

**THE INFLUENCE OF USING 3H(HERE, HIDDEN, IN MY HEAD) STRATEGY
TOWARDS STUDENTS' READING COMPREHENSION ON DESCRIPTIVE
TEXT AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF
SMP NEGERI 1 JATIAGUNG 2015/2016 ACADEMIC YEAR**



A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S-1 Degree

By

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NPM. 1211040086

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2016**

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Advisor : Syofnidah Ifrianti, M.Pd

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STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2016**

ABSTRACT

THE INFLUENCE OF USING 3H(HERE, HIDDEN, IN MY HEAD) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION ON DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMP NEGERI 1 JATIAGUNG 2015/2016 ACADEMIC YEAR

**By:
Maulidya Septiawati**

This research was conducted for knowing students reading comprehension on descriptive text. The strategy that was used by the teacher to teach students was monotonous, that it made students felt bored to join the English lesson. Therefore, this thesis discussed the influence of 3H (Here, Hidden, In my Head) strategy in teaching reading, especially for students' reading comprehension. The objective of the research was to know the significant influence of using 3H (here, Hidden, In my Head) strategy towards students' reading comprehension on descriptive text at the second semester of the seventh grade of SMP Negeri 1 Jatiagung 2015/2016 academic year.

In this research, the methodology of the research was quasi experimental design with the treatment held in 3 meetings, 2 x 40 minutes for each. The population of this research was the seventh grade student's of SMP Negeri 1 Jatiagung. The sample was taken two classes, VII D and VII E which consisted of 61 students. In collecting the data, the researcher used the instruments in multiple-choice items of reading comprehension in descriptive text. After giving post-test, the researcher analyzed the data by using T-test formula.

After doing the hypothesis test, the result of T-test was $t_{observed}$ (5.364) with $t_{critical}$ (2.001) for level of significant 0.05. Since $t_{observed} > t_{critical}$ so H_a is accepted. It means that there was influence of using 3H (here, Hidden, In my Head) strategy towards students' reading comprehension on descriptive text at the second semester of the seventh grade of SMP Negeri 1 Jatiagung 2015/2016 academic year.

**Keyword: 3H (here, Hidden, In my Head) strategy, Reading Comprehension
Descriptive text, Quasy Experimental, The Seventh Grade.**



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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, September 2016
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MOTTO

أَقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا ﴿١٤﴾

[It will be said], "Read your record. Sufficient is yourself against you this Day as accountant."

(Chapter Al-Isra : Verse 14)¹

¹ <http://quran.com/17>, accessed on May, 28th on May, 2016

DEDICATION

I would like to dedicate this thesis for all my beloved

1. My beloved parents, Suryanto and Purwanti, who have already prayed and supported for my success and advise me all the time.
2. My beloved brother and sister, Eprilio Zulianto who always cares for my study and Junisa Fatimah who always supports and motivates me to succeed.
3. My lovely almamater, IAIN Raden Intan Bandar Lampung which has contributed a lot for my development.

CURRICULUM VITAE

The researcher's name is Maulidya Septiawati. She was born in Bandar Lampung on September 8th 1993. She is the first child of Suryanto and Purwanti. She has one brother and one sister. She lives on Jatimulyo Blok 9, Kecamatan Jatiagung, Lampung Selatan.

The researcher began her study in Kids Garden at TK Islam Al-Fajar in 1999. Then, Elementary School at SDS 2 Sejahtera in 2000 and graduated in 2006. She continued her study in Junior High School at SMP Negeri 29 Bandar Lampung and graduated in 2009. After that, she went to SMA Al-azhar 3 Bandar Lampung and graduated in 2012. After finishing her study in SMA, she decided to study in English Education Program of Tarbiyah and Teacher Training Faculty of State Institute of Islamic Studies.

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Alhamdulillah, thanks Allah the Almighty, for the blessing, merciful and kindness. May shalawat and salam always be with the Prophet Muhammad who brings us from the darkness to the lightness. Due to Him, this thesis entitled “The Influence of Using 3H (Here, Hidden, In My Head) Strategy Towards Students’ Reading Comprehension on Descriptive Text at The Second Semester of The Seventh Grade of SMP Negeri 1 Jatiagung 2015/2016 Academic Year” is handed in as compulsory fulfillment of the requirement for S1-degree of English study program at Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Raden Intan Lampung.

The researcher realizes that she cannot complete this final project without the help of others. The researcher has obtained a lot of help from many people during writing this final project and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the writer truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, September 2016
The Researcher

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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is an activity of readers to read a text and get information from what their read to share each other. Further, according to Patel and Jain, reading is necessary.¹

Reading is considered as one of important skills, which has to be learnt. This is supported by Patel and Jain who state reading is most useful and important skill for people. This skill is more important than speaking and writing.² It means that reading is also important skill that should be mastered besides listening, writing, and speaking.

Reading is very important for students, because there are many advantages from learning reading. By reading, the students will be able to increase their knowledge. From reading, the students can get the information. The students also can get knowledge by reading.

According to Harmer, Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.³ It means that students read English text to increase vocabulary. Then, They get better knowledge from information.

Reading is a source of getting information. The students have a lot of information, and they should find many kinds of information sources that are written in English.

¹ M.F Patel and Praveen M. Jain, *English Language Teaching : Methodes, Tools & Techniques* (Vaishali Nagar : Sunrise, 2008), p.84

² *Ibid*, p.113

³ Jeremy Harmer, *How To Teach English* (Oxford : Person Longman, 2007), p.99

No one can get much information without reading. Reading can help students to know the simple information to the more complex one. Thus, to get information, students should read many kinds of information. In addition, the main important things, to get the information, students should have the ability to comprehend what they have read.

Teaching reading is not easy because students have difficulty to comprehend the text. The students sometimes get difficulties to reading text and understand about English text. According to Silberstein, reading is communicative activity.⁴ Moreover, According to Harmer, Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.⁵ It means that Reading is communicative between writer and reader. Students have to try reading English text. Then, students should combine their knowledge and information from they read.

English in Indonesia as foreign language. One of the skills in English is reading. As one skill of English, reading is needed in school environment that should be learned by students, instead of listening, speaking, and writing. Based on the *Kurikulum Tingkat Satuan Pendidikan* (School Based Curriculum) 2006, in the syllabus of Junior High School that descriptive text included as one of subject materials in

⁴ Sandra silberstein, *Techniques And Resources in Teaching Reading*, (Oxford : University Perss, 1994), p.9

⁵ Jeremey Harmer, *Op.Cit* 99

reading.⁶ Descriptive text is one of genres which is taught at the seventh grade students of SMP and MTs.

Based on the preliminary research that was conducted on December 14th 2015 of SMP Negeri 1 Jatiagung. The researcher conducted interview with English teacher there, Miss Yuliana S.Pd. She said that seventh grade students experienced difficulty to learn reading. The students' ability in reading was low, especially specification of reading comprehension. They were difficult to understand text. It happened because the students were bored in the activity of the class. Students did not have rich vocabulary and were difficult to comprehend English text. The students difficulty in comprehending in English text because they did not know content in the text and did not know meaning vocabulary. Table 1 shows the students' English reading score.

Table 1
The English Reading Score at the Seventh Grade SMP Negeri 1 Jatiagung
Lampung Selatan in Academic Years of 2015/2016

No	Class	Students' Score		Number of Student
		75	75	
1	VII A	20	12	32
2	VII B	21	11	32
3	VII C	20	12	32
4	VII D	16	14	30
5	VII E	16	15	31
6	VII F	15	11	26
Total		108	75	183
Percentage		59,02	40,98	100%

Source : Documents of the English Reading Score of the Seventh Grade of SMP Negeri 1 Jatiagung

⁶ Syllabus of 2006 *Kurikulum Tingkat Satuan Pendidikan* for SMP/MTs

Based on the table above, there are 75 students who passed the test based on criteria of minimum mastery out of 183 students. And there are 108 students failed. In this case, criteria of minimum mastery in SMP Negeri 1 Jatiagung Lampung Selatan is 75 and there are many students who get the score under 75. It is found that the total number of students who get difficulty in reading is 108 out of 183. It means that students who get difficulty to learn reading are 59,02%.

After of conducting an interview with teacher, the researcher also interviewed some students for knowing their opinion about reading lesson. The researcher interviewed students of seventh grade. They did not like English and difficulty in learning English. Students were bored learning English. Students had difficulty in comprehending English text, because teacher did not use interesting strategy for student. The teacher did not use appropriate strategy before giving a task in teaching learning process. The teacher only used skimming and scanning strategy to teach students.

Based on the explanation above, the researcher wants to give alternative strategy 3H (Here, Hidden, In My Head) strategy for teaching reading. According to westwood, 3H strategy is to teach children where the answers to their questions can be found.⁷ This strategy helps teacher to make situation in learning process to be effective and students are easy to answer question in reading text. It has been revealed by journal

⁷ Peter Westwood, *Reading and Learning Difficulties Approaches to Teaching and Assessment* (Victoria : ACER Press, 2001), p.61

written by Angreni, Wijaya, and Husin about teaching reading comprehension by using 3H (Here, Hidden, And In My Head) strategy. This strategy also helps students to develop their thinking skill since they can learn the multiple sources of comprehension questions answers.⁸ The researcher expects students can be interested and study hard especially reading.

The researcher wants to apply 3H (Here, Hidden, In My Head) Strategy in SMP Negeri 1 Jatiagung. Therefore, the researcher proposes a research entitled “The Influence Of Using 3H (Here, Hidden, In My Head) Strategy Towards Students’ Reading Comprehension On Descriptive Text At The Second Semester of The Seventh Grade of SMP Negeri 1 Jatiagung 2015/2016 Academic Year”.

