



Using Here, Hidden, and in My Head (3H) Strategy to Improve Students' Reading Comprehension of the Eleventh Grade of SMK Negeri 1 Jarai

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Abstract

This study aimed to determine the significant difference in students' reading comprehension between those taught using the Here, Hidden, and In My Head (3H) strategy and those who were not. The research population comprised 186 eleventh-grade students at SMK Negeri 1 Jarai. The sample consisted of an experimental class (n=25) and a control class (n=25), they were selected through purposive sampling. This quasi-experimental study used a reading test for data collection, analyzed using SPSS version 25. The pre-test and post-test results, along with paired and independent sample t-tests, revealed that the t-obtained value was 3.497 at a significance level of $p < 0.005$ (two-tailed) with a degree of freedom (df) = 48, exceeding the t-table critical value of 1.677. Since the t-obtained was higher than the t-table, it was concluded that the 3H strategy significantly improved students' reading comprehension. Thus, implementing the 3H strategy effectively enhances students' reading comprehension skills. Future researchers are recommended to explore the long-term effects of the 3H strategy, apply it to different educational levels, and integrate it with other instructional approaches to maximize its impact on reading comprehension.



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INTRODUCTION

Reading is a means of communication that conveys knowledge and shared ideas. Similar to other languages, it has a complex relationship between the text, the reader's prior experiences, attitudes, and the language community, all of which are situated in a cultural and social context. Reading is a fluid process that readers use to construct meaning by fusing information from a text with their own prior knowledge (Nunan, 2003). Reading takes on a significant role in the teaching-learning process because, in addition to speaking, listening, and writing, reading is a language skill that all English-speaking students must acquire. The students can learn a lot about anything by engaging in reading activities. Reading is still a challenging task for some students.

Since learning to read has so many benefits, reading is crucial for students. The students will be able to broaden their knowledge via reading. The students can learn the facts via reading. The students can also learn things through reading. According to Harmer (2007) states reading has a beneficial impact on students writing, spelling, and vocabulary skills. There are several types of reading, including intensive reading, extensive reading, reading aloud and silent reading. Reading comprehension is an essential skill for students to acquire in order to fully comprehend a material. Reading comprehension requires readers to actively contribute their attitudes, interests, expectations, skills, and past knowledge (Zulianti & Hastomo, 2022).

In general, reading comprehension is not easy or simple, especially for students. Many students still difficulties of a reading the text continues to be a challenge or obstacle for many students (Andeska et al., 2021). Although many students have good oral reading skills when reading a material, many still do not comprehend what they have read. This happens because students lack of motivated to read, lack of understanding what they're reading, have language restrictions like a limited vocabulary, can not recognize the key points in what they're reading, and can not focus (Yulistiani et al., 2020). Students get distracted while reading since a comfortable and suitable setting is necessary for maintaining strong concentration while reading.

After doing fieldwork at SMK Negeri 1 Jarai, the researchers observed that many students continued to struggle with reading comprehension, whether they were reading texts, comic books, novels, or something else entirely. The researcher said that reading comprehension is not an easy task because many students still have difficulty understanding a text, especially long or difficult the texts to make students bored. As a result, the researcher gave alternative strategy is here, hidden and in my head (3H).

According to Westwood (2001), 3H strategy is to teach students where the answers to their questions can be found. With the use of this strategy, teachers may facilitate learning so that students have an easy time responding to questions about the texts they are reading. Here is the answer either explicitly stated in the text, Hidden is implied in the text, can be inferred if the reader thinks carefully about some information on the page and it is implied in the text that

can be inferred if the reader thinks carefully about some information on the page, in my Head is not on the page but it is already in the student's prior knowledge. And then the purpose of this strategy is to teach students where answers to specific questions may be found. In teaching the 3H strategy, students are cued to use appropriate text-based or knowledge-based information to answer questions. They are also taught to use self-questioning to help focus their own attention on selecting appropriate information and to monitor their own understanding. There are some advantages of using the 3H Strategy, first: it help students improve their reading comprehension. Second: it can increase their meta-cognitive functioning related to the comprehension task. Third: students can be more directly involved in the learning process. Fourth: there can be more interaction between the teacher and her students. Fifth: students can become more independent. Sixth: learning activities can be more enjoyable.

Based on the explanation above, the researcher interested doing the research entitle: Using Here, Hidden and in my Head (3H) Strategy to Improve Students Reading Comprehension of the Eleventh Grade of SMK Negeri 1 Jarai.

