

**THE USE OF THE 3 H (HERE, HIDDEN, IN MY HEAD) STRATEGY IN
TEACHING READING COMPREHENSION TO ENGLISH
DEPARTMENT STUDENTS**

PAPER

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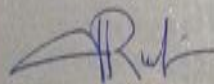
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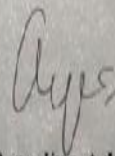
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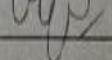
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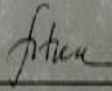
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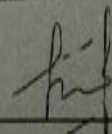
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ABSTRAK

Devi Selvia, 2016. The Use of the 3 H (Here, Hidden, in my Head) Strategy in Teaching Reading Comprehension to English Department Students. Makalah. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Makalah ini membahas tentang bagaimana penggunaan *The 3H (Here, Hidden, in the Head) strategi* dalam meningkatkan pemahaman membaca melalui kegiatan menjawab pertanyaan setelah membaca. Hal ini dilatarbelakangi oleh masalah yang dihadapi oleh mahasiswa dalam memahami bacaan dan menjawab pertanyaan yang jawabannya tersirat atau bersifat implisit. Makalah ini bertujuan untuk membantu mahasiswa mengidentifikasi tipe- tipe pertanyaan dan menemukan jawaban dari pertanyaan tersebut dengan menggunakan mnemonic *Here, Hidden, in the Head* (the 3Hs). Ada tiga tipe pertanyaannya yaitu *Here*, *Hidden*, dan *Head*. Untuk menjawab ketiga tipe pertanyaan ada pula tiga lokasinya. Untuk pertanyaan *Here* jawabannya ada di dalam teks (here). Untuk pertanyaan *Hidden*, jawabannya tersembunyi di dalam teks. Tipe pertanyaan yang terakhir adalah *Head* dimana jawabannya ada di dalam kepala mahasiswa. Mahasiswa tidak perlu membaca teks tetapi mereka harus mampu membuat jawaban dengan kalimat sendiri berdasarkan pengetahuan yang telah mereka miliki. Oleh karena itu, dengan menerapkan strategi ini diharapkan dapat membantu kesulitan mahasiswa dalam menjawab semua pertanyaan pemahaman dan meningkatkan kemampuan mahasiswa dalam menarik kesimpulan (inference skill) sehingga pemahaman mereka meningkat dan memberikan masukan kepada guru tentang strategi yang efektif untuk digunakan setelah membaca.

Key words: *Pemahaman Membaca, The 3Hs Strategi.*

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CHAPTER I

INTRODUCTION

A. Background of the problem

Learning to read is a never-ending task because there are always new goals to reach, new horizons to explore, and new interests to expand. It is an activity with purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique writer's ideas. A person may also read for enjoyment, or to enhance knowledge of the language being read. A job seeker may read in order to find information about a job vacancy. Similarly, students may read in order to expand their knowledge, or to find information to do their assignment or exercise from school. For example, the teacher gives a homework to answer some questions related to a text. Then, to do the homework they need to read the text. Thus, the readers or the students are expected to get the message or the entire meaning from the written text that they read to accomplish their need.

In education field, reading is important because some of learning materials are in written form. Moats (1999: 5) remarks that reading is the fundamental skill upon which all formal education depends. Research about learning to read shows that a child who doesn't learn the reading basics early is unlikely to learn them at all. It means that any child who doesn't learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life.

In English Department, the students study reading. Reading is one of the English courses that they should take. There are some levels of reading course

they should pass: Reading 1, Reading 2, Reading 3, Extensive Reading. The students should pass each reading course from the simple to the complex one. By passing all reading courses, the students are expected to become good readers. Good readers produce good comprehension. In order to become good readers, the students should have some characteristics of good readers, they are: purposeful, understand the purpose of the text, monitor their comprehension, and adjust their reading strategies. These cannot be happen without intervention from the teacher. It means that the teacher have important contribution in teaching and create good readers. The teacher needs to give their best teaching so that students become a good readers which produce a good comprehension.

Reading is a process of getting meaning from written text. The goal of reading is comprehension. The teacher usually provides some questions as a tool to assess students' comprehension. Comprehension is not just finding answers in a piece of text – it is an active process whereby the reader creates a version of the text in his or her mind (Snow Burns & Griffin, 1998). It means that the reader not only find the answer that directly stated in the text but also needs to find the answers that implied in the text. The students can create their own answer by using the information from the text and using their knowledge or their experience about the text.

