



The Application of Here, Hidden, in My Head (3H) Strategy in Teaching Reading Descriptive Text for the Seventh Grade Students of MTsN Karangmojo 2 Magetan

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ABSTRACT

Reading is one of the most important skills for students. The objectives of this study are, (1) To describe the application of Here, Hidden, In My Head in teaching descriptive text reading to seventh grade students of MTsN Karangmojo 2 Magetan. (2) To describe the advantages of Here, Hidden, In My Head in teaching descriptive text reading to seventh grade students of MTsN Karangmojo 2 Magetan. (3) To explain the weakness of Here, Hidden, In My Head in teaching descriptive text reading to seventh grade students of MTsN Karangmojo 2 Magetan. The research participants were an English teacher and 29 seventh-grade students of MTsN Karangmojo 2 Magetan. The research approach was descriptive qualitative research. To combine data. The researcher used observation, interview, and documentation techniques. The discovery learning method is a type of teaching in which students build their own knowledge by experimenting, and inferring data from the results of experiments. The researcher used three aspects of data sources, namely social situations, participants, documents and used several research instruments, namely: observation checklists, student interviews, teacher interviews, lesson plans, student interviews and photos. Data collection techniques were carried out by observation, interviews and documentation. Data analysis techniques are obtained from condensing data, displaying data, and describing and verifying conclusions. The results show that (1) the application of the Here, Hidden, and In My Head (3H) strategy in teaching reading for seventh grade students of MTsN Karangmojo 2 Magetan consisted of three steps, namely pre-activity activities, temporary activities, and post-teaching activities. (2) found advantages from the application of the Here, Hidden, and In My Head (3H) strategy in teaching reading. (3) weaknesses were found from the application of the Here, Hidden, and In My Head (3H) in teaching reading strategy for seventh grade students of MTsN Karangmojo 2 Magetan.



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1. INTRODUCTION

Reading is a skill that students must master especially in English. According to Meaghan & Mednick (2020) reading is a complex skill that depends on fundamental processes in the auditory, visual, and oral language domains. However, reading activities are usually used in daily activities. For example they read textbooks, newspapers, magazines, articles, journals etc. In other words, reading is one way to get information from the text you have read. This means that reading a reading, not only understands it verbatim but also understands the meaning of the words. Because the purpose of reading is to obtain ideas or information from the text.

In learning to read, there are still many students who cannot understand the reading text. Chawwang (2008) says that most EFL students have difficulty in reading English texts. Lack of vocabulary comprehension is one of the main problems in reading. Although EFL students are proficient in the language, they still have many problems understanding English texts.

Teaching reading is not easy because there are still many students who have difficulty in understanding the reading text. Students sometimes still have difficulty in reading texts about English lessons. According to Harmer (2007), Reading is useful for language acquisition. Students should better understand what they are reading, the

more often they read, then they will have an easier time understanding the text of the reading. This means that reading is communicative between the author and the reader. Students should try to read the English text. Then, students must combine their knowledge and the information from which they read. In addition, the purpose of reading is to train students' thinking skills in understanding or finding the content of the text that has been read. In reading, the teacher should pay attention to the topic used because the goal is to improve student achievement in school.

In addition, students can add vocabulary in reading. Because, it is easy to understand for them. There are several types of reading texts, one of which is descriptive text. According to Husna (2013) descriptive text is a text that describes a person, object and location. So that the reader or listener can interpret or describe about a person, object or location. However, there are some teachers who still have difficulty in teaching because there are students who have difficulty reading English, especially descriptive text reading.

In previous research related to this research, Rahmasari (2016) examined how to use 3H (Here, Hidden, and In My Head) in teaching narrative text reading. Research conducted uses purposive sampling to collect data with the aim that researchers can collect as much information as possible. Then data is collected in the form of words, images, and also numbers. The results of implementing this 3H strategy can help students to understand the content of the narrative text easily. This can be seen in the teaching and learning process when students can answer teacher questions about narrative texts.