B. Identification of the problem

Based on the background of the problem, the researcher identifies that the problem as follows :

1. Students’ reading comprehension is low
2. In teaching reading, a teacher needs some strategies for making students interested reading lesson.
3. The student are difficult in comprehending English text

⁸ Nina angreni, Bambang Wijaya, and Syarif Husin, *Teaching Reading Comprehension By Using 3H (here, hidden, and in my head strategy)*, Jurnal Pendidikan dan Pembelajaran, English Language Education Study Program of FKIP Untan (Medan : 2014), p.3

C. Limitation of the problem

From the identification of the problem, the researcher focuses on using the influence of using 3H (Here, Hidden, In My Head) strategy towards students' reading comprehension on descriptive text.

D. Formulation of the Problem

Based on identification the problem as follows :

“ is there any significant influence of using 3H (Here, Hidden, In my Head) strategy towards students' reading comprehension on descriptive text at the second semester of the seventh grade of SMP Negeri 1 Jatiagung 2015/2016 academic year ? ”

E. Objective of the problem

The objective in this research is:

To know the significant influence of using 3H (Here, Hidden, In My Head) strategy towards students' reading comprehension on descriptive text

F. Use of the research

The uses of this research are as follow :

1. Theoretically

This research would provide information and alternative strategy to teach in the classroom. The English teacher can use 3H (Here, Hidden, In My Head) strategy. 3H (Here, Hidden, In My Head) strategy is an alternative strategy to teach reading.

2. Practically

- a. Giving information to the English teacher about the influence of using 3H (Here, Hidden, In My Head) strategy towards students' reading comprehension on descriptive text.
- b. Giving description to English teacher about how to apply 3H (Here, Hidden, In My Head) strategy in teaching and learning process.
- c. The students can be interested about reading lesson.

G. Scope of the Research

1. Subject of The Research

The subject of the research was students at the seventh grade of SMP Negeri 1 Jatiagung, South Lampung

2. Object of The Research

The object of research was the of use 3H (Here, Hidden, In My Head) strategy towards students' reading comprehension on descriptive text.

3. Place of The Research

The place of the research was SMP Negeri 1 Jatiagung, South Lampung

4. Time of The Research

The research was conducted at the second semester in 2015/2016 academic year

CHAPTER II

FRAME OF THEORIES, FRAME OF THINKING AND HYPOTHESIS

A. Frame of Theory

1. Teaching English as a Foreign language

English is prime language in the world. It is used in many countries as native language, second language and foreign language. In conclusion, English is one of international languages. Patel and Jain state that foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language.¹ It means that people use foreign language for communication with another people or societies but they use another language not first language or not mother tongue because it means foreign language.

According to Harmer, English is a foreign language, is generally taken to apply the students who are studying general English at school and institutes in their country or as transitory visitor in target language country.² It means that the students only have chance to practice English in the school and institutions. The teachers are also demanded to encourage students to practice English every time in their activities.

English is the first foreign language taught at every school in Indonesia. English is one of compulsory subjects to learn by students in Indonesia, especially for junior high school and senior high school while for elementary school, it is as a local

¹ M.F Patel and Praveen M. Jain, *English Language Teaching : Methods, Tools & Techniques* (Vaishali Nagar : Sunrise, 2008), p.35

² Jeremy Harmer, *How to Teach Writing* (Edinburgh Gate : Person Longman, 2004), p.39

content subject. English as the first foreign language in our country that should be taught to the students from elementary school until university level.

In teaching English as a foreign language, teacher gives students motivation for learning English. The teacher makes situation in the classroom enjoyable and comfortable for students. Thus, students is interested in learning English. This is supported by Patel and Jain who state that motivation is considered with the arousal of the interest in learning and to the extent is basic to learning.³ Students learn four skills in English, they are listening, speaking, reading, and writing. The skills will not be separated from each other. In the reality, teacher has to concern to the strategy, technique or method which is used by teacher in teaching English as foreign language.

In teaching English as foreign language, the teacher should have known what teacher should do. Brown states that teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing to know or understand.⁴ It describes that teaching is a process to help the learners for understanding something that learned.

³ M.F Patel and Praveen M. Jain, *Op.Cit*, p.41

⁴ H. Douglas Brown, *Principles of Language Learning and Teaching 5th Ed* (Britain : Person Education, 2007), p. 8

Based on the explanation above, It can be concluded that teaching English as a foreign language is the process for helping the students to learn English. In teaching English, the teacher should be creative to attract the students' interest in learning English as a foreign language.

2. Reading

a. Concept of Reading

Reading is one of the four language skills instead of listening, speaking, and writing. Reading includes the subject material in the school that should be mastered by the students. The students have to know that reading skill is important. This is supported by Patel and Jain who state that reading is most useful and important skill for people.⁵ By reading, the students will know more what should they write and speak.

McGuinness state that reading is a complex act and it's important to pin down which memory systems matter most.⁶ It means that reading is a complex activity in reading for get information from a text. Reading is important in language skill. By reading, readers have a lot of new knowledge. Then, the readers not only get the information from a text but also the readers can share their knowledge after reading with each other.

⁵ M.F Patel and Praveen M. Jain, *Op.Cit*, p.113

⁶ Diane McGuinness, *Language Development and Learning to Read* (Cambridge : Cambridge Center, 2005), p.283

In reading, the reader can understand what the writer want to convey information through written form, because reading also is an activity to get knowledge and information form a text. Meanwhile, Grabe states that reading is process of receiving and interpreting information encoded in language form via the medium of print.⁷ It means that reading is process interpret of the content from a text. Thus, the reader comprehend about information of the text.

According to Harris and Graham, Reading is an activity that has a purpose.⁸ Moreover, Scanlon Et.al state that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.⁹ It means that reading is a process to get understanding from a text. The reader can understand information by interpreting source information from a text. Then, reading has purpose to comprehend of the text. Reading also one of the ways to know information.

Based on the theories above, it can be concluded that reading is a complex process to interpret infromation from a text. Then, reading is an activity, so that it get knowledge or information from of the text. The reader can receive information by

⁷ William Grabe, *Reading in a Second Language* (New York : Cambridge University Press, 2009), p.14

⁸ Karen R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties* (NewYork : The Guilford Press, 2007), p.104

⁹ Donna M. Scanlon, Kimberly L. Anderson and Joan M. Sweeney, *Early Intervention for Reading Difficulties* (London : The Guilford Press, 2010), p.9

reading the text. Then, the reader should share knowledge what they have read with another reader.

b. Concept of Reading Comprehension

Reading is one of the skills in English. Reading must comprehend the topic of the text. According to Scanlon Et.al., Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the topic of the text.¹⁰ Then, Willis states that Comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader.¹¹ It means that comprehension is a process of understanding text done by the readers to probe the information.

Oakhill Et.al state that Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment.¹² Moreover, Elizabeth L states that reading comprehension is to learn how to get the basic information.¹³ It means that reading comprehension is important in process of reading for understanding information. By comprehending the text, the reader can add knowledge or information.

¹⁰ *Ibid*, p.276

¹¹ Judy Willis, *Teaching the Brain to Read* (Virginia : ASCD publications, 2008), p. 138

¹² Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding And Teaching Reading Comprehension* (New York : Routledge, 2015), p.1

¹³ Elizabeth L, *Reading Comprehension Success 3th Ed* (New York : Learning Express, 2005), p. 19

In teaching reading, teacher must know specification of reading comprehension.

According to Brown, specification in reading comprehension :

1. Main idea (topic)
2. Phrases in content
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea
8. Vocabulary content¹⁴

It means that specification of reading comprehension must be applied in the process of teaching reading. Reading comprehension is not only understanding content of the text but also knowing main idea in the text.

Based on the explanation above, it can be concluded that reading comprehension is a process in which the reader tries to understand the content of the text. Meanwhile, reading is getting information from a text. The readers read the text to gain information about main idea (topic), phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting idea, and vocabulary content.

¹⁴ H. Douglas Brown, *Language Assessment : Principles and classroom Practices* (New York : Longman, 2003), p.206

3. Concept of Teaching Reading

Teaching is a process of giving new knowledge to students. Brown states that Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹⁵ It means that teaching is guiding the learner for process of learning. In the process of learning, teacher must give students interesting activity.

Teaching reading is a teacher guides the students to have reading activity to get the ideas from the reading text. For language teaching, reading is useful for language acquisition.¹⁶ It means that teaching reading is engaging students to be active in reading which to understand the meaning of the text. Teaching reading for English teachers can be the main lesson to help students how to comprehend English texts easily. Moreover, in teaching reading, the teacher has to pay attention to some principles of teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are as follows:

- 1) Encourage students to read as often and as much as possible.
- 2) Students need to be engaged with what they are reading.
- 3) Encourage students to respond the content of a text (and explore their feelings about it), not just concentrate on its construction.
- 4) Prediction is a major factor in reading.
- 5) Match the task to the topic.

¹⁵ H. Douglas Brown, *Principle Language Learning and Teaching 5th Ed* (Britain : Person Longman, 2007), p.8

¹⁶ Jeremy Harmer, *How to Teach English* (Oxford : Person Longman, 2007), 99

6) Good teachers exploit reading texts to the full.¹⁷

Based on the explanation above, it can be concluded that, in the process of teaching reading, the teacher must know the steps of teaching reading by encouraging students to read as often and as much as possible until becomes a good teacher to exploit reading texts to the full.

1. Pre-reading activity

This activity is designed to prepare the students for actual reading of the selected materials. In other words, the teacher helps the students anticipate the text they will read. In pre-teaching activity the teachers introduce the topic by brainstorming through media, and pictures.