In reading lesson, the students will learn and read various of text type. Teacher has important role in this part in order to guide the students to be a good reader and to gain better comprehension. Providing some activities after reading the text can be one of many ways to enhance students' reading comprehension

skill. For example, the teacher provides some written questions related to the text and asks students to answer it. In this activity students are expected to be able to complete the task by answering all of the questions correctly.

Answering written comprehension questions after reading a text is an important school exercise. Such comprehension exercises encourage students to focus attention on important concepts in texts and also provide one way of broadly assessing students' comprehension competence. However, most of the students have problems or difficulties in answering the questions, especially for questions that promote higher order thinking. For example, questions that begin with *how* or *why* and include modal verbs like *would*, *might*, *should*, and *could* which promote more imaginative and complex thinking, as do questions that include words like *imagine*, *decide*, *think*, *believe* and *hope*. Actually, it is caused by some problems.

The first one is English is studied by students as a foreign language. The students will face difficulties in understanding the language. The second one is the lack of inference skill in answering inferential questions that promote higher order thinking. Inference questions are questions that ask more than simple facts from the text and require the students to analyze the answer by using their knowledge or joining information from two or more places in the text. It needs skill to interpret the implied meaning from the text. For examples: *Why did the Ugly Duckling decide to leave his home? How do you think the ugly duckling felt when the dog came up to him?* The students face difficulties in answering this kind of questions because they lack of skill in inferencing or interpreting.

The last problem is they do not have strategy to answer the written questions after reading. The teacher sometimes does not teach the students about the level of the questions and how to answer them. There are some level of questions, for example literal question, inferencel question, and critical question. Students tend to have difficulty in answering the inference and critical questions. As a result, students do not know how to answer question that need inferential skill to answer it. The students finally confuse where the answers that are not stated clearly in the text can be found. Consequently, they tend to cheating on their friend's answer.

To evercome the problems above, the 3H (Here, Hidden, and in my Head) strategy can be used as a way to solve it. The 3H strategy is a strategy that is used after reading to helps students answer all of the comprehension questions. The aim of this strategy is to teach students how to find the answer by differentiating the three types of question based on the answers that are required: in the text (*Here*), the combination of the information (*Hidden*), and in the learner's head (in my *Head*). It is an appropriate strategy in teaching reading comprehension through categorize types of questions and find the answer based on the questions.

B. Limitation of the Problem

There are some strategies or techniques can be used in teaching how to answer comprehension questions in order to enhance students reading comprehension to Junior High School Students. However, the writer limits this paper on how to use 3H strategy to answering written comprehension questions.

C. Formulation of the Problem

The problem of this paper is formulated in the following question: “How do English teachers use the 3 H strategy in teaching reading comprehension to Reading 3 class of English department students?”

D. Purpose of the Paper

The purpose of this paper is to provide the information for the English teacher about 3H (Here, Hidden, and in my Head) strategy in teaching reading comprehension, especially how to answer comprehension questions after reading. It hoped that this strategy can help teacher to solve the students’ difficulties in answering questions. It also expect by using this strategy students can answer the comprehension questions more easily or minimize their mistakes so that they can get better comprehension about the text. Then, it can give an input to the teacher about an effective strategy after reading in answering comprehension that automatically enhance students’ reading comprehension.

BAB IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Comprehension is the ultimate goal of reading. It needs to be taught not just tested. In an effort to help students understand text, it is not enough for the teacher just to ask questions about the content but the teacher need to teach how to identify the questions and how to answer them. The teacher should guide the students to get the entire meaning wether it is explicit, impicit, or script implicit. The teacher can use the *3H strategy* as astrategy to enhance students' understanding about the content of the text. By providing an activity after reading like promotes some questions with different level will be a good way to develop deeper understanding. In addition, learning to categorize questions which have different level and learning how to answer them will help students in doing comprehension task in reading.

B. Suggestions

Based on the conclusion above, there are some suggestions that can be made. First, in teaching the 3Hs the teacher is suggested to give clear explanation between *Hidden* and *Head* question so that the students can differentiate them correctly. Second, the teacher needs to promote more examples about Hidden and Head question and give feedback because the students face difficulties in answering these type of questions. Next, the teacher is suggested to provide different kinds of activity not only ask students to answer the questions merely, but also ask them to label the questions as Here, Hidden, and Head and also ask them to write these three types of question. Finally, the teacher is recommended to apply this strategy in different levels of student and use more variety of text types like expository text, hortatory text, and other text that involved comprehension questions.

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