

CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, the student have four basic skills of English, such as: speaking, listening, reading, and writing. For many students, reading is the important of the four skills in second language.¹ Reading has an important role in learning. Reading is one of the most portant language skills should be developed inside and outside the classroom, it is also one of the most common ways to get information.² Reading English Becomes important to student not only because there so many libraries reference written in english but also to improve students' academic achievement.³

Nunan says that reading is a fluent process of the readers combining information from a text and their own background knowledge to build meaning.⁴ They can get meaning of a text easily if they have good comprehend in a text. Comprehend a text is very crucial in reading. Irwin says that comprehension can be seen as the process of using one's own prior experiences and the writer's cues to

¹ Imam fauzi, Dian hanifah. "Designing Reading Material for ESP Students Vocational High school of Medical science". *Loquen English Studies Journal* vol 12 no. 1 (Januari-June, 2019), 32.

² Jeremy Harmer. *The Practice of English Language Teaching*. (London and New York:Longman, 2007), 283-284.

³ N. Erna Marlina Susfenti, "Imroving Students' Reading Comprehension Through student team achivement division Technique " *Loquen English Studies Journal* vol 10 No. 2 (July-Desember, 2017), 96.

⁴ David Nunan. *Practical English Language Teaching*. (New York: McGraw-Hill, 2003), 68.

infer the author's intended meaning.⁵ It means the students can be good readers if they have a good comprehension.

In order to accomplish students need toward reading, School based on Curriculum 2013 provides reading as one of the skill in mastering English that must be taught and learned in junior high school MTsN 2 kota Cilegon is one of junior High Schools in Cilegon City. As a formal education, this school also has English subject to teach for the students especially, reading skill. According to School Based on Curriculum 2013, which underscore the importance of the balance of behavioral competence, knowledge and skills, the required English skills were formed through continuing learning: starts by increasing competence of knowledge of the type, code and context of a text, is continued with competence presenting a skill text and text are both targeted and spontaneous with pronunciation and proper intonation, and it comes down to forming a gesture of civility.⁶ Based on Curriculum, the goals of learning English in junior High School, especially reading that is: Narrative text.

It can be seen by following phenomena:

1. Some of students are not able to comprehend the reading text, especially in Narrative text.
2. Some of students have difficulties to determine the main idea of the Narrative text.

⁵ Judith Westphal Irwin. *Teaching Reading Comprehension Processes*. (New Jersey: Prentice Hall, 1986), 9.

⁶ Kementerian Pendidikan dan kebudayaan Republik Indonesia 2013. *Bahasa inggris When english rings the bell* Jakarta: Pusat Kurikulum, 2013).

3. Some of students are not able to determine communicative purpose of Narrative text correctly.
4. Some of students are not able to determine the generic structure of Narrative text correctly.

Based that phenomena student have the defficulty to understand and reading the English sentence, it might occur due to their lack of vocabulary, less of practice on reading comprehension material and the avalilability of reading comprehension material are not easy to find. To improve the students' comprehension in reading, it needs an appropriate technique to help them to solve their problems. Actually there are many techniques that can help students to improve their reading comprehension. It is some how difficult to improve students' reading comprehension in Junior high school efficiently. This phenomena occurt because the student is lack of entusiasm of student in learning English because student do not understand what they read. They only out the duties of the teacher to read it and in terms of learning methods was very less attractive to student in learning so student are not passionate in English learning.

In this case the writer will try to reserch using the RCRR (Read Cover Remember, Retell) strategy in reading text learning on narrative text material. According in Hoyt (2002) Read, Cover, Remember, Retell (RCRR) strategy is an effective approach to help readers at all grade levels who think that good reading is

reading quickly and as a result do not understand what they have read.⁷ It is modeled for students during a whole class instruction period, and then conducted with students who works as partner to read the same text.

based that writer explains above, the writer is interested in conducting a research entitle: “The Effect of Using Read, Cover, Remember, Retell Strategy toward Reading Comprehension of Second grade MTsN 2 Kota Cilegon”.

B. Identification of the Problem

Based on the background of the problem, it is clear that most of the students at the second grade students of second grade MTsN 2 Kota Cilegon still get some problems in their reading comprehension. To make it clearer, the writer identities the problem as follows:

- a. Students not able to comprehend the reading text, especially in narrative text.
- b. Students not able to identify main idea.
- c. Students not able to determine the communicative purpose of the narrative text.
- d. Students not able to determine the generic structure of narrative text.

⁷ Stephanie Macceca. *Reading Strategies for Social Studies*. (Huntington Beach: Shell Education, 2007), 147.

C. Limitation of the Problem

Based on the identification of the problems above, thus the problem of the research are limited to focus on the students' reading comprehension by using Read, Cover, Remember, Retell Strategy.

