

CHAPTER I

INTRODUCTION

A. Research Context

English is one of compulsory subject in the school from elementary to university as a foreign language in Indonesia. Someone 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.¹ In order to master English, actually there are four language skills in English which should be mastered by the students. They are listening, speaking, writing and reading.²

Reading is so prevalent in language use and the primary means of language learning for students. For the increasing of direct communication in foreign language, the development of reading comprehension as a skill and a channel for language input has become the object of attention in education that needs to be researched. Statement that reads are not just saying the words on a page. Reading is a thoughtful process that involves deep comprehension.³

Reading is a fluent process of the reader scombining information from a text and their own background knowledge to build meaning. Reading

¹Richard. Jack C, Schmidt. Richard W, *Longman Dictionary Of Language Teaching And Applied Linguistics-Longman*, (Malaysia: Pearson Education 2010) p.196

²Djunaididkk, *The Application Of (RCRR) Strategy In Teaching Reading Descriptive Text To The Eight Grade Students Of State Junior High School 50 Palembang* (Atlantis Press: 1st International Conference Of Innovation In Education (ICoIE 2018)) p.01

³ Danny Brassell And Timothy Rasinski, *Comprehension That Works*, (CA: Huntington Beach: Shell Education, 2008) p,07.

comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.⁴

Students always consider that reading is a boring material that they should learn in English lesson, so they always consider difficult to get information in the text. The teacher as facilitator in the class must be a good figure for students and always give opportunities for students to practice in the class, so that students are able to increase their reading comprehension.

Reading requires the right strategy. Many strategies can be used by English teacher in teaching reading. There are reading strategies that can be used either independence reading or in group. In this case, activating background knowledge seems to be most important purpose. The building of bridges between existing knowledge and new knowledge needed for text comprehension.⁵

In this research, the researcher only focus on one of the strategy, which is RCRR as effective strategy to help readers at all levels who think that good reading is reading quickly and as a result do not understand what they have read.⁶

RCRR is an instructional strategy that is used to help students stop after reading small portion of the text and retell what the section was mostly

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

⁵Richard. Jack C, Schmidt. Richard W, *Longman Dictionary Of Language Teaching And Applied Linguistics-Longman*, (Malaysia: Pearson Education 2010)

⁶Stephanie Macceca, *Reading Strategies For Social Studies*. (Huntington Beach: Shell Education) p,147.

about. Many students will continue reading a selection even if they do not understand what they have just read. The RCRR strategy for monitoring comprehension especially when reading a longer selection.⁷The 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 the next section of the text. After students become adept at using this strategy 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.

In studying reading, students at MA Al-Azhar Panaan Palengaan Pamekasan get some difficulties when teacher teaches English particularly on reading section. Sometimes, the teacher also confuses how to make students understand the message of reading text. Teachers just make themselves understand and catch the message on the text. Then the teacher explains to the students about the content of the text. In this method, students feel difficult to remember the message which explained by the teacher because the students don't know the vocabulary and they only read the text without understanding the text autodidact, the teacher also didn't give students opportunity to retell the text to the other students. Based on that phenomenon, the teacher takes an action by implementing RCRR strategy to be an answer from that mentioned phenomenon.

RCRR Strategy used by teachers to teach reading comprehension, the teacher orders students to read the text by using skimming and scanning

⁷Linda Hoyt, *Read, Cover, Remember, Retell*. Retrieved on 20 march 2013 from <file:///d:/My%20Documents/000001/agama/strategy.aspx%20.htm>.

technique. Then, reading text by covering it in order to remember the message of the text, the last step of this strategy is to retell. Students retell to the other students the message of the text by using their own language, students can retell the message of the text must pass through read, cover and remember. Simply, there is no any reseach problem. Reseacher somehow must be able to show that there is gap as a starting point in conduction research.

From the explanation phenomenon above, the researcher conducts study entitled “The Use Read, Cover, Remember, Retell (RCRR) Strategy to the Students Reading Comprehension at the Second Grade of MA Al-Azhar Panaan Palengaan Pamekasan”.

B. Research Focus

Research focus is something that can be researched.⁸ The researcher targets what is expected of the research focus. It is clear that the research focus is a review of the research objectives and usually the problem studied in the form of questions.

The researcher has determined the research focus by identifying the problem that the researcher wants to examine as follows:

1. How does the teacher use RCRR strategy in teaching reading comprehension in the second grade of MA Al-Azhar Panaan Palengaan Pamekasan?

⁸*PedomanPenulisanKaryallmiah* (Pamekasan: Stain Pamekasan Press, n.d.), P,18.

2. What are the students' responses of the use RCRR strategy in teaching reading comprehension in the second grade of MA Al-Azhar Panaan Palengaan Pamekasan?

C. Research Objectives

A research objective is statement of intent used in a research that specifies goal that the research plans to achieve a study.⁹ On the other explanation, the objectives of this research consist of identifying the major intend for this research consist of identifying the major intend for this study and narrowing it in to specific research question. So that, the writer states the objective of this research as follow:

1. To describe the use of RCRR strategy in teaching reading comprehension in the second grade of MA Al-Azhar Panaan Palengaan Pamekasan.
2. To find out the student's response of the use RCRR strategy in teaching reading comprehension in the second grade of MA Al-Azhar Panaan Palengaan Pamekasan.

D. Significant of Study

Significance of study is continuation of objective of the study, this part explains about the significance of the study, both scientific significance

⁹John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), P,111.

and social significance.¹⁰ In this research, the researcher expects that this research gives some benefits as follows:

1. Theoretical significant

Some information, study, and analysis will be proved in this research, the researcher will inform about the use of RCRR strategy in teaching reading comprehension. Furthermore, this research adds new reference for the reader and educational stakeholder.

2. Practical significant

a. The Teacher

This study will be expected to be useful for the teacher to teach the students by using RCRR strategy.

b. The Students

This study will be expected to be useful for the students to improve their skill by using RCRR strategy.

E. The Scope and Limitation.

The scope is a range of things that a subject organization.¹¹ The scope on this research is the use of RCRR strategy in teaching reading comprehension. Limitation is fact or condition that limits something.¹² This research limited on teacher and students in the second grade of MA Al-Azhar Panaan Palengaan Pamekasan.

¹⁰SuharismiArikunto, *ProsedurPenelitianSuatuPendekatanPraktik* (Jakarta: RinekaCipta, 60), 60.

¹¹ Oxford Learner's Pocked Dictionary (New York: Oxford University Press, 2011), P. 393.

¹²Ibid. P. 256.

F. Definition of Key Term

Creswell suggests us to begin research of the literature by narrowing your topic to a few key terms using one or two words or short phrases.¹³ Therefore, to avoid misunderstanding in term used in the study, the researcher considers that it helps the reader to have the following key terms defined before reading these discussions further, and the researcher defines the specific key terms which are used in this research.

1. RCRR strategy is an effective approach to help readers at all grade level who think that good reading is reading quickly and as a result do not understand what they have read.¹⁴
2. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

¹³ John W. Creswell, *Educational Research Fourth Edition*. P, 82.

¹⁴Richard, Kern, *Literacy And Language Teaching*, (New York: Oxford University Press 2000) P, 227