

CHAPTER 1

INTRODUCTION

1.1 Background of the research

As a means of communication, English has been adopted as the one of the most important foreign language that must be learned by the students at the school. Without having language, people cannot express their ideas, thought, and feeling. There are so many language are used by people around the world, one of them is English.

English is taught nearly in all stages of formal education. In junior high schools, English is one of the compulsory subjects. In learning English, students have to deal with the four basic language skills which are listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing are productive skills. However, reading is very important.

Having a good reading ability is really important for students. In relation to teaching learning English at school, reading is the construction of meaning from a printed or written message (Richard:1998:12). Reading comprehension is a learning process to understand information and meaning in the text by the students. Its mean the student can read the text more carefully to understand the meaning and to get information from the text. According to Snow (2002: 11) reading comprehension as the process of simultaneously extracting and constructing meaning thought interaction and involvement with written language. In addition, Brassel and Rasinski (2008: 18) reading comprehension is the ability to take information from written text.

It can be concluded that reading comprehension is a process by students to understand and improve background knowledge about information in the text.

Based on the writer's observation, there are three classes on the eighth grade in MTs Nurul Huda Mangunsari, in which there are twenty-six students. Finding information with the English teacher of class eight of MTs Nurul Huda Mangunsari is conducted. The result of the information shows that students have difficulties in comprehending reading. They cannot get the point or information when they read the text. In addition, it is proved with the score of the student's reading comprehension test in MTs Nurul Huda Mangunsari is very low.

To improve the students' comprehension in reading, it needs an appropriate technique to help them to solve their problems. Actually there are techniques that can help students to improve their reading comprehension. It is somehow difficult to improve students' reading comprehension in Junior high school efficiently.

In addition, the researcher will use read, cover, remember, retell (RCRR) to increase the students' reading comprehension. Read, cover, remember, retell (RCRR) activity (Hoyt 2002:147) 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. It is modeled for students during a whole class instruction period, and then conducted with students who work as partners to read the same text. It is obvious that read, cover, remember, retell can increase students' comprehension in reading.

Based on the problem identified and solution discussed above, the researcher is interested to conduct a classroom action research entitled "The use of read cover

remember retell (RCRR) in improving eight grade students' reading comprehension at MTs Nurul Huda Mangunsari”.

1.2 Problem of the Research

Based on the background of the problem, the researcher identifies the problem as follow:

How can RCRR improve the eighth grade students' reading comprehension at MTs Nurul Huda Mangunsari?

1.3 Objective of the Research

Based on the background of the problem, the statement of the research objective can be divided into:

The objective of this research is to know how the use read cover remember retell (RCRR) can improve the eighth grade students' reading comprehension at MTs Nurul Huda Mangunsari

1.4 Operational Definition of the Terms

1. Read Cover Remember Retell

Read cover remember retell is a process of learning where two students work together to understand a text. And they can get more understanding to get the meaning from the text. Read, cover, remember, retell in this research is a strategy

used by researcher to know the effect of RCRR in reading comprehension of eight grade students at MTs Nurul Huda Mangunsari

2. Reading Comprehension

Reading is an interactive process that goes on between the reader and text, resulting in comprehension. The whole purpose in reading is to understand a text. In this research, reading is a skill that must be mastered by the students because of reading the students can increase their knowledge and information about everything. In this research, reading comprehension refers to the ability to comprehend word, sentence, paragraph, and text. It will be seen from reading test.

1.5 Significance of the Research

The result of this research is expected to be useful for the English teacher, the students' and the future researchers.

1. For the English teacher.

The result of the research is expected to be useful as an input for English teacher to apply RCRR strategy in teaching reading in order to the students find the information from the reading text easily and to improve the students' reading comprehension.

2. For the students.

The result of this research is expected to give the students learning experiences in order to improve their reading comprehension.

3. For the researcher.

The results of this research are expected to be used as a reference and the source of information to conduct further research in the similar field of study by using different research method.

1.6 Scope of the research

The scope of the research is focused on the use of read cover remember retell (RCRR) in improving the eighth grade students' reading comprehension at MTs Nurul Huda Mangunsari.