2. Whilst-reading activity

This activity is the core activity in teaching learning process. In whilst reading activity, the teacher distributes the text to the students. Ask the students to read the text, after that the teacher will give explanations about text, and ask the students to do assignment based on the text

3. Post-reading activity

It is an activity in teaching reading to comprehend the text. In post teaching activity, the teacher asks the students to retell about the text and make summary about the text.¹⁸

¹⁷ *Ibid*, p.101-102

¹⁸ H. Douglas Brown, *Teaching by Principles: An Interaction Approach to Language Pedagogy* (Englewood Cliffs : Prentice Hall, 1994), p.85 in Nadia Putri, "teaching reading comprehension by using combination of directed reading thinking activity (drta) and say something

It can be concluded that teacher teaches reading by plan in the class. Teaching reading is using pre-reading activity, whilst-reading activity, and post reading activity.

Based on the explanation above, it can be inferred that the teacher should know the process of teaching reading by encouraging the students to read as much as possible. The teacher also should make a plan in order to be easy in the process of teaching reading in the class. It can make the students are interesting, more active and the students usually are easier to comprehend the text in the learning process, especially in reading.

4. Concept of Descriptive Text

According to Siahaan, text is a meaningful linguistic unit which can be a word, or a sentence, or paragraph, or even the one which is bigger than a paragraph¹⁹. It means that text is some sentences and the readers can get information. The researcher will explain more descriptive text.

According to Siahaan and Shinoda, Description is a written English text in which the writer describes an object.²⁰ Then, Siahaan states that a writer tries to picture out an

strategies for senior high school students” Program Studi pendidikan Bahasa Inggris STKIP PGRI (Sumatera Barat : 2013), p. 3

¹⁹ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.3

²⁰ Sangam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta : Graha Ilmu, 2008), p.89

object to his readers.²¹ It means that descriptive text is describing an object. Moreover, the purpose of descriptive text is giving information about a thing or a person.²² It means that descriptive text is giving particular information to readers by describing an object.

In addition, Gerot and Wignell state that the social function of descriptive text is to describe a particular person, place or thing.²³ To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arrangement of the text stresses on the identification and description. The other important one is make it sure that we have used generic structure and lexicogrammatical features correctly.

1. Generic Structure of Descriptive Text

a. Identification

Identifies phenomenon to be described

b. Description

Describe parts, qualities, characteristics

2. Significant Lexicogrammatical Features of Descriptive Text

a. Focus on specific participants

b. Use attributive and identifying processes

²¹ Sanggam Siahaan, *Op.Cit* p.119

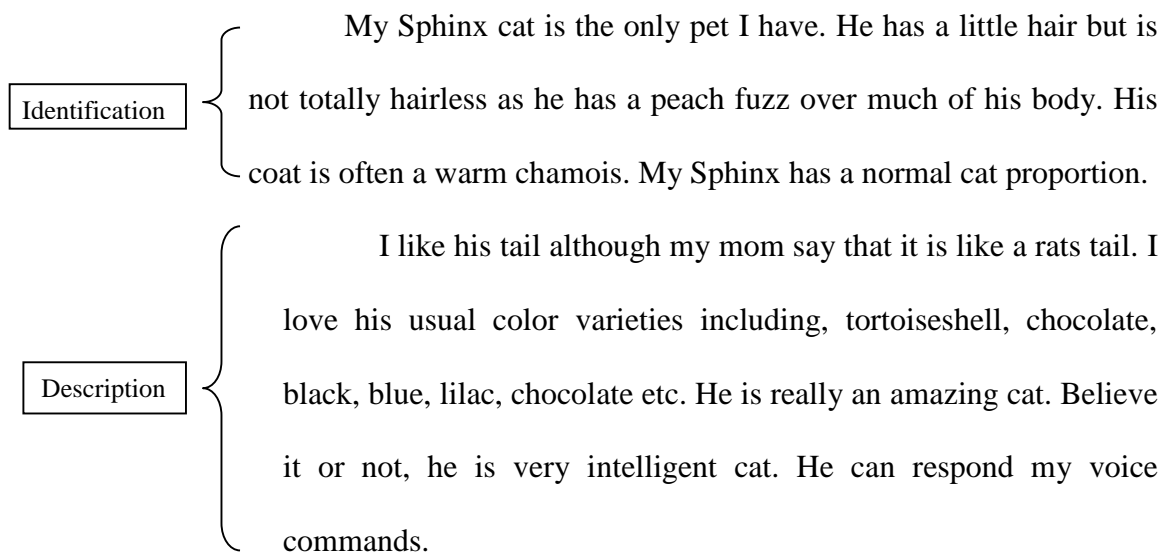
²² Emi emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqi, 2011), p.82

²³ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Quuensland : Antipadean Educational Enterprises Publishing, 1994), p.208

- c. Frequent use of epithets and classifier in nominal group
- d. Use of simple present tense²⁴

The example of Descriptive Text is as follow²⁵ :

My Sphinx Cat



Based on explanation above, it can be concluded that descriptive text is describing a particular object. The students can easily get information in descriptive text by knowing social function text, generic structure and significant lexicogrammatical features.

5. Concept Reading Comprehension of Descriptive Text

The readers have different way to get information from the text. McDonough Et.al. state usefully classifies reading into getting general information from a text, getting

²⁴ *Ibid*,

²⁵ Descriptive text, <http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>, accessed on April, 10th on April, 2016

specific information from a text, and for pleasure or for interest.²⁶ Then, Siahaan states that the receptive written language skill is called reading. It is the skill of a reader or a group of reader to interpret information transfer by a writer.²⁷ Moreover Patel and Jain state that reading means to understand the meaning of printed words i.e. written symbols.²⁸ It means that reading is understand the meaning each words of the text to get information. In the reading after the readers read text and get information, they can share to other people.

Reading is not only to get information from a text but also reading for pleasure. The reader can choose material text for making pleasure. According to oakhill Et.al, reading comprehension is necessarily dependent on at least adequate word reading : readers cannot understand a whole text if they can not identify (decode) the words in that text.²⁹ Harmer states that reading for detailed comprehension, whether this entails looking for detailed information or picking out particular examples of language use, should be seen by students as something very different from the skills mentioned above.³⁰ It means that students understand and comprehend of the text is not as read-only, but should know the meaning of every word in the text. Students should seek information from what they read.

²⁶ Jo McDonough, *Materials and Methods in ELT: A Teacher's Guides 3rd Ed* (Oxford : Blackwell Publishing, 2013), p.111

²⁷ Sanggam Siahaan, *Op.Cit*, p.3

²⁸ M.F Patel and Praveen M. Jain, *Op.Cit*, p.113

²⁹ Jane Oakhill, Kate Cain and Carsten Elbro, *Op.Cit*, p.1

³⁰ Jeremy harmer, *Op.Cit*, p.101

Patel and Jain state that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts.³¹ It means that reading comprehension is understanding the meaning of the text, includes vocabulary, generic structure, and lexicogrammatical features of the text. The reader is reading the text will understand all the specifications in reading comprehension. Then, they will have own understanding about information of the text.

In reading activity, the readers must understand about reading comprehension clearly. Reading must know specification of reading comprehension. According to Brown, there are eight specifications in reading comprehension includes main idea, phrases in content, inference (implied detail), grammatical feature, details (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting idea, and Vocabulary.³² It means that the readers have to know the specification of reading comprehension to get the information from the text.

The one type text of reading is descriptive text. According to Gerot and Wignell, description text is describe a particular person, place or thing.³³ It means that descriptive text is a kind of the text which describe something such as person, place, or thing to give details for the readers. The reader read descriptive text to understand

³¹ M.F Patel and Jain, *Op.Cit*, p.133

³² H. Douglas Brown, *Language Assessment : Principles and classroom Practices* (New York : Longman, 2003), p.206

³³ Linda gerot and Peter wignell, *Loc.Cit*

all the component of descriptive text and specification in reading comprehension so that they get information in the text.

Furthermore, reading comprehension of descriptive text is understanding information in the descriptive text. The reader can get detail information by knowing specifications of reading comprehension. It can help readers to understand content of the text. Then, reader also has to keep attention generic structure and lexicogrammatical features of the descriptive text.

Based on the explanation above, it can be inferred that reading comprehension of descriptive text is understanding detail information in the descriptive text by considering about eight specifications of reading comprehension includes main idea, phrases in content, inference (implied detail), grammatical feature, details (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting idea, and vocabulary content.

6. Concept of 3H (Here, Hidden, In My Head) Strategy

a. Definition of 3H (Here, Hidden, In My Head) Strategy

Teacher has to use new strategy for creating good situation in teaching and learning process. Teaching strategy is to make it easier to implement a variety of teaching

methods and techniques.³⁴ It means that in the teaching and learning process, the teacher must give strategy in each learning process. One of the strategy that can be used by the teacher is 3H (Here, Hidden, In My Head) strategy. 3H (Here, Hidden, In My Head) strategy can make the students are interested to learn reading.

Teacher use new strategy for creating good situation in teaching and learning process that students are not bored.

According to Westwood, 3H (Here, Hidden, In my Head) strategy is to teach children 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 child's background knowledge (in the learner's *head*).³⁵

Moreover, 3H strategy is strategy orientation phase of students learned answering question about short passges.³⁶ It means that 3H Strategy is a teaching strategy to answer question explicitly stated in the text, implicitly stated or inferred information in the text and based on previous students knowledge of the text.

Moreover, according to Wong Et.al, 3H (Here, Hidden, In my Head) strategy is strategy with mnemonic and metacognitive features. Although many strategies direct students to reread or look back in the text if they cannot respond confidently to questions after a passage, simply rereading or returning to the text in a random way does not help students with learning disabilities improve their comprehension.³⁷

³⁴ Teaching Strategies, http://www.montana.edu/faculty_excellence/paper/teaching/strategies.html, accessed on January, 25th on January, 2016

³⁵ Peter Westwood, *Reading and Learning Difficulties Approaches to Teaching and Assessment* (Victoria : ACER Press, 2001), p.61,

³⁶ Dr Daryl Greaves and Chistopher Davidson, *Australian Journal Of Dyslexia And Specific Learning Disabilities Vol 2* (Brunswick : Australian Federation of SPELD Associations, 2007), p13

³⁷ Bernice y. L. Wong Et.al., *The ABCs of learning Disabilities 2nd Ed* (California : Academic Press, 2008), p.188

It means that 3H (Here, Hidden, In my Head) strategy is using the mnemonics cue. The mnemonics cue are here, hidden, and in my head to help students remember information and answer question relationship with a text.

