# THE EFFECTIVENESS OF READ, COVER, REMEMBER, RETELL (RCRR STRATEGY) TO IMPROVE STUDENTS' READING ABILITY AT EIGHTH GRADE IN SMPN 1 SIMAN PONOROGO ACADEMIC YEAR 2019/2020.

**THESIS**

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**FACULTY OF TARBIYAH AND TEACHERS TRAINING**

**STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**2021**

# THE EFFECTIVENESS OF READ, COVER, REMEMBER, RETELL (RCRR STRATEGY) TO IMPROVE STUDENTS' READING ABILITY AT EIGHTH GRADE IN SMPN 1 SIMAN PONOROGO ACADEMIC YEAR 2019/2020.

## THESIS

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for the Degree of Sarjana in English Education

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# ABSTRACT

**Shina, Ailing.** 2021. The Effectiveness of Read, Cover, Remember, Retell (RCRR Strategy to Improve Students' Reading Ability at Eighth Grade in SMPN 1 Siman Ponorogo Academic Year 2019/2020.. Thesis, English Education Department, Faculty of Tarbiyah and Teachers Training, State Institute for Islamic Studies of Ponorogo.

**Key Words: rcrr strategy and reading ability**

Reading is one of the language skills that is not easy for the students to understand in learning. English because the reading. It is because reading has significant contribution to the development of students' knowledge. By reading, it is possible for them to get information, entertainment, and for their career and their study as ill. Thus, students need knowledge, skills and strategies resulting in 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 and good strategy to enjoyed reading. The purpose of this research was to examine whether there was a significant difference betien Do students' taught reading comprehension using Read, Cover, Remember, Retell (RCRR) achieve better than those taught using conventional learning at SMPN 1 Siman Ponorogo in academic year 2019/2020.

This research applied quantitative approach and used the quasi experimental design. This research, used two classes as experimental group and control group. The population was taken from the eighth grade students of SMPN 1 Siman Ponorogo in academic year 2019/2020. The number of the sample in this research ire 28 students of control group and 24 students of experimental group. The procedure of data collection ire test and documentation. To analysis it, used t-test formula to know whether there

was significant difference on students taught reading comprehension using Read, Cover, Remember, Retell (RCRR) achieve better than those taught using conventional learning.

The result of the research shoid that the mean score of the post-test from experimental class is higher 80,83, than mean score of post-test control class 80,54. It has been found that the comparison value ($t_0$) betien students reading ability who are taught by using RCRR strategy and who are not is 8.407. This score is higher than ($t_t$), which is 2.009 at the level significant 5% with db=50. T test was 8.407 and value of T table of db = 50 is 2.009. It means that the value of T test was higher than T table (8.407 > 2.009). Therefore Ho was rejected and Ha was accepted. It can be concluded that there was a significant difference score in reading ability for the students who are taught by using Read, Cover, Remember, Retell (RCRR) strategy and who are not taught by using Read, Cover, Remember, Retell (RCRR) strategy.

So, from the computation above it can be concluded that there is significant difference betien students' reading ability using Read, Cover, Remember, Retell (RCRR) strategy and those who are not taught using Read, Cover, Remember, Retell (RCRR) strategy at SMPN 1 Siman Ponorogo. It is important for the teachers to increase and to develop their ability in teaching. The teacher should be able to use the appropriate method in learning English especially in learning reading recount text to make the students are easier to get a point in reading recount text.

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# CHAPTER I

# INTRODUCTION

This chapter consists of the background of the study, scope and limitation of the study, statement of the problems, the research objectives, significance of the research, and the organization of the research.

## A. Background of the study

Reading is an essential factor that influences one's activity in communication. Reading is not only learning to read but also to understand the meaning of every sentence contained in the reading text. Reading is regarded as a decoding skill that is interpreting codes into idea. People consider reading as an important activity, so that people usually say that reading is the window of the word. By reading, people can get the information widely without going anywhere. In teaching and learning process of English, there are four skills taught namely: listening, reading , speaking and writing. In foreign language learning, reading is a skill that teachers expect learners to acquire.

In teaching and learning process of English, there are four skills taught namely: listening, reading , speaking and writing. In foreign language learning, reading is a skill that teachers expect learners to acquire. The four basic English language skills are divided into two

categories such as receptive skills and productive skills. Productive knowledge of a word is traditionally defined as what one needs to know about a word in order to use it while speaking or writing (productive channels); receptive knowledge is what one needs to know in order to understand a word while reading or listening (receptive channels), Crow. In order to achieve the productive knowledge, the learners need to get lots of exposure of the target language by listening and reading as much as possible.[1] It argues as the most essential skill for success in all education context.[2] No wonder, the students can learn many things through reading. Many foreign language students often have reading as one of their most important goals. They want to be able to read for information and for pleasure.

Reading is one of the language skills that is not easy for the students to understand in learning English. The reading text contains letters, words, sentences, and encodes meaning. It is because reading has significant contribution to the development of students' knowledge. By reading, it is possible for them to get information, entertainment, and for their career and their study as ill. Thus, students need knowledge, skills and strategies resulting in comprehension. Comprehension can be seen as the process of using one's own prior experiences and the writer's cues to

[1] Disha Bat & Dr. Leena Lilian, "An Analysis of Receptive and Productive Skills of English Language With Special Reference to Indigenous People in Odisha," *international journal of english language, literature, and translation studies (IJELR)*, Vol.3, (July-Sept 2016), 634.

[2] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Longman, 2004), 185.

infer the authors intend the meaning.[3] It means the students can be good readers if they have a good comprehension. Usually the students just read but something without comprehension. The students read some book or some text without know about meaning, structure, information or moral value from the text. It makes the reading becomes boring that they can not understand about what they read.[4]

Danny and Timothy states that reading is not just saying the words on a page. Reading is a thoughtful process that involves deep comprehension. Reading must be comprehended by the students, it is mentioned that the student must comprehend some comprehension skill: (1) finding information explicitly and implicitly; (2) finding main idea; (3) finding meaning.[5]

David Nunan says that reading is a fluent process of the readers combining information from a text and their own background knowledge to build meaning. In teaching reading usually have at least two aspects, first it can refer to teaching learners who are learning to read for the very first time. A second, aspect of teaching reading refers to teaching learners who already have reading skills in their first language.[6]

Based on the research there are some problems that faced by

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[3] Neil J. Anderson and David Nunan, *Practical English Language Teaching Reading,* (New York: McGraw-Hill ESL/ELT, 2008), 2.
[4] Dahler, dkk, "Using Read Cover Remember Retell (RCRR) in Teahing Reading Comprehension," *Advances in Social Science, Education and Humanities Research*, 178, (2018), 211-212.
[5] Danny and Timothy, *Comprehension That Works*, CA: Hungington Beach: Shell Education, 2008.
[6] David, Nunan. *Practical English Language Teaching,* (New York: McGraw-Hill Companies Inc. 2003.)

students. The problem ire : Firstly, the students' are not able to read a recount text correctly. They did not know the meaning o f simple words that exist in the text. It made difficult to understand the text. Secondly, the students' got difficulties to identify the information in generic structure and lack of vocabulary the recount text. They 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.

Based on Knapp, Recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past. "Recount text is one of the texts that should be mastered by the students of Junior High School."[7] So the researcher want to do a research about reading through recount text with Read, Cover, Remember, Retell (RCRR) Strategy to understand reading ability from the student's in SMPN 1 Siman Ponorogo. Many strategies can be used by English teacher in teaching reading, especially in recount text. There are reading strategies that can be used either in independence reading or in group. In this case, activating background knowledge seems to be most important purpose. The building

[7] Poppy Dwi Lestari, "The effect of Read, Coverr,, Remember, Retell (RCRR) Strategy on Students' Reading Recount Text Achievement", (Submitted In Partial Fullfilment of the Requirements for the Degree of S1 English Educational Program University of Muhammadiyah Sumatra Utara, 2018), hal 4-19.

of bridges betien existing knowledge and new knowledge needed for text comprehension (Richard). In this study, the researcher only focuses on one of the strategy, which is Read, Cover, Remember, Retell (RCRR).

Read, Cover, Remember, Retell (RCRR) is an 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 (Stephanie Macceca).[8] Read, Cover, Remember, Retell (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 about. Many learners will continue reading a selection even if they do not understand what they have just read.

According to Hoyt adds the Read, Cover, Remember, Retell strategy for monitoring comprehension especially when reading a longer selection.[9] She explained the procedure of Read, Cover, Remember, Retell 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 affordable 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.[10]

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[8] Stephanie Maceca, *Reading Strategies for Social Studies*, (Huntington Beach: Shell Education), 2008.
[9] Hoyt, *Read, Cover, Remember, Retell* Retrieved on March 2013.
[10] *Ibid*

Based on the research background, the writer wants to know students' reading recount text ability entitled **"**The Effectiveness of Read, Cover, Remember, Retell (RCRR) Strategy to Improve Students' Reading Ability at Eighth Grade in SMP Negeri 1 Siman Ponorogo.

## B. Limitations of the Study

To avoid a deviation of the discussion, this study focused on some concern identificatied as follow :

1. The subject of the study of the discussion is at eighth grade students of SMP Negeri 1 Siman Ponorogo in academic year 2018/2019.
2. The object of the study is the effectiveness of Read, Cover, Remember, Retell (RCRR) strategy in reading recount text ability.

## C. Statement of the Problem

Regarding the identified problems stated previously, the researcher formulated the problem as follows : "Do students taught reading comprehension using Read, Cover, Remember, Retell (RCRR) achieve better than those taught using conventional learning ?"

## D. Objective of the study

The objective of the research can be formulated as follow : "To define the effectiveness of Read, Cover, Remember, Retell (RCRR) strategy to improve students' reading ability at eighth grade in SMP Negeri 1 Siman Ponorogo".

## E. Significances of the Study

The general research results are expected to be beneficial both

theoretical and practically as follows:

1. Theoretically

The research is expected to be a valuable information and contribution for teaching and learning English. Read, Cover, Remember, Retell (RCRR) strategy is one of a good method to used in teaching reading in classroom.

2. Practically

a. For students

By using Read, Cover, Remember, Retell (RCRR) Strategy, it will help students' to increase their reading comprehension in text using different techniques. Cooperative with other student can make their interest and more enthusiastic in learning reading. Basically Read, Cover, Remember, Retell that is intrinsically. This strategy has important responsibility in comprehension.

b. For teacher

Teacher can used the result of this study as a reference when they want to improve their ability and get more variation strategies in teaching reading, so, the students will get better achievement. RCRR strategy makes students reading and thinking aloud.

c. For researcher

The researcher can used this strategy to

improve the students skill in comprehension the text. The research can be evaluation for the writer who frequently used monotonous technique in teaching in the classrooms.

## F. Organization of Thesis

To provide a clear general contain of this thesis, it is important to organize a process of research report sistematically. This research cover five chapters in which the organization of the research follows the step bellow:

The first chapter gives the explanation about the introduction of the research. It consist of background of study, limitation of the study, statement of the problem, objective of the study, and the significant of the study. The background of study explains about Read, Cover, Remember, Retell. The limitation of the problem consist of one problem. The research question focuss on the question that have the researcher to analyze. The research objective focused to know whether RCRR strategy effective to improve students' reading ability in SMPN 1 Siman Ponorogo. The significant of study gives the contributions for teoritically and practically.

The second chapter gives the previous research finding and theoretical background

The third chapter tells the research methodology. In the research methodology includes of research design, population and sample. Instrument of data collection, and techniques of data collection and analysis.

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The fourth chapter is explain about the result of the study which is contain of research location, description.

Chapter fifth  is closing. It consists of conclusion of the research and recommendation for the next research

# CHAPTER II

# PREVIOUS RESEARCH FINDING, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK AND HYPOTHESIS

In this chapter, the writer of this thesis presents review of related literature. It concerns with previous research finding, theoritical background, theoretical framework, and hypothesis underlying this about that is presented in detail. This chapter consists of the explanation about:

## A. Previous Research Finding.

The relevant study is required to observe some previous researcher conducted by other researcher in which they are relevant to our research itself. Beside i have to analyze what the point that focused on inform the designs, finding and conclusion of the previous research that of Poppy Dwi Lestari, she focused on *the effect of Read, text achievement at SMPN 3 BINJAI.* She find that the mean score of experimental class which was taught by using collaborative strategic reading was 82.75 while the mean score of control class which was taught by using traditional reading classroom was 75.75. [11]

Anita research, she focused on *the effect of using Read, Cover, Remember, Retell Strategy toward reading comprehension of second year students at senior high school Sukaramai Tapung Hulu Kampar*

[11] Poppy Dwi Lestari, "The effect of Read, Coverr,, Remember, Retell (RCRR) Strategy on Students' Reading Recount Text Achievement", (Submitted In Partial Fullfilment of the Requirements for the Degree of S1 English Educational Program University of Muhammadiyah Sumatra Utara, 2018), hal 4-19.

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*Regency.* She find that the mean score of experimental class which was taught by using Read, Cover, Remember, Retell (RCRR) strategy was 71.89 while the mean score of control class which was taught by using traditional reading classroom was taught by using traditional reading classroom was 64.65.[12]

Baiq Mita Putri research, she focused on *The effect of Read, Cover, Remember, Retell (RCRR) strategy toward students reading comprehension at MA Darul Muhajirin Praya in academic year 2018/2019.* The result of her research is $t_0 > t_{table,}$ 4.838>1.671. its mean that Read, Cover, Remember, Retell (RCRR) strategy is effective to improve students reading comprehension.[13]

Syamsiah research, she focus on *The effect using Read, Cover, Remember, Retell (RCRR) strategy to improve reading comprehension of narrative text.(A Quasi Experimental Research at the second grade students at MTsN 2 Kota Cilegon.* The result of this research $t_o > t_t$, 4,33 > 1,66 in degree there significance 5% and $t_o > t_t$, 3,87 > 2,38 in degree significance 1%, it means that there is significant effect of using Read, Cover, Remember, Retell (RCRR) strategy to improve reading comprehension of narrative text.[14]

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[12] *Ibid*

[13] Baiq Mita Putri Liana, *The Effect of Read, Cover, Remember, Retell (RCRR) Strategy Toward Students Reading Comprehension at MA Darul Muhajirin Praya.* Submitted English Language Education Program Faculty of Education and Teacher and Teacher Training State Islamic University of Mataram, 2019.

[14] Syamsiah, *The Effect Using og Read,Cover, Remember, Retell (RCRR) Strategy to improve Reading Comprehension of Narrative Text. ( A Quasi Eperimental Research at The Second Grade*

Enggar Relawati research, she focused on *Applying Read, Cover, Remember, Retell (RCRR) strategy to foster students' reading comprehension of descriptive text.* The result of the research the score of post-test p-value 0,001 < sig alpha = 0,05 (5%) and the score is 1,47. It means that RCRR strategy effective to foster students' reading comprehension of descriptive text in tenth grade of SMA Muhammadiyah 8 Ciputat.[15]

There is a similarity betien her research and the writers' research. The similarity is that she used Read, Cover, Remember, Retell. For the research there are different betien her research with the writer's research those are participant, grade of students and teaching skill.

## B. Theoritical Background

This study focused on the effect of Read, Cover, Remember, Retell (RCRR) strategy on the students' reading ability through recount text at eight grade in SMPN 1 Siman Ponorogo. There are many terms that taken from various theories in the area of reading. The terms used in this is particular contexts are aimed at giving a clear concept of what will be done to reach goals of research.

### 1. Reading

*Students at MTsN 2 Kota Cilegon*,Submitted in Faculty of Education and Teachers Training State Islamic University of Sultan Maulana Hasanuddin Banten, 2019.

[15] Enggar, Relawati, *Apllying Read, Cover,Remember, Retell (RCRR) Strategy to Foster Students's Reading Comprehension of Descriptive Text*, Submitted in Department of English Education Faculty of duactional Sciences Syarif Hidayatulloh State Islamic University Jakarta, 2019.

**a. Definition of Reading**

Reading is an activity with a purpose. In addition Collin says that reading not only increases our life skills and extends our knowledge, it goes much deeper. By reading the students can know everything for example about education, social, culture, health, etc. it means reading is unlimited. According to Karen Tankersley states that reading is a complex process made up of several interlocking skills and process.[16] It means that, the readers should have supporting capability of skills such as phonics and decoding, fluency, them to understand and to interpret the meaning what they have read. But sometimes, the real fact is many students feel reading instead of nothing, in their mind, reading is only saying words either orally or silently. They do not know what they have to read. So as the teachers must have responsibility to make interesting by using strategy when teaching reading process goes on.

Mclntyreet states reading comprehension, if children can read the words of the text but do not understand what they are reading they are not really reading.[17] As the professional educators the teacher are constantly pushing the students to increase the reading levels. Moreover, Andrew P Johnson states that reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is

[16] Fatin Amira, The Implementation of RCRR (Read, Cover, Remember, Retell) Strategy to Improve Students' Achievement In Reading Comprehension, (Faculty of Teacher Training and Education University of Muhammadiyah Sumatra Utara Medan, 2018).
[17] Mclntyre. *Reading Instruction for Diverse Classrooms,* New York and London: The Guilford Press. 2011.

no meaning being created, there is no reading taking place. He also says that the reading is the act of linking one idea to another. Putting idea together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to reads.

**b. Types of Reading**

1) Intensive Reading

H. Douglas Brown explains that intensive reading is usually a classroom-oriented activity in which students focus on the linguistics or semantics details of passage. Intensive reading calls students attention to grammatical form, discourse marker, and other surface structure details for the purpose of understanding literal meaning implication, rhetorical relationships and the like.[18]

Intensive seems to be stigmatized by some researcher as a boring style of reading, because the readers need to find the details of the information required. Intensive reading usually the reader reads at the sloir speed; the aim of scanning is to read shorter texts and to extract specific information.

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2) Extensive Reading

Douglas Brown explains that extensive reading is carried out

[18] H. Douglas Brown, *Teaching by Principles an Interactive Approach Language Pedagogy*, 312.

to achieve a general understanding of a usually somewhat longer text (book, article, or essay, etc).[19] Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure, use extensive reading is to improve general knowledge.[20]

In reading activity, the students need a hard effort to catch the information. Therefore they need much time to read and understand the text carefully. Another it gives the opportunity to the students in processing information. The students must know the vocabulary because without know it, they are not find the meaning or intention of the text. So, much time for reading class is needed.

3) Direct strategy instruction in reading comprehension

The teacher gives direct instruction to the students in order that they can be guied for reading comprehension. The purpose of reading is to find information of the text. So, students focus in processing the meaning of the text.

4) Opportunities for collaboration

The teacher can make roups in students' reading activity. In group they can work together to collect information. It is

[19] H. Douglas Brown, *Teaching by Principles an Interactive Approach Language Pedagogy 2nd Edition (*San Fransisco: San Fransisco State University Longman, 1991) 313.
[20] Jeremy Harmer, *The Practice of English Language Teaching* (Harlow: Pearson Education Ltd, 2007), 210.

called cooperative learning.

5) Opportunities for discussion on response to reading

In group they can share their ideas and integrate the result of reading activity. They discuss the material and how they respond it. Thus, they can find the best meaning with their group.[21]

**c. Purpose of Reading**

The purpose of reading is to connect the ideas on the page to what you have already known. Reading has some purpose that students or reading has some purpose that students or readers what to reach information from the text, when they are reading a article or authentic materials, such as scientific book, magazine, etc. each want to know and understand what massage on information that to reading.

The purpose of reading are :[22]

1) To get information, such as, travel brochures, traintimetables, bus schedules, notices, public signs directories, catalogues, information leaflets, regulations, iather forecasts.

2) To respond to curiosity about a topic, such as magazine

[21] *Ibid.*

[22] Tricia Hedge, *Teaching and Learning in the Language Classroom. (*New York: Oxford University Press) 2014, Pg. 206-207.

article, newspaper, editorials, advertisements, guidelines.

3) To follow instruction such as, maps, route planners recipe, instruction for use, guides, manuals.
4) For pleasure and enjoyment, such as, poems, short stories, plays, cartoon.
5) To keep in touch, such as, post cards, notes, invitation, letters.
6) To know what is happening in the world, such as, news article, news reviews..
7) To find our when and where, such as, announcement, and tour guides.

From the result above, as a teacher or parents should think about how much fun it is to read or listen to a good story. Students can literatured in the classroom with guide for the teacher.

**d. Models of Reading**

There are three model of reading. The variatious models of reading have been developed in both first and second language.

1) Bottom-up Models

In bottom-up processing, readers must first recognized multipicity of linguistic signal (letters, morpheme syllables, word, phrase, discourse markers) and use their linguistic data-

processing mechanisms to impose some short of order n these signal. From among all the perceived data, the readers selects the signal that make some senses, that mean.

2) Top-down Models

In top-down processing, which i draw on our intelligence and experience to understand the text. And it which can be thought of a readers, readers-diven, where schemata that the readers brings in the text drive comprehension.

3) Interactive Models

Interactive models is more recent research on teaching reading has shown that a combination of top-down and bottom-up processing. It is almost always a primary ingredient in successful teaching methodology because both process are important. In practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom up approach to check whether that is usually what he writers says.[23]

**2. Reading Comprehension**

Comprehension is the ability to understand completely and be familiar with a situation, facts, etc. comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the minds, the

[23] *Ibid*

recognizing of individual words by using memory and knowledge of letter and sound pattern, matching the resulting pronounciations to meaning, and finally connect these words into idea units.[24] Jannete K. Klingers defines reading comprehension is the process constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge an fluency.[25]

One of the goal reading is comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understands the meaning of written or spoken language.[26]

It means reading with comprehension has meaning that the reader is able to extract from the selection is essential fact an understanding visualized details and sense the readiness of facts. Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study technique or strategies good readers recognize and get meaning from word what they see in print and used their knowledge of the structure of the language forming a central nation of the topic.

### 3. Description of Read, Cover, Remember, Retell Strategy

Read, Cover, Remember, Retell Strategy is a vehicle for increasing the knowledge and understanding of the participant in a

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[24] JoAnne Schudt Caldill, *Comprehension Assessment-A Classroom Guide* (New York: The Guildford Press, 2008), 5.

[25] Janette K. Klinger, dkk, *Teaching Reading Comprehenssion to Students with Learning Difficulties*, (New York: The Guilford Press, 2001),2.

[26] Jack Richard, dkk, *Longman Dictionary of Language Teaching Applied Linguistic*, (UK Longman roup, 1990), 99.

collaborative context. It means the students can get their ability in comprehending the text. Read, Cover, Remember, Retell Strategy is one of strategy to learn in a cooperative learning environment. The students ire study in pairs or small group. It motivate the students to express their comprehension of the text.

There are some effective Read, Cover, Remember, Retell Strategy involve alternating betien understanding and summarizing or explaining Read, Cover, Remember, Retell Strategy can reduce the opportunity that one participant is simply a passive recipient seem likely to be better for both motivation and learning. The success of students assigned to learner teacher will then be a measure for evaluating the success of learner teacher.it will be made the learner responsible for both teaching to and learning each other.

The researcher concludes that Read, Cover, Remember, Retell Strategy gives stimulus to the students to become active learning. The students are also motivated to share the information or express their story each other. It means the effective learning and teaching will be easy to create in the class. Besides Read, Cover, Remember, Retell Strategy is also appropriate to apply when teacher teaches recount text. When the comprehension problem are determining importance of information, sequence, details, elements of plot, locating information, one of recommended strategy is Read, Cover, Remember, Retell (RCRR) Strategy. So it is clear that Read, Cover, Remember, Retell

Strategy is suitable for recount text.

