

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Language was very important in human life because language means of communication used by humans in everyday life. The language used by humans to deliver the message or idea from one person to another person. So, without language, a human cannot interact with others or the environment.

As a tool of international communication, it must be learned by people who live in a country that uses English as a foreign language, including Indonesia. To have good English, the student may have to master the four basic language skills, namely listening, speaking, reading, and writing. Reading was one of the important skills in learning English besides these other skills. Therefore, this research was focus on reading skills, because reading was one of the important skill in understanding English.

Prasetyo and Abbas (2017) stated that reading was a process to get meaning from words, phrases, clauses, sentences and text. Reading was one of crucial skill that will be master by the students in learning English after listening, speaking, and writing. It connects the writer to the reader. It builds a communication between the reader and writer in understanding a text.

According to McMaster et all (2014), reading comprehension was the process of actively acquiring meaning by involving the readers' knowledge and experience that were related to the contents of reading. Moreover, reading

comprehension was not merely a process of recognizing and understanding words and their meanings.

Based on the Curriculum 2013 expects that the students were capable of understanding the short functional texts which include recount, narrative, descriptive, analytical exposition, and procedure text in the everyday context. Therefore, the goals of learning English in SMK Negeri 1 OKU were to understand and recognize reading text. In relation with the researcher experience in Teaching Practice (Program Pengalaman Lapangan Kependidikan/PPLK) at SMK Negeri 1 OKU, many students cannot recognize reading text properly. In the teaching-learning process, some troubles make students have lack reading comprehension of Descriptive text. First, they were difficult to understand English words/phrases/sentences they never know before. Another trouble was most of the students did not understand the definition, the typical structures, and the language characteristic in a descriptive text. Thus they could not answer questions correctly associated with the text. The last factor was time allocations for learning in SMK Negeri 1 OKU was reduced from 45 minutes to 30 minutes, especially during the Covid-19 pandemic, student learning was greatly reduced.

The Students' reading problem issues could be solved by applying different types of reading strategies. Many teaching reading strategies were needed to be used to make students active in doing reading comprehension activity and a suitable strategy was needed to assist them to overcome the issues of the student. One of them was Read, Cover, remember, Retell (RCRR) strategy. Read, Cover, Remember, Retell (RCRR) strategy was an adequate strategy to help readers at all

levels who think good reading was just reading quickly and unable to comprehend what they have read as a consequence (Trisha & Macceca, 2018). During a full class training period, it was designed for students and then performed with other students working as partners to read the same text. The students had a chance to give mutual assistance and encouragement by using this RCRR strategy, and the students were also inspired to share what they have read with each other. It implies students were able to read rapidly with this strategy followed by good outcomes from an awareness of what they have read. Then, understanding reading using this strategy was believed to foster students' understanding. This was supported by the research finding of Anita (2013) state that conclude that Read, Cover, Remember, Retell (RCRR) strategy more effective to helping students understand and remember what they read in the text. It was recognized that the use of Read, Cover, Remember, Retell (RCRR) strategy can improve the understanding of students' reading provides a useful impact. Thus, it was believed that this strategy was more effective to make students can understand and remember what they read in the text.

Therefore the researcher was interested to try overcome the problems explained above by using the RCRR strategy, through the paper entitled Improving Reading Comprehension Achievement by Using RCRR Strategy to the Tenth Grade Students of SMK Negeri 1 OKU.

## **B. Problem of the Study**

### **1. Limitation of the Study**

Based on the background of the research above, most of the students get some difficult to comprehend the English text. There were many kinds of text in English, but the researcher only focuses on Descriptive text. It was because according to curriculum 2013 the students' who sit in the Vocational High School must comprehend the texts such as recount, narrative, descriptive, analytical exposition, and procedure text. Therefore the researcher limited the problem to focus teaching reading descriptive text by using the RCRR strategy.

### **2. Formulation of the Study**

Related to the limitation above, the formulation of the problem in research as follow :

1. Was there any significant difference on tenth grade students' reading comprehension achievement of SMK Negeri 1 OKU after being taught by using RCRR strategy?
2. Was there any significant difference between tenth grade students reading comprehension achievement on the experimental class and the control class of SMK Negeri 1 OKU?

## **C. Objectives of the Study**

Based on the formulation above, the researcher made some the objective of this research were:

1. To find out the significant difference on the tenth grade students' reading comprehensions achievement of SMK Negeri 1 OKU after being taught by using RCRR strategy.
2. To find out the significant difference between tenth grade students reading comprehension achievement on the experimental class and the control class of SMK Negeri 1 OKU.

#### **D. Research Hypothesis**

Referring to Creswell (2012, p. 111), hypotheses were statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes characteristics. In this study, four hypotheses were going to be tested. There were two null hypotheses ( $H_0$ ) and two alternative hypotheses ( $H_a$ ):

$H_{a1}$ : There was a significant difference on tenth grade students' reading comprehension achievement of SMK Negeri 1 OKU after being taught by using RCRR.

$H_{01}$ : There was no significant difference on tenth grade students' reading achievement of SMK Negeri 1 OKU after being taught by using RCRR.

$H_{a2}$ : There was a significant difference between tenth grade students' reading comprehension achievement on the experimental class and control class of SMK Negeri 1 OKU.

H<sub>02</sub>: There was no significant difference between tenth grade students reading comprehension achievement on the experimental class and control class of SMK Negeri 1 OKU.

### **E. Criteria of Hypothesis Test**

The purpose of criteria for testing hypothesis was to accept and reject the hypothesis. Decision making was done by looking at significance value in the coefficients table. Usually, the basis for testing the result of regression was done a confidence level of 95% or with a significance level of 5% (0,05). The criteria for the t statistical test (Ghazoli, 2016).

1. If the significance value  $> 0,05$  then hypothesis null (H<sub>0</sub>) was accepted and hypothesis alternative (H<sub>a</sub>) was rejected. It means there was no significance difference between tenth grade students' reading comprehension achievement on the experimental class and control class.
2. If the significance value  $< 0,05$  then hypothesis alternative (H<sub>a</sub>) was accepted and hypothesis null (H<sub>0</sub>) was rejected. It means there was a significance difference on tenth grade students' reading comprehension achievement after being taught by using RCRR Strategy.

### **F. Significances of the Study**

The result of this research would give a positive contribution to the following:

1. For the Researcher

By doing this research, the researcher got knowledge and experiences for the researcher's next study in the future.

2. For English Teacher

By doing this research, this strategy would contribute to English teaching and learning, especially in reading comprehension. The researcher hoped the teacher could get new knowledge and experiences from the strategy that was implemented in this research.

3. For other researchers

The result of this research used as a material for consideration or further development, as well as references to similar research.

4. For TEFL

This research could be the source of teaching English about improving students' reading comprehension using RCRR.