RESEARCH METHODOLOGY

In this study researcher used the quasi experimental research design, where there were two groups (experimental and control group). Creswell (2014) states that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly. In this researcher, the wanted to know the effect of treatment. Two group served as the experimental group and received treatment utilizing the technique, while the other group served as the control group and received conventional method.

In this study, there were 8 classes of the eleventh grade of SMK Negeri 1 Jarai consisting of 186 students. The reseracher used purposive sampling. Fraenkel (2009) stated that purposive sampling is the from convenience sampling in that researcher use their judgment to select a sample that they think, based on their prior knowledge they have beforehand. As a result, the researcher was choosen XI TKJ 1 and XI TKJ 3 with 50 studenst as a sample because they have specific criteria, such as: same total numbers of students, same class, and same English teacher. The writer took the data by using test. Test was reading test consist of multiple choice items. And the last the data were analyzed by using paired and independence sample t test.

FINDINGS AND DISCUSSION

The findings of this study were concerned with the result test was done in experimental class. The students were given the test before and after treatment. The pre-test were given to the students before the treatment reading of explanation text. The result of pre-test and post-test as follow the table:

Table 1. Frequency, Mean and Standard Deviation of Students Reading Comprehension Based on Students Achievement (Pre-test)

Reading Comprehension	Experimental Class			Control Class		
	Mean	SD	Frequency	Mean	SD	Frequency
Very Good	-	-	-	-	-	-
Good	62,00	.000	2 (8%)	72,00	2,309	4 (16%)
Enough	53,00	4,761	4 (16%)	54,00	7,348	5 (20%)
Poor	34,32	3,902	19 (76%)	36,00	3,464	3 (12%)
Failed	-	-	-	22,15	4,793	13 (52%)
Total:			100%			100%

In table 1, the result showed there was significant difference in students reading comprehension in experimental class and control class. In pre-test experimental there were 19 students (76%) categorized poor with the mean score 34,32 because the students lack understanding and is also not serious in answering question. There were 4 students (16%) categorized enough with the mean score 53,00 because the students understand well enough, but the students still has doubts in answering the questions. There were 2 students (8%) categorized good with the mean score 62,00 because the students is serious and comprehend the question given, so the students gets a good value.

Meanwhile, in control class there were 13 students (52%) categorized failed with the mean score 22,15 because the students really does not understand the meaning of question that has been made, there were 3 (12%) categorized poor with the mean score 36,00 because students understand the question well enough, even though there were some students still does not comprehensive of question, 5 students (20%) categorized enough with mean score 54,00 because students have sufficient understanding and serious in answering questions, and 4 students (16%) categorized good with mean score 72,00 because the students is serious and comprehend the question given, so the students gets a good value.

Table 2. Frequency, Mean and Standard Deviation of Students Reading Comprehension Based on Students Achievement (Post-test)

Reading Comprehension	Experimental Class			Control Class		
	Mean	SD	Frequency	Mean	SD	Frequency
Very Good	79,00	1,414	2 (8%)	-	-	-
Good	66,00	5,657	2 (8%)	66,00	3,742	5 (20%)
Enough	52,60	7,121	10 (40%)	51,50	1,915	4 (16%)
Poor	37,82	3,842	11 (44%)	37,56	2,963	9 (36%)
Failed	-	-	-	26,86	5,014	7 (28%)
Total :			100%			100%

In table 2, the result showed there was significant difference in students reading comprehension in experimental class. In post-test experiment there

were 11 students (44%) who were in poor category with the mean score 37,82 because there was serious in answering question and there was already several students who reading comprehen well enough after being given treatment. 10 students (40%) who were in enough category with the mean score 52,60 because the students has begin to understand the reading, although there were still some students who has doubts about answering the questions. 2 students (8%) who were in good category with the mean score 66,00 because the students is serious and comprehen the question given, so the students gets a good value, and 2 students (8%) who were in very good category with the mean score 79,00 because the students really understand the reading and is very serious in answering questions.

In the post-test control there were 7 students (28%) categorized failed with the mean score 26,86 because the students really does not understand the meaning of question that has been made, 9 students (36%) categorized poor with the mean score was 37,56 because sthudents still confuseded about what students the read and still really do not students reading comprehension, especially reading the text, 4 students (16%) categorized enough with the mean score was 51,50 because there were some students the comprehen of reading the well enough and students have well serious of answered the questins, and 5 students (20%) categorized good with the mean score 66,00 because this students have seriuos of study and comprehen the question given, so the students gets a good value.

