

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides general explanations of what the researcher will discuss in this research. The introductory part contains several subheadings such as background of study, delimitation of the study, research question, purpose of study, significance of study, and definition of key terms.

### **A. Background of the Study**

Reading ability Students need to master four English skills such as speaking, reading, listening, and writing. English is a foreign language and makes the process of teaching and learning students difficult, even though some students have learned English from an early age. If students want to be proficient in English, they must acquire as much English vocabulary as possible because vocabulary is one of the most important components in the English language. Reading is a skill that students must master especially in English. According to McDonough (2013) reading is the most important language skill. Reading is not only used for teaching and learning. 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.

However, reading is not as easy as students think. There are some difficulties faced by students such as understanding vocabulary and background knowledge, problems with grammar and also poor reading strategies. It makes students unable to capture information through reading. According to Nurjanah, L. R. (2018) students have various problems in doing reading comprehension test related to their level of mastery. Therefore, students often get tired of their subjects. So that students do not understand the reading and get poor grades.

That most students cannot understand reading because they still do not master vocabulary, and mastery of grammar is not correct, so sentences and reading texts are difficult to understand based on the results of research conducted by Hidayati (2018). In addition, lack of learning media or support from family, and lack of knowledge about reading comprehension strategies. That is, if we have difficulty in understanding the reading, then we cannot know the meaning contained in the reading.

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.

Therefore, researchers are interested in conducting further research on the 3H strategy (Here, Hidden, in my Head) because this strategy can teach students in reading. According to Westwood (2001), the 3H Strategy is a strategy for teaching students where answers to their questions can be

found. This strategy can help teachers to make situations in the learning process effective and students will more easily answer questions in the reading text. This strategy also helps students to develop their thinking skills, as they can learn a wide range of understandings about the source of answers to questions. Researchers hope that students can be interested and learn, especially learning to read.

## **B. Delimitation of the Study**

In order not to make general arguments, the researchers limited the scope of this study to a focused and understandable one. This research focuses on comprehension in reading. Based on the research background, researchers chose solutions to apply the Here, Hidden, and In My Head (3H) strategy in teaching descriptive texts. This research will be conducted on English subjects, especially descriptive texts in class 7B MTsN Karangmojo 2 Magetan.

## **C. Research Questions**

The research problems need to be answered in this study are formulated as follow:

1. How is the application of Here, Hidden, in My Head in teaching reading descriptive text for the Seventh Grade Students of MTsN Karangmojo 2 Magetan?
2. What are the advantages of Here, Hidden, in My Head in teaching reading descriptive text for the Seventh Grade Students of MTsN Karangmojo 2 Magetan?

3. What are disadvantages of Here, Hidden, in My Head in teaching reading descriptive text for the Seventh Grade Students of MTsN Karangmojo 2 Magetan?

#### **D. Purposes of the Study**

The researcher will conduct this research with the main purpose written below:

1. To describe the application of Here, Hidden, in My Head in teaching reading descriptive text for the seventh grade students of MTsN Karangmojo 2 Magetan.
2. To describe the advantages of Here, Hidden, in My Head in teaching reading descriptive text for the seventh grade students of MTsN Karangmojo 2 Magetan.
3. To explain the disadvantages of Here, Hidden, in My Head in teaching reading descriptive text for the seventh grade students of MTsN Karangmojo 2 Magetan.

#### **E. Significance of the Study**

The researcher really hopes that the research will be helpful, efficient and effective to teach the students in teaching and learning for component written below:

### **1. The School**

It is expected that the result of the research can be used as method of teaching learning and it can be applied well to look the good progress of those school especially for student knowledge.

### **2. The Teachers**

It is expected that the result of the research can be used point or purpose in improving student ability especially in English skill and always be rise the quality of teaching all the time that it will be used to teach the students English well.

### **3. The Students**

It is expected that the result of the research can be used as the way, technique, and motivation for students to develop knowledge in English teaching learning.

### **4. The Researcher**

It is expected that the result of the research can add knowledge and give for researcher an input observing another problem in English teaching learning to get better in the future for all of the next research.

## **F. Definition of Key Terms**

In order to clarify the key terms used in this study, some definitions are put for ward:

## **1. Reading**

Reading is the process of seeing written letters and understanding their meaning. Reading is a skill that you learn from the language you listen to and speak. When we read, we see written symbols (letters, punctuation marks, spaces) and use our brain to turn them into words and sentences that have meaning for us. We can read silently (in our heads) or read aloud - say every word we read.

## **2. Teaching Reading**

Teaching reading provides the skills to achieve student reading comprehension. The purpose of teaching reading is to train students in understanding the meaning of the written text. In teaching reading, Teachers can engage students to become active readers and provide comprehension strategies to improve their reading skills.

## **3. Here, Hidden, In My Head**

Here, Hidden and My Head Here is the answer either explicitly stated in the text, Hidden is implied in the text and can be inferred if the reader thinks carefully about some information on the page and In the Head then the information is not on the page but is already in the student's prior knowledge. In the research, here, hidden and in my head is the strategy used to teach the students where answer question and help the students to improve their reading comprehension.

#### **4. Descriptive Text**

Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers. The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes.