

**THE EFFECT OF USING READ, COVER, REMEMBER, AND
RETELL (RCR2) STRATEGY TOWARD STUDENTS'
READING COMPREHENSION AT THE SECOND
SEMESTER OF EIGHTH GRADE AT SMPN 1
TUMIJAJAR TULANG BAWANG BARAT
DISTRICT IN ACADEMIC YEAR 2020/2021**



**A THESIS
Submitted as a Partial Fulfillment of
the Requirement for S1-Degree**

**By:
EKA APRILIANI INDERITA
NPM: 1511040040**

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2021**

**THE EFFECT OF USING READ, COVER, REMEMBER, AND
RETELL (RCR2) STRATEGY TOWARD STUDENTS'
READING COMPREHENSION AT THE SECOND
SEMESTER OF EIGHTH GRADE AT SMPN 1
TUMIJAJAR TULANG BAWANG BARAT
DISTRICT IN ACADEMIC YEAR 2020/2021**



English Education Study Program

Advisor : Syofnidah Ifrianti, M.Pd
Co- Advisor : Irawansyah, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2021**

ABSTRACT

THE EFFECT OF USING READ, COVER, REMEMBER, AND RETELL (RCR2) STRATEGY TOWARD STUDENTS' READING COMPREHENSION AT THE SECOND SEMESTER OF EIGHTH GRADE AT SMPN 1 TUMIJAJAR TULANG BAWANG BARAT DISTRICT IN ACADEMIC YEAR 2020/2021

By

EKA APRILIANI INDERITA

Based on the preliminary research, it was found the students got difficulties in comprehending reading text. The students did not master vocabulary and the students did not interest in reading text because they did not know the effective steps to comprehend reading text. The objective of this research was to find out whether there was a significant effect of using the RCR2 strategy on students' reading comprehension in descriptive text. The quasi-experimental design was used. The population of this research was the Eighth grade of the second semester of SMPN 1 Tumijajar. The sample of this research was 2 classes. VIII C as a control class and VIII D as experimental class. VIII C consisted of 29 students and VIII D consisted of 31 students. In collecting the data, the instrument was used in the form of multiple-choice questions. Before conducting the treatments, the students did pre-test, after conducting the treatments, the students did post-test. After giving the post-test, the data which had been collected was analyzed by using SPSS (Statistical Program for Social Science) version 20 to compute the independent sample t-test to test the hypotheses because the sample was taken from two different samples and to compare both control and experimental classes' mean. From the data analysis computed by using SPSS, it was obtained that $Sig = 0.002$ and $\alpha = 0.005$. It means that H_a was accepted because $Sig < \alpha = 0.005$. Therefore, there was a significant effect of using the RCR2 strategy on students' reading comprehension.

Keywords: *RCR2 strategy, quasi experimental design, reading comprehension*

DECLARATION

Hereby, I stated this thesis entitled “The Effect of Using Read, Cover, Remember, and Retell (RCR2) Towards Students’ Reading Comprehension at The Second Semester of Eighth Grade at SMPN 1 Tumijajar Tulang Bawang Barat District in Academic Year 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, October 23rd 2021

The Writer,



EKA APRILIANI INDERITA

NPM. 1511040040





**KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

Title : The Effect of Using Read, Cover, Remember, and Retell (RCR2) Strategy Toward Students' Reading Comprehension at The Second Semester of Eighth Grade at SMPN 1 Tumijajar Tulang Bawang Barat District in Academic Year 2020/2021

Student's Name : Eka Apriliandi Inderita

Student's Number : 1511040040

Study Program : English Education

Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

**To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty**

State Islamic University of Raden Intan Lampung

Advisor,

**Syofnidah Ifrianti, M.Pd
NIP. 1986910031997022002**

Co-Advisor,

**Irawansyah, M.Pd
NIP.-**

**The Chairperson
of English Education Study Program**

**Meisuri, M.Pd
NIP: 198005152003122004**



**KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

ADMISSION

A thesis entitled: "THE EFFECT OF USING READ, COVER, REMEMBER AND RETELL (RCR2) STRATEGY TOWARD STUDENTS' READING COMPREHENSION AT THE SECOND SEMESTER OF EIGHT GRADE AT SMPN 1 TUMIJAJAR TULANG BAWANG BARAT DISTRICT IN ACADEMIC YEAR 2020/2021, By: EKA APRILIANI INDERITA, NPM: 1511040040, Study Program: English Education, has been tested and defended in the examination session held on: Thursday, October 7th 2021.

Board of Examiner:

Moderator : Iwan Kurniawan, M. Pd


(.....)

Secretary : Septa Aryanika, M. Pd


(.....)

Primary Examiner : Nunun Indrasari, M. Pd


(.....)

Co-Examiner : Syofnidah Ifrianti, M. Pd


(.....)

Advisor : Irawansyah, M. Pd


(.....)

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. H. Nurya Diana, M. Pd

NPM. 196408001988032002

MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ الْأَكْرَمُ
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٣﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٤﴾

- (1) Recite in the name of your Lord who created (2) Created man from a clinging substance (3) Recite, and your Lord is the most Generous (4) Who taught by the pen (5) Taught man that which he knew not.¹



¹ Abdullah Yusuf Ali Translation, The Meaning of Holy Qur'an (Maryland: Amana Publications, 2001), p.

DEDICATION

From the deep of my heart, this thesis is dedicated to every people who cares and loves me. I would like to dedicate this thesis to:

1. Praise to Allah SWT, thanks for everything.
2. My beloved parents my father Mr. Rasjo and my mother Mrs. Rusminarsih who always loves me, always try to make me happy. And always pray all day long, give me financial support and motivation to study hard until now. Thanks for giving the writer spirit.
3. My beloved brothers and sisters Evy Dwi Lestari and Danang Hadi Saputra who always gave me love, spirit, and support for my success.
4. My Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Eka Apriliani Inderita was born in Bandung Baru, South Lampung on April 4th, 1997. She is the first child of three children of Mr. Rasjo and Mrs. Rusminarsih. She has one sister, her name is Evy Dwi Lestari and one brother, his name is Danang Hadi Saputra.

She began her study at play group of Aisyah in 2001 and graduated at 2002. After that she continued her school at elementary school at SDN 1 Daya Murni and graduated in 2009. After that, she continued her school at SMPN 2 Tumijajar and graduated in 2012. After that, she continued her school at SMAN 1 Tumijajar and graduated in 2015. Furthermore, in 2015 she continued her study in the State Islamic University of Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

While being a college student, she was a member of UKM Taekwondo. In the seventh semester, she had her Community Service (KKN) in Merbau Mataram, South Lampung. After KKN, she had her Field Teacher Training (PPL) in MIMA IV Sukarame, Bandar Lampung.

She has also worked at English course. There she served as an admin as well as a teacher.

ACKNOWLEDGEMENT

Praise to Allah SWT, the Almighty God, the most merciful and the most beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon our Prophet Muhammad SAW, with his family and followers.

