

CHAPTER I

INTRODUCTION

A. Background of Problems

English Language is very important for human's social development. As a language, English hold the key as international language. English is a tool of communication of people of the world get trade, social cultural, science, and technology goals. Moreover, it is important for career development, therefore students need to understand and use English to improve their confident to face global competition. We know that the four language skills are speaking, reading, listening and writing.

Reading is one the four language skill that is deveoped in learning English. Students need to read book for increasing their knowledge. By reading we know information or events that are occurred in the past time, and present. So, reding is very important in education.

According to Harmer, reading is useful for language acquisition.¹ Provides that students more or less understand what they read, they more they read, the better they get at it. Reading also has positive effect on students' vocabulary knowledge, on their spelling and their writing. Besides that, in the final examination test of each school elevel almost 90% are reading from where the students are asked to find out the information of text, so the teacher has to pay attention for this case or for reading the subject.

Based the writer experience when doing teaching English many students have difficulties in studying English, especially in reading. Learning this skill seems difficult for many students and them often it is hard to understand the meaning of certain text in their reading experience. Those things can be described in these activities in the class when studying English. Student quickly bored and frustrated with the text, because of it are complicated structure and meaning of the

¹ Jeremy Harmer, *How to teach English*, (England: Longman, 2010), 99.

context, most students need long time to read something and hard follow along with everything going on.

On this occasion, the writer interested doing research in MAN 1 Kota Cilegon. MAN 1 Kota Cilegon is a school that located at Jl. Ir. Sutami, KM. 2,5 Lebak Denok, Kec. Citangkil, Kab. Cilegon-Banten. Based on the writer's observation when she practiced to teach (PPLK) at MAN 1 Kota Cilegon, she found that the students' reading comprehension was low. They still have difficulties happened because the students were not able to comprehend the text. Sometimes there are teachers who instruct their students to read a text and ask them to convey the information from the text in front of the class independently. In fact, some students still confusing to find the best way to get the class. Finally, the teacher should re-explain the material, it works twice. When the teacher explanation being an ample part in the teaching-learning process, students will be stuck in their place, it means they have no improvement. This case was caused by several factors such as students' low motivation in learning English, lack of vocabulary, low ability in mastering the reading skill, the materials of reading text, and the monotonous teaching methods.

The teacher should think about an interesting strategy to teach reading in order to make students always pay attention to teacher and enthusiastic in the teaching-learning process, including in comprehending a reading text. Nowadays, there are a lot of alternatives to make an interesting teaching-learning process such as teach the students by using game, song, etc. So do the reading, there are many strategies can be used to improve the reading comprehension of the students.

One of the strategies that can be used to improve the comprehension of students in reading is Read, Cover, Remember, Retell (RCRR) strategy. Read, Cover, Remember, Retell (RCRR) strategy was developed by Linda Hoyt in 2009. This technique was specially designed for the middle school students or we can say in Indonesia like Junior or Senior High School students. It can create an interactive learning in improving reading comprehension of the students. Read, Cover, Remember, Retell (RCRR) is a designed to help readers of an informational text to

slow down and read for meaning.² It can be concluded this technique is more effective to make students can understand and remember what they read in the text.

Read, Cover, Remember, Retell (RCRR) is a reading comprehension strategy that used by the teacher to make students comprehend the text they read by using four main steps. There are four thoughtfully integrated comprehension strategies, such as Read, Cover, Remember, and Retell. Here students at X of MAN 1 Kota Cilegon faced by the four steps that applied whether in a group or individual task. The students are given a paper containing a descriptive text to be read carefully and then after finishing reading students will be directed to cover the text with their hands. Then, the students will be directed to remember and retell the contents of the descriptive text they have read. This technique made the students confident to convey what they got in every step. Descriptive text is chosen as a text that used in this research because this text has complex content where can combine their basic knowledge to comprehend the text.

Based on the explanation above, the writer would like to take a research study under the title. **“The Use Read, Cover, Remember, Retell (RCRR) Teaching Strategy to Improving the Students Reading Comprehension on Descriptive Text”** (An Experimental Research At First Grade Students of MAN 1 Kota Cilegon in Academic Year of 2022/2023).

B. Identification of the Problems

Based on the background above, there are problems can be identified as follow:

1. The students' lack of vocabulary.
2. The students get the difficulty to understand of the text.
3. The teaching learning process tend to be monotonous and conventional.

² Linda Hoyt, *Revisit, Reflect, Retell*. In Stephani Macceca. *Reading Strategies for social studies*. (Portsmouth, NH : Heinemann, 2009), 174.

