

# CHAPTER I

## INTRODUCTION

### A. Research Background

In learning language, reading is one of language skills that is necessary to be master by students. It is important part in learning process and has become an essential in general education, by reading the students will get a lot of information. Reading it is the process by which people gain information and ideas from books, newspaper, magazine, and the others. Students who read well and widely build a strong foundation for learning in all areas of life (Camille Blachowicz, Donna Ogle, 2008:15). Through reading they can get much information they need either to the needs of mastering English itself or other things. Then, without information they will surely not know anything happens either changes in situation of education, or necessary information in reading text of English lesson specifically.

Based on the Educational Unit Level Curriculum or KTSP for junior high school students, students should be able to master many objectives of learning English. One of the main objectives of learning English is students should be able to master is reading. It is supported by Pang et al (2003:6) state that “reading is an important goal in education”. Regarding standard competence which state that in reading comprehension students is expect to be able to comprehend the meaning of both interpersonal and transactional written text formally in the form of recount, narrative, procedure, report and descriptive in the context daily life. In

reading comprehension, the students can obtain some information they need. In order to get best result in the process of reading, the students should have a good ability to comprehend the text. According to Smith (1980) says, “reading comprehension means the understand, evaluating, and utilization of information and ideas again through an instruction between reader and writer.

Based on the researcher pre observation in SMP Negeri 1 Tayan Hilir, the students in the eighth grade especially VIII C, it was found that the students had problems in reading comprehension. The students had difficulties to comprehend the text, to get main idea, supporting detail, vocabulary, inference, and reference. It is caused lowed of knowledge, students work individually, and techniques used by their teachers still teaching techniques are old that is traditional techniques. It was so pity for the students, because the messages and knowledge wanted to be shared by the teacher from reading materials was not transferred to the students. In other word, the students did not get anything and it was a waste of the useful knowledge. It also influenced to their score, more than half of students got unsatisfactory score (based on Minimum mastery criterion of reading skill which is 70).

In this research, the researcher is interested in improving students’ reading comprehension through Recall, Summarize, Question, Connect and Comment (RSQC2) Technique. According to Daines( 2001) RSQC2 is a technique to assess the students’ recall, comprehension, analysis, synthesis and evaluation of recent material. According to Angelo & Cross (1993) RSQC2 is an assessment device that encourages students to recall and review class information comprehensively.

Meanwhile, Dees (2009) “RSQC2: This summarization technique is an acronym that stands for Recall, Summarize, Question, Comment, and Connect. Students Recall and list the key points, Summarize them in a paragraph, write some Questions they still have, Connect what they have learned to the lesson objective, and write a Comment as a personal response.

From the explanation above the researcher conclude that RSQC2 technique allows the teacher to compare detailed information on the students’ recall, understanding and evaluations of the material. It also informs the teacher of students’ question and comment that they need to respond. This technique provides students with a comprehensive framework for recalling and reviewing the material. RSQC2 is particularly useful to students who lack sophisticated learning and study skills. This technique can be used by the teacher to improve the students’ comprehension about the material. It is support by Alicia(2012:6), “RSQC2: It is a technique which will explore and assess students’ knowledge in studying especially reading comprehension, by using this technique, the students will encourage to increase their reading comprehension because they will be guided to be a good reader”. So that, the researcher interested to conduct this research through RSQC2 Technique to the grade eighth students of SMP Negeri 1 Tayan Hilir. The researcher hopes with RSQC2 Teachnique, the students’ reading comprehension will improve.

## **B. Research Question**

How can RSQC2 Technique improves the students' reading comprehension to the eighth grade students of SMP Negeri 1 Tayan Hilir in the academic year of 2015/2016?

## **C. Research Purpose**

This research have the purpose: to investigate the students' improvement in reading comprehension through RSQC2 Technique to the eighth grade students of SMP Negeri 1 Tayan Hilir in the academic year of 2015/2016.

## **D. Research Significances**

The results of this research are expected to benefit both theoretical and practical.

### **1. Theoretically significances**

The result of this study intended to contribute for English teaching theory in reading comprehension. This study can be used as reference by next researchers who are interested in studying about this matter.

### **2. Practical significances**

#### **a. For English teacher**

This research provides support to English teachers, to develop the teaching technique for English teaching. They may improve in



teaching and learning reading comprehension by using new technique for making students enjoy in learning.

b. For students

The result of this research provides supports to the students to improve their reading comprehension.

c. For researchers

The result of this research supports researchers to enrich the technique used for improve reading comprehension. In addition the researcher knows deeply about teaching reading comprehension through RSQC2 Technique.

## **E. Scope of Research**

### **1. Research Variable**

Every research need variable, according to Creswell (2012:112) a variable is a characteristic or attribute of an individual or an organization that researcher can measure or observe and varies among individual or organization studied. In this research the researcher uses a single variable to be studied. A single variable design has one manipulated independent variable (Ary et al 2010: 302). Single variable in this research is improving students' reading comprehension through RSQC2 Teechnique.

## 2. Terminology

To avoid misunderstanding of this research, the researcher would like to explain one by one.

### a. RSQC2 Technique

Recall, Summarize, Question, Connect and Comment (RSQC2) Technique, this technique to assess the students' recall, comprehension, analysis, synthesis and evaluation of recent material. This technique can be used by the teacher to improve the students' comprehension about the material.

### b. Reading Comprehension

Reading comprehension is a process making sense of someone read and connect the ideas of what they know and reading comprehension as the process of simultaneously extracting and constructing meaning. Then reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and word knowledge, and fluency.

### c. Improving

Improving is an action from the researcher to make students' comprehend the reading more. By implementing RSQC2 as technique of teaching reading comprehension, the researcher hope it can improve students' reading comprehension.