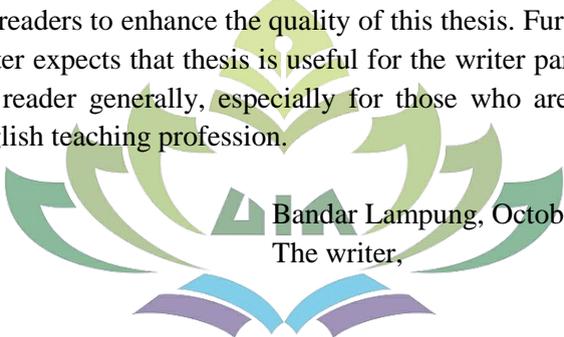
This thesis entitled “The Effect of Using Read, Cover, Remember, and Retell (RCR2) Strategy Toward Students’ Reading Comprehension at The Second Semester of Eighth Grade at SMPN 1 Tumijajar Tulang Bawang Barat District in Academic Year 2020/2021” is submitted as a compulsory fulfillment the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung.

When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung, with his personnel who have given an opportunity and forbearance to the writer during this study until the accomplishment of this thesis.
2. Meisuri M.Pd the Chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Syofnidah Ifrianti, M.Pd, The first advisor who has patiently guided and directed the writer to finish this thesis as well.
4. Irawansyah, M.Pd, the co-advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the writer to finish this thesis as well.
5. All lectures of English Department of UIN Raden Intan Lampung who have taught the writer since the first of her study.
6. Sri Mustika Ningsih, S.Pd, the headmaster of SMPN 1 Tumijajar for allowing the writer conducting the research; to English teacher of SMPN 1 Tumijajar, Ari Kurniawan, S.Pd for being helpful during the research process and giving suggestion during the research.

7. All students of eighth grade at SMPN 1 Tumijajar in the academic year 2020/2021, for giving nice participation during the teaching learning process in conducting research.
8. My beloved friends Diah Safitri, S.Pd, Arya Dini Septiani S.Pd, Hasna Azizah, Jihan Annisa, S.Pd, Siti Latifah Mardiyah, S.Pd, Iska Febriana, S.Pd, Ayu Salimah, S.Pd, Linda Noviani, S.Pd, Rika Dwi Astuti, S.Pd, who always give support, and always solve my problem when the writer get a difficulty.
9. My beloved friends in English Education Study Program of UIN Raden Intan Lampung, especially for all members of PBI A 2015 thanks for our memory.

Finally, it has to be admitted that nobody is perfect and writer is fully aware that there are still a lot of weakness in this thesis. Therefore, criticism and suggestion are sincerely welcomes from the readers to enhance the quality of this thesis. Furthermore, the writer expects that thesis is useful for the writer particularly and the reader generally, especially for those who are involved in English teaching profession.



Bandar Lampung, October 23rd 2021

The writer,

Eka Apriliani Inderita

Npm. 1511040040

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
DECLARATION	iii
APPROVAL	iv
ADMISSION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xiii
LIST OF TABLE	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	6
C. Limitation of the Problem.....	7
D. Formulation of the Problem.....	7
E. Objective of the Research.....	7
F. Uses of the Research.....	7
G. Scope of the Research.....	8
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Concept of Reading.....	9
B. Concept of Reading Comprehension.....	11
C. Concept of Text.....	13
D. Concept of Descriptive Text.....	17
E. Concept of RCR2 Strategy.....	21
F. Procedures of RCR2 Strategy.....	22
G. Advantages and Disadvantages of RCR2 Strategy.....	26
H. Previous Research.....	27
I. Frame of Thinking.....	28
J. Hypothesis.....	30

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	31
B. Variable of the Research.	32
C. Operational Definition of Variable.....	32
D. Population, Sample and Sampling Technique.....	33
E. Instrument of the Research.....	34
F. Research Procedure.	34
G. Scoring System.....	36
H. Validity and Reliability of Test.....	36
I. Data Analysis.	38
J. Data Collecting Technique.....	40

CHAPTER IV RESULT AND DISCUSSION

A. Result of The Research.	41
1. The Result of Pre-Test in Experimental Class.....	41
2. The Result of Pre-Test in Control Class.	42
3. The Result of Post-Test in Experimental Class.	43
4. The Result of Post-Test in Control Class.....	45
B. Result of Data Analysis.....	46
1. Fulfillment of The Assumption.....	46
a. The Result of Normality Test.....	46
b. The Result of Homogeneity Test.	47
2. The Result oh Hypothetical Test.	48
C. Discussion.	49

CHAPTER V CONCLUSION AND SUGGESTION

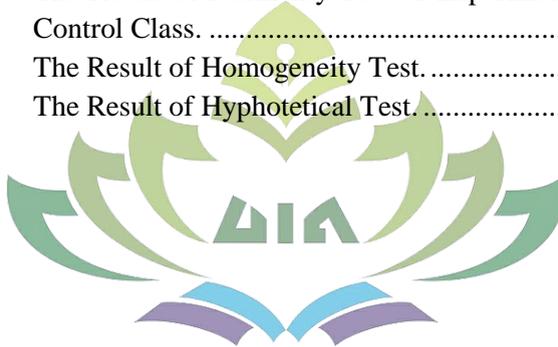
A. Conclusion.....	53
B. Suggestion.	53
1. Suggestion For The Tecaher.....	53
2. Suggestion For The Students.	54
3. Suggestion For The Other Researcher.....	54

REFERENCES.

APPENDICES.

LIST OF TABLE

Table 1	The Student's English Score at the First Semester of Eight Class Students of SMPN 1 Tumijajar.	3
Table 2	The Difference Between Current Research and Previous Research.....	5
Table 3	Pre-Test and Post-Test Design.....	31
Table 4	The Population of Students of Eight Class at SMPN 1 Tumijajar.....	33
Table 5	The Result of Pre-Test in Experimental Class.....	42
Table 6	The Result of Pre-Test in in Control Class.	43
Table 7	The Result of Post-Test in Experimental Class.	45
Table 8	The Result of Post-Test in Control Class.....	46
Table 9	The Result of Normality Test of Experimental and Control Class.	47
Table 10	The Result of Homogeneity Test.....	48
Table 11	The Result of Hypothetical Test.....	49



LIST OF FIGURES

Figure 1	The Example of Generic Structure of Descriptive Text.....	22
Figure 2	The Example of Generic Structure of Descriptive Text.....	23
Figure 3	Graphs of The Score of Pre-Test in Experimental Class.....	41
Figure 4	Graphs of The Score of Pre-Test in Control Class. ...	43
Figure 5	Graphs of The Score of Post-Test in Experimental Class.....	44
Figure 6	Graphs of The Score of Post-Test in Control Class...	45



LIST OF APPENDICES

- Appendix 1 The Interview Guideline for English Teacher.
- Appendix 2 The Teacher's Interview Transcript.
- Appendix 3 The Result Interview for English Teacher.
- Appendix 4 The Questionnaire for The Students in Preliminary Research.
- Appendix 5 The Result Questionnaire for The Students in Preliminary Research.
- Appendix 6 Syllabus.
- Appendix 7 Lesson Planning for Experimental Class.
- Appendix 8 Lesson Planning for Control Class.
- Appendix 9 Validation Form for Reading Test for Try Out (Pre-Test).
- Appendix 10 Validation Form for Reading Test for Try Out (Post-Test).
- Appendix 11 The Blueprint of The Reading Comprehension Try Out.
- Appendix 12 Items Test for Test After Validity.
- Appendix 13 The Score of Pre-Test and Post-Test of Experimental Class.
- Appendix 14 The Score of Pre-Test and Post-Test of Control Class.
- Appendix 15 Documentation.

CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is an important activity in life with which one can update their knowledge.¹ Reading is one of the activities that cannot be separated from our lives which aim to obtain some information. Reading is also a process of communication between reader and writer using written language. And reading is a way to understand meaning and meaning in its written language. By reading, a person can improve their knowledge; improve their memory, and level of understanding. Without reading, we will not get any information.

Reading is an important skill in the teaching and learning process. According to Teixeira, reading is the primary language skill that has a significant place in foreign language teaching and learning.² It means that reading has an important place in teaching and learning foreign languages. Reading is an important skill in the teaching and learning process. Because by reading people can get various knowledge and information. People can get a lot of new knowledge and information from what they read and also by reading we can get a lot of inspiration to write.

Cain stressed that reading is important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites.³ Also because reading is such a complex and incremental ability, a clear and consistent

¹M. F. Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools and Technique)*, Jaipur: Sunrise, 2013 p.113

²Joana Vaz Teixeira, *Developing Skill Using Different Text*, e-TEALS: An - journal of Teacher Education and Applied Language Studies 3, 2012 Available on (<https://ler.letras.up.pt.org>)

³Jane Oakhill, Kate Cain & Carsten Elbro, *Understanding and Teaching Reading Comprehension A Handbook*, New York: Rotledge 2015, p.1

view of learning helps to frame many ideas and issues that emerge.⁴

Patel added that reading is an active process consisting of recognition and understanding skills.⁵ It means that reading is a process carried out by the reader to understand and obtain information from the printed text so that readers can understand the intent of the author. Then by reading students can understand what is intended by the writer is also useful to increase student knowledge. Whereas according to Kristin, reading is an interactive process that occurs between text and strategy, reader processing and background knowledge.⁶ It means that reading is an important activity. By reading, students can get more information and know what the author means from the text they read.

Previously the writer had done preliminary research at the school. So that the writer gets the data needed to be able to answer the formulation of the problem in this research. From the data of preliminary research, the writer's results obtained at the school are enough to be processed, then studied in the thesis that the writer did. And can be accounted for according to academic rules. The author's goals are certainly achieved.

Based on preliminary research in SMPN 1 Tumijajar, especially in the eighth grade. The writers found that students had difficulty reading. They have difficulty understanding a text because they assume that a good read is a quick read completed. So they also have difficulty in determining the main idea in a text. Students also have difficulty in determining the generic structure and language features of a text. In this school, especially in the eighth grade, teachers never use the RCR2 strategy in the process of learning to teach English for reading comprehension. In teaching reading, the teacher uses IBL (Inquiry-Based

⁴William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, Cambridge, New York: Cambridge University Press, 2009 p.17

⁵M. F. Patel & Praveen M. Jain, *English Language Teaching...* p.113

⁶Kristin Lems, et.al. *Teaching Reading To English Language Learners*, New York: London, 2010 p.33

Learning) approach. The writer obtains the data through interviews with English teachers and gives some questions to students in written form. Teachers say that in reading skills students have difficulty in understanding the content of the text.

IBL (Inquiry-Based Learning) is a problem-based learning process as a learning approach that uses real-world problems as a context for students to learn about critical thinking and problem-solving skills, as well as to acquire essential knowledge and concepts from the subject matter. IBL is student-centered and independent learning that makes students responsible for their learning. So in this IBL students are expected to form new knowledge or concepts from the information obtained, so that students' thinking skills are trained.

The writer conducted the initial study on Wednesday, January 16th, 2019. Based on interviews conducted by the writer to English teachers in the Eighth grade, the teacher said that students have difficulty in reading; difficulty in understanding the content of the text, students have difficulty in determining the main idea of a text, students have difficulty in determining the generic structure as well as language features of a text. It happens because students assume that reading is difficult to learn, so they lack the motivation to read to understand an English reading text. Based on preliminary research, the writer found some students have a low score in reading. The student's score can be seen in the table below:

Table 1
The Students English Score at the Eighth Grade
SMPN 1 Tumijajar

No	Range	Qualification	Class					Number of Students	Percentage %
			VIII A	VIII B	VIII C	VIII D	VIII E		
1	90-100	Excellent	2	-	-	-	-	2	1%
2	80-89	Good	5	2	-	1	3	11	6%

3	70-79	Adequate	6	13	15	13	13	60	32%
4	60-69	Inadequate	13	13	10	13	5	54	28%
5	Below 60	Failing	14	10	13	11	15	63	33%
Total			40	38	38	38	36	190	100%

Source: *Document of Students Score for English Test at the Eighth Grade Students of SMPN 1 Tumijajar in 2019/2020 Academic Year.*

From the data in Table I, it can be seen that from VIIIA, VIIIB, VIIC, VIID, and VIIIE of the Eighth grade of SMPN 1 Tumijajar, the total number of students was 190. Of 130 students, there were 2 students (1%) whom a got score in criteria excellent, 11 students (6%) who got a score in criteria good, 60 students (32%) who got a score in criteria adequate, 54 students (28%) who got a score in criteria inadequate, and 63 students (33%) who got a score in criteria failing. It means that most of the students (33%) still faced difficulties in reading comprehension. So, we can conclude there are only 75 (34.9%) students who got scores over the criteria of minimum mastery (KKM) which is 75. On the other hand, there are 140 (65.1%) students who got scores below the criteria of minimum mastery. In other words, the number of students who got a score below the criteria was bigger than those who got scored above the criteria.

An RCR2 strategy is an effective approach to assisting readers at all levels of the class who think that good reading is a quick read and the result does not understand what they have to read.⁷ RCR2 strategy is one strategy of teaching and learning reading comprehension, as one strategy RCR2 can give advantages in teaching and learning reading comprehension. Which requires students to improve their understanding of the text they read. Because in the end they are required to retell what they have read, so students will read with a different level of attention and concentration. And then covering the information they have read, then remembering it, and retelling it, forcing

⁷Stephanie Macceca, *Reading Strategies for Sciene 2nd Edition*. Shell Education, 2014 p.176

students to understand it quite well than processing it in their language when reading. An RCR2 strategy is a tool that readers can rely upon to find their way home, to make sense of what they read. It can help students to understand the meaning or the purpose of the text easily. It is suitable for developing the reading comprehension of the students.

