CHAPTER I
INTRODUCTION

This chapter discribes the background of the study. Research question of the study, the objectives of study, the significance of the study, the scope and limitation of study, and the definition of key terms.

A. The Background of the Study

English is one of compulsory subject in the school from elementary school until university as the foreig xvi age in Indonesia. Some one who learns English in a formal classroom setting, with limited or no opportunities for use outside the classroom, in a country in which English does not play an important role in internal communication, is said to be learning English as a foreign language (Richard, 2010). In order to master English, there are four language skills in English which should be mastered by the students. They are listening, speaking, writing and reading.

The students' capability in learning English should be higher and higher because of the present development of globalization. English is an international language that plays an important role in communication. Everyone must be able to communicate in English actively. In Indonesia, English is learned as a foreign language. Since English is considered as a foreign language, it makes many learners face difficulties in learning it. The students' lack of motivation becomes one of the problems in learning English.

It can be caused by the way teachers teach or the teaching methods used by the teachers. The students will easily get bored whenever the teacher

teaches them using a traditional way that is lecturing. The students are passive agents in the teaching and learning process. The interesting teaching and learning process should involve the students as the center of the learning. Some interesting strategies and media can be used to help the students become interested in the process. If the teacher cannot use interesting media or strategies, the students will have some problems. As a result, they skip class, and when they attend the class, it is not because they want to learn English but likely because they fear of failure. Moreover, lots of them may lack of attention during class, chatting with classmates, doodling in their note books or gasp in their textbooks (Permanasari, 2019).

Reading is one of the language skills that is not easy for the students to understand in learning english since English is not their mother tongue. The reading text contains letters, words, sentences, and encodes meaning. Reading has significant contribution to the development of students' knowlegde. In reading, students need comprehension. Comprehension can be seen as the process of using one's own prior experiences and the writer's cues to infer the authors intend the meaning. It means the students can be good readers if they have a good comprehension.

The reading test indicates that the most difficult reading techniques encountered by college students is making inference. It is shows through the scores of students which mostly get a lower score. It is also supported by the result of interview, which students agree that making inference technique is the most difficult technique among the other techniques (Fisher, 2016). One

of reading type is recount text which close with the students' daily life, because it is all about the experience. In reading recount text, there are several generic structures and there are some generalization of recount's language features, such as proper nouns that inform the participants who involved in, the use of past tense to retells the events, the use of action verbs, the frequent use words which link events in time, and personal comments about the event which the students may confuse.

Based on the phenomena above, Read, Cover, Remember, and Retell (RCRR) strategy can be used in this subject. 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 (Relawati et al., 2020). 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. It is obvious that RCRR strategy can increase student's comprehension in reading (Dahler et al., 2019).

Marpaung & Sinaga (2019) add the RCRR strategy for monitoring comprehension especially when reading a longer selection. They explained the procedure of RCRR strategy that the process supports both understanding of text and summarizing by stopping readers frequently to think about the meaning before moving on to the next section of the text. After students become adept at using this strategy to orally retell portion of the text, the teacher can encourage students to write a summary sentence of each section

and then use these sentences to write an overall summary of the selection (Hoyt, 1999).

In other words, the researcher believes that using RCRR technique can improve reading comprehension. Therefore, to overcome students problem in reading comprehension and to improve students' reading comprehension through the use of RCRR strategy, the research is entitled "Improving Students' Reading Comprehension through RCRR (Read, Cover, Remember, Retell) at the Tenth Grade Students of MA Darul Hikam".

B. Research Question of the Study

Based on the background of the research above, the statement of the problem of this research is:

1. How can RCRR improve students' reading comprehension at the tenth grade students of MA Darul Hikam?

C. The Objectives of the Study

Based on the statement of the problem above, the researcher has objective of the study. The objective in this research was to improve the implementation of the students' reading comprehension through RCRR at the tenth grade students of MA Darul Hikam Nganjuk.

D. The Significance of the Study

The writer hopes, the result of the study is expected to be useful for:

1. The English Teachers

This research uses new technique in teaching reading comprehension. Hopefully, the teacher can use this technique in teaching and learning

process in the classroom especially to improve the students' reading comprehension.

2. The Students

The students are expected can improve their comprehension in learning English. Hopefully, this technique can improve their comprehension in reading comprehension.

3. The Researchers

After reading this thesis, the reader will get new information or knowledge about this technique, which is appropriate to be implemented for the future in teaching reading in the classroom.

E. The Scope and Limitation of the Study

This research will be conducted for students in tenth grade of MA Darul Hikam Nganjuk in the second semester in 2019/2020 academic year that consisted of 25 students. The study is conducted to improve the students' reading comprehension through RCRR technique. The subject of this study is the tenth grade students of MA Darul Hikam Nganjuk.

F. The Definition of Key Terms

1. Read, Cover, Remember, Retell (RCRR)

A Read, Cover, Remember, Retell Strategy is a process of learning where two students read the same book, they cover as much as they can, and then they remember to retell to their partner (Brummer and Macceca, 2008). RCRR Strategy in this research is a strategy used by researcher to know its effect toward reading comprehension of the second year students of Senior High School MA Darul Hikam.

2. Reading Comprehension

Reading is an interactive process that goes on between the reader and text, resulting in comprehension. In this research, reading is a skill that must bemastered by the students because of reading the students can increase their knowledge and information about everything. Comprehension is a process of integrating new sentences with antecedent information in extra sentential structures. In this study, the students comprehend reading text because it can result the meaning of text accurately. Without comprehension reading activity is useless.

3. Recount Text

There is various genre in reading, such as recount, spoof, report, narrative, anecdote and other (Pardiyono, 2007). This different types of genre are competent of mastering genre, understanding and producing some pieces texts.