3H (Here, Hidden, In my Head) strategy makes students active in reading activity. This strategy can guide students to answer question from a text. In teaching 3H (Here, Hidden, In my Head) strategy, after students reading, the teacher asks the students by giving cue. Teacher asks student by 3H (here, hidden, In my head) strategy in which in Here phase, the students can find the answer explicitly in the passage, in the Hidden phase, the students can find answer question implicitly in the passage, In My Head phase, the students can answer question based on the knowledge. It can make the students are easier to comprehend the text. In other words, this strategy can improve the students' reading comprehension.

Based on the theories above, it can be inferred that 3H (Here, Hidden, In My Head) Strategy is a teaching strategy for teaching reading comprehension in which the students can answer question explicitly, implicitly or based on students knowledge from a text. This strategy can be used for teaching reading.

b. Procedure of Using 3H (Here, Hidden, In My Head) Strategy

3H (Here, Hidden, In My Head) Strategy has many steps to be done for making this strategy easier. According to westwood, the procedure of using 3H (Here, Hidden, In my Head) strategy in teaching reading involves the following steps:

1. Teacher demonstration and ‘thinking aloud’ while applying the first step in the strategy (locating information *here* on the page).
2. Children practise applying this step, with feedback from the teacher.
3. Teacher demonstration and ‘thinking aloud’ for the second step (*hidden* information).
4. Children practise 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. Children practice step 1, step 2 and step 3 with guidance and feedback.
7. Strategy is used extensively on a variety of text types.
8. Teacher provides prompts and cues in the beginning but these are slowly withdrawn as children gain confidence and control of the strategy.³⁸

Moreover, Implementation or procedure 3H (Here, Hidden, In my Head) involves the following steps:

1. The teacher demonstrates the process comprehension level of question and answering.

³⁸ Peter Westwood, *Op.Cit*, p.61

2. The teacher directly teaches the first mnemonic cue (here), and uses think aloud strategies to find the answer.
3. The teacher supports the students in guided practice of the first mnemonic cue.
4. The teacher similarly models and guides the students through practice of the hidden mnemonic, and sets some independent work on easy text on both the here and the hidden strategies, and has students frame their own here and hidden questions.
5. The teacher adds the (in my head) strategy in the same manner. The pace and degree of support will depend on the response of the students to learning this strategy.
6. Once taught, the 3H strategy is used by the students on a variety of text types. The teacher at first reminds students to use the strategy but lessens the prompt as the students begin to use it automatically.³⁹

The researcher used procedure 3H strategy in learning process by needed in the class. Here is the procedure of teaching reading through 3H (Here, Hidden, In My Head) Strategy, they are :

1. The teacher check attendance list of the students
2. The teacher gives introduction a topic or brainstorming lesson to the students
3. The teacher explanation about text descriptive
4. The teacher distribute text to the students. Then, students read of the text

³⁹ New South Wales and Department of Education and Training, *Programming and Strategies Handbook : Assisting Year 3 and 5 Students Who Need Additional Support In Literacy* (Sydney : Dept. Of Education and Training, 2000), p.166

5. Then, teacher explanation about how to find the answer for question explicitly, implicitly and based on students knowledge from the text
6. After that, Teacher poses a question related to the text. Teacher asks question to the students by 3H Strategy (Here, Hidden, In my Head). Then develop the set question for the students use 3H Strategy (Here, Hidden, In my Head) to support thinking aloud model. Thinking aloud is model for knowing information after reading with students say aloud answer.
7. Teacher asks a question to the students using cue 3H Strategy :
 1. Here : The teacher asks the students based on the content of the text.
 2. Hidden : The teacher asks the students from information inferred in the text. It is found by joining together information from two or more places in the text.
 3. In My Head : The teacher asks question where the answers cannot be found in the text because teacher are asking for the students opinion about how idea or thoughts
8. After that, teacher give exercise for students
9. The students make summary after study about the lesson
10. The teacher is close of the metting

Based on the explanation above, the procedure 3H (Here, Hidden, In My Head) Strategy can be used by teacher. 3H (Here, Hidden, In My Head) Strategy easy to be applied in classroom. This strategy can help improving students' reading comprehension.

c. Advantages of Using 3H (Here, Hidden, In My Head) Strategy

3H (Here, Hidden, In My Head) Strategy has advantages in teaching learning process. This strategy gives advantages in reading comprehension. According to Anggreni, Wijaya and Husin's journal, the advantage of Here Hidden in my Head Strategy :

1. 3H strategy helps students to gain a better understanding about the explicit and implicit ideas contained in the text through different comprehension levels.
2. 3H strategy helps students to understand some types of the question and find the locations of the answer.
3. Students can become more skillful in figuring out the answer in the text or creating the answer by their own.
4. This strategy can lead students to get a better result in a reading test and certainly have a better reading comprehension.⁴⁰

Based on the explanation above, advantage of 3H (Here Hidden in my Head) Strategy are improving reading comprehension for students and students can answer the question.

d. Disdvantages of Using 3H (Here, Hidden, In My Head) Strategy

3H (Here, Hidden, In My Head) Strategy has disadvantages in teaching learning reading comprehension. According to Septarini's journal, the disadvantage of Here Hidden in my Head Strategy :

⁴⁰ Nina angreni, Bambang Wijaya, Syarif Husin, *Op.Cit*, p.4

1. Sometimes the students are curious with the 3H strategy, they do not pay attention on their taks
2. Sometimes the students are noisy⁴¹

Based on the explanation above, disadvantage of 3H (Here Hidden in my Head) Strategy students do not pay attention on their taks.

7. Concept of Skimming and Scanning Strategy

a. Definition of Skimming and Scanning Strategy

Teaching reading has many strategy. According to Brown, two most valuable reading strategies for learners are skimming and scanning.⁴² It means that Sikimming and Scanning is one of strategy in reading. Particular skimming and scanning strategy is needed not only to overcome students difficulties, but also to improve reading comprehension. Thus, students can increase knowledge by skimming and scanning strategy.

Furthermore, According to Brown, skimming is consist of quickly running one's eyes across a whole text for its gift.⁴³ Skimming is a strategy of rapidly moving the eyes over the text with the purpose of getting only the main ideas and the general overview

⁴¹ Brigitta Septarini Rahmasari, *How to Use 3H (here, hidden, in my head) in teaching reading of narative text* (International Seminar on Education, Ponorogo,2016), p.158

⁴² H.Doughlas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy 2nd Ed* (New York : Longman, 2001), p. 308

⁴³ *Ibid,*

of the content.⁴⁴ It means that It is mostly used to quickly identify the main ideas of a text, when people have lots of material to read in limit amount of time or skim when they are want to answer the question based on a text.

According to Brown, Scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning.⁴⁵ Scanning is simply means searching with a purpose reading the text quickly to find specific information.⁴⁶ It means that searches for keywords or ideas in a written text information such as name, date, place, or some particular content without reading the entire article. Readers may also scan a text looking for picture clues that may help them to identify any unknown words.

Based on the explanation above, skimming and scanning strategy is an effective teaching strategy way for students to develop reading. This teaching strategy could be used by students comprehension a text.

b. Procedure of Skimming and Scanning Strategy

Skimming and Scanning Strategy used by the English teacher to teach the students in reading. The Implementation scanning strategy :

1. Use a suitable text to teach what skimming is and its purpose strategy

⁴⁴ Reysha Kusuma Tamsi, Fauriz Zuhri, and Esti Kurniasih, *The Implementation of Skimming and Scanning Strategies in Teaching Reading Narrative Text*, Ejournal Unesa, Vol 01, (Surabaya : 2013) p.3

⁴⁵ H.Doughlas Brown, *Op.Cit*, p.308

⁴⁶ Reysha Kusuma Tamsi, Fauriz Zuhri, and Esti Kurniasih, *Op.Cit*, p.3

2. The students practise using other similar texts.
3. Use a suitable text to teach what scanning
4. The students practise scanning by using paragraphs exposed on an overhead projector for a short period; students are asked to locate specific information.
5. Provide questions for students to classify into those best answered by skimming and those best answered by scanning.⁴⁷

Furthermore, there are steps in applying skimming and scanning strategy, those are:

1. Read the title.
2. Read the introduction of lead paragraph.
3. Read the first paragraph completely.
4. Read the first sentence of each remaining paragraph.
5. Dip into the text to looking for clue words, proper noun, unusual words, enumeration, qualifying adjective, typhographical cues.
6. Read the final paragraph completely.

Then, there are several steps to maximize the use of scanning system on reading comprehension:

1. Keep in mind at all the time what is you are searching for.
2. Anticipate in what form the information is likely to appear numbers, proper nouns, etc.

⁴⁷ New South Wales and Department of Education and Training, *Programming and Strategies Handbook : Assisting Year 3 and 5 Students Who Need Additional Support In Literacy* (Sydney : Dept. Of Education and Training, 2000), p.153

3. Analyze the organization of the content before starting to scan. If the material is familiar or fairly brief, we may be able to scan the entire article in a single search. But if the material is long or difficult, it may be necessary to determine which part of the article to scan.