To improve and develop previous research. The author did the opposite research. The research that the author did is to develop previous research to make it clear that most of the students still get some problems in their reading comprehension. Where the problem is the student have difficulty understanding a text. Students have difficulty in determining the main idea in a text. The students has difficulty hatching the generic structure of a text. And the students have difficulty determining the language features used in a text. If viewed simply, it does look the same in this study, but the author upholds the principle of the novelty of this study firmly, as a basic guideline in this thesis. The table below is the difference between current research and previous research.

Table 2
The Difference Between Current Research and Previous Research

Title	Equation	Difference
Using Read-Cover-Remember-Retell (RCRR) Strategy to Improve the Hortatory Exposition Text Reading Skill of The Eleventh Graders of SMA Muhammadiyah 1 Kota Magelang in The School Year 2017/2018	<ol style="list-style-type: none"> 1. Using RCR2 strategy. 2. Reading comprehension. 	<ol style="list-style-type: none"> 1. Eleventh grade. 2. Exposition text. 3. To improve student reading ability.
The Implementation of	<ol style="list-style-type: none"> 1. Using RCR2 	<ol style="list-style-type: none"> 1. Eighth grade.

RCRR (Read Cover Remember Retell) Strategy to Improve The Eighth Grade Students Ability at Reading Descriptive Text at MTs Al-Ittihadiyah Lau Dendang Medan	<p>strategy.</p> <ol style="list-style-type: none"> 2. Eighth grade. 3. Reading comprehension. 	<ol style="list-style-type: none"> 2. To improve students reading ability. 3. Descriptive text.
The Effect of Using Read, Cover, Remember and Retell (RCR2) Strategy Toward Students' Reading Comprehension at The Second Semester of Eighth Grade at SMPN 1 Tumijajar Tulang Bawang Barat District in Academic Year 2020/2021	<ol style="list-style-type: none"> 1. Using RCR2 strategy. 2. Eighth grade. 3. Reading comprehension. 	<ol style="list-style-type: none"> 1. To know the effect of using the RCR2 strategy in teaching reading. 2. Descriptive text.

Based on the background of the problem above the purpose of this research is to know **“The Effect of Using Read, Cover, Remember and Retell (RCR2) Strategy Towards Students Reading Comprehension at The Second Semester of Eighth Grade at SMPN 1 Tumijajar Tulang Bawang Barat District in Academic Year 2020/2021”**.

B. Identification of the Problem

Based on the background of the problem, it is clear that most of the students in the second year students of SMPN 1 Tumijajar still get some problems in their reading comprehension. To make it clearer, the writer identifies the problem as follows:

1. Students have difficulty understanding a text.
2. Students have difficulty in determining the main idea in a text.
3. Students have difficulty hatching the generic structure of a text.
4. Students have difficulty determining the language features used in a text.

C. Limitation of the Problem

Based on the identification of the problems above, thus the problem of the research is limited to focus on the students' reading comprehension of using the RCRR strategy.

D. Formulation of the Problem

The problems are formulated as follows: Is there any significant effect of using the RCR2 strategy toward students' reading comprehension in the second semester of Eighth-grade at SMPN 1 Tumijajar?

E. The Objective of The Research

The objective of the researcher is to know whether there is a significant effect in using the RCR2 strategy towards reading comprehension for the learners in the second semester of Eighth grade at SMPN 1 Tumijajar.

F. Uses of The Research

1. For theoretical contribution, the results of the research are expected to support the previous researches and theory about using the RCR2 strategy towards reading comprehension.
2. For practical contributions
 - a. For the teacher, the results of the research are expected the teacher can use RCR2 strategies in teaching reading

comprehension, this strategy is expected to contribute ideas to determine the curriculum, also expected to be able to provide feedback to English teacher.

- b. For the students', this strategy is expected to be used by students in improving their reading comprehension, so that their reading comprehension will be escalation.
- c. For the school, this research is expected to be useful as a reference for conducting relevant research, and the RCR2 strategy is used for various English learning objectives to develop student reading comprehension.

G. Scope of Research

The scope of his research is as follows:

1. The Subject of Research

The subjects in this research were the students in the second semester of the Eighth grade SMPN 1 Tumijajar.

2. The Object of Research

The object of the research was learning reading comprehension by using the RCR2 strategy.

3. Place of Research

The research was conducted at second semester of Eighth grade students of SMPN 1 Tumijajar, Tumijajar sub-district, Tulang Bawang Barat district.

4. Time of Research

The research was conducted in the second semester of the academic year 2020/2021.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Reading

1. Definition of Reading

Reading is an interactive process that takes place between the text and the readers' processing strategies and background knowledge.⁸ It means that reading is an important activity. By reading, students can get more information and know what the writers mean from the text that they read. The construction of meaning involves the reader connecting information from the written message with the previous knowledge to arrive at meaning at an understanding. So reading is a process to get information or knowledge from the text and to understand the content of the material being read.

Moreover, Scanlon states that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.⁹ It means that reading is a process to get an understanding of a text. The reader can understand information by interpreting source information from a text. Then, reading has a purpose to comprehend the text. Reading also is one of the ways to know information.

In addition, it is quoted from Muthia and Fitrawati journal. From their explanation, we can conclude reading is one of the language skills that should be learned and mastered in any level of education from elementary up to senior high school.¹⁰ Because reading is the most important skill. And

⁸Kristin Lems, et al., *Teaching Reading to English Language Learners*, New York: Guilford Press, 2010 p.33.

⁹Donna M. Scanlon, et al., *Early Intervention for Reading Difficulties*, London: The Guilford Press, 2010 p.9.

¹⁰Muthia Ariansyah & Fitrawati, *Annotation Strategy for Teaching Reading Comprehension of Exposition Text*, Journal of English Language, Vol.1, No.2 Available on (<http://ejournal.unp.ac.id/index.php/jelt/article/view/1952/1667>)

from the reading, we can get information and education. Reading habits not only help the students to get knowledge and wisdom from the culture of heritage but are also very helpful in passing for leisure period.¹¹ Reading is an important activity in human life, specializing students.

Nunan has cleared that have many purposes. Nunan state the important functions of reading are first of all reading for a communicative purpose, the second reading for educational purpose.¹² It means that reading is one of the language skills that the exceedingly significant for all, including students. By reading, the students can get many advantages, such as information and knowledge which they never know before. The more they read, the more they acquire information and knowledge. And there is a function of reading especially the function are for communicative and for the educational it be related.

Based on the theories above, it can be concluded that reading is a complex process to interpret information from the text. Then, reading is an activity, so that it gets knowledge or information from the text. The reader can receive information by reading the text. Then, the reader should share knowledge of what they have read with another reader.

2. Types of Reading

Patel stated reading is divided into several types, namely as follows:¹³

a. Intensive Reading

Intensive reading is text reading or passage reading. In this reading, the learner reads the text to get knowledge or

¹¹M.F Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, Jaipur: Sunrise, 2013 p.114

¹²David Nunan, *Teaching English to Speakers of Language*, New York: Routledge, 2015 p.64

¹³M. F. Patel & Praveen M. Jain, *English Language Teaching...* pp.117-123

analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. The learner reads books to acquire knowledge is the kind of intensive reading.

Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

b. Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

c. Aloud Reading

Reading aloud also play important role in the teaching of English. The teacher should know that the training of reading aloud must be given at the primary level because it is the base of word pronunciation.

d. Silent Reading

Silent reading is a very important skill in teaching English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. A teacher has to make them read silently as and when they can read without any difficulties.

B. Concept of Reading Comprehension

Reading is one of the skills in English. Reading must comprehend the topic of the text. According to Scanlon et.al Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination

of what is stated directly in the text and the reader's preexisting knowledge related to the topic of the text.¹⁴ It means that comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader. And comprehension is a process of understanding text done by the readers to probe the information.

Meanwhile, according to Joanne comprehension is an extremely complex entity. There are many different processes entailed in the broad thing called comprehension the proceeds very differently for different kinds of text.¹⁵ Intended, to achieve an understanding it takes a different process and with different results. Because each individual's understands is different.

Oakhill states that reading comprehension is important, not just for understanding text but for broader learning, success in education, and employment.¹⁶ And reading comprehension is the process of instructing meaning by coordinating some complex operations that include word reading, and world knowledge.¹⁷ Reading comprehension is the capability to comprehend, remember, analyze, and respond to a reading material whether the content, type, or structure by joining the facts one to another and connecting the new information with the reader's possession. Usually in some reading comprehension tests contain questions that require answers which are not directly stated in a passage, to answer those questions use the signs or clues in the passage to get information. So comprehension is reading ability to get the main idea and whole understanding.¹⁸

¹⁴Donna M. Scanlon, et al., *Early Intervention for Reading Difficulties...* p.276

¹⁵Joanne Schudt Caldwell, *Comprehension Assessment: A Classroom Guide*, New York: The Guildford Press, 2013 p.35

¹⁶Jane Oakhill, et al., *Understanding and Teaching Reading Comprehension*, New York: Routledge, 2015 p.1

¹⁷Paula J. Clarke and Dean Cheshier, *Developing Reading Comprehension*, New York: The Guildford Press, 2014 p.1

¹⁸Syofnidah Ifrianti, *Increasing Student Reading Comprehension by Using Jigsaw Technique*, Fakultas Tarbiyah dan Keguruan UIN Raden Intan Lampung, Available On (<http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/539>)

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁹ Wignell state that comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known.²⁰ And comprehension is the goal of reading.²¹

Further, Brown classifies eight aspects of reading comprehension.²² They are:

1. Main idea (topic)
2. Expression idioms/phrases in context
3. Inference (implied)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea(s)
8. Vocabulary in context.

Based on the explanation above, it can be concluded that reading comprehension is the process understanding of the text of meaning when the reader reads. In the text, the readers can get much information such as the main idea, expression, inference, grammatical features, detail, perspective, comparison, and soon.

C. Concept of Text

The text is a communication system that is organized as a cohesive unit. A text is every communication action that is completed such as speech between friends on the street,

¹⁹Joanne Schudt Caldwell, *Comprehension Assessment...* p.4

²⁰William Grabe, *Reading in Second Language: Moving From Theory To Practice*, Cambridge, New York: Cambridge University Press, 2009 p.14

²¹Donna M. Scanlon, et al., *Early Intervention for Reading Difficulties...* p.18

²²H. Douglas Brown, *Language Assessment Principles and Classroom Practice 2nd Edition*, San Francisco: Pearson Education p.206

television advertisements, novels, or films, and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.²³

Learning the English text is learning to communicate in the culture of the English text if they want to communicate successfully in the English Language. A text can be any linguistic unit, it can be a word, it can also be a sentence, besides, it can also be a paragraph, further, it can also be a text which is bigger than a paragraph. Language is always produced, exchanged, or received as text: that is, language as a system of communication is organized as cohesive units we call texts.²⁴ So text is the language process we use to construct a product. It means that a text is a meaningful linguistic unit that can be a word, a sentence, a paragraph, or even one which is bigger than a paragraph.

Text in English can be classified into several genres, they are:

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recounts

The recount is a text to retell events to inform or entertain.

3. Reports

The report is a text to describe the way things are concerning a range of natural, manmade, and social phenomena in our environment.

4. Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something is in the case.

5. News Item

News Item is a text to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

²³Peter Knap & Megan Watkins, *Genre, Text, Grammar...* p.29

²⁴*Ibid.* p.29

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

A narrative is a text to amuse, entertain, and deal with the actual or vicarious experience in different ways.

8. Procedure

The procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place, or thing.

10. Hortatory Explanation

Hortatory Explanation text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text to explain the process involved in the formation or workings of natural or socio-cultural phenomena.

12. Discussion

A discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews text is a text to critique an art work or event for a public audience.²⁵

²⁵Linda Gerot and Peter Wignel, *Making Sense of Functional Grammar*, Used by Berti Nurul Khajati, Bekasi: STKIP PancaSakti, 2012 pp.152-174

Furthermore, to understand types of text according to Muhsin, text can be classified into several types. These types of text are:

1. Analytical exposition

Exposition is a text that elaborates the writer's idea about the phenomenon surrounding it. Its social function is to persuade the reader that the idea is an important matter.

2. Descriptive

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

3. Narrative

The narrative text is a text focusing on specific participants. Its social function is to tell stories of past events and entertain the readers.

4. Procedure

A procedure text is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series.

5. News item

A news item is a text which informs readers about events of the day. The events are considered newsworthy or important.

6. Discussion

Discussion is a text which presents a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social texts.

7. Explanation

An explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena. Explanation text is to say why and how of the forming of the phenomena. It is often found in science, geography, and history textbooks.

8. Hortatory exposition

Hortatory exposition is a text which presents the attempt of the writer to have the addressee do something or act in a certain way.

9. Report

A report is a text which presents information about something, as it is. It is a result of systematic observation and analysis.

10. Recount

The recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from the narrative.

11. Review

Review is one of the text genres. This classification of text types is commonly based on the structure which used by the writer to compose his text. Each text type will have different from the generic structure.²⁶

Based on the above definitions, it can be inferred, there are many types of text, each of which has different characteristics and objectives. In this case, the researchers will focus only on Descriptive Text. Because in the second semester of Eighth grade only descriptive text can be used to teach reading.

D. Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a kind of text with a purpose to give information. The descriptive text describes a particular person, place, or thing.²⁷ The description is a written English text in which the writer describes an object. Descriptive text provides

²⁶Muhzin Nawawi, *English for XII Grade, Smart Quantum*

²⁷Peter Knapp & Megan Watkins, *Genre-Text-Grammar...* p.97-110

information about how something or someone looks, this text uses words to describe something or what kind of person. Descriptive text is a text that aims to explain, describe, or describe something. As mentioned above, this thing can be anything, be it animals, objects, locations, things, and so on.

Usually, descriptive text is characterized by the use of easy tense and focusing on one object specifically. The object is then discussed again in more detail in the descriptive text. Almost the same as recount text, which retells events that occurred in the past, with the use of easy tense. The descriptive text describes things in more detail. For example, describing animals. So the text of the description contains various kinds of information about the animal. About how physical the animal is, what the animal's food is, habitat and origin, breeding, to unique facts related to the animal.