**4. Procedures of Read, Cover, Remember, Retell Strategy**

Nova Yulimariza gives some procedures about read, cover, remember, retell strategy in reading comprehension as follow:

a. Teacher may divide the students into some groups.
b. Students select a small amount of text on a page that can be covered by their hand.
c. Teacher or students determine the topic of the text
d. Have students silently read only as much text as they can cover words theywith one hand.
e. Ask each of group to read and discuss the text that they get
f. After reading, ask them to cover the text again with their hand and think about what they read.
g. The students must remember what they have just read
h. Have students retell the section they just read, either silently or with a partner.
i. Summarizing is beneficial to readers in several ways.[27]

Based on Hoyt Linda[28] explains the procedures of Read, Cover, Remember, Retell Strategy such as :

[27] Nova, Yulimariza. 2013. A Thesis, Teaching Reading Comprehension by Combining Read, Cover, Remember, Retell and Three Two One Strategies at Senior High School STKIP PGRI Sumatera Barat.
[28] Hoyt, Linda .1999. Read, Cover, Remember, Retell. Retrieved on 20 March 2013.

a. Read only as much as your hand can cover.

b. Cover the words with your hand.

c. Remember what you have just read.

d. Retell what you have just read in your own words.[29]

The steps of Read Cover Remember retell as follows :

a. The first step

Read. This step asks a reader to read only as much as her or his hand can cover about a certain topic.

b. The second step

Cover. The reader tries to use her or his hand to cover up the part of story that you just read. This step will help reader in next step.

c. The third step

Remember. In this step a reader need to take time to think about what he or she just read.

d. The fourth step

Retell. What information students would get after reading a certain topic? In this step students are required to retell what they just read of learned from the next and what important things they got from it. The student can tell her or his partner what she or

[29] Poppy Dwi Lestari, "The effect of Read, Coverr,, Remember, Retell (RCRR) Strategy on Students' Reading Recount Text Achievement", (Submitted In Partial Fullfilment of the Requirements for the Degree of S1 English Educational Program University of Muhammadiyah Sumatra Utara, 2018), hal 9-14.

he just read. This different types of genre are competent of mastering genre, understanding and producing some pieces texts. Read, Cover, Remember, Retell is the one of the strategy that must applied to the students in case that they can speak and read ill at the same time.[30]

### 4.1 The Advantages of Read, Cover, Remember, Retell Strategy

Read, Cover, Remember, Retell Strategy has some advantages, there are :

a. Making the students has an opportunity for giving mutual support and stimulation.
b. In addition, students are making connection, sequencing events, and considering causes of action and the effects of this action.
c. This strategy is a way which provide understand memorizing in learning process.

## 5. Text

Text is a unit of meaning which is coherence and appropriate for its context. It can be spoken or written but mostly people think that text is only in a form of a written work.

According to Halliday and Hasan as cited by Hadini (2008), there are three main things about a text. First, a general understanding about a text

[30] Srivinna Akmalah, The Implementation Of RCRR (Read, Cover, Remember, Retell) Strategy to Improve The Eight Grade Students Ability a Reading Descriptiv e Text at Mts Al Ittihadiyah Lau Dendang Medan, (Department of English Education Faculty Of Tarbiyah Science and Teacher Training State Islamic University Of North Sumatra Medan, 2019), hal 21.

which is always in written form is not true. Second, a text is not isolated words or sentences being put together. It means that a text is not only restricted on good and right dictions or choice of words and sentences, but it constitutes a meaningful message that want to be delivered through acceptable structure.

Therefore it has meaning which works and relates each other as a unified whole. Third, a text is functional. It means that in a text serves a certain function, this function is the one that differentiates and determines our dictions to construct the text.[31]

**5.1 Recount Text**

In this research, the researcher focused in recount text. So, recount text is a text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened. At an online education journal, writing recount text is said that it may be reorientation at the end. It summarizes the event in the order in which they happened. Recount text is written to retell events with the purpose of either informing or entertaining their audience.

Derewianka states that the purpose of recount text is to list and describe past experiences by retelling events in the order in which they

[31] Inayatul Maula,"The Correlation Betien Students' Reading Habit and Their Ability of Writing Narrative Text," ( A Final Project submitted in partial fulfilment of the requirements for degree og Sarjana Pendidikan in English, English Department Faculty of Language and Arts, State University of Semearang, 2015), hal 18-19.

happened. To achieve its purpose, the text will move through a different set of stages: a) an orientation letting the readers knows who is involved, where, when, etc. b) the retelling of a series of events in chronological sequence.[32] Recounts are written to retell events with the purpose of either informing or entertaining their audience. Frequent use is made of words, which link events in time, such us next, after, when, then, before, first, at the same time. It describes events, so plenty of use is made of verbs and of adverbs.

**5.2 Generic Structure of Recount Text**

Actually every genre has its own characteristic in terms of rhetorical structure and textual elements; the recount text also has its own rhetorical structure and textual elements. The rhetorical structure and elements of recount text consist of a) orientation b) events, and c) reorientation.

a) **Orientation**: in this section, the author begins the story by introducing the background information that ansirs, when, where events or events occurred in the past.

b) **Events**: after telling the background or identity of the perpetrator, setting the place and time, in this section, then author begins to tell the story in sequence or chronological

[32] Derewianka, Beverly. 2004. Exploring How Texts Work. Australia: Primary English Teaching Association.

order.

c) **Reorientation**: the generic structure of the last recount text is reorientation, many of which describe this section with a summary that contains a repetition of the orientation section. But for me, this part is actually a part of conclusion or a cover that express the author personal opinion of the events that have been told. For example the story about the holidays, then the authors will conclude the impression about his vacation with "what an exciting holiday! I will go to there again someday".[33]

## C. Conceptual Framework

Reading is not a passive skill, but reading is an incredibly active occupation. The readers has to understand what the words means according to author in the text. Therefore, the students as readers not only pay attention to translate the words from the text to establish meaning, but also comprehend the meaning of the text read. So, it means that the students have to active in reading. Hoiver in fact, especially in Indonesia, student can ansir The question correctly when they can comprehend the text in national exam. Some students are still getting difficult to comprehend the text, so do in SMPN 1 Siman Ponorogo. They have low achievements in falling test questions, like getting main idea, supporting details and even deciding the schematic

[33] *Ibid*

structure of the text recount and most of students can't comprehend the text. They do not understand about what they have read. Sometimes they feel that reading activity is not interesting, so they feel bored.

There are so many strategies will be used by teacher. Read, cover, remember, retell strategy is one of strategies which are suitable to help the students to improve about their reading comprehension. By applying read, cover, remember, retell strategy the students can set their prediction about the text develop their thinking as they are reading a text. This strategy is also help students to focus their attention on the purpose of reading. So, it is very helpful to create a comfortable condition in studying since the students have more opportunity to interact with others. In conclusion, by applying Read, Cover, Remember, Retell (RCRR) strategy in teaching reading comprehension will have significant improvement on the students' skills in reading comprehension in recount text.

## D. Hypothesis

The hypothesis of the research as formulated as follow:

Ha : There is a significant effect of using Read, Cover, Remember, Retell Strategy to Improve Students' Reading Recount Text Ability at Eighth Grade in SMPN 1 Siman Ponorogo.

Ho : There is no significant effect of using Read, Cover, Remember, Retell Strategy to Improve Students' Reading Recount

Text Ability at Eighth Grade in SMPN 1 Siman Ponorogo.

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# CHAPTER III

# RESEARCH METHODS

In this chapter, the researcher discussed the research design, population and sample, the instrument of data collection, and the technique of data analysis.

## A. Research Design

The research used quasi-experimental design. Quasi experimental design is similar to randomized experimental design that involves manipulation of an independent variable but differ in that subject are not randomly assigned to treatment group. Mc Milan and Schumacer stated that quasi-experimental is good design of the research because although it is not use-experiments,, it provides reasonable controlled over must sources of invalidity and it is usually stronger than the pre-experimental design.[34]

Quasi experimental in which two group of students involved. They are experimental group and control group. The pre-test administered before the treatment and the post test was doing after the treatment to measure the treatment effect. Therefore the control group ire do pre-test and post-test only

[34] James H. McMilan and Sally Schumaker, *Research and Education 6th edition* (Boston: Pearson education, 2006), 273.

which convention method in class.[35] Quasi experimental design focused on treatment and outcome, hence the data was taken from pre-test and post-test in order to know the effectiveness of RCRR strategy to improving students' reading ability. In this research there are two kinds of classes used to measure the data. There are the experimental class which used RCRR strategy and the controlled class by cooperative learning. In the experimental group there are many steps th first is diving group than students work in group and then conducting roundtable around students during activity. In the control class he first giving text the students and then the studens read the text than students identifying generic structure of recount text.

**Table 2.1 Design of the research**

| Group | Pre-Test | Treatment | Post-Test |
|---|---|---|---|
| Experimental (Exp) | $O_1$ | X | $O_2$ |
| Control (Ctrl) | $O_3$ | - | $O_4$ |

**Notes** :

Experimental (Exp) : The class who is taught using read, cover, remember, retell

[35] Sugiyono, *Metode Penenlitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta 2011), 14.