In addition, improvement in the comprehension of reading skills is urgently needed. That reading comprehension is not an easy thing. McNamara (2007), explains that some difficulties readers may encounter it, and reading strategies play an important role in helping new EFL students improve their reading comprehension. This means that the reader's success in getting information or reading comprehension, they need the strategies used. Strategies can help readers to become more active and understand a reading. One strategy that can help students to improve their reading comprehension with a descriptive text called the Here, Hidden, and in My Head strategy (3H). The purpose of this strategy is to teach students to easily understand the reading text. Therefore, the authors recommend trying to use the 3H Strategy to see if it can have an effect on students' reading comprehension. The 3H strategy can help students find answers with questions that do not have to be explicitly stated in the text and often one has to think carefully and go beyond words. According to Westwood (2008) from the research conducted by Amalia & Oktawati (2022) the 3H Strategy Procedure takes several steps to implement the strategy:

- 1) The teacher asks questions related to the descriptive text.
- 2) Show how to find answers to "here" questions by searching for relevant information.
- 3) Students practice this step with teacher guidance and feedback.
- 4) The teacher demonstrates how to find answers to "hidden" questions by using information for possible answers.
- 5) Students practice applying the first and second steps with guidance and feedback from the teacher.
- 6) The teacher demonstrates how to find answers to questions "in my head" using information that is not contained in the text, for example from students' background knowledge.
- 7) Review the strategies during the following lessons and use them for different types of text.

In addition, teachers should explain strategies in reading comprehension that help students to easily understand reading. By explaining to students about reading comprehension strategies so that students can easily understand reading, students will get good grades and teachers can improve reading comprehension to students.

2. RESEARCH METHOD

The researchers use descriptive qualitative research. According to Bogdan and Biklen (2007:27) qualitative research is an inquiry method. That is, a learning method that emphasizes the process of critical and analytical thinking in finding the answer to a problem yourself. The researcher intends to use the Here, Hidden, In My Head (3H) strategy to improve the reading comprehension of MTsN Karangmojo 2 Magetan students. So, that MTsN Karangmojo 2 Magetan students are able to read the text easily to understand.

In qualitative research, the main instrument used is the researcher herself. In this research, the researcher has the role of conducting interviews, collecting data, analyzing data, and building research into a thesis that is worthy of being tested and ready by those who need this research. Observation checklist is a list of questions that are used to evaluate the performance and behavior of teachers and students in the classroom. Observation checklist helps the researcher to identify problems that exist in the class such as skill gaps, teaching strategies, class arrangement, and student learning development to be improved. An observation checklist consists of things you want to investigate. In this study, researcher made a list of observations for both participants, teachers, and students. Researchers use observation checklists during learning activities, and this can help researchers in the research process. An interview guide is a guide for researchers to reveal the subject's psychological state through purposeful question-and-answer sessions. Therefore, an interview guide must be properly written in order for researchers to obtain data that will be used for research purposes. The study requires researchers to specifically set reading goals and reading strategies to be used. This should be done effectively so that reading students can understand the content of the reading. Researchers will more easily understand students when reading English using the 3H strategy (Here, Hidden, and In My Head).

Learning speaking skills has a number of components whose discussion is directed at the aspect of teaching methods. Teachers must be able to teach speaking skills in an interesting and varied manner. The researcher has preparing material before doing the activities. There are several preparations made by the researcher: (a) Researchers observe the research location. (b) Researchers direct the research. (c) Obtaining a license from the rector of Universitas PGRI Madiun and MTsN Karangmojo 2 Magetan, where the research will be carried out. (d) Get permission from a seventh grade English teacher. (e) Researchers prepare research instruments in the observation, interview, and documentation. The researcher begins to apply the stages that have been arranged. These stages include: (a) Making interview with the teacher and the students. (b) Making observation in teaching and learning process. (c) Making documentation in teaching and learning process. (d) After that, the researcher made a conclusion and had the results of the data analysis. The researcher arranges the result of the study

3. RESULTS AND ANALYSIS

The results of the research on the use of the Here, Hidden, and In My Head (3H) Strategy in reading learning for grade VII students of MTsN Karangmojo 2 Magetan were adjusted to the formulation of research problems which include: (1) The application of the Here, Hidden, and In My Head (3H) strategy in teaching reading descriptive texts to seventh grade students of MTsN Karangmojo 2 Magetan. (2) It was found that the advantages of Here, Hidden, and In My Head (3H) strategies in teaching descriptive text reading to seventh grade students of MTsN Karangmojo 2 Magetan. (3) It was found that the disadvantages of Here, Hidden, and In My Head (3H) strategies in teaching descriptive text reading to seventh grade students of MTsN Karangmojo 2 Magetan.