From the explanation of the descriptive text above, it can be concluded that descriptive text is a text that clearly describes the inherent properties of something. Be it humans, animals, plants, or inanimate objects. By the purpose, which is to provide clear information about the object depicted to the readers.

2. Generic Structure of Descriptive

The descriptive text has its linguistic structure. This is what distinguishes descriptive text differently from other types of text in English. Here is the linguistic structure of the descriptive text:

a) Identification

Identification is the first part of descriptive text located in the first paragraph. The function of Identification is to introduce things or objects that we want to describe to listeners or readers. Another function of Identification is telling listeners or readers that the object or thing we are describing is a special thing and different from the others. Identification is a paragraph that contains a little explanation about the object or thing we want to

describe before we mention the properties or characteristics of the object or thing in the next paragraph.

b) Description

The description is the next part of the descriptive text. This section is usually written in the second and subsequent paragraphs. The contents of the Description section are the properties or characteristics of the objects or things that we describe and are the continuation of the first part (Identification). The properties or characteristics of objects or things are special characteristics that are inherent in the objects or things that we describe and are not common things that can be found in every object similar to what we describe.

3. Social Purpose of Descriptive Text

Seen from the understanding of the description text above, we can know that the purpose of the text description is to describe something, such as a person, animal, thing, or place, which is what we describe and have they were not even seen it before. So that the readers or listeners can understand what we are describing and also can imagine the things we describe even though the readers or listeners have never seen the objects or things we describe.

4. Language Features of Descriptive Text

Descriptive Text has several linguistic features or Language features as follows:

- a) Using Simple Present Tense
- b) Using Adjectives
- c) Using Conjunctions

5. Example of Descriptive Text

Figure I

<i>Identification</i>	My father bought me a present I've wanted for years. It's a dog. A puppy to be exact. I called him Ross.
<i>Description</i>	Ross is a small puppy. His size is as big as the palm of my hand. Ross is so fragile. Sometimes I am afraid I will hurt him if I want to take him up. Dad said he found Ross near our house, crying looking for his mom. But Dad can't see her, so Dad decides to bring him home and give him some comfort. Ross is a good eater. He always finished everything we gave him. Now, it's been a year since Ross come to our family. His small body has grown up into a size of a football ball. Ross is a good dog, and we love him so much (description).

Figure 2

<i>Identification</i>	Maudy Ayunda is my favorite artist.
<i>Description</i>	She is so beautiful and smart. She has made me fall in love with her since I first saw her on TV. My first time seeing her is when she promotes a beauty product in a TV advertisement. Since then, she has played in movies and also become a singer. Her voice is also wonderful. I have liked her song since the first time I heard it. Maudy is also an actress that cares about her education. I hear now she is studying somewhere at a foreign university. I hope she will make new movies and songs soon.

E. Concept of RCR2 Strategy

RCR2 strategy is aimed at increasing the knowledge and understanding of the participant in a collaborative context. Macceca states that the RCR2 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 have read.²⁸ It is modeled for students during a whole class instruction period and then conducted with students who work as a partner to read the same text. RCR2 is a strategy to help students improve their comprehension and retention of information text. Rationale chunking the reading assignment allows students to read more carefully and to focus on remembering the information.

RCR2 is designed to help readers of an informational text to slow down and read for meaning. They begin by reading a fairly small amount of text, then covering the print with their hand. While their hands cover the page, readers take a moment to wonder, What did I mean? What is important? What keywords and ideas should be remembered?²⁹ RCR2 strategy is a strategy that is used to help the student after reading small portions of the text to get the meaning and retell what the section was mostly about. Many learners will continue reading a selection even if they don't understand what they have just read. This process supports both understanding of the 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 adept at using this strategy to orally retell portions of the text, the teacher can encourage students to write a summary sentence of each section and then use these sentences to write an overall summary of the selection.

In this strategy, students read a text that can be covered with their hands. After reading, the students cover the text with their

²⁸Stephanie Macceca, *Reading Strategies for Science 2nd Edition*, Shell Education, 2014 p.176

²⁹Linda Hoyt, *Revisit, Reflect, Retell Updated Edition Time-Tested Strategies for Teaching Reading Comprehension*. United States of America: Heinemann Portsmouth, Nh 2010 p.174

hands. Next, they remember what they read. Finally, they retell what they got from reading the text. If they cannot retell, they are asked to reread. Because most of the students will choose to continue reading even though they don't understand what they just read. This helps students to think about meaning before they read the next part of the text.

Based on the explanation above, the RCR2 strategy is the strategy that can help the students get the information about the text that they are reading. It can make students' reading comprehension process easy.

F. Procedures of RCR2 Strategy

The taxonomy procedures for teaching reading by Peaty are as Follows:³⁰

Pre-Reading

1. Simulating student's curiosity
2. The teacher stimulates students' curiosity
3. Students answer questions about the topic
4. Students predict or determine what they will read
5. The teacher explains the assignment given
6. The teacher explains the learning objectives
7. The teacher facilitates the task
8. The teacher presents information about the background of the text

Whilst Reading

1. Students read predetermined or chosen texts
2. Students read with silent reading

³⁰David Peaty, *A Taxonomy of Procedures For Teaching EFL Reading*, p.184 Available on (http://www.ritsumei.ac.jp/acd/re/k-rsc/lcs/kiyou/8-1/RitsIILCS_8.1pp.183-193Peaty.pdf)

3. The teacher and students check students' reading comprehension
4. Students answer questions asked by the teacher
5. The teacher facilitates understanding
6. The teacher guides students to better understand the text
7. The teacher explains about the text they read

Post Reading

1. Practicing reading skill
2. Students sequence scrambled texts
3. Students match the text with the picture/title/etc.

Teaching and learning activities always proceed through a format that consists of three major components, they are pre-activity, during activity, and post-activity.³¹The teaching procedure for reading comprehension through RCRR strategies is based on Peaty's Taxonomy and the teaching of reading comprehension through RCR2 based on Djunaidi the procedure is as follows:

Pre Activities

1. The teacher enters the classroom by saying hello/Salam.
2. The teacher greets students while saying hi/hello/good morning.
3. The teacher asks how the students are.
4. Before starting the lesson, the teacher asks the students to lead the prayer.

³¹Djunaidi, et.al., *The Application of RCRR (Read, Cover, Remember, Retell) Strategy in Teaching Reading Descriptive Text to The Eighth Grade Students of State Junior High School 50 Palembang*. Palembang pp.6-8 Available on https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwj96pSh58_nAhXlxzgGHbnaAOwQFjAAegQIARAB&url=https%3A%2F%2Fjurnal.univpgr-palembang.ac.id%2Findex.php%2Festeem%2Farticle%2Fdownload%2F2427%2F2231&usq=AOvVaw0xibEu2QrAO4i7ZsGyVhXL

5. The teacher checks the attendance list of students and calls their names one by one.
6. The teacher reviews a little about the material at the previous meeting.
7. The teacher gives warming up a simple question to students about the descriptive text. Give simple questions like what they know about the descriptive text, what descriptive text they have read.
8. The teacher asks students to share their ideas about what they already know about the descriptive text. Maybe, students can explain or mention the definition, the general structure of the descriptive text.