4. Let your eyes run rapidly over several lines of print at a time.

5. Read the entire sentence when you find the sentence that has the information you seek.⁴⁸

Based on the explanation above, the implementation of skimming and scanning strategy is constructed by researchers in the learning process in the classroom. There are :

1. The teacher checks the attendance list of the students
2. The teacher gives an introduction to a topic or brainstroming lesson to the students
3. The teacher explains about the text descriptively
4. The teacher distributes text to the students
5. The students read completely the text, students look for clue words to know the main idea
6. Then, provide questions for students to classify the best answer by skimming
7. The students read the text, students rapidly read the text. Then, students find information
8. Then, provide questions for students to classify the best answer by skimming
9. The students make a summary after studying about the lesson
10. The teacher is close to the meeting

⁴⁸ Reysa Kusuma Tamsi, Fauriz Zuhri, and Esti Kurniasih, *Op.Cit*, p.3

Based on the explanation above, the implementation of skimming and scanning strategy is developing reading comprehension when students read of the text until they understand and get information. Thus, the students can answer questions about the text and can increase knowledge. The teacher can use scanning strategy for teaching reading.

B. Frame of Thinking

English is a foreign language in Indonesia. English has four skills. Reading is one of the important skills for students. The teacher should be able to choose suitable material and has a good strategy to teach English to be more interesting in the class. In the learning process, it is not only focus on the material but also the teacher should choose the appropriate strategy to teach the students in the class. The teacher makes the students are interested and give their attention to follow learning process, especially in reading to comprehend a text or the material.

Reading will give readers an understanding and information. In reality, students are difficult to comprehend English text. It happens because students do not master many vocabularies, so they do not have motivation to learn reading. In this case, the researcher gives an alternative by using 3H (Here, Hidden, In My Head) Strategy. 3H (Here, Hidden, In My Head) Strategy is a strategy for teaching reading to motivate and make the students are easier in reading activity. Strategy not only can help the students to be more active in reading activity but also make the students to

comprehend reading text. In other words by 3H (Here, Hidden, In My Head) the students can understand about the text to get more information in reading comprehension. In this case, the researcher will use 3 H (Here, Hidden, In My Head) in teaching reading comprehension, especially on descriptive text.

C. Hypothesis

Based on the theories and assumption above, the researcher formulates the hypothesis as follows:

H_a : There is significant influence of 3H (here, hidden, in my head) towards students' reading comprehension on descriptive text at the second semester of the seventh grade of SMP Negeri 1 Jatiagung 2015/2016 academic year

H_0 : There is no significant influence of 3H (here, hidden, in my head) towards students' reading comprehension on descriptive text at the second semester of the seventh grade of SMP Negeri 1 Jatiagung 2015/2016 academic year

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research used experimental design. In conducting the research applied quasi-experimental. Creswell states that we can apply the pre- and posttest design approach to a quasi-experimental design. The researcher assigns intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups.¹ It means that, this research did not make new classes for experimental. Then, the researcher just chose two classes for control and experimental class. Before applying that treatment, the researcher gave pretest and posttest to the students. The quasi-experimental design can be presented as follows:

Table 2
Pre and Posttest Design

Control Group	Pre-test	No Treatment	Posttest
Experimental Group	Pre-test	Experimental Treatment	Posttest

The researcher used two classes as sample in this research. Control class was taught by using skimming and scanning strategy and experimental class was taught by using 3H (Here, Hidden In My Head) Strategy. This research found the result and influence

¹ John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research 4th Ed* (Boston : Pearson Education, 2012), p.310

of using 3H (Here, Hidden In My Head) Strategy towards students' reading comprehension.

B. Variable Of The Research

In this research, there are two variables investigated, they are as follow:

1. The independent variable is the use of the 3H (Here, Hidden In My Head) Strategy (X)
2. Dependent variable is students' reading comprehension on descriptive text (Y)

C. The Operational Definition of Variables

The Operational Definition of Variables are as follow :

1. 3H (Here, Hidden, In My Head) Strategy is a teaching strategy for teaching reading comprehension in which the students can answer question implicitly, explicitly or based on students knowledge from a text (X)
2. Students' reading comprehension on descriptive text is understanding detail information in the descriptive text by considering about eight specifications of reading comprehension includes main idea, phrases in content, inference (implied detail), grammatical feature, details (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting idea, and vocabulary content. (Y)

D. Population, Sample and Sampling Technique

1. Population

According to Creswell, A population is a group of individuals who have the same characteristic.² Population of the research was the entire student at the seventh grade of SMP Negeri 1 Jatiagung, South Lampung which consisted of 183 students that were divided into six classes. The total number of the students at the seventh grade of SMP Negeri 1 Jatiagung South Lampung at the second semester in 2015/2016 academic year can be seen the table below :

Table 3
The Total Number of the Students at the seventh Grade of SMP Negeri 1 Jatiagung South Lampung in 2015/2016

No	Class	Gender		Number of Student
		Male	Female	
1	VII A	14	18	32
2	VII B	13	19	32
3	VII C	15	17	32
4	VII D	13	17	30
5	VII E	13	18	31
6	VII F	10	16	26
Total		78	105	183

2. Sample

According to Creswell, sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.³ It means that sample is subgroup of the population which is chosen for

² *Ibid*, p.142

³ John W. Creswell, *Loc.Cit*

representing of the target population. In this research, the researcher got VII E as the experimental class that consisted of 31 students and VII D as the control class consisted of 30 students. Thus, the total number of the sample was 61 students.

3. Sampling Technique

According to Creswell, multistage cluster sampling, the researcher chooses a sample in two or more stages because either the researchers cannot easily identify the population or the population is extremely large.⁴ It means that researcher chose two classes as sample of the research. There were two classes where one class as control class and one class as experimental class. The procedures to take the sample are :

- a. First, the name of each class was written in small pieces of paper.
- b. Then, these pieces of paper were rolled and put into a box.
- c. After that, the box was shaken until one of the rolled-paper out of the box. It was done twice since the sample consisted of two classes.
- d. And then, the researcher took two pieces of the rolled-paper. The first class was as experimental class and the second class was as control class.

Thus, the sample was taken by using multistage cluster sampling technique and the researcher got VII E as the experimental class and VII D as the control class.

⁴ *Ibid*, p.145

E. Data Collecting Technique

In this research, the researcher used objective test. The test were pretest and posttest.

1. Pretest

According to Creswell, pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment.⁵ It means that pretest is to know the result of the students before treatment is done in the class. The researcher got pretest result in form multiple choice for control and experimental class. The test consisted of 20 items.

2. Posttest

According to Creswell, A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.⁶ It means that posttest is to know the influence after treatment is done in the class. The researcher gave the students same test. That was multiple choice. The test consisted of 20 items. Posttest was given for control and experiment class.

F. Research Instrument

This research used multiple choice question as a tool for testing in order to know students' reading comprehension on descriptive text. The test content 40 items with

⁵ *Ibid*, p.297

⁶ John W. Creswell, *Loc.Cit*

four alternative options. The test is aim to measure students' reading comprehension on descriptive text. In measuring the students' reading comprehension, the test used language assessment theory. Some specifications commonly used in measuring reading comprehension.

1. Main idea (topic)
2. Expression / phrases in content
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not writted (unstated details)
7. Supporting idea
8. Vocabulary content⁷

The specification pretest and posttest items before validity test were as follow :

⁷ H. Douglas Brown, *Language Assessment Principles and classroom Practices* (San Fransisco : Longman, 2003), p.206

Table 4
The Specification of Pre-test before Try-out

No	Aspect	Indicator	Item Number		Totally
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage or kind of the text	2,22,26	11,19,37	6
2	Phrases in content	Students can paraphrase sentence	4,38	7,39	4
3	Inference (implied detail)	Students can find information inferred in the passage	10,36	3,15,33	5
4	Grammatical feature	Students know characterize the grammar text	6,12,18	21	4
5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit	8,28	23,25,31,27	6
6	Excluding fact not writted (Unstated details)	Students can find unstated fact in passage	34,14,24	5,29,32	6
7	Supporting idea	Students can find fact to support main idea in the passage	16,20	1,35	4
8	Vocabulary content	Students know means each word	30,40	9,13,17	5
Totally			40		

Based on the table, the main idea consists of 6 numbers. They are number 2, 11, 19, 22, 26, and 37. The phrases in context consist of 4. They are 4, 7, 38, and 39. The inference consists of 5 numbers. They are number 3, 10, 15, 33, and 36. The grammatical features consists of 4 numbers. They are number 6, 12, 18, and 21. The

detail consists of 6 numbers. They are number 8, 23, 25, 27, 28 and 31. The excluding facts not written consists of 6 numbers. They are number 5, 14, 24, 29, 32, and 39. The supporting idea consists of 4 numbers. They are number 1, 16, 20 and 35. The vocabulary in context consists of 5 numbers. They are number 9,13, 17, 30 and 40. So, the total number is 40.

Table 5
The Specification of Pre-test after Try-out

No	Aspect	Indicator	Item Number		Totally
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage or kind of the text	10,20	13	3
2	Phrases in content	Students can paraphrase sentence	2	19,15	3
3	Inference (implied detail)	Students can find information inferred in the passage	8,16	5	3
4	Grammatical feature	Students know characterize the grammar	4	7	2
5	Detail (scanning for a specifically stated detail)	Students understand specifically state detail or explicit	6	11	2
6	Excluding fact not writted (Unstated details)	Students can find unstated fact in passage	12	3	2
7	Supporting idea	Students can find fact to support main idea in the passage	18	1,9	3
8	Vocabulary content	Students know means each word	14	17	2
Totally			20		

Based on the table, the main idea consists of 3 numbers. They are number 10, 13, and 20. The phrases in context consist of 3. They are 2, 19, and 15. The inference consists of 3 numbers. They are number 8, 16 and 5. The grammatical features consists of 2 numbers. They are number 4 and 7. The detail consists of 2 numbers. They are number 6 and 11. The excluding facts not written consists of 2 numbers. They are number 3 and 12. The supporting idea consists of 3 numbers. They are number 1, 9 and 18. The vocabulary in context consists of 2 numbers. They are number 13 and 17. So, the total number is 20.

