

CHAPTER II

REVIEW OF LITERATURE

This chapter presents about some theories related with the research. It is about the theory of reading of EFL Students, the theory of teaching reading of EFL Students, using strategy Here, Hidden, and In My Head (3H) for EFL students, teaching reading by using strategy Here, Hidden, and In My Head (3H) for EFL students, assessing reading.

A. Reading Skill of EFL Students

Reading is the activity of students reading a text and getting information from what they read. Patel and Jain (2008) argue that reading is one of the important skills to be learned. Reading is very important for EFL students, as there are many advantages of learning to read. From reading, students can get a lot of important information. In addition, students will also gain more knowledge from reading.

Reading skills is a priority for students to make it easier to get information in learning. Ismail (2017) reading skills are important for students to master in English and can also increase students' English vocabulary. By reading students will get new ideas. So that students will gain experience and can enrich their insights in English.

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.

Reading skills are important in teaching English as a foreign language. EFL experts view reading as a receptive and productive skill. In reading, students can receive and feel the content of the text, then students can comment, interact, and make suggestions. Reading becomes a complex activity because reading comprehension always provides deep understanding, the ability to infer, analyze, apply, and evaluate, Yurika (2008). EFL students need to know how to read and be able to understand texts independently.

Therefore, it is important for EFL students to apply comprehension techniques in reading texts. According to Saddhoo and Slamet (2012), good and correct reading techniques are needed to improve the comprehension of adequate reading skills for EFL students. Reading quietly and silently can focus your eyes on the writing, not move your mouth or head and not read word for word, it only increases boredom in reading. This proves that for students, especially EFL students, English reading comprehension at school is a must, not only the skills that must be mastered while studying at school, but also the needs that these students must have. Therefore, English reading comprehension is very important for EFL students.

B. Teaching Reading for EFL Students

Teachers are an important factor in the educational process of Sammons & Bakkum (2012). One that the teacher should pay attention to is that he himself is a student. This means that the teacher must learn constantly. In this way, he will enrich himself with various sciences as a provision in

carrying out his duties as a teacher and be able to demonstrate what he teaches in a didactic manner so that what is conveyed is really owned by students.

Teaching is an activity to extend learning material to students. According to Harmer (2007) teaching is not easy job, but is necessary one, and can be very rewarding when see our students' progress and know that we have helped to make it happen. Teaching reading is very important for the teacher and the students. It is an activity that involves complex skill of teacher in guiding the students to get the ideas from the reading text. Then, the teacher should know an appropriate strategy in teaching reading in order to understand the problem, it is as the way to improve the students' reading skill and make the students comprehend about the reading text.

Reading skills are a priority for many English learners, especially EFL learners. This is one of the most needed lessons in language lessons. So that EFL learners can understand reading texts easily. In teaching English as a foreign language, teachers should know what to do. Brown (2007) states that teaching is the process of helping a person to learn how to do something, guiding in learning something, imparting knowledge. This means that teaching is a process to assist learners in understanding something learned.

Therefore, Simamora and Oktaviani (2020) said that teachers play an important role in providing teaching strategies, especially teaching reading to students. Creativity and teacher strategies must be applied in the classroom while teaching reading to help students gain achievement in reading. Teachers are the use of appropriate technology in the learning process, one of the

variations that can be done by teachers. This will certainly increase interest, learning achievement, and a new atmosphere in learning English. In addition, by using the right strategy, it will be a fun activity for students.

C. Using strategy Here, Hidden, and In My Head (3H) for EFL Students

Reading is an important role for students. Pustika (2019) argues that students need to learn English so that they can read texts for their studies. Because reading has become part of daily activities and has included one of the skills that students must learn in English as a foreign language. In addition, through reading activities, students can improve their language, experience, reading their skills, and minds Ayu, Diem, & Vianty (2017). They will get information and ideas from what they read and what they need to know, Sasalia & Sari (2020). According to McDonough (2013), reading is activities that students usually study and perform in English as a foreign language. It is used to gain comprehensive understanding and ideas from the text. Reading activities can shape students to become independent learners.

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, H. Oktawati, H. (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.

Below are some procedure strategies related to Graham and Wong in Konza (2006), the 3H Strategy procedure is as follows:

1. In the classroom the teacher reads a short passage.

2. The teacher composes question three types:
 - a. Some questions are based on the actual content of sample text (here)
 - b. Some questions need to be inferred from information in the text (hidden), and
 - c. Some questions require integration of prior knowledge or application of information to new situation (in my head).
3. The teacher demonstrates the process of using each strategy, using the "Think aloud" strategy to model how each one questions are approachable.
4. Finally, students answer questions from the teacher based on information from the reading text.

Through the Here, Hidden, In My Head strategy, EFL students are expected to form a good classroom atmosphere and increase the creativity and activeness of students and teachers in the classroom. An effort to improve the process of learning to read students easily understand the content of reading texts. so that EFL is to apply 3H strategies to help students can easily answer questions from teachers using foreign languages.