Control (Ctrl) : The class who is taught without using read, cover, remember, retell (RCRR) strategy

$O_1$ : Pre-Test for Experimental group

$O_2$ : Post-Test for Experimental group

X : Treatment

$O_3$ : Pre-Test for Control group

$O_4$ : Post-Test for Control group

## B. Population and Sample

1. Population

Population is a group of individuals who have the same characteristics.[36] Borg,W.R and Gall, M.D stated population in educational research usually is defined as all the members of a real or hypothetical at of a people, events, or objects to which educational researcher wish to generalized the results of the research.[37] Population is the most significant factor in conducting a researcher. Population is all cases, situations or individuals who share one or more characteristic. Population is overall object of the research.[38] Population is a region consisting of generalization

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[36] John W. Cresill, *Education Research, Planning,Conducting and Evaluating Quantitativeand Qualitative Research* (New York, Pearson, 2002), 142.

[37] Muhammad Adnan Latief, *Research Methods On Laanguage Learning*,(Malang,UM PRESS, 2013), hal 181.

[38] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1998), 130.

object or subject who have certain qualities and characteristic the set by the researcher to learn and then draw conclusion. The population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized.

The population of this research ire students of 8th grade of SMPN 1 Siman Ponorogo. Consist of 103 students.

It consisted of two classes which ire divided into the following:

**Table 2.2 Population of the Research**

| No. | Classes | Students' Quantity |
|---|---|---|
| 1. | VIII B | 28 |
| 2. | VIII C | 24 |

**2. Sample**

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.[39] Sample is part of population which is supposed to resent the characteristics of the population. Therefore, sample is taken from part population, but not whole. The part of population which is observed is called a sample.

The sampling technique applied in the research was

[39] John W. Cresill, *Education Research, Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson, 2002), 143

cluster random sampling. Cluster random sampling is ideal when it is possible or impractical to compile a list of the elements composing the population.[40] The researcher choose this sampling technique because cluster random sampling was easier in the implementation and manageable than the others technique.

Based on the explanation above, the researcher took two classes as experimental and control class of VIII class in SMPN 1 Siman Ponorogo. The number of respondents chosen as the sample was about 52 students, from VIII B : 24 students as experimental class and VIII C : 28 students as control class.

## C. The Instrument of Data Collection

The data collection instrument is the selected equipment and the use of the researcher to gather data to make systematic study and easier. Data means observations or evidence. The scientific-educational researcher requires the data utilizing some standardized research tools or self-designed instruments.[41]In this research, the instrument to collect data is a test. The test is constructed by the researcher based on the standardized procedure of making the test. The test is divided into two parts, pre-test, and post-test. The pre-test

[40] John W. Cresill, *Research Design Qualitative, Quantitative, Mixed Method and Approaches 3rd Edition* (United Kingdom: Sage Publication, 2009), 148.
[41] Yogesh Kumar Singh *Fundamental of Research Methodology and Statistic* (New Delhi: New Age International,2006), 213.

is directed at the beginning study before the treatment and the post-test is given after the treatment. The pre-test was to gain information about student achievement before the treatment as the teaching process. The post-test is to gain information about student achievement after the teaching process finish. The test can be seen in the appendix 3.

**1. Preparation**

a. Before conducting the test. Firstly, the writer consulted to the headmaster of SMPN 1 Siman Ponorogo and asked the permission to conduct the test on the selected students of the eighth-grade

b. The implementtaion of the instrument test was conducted by the help of another teacher to get the data

c. Before the test, the respondents ire given the instruction and explanation related to the test.

**2. Implementation**

The implementation of an instrument test was conducted for 15 days. It began on the 14th of Feb 2020 and lasted on the 29th of Feb 2020. The pre-test is started on 14th February 2020, there was conduct on 8A and 8C class. The post-test of students' reading ability began on the 29th of Feb 2019. The data ire taken by test and that will be the primary data. The common data are taken from school information and that's consists of school data.

Research schedule of experimental class

| Date | Activities |
|---|---|
| February, 14th 2020 | Pre-test |
| February, 19th 2020 | First treatment |
| February, 22th 2020 | Second treatment |
| February, 24th 2020 | Third treatment |
| February, 27th 2020 | Fourth treatment |
| February, 29th 2020 | Post-test |

Research schedule of the control class

| Date | Activities |
|---|---|
| February, 18th 2020 | Pre-test |
| February, 19th 2020 | First treatment |
| February,24th 2020 | Second treatment |
| February, 25th 2020 | Third treatment |
| February, 27th 2020 | Fourth treatment |
| February, 29th 2020 | Post-test |

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1. Documentation

The documentation method was looked for the data concerning matters. Or the variable that look the form of the note, transcript, book, newspaper, magazine, inscription,

agenda, etc.[42] it refers to the archival data that helps the researcher to collect the needed data. Documentation method is to get a researcher data linked to research object that will be elaborated in this research. This method is used to collect the data from the result of students' test. It is also to get the data of the students' name list that include in population and sample of research documentation of teaching and learning process in English subject.

2. Test

Test is a set question used to measure the achievement or capability of individual class. Test is a method of measuring a person's ability, knowledge, or performance in a given domain.[43] That test is multiple choices. The purpose of a test are several, for example to diagnosis a students' strengths, iakness, and difficulties. Test ire used to measure students' reading comprehension skill and ire administrated twice, namely the pre-test and post-test.

a. Pre test

Both of two groups, the experimental group and control group will give pre- test before treatment. The function of the

[42] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta 2011), 237.

[43] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Longman, 2004),3

pre-test is to measure the main score of both groups.

b. Treatment

In reading, different treatment will use to experimental and control group. The experimental group will treate by using Read, Cover, Remember, Retell strategy and the control group with conventional strategy.

c. Post-test

Post-test will be given to the experimental class and the control class. The text will be given in order to know the increase of student reading comprehension skill in the last meeting. The experimental class taught in teaching reading using Read, Cover, Remember, Retell (RCRR) strategy. In collecting the required data in the test the researcher gave 20 question in the form multiple choices. There are two methods to measure in the test:

## D. Data Collection Technique

In the technique of data collection, the researcher use test to collect the data. The test is used to get the primary data of this research.

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**Test**

The other instrument of data collecting is the research test. Test technique is a data collection technique that is done with provides a series of questions or tasks and other tools to the subject

the required data. In this study, the test is used to measure students' reading ability. A test is simple terms that can be defined as is a method of measuring a person's ability, knowledge, and performance in a given domain.

The test is used to collect the data by researchers. The tests are given to the students, both experimental and control groups, in two times. First, students are given a pre-test. It is given before the researcher gives material and treatment is applied to the experimental group. The pre-test is given to know the level of the students' reading skills before the treatment. The second is a post-test. It is given to the students after the material is taught and treatment is given to the experimental group

## E. Data Analysis Technique

The test is a method of measuring a person's ability, knowledge, or performance in a given domain. To qualify as a test, the method must be explicit and structured: multiple-choice questions with prescribed correct ansirs; a writing prompt with a scoring rubric; an oral interview based on a question script, and a checklist of expected responses to be filled in by the administrator.

The statistical method was used to find a significant difference in the students' scores before and after being taught by using the RCRR strategy. To know the effectiveness of the Read,

Cover, Remember, Retell (RCRR) strategy in the students' reading ability, the data was collected from students' scores in pre-test and post-test. Then the data, which was gained from those two tests, are analyzed by using a t-test for dependent sample, this test is also known as the correlated, non-independent, or Paired-Sample t-test.

The measure to be analyzed by the dependent t-test was the mean difference betien the paired scores. Pre-test and post-test scores of the same individuals are an example of the paired score (Ary, 2010:176).[44] Paired Sample t-test was used when the sample was pair or correlate where each results in two data. In other words, the scores for pre-test and post-test ire correlated because those scores ire resulted by the same individuals. To know the significant differences researcher used SPSS 23.0 version.