Table 6
The Specification of Posttest before Try-out

No	Aspect	Indicator	Item Number		Totally
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage or kind of the text	10,26,34	15,21,37	6
2	Phrases in content	Students can paraphrase sentence	8,16,20	13,27	5
3	Inference (implied detail)	Students can find information inferred in the passage	28,12	25,35	4
4	Grammatical feature	Students know characterize the grammar	22,30,38	5,7,33	6
5	Detail (scanning for a specifically stated detail)	Students understand specifically state detail or explicit	18,32	1,7,9	5
6	Excluding fact not writted (Unstated details)	Students can find unstated fact in pessage	2,24	11,19,39	5
7	Supporting idea	Students can find fact to support main idea in the passage	6,14,40	23,31	5
8	Vocabulary content	Students know means each word	4,36	3,29	4
Totally			40		

Based on the table, the main idea consists of 6 numbers. They are number 10, 15, 21, 26, 34, and 37. The phrases in context consist of 5. They are 8, 13, 16, 20, and 27. The inference consists of 4 numbers. They are number 12, 25, 28 and 35. The grammatical features consists of 6 numbers. They are number 5, 17, 22, 30, 33 and

38. The detail consists of 5 numbers. They are number 1, 7, 9, 18 and 32. The excluding facts not written consists of 5 numbers. They are number 2, 11, 19, 24, and 39. The supporting idea consists of 5 numbers. They are number 6, 14, 23, 31, and 40. The vocabulary in context consists of 4 numbers. They are number 3, 4, 29, and 36. So, the total number is 40.

Table 7
The Specification of Posttest after Try-out

No	Aspect	Indicator	Item Number		Totally
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage or kind of the text	4,8	17,9	4
2	Phrases in content	Students can paraphrase sentence	12	5,7	3
3	Inference (implied detail)	Students can find information inferred in the passage	6	13,18	3
4	Grammatical feature	Students know characterize the grammar	2	15	2
5	Detail (scanning for a specifically stated detail)	Students understand specifically state detail or explicit	16	1	2
6	Excluding fact not written (Unstated details)	Students can find unstated fact in passage	10	19	2
7	Supporting idea	Students can find fact to support main idea in the passage	20	11	2
8	Vocabulary content	Students know means each word	14	3	2
Totally			20		

Based on the table, the main idea consists of 4 numbers. They are number 4, 8, 9 and 17. The phrases in context consist of 3. They are 5,7 and 12. The inference consists of 3 numbers. They are number 6, 13 and 18. The grammatical features consists of 2 numbers. They are number 2 and 15. The detail consists of 2 numbers. They are number 1, and 16. The excluding facts not written consists of 2 numbers. They are number 10 and 19. The supporting idea consists of 2 numbers. They are number 20 and 11. The vocabulary in context consists of 2 numbers. They are number 3 and 14. So, the total number is 20.

G. Research Procedure

There are three steps will be done in conducting this research. They are :

a. Planning

1. Determining The Subject of The Research

The subject of the research was the students at the second semester of the seventh grade at SMP Negeri 1 Jatiagung

2. Preparing try-out

The researcher prepared a kind of test (called try-out test) that was given to the students. The researcher prepared try-out test for pre-test and post-test. Then the researcher evaluated the test items that tested in pre-test and post-test.

3. Preparing pre-test

The researcher prepared pre-test given to the students. The pre-test given was based on the questions selected in the try out.

4. Determining the material to be taught

The researcher determined the material to be taught to the students that was reading comprehension of descriptive text.

5. Preparing post-test

The researcher prepared a kind of test (called post-test) given to the students. By giving post-test, the researcher knew the students' improvement in their reading comprehension English text or not.

b. Application

After made the palnning, the researcher tried to apply the research. The steps were as follows:

1. In first meeting, the researcher gave try out test.

This test was multiple choice that consisted of 40 items with four options a, b, c, and d. The test distributed in seventh grade.

2. In second meeting, the researcher gave items after being determined by validity and reliability analysis of try out. It means that only valid and reliable test items used in the pre test.

3. In Last meeting, the researcher gave post test with test items after being determined by validity and reliable.

c. Reporting

The last step that should be done in the research procedure was reporting.

There were as follow:

1. Analyzing data received from try-out test.
2. Analyzing data received from pre-test and post test.
3. Making report on the finding.

H. Scoring System

The scoring research that used was formula from arikunto⁸:

$$S = \frac{R}{n} \times 100$$

Notes :

S : Score

R : Totally answer right

n : Totally item

I. Validity and Reliability

This some criteria test validity and reliability.

1. Validity of Test

Arikunto states that a test is valid if it measures what it purpose to measure.⁹ It means that valid is to know the result of test is good, the researcher will measure test. This research used content validity, construct validity and internal validity.

⁸ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta : Bumiaksara, 2012), p.272

a. Content Validity

According to Creswell, content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.¹⁰ It means that instrument of the test has to appropriate from subject learning and content in skill learning. Test should appropriate with learning material. Then, materials was taught and curriculum for the seventh grade of junior high school.

The researcher made the instrument related to descriptive text. To know whether the test have a good validity or not, the items of the test to the expert. In this case, the researcher consulted to the English teacher of SMP Negeri 1 Jatiagung, South Lampung, Yuliana, S.Pd., to make sure the instruments were valid. Based on the result of validity sheet, the materials had been taught and related to the curriculum of 2006. The purpose of the learning had been related to indicator. Based on this situation, the teacher said that the test was valid.

b. Construct Validity

According to Creswell, construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument.¹¹ It means that construct validity is determining kind of test based on the theoretical which measure reading

⁹ *Ibid*, p.80

¹⁰ John W. Creswell, *Op.Cit*, p.618

¹¹ *Ibid*, p.618

comprehension. This research made a reading test that can measure students' reading comprehension. The assessment used eight specification reading comprehension adapted from Brown. To make sure, the researcher consulted the instrument to the English teacher of SMP Negeri 1 Jatiagung, South Lampung.

The researcher consulted the test to an English teacher named Yuliana, S.Pd. In consulting the test, the researcher wanted to see whether the specification reading comprehension and items number had been fixed. After the researcher consulted the test with the English teacher, she said that the reading test material was suitable for the students' level.

c. Internal Validity

According to Creswell, internal validity, which relates to the validity of inferences drawn about the cause and effect relationship between the independent and dependent variables.¹² It means that to know score the best result of each items correlated with the score about the totality of the test result. This research used ANATES Version 4 program to know validity of the which consist of 40 items multiple choice.

In the first step of pre-test try out, there were 20 items considered invalid. They were the items number 2,3,8,9,11,13,14,17,18,20, 21,22,24,25,27,28,31,33,34 and

¹² *Ibid*, p.303

35. After that, valid items in pretest try out were 20 items. They were the items number 1,4,5,6,7,10,12,15,16,19,23, 26,29,30,32,36,37,38,39 and 40.

In the second step of posttest try out, there were 20 items considered invalid. They were the items number 2,4,5,6,7,8,9,12,13,14,16,18, 20,22,24,25,26,31,33,36,37 and 38. After that, valid items in pretest try out were 20 items. They were the items number 1,3,4,8,10,11,15,17,19,21,23, 27,28,29,30,32,34,35,39 and 40.

2. Reliability of Test

According to Creswell, Reliability means that scores from an instrument are stable and consistent.¹³ Reliability refers to consistency of the test. The researcher used ANATES Version 4 program. ANATES can help analysis of item quickly, easy and accurately. ANATES is necessary in the research to assess the good instrument or not.

The criteria of reliability test are :

0.800-1.000 = Very high reliability

0.600-0.800 = High reliability

0.400-0.600 = Medium reliability

0.200-0.400 = Low reliability

0.00-0.200 = Very low reliability¹⁴

¹³ John W. Creswell, *Op.Cit*, p.159

¹⁴ Suhairmi Arikunto, *Op.Cit*, p.89

From the criteria of reliability above, it can be drawn a conclusion that the result of reliability for pre-test has a medium reliability since it amounts to 0,59 and the result of reliability for post-test has a high reliability because it amounts to 0,76. It means that reliability of the test in the research are reliable.

J. Data Analysis

1. Normality test

To analyze the data, the researcher needs to test the data distribution, whether it is normal or not. The researcher needs to know whether the data are normally distributed or not so that the researcher could decide what type of test that would be used to test the hypothesis of the research later. The researcher was test normality of test by using SPSS (Statistical Package for the Social Sciences) of version 16. In this case, this research used Shapiro-Wilk formulation in SPSS (Statistical Package for the Social Sciences) of version 16. Shapiro-Wilk statistic is calculated when the weighted sample size lies between 3 and 50.¹⁵ The Shapiro-Wilk Test is more appropriate for small sample sizes (< 50 samples), but can also handle sample sizes as large as 2000.¹⁶ It means that this research had least 60 sample. Thus, the researcher used Shapiro-Wilk.

¹⁵ *SPSS Base 16.0 User's Guide*, Chicago : SPSS Inc, 2007, p. 263

¹⁶ Shapiro Wilk Test, <https://statistics.laerd.com/spss-tutorials/testing-for-normality-using-spss-statistics.php>, accessed on May, 10th on May, 2016

The hypotheses formulas are :

H_0 : The data have normal distribution.

H_a : The data do not have normal distribution

The test criteria :

H_0 is accepted if $\text{sig} > = 0,05$

H_a is accepted if $\text{sig} < = 0,05$

2. Homogeneity Test

Before administering the data into t-test, it is necessary to be certain that the data are homogeneous or not. The researcher used Levene's in SPSS (Statistical Package for the Social Sciences) of version 16

The hypotheses for the homogeneity test are:

H_0 = The variance of the data is homogeneous

H_a = The variance of the data is not homogeneous

The test criteria :

H_0 is accepted if $\text{sig} > = 0,05$

H_a is accepted if $\text{sig} < = 0,05$

K. The Hypothesis Test

In this research, the researcher will use the Independent sample T-test. The researcher used SPSS (Statistical Package for the Social Sciences) of version 16.