D. Teaching Reading by Using Strategy 3H for EFL Students

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 Brown (2007). 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 guiding students to have reading activities to get ideas from reading texts. For language teaching, reading is

useful for languages acquisition Harmer (2007). This means that teaching reading engages students to actively understand the meaning of the text. Teaching reading to English Teachers can be the main lesson to help students how to understand English texts easily.

In this chapter, the researcher presents related studies to 3H strategy in terms of reading comprehension. The previous study states below: In 2013, Novianti Sri Rejeki who conducted quasai-experimental in teaching reading comprehension in senior high school by using 3H strategy in Narrative text. The students before being taught by using 3H strategy was categorized into enough level, and after being taught by using 3H strategy, the student categorized into good level. It can be conclude that the result showed that 3H strategy can effectively be used to enhance the students reading comprehension.

The 3H strategy has certain procedures in teaching read narrative stories or texts. Complete procedure in teaching reading by using the 3H strategy as follows:

- a) Firstly, teacher poses a question
- b) The teacher demonstrates how to located relevant information of the text.
- c) The teacher divides the students into 5 groups.
- d) The teacher asks the students to practice to find the answer to additional questions.
- e) The teacher demonstrates the Hidden strategy to predict a possible answer.
- f) The teacher asks the students to practice Here and Hidden strategy together.

- g) The teacher demonstrates the In My Head strategy.
- h) The teacher asks the students to practice to find Here, Hidden, and In My Head strategy and feedback together.(students and teacher)

In 2014, Nina Anggraini and her colleagues who conducted quasaexperimental in teaching reading comprehension in junior high school by using 3H strategy and conducted by dividing the subjects into two groups experimental and control group show that the result of their research is effective in teaching reading comprehension, there is a different significance between teaching reading comprehension by using 3H strategy and by using the conventional way of teaching. In this research, the researcher use essay to conduct the test. The result showed that the 3H strategy is effective in teaching reading comprehension.

The following is the procedure for implementing the 3H strategy in teaching reading:

- a) Teacher taught the 3H strategy to unpack what the students already know about their reading. To do so, students used their head first by asking themselves questions including before, while, and afterreading.
- b) Teacher read aloud the text to the students while the students followed along the text. Then, they underlined or noted any aspects of the contentor the vocabulary that they did not understand.
- c) Students then wrote a question that they thought the teacher would ask on the bottom of the text. Teacher distributed the questions to the student.

- d) Teacher started to train the students about the 3H strategy by involving them in a discussion about how to identify the three types of questions based on where the answer can be found. Teacher also demonstrated the use of self questioning which can be used by students to guide them in using the strategy.
- e) Teacher gave the exercises to the students by asking them to label the questions and write the answer. In accordance with it.

Westwood (2008) provides several steps in implementing this strategy, this study was conducted by Angreni, N. Bambang. W. (2014):

- a) Teacher asks question related to the text.
- b) Teacher demonstrates how to find the answer for “here” question by locating relevant information on the passage.
- c) Students practice applying this step with teachers guidance and feedback.
- d) Teacher demonstrates how to find the answer for „hidden“ question by using the information on the passage to infer or predict the possible answer.
- e) Students practice applying the first and second step with teacher’s guidance and feedback.
- f) Teacher demonstrates how to find the answer for “in my head” question by using the information which is not stated in the text or outside the text, for instance from students background knowledge.
- g) Teacher reviews the strategy over the following lessons and uses it for the variety of text types.

Based on previous research, it has similarities and differences in terms. What this has in common is that most do 3H strategies to help students improve their abilities. reading comprehension and also helps students to know the answers of some the question is whether explicit, implicit, or from their background knowledge. The difference is mostly cases of objects, subjects and topics successful reading by the students. And also what distinguishes this strategy is organizing in Vocational High Schools that prioritize practical skills then theoretical. Then, researchers were curious to use the Here, Hidden, In My Head (3H) strategy in Teaching Reading understanding focused on Seventh Grade MTsN Karangmojo 2 Magetan to find out whether this strategy is also effective or not in MTsN Karangmojo 2 Magetan.

E. Relevant Research

In the literature review, the researcher begins by reviewing previous research that has a relationship with the research conducted. Thus, the researcher gets relevant supporting, complementary and comparative references so that the writing of this thesis is more adequate.

This is intended to strengthen the literature review in the form of existing research. In addition, because the approach used in this study is qualitative that respects the various differences that exist and the perspective on certain subjects, so that even if there are similarities and differences it is natural and to be able to complement each other.