Whilst-activity

1. The teacher gives the text they will read. Here the teacher will distribute one of the texts containing descriptive text to each student. The teacher will explain what RCR2 is, and tell the steps on how to apply this strategy.
2. The teacher explains the topic in great detail. And provide an example of descriptive text.
3. The pre-academic teacher has asked students to give their ideas about the descriptive text, so at this stage, the teacher will explain in detail the descriptive text definitions, generic structures, and other examples of descriptive text.
4. The teacher asks students to look for their respective partners. After the teacher explains the topic, the teacher guides students to apply the strategy by asking students to find their partners.
5. The teacher asks the students how they can cover with their hands. Cover means stop reading and cover the text.

6. The teacher asks students to remember again, what they have read. Give them about 5-10 minutes to remember and consider what they have read. It's ok for them to peek back at the text for help.
7. After the time has expired. The teacher asks students to tell their partners what they remember from the text they read alternately.
8. If students have told their partner what they remember from the text, the teacher asks students to read the next text by using the same steps until all the texts they have read and understand.
9. After doing all the steps, the teacher asks students to make a summary of the text they have read using their own words.
10. After they have finished making the summary, the teacher asks students to retell in front of the class to ensure that students have gotten the point from the text.

Post-activity

1. After asking students to summarize and retell using their own words, the teacher also explains and aligns the results of the student summary based on the descriptive text.
2. The teacher gives the task to students to do the exercises about the story. To determine whether students have understood the content and got the main points from the text.
3. The teacher provides training in the form of unresolved descriptive texts. Before students complete the text, the teacher asks students to read the text based on the previous steps. That is reading first, closing the text they have read, remembering, telling again, then summarizing in their own words and completing the story as they wish.

4. After that, the teacher asks students to retell the story they made in front of the class.
5. The teacher reviews the important material and then concludes. Important material about definitions, generic structures, examples of descriptive texts, and how to implement RCR2 strategies.
6. The teacher allows students to ask questions that they don't understand.

The teacher says enough for today, thank you, greetings, goodbye, see you at the next meeting, and reminds students to continue to practice using this strategy at home.

Based on the above explanation, there are two procedures from several experts. In this study, the authors will use the procedure from Djunaidi. Because the procedure is suitable for students and simple.

G. Advantage and Disadvantages of RCR2 Strategy

RCR2 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 have read. RCR2 is one strategy of teaching and learning reading comprehension, as one strategy RCR2 can give some advantages and disadvantages in teaching and learning reading comprehension. The advantages of this strategy are first, which requires students to improve their understanding of the text they read. The second, because in the end they are required to retell what they have read, so students will read with a different level of attention and concentration. The third, covering the information they have read, then remembering it, and retelling it, forcing students to understand it quite well than processing it in their language when retelling.

While the lack of this strategy is that students are not sure in determining the text and retelling. Students are too afraid to face mistakes. They will find it when they retell the text they read.

The lack of confidence they have in English language skills makes them doubtful about expressing their opinions. And the second is that students have difficulty concentrating on remembering what they have read. A class atmosphere does not allow students to have a high level of concentration which makes it difficult to remember what they have read.³²

H. Previous Research

Relevant research is needed to observe several previous studies conducted by other researchers where they are relevant to our research. Some researches are relevant to my research as follows: the first research was done by Srivinna Akhmaliah entitled *The Implementation of RCRR (Read Cover Remember Retell) Strategy to Improve the Eighth Grade Students Ability at Reading Descriptive Text at MTs Al Ittihadiyah Lau Dendang Medan*. The result of the previous research was showed that implementation of the read, cover, remember, retell strategy is very helping students to improve students' ability in reading descriptive text. The similarity between the previous research and this research was that used the RCR2 strategy. Furthermore, the difference with the previous research is to describe how the implementation of the RCR2 strategy improves students reading comprehension whereas this research is to find out the effect of that strategy on reading comprehension.³³

Second, a research conducted by Cindy Ayu Arinda entitled *Using Read-Cover-Remember-Retell (RCRR) Technique to Improve the Hortatory Exposition Text Reading Skill of The Eleventh Graders of SMA Muhammadiyah 1 Kota Magelang in*

³²Dahler, et al., *Using Read Cover Remember Retell (RCRR) in Teaching Reading Comprehension*. Advances in Social Science, Education and Humanities Research, Vol. 178, Atlantis Press, 2018 p.11 Available on (<https://www.atlantispress.com/proceedings/icoie-18/55912903>)

³³Srivinna Akhmaliah, *The Implementation of RCRR (Read Cover Remember Retell) Strategy to Improve the Eighth Grade Students Ability at Reading Descriptive Text at MTs Al Ittihadiyah Lau Dendang Medan*, Medan: Sumatera Utara, 2019

The School Year 2017/2018. The result of the previous research was showed that using the RCRR strategy can improve students reading skills, at the hortatory exposition text. The similarity between previous research and this research is to use the RCR2 strategy as well in reading comprehension. Furthermore, the difference with the previous research is to improve the hortatory exposition text reading skill and this research is to know any significant difference of using RCR2 strategy toward students' reading comprehension. And the previous research was conducted at eleventh grade while this research will be conducted at eighth grade.³⁴

I. Frame of Thinking

RCR2 Strategy is an instructional strategy that is used to help students stop after reading small portions of the text and retell what the section was mostly about. Many students will continue reading a selection even if they don't understand what they have just read. This process supports both understanding of the 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 adept at using this strategy to orally retell a portion of text, the teacher encourages students to write a summary sentence of each section and then use these sentences to write an overall summary of the selection.

RCR2 strategy is a strategy to help students understand the text they read and retention of information text. Rationale chunking the reading assignment allows students to read more carefully and to focus on remembering the information. Students read only the amount of the text that can be covered with the index card. Then they cover the next with the index card.

³⁴Cindy Ayu Arinda, *Using Read-Cover-Remember-Retell (RCRR) Technique to Improve The Hortatory Exposition Text Reading Skill of The Eleventh Graders of SMA Muhammadiyah 1 Kota Magelang in The School Year 2017/2018*, Magelang: Jawa Barat, 2018

Next, they remember what they read. Finally, they retell what they have read by saying it aloud. If they can remember and retell, they are prompted to reread. This strategy is designed to help students to read slowly and read for meaning. They begin by reading a small amount of text, then covering the text with their hand. Berikut ringkasan step by step dari RCR2 strategy:

1. Read. This step asks the students to read-only as much as their hand can cover a certain topic.
2. Cover. The students try to use their hands to cover up the part of the story that they just read. This step is to help students in the next step.
3. Remember. In this step, the students need to take time to think about what they have read.
4. What information students would get after reading a certain topic? In this step, students are required to retell what they have read the text and what important things they get from it. The students can tell with their friends, their partner, or by saying aloud in front of the class. RCR2 strategy is one of the strategies that must be applied to the students in case they can speak and read well at the same time.