The hypothesis are :

H_a : there is a significant influence of using 3H (Here, Hidden In My Head) Strategy towards students' reading comprehension on descriptive text

H_0 : there is no a significant influence of using 3H (Here, Hidden In My Head) Strategy towards students' reading comprehension on descriptive text

Where criteria of hypothesis are :

H_0 is refused, if the score of $t_{\text{observed}} < t_{\text{critical}}$, in other words H_a is administered

H_a is accepted, if the score of $t_{\text{observed}} > t_{\text{critical}}$,

CHAPTER IV RESULT AND DISCUSSION

A. Situation of SMP Negeri 1 Jatiagung South Lampung

SMP Negeri 1 Jatiagung South Lampung is located on Jl. Merapi Ds. Jatimulyo Kec. JatiagungLampung Selatan. This school was established in 1994 by the Ministry of National Education. For conducting teaching learning procces, SMP Negeri 1 Jatiagung South Lampung has used its own buildings. The activities of teaching learning procces are done in the afternoon.

This School had been led by the headmaster below :

**Table 8
Number of Headmaster at SMP Negeri 1 Jatiagung South Lampung
in 2015/2016**

No	Year	Name
1	1994-1996	Drs. Nandar Lasono
2	1996-1997	Drs. Sarwaji
3	!997-1999	Dra. Hendarwati
4	2000-2004	Drs. Hardiono
5	2004-2011	Mulyadi S.Pd
6	2010-2013	Muji Raharjo S.Pd
7	2013-sekarang	Dra. Rd. Emi Sulasmi M.Pd

Teaching learning activity in SMP Negeri 1 Jatiagung the morning starts at 07:30a.m until 13:40p.m except Friday until 11:00 a.m. The number teachers and staffs in SMP Negeri 1 Jatiagung in the academic year of 2015/2016 are 43 divided into 35 teachers (include headmaster and co-headmaster) and 8 staffs that can be identified as follows:

Table 9
Number of Teachers and Staffs at SMP Negeri 1 Jatiagung in 2015/2016

No	Teacher's Subject / Staff	Total
1	Indonesian Language	3
2	Lampung Language	2
3	English	4
4	PAI	2
5	Mathematic	3
6	Civic Education	2
7	Natural Science	5
8	Social Science	6
9	Seni Budaya	1
10	Penjaskes	1
11	TIK	1
12	Agama Kristen	1
13	Bk	4
14	Staff / TU	8
Total		43

Note. Headmaster : Dra. Rd. Emi Sulasmi, M.Pd

Co- Headmaster : Tri Suyono, S.Pd (Waka Kurikulum)

Sudira Prayitna, S.Pd (Waka Kesiswaan)

Lead of Lab : Dra.Susi Rohdiarti, S.Pd

Lead of Library : Nur Rohim, S.Pd

This school has 16 classes consisted of six classes of student in seventh grade, five classes of students in eighth grade, and five classes of students in nineth grade. The total number of students are 440 students from the seventh grade to the ninth grade.

Below is the distribution of the studentsat SMP Negeri 1 Jatiagung :

Table 10
The Total Students of SMP Negeri 1 Jatiagung in 2015/2016

No	Class	Total
1	VII	183
2	VIII	135
3	IX	122
Total		440

Table 11
Infrastructural Situation of SMP Negeri 1 Jatiagung

No	Facilities	Total
1	Classrooms	16
2	Science Laboratory	1
3	Language Laboratory	1
4	Library	1
5	Computer Room	1
6	Head Master's Room	1
7	Teacher's Room	1
8	TU's Office	1
9	Mosque	1
10	Official Operator	1
11	UKS	1
12	BK	1
13	Pramuka	1
14	Toilet	5

Source: Documentation of SMP Negeri 1 Jatiagung 2015/2016.

B. The Research Procedure

The research conducted in April 2016. Before conducting the research, the researcher asked the headmaster and the English teacher for permission at the school. After getting the permission, the researcher conducted through the following steps :

1. Determining the subject of the research, namely the students at the seventh grade of SMP Negeri 1 Jatiagung 2015/ 2016 academic year.
2. Designing the test which of was the reading comprehension that consisted of 40 items for each of pre-test and post-test with four options a,b,c and d.
3. Determining the sample of research by using cluster random sampling.
4. Holding the try out test to know the reliability of the test and validity of the test (it was given to the students who were not the research sample).
5. Analyzing the data gotten in try out test.
6. Holding pre-test in order to know the students' score in reading comprehension text before they had treatment.
7. Analyzing the data gotten through pre-test
8. Giving the treatment to the sample of the research by implementing 3H (Here, Hidden, In my Head) Strategy in teaching and learning reading comprehension.
9. Holding post-test in order to know the students' score in reading comprehension after the treatments.
10. Analyzing the data gotten through post-test
11. Testing the hypothesis and making the conclusion.
12. Reporting the result of the research.

C. Description of Treatments

The research had been conducted since April of 2016. This research had been carried through six steps. They involved try out test, pre-test, three times treatments and post-test. To find out the influence of using 3H (Here, Hidden, In my Head) Strategy, the researcher identified several results, they were: The score of students before the treatment, the score of students after the treatment, the differences between students' score in pre-test and post-test and from the differences of students' atmosphere between the students who are taught by using 3H (Here, Hidden, In my Head) Strategy and those taught by scanning strategy in teaching and learning process, they were in teaching reading comprehension, especially in SMP Negeri 1 Jatiagung.

Before the test was used as an instrument to collect the data, it had been tried out to the students in tryout class. The researcher prepared 80 items as the instrument of the test, 40 items for pre-test and 40 items for post-test. From 80 test items of tryout, some items were chosen as the instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. After being try out the researcher used 20 questions for the pre test. The test given before and after the students followed the learning process was provided by the researcher. This test was given for control class and experimental class. Before the activities were conducted, the researcher determined the materials and lesson plans. The

experimental class learnt by using 3H (Here, Hidden, In my Head) Strategy, while the control class used scanning strategy.

1. Description of the first treatment

The first treatment was administrated on May 3th 2016. The students felt extremely surprised when the new teacher came. The lesson was begun by greeting and introducing herself which caused the students felt curious to know the next step of teaching learning process. After that, the learning process was started. The researcher used the learning process steps which were elaborated by westwood and brown, those are pre reading, whilst reading and post reading. (See Chapter II, Page 17)

In the pre reading activity, Students were asked by the researcher whether they were interested in reading and know how to catch details information from reading a text or not. She also asked what descriptive text was and whether they had ever read descriptive text. Before the researcher conducted further discussion, she also asked the students to mention and explain kinds of text they knew included descriptive text. Then, she told the students about descriptive text in detail.

Therefore, she taught reading comprehension for getting information from the text by 3H (Here, Hidden, In my Head) Strategy. She gave some explanation about 3H (Here, Hidden, In my Head) Strategy such as the definition and how to apply it in doing reading. The researcher used 3H (Here, Hidden, In my Head) Strategy in this study, because this strategy was intended to help the students to understand the of text.

Next, she gave descriptive text for the students. The topic of the first meeting was **“Singapore”**. The students were taught through that topic by 3H (Here, Hidden, In my Head) Strategy. It would make the students easier to understand the of the text.

After that in the whilst reading activity, the researcher started distribute of the text. Then, the researcher is reading a text and students followed reading a text. It was better than before for the students to answer question from the text. Then, students had known how to find the answer question by cues using the Here, Hidden, Head provided in the question given by the teacher. Then, teacher asked question to the students develop the set question from thinking aloud model. Think aloud model is students say aloud answer question. It was proved by the students' comprehend and activity during the reading activity. The students looked enthusiastic to join the process.

After that, in the post reading activity, the researcher asked the students to express their problem in finding answer question of the text and making summary about lesson.

After that, the teacher ended the class.

2. Description of the Second Treatment

The second treatment was administrated on May 5th 2016. It was better than the first treatment because the students felt in accustomed in teaching learning process

through 3H (Here, Hidden, In my Head) Strategy. The topic in the second meeting was “**Shahrukh Khan**”. In the pre reading activity, the the researcher also taught the students again about the topic.

After that, the researcher distribute a text in the whilst reading activity. Then, the researcher is reading a text and students followed reading a text. Then, students had known how to find the answer question by cues using the Here, Hidden, Head provided in the question given by the teacher. Then, teacher asks question to the students develop the set question from thinking aloud model. Think aloud model is students say aloud answer question. Most students is answering test reading well. When the researcher asked some questions related to of the text.

After that, in the post reading activity, the researcher asked the students to express their problem in finding answer question of the text and making summary about lesson. After that, the teacher ended the class.

3. Description of the Third Treatment

The third treatment was administrated on May 17th 2016. It was better than the second treatment because the students felt in accustomed in teaching learning process through 3H (Here, Hidden, In my Head) Strategy. The topic in the third meeting was “**Luna Maya**”. In the pre reading activity, the the researcher also taught the students again about the topic.

After that, the researcher distributed a text in the whilst reading activity. Then, the researcher was reading a text and students followed reading a text. Then, students had known how to find the answer question by cues using the Here, Hidden, Head provided in the question given by the teacher. Then, teacher asked question to the students develop the set question from thinking aloud model. Think aloud model is students say aloud answer question. Most students was answering test reading well. When the researcher asked some questions related to of the text.

After that, in the post reading activity, the researcher asked the students to express their problem in finding answer question of the text and making summary about lesson. After that, the teacher ended the class.

D. Data Analysis

1. Result of the Analysis

This research was aimed to know whether there is significant influence of Using 3H (Here, Hidden, In my Head) Strategy towards students' reading comprehension at the second semester of the seventh grade at SMP Negeri 1 Jatiagung 2015/2016 academic year. The total number of the sample was 61 students, two classes were chosen as control class and experimental class.