The researcher concluded that the score of experimental class and control class in reading comprehension was improve. The experimental class who were taught by using here, hidden, and in my head (3H) strategy had better improvement in reading comprehension than control class who were not taught by using 3H strategy.

Table 3. Result Paired Sample T-test of Reading Comprehension in Experimental Class (Total Aspect)

Variables	Mean Pre-Test	Mean Post-Test	Mean Difference	t-obtained	Sig.(2-tailed)
Reading Comprehension (total)	39,52	49,28	9,760	4,178	.000
Main idea	2,36	2,96	.600	4,648	.000
Details	2,08	2,64	.560	3,645	.001
Sequence	2,84	2,44	.600	4,243	.000
Inference	2,40	2,68	.280	1,661	.110
Vocabulary	1,80	1,84	.040	.272	.788

In table 3, the result of pre-test and post-test in experimental class was compared by reseacher, in term of reading comprehension aspect. Based on the table, the mean of pre-test the reading comprehension was 39,52, the mean of

post-test the reading comprehension was 49,28 with mean differences was 9,760 and the value of t-obtained was 4,178 at the significance level .000.

Moreover, in term of reading comprehension aspect, the value pre-test of main idea score was 2,36, in post-test of main idea was 2,96 with mean differences .600, and the value of t-obtained was 4,648 at the significance level .000. The next aspect was detail, in pre-test the mean was 2,08 and post-test was 2,64 with mean difference .560 and the value of t-obtained was 3,645 at the significance level .001. Sequence aspect in pre-test the mean was 2,84, the post-test mean score was 2,44 with mean difference .600 and the t-obtained was 4,243 at the significance level .000. In the inference of pre-test 2,40 and post-test 2,68 with the mean difference was .280, the t-obtained score 1,661 at the significance level .110. The last aspect was vocabulary, the mean in pre-test was 1,80 and post-test score was 1,84 with mean difference of .040 at significance level was .788.

From table 11, in pre-test experimental class the researcher found the high aspect score is sequence was 2,84 because some students able to follow most sequences well, and students can describe the sequences of events or information in the text chronologically although there are some mistakes. The researcher also found the lower aspect score is vocabulary was 1,80 because almost all students have very poor or even lack vocabulary, so the students have difficulty understanding of reading, especially in understanding the text.

Meanwhile, in post-test the researcher found the high aspect score is main idea was 2,96 because there were some students understand the main idea of well, even though some details may be unclear, but there were also some students who understand and correctly identify the main idea of the text as a whole.

Table 4. Result Paired Sample T-test of Reading Comprehension in Control Class (Total Aspect)

Variables	Mean Pre-Test	Mean Post-Test	Mean Difference	t-obtained	Sig.(2-tailed)
Reading Comprehension (total)	38,16	42,48	4,320	3,827	.285
Main idea	2,80	2,68	.120	.768	.450
Details	2,48	2,52	.040	.272	.788
Sequence	2,76	2,48	.280	2,064	.050
Inference	1,80	1,88	.080	.811	.425
Vocabulary	1,68	1,76	.080	1,000	.327

In table 4, the result of pre-test and post-test in control class was compared by reseacher, in term of reading comprehension aspect. Based on the table 12, the mean of pre-test the reading comprehension was 38,16, the mean

of post-test the reading comprehension was 42,48 with mean differences was 4,320 and the value of t-obtained was 3,827 at the significance level was .285.

Futhermore, in term of reading comprehension aspect, the value pre-test of main idea score was 2,80, in post-test of main idea was 2,68 with mean differences .120, and the value of t-obtained was .768 at the significance level .450. The next aspect was detail, in pre-test the mean was 2,48 and post-test was 2,52 with mean difference .040 and the value of t-obtained was .272 at the significance level .788. Sequence aspect in pre-test the mean was 2,76, the post-test mean score was 2,48 with mean difference .280 and the t-obtained was 2,064 at the significance level .050. In the inference of pre-test 1,80 and post-test 1,88 with the mean difference was .080, the t-obtained score .811 at the significance level .425. The last aspect was vocabulary, the mean in pre-test was 1,68 and post-test score was 1,76 with mean difference of .080 and the value of t-obtained was 1,000 at significance level was .327.