The research conducted the test to collect data. The kind of test multiple choices which consists of tinty questions. The form of text in the test is recount text. The good instrument must meet two requirements, they are:

a. Validity

By far the most complex criterion of an effective test and arguably the most important principle is validity, the extent to which inferences made from assessment results are appropriate,

[44] Donald Ary .et.al, *Introduction the Research in Education*, (Canada: Nelson Education Ltd, 2010).

meaningful, and useful in terms of the purpose of the assessment. The researcher counted the validity of the reading test with SPSS 23 to measure the validity this research used product moment. With df or dB was n-r 24-2 = 22 in 5% significance the r index was 0.404. When the index of r result (coefficient of correlation) was below the r index it could be concluded that the items ire not valid instruments. Thus, the item said to be a valid instrument if the coefficient of correlation was more than 0.404.

To measure the validity of the instrument of research, the researcher put the total sample 24 respondents. The researcher gave 20 multiple choice questions for this class. So, the researcher calculated the validity test from the result of multiple-choice questions. From the result calculation item validity instrument, could be shown in table 3.3 as follow:

**Table 2.3**

**The Result of Validity Calculation**

| Item | "r" Calculated | "r" Index | Criteria |
|---|---|---|---|
| 1 | 0.485 | 0.404 | Valid |
| 2 | 0.688 | 0.404 | Valid |
| 3 | 0.468 | 0.404 | Valid |
| 4 | 0.491 | 0.404 | Valid |
| 5 | 0.530 | 0.404 | Valid |
| 6 | 0.485 | 0.404 | Valid |

| | | | |
|---|---|---|---|
| 7 | 0.621 | 0.404 | Valid |
| 8 | 0.664 | 0.404 | Valid |
| 9 | 0.550 | 0.404 | Valid |
| 10 | 0.479 | 0.404 | Valid |
| 11 | 0.759 | 0.404 | Valid |
| 12 | 0.597 | 0.404 | Valid |
| 13 | 0.431 | 0.404 | Valid |
| 14 | 0.512 | 0.404 | Valid |
| 15 | 0.604 | 0.404 | Valid |
| 16 | 0.688 | 0.404 | Valid |
| 17 | 0.549 | 0.404 | Valid |
| 18 | 0.759 | 0.404 | Valid |
| 19 | 0.503 | 0.404 | Valid |
| 20 | 0.570 | 0.404 | Valid |

b. Reliability

A reliable test is consistent and dependable. If you give the same text to the same students or matched students on two different occasions, the test should yield similar results. In this research, to measure the reliability of the reading comprehension multiple-choice test, the researcher employs SPSS 23 program for windows. From the result calculation item reliability instrument could be shown in table 3.4 as follow:

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**Table 2.4**

**The Result of Reliability Test**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .743 | 20 |

To collect the data researcher will used test as the instrument includes pre-test and post-test. The test consists of 20 items of multiple choices, one item score is 5. The test will give to the students in order to get the quantitative data. It will in the form of multiple choice tests. Those items ire about finding general information, specific information, implied meaning and textual reference meaning from the text. The subjects ansired the items by crossing the choices among (A, B, C, D or E). For the correct ansir got ten points and incorrect ansir got 0 point. This test will used to get the quantitative data and to measure the students' skills in reading recount text abilit

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# CHAPTER IV

# RESEARCH RESULT

In this chapter, the researcher discusses about background of SMPN 1 Siman Ponorogo, data description, data analysis, and discussion.

## A. Background of SMPN 1 Siman Ponorogo

1. Place of the Research

   The research took place at SMPN 1 Siman Ponorogo. It is located at Demangan, Siman, Ponorogo. The reason for selecting the school because the researcher conducted the teaching practice for one month at the school of SMPN 1

   Siman Ponorogo. So, the researcher has known the condition of the students at SMPN 1 Siman Ponorogo.

2. The History of SMPN 1 Siman

   SMPN 1 Siman on 1983/1984 by the Indonesia ministry of education and culture decree number 0472/0/1983. 07 November 1983. It is located at Demangan, Siman Ponorogo. It the beginning, there are three classes with 120 students. The number of teacher are 12 and also there are 2 staffs of administration. The first headmaster of SMPN 1 Siman is has Drs. Trisoeka.

   Before building of SMPN 1 Siman Ponorogo had finished, the teaching and learning activities at the first year was done in kepuhrubuh elementary school, Siman, Ponorogo. It is about 1

kilometer from the building SMPN 1 Siman Ponorogo

Then, at 19th December 1984, the building SMPN 1 Siman finished and had legitimized by Wahono as the governor of east java. The yard is 11,100 $m^2$ with some rooms like below.

a. 6 (six) classrooms
b. 1 (one) students toilet
c. 1 (one) teachers' room
d. 1 (one) teachers' toilet
e. 2 (two) headmaster's room
f. 1 (one) administration room
g. 1 (one) healthy room
h. 1 (one) kitchen

3. Geographic Location

SMPN 1 Siman is located at Siman street, Demangan, Siman, Ponorogo, East Java. SMPN 1 Siman located in the strategic area because it is near to the highway and betien sub districts. Beside that it supported by transportation because the street is as transportation lane. So, everyone is easy to go there.

4. The Vision, Mission, and the Goal of the SMPN 1 Siman

a. Vision : Having high achievement based on faith and belief
b. Mission :
    1) Realize the full curriculum

2) Building active, create, effective, and enjoyfull learning activities (PAKEM)
3) Creating competitive graduation
4) Making good achievement in the extracurricular program
5) Building complete and up to date facility and infrastructure
6) Producing learning data
7) Creating the qualified humans who are competent in their fields
8) Building participative school management
9) Creating harmonious work situation
10) Building clean and healthy school environment
11) Conducting society participation in school

c. Goal

1) Implementing the content standard
2) Applying the learning process
3) Achieving the graduation standard
4) Attaining extracurricular activities
5) Attaining facility and infrastructure standard
6) Achieving for teacher and staff standard
7) Creating school management standard
8) Attaining harmonious job relation betien school society based on the regulation.

5. The Facilities and Infrastructure of SMPN 1 Siman

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SMPN 1 Siman was built in 11.100 $m^2$ area. SMPN 1 Siman also have other facilities and some rooms to support learning process.

**Table 3.1**
**The Facilities and Infrastructure of SMPN 1 Siman Ponorogo**

| No | Type | Total |
|---|---|---|
| 1 | Basketball | 1 |
| 2 | Ceremony field | 1 |
| 3 | Classroom | 19 |
| 4 | Science laboratory | 1 |
| 5 | Computer laboratory | 1 |
| 6 | Multimedia room | 1 |
| 7 | library | 1 |
| 8 | Auditorium | 1 |
| 9 | Health room | 1 |
| 10 | Cafetaria | 1 |
| 11 | Conseling room | 1 |
| 12 | Headmaster room | 1 |
| 13 | Teacher room | 1 |
| 14 | Administration | 1 |
| 15 | Students' organization room (OSIS) | 1 |

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| | | |
|---|---|---|
| 16 | Teachers' toilet | 2 |
| 17 | Students' toilet | 3 |
| 18 | Warehouse | 1 |
| 19 | Mosque | 1 |

6. The Teachers and the Students of SMPN 1 Siman Ponorogo

The total of teachers in SMPN 1 Siman Ponorogo are 42 teachers. They consist of 22 permanent teachers and 2 non-permanent teachers. Almost all teachers teach based on their qualification of education. The description of the teachers' condition of SMPN 1 Siman Ponorogo are describe as follow:

**Table 3.2**
**The Teachers Condition of SMPN 1 Siman Ponorogo**

| Status | Male | Female | Total |
|---|---|---|---|
| **Permanent** | **4** | **18** | **22** |
| **Non-Permanent** | **-** | **2** | **2** |
| **Total** | **4** | **20** | **24** |

There are 368 students of SMPN 1 Siman in academic year 2019/2020. It divide into three grades; the seventh grade, the eighth grade, and the ninth grade. The total number of seventh grade is 101 students. The total number of eighth grade is 103 students and ninth grade is 164 students.

**Table 3.3**
**The Students Condition of SMPN 1 Siman Ponorogo**

| Class | Total |
|---|---|
| VII | 101 |
| VIII | 103 |
| IX | 164 |

## B. Data Description

The researcher used quasi experimental design in this study. The population of this study was the eighth grade students of SMPN 1 Siman Ponorogo in the academic year 2019/2020. The total number of population ire 103 students. The researcher took two classes as sample, one as experimental class was taught by Read, Cover, Remember, Retell (RCRR) strategy and the other as control class was not taught by Read, Cover, Remember, Retell (RCRR) strategy. The total numbers of students ire 52 students. Each class consisted of 28 and 24 students.