D. Statement of the Problem

The reserch question as follow:

1. How is students' reading comprehension taught by using read, cover, remember, retell strategy of Second grade at MTsN 2 Kota Cilegon?
2. How is students' reading comprehension taught without using read, cover, remember, retell strategy of second grade at MTsN 2 Kota Cilegon?
3. Is there any significant difference of using read, cover, remember, retell strategy toward students' reading comprehension of the Second grade at MTsN 2 Kota Cilegon?

E. The Objectives and Significance of the Research

1. The Objectives of the Research

- a. To find out the students' reading comprehension taught without using read, cover, remember, retell strategy of second grade students at MTsN 2 Kota Cilegon.

- b. To find out the students' reading comprehension taught by using read, cover, remember, retell strategy of second grade students at MTsN 2 Kota Cilegon.
- c. To find out the significant difference of using read, cover, remember, retell strategy toward students' reading comprehension of the second grade students at MTsN 2 Kota Cilegon.

2. The Significance of the Research

- a. To fulfill one of requirements for the writer to complete her undergraduate degree program at Department of English Education of Faculty of Education and Teacher Training of State Islamic University of Sultan Maulana Hasanuddin Banten.
- b. This research finding is also expected to give the positive contribution related to the process of teaching and learning English especially in term of students' ability in reading comprehension by using Read, Cover, Remember, Retell Strategy at MTsN 2 Kota Cilegon .
- c. This research finding is also expected to develop the theories on teaching and learning English as a foreign language and for those who are concerned very much in the world of language and teaching in general.

F. Hypothesis

Hypothesis is a formal statemen about an expected relationship between two or more variables which can be tasted through an experiment.⁸ Based the prepose of the study and definition hypothesis above, the writer hypothesis as follows:

Ho: There is no significant difference of students' reading comprehension by using Read, Cover, Remember, Retell Strategy.

Ha: There is a significant difference of students' reading comprehension by using Read, Cover, Remember, Retell Strategy.

G. Previous Study

There are some previous study related with this research. The first study concuted by poppy dwi Lestari (2018), with the title “ The effect of Read, Cover, Remember, Retell (RCRR) strategy on students' Reading recount text achievement”. The population of this study was the eight grade students of SMP Negeri 3 Binjai at academic year 2018/2019, which was taken by random sampling technique and then was being as the experimental group, and being treated by using RCRR. This research shows that the students imptove their reading was significantly effect of Read, Cover, Remember, Retell Strategy on the students' reading recount text achievement which is proven from the result of the test t-observed > t-table or $3,13 > 2,002$. Means that the result of the analysis showed that t-observed was higher that t-table with the level significant 0.05 and the degree

⁸ David Nunan, Research Methods in Larning, (New York: Cambridge University, 1992), 230.

of freedom (df) = 58. Read, Cover, Remember, Retell Strategy gives stimulus for the students to become active learning. The student was also motivated to share the information or express their story each other.⁹

The second previous study conducted by Djunaidi, Novianti, Oktariani with the title “The application of RCRR (Effect Read, Cover, Remember, Retell) Strategy in Teaching Reading descriptive text to the eighth grade students of state junior high school 50 Palembang”. In this research concluded that the application of RCRR (Read, Cover, Remember, Retell) strategy in teaching reading descriptive text to the eighth grade students of State Junior High School 50 Palembang was effective. It can be proved by the result of the test and the differences between the two means of score in pre-test and post-test. The average score in pre-test was 59.85. The average score in the post-test was 78.14. The students got the better score after the writer taught them by the treatments, so in other word the application of RCRR in teaching reading descriptive text could increase the students’ ability and students’ score in reading descriptive text.¹⁰

Based on the previous studies above, there are some differences and similarities with this research and those previous study. The differences from the first writer and this research are in the research material. The similarity is in the method, research instrument, subject, using Read, Cover, Remember, Retell

⁹ Poppy Dwi Lestari, “The effect of The effect of Read, Cover, Remember, Retell (RCRR) strategy on students’ Reading recount text achievement” (Sumatera Utara: Universitas muhammadiyah 2018), 39.

¹⁰ Djunaidi, Novianti, Oktariani “The application RCRR (Read, Cover, Remember, Retell) Strategy in teaching reading descriptive text to the eighth grade students of state Junior High School 50 of Palembang” (Palembang, 2018), 14.

(RCRR) Strategy and skill. While, the differences from the second writer with this research is in the research method and material. The similarity is in the research instrument, subject, using Read, Cover, Remember, Retell (RCRR) Strategy and skill.

H. Organization of Writing

The studies of this paper are divided into five Chapter as follows:

Chapter I is introduction: background of the study, the definition of the terms, statement the problem, the objectives and significance of the research, hypothesis, previous study, organization of writing.

Chapter II is theoretical foundation: reading, reading Comprehension, read, cover, remember, retell (RCRR) Strategy, narrative Text, operational concep.

Chapter III is method of the research: research design, time and location of the research, time and location of the research, population and sample of the research, the technique of data collection.

Chapter IV is result and discussion: data description of research procedur, the result of data analysis, hypothesis testing and interpretation of Data.

Chapter V is Conclusion and suggestion.