In pre-test and post-test control class the researcher found the high aspect score is main idea was 2,80 (pre-test) and 2,68 (post-test) because there were students understand the general main idea, but has some students still difficult connecting the details. Meanwhile, found the lower aspect score is inference with mean score was 1,80 (pre-test) and 1,88 (post-test) because there were students have difficulty making correct inferences, and often requires additional clues but in pos-test the researcher found the value of improve. After that table 12 also have the lower aspect is vocabulary with score was 1,68 in pre-test and 1,76 in post-test, because almost all students very difficult and lack vocabulary, so that many students do not comprehension of reading, especially reading the text.

Based on explanation above, in this study the result of students reading score of post-test experimental class and post-test control class were compared the researcher by using independent sample t-test. The result data was described of the table below:

Table 5. The Result of Independent T-Test both Experimental and Control Class

Variable	Post-Test Experimental & Control						
	Mean Exp	Mean Co	t- obtained	df	t- table	Sig.	Mean Difference
Reading Comprehension	49,28	42,48	3,497	48	1,677	0,001	6,800

There were significant differences after being given treatment, the researcher compared the mean experimental class post-test was 49,28 and the control class post-test was 42,48 using the independent t-test. From the result, researcher was found that the value of t-obtained was 3,497 at the significant level was 0,001 with degrees of freedom (DF= 48). In other word, the value of t-obtained was higher that critical values of t-table which was $3,497 > 1,677$. Based

on result, it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted with data analysis. It was found out there was significant differences between students reading comprehension of the eleventh grade at SMK Negeri 1 Jarai in experimental class who were taught by using Here, Hidden, and In My Head (3H) strategy and those who were not. Based on the result of study, it showed that this strategy can improve the students reading achievement by using this strategy.

The effectiveness of the Here, Hidden, and In My Head (3H) strategy can be better understood when compared to similar interactive methods aimed at improving reading comprehension. For instance, the Reciprocal Questioning (REQUEST) strategy also emphasizes active engagement and interaction between students and teachers, promoting deeper textual understanding and critical thinking (Sari et al., 2024). Similar to 3H, REQUEST encourages students to identify explicit information, infer meanings, and connect content with prior knowledge, thus facilitating a holistic learning approach. Studies have shown that both strategies lead to significant improvements in reading comprehension scores, highlighting the importance of interactive pedagogical techniques (Grabe & Stoller, 2001; Snow, 2002)

Additionally, the integration of technology into these strategies, such as using video-based learning or digital tools, can further enhance their effectiveness. This approach aligns with contemporary educational paradigms that prioritize combining traditional methods with technological innovations for improved student outcomes (Hasbi et al., 2024). As outlined in Sari et al. (2022), video media, such as those created using applications like Kinemaster, have been instrumental in providing real-world context and visual support for learning activities. This approach not only caters to students' auditory and visual learning preferences but also enhances their motivation and engagement in the learning process. Incorporating such multimedia elements into the 3H strategy can create an enriched learning environment, ensuring better retention and application of comprehension skills (Adnyana et al., 2020; Sari et al., 2022)

By combining interactive strategies like 3H and REQUEST with technological tools, educators can address diverse learning needs more effectively, fostering both cognitive and affective engagement. Future research could explore the long-term impact of such blended approaches and their scalability across various educational contexts.

CONCLUSION

Based on the research that was conducted, it can be conclusion had analyzed data statistically. From data statistically analyzed, there was significant to improvement of students reading comprehension who were taught by using Here, Hidden, and In my head (3H) strategy it better improvement after treatment was given. In other word, here, hidden, and in my head be effective strategy to used the teacher studied English, especially reading comprehension

and this study can apply to help the student in reading. . In supported by Cut Sarah Maqfirah of teaching reading comprehension by using 3H (Here, Hidden, Head) strategy was effectiveness, because the students gave positive responses tough the used of the 3H strategy and after treatment, the value of students was increase.

Moreover, the finding it was found there was possible reason which influenced here, hidden, and in my head (3H) strategy of students reading comprehension, it the result of this study it found the t obtained was $3,497 > 1,677$ ($t_{\text{obtained}} > t_{\text{table}}$) with degree of freedom (df) was 48 at the significant level was 0,001 (normality the data) because based of value significant 2-tailed of smaller than 0,05. In confirms that (H_0) the null hypothesis was rejected and (H_a) the alternative hypothesis was accepted. And the writer hopes this study can be previous study for another reading research.

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