C.Limitation of the Problems

The scope of English is so board. The research may not be able to reach all the aspects to be studied as a whole. There are three points that spesified in this research as follow:

- 1.The subject of this research is the students as the First Grade of MAN 1 Kota Cilegon in academic year 2022/2023.
- 2.The research focused on the improvement of students' reading comprehension in teaching descriptive text.
- 3.The researcher only investigates Read, Cover, Remember, Retell (RCRR) as a strategy to teach descriptive text.

D.Research Questions

This research is about The Use Read, Cover, Remember, Retell (RCRR) Teaching Strategy to Improve the Students Reading Comprehension on Descriptive in MAN 1 Kota Cilegon. Some problems can be drawn from this result as follows :

- 1.. How is the students' reading comprehension ability on descriptive text at the first grade students of MAN 1 Kota Cilegon?
- 2.. How is the effect Read, Cover, Remember, Retell (RCRR) strategy toward students' reading comprehension on descriptive text at the first grade students of MAN 1 Kota Cilegon?

E.The Purposes of Research

The purposes of research systematically presented as follows :

- 1.To know the students' reading comprehension ability on descriptive text at the first grade students of MAN 1 Kota Cilegon.
- 2.To know the effect of Read, Cover, Remember, Retell (RCRR) strategy toward students' reading comprehension on descriptive text at the first grade students of MAN 1 Kota Cilegon.

F. Significances of the Study

The result of this research can be used as follow:

1. Theoretical

This research can be used to answer on students' ability in reading comprehension of descriptive text and applying the Read, Cover, Remember, Retell (RCRR) strategy by teacher on reading comprehension at the first grade students of MAN 1 Kota Cilegon.

2. Practically

1. For the Students

It is expected to give the positive contribution, especially in term of students' reading comprehension by using Read, Cover, Remember, Retell (RCRR) strategy.

2. For the Teacher

Teacher can use the result of this research as reference when they want to improve their ability and get more variation strategies in teaching reading comprehension. This research can be an evaluation for the teacher who frequently used monotonous strategy in teaching reading in the classroom.

3. For the Reseacher

It can be used to improve her experience in teaching English by using Read, Cover, Remember, Retell (RCRR) strategy in teaching reading comprehension on descriptive text and it is expected the result of this study can be reference for other researchers who want to conduct research with the same problem.

G. Previous Study

The previous study was the result of research from the researcher before. This study covers the research finding that related to this strategy. Here, to get and provide

the originality of the research, the researcher wanted to present the previous research related to this strategy.

1. Rizki Hardyanti, entitled “The Influence of Read, Cover, Remember, Retell (RCRR) Strategy Through Tabtable on Students’ Reading Comprehension At Tenth Grade Students of MA Mathalibul Huda Mlonggo In Academic Year 2020/2021”. This research aimed to examine The Influence Of Read, Cover, Remember, Retell (RCRR) Strategy Through Tabtale On Students’ Reading Comprehension At Tenth Grade Students Of MA Mathalibul Huda Mlonggo In Academic Year Of 2020/2021. A true experimental study was used in this research. The population of this research were the tenth grade students of MA Mathalibul Huda Mlonggo consisted of 198 students. The sample was 53 students which were taken by using simple random sampling technique. The data was collected by giving multiple choices test. The calculation was done by using SPSS version 16.0. Based on the data analysis, the result of this research showed that H_a (alternative hypothesis) was accepted and H_0 (null hypothesis) was rejected. It could be seen from the mean score in pre test and post test. The mean score of pre test in experimental class was 59 while control class got 55. Meanwhile, the mean score of post test in experimental class was 78 while control class got 72. Then, The result of independent sample t-test in experimental class in post test showed that the value of $t_{test} > t_{table}$ ($4,798 > 2,000$). So, the conclusion was Read, Cover, Remember, Retell (RCRR) Strategy Through Tabtale could influence on students’ reading comprehension at tenth grade students of MA Mathalibul Huda Mlonggo in academic year of 2020/2021. The researcher recommended this strategy RCRR through Tabtale to use in learning process, especially for narrative text.³
2. Liana, Baiq Mita Putri, entitled “The effect of read, cover, remember, retell (RCRR) strategy toward students reading comprehension at MA Darul Muhajirin Praya In

³Hardyanti Rizki, “*The Influence of Read, Cover, Remember, Retell (RCRR) Strategy Through Tabtable on Students’ Reading Comprehension At Tenth Grade Students of MA Mathalibul Huda Mlonggo In Academic Year 2020/2021*”. Skripsi, (Jepara: UNISNU Jepara), 2021.

