CHAPTER I

INTRODUCTION

In this chapter, the writer presents: a). background, b). problem of the study, c). objective of the study, d). significances of the study, e). hypothesis of the study, and f). criteria of testing the hypothesis.

A. Background

Language is fundamentally an instrument of communication (Clark et al, 1977, p. 7). People use language to communicate with others. But basically language not only as instrument of communication but also to share ideas, thought, opinions, and feeling. Language also is used in daily activities, without language people will be hard to have an effective communication and misunderstanding will be happening in this world.

There are many languages in the world. Some are used as international language, one of them is English. As an international language, English is used by millions people all over the world. That's why, English education has previously taught in elementary school. Beside that English is also used for many activities such as for politic, social, economy, business, and etc.

In Indonesia, English has been compulsory subject which is learned from junior high school to university level (National Education Departement No. 22, 2006, p. 10). English has been compulsory subject because most of scientific book written in English and a lot of electronic appliances such as computer, note book, printer and etc use English as a direction. In addition students must be able use English to operate it, beside that in order to get good job Indonesian government
apply English as a requirement and decide English has to teach since students still are in elementary level.

Peregoy et. al (2008, p. 117) states that English has four skills which is not separated and isolated from one another. They are listening, speaking, reading, and writing. Listening is the ability to identify and understand what others are saying. By listening the speaker hopes listener can understand what the speakers are conveying. Speaking is the way in which people express or exchange thoughts and feelings using language. Reading is the process of decoding and understanding of a writing system into the spoken words they represent and at the same time analyze or the messages of the text by paying attention to the intonation, stressing and pronunciation and the last is writing. Writing is a form of communication to deliver thought or to express feeling through written form.

One of the four skills of English is reading. According to Hughes (2007, p. 1) reading is a complex interaction between the text, the reader and the purpose for reading, which are shaped by the reader’s prior knowledge and experiences. Reading skill should be mastered by students because by reading, students will get any kind of information needed in order to help them acquire knowledge.

The reason why the writer chose reading because the writer wants to try to solve the problems in senior high school of Arinda in reading skill especially, based on the writer’s interview to the students of Senior High School Arinda Palembang, the students said that they got difficulties in identifying information of the text and they are not able to understand what they have read. While, according to schoenbach (2012, p.19), reading is not just a basic skill, reading also
as a complex process. When the students were reading complex text about complex ideas or an unfamiliar type of text it means students were working to understand it, so by reading the students can understand the content of the passage.

Based on the syllabus of KTSP in junior and senior high school, narrative text is always learned by the students in junior and senior high school, beside that narrative text also entertains and instructs the readers (Priyana, et. al, 2008, p. 82). Narrative text entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

Based on the writer’s interview to the students about the teacher’s strategy the students said that the teacher only uses one strategy when attempted to explain reading materials namely, conventional strategy. In conventional strategy, the teacher only presents a subject in the text book and asks students to read silently and then students have to answer the questions. Consequently, the reading lesson becomes monotonous and boring, students lack motivation to read, even if they read, they show negative attitudes. As a result, the students are not able to get good scores in their reading achievement.

Because of the reason above, the writer is interested in doing the research by using 3H strategy. 3H (Here, Hidden, in my Head) strategy is a strategy that is developed by Graham and Wong (1993). This strategy is one of some strategy in education. In this strategy students must be able to answer and develop answers from explicit text, implicit text, and implicit script by using their own knowledge.
Beside that, based on the thesis that was written by Angraini (2014) with the title “Teaching reading comprehension by using 3H strategy (Here, Hidden, in my Head) to the eighth grade students of SMP Negeri 2 Pontianak in academic year 2013/2014. Angraini stated that 3H strategy gave strong effect and also 3H strategy can improve students skill in reading.

From the reasons above, the writer is interested in doing a research entitled “Teaching Narrative Reading text by Using 3H (Here, Hidden, in my Head) strategy to the tenth grade students of senior high school of Arinda Palembang”

B. Problem of the study

Based on the background above, the problem of this study is:

Is there any significant difference in students’ reading achievement between those who are taught by using 3H (Here, Hidden, in my Head) strategy and GTM (grammar translation method) to the tenth grade students of senior high school of Arinda Palembang?

C. Objectives of the study

Based on the explanation above, there are some objective of this study. Firstly, reading skill should be mastered by the students because by reading students will get any kinds of information needed in order to help them acquired knowledge. And then another objective of this study is to know whether or not there is any significant difference in students’ reading achievement between those who are taught by 3H strategy and GTM (grammar translation method) to the tenth grade students of senior high school of Arinda Palembang.
D. Significances of this study

This study is expected to make the English teachers realize that reading skill is needed in order students have motivation in learning English, especially in reading. The significance of this study is hopefully contributed for the following:

1. To the teachers of English

By doing this study, the teachers of English can know that there is new strategy in teaching English. Especially, to improve method in teaching English by using 3H (Here, Hidden, in my head) strategy.

2. To the students

By doing this study, the students easier to comprehend reading, enjoy in learning and primarily the students can get motivation in learning English because of 3H (Here, Hidden, in my Head) is interesting strategy.

3. To the institution

By doing this study, the institution can get new information about one of teaching strategy of English.

4. To the writer self

By doing this study, the writer can enlarge her own knowledge and get experiences in doing research especially about teaching reading comprehension and to the other researchers by doing this study, it was became sources of the materials in conducting similar and future studies.

E. Hypothesis of the study

According to Frankel and Wallen (1990, p. 40), a hypothesis is simple put, a prediction of some sort, regarding the possible outcomes of a study. The
hypothesis of this study are proposed in the forms of the Null hypothesis (Ho) and Alternative hypothesis (Ha). The hypothesis are as follows:

Ho: There is no significant difference in students’ reading achievement between those who are taught by using 3H (Here, Hidden, in my Head) strategy and taught by using GTM (grammar translation method) to the tenth grade students of senior high school of Arinda Palembang.

Ha: There is a significant difference in students’ reading achievement between those who are taught by using 3H (Here, Hidden, in my Head) strategy and taught by using GTM (grammar translation method) to the tenth grade students of senior high school of Arinda Palembang.

F. Criteria of testing the hypothesis

The criteria that used for testing hypotheses are as follows:

1. If the p-output (sig.2-tailed) is lower than 0.05 and t-value is higher than t-table (2.000), so the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

2. If the p-output (sig.2-tailed) is higher than 0.05 and t-value is lower than t-table (2.000), so the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.