

**THE EFFECT OF USING RCRR (READ, COVER, REMEMBER, RETELL)
STRATEGY ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION
OF RECOUNT TEXT**



A Thesis

Submitted as a Partial Fullfilment of Requirments for S1-Degree

By

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ABSTRACT

The effect of using RCRR (Read, Cover, Remember, Retell) Strategy on students' Achievement in reading comprehension of recount text

By :

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Based on the preliminary research, it was found that students had difficulties in understanding reading texts. Students are not interested in reading texts and students have difficulty understanding reading. This research was conducted to find a significant effect of using the RCRR text strategy on students' achievement in reading comprehension.

This study applied the experimental research referring to true-experimental research design. It was conducted at SMP Negeri 1 Palas with the population was the eight grade students at academic year 2022/2023. The Eight grade consist of five classes amounting to 146 students. The sample of the study was taken by using simple rorr sampling technique namely class VIII E as the experimental class and VIII C as control one.

The instrument used of collecting data was reading test in form multiple choice test about recount text, and it was analyzed by using t-test formula. After calculating the pre-test and post-test scores of the experimental group, it was found that in this study was higher than the t-table. It had been seen from $(3,72 > 2.056)$ with the level significant 0.05 and $DF = 26$. From the result above, it showed that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It means that applying of Read Cover Remember Retell (RCRR) Strategy effect on students' achievement in reading comprehension especially in recount text.

Keyword: Rcrr text strategy, reading comprehension, Student's Achievement

DECLARATION

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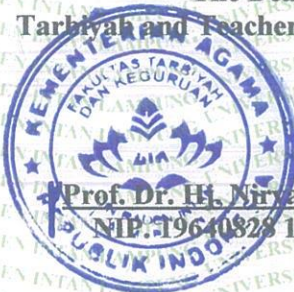
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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرَفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: "O you who believe, if it is said to you:" Make room in the assembly, then make room for it, Allah will make room for you. And if it is said: "Stand up", then stand up, Allah will exalt those who believe among you and those who are given knowledge by degrees. And Allah is All-Knowing of what you do (QS. Mujadilah ayat:11)¹

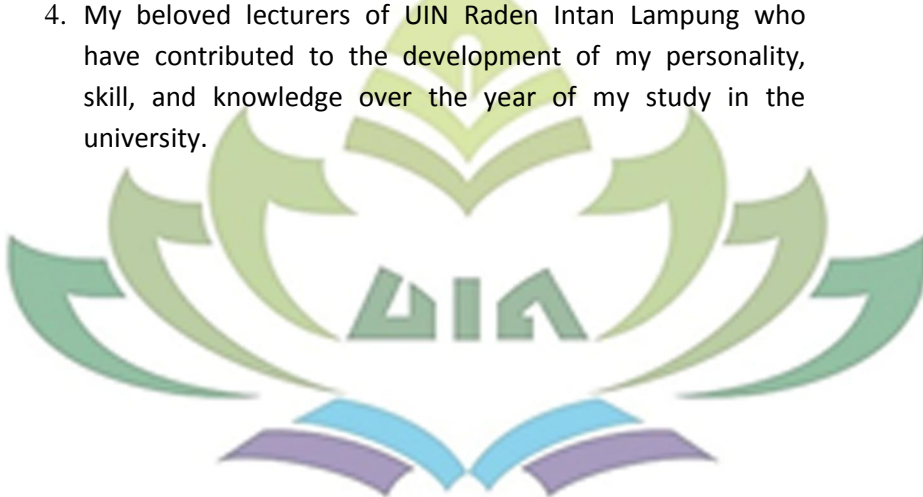


¹<https://www.inews.id/lifestyle/muslim/hadits-menuntut-ilmu-latin-arti-makna>

DEDICATION

This thesis dedicated to:

1. My God Allah SWT