Academic Year 2018/2019". This research was aimed to know whether or not the Read, Cover, Remember, Retell (RCRR) strategy has significant effect toward students reading comprehension at MA Darul Muhajirin Praya in academic year 2018/2019. Method of this research was applied is experimental research (quantitative approach). That was quasi-experimental design by using non-equivalent control groups design. The research instrument was a test. It was divided into two kinds of test, pretest and posttest. Pretest gave before the treatment and post-test gave after treatment. The kind of the test was multiple choices that consist of 25 questions. The population of this research is the first grade students of MA Darul Muhajirin Praya. The samples of this study was X IPA 1 and X IPA 2 were comprises 31 students for each class. The students of X IPA 1 were as the experimental class and X IPA 2 as the control class. They were chosen by using cluster sampling. Experimental class was treated by using RCRR strategy, and control class was treated by using Three-Phase Technique. The data analyzed by statistic formula of T-test. The result that was gained from the research proved the difference between students score in learning reading comprehension by using RCRR strategy and without using RCRR strategy. The result of the data analysis using t-test showed, the value of was 4,838 with degree of freedom 60 in the significance level of 5%, was 1,671. It means that $t_{count} > t_{table}$. Thus, the null hypothesis (H_0) is rejected then the alternative hypothesis (H_a) is accepted that there is any effect of using, RCRR strategy toward students reading comprehension.⁴

3. Yulianingtyas Puspitasari, entitled "The Effectiveness of RCRR on Improving Student's Reading Comprehension Skill in Recount Text at The Eleventh Grade of SMA Negeri 1 Rejoso in the Academic Year of 2019/2020". The purpose of research is (1) to find out students' reading comprehension skill in recount text before taught by using RCRR (Read, Cover, Remember, Retell) method (2) to find

⁴Liana, Baiq Mita Putri, "*The effect of read, cover, remember, retell (RCRR) strategy toward students reading comprehension at MA Darul Muhajirin Praya In Academic Year 2018/2019*". Thesis, (Mataram: UIN Mataram), 2019.

out students' reading comprehension skill in recount text after taught by using RCRR (Read, Cover, Remember, Retell) method, and (3) To find out the effectiveness of using RCRR (Read, Cover, Remember, Retell) method between before and after in student's reading comprehension skill on process reading recount text in the eleventh grade. The methodology of research is pre experimental design. The research was done in SMA Negeri 1 Rejoso in academic year of 2019/2020 by using the population whole class XI with the total 275 students, while the samples is used by the researchers in the class XI MIPA-2 by number of class is 36 students. In completing the research, the researcher used pre experimental took one class pre-test and post-test as the instruments of collecting data. The technique of analysis data used to analyze the data in this research is statistical analysis data t-test. Based on the results of the test student show the score – average pre-test 66,66 and post-test 80,55 for the experimental class the category is good. Based on the results of analysis level significance in d.b 5% is 35 by the value table is 2,03011 and the value of t-test is 7,00. It can be concluded as follow: $t\text{-test} > t\text{-table}$ so, that H_a has been accepted and H_o has been rejected. So that "there is any effectiveness of using RCRR (Read, Cover, Remember, Retell) method to teach student's reading comprehension skill in recount text in the eleventh grade of SMA Negeri 1 Rejoso in the Academic Year of 2019/2020". There is any difference between student's reading comprehension skill before and after being taught by using RCRR (Read, Cover, Remember, Retell) method in the eleventh grade of SMA Negeri 1 Rejoso in the Academic Year of 2019/2020. So, the RCRR (Read, Cover, Remember, Retell) method is effective to teaching student's reading comprehension skill in recount text in the eleventh grade of SMA Negeri 1 Rejoso in the Academic Year of 2019/2020.⁵

4. Citra Kusumaningsih, entitled "THE EFFECTIVENESS OF READ, COVER, REMEMBER, RETELL (RCRR) STRATEGY FOR TEACHING READING

⁵Yulianingtyas Puspitasari, "The Effectiveness of RCRR on Improving Student's Reading Comprehension Skill in Recount Text at The Eleventh Grade of SMA Negeri 1 Rejoso in the Academic Year of 2019/2020". Skripsi, (Jawa Timur: STKIP PGRI NGANJUK), 2020.