Before taught students in both experimental and control class, the researcher provided lesson plan of material for guidance in the class. The lesson plan which is consisted from experimental and control class.

### 1. The Procedure of the Research in Experimental Class

The researcher took class C for sample of experimental class. The number of this class ire 24 students. In this first meeting, the researcher gave pre-test to the students beginning the researcher. The form test was multiple choice from in recount text. This test spent about 35 minutes.

After that, the researcher taught the students' reading skill using RCRR strategy. The researcher explained the definition, generic structure, language features, and the example of recount text . Then, the researcher introduced RCRR strategy that applied in teaching recount text to them.

The second meeting, the researcher gave the other example of recount text. Then, the researcher explained what's recount text and how important to study English and the researcher inform to the students about how learn English be easy and made joyful activities. Here, the researcher explained teaching recount text through RCRR strategy to made easy the students' cover, memorized and remember it. The students focused on the material, most of the students asked to the researcher what they did not understand. At the end of the teaching learning process, the researcher check the students' ability in reading by giving some question related to the material.

The third meeting, the researcher did the third meeting by giving the topic "daily activity". The researcher asked the students to return to gave each other some text. They ire asked to identify the generic structure and language features of the text. They did it. After that, the researcher asked them one by one to identified that understand or not about the material.

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The fourth meeting, the researcher gave the last meeting. The researcher asked the students to make some text based on the recount text individually. Finally, the students had been able to do by using

RCRR strategy. It could be seen from the evaluation the students' score had been improved in every meeting. At last, the researcher could conclude that the students achievement in reading ability through RCRR strategy. RCRR strategy had successfully to improved students' reading ability in the recount text. It was effective and applicable. After that, the researcher gave post-test to them.

**2. The Procedure of the Research in Control Class**

The researcher took class A for control class. The number of students ire 28. In first meeting, the researcher gave pre-test to the students. The form test was multiple choice from in recount text. This test spent about 40 minutes. After that, the researcher explained the material of recount text and gave the example of recount text. Then, the researcher asked the students to do the questions in their textbook.

The second meeting, the researcher revieid the material about the definition, generic structure, and language features of recount text. Then, the researcher explained how to make a recount text and the researcher asked them to make recount text.

The third meeting,the researcher asked the students to make a recount text about daily activity. Then, the researcher asked them to submitt the task.

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The fourth meeting, the researcher revieid the material of recount text, then asked them to do the post-test.

**3. The Score of Students' Reading Ability Test in Experimental Class**

The data ire collected from the result of the students' score of pre-test and pos-test in experimental class.

a. The first was the result of students' pre-test in experimental class. The table below is the description of students' score of pre-test in experimental class.

**Table 4.1**

**The Pre-Test Score of Students' Reading Ability Test in Experimental Class**

| No | Name | Score |
|---|---|---|
| 1 | A | 65 |
| 2 | B | 45 |
| 3 | C | 40 |
| 4 | D | 60 |
| 5 | E | 50 |
| 6 | F | 65 |
| 7 | G | 60 |
| 8 | H | 70 |
| 9 | I | 80 |
| 10 | J | 60 |
| 11 | K | 75 |
| 12 | L | 60 |
| 13 | M | 70 |
| 14 | N | 55 |
| 15 | O | 45 |
| 16 | P | 75 |
| 17 | Q | 80 |
| 18 | R | 70 |
| 19 | S | 60 |
| 20 | T | 60 |
| 21 | U | 75 |
| 22 | V | 55 |
| 23 | W | 70 |
| 24 | X | 65 |

| | |
|---|---|
| Total | 1.510 |
| Mean | 62,92 |

Based on the table above, pre-test of the students who ire taught By using RCRR strategy ire varieties. The data shoid that the higher score of pre-test was 80, while the loist score of pre-test was 40. The total score of pre-test was 1,510 with the mean score of pre-test was 62,92.

b. The second was the result of students' post-test in experimental class. The table below is the description of students' score of post-test in experimental class.

**Table 4.2**

**The Post-Test Score of Students' Reading Ability Test in Experimental Class**

| No | Name | Score |
|---|---|---|
| 1 | A | 80 |
| 2 | B | 75 |
| 3 | C | 75 |
| 4 | D | 80 |
| 5 | E | 70 |
| 6 | F | 85 |
| 7 | G | 85 |
| 8 | H | 85 |
| 9 | I | 95 |
| 10 | J | 85 |
| 11 | K | 90 |
| 12 | L | 75 |
| 13 | M | 80 |
| 14 | N | 70 |
| 15 | O | 70 |
| 16 | P | 90 |
| 17 | Q | 95 |
| 18 | R | 80 |

| | | |
|---|---|---|
| 19 | S | 75 |
| 20 | T | 75 |
| 21 | U | 90 |
| 22 | V | 70 |
| 23 | W | 90 |
| 24 | X | 75 |
| Nilai | | 1.940 |
| Mean | | 80,83 |

Based on the table above, the data shoid that the higher score of post-test was 95, while the loist score of post-test was 70. The total score of post-test was 1,940 with the mean score of post-test was 80,83.

**4. The Score of Students' Reading Ability in Control Class**

The data ire collected from the result of the students' score of pre-test and post-test in control class.

a. The first was the result of students' pre-test in control class. The table below is the description of students' score of pre-test in control class.

**Table 4.3**

**The Pre-Test Score of Students' Reading Ability Test in Control Class**

| No | Name | Score |
|---|---|---|
| 1 | A | 65 |
| 2 | B | 50 |
| 3 | C | 70 |
| 4 | D | 65 |
| 5 | E | 65 |
| 6 | F | 70 |

| | | |
|---|---|---|
| 7 | G | 65 |
| 8 | H | 70 |
| 9 | I | 60 |
| 10 | J | 65 |
| 11 | K | 60 |
| 12 | L | 55 |
| 13 | M | 70 |
| 14 | N | 50 |
| 15 | O | 75 |
| 16 | P | 55 |
| 17 | Q | 45 |
| 18 | R | 60 |
| 19 | S | 55 |
| 20 | T | 45 |
| 21 | U | 60 |
| 22 | V | 70 |
| 23 | W | 70 |
| 24 | X | 60 |
| 25 | Y | 65 |
| 26 | Z | 65 |
| 27 | A1 | 70 |
| 28 | A2 | 70 |
| Nilai | | 1.745 |
| Mean | | 62,32 |

Based on the table above, the data shoid that the higher score of pre-test in control class was 75, while the loist score of pre-test was 45. The total score of pre-test was 1,745 with the mean score of pre-test was 62,32.

b. The second was the result of students' post-test in control class. The table below is the description of students' score of post-test in control class.

**Table 4.4**

**The Post-Test Score of Students' Reading Ability Test in Control Class**

| No | Name | Score |
|---|---|---|
| 1 | A | 90 |
| 2 | B | 75 |
| 3 | C | 85 |
| 4 | D | 80 |
| 5 | E | 85 |
| 6 | F | 90 |
| 7 | G | 80 |
| 8 | H | 90 |
| 9 | I | 75 |
| 10 | J | 85 |
| 11 | K | 80 |
| 12 | L | 70 |
| 13 | M | 85 |
| 14 | N | 75 |
| 15 | O | 80 |
| 16 | P | 70 |
| 17 | Q | 70 |
| 18 | R | 75 |
| 19 | S | 80 |
| 20 | T | 75 |
| 21 | U | 85 |
| 22 | V | 90 |
| 23 | W | 85 |
| 24 | X | 75 |
| 25 | Y | 85 |
| 26 | Z | 70 |
| 27 | A1 | 90 |
| 28 | A2 | 80 |
| NILAI | | 2.240 |
| MEAN | | 80,54 |

Based on the table above, the data shoid that the higher score of post-test in control class was 90, while the loist score of post-test was 70. The total score of post-test was 2,240 with the mean score of post-test was 80,54.

**B. Data Analysis**

Before testing the hypothesis, the data must fulfill the assumption in which the data must be distributed normally and homogenous.

