendawangan, the teachers of English subject use several text books to teach the students. All books are supporting teaching goal of reading. The book that is mostly-used in teaching reading at SMA N 1 Kendawangan is a book entitles "Developing English Competencies" published by Pusat Perbukuan Nasional. This book covers some highlighted materials for tenth grade students. Furthermore, it consists of explanation and exercise for further understanding. For teaching reading news item, the teacher will refer some examples of news item text to the book. "Developing English Competencies" can be considered the main book both for teacher and student in their daily teaching and learning process in SMA N 1 Kendawangan.

There are two English teachers at SMA N 1 Kendawangan. The first teacher is Listamawati, S.Pd. She is a bachelor degree teacher IKIP-PGRI Pontianak. She is not permanent English teacher at SMA N 1 Kendawangan, she is responsible to teach English at grade X. The second teacher is Hasmawati, S.Pd. She is graduated from English Study Program, Teacher and Training Faculty of Tanjungpura University. She is a permanent teacher.

SMA N 1 Kendawangan is one of state senior high school in Ketapang Regency. The school is a National-Standard School (Sekolah Standar Nasional). The school has one integrated laboratory. This laboratory has size for approximately 40 students. This laboratory is used for scientific activities. This laboratory is also equipped with one speakers output, a tape recorder, two educational computers and a projector. These facilities can be supporting facilities for teacher and students to run their teaching and learning activities.