Based on the results of observation data and interviews using the Here, Hidden, and In My Head (3H) strategy in learning to read descriptive text for the seventh grade of MTsN Karangmojo 2 Magetan, the discussion provides answers and explanations to the research problems that have been stated in chapter one.

Based on the results of the data collected in this chapter, it can be seen from observation, interviews and documentation of the application of the Here, Hidden, and In My Head (3H) strategy in the reading learning process for seventh grade students of MTsN Karangmojo 2 Magetan. The application is carried out with preparation and a learning process consisting of a syllabus and lesson plan. That the researcher carries out the teaching and learning process in accordance with the observation checklist, syllabus and learning plan.

In this section, the advantages of applying the Here, Hidden, and In My Head strategy in learning to read for seventh grade students of MTsN Karangmojo 2 Magetan are explained. Researchers used data from observations and interviews to find out the shortcomings and advantages of the Here, Hidden, and In My Head strategy. The first advantage found in the application of the Here, Hidden, and In My Head strategy in learning to read is that there are several students who are happy and interested in using this strategy. This is supported by interviews students "happy and quick to understand the material being taught."

In this section, the weaknesses in applying the Here, Hidden, and In My Head strategy in learning to read for seventh grade students of MTsN Karangmojo 2 Magetan are explained. The researcher uses data from observations and interviews to find out the obstacles given in the teaching and learning process. The first obstacle found in the application of the Here, Hidden, and In My Head strategy in learning to read is the short time. This is supported by interviews with students "the time given is not long because I have difficulty in vocabulary." The second obstacle found in the application of the Here, Hidden, and In My Head strategy in learning to read is difficulty in reading. This is supported by interviews with students who "have difficulty answering with complete sentences."

4. CONCLUSION

The use of the Here, Hidden, and In My Head strategy in learning to read consists of three activity steps, namely: Pre-activity, whilst activity, and post-teaching activity. In the pre-activity, the observation results showed that the teacher greeted the students giving responses and answers to the teacher's questions. Then the teacher checks the student's attendance list and asks who is not present today. The student answered and mentioned his friend's name if anyone was not present. Next, the teacher introduces himself and asks the students to prepare their stationery and pay attention to what the teacher explains. Then the teacher tries to give instructions to the students about the material that will be delivered at that time and the students answer the teacher's questions about the material to be discussed.

In whilst activity. The teacher displays a power point and explains a little meaning of the descriptive text. The teacher then asked one of the students to explain what descriptive text is. Next, the teacher explained the material by displaying a power point about descriptive text and strategies in reading learning. The material is explained in detail in front of the class such as the purpose of the text, text examples, and the application of reading strategies. Then the

teacher tells students to find answers to the questions that have been given by the teacher, aiming to make it easier for students to understand a reading text. If it has been answered, students collect the LKPD that has been given by the teacher.

In post-teaching activities, teachers review and ask for conclusions from today's material so that students better understand what has been done today. Before the teacher ends the lesson, the teacher asks again if there are any questions before closing the lesson today. Finally, the teacher closes the lesson by giving a closing greeting to the students and the students give their responses to greet the teacher. The advantages of Here, Hidden, and In My Head strategy in teaching reading Descriptive Text to seventh grade students of MTsN Karangmojo 2 Magetan a. The existence of the Here, Hidden, and In My Head (3H) strategy in learning to read provides benefits for students, namely, students feel happy and enjoy learning to read. b. Students are helped in understanding the meaning of a reading with the Here, Hidden, and In My Head (3H) strategy in learning to read. The disadvantages of Here, Hidden, and In My Head strategy in teaching reading Descriptive Text to seventh grade students of MTsN Karangmojo 2 Magetan a. Some students are unable to understand the material, due to lack of time. So that students are left behind by the material presented. b. Students have difficulty answering with complete sentences.

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