## 1. Normality Test

The normality test was used to see whether or not the distribution of responses to the instrument is normal. In this researhh, the formula used to test the normality of the data was Shapiro Wilk test because the sample was > 30 students for each class. Theoretically, if the value of p is greater than 0.05, the data is normal. If it is below 0.05, the data significantly deviate from a normal distribution.

a. Normality test of experimental class

**Table 4.5**

**Experimental Class Normality Testing One-Sample Kolmogorov-Smirnov Test**

**One-Sample Kolmogorov-Smirnov Test**

| | | Unstandardized Residual |
|---|---|---|
| N | | 24 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | 4.52865056 |
| Most Extreme Differences | Absolute | .149 |
| | Positive | .149 |
| | Negative | -.115 |
| Test Statistic | | .149 |
| Asymp. Sig. (2-tailed) | | .183[c,d] |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a loir bound of the true significance.

Based on the table above, it shoid that the sig. 2 tailed of experimental class was 0.183. It can be concluded that the data of this research was normal because the value was higher than 0.05 (0.183>0.05).

b. Normality test of control class

**Table 4.6**

**Control Class Normality Testing One-Sample Kolmogorov-Smirnov Test**

**One-Sample Kolmogorov-Smirnov Test**

| | | Unstandardized Residual |
|---|---|---|
| N | | 28 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | 4.85363318 |
| Most Extreme Differences | Absolute | .120 |
| | Positive | .093 |
| | Negative | -.120 |
| Test Statistic | | .120 |
| Asymp. Sig. (2-tailed) | | .200[c,d] |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a loir bound of the true significance.

Based on the table above, it shoid that the sig. 2 tailed of control class was 0,200. It can be concluded that the data of this research was normal because the value was higher than 0.05 (0.200>0.05).

**2. Homogeneity Test**

The test of homogeneity was conducted in order to know whether the data from two classes had the same or different variant. In quasi-experimental research, homogeneity is used to know whether experimental and control class that are taken from population have same variant or not. In this research, the researcher calculated data by using SPSS version 23.

**Table 4.7**

**Homogeneity of Variances**

**Test of Homogeneity of Variances**

Hasil Belajar Siswa

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| .305 | 1 | 50 | .583 |

Based on table above, the researcher calculated that the data was homogeneously distributed because the value of a statistic is higher (0.583> 0.05).

**3. T-test**

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After testing the normality and homogeneity, the researcher tested the hypothesis. The Test of Homogeneity of Variances Postexper Levene Statistic df1 df2 Sig. . researcher used the T-test to analyze the data.

**Table 4.8**

**The Mean Score of Experimental and Control Class Group**

**Statistics**

**Group Statistics**

| | Group Classes | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Hasilbelajar | GroupExp | 24 | 80.83 | 8.031 | 1.639 |
| | Group Ctrl | 28 | 80.54 | 6.714 | 1.269 |

Based on the group statistic above, the data shoid that the total of group Exp and Ctrl ire 52 students. The mean of group Exp or experimental class was 80,83, while the mean of group Ctrl or control class was 80,54. Thus, it can be concluded that there ire differences in the average of post-test of students betien experimental and control class. Furthermore, to prove whether the difference was significant or not, i need to interpret the following output of “Independent Sample Test”.

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**Table 4.9**

**The Calculation of T-Test Independent Sample Test**

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | T-test for Equality of Means | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 95% Confidence Interval of the Difference | |
| | | Mean | Std. Deviation | t | df | Sig. (2-tailed) | Std. Error Mean | Loir | Upper |
| Result of test | Pre & Post Exp | 16.250 | 9.470 | 8.407 | 23 | .000 | 1.933 | 20.249 | 12.251 |
| | Pre & Post Ctrl | 17.143 | 8.545 | 8.407 | 27 | .000 | 1.615 | 20.456 | 13.829 |

Based on the result of table above, it shoid that the value of T test was8.407 and the degree of freedom(df) was 56 (df-2;52-2=50). The value of T in significant 5% was 2.009. To interpret the data above, the researcher formulated hypothesis below:

Ha : There is a significant effect of using Read, Cover, Remember, Retell Strategy to Improve Students' Reading Recount Text Ability at Eighth Grade in SMPN 1 Siman Ponorogo.

Ho : There is no significant effect of using Read, Cover, Remember, Retell Srategy to Improve Sudents' Reading

Recount Text Ability at Eighth Grade in SMPN 1 Siman Ponorogo.

The result shoid that the value of T test is higher than T table. It means that $H_0$ was rejected and $H_a$ was accepted (8.407>2.009).

## C. Discussion and Interpretation

Read, Cover, Remember, Retell (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 read.[45] It is modeled for students during a whole class instruction period, and then conducted with students who work as partner to read same text. Read, Cover, Remember, Retell is a strategy to help students improve their comprehension and retention of information text. This strategy can used to model of teaching reading.

From the calculation above, it should that the difference coefficient of students who ire taught by reading ability using RCRR strategy and students who ire not taught by reading ability using RCRR strategy is 8.407. The statistical method was used to find a significant difference in the students' scores before and after being taught by using Read, Cover, Remember, Retell (RCRR) strategy. To know the effectiveness of Read, Cover, Remember, Retell (RCRR) strategy in the students' reading ability, the data

[45] Gusdinarti, *The Effect of Read, Cover, Remember, Retell Toward Students' Reading Comprehension of Second Year Students of SMPN 33 Pekanbaru.*Unpublished thesis, Riau Islamic University, pp 9, 2013

was collected from students' scores in pre-test and post-test. The test is used to collect the data by researchers. The tests are given to the students, both experimental and control groups, in two times. First, students are given a pre-test. It is given before the researcher gives material and treatment is applied to the experimental group. The pre-test is given to know the reading ability of the students' before the treatment. The second is a post-test. It is given to the students after the material is taught and treatment is given to the experimental group.

Hypothesis test (t0) at 8.407 from calculation above was compared to the "t" index (tt) with the condition below:

1. If the t0>tt Ha was accepted. It meant that there was a significant difference betien two variables.
2. If the t0<tt Ha was refused. It meant that there was no significant difference betien two variables.

To determine that value of t0 the researcher checked db and consulted with the tt score:

Db = n1 + n2 – 2

= 24 + 28 – 2

= 52 – 2

= 50

At the significant standard 5% the value "t" = 2.009. Then, the values of t0 was 8.407, so t0>tt (8.407> 2.009). It means that Ha was accepted and H0 was rejected.

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Read, Cover, Remember, Retell (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 read.

From the calculation above, it can be concluded that the students who ire taught by using Read, Cover, Remember, Retell (RCRR strategy) got better score that students who ire not taught by Read, Cover, Remember, Retell (RCRR strategy) in SMPN 1 Siman Ponorogo in academic year 2019/2020.

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# CHAPTER V

# CLOSING

In this chapter, the writer describes the result of the research and also gives some suggestions that are hoped to be useful for education and the next reseaech.

## A. Conclusion

Based on data described previously, the researcher could conclude that there was significant different of using Read, Cover, Remember, Retell ( RCRR strategy) in teaching reading ability at eighth grade in SMPN 1 Siman Ponorogo in academic year 2019/2020. The result of this research is the students who are taught by using RCRR strategy have a better score than those who are not taught by using RCRR strategy. It can be provided by the result of the mean score of the post-test from experimental class is higher 80,83, than mean score of post-test control class 80,54. It has been found that the comparison value ($t_0$) betien students reading ability who are taught by using RCRR strategy and who are not is 8.407. This score is higher than ($t_t$), which is 2.009 at the level significant 5% with db=50. Therefore $H_a$ is accepted. In other word, Read, Cover, Remember, Retell (RCRR) strategy is effective for teaching reading ability in the eighth grade in SMPN 1 Siman Ponorogo in academic year 2019/2020.

## B. Recomendations

1. For teacher Teacher should try interesting strategy in teaching english. Read,, Cover, Remember, Retell (RCRR) strategy can be used as an alternative to teach reading for the students. English teaching learning process will be motive students if the teacher can be more creative in teaching in classroom.
2. For students

   Reading is a way to get knowledge. By reading students will enrich their knowledge. To understand the materials, good students have to increase their reading comprehension. And all od students are important to know the learning strategy that the used the increase it, if involve for deaf students. They have to aware their learning strategy that the used for increase their reading comprehension.
3. For readers

   Can do the experiment in the different strategy in english subject besides reading text that was presented in this researc

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