The summary of relevant research that is used as a reference related to the study of this study, can be seen in the following table:

Tabel 2.1: Previous Research

No.	Title	Research	Difference	Research Results
1	The use of 3H (Here, Hidden, In My Head) strategy to improve students reading comprehension	Oktarina, R. (2017)	The difference from the previous review of research with this study is the approach. Previous research approaches used quasi-experimental methods. Meanwhile, the researcher uses a qualitative-descriptive approach with the discovery learning method.	The result of the pretest in the experimental group showed that the mean score of the test was 58.70, the highest score was 76, and the lowest score was 46. Meanwhile, in the posttest, it was found that the mean score of the test was 75.67, the highest score was 86, and the lowest score was 63. The increase in total score of writing in the pretest and posttest was 16.97 points.
2	Here, Hidden, In My Head (3H) strategy an interactive soution to increase students reading comprehension	Amalia, M. & Delfitra, Y. (2020)	The difference from the previous review of research with this study is the approach. The previous research approach used a quasi-experimental method and used a purposive sampling technique. Meanwhile,	The results of the study show that, the mean score of understudy reading perception in the test class is 75.71 higher than the mean score of student reading comprehension in the control class is 69.54. The researcher was given 2,91 for the data T calculated and 1,68 for the Ttable. Overall, H0 was rejected, and Ha was received. In view of the findings of the

			the researcher uses a qualitative-descriptive approach and uses the discovery learning method.	research, teaching reading through the use of the 3H strategy has a positive effect on students reading understanding.
3	An analysis on the english teachers strategies in teaching reading comprehension SMP 1 Wonomulyo	Sarjan, N. & Mardiana. (2017)	The method used in the previous study was the qualitative method. And the method used in this study is the discovery learning method with a qualitative descriptive approach.	The result of the research found that two strategies that the teacher used, Scaffolding and QARs (Question Answer Relationship). Scaffolding strategy student can develop about idea which readable by the student. QARs (Question Answer Relationship), the teacher able to know how far their students understand what the teacher has given to them. And the teacher able to know how far understanding of the student doing the task after read the text that has been given and the students guided to more focus on the text and understand what the content of the text.
4	An analysis on english teacher strategies in teaching reading comprehension	Saputri, Y. A., Rizal, S. & Afriani, Z. L. (2021)	The previous research approach and this research approach are the same using a qualitative descriptive	The results of the study found that the two strategies used by the teacher, Scaffolding and QARs (Question Answers Relationship).

			approach.	<p>Scaffolding strategy students can develop ideas that can be read by students and make students confident in reading comprehension.</p> <p>QARs (Question Answer Relationship), the teacher is able to know the extent to which students understand what the teacher has given them and the limits of the students' ability to do assignments after reading the text that has been given. Thus, it can be concluded that the teacher is good enough to implement this strategy in the classroom, but was slightly hindered by its application during the Covid-19 Pandemic.</p>
5	How to Use 3H (Here, Hidden, In My Head) in Teaching Narrative Text Reading.	Rahmasari, B. S. (2016)	The previous research approach used a qualitative approach and used a side purposive method and this research approach used a qualitative descriptive approach and a discovery learning method.	This article is aimed at describing the use of 3H in teaching reading and what happens with the class when 3H strategy is applied in reading class. 3H strategy makes the students use their prior knowledge and information to answer specific questions. With 3H strategy, the process learning becomes more enjoyable and

				interesting. It is recommended for students to apply 3H strategies as their own reading strategies to get better understanding.
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F. Assessing Reading

Assessment is a method used to collect data on student research results to measure the effectiveness of the methods or techniques used in research. So to find out students' reading comprehension, teacher must conduct an assessment. Assessment activities can be used to demonstrate goals that have been achieved by students. According to Brown (2004) states that assessment is a test of a student's ability. This evaluation method is very dominant because it is only used to evaluate student performance. In other words, an assessment is required to determine the student's performance. Assessment activities can also demonstrate the effectiveness of reading comprehension for students.

Based on the National Examination of English focuses on measuring reading skills, writing skills, grammar, and vocabulary. Brown (2004) emphasizes the importance of synthesizing micro and macro skills implicit in student performance in measuring language ability. He quotes Richards as reassuring that using the concepts of micro skills and macro skills in reading classes has proven useful in determining learning objectives. And what's more, it can force test makers to carefully identify the purpose of the test.

Brown proposed seven micro skills and seven macro skills to assess reading skills.

The micro-skills are the skills ‘attending the smaller bits and chunks of language, in more of a bottom-up process,’ and the macro-skills are the skills processing the larger elements involved in a top-down approach. The micro- and macro-skills of reading are presented in the following table:

Table 2.2: Micro- and Macroskills of Reading (Brown, 2004)

Microskills	
1	Discriminate among the distinctive graphemes and orthographic patterns of English.
2	Retain chunks of language of different lengths in short-term memory.
3	Process writing at an efficient rate of speed to suit the purpose.
4	Recognize a core of words, and interpret word order patterns and their significance.
5	Recognize grammatical of word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
6	Recognize that a particular meaning may be expressed in different grammatical forms.
7	Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
Macroskills	
8	Recognize the rhetorical forms of written discourse and their significance for interpretation.
9	Recognize the communicative functions of written texts, according to form and purpose.
10	Infer context that is not explicit by using background knowledge.
11	From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
12	Distinguish between literal and implied meanings.
13	Detect culturally specific references and interpret them in a

	context of the appropriate cultural schemata.
14	Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

In teaching, teachers must have specific standards or goals that are desired to be taught to their students. Things that teachers must know to achieve their goals are that, looking at the reading comprehension of each student, the teacher must also know the students weaknesses in english reading comprehension. 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.

So it can be concluded that assessment activities can also demonstrate the effectiveness of learning reading skills for each student.