The instrument of this research was test. Pre-test consisted 20 multiple-choice items and post-test consisted of 20 multiple-choice items with four options. Pretest was

conducted previously on January 18th April for class VII D as the control class and on 21th April 2016 for class VII E as the experimental class. The pre-test was administrated in order to see the students' score in reading text.

After conducting the three meetings of using 3H (Here, Hidden, In my Head) the researcher gave the posttest to the sample. The post-test was conducted on May 17th, 2016 for the control class and on May 19th 2016 for experimental class.

2. Result of Pre-test

The pre-test was administered in order to know students' Reading comprehension before the treatments given. It can be seen from the pre-test score of students' reading comprehension in the experimental class and control class. After the data were analyzed, the result showed that the mean score of the pretest in the control class was 61.17. On the other side, the mean score of the experimental class was 55.65.

3. Result of Post-test

The researcher administered the post-test in order to know the students' reading comprehension after the treatments given. It can be seen from the post-test score of students' reading comprehension in the experimental class and control class. After the data were analyzed, the result showed that the mean score of the post-test in the control class was 69.33. On the other side, the mean score of the experimental class was 73.39.

4. Result of Normality Test

The researcher tested normality test after got score of the students in reading comprehension pretest and posttest of descriptive text test using SPSS Version 16.

a. The hypotheses are:

H_0 : The data have normal distribution.

H_a : The data do not have normal distribution

b. The test criteria

If the value (p) > significant (= 0,05) It means that, H_0 was accepted

If the value (p) < significant (= 0,05) It means that, H_a was accepted

Table 12
Pretest of Normality

	Kelo mpok	Kolmogorov- Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai Pretest Experi and Control	Exper imental	.170	31	.024	.959	31	.279
	Contr ol	.127	30	.200*	.934	30	.061

a. Lilliefors Significance Correction

Based on the table 12 above, the researcher compared of normality in pretest using Shapiro-Wilk. The result of normality in pretest of experimental class was 0,279 with significant 0,05. It concluded the result pretest was higher than the significant 0,05. Futhuremore, the normality in pretest of controlled was 0,061 with significant 0,05. It concluded the result pre test was higher than the significant 0,05. Therefore, the data pretest of Experimental and Controlled class was normal distribution.

Table 13
Posttest of Normality

	Kelo mpok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai Posttest experi and Control	Exper iment al	.193	31	.005	.939	31	.076
	Contr ol	.168	30	.031	.931	30	.052

a. Lilliefors Significance Correction

Based on the table 13 above, the researcher compared of normality in posttest using Shapiro-Wilk. The result of normality in posttest of experimental class was 0,076 with significant 0,05. It concluded the result pretest was higher than the significant 0,05. Futhuremore, the normality in posttest of control was 0,052 with significant 0,05. It concluded the result posttest was higher than the significant 0,05. Therefore, the data posttest of Experimental and Control class was normal distribution.

5. Result of Homogeneity Test

The researcher tested homogeneity test after she got score of student reading comprehension in experimental and control class (pretest and posttest of reading comprehension in descriptive text by using SPSS)

a. The hypotheses are:

H_0 : the variance of the data is homogeneous

H_a : the variance of the data is not homogeneous

b. The criteria of the test are as follows:

H_0 is accepted if $\text{sig} > = 0.05$

H_a is accepted if $\text{sig} < = 0.05$

Table 14
Test of Homogeneity of Variances

Nilai Pretest Experi and Control

Levene Statistic	df1	df2	Sig.
.187	1	59	.667

Based on table 14 above, the result of homogeneity test (Pretest) of experimental and control class was 0,667 higher than the significant 0.05. it means that the data was homogeny.

Table 15
Test of Homogeneity of Variances

Nilai Posttest experi and Control

Levene Statistic	df1	df2	Sig.
.303	1	59	.584

Based on table 15 above, the result of homogeneity test (posttest) of experimental and control class was 0,584 higher than the significant 0.05. it means that the data was homogeny.

6. Result of Hypothetical Test

a. The criteria of the test are as follows:

H_a is accepted if $t_{\text{observed}} > t_{\text{critical}}$

H_0 is accepted if $t_{\text{observed}} \leq t_{\text{critical}}$

Table 16
The t-test of Gained Score in The Experimental and Control Class
Group Statistics

Kelompok		N	Mean	Std. Deviation	Std. Error Mean
Gain Score	Experimental	31	17.74	7.510	1.349
	Control	30	8.17	6.363	1.162

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain Score	Equal variances assumed	.566	.455	5.364	59	.000	9.575	1.785	6.003	13.147
	Equal variances not assumed			5.379	58.000	.000	9.575	1.780	6.012	13.139

To prove that there were significant differences between the result in control and experimental class, it was important to analyze t-test based on the calculation of SPSS program conducted by the researcher. If t-test was higher than $t_{critical}$, it indicated that there were significant differences between the result of treatment in control and experimental class. Moreover, if Sig. (2-tailed) was lower than 0.05 then there were significant differences between the result of control and the experimental group. For $\alpha = 2.5\%$ (5% was divided by 2), $n = 61$ and $df = 59$, this calculation applied $t_{critical}$ that was 2.001.

Based on the Independent Samples Test result above, t-test was 5.364 and Sig. (2-tailed) was 0.000. The result of t-test (5.364) was higher than $t_{critical}$ (2.001) and Sig. (2-tailed) value 0.000 was lower than 0.05. It indicated that there were significant differences between control and experimental class in achieving the result of post-test. Null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted because $t_{observe}$ was higher than $t_{critical}$ ($t_{observe} > t_{critical}$). In conclusion, there was a significant influence of using 3H (Here, Hidden In My Head) Strategy towards students' reading comprehension on descriptive text.

c. Discussion

Based on the finding of the research, it was found that the students who were taught by using 3H (Here, Hidden, In my Head) Strategy have increased their ability in reading comprehension. It might be due to in 3H (Here, Hidden, In my Head) the

students were highly involved in reading process, since they had to explore the text and related it to their life.

Based on the result of the pre-test before 3H (Here, Hidden, In my Head) Strategy was implemented, the ability of students to comprehension the text was lower. After 3H (Here, Hidden, In my Head) Strategy was implemented, students reading comprehension was higher. After getting the treatments and post-test was conducted, it found that there was significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of control class was 61.17 and in the post-test was 69.33 while the mean of pre-test score of experimental class was 55.65 and in the post-test was 73.39. It means that the most improvement was in the experimental class.

3H (here, hidden, in my head) strategy was implemented in process teaching reading. The strategy made students interested reading lesson. Then, students were easier to comprehend English text. Students is comprehending English text by eight specification of reading comprehension. The specification of reading comprehension as main idea, inference, and detail more dominant in 3H strategy but specification phrases in content, grammatical feature, excluding fact not written, supporting idea and vocabulary can used in 3H strategy also 3H strategy improvement students reading comprehension.

There were some problem the researcher during the implementation of 3H (Here, Hidden, In my Head) on descriptive text. Firstly, most of the students were inhibited to use English in their communication. They were afraid to make mistake. Secondly, the students always consulted to dictionary to find the word that they used because, they were lack vocabulary.

In general, the teaching learning process ran well, the students cooperated well throughout third treatments. Based on the analysis of the data and the testing of hypothesis, the result of the calculation by SPSS Version 16 found that the hypothesis null (H_o) was rejected and the hypothesis alternative (H_a) was accepted. From the analysis above, we knew that the students using 3H (Here, Hidden, In my Head) in teaching descriptive text could improve students' score reading comprehension in descriptive text.

The result of the data analysis showed that the used of 3H (Here, Hidden, In my Head) Strategy in teaching reading comprehension seem to be applicable for the seventh grade of SMP Negeri 1 Jatiagung South Lampung. The strategy encouraged the students in reading comprehension is good. They are easier to comprehend English text. Then, student are enthusiastic in process teaching reading by used of 3H (Here, Hidden, In my Head) Strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out in SMP Negeri 1 Jatiagung in the academic year of 2015/2016, the researcher might draw a conclusion as follows :

There is a significant influence of using 3H (Here, Hidden, In My Head) strategy towards students' reading comprehension on descriptive text text at the second semester of the seventh grade of SMP Negeri 1 Jatiagung 2015/2016 academic year before and after being taught through 3H (Here, Hidden, In My Head) strategy as seen from the result of t-test which the show that the $t_{observe}$ (5.364) is higher than $t_{critical}$ (2.001) at the significance level 5%, it means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted.

By implementing 3H (Here, Hidden, In My Head), the students interested reading lesson. They follow the class and they become more comfortable in learning descriptive text. Since 3H (Here, Hidden, In My Head) gives them chance to be actively reading and involved with the text, so that they enjoy the class during the teaching learning process. Moreover, 3H (Here, Hidden, In My Head) could give opportunities in developing students answer question of the text. In learning descriptive text of reading, the students learnt to comprehend questions answer explicitly, implicitly or their background knowledge.

B. Suggestion

Based on the result of this research, the researcher proposed suggestions as follows:

1. For the teacher

- a. Considering the strategy, the researcher suggests the English teachers will apply 3H (Here, Hidden, In My Head) as one of the ways in teaching reading comprehension of descriptive text because it can help the students in comprehension the text easier.
- b. Considering the students' problem in reading comprehension during the treatments, the researcher suggests the English teacher to increase the percentage of reading comprehension discussion during the lesson and the test.

2. For the students

Considering the strategy, the researcher suggests the students to use 3H (Here, Hidden, In My Head) as one of the ways in doing reading comprehension. It can be used for comprehending any kind of reading texts.

3. For the researcher

In this research, the researcher used 3H (Here, Hidden, In My Head) to help students of Junior High School, especially in descriptive text. Further, researcher may conduct this strategy on different level of students, for example Junior High School. They can apply other kinds of texts, for examples, narrative, spoof, report text etc.



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