COMPREHENSION. The purpose of this research were to find out whether there was difference of students reading comprehension achievement before and after the implementation Read, Cover, Remember, Retell (RCRR) strategy and how strong is the effect of Read, Cover, Remember, Retell (RCRR) strategy on reading comprehension to the eighth grade students of SMPS Harapan Ananda Sungai Raya in the Academic Year of 2019/2020. The design was a pre-experimental research in form of one group pre-test post-test design. The population of this research was all of the eighth grade students of SMPS Harapan Ananda Sungai Raya in the Academic Year of 2019/2020 and the sample chosen was VIII A which consisted of 44 students. The sample was examined with cluster random sampling technique. The research was conducted at SMPS Harapan Ananda Sungai Raya. The technique of data collection applied in this research was measurement technique and analyzed by SPSS 17.0 version. The data were collected through multiple choice test. The pre-test and post-test were conducted in order to collect the data from the students. The researcher used the data distribution. Since the data was normal the researcher used paired sample test analysis to test the hypotheses and used Cohen's effect size to test the effect of the use of Read, Cover, Remember, Retell (RCRR) strategy. The research finding showed that Read, Cover, Remember, Retell (RCRR) strategy was effective on reading comprehension, it was proved by the mean score during pre-test and post-test were 30.82 and 49.34 which meant that there were difference before and after treatment. The SD of pre-test (9.933) was higher than SD of post-test (8.768). It showed that the treatment was well implemented. Lastly it was proved by paired sample t-test value, sig value was smaller than α ($0,00 < 0,05$) which meant that H_a was accepted. The effect of the use Read, Cover, Remember, Retell (RCRR) strategy was moderate effect level based on the Cohen's effect. It was 0.99 which meant that RCRR strategy gave positive effect to students' reading comprehension.⁶

⁶Citra Kusumaningsih, "*THE EFFECTIVENESS OF READ, COVER, REMEMBER, RETELL (RCRR) STRATEGY FOR TEACHING READING COMPREHENSION*". Skripsi, (Kalimantan barat, IKIP PGRI Pontianak), 2020.

5. Khusnul Khotimah. entitled “THE USE OF READ COVER REMEMBER RETELL IN IMPROVING THE EIGHT GRADE STUDENTS READING COMPREHENSION AT MTs NURUL HUDA MANGUNSARI LUMAJANG IN THE 2017/2018 ACADEMIC. The purpose of this research is to know the improvement of teaching reading comprehension by using read cover remember retell at MTs Nurul Huda Mangunsari in the 2017/2018 Academic Year. The method of this research is classroom action research(CAR) which was done in two cycle that consisted of planning of action, implementing of action, observing of action and reflecting of the action in each cycle. The subject of this research is in eight grade students of MTs Nurul Huda Mangunsari with 26 students. The research instruments used reading test and observation checklist. Based on the result of data which was students’ improve the reading comprehension. The research was done in two cycles. The second cycle is better than the first cycle.⁷

From the five previous studies, they have similarities using the Read, Cover, Remember, Retell (RCRR) strategy and to analyze the reading strategy in the effectiveness of implementing the strategy. Therefore, this study discusses reading strategies and how to apply strategies that are believed to help students understand and understand the content of the text.

From the five studies, there are also differences, namely in the first study (Rizki), and the third (Puspitasari) using narrative and recount texts, while this study used descriptive texts. The second researcher (Liana) used a cluster sampling technique, while this study used a random sampling technique. The fourth (Citra) and fifth (Khusnul) researchers only used one class while this used two classes in data collection.

⁷Khusnul Khotimah. “*THE USE OF READ COVER REMEMBER RETELL IN IMPROVING THE EIGHT GRADE STUDENTS READING COMPREHENSION AT MTs NURUL HUDA MANGUNSARI LUMAJANG IN THE 2017/2018 ACADEMIC*”. Skripsi, (Jawa Timur, Universitas Muhammadiyah Jember), 2018.

H. The Hypotesis

Based on theory and the objective of the research, the hypotesis of the research are purposed in term of null hypothesis (Ho) and (Ha). They are as follow:

Ho : There is no significant effect of Read, Cover, Remember, Retell (RCRR) teaching strategy to improving the students reading comprehension on Descriptive Text.

Ha : There is a significant effect of Read, Cover, Remember, Retell (RCRR) teaching strategy to improving the students reading comprehension on Descriptive Text.

I. The Organization of Writing

The discussion of the thesis is devided into five chapters :

1. Chapter I Introduction, there in : Background of Problems, Identification Problems, Limitation of the Problems, Research Questions, The Purpose of Research, Significances of the Study, and The Organization of Writing.

2. Chapter II Theoritical Framework, this chapter is consist of the theorist from some expects we have conducted the research related to this research.

3. Chapter III Methodology of Research, it contains method of the research, Place and Time of Research, Population and Sample, The Research Instrument, The Technique of Data Collecting, and the Technique of Data Analysis.

4. Chapter IV Finding and Discussion, this chapter explains The Description of Data, Analyzing the Data, Hypothesis Testing, Interpretation of the Data.

5. Chapter V Closing, this chapter consist of Conclusions and Suggestions.