By using the RCR2 Strategy, the teacher can improve students' reading comprehension. First, when the teacher starts the RCR2 Strategy procedure, students become enthusiastic to follow the teaching and learning process. Because they do things that they have never done before in the teaching and learning process in school. Students become very serious about listening to what the teacher commands. Each student tries his best to connect their background knowledge to the story they will choose. In other words, teaching and learning using the RCR2 Strategy will make students enthusiastic to learn about reading comprehension.

Second, the teacher helps students to understand the texts they read, helping students to improve their imagination. That way, students will better understand what the text contains. To

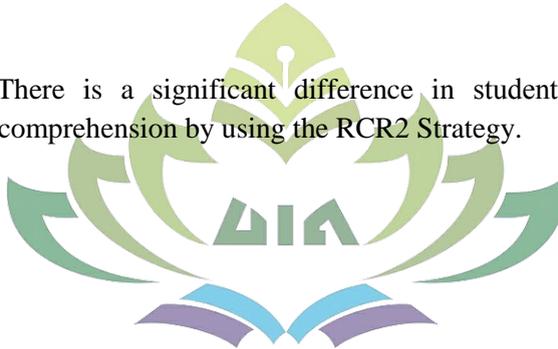
understand the text, students will listen carefully to the short text that the teacher will read first. After the teacher has finished reading, the teacher asks the students to express their opinions about the story that was read by the previous teacher. So, based on the explanation above, researchers assume that using the RCR2 Strategy can affect students' reading skills.

J. Hypothesis

Based on the explanation above, the researcher took the hypothesis as follows:

Ho = There is no significant difference in students' reading comprehension by using the RCR2 Strategy.

Ha = There is a significant difference in students' reading comprehension by using the RCR2 Strategy.



REFERENCES

- Akhmaliah, Srivinna. 2019. *The Implementation of RCRR (Read Cover Remember Retell) Strategy to Improve the Eighth Grade Students Ability at Reading Descriptive Text at MTs Al Ittihadiyah Lau Dendang Medan, Medan: Sumatera Utara*
- Ariansyah, Muthia and Fitrawati. 2013. *Annotation Strategy for Teaching Reading Comprehension of Exposition Texts*. Universitas Negeri Padang: Journal of English Language Teaching, Vol. 1 No. 2 Available on <http://ejournal.unp.ac.id/index.php/jelt/article/view/1952/1667>
- Arinda, Cindy Ayu. 2018. *Using Read-Cover-Remember-Retell (RCRR) Technique to Improve The Hortatory Exposition Text Reading Skill of The Eleventh Graders of SMA Muhammadiyah 1 Kota Magelang in The School Year 2017/2018*, Magelang: Jawa Barat
- Ary, Donald, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh. 2010. 8th Edition. *Introduction to Research in Education*. Belmont: Wadsworth
- Bordens, Kenneth S. and Bruce Abbot. 2018. *Research Design and Methods: A process Approach*. New York: Mc Graw Hill Education
- Brown, H. Doouglas. 2010. 2nd Edition. *Language Assessment: Principles and Classroom Practice*. New York: Longman
- Caldwell, Joanne Schudt. 2013. *Comprehension Assessment: A Classroom Guide*, New York: The Guildford Press
- Clarke, Paula J. and Dean Chesher. 2014. *Developing Reading Comprehension*, New York: The Guildford Press

- Cohen, Louis, Lawrence Manion and Keith Morisson. 2018. *Research Methods in Education*. 8th Edition. New York: Routledge
- Creswell, John W. 2012. *Educational Research: Planning and Conducting Quantitative and Qualitative Research*. Boston: Pearson
- Dahler, Ridho Joni Putra, M. Zaim and Ahmad Fauzan. 2018. *Using Read Cover Remember Retell (RCRR) in Teaching Reading Comprehension*. *Advances in Social Science, Education and Humanities Research*, Vol. 178 Available on <https://www.atlantis-press.com/proceedings/icoie-18/55912903>
- Djunaidi, Noviati and Oktariani. *The Application of RCRR (Read, Cover, Remember, Retell) Strategy in Teaching Reading Descriptive Text to The Eighth Grade Students of State Junior High School 50 Palembang*. Palembang Available on https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwj96pSh58_nAhXlxzgGHbnaAOwQFjAAegQIARAB&url=https%3A%2F%2Fjurnal.univpgri-palembang.ac.id%2Findex.php%2Festeem%2Farticle%2Fdownload%2F2427%2F2231&usg=AOvVaw0xibEu2QrAO4i7ZsGyVhXL
- Gerot, Linda and Peter W. *Making Sense of Functional Grammar*, Used by Berti Nurul Khajati, Bekasi: STKIP Panca Sakti 2012
- Grabe, William. 2009. *Reading in Second Language: Moving From Theory to Practice*. New York: Cambridge University Press
- Hoyt, Linda. 2009. *Revisit, Reflect, Retell Updated Edition Time-Tested Strategies for Teaching Reading Comprehension*. United States of America: Heinemann Portsmouth, Nh

Ifrianti, Syofnidah. 2010. *Increasing Students Reading Comprehension By Using Jigsaw Technique*: Fakultas Tarbiyah IAIN Raden Intan Lampung

Kasim, Usman and Siti Raisha. 2017. *EFL Students' Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities*. Syiah Kuala University, Banda Aceh: English Education Journal Available on <http://www.jurnal.unsyiah.ac.id/EEJ/article/viewFile/8920/7068>

Knapp, Peter and Megan Watkins. 2005. *Genre-Text-Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press

Kurniawan, Ary. As English Teacher At SMPN 1 Tumijajar

Lems, Kristin, Leah D. Miller and Tanena M. Soro. 2010. *Teaching Reading to English Language Learners*. New York, London: Guilford Press

Macceca, Stephanie. 2014. *Reading Strategies for Science 2nd Edition*. Shell Education

Nawawi, Muhzin. *English for XII Grade*, Smart Quantum

Nunan, David. 2015. *Teaching English to Speakers of Language*, New York: Routledge

Oakhill, Jane, Kate Cain and Carsten Elbro. 2015. *Understanding and Teaching Reading Comprehension*. New York: Routledge

Patel, M.F and Praveen M. Jain. 2013. *English Language Teaching (Methods, Tools and Technique)*. Jaipur: Sunrise

Peaty, David. *A Taxonomy of Procedures For Teaching EFL Reading* Available on http://www.ritsumei.ac.jp/acd/re/k-rsc/lcs/kiyou/8-1/RitsIILCS_8.1pp.183-193Peaty.pdf

Scanlon, Donna M, Kimberly L. Anderson and Joan M. Sweeney.
2010. *Early Interview for Reading Difficulties*. London: The
Guilford Press

Texeira, Joana Vaz. *Developing Skill Using Different Text*. E-TAILS:
An e-journal of Teacher Education and Applied Language
Studies No. 3 Available on <https://ler.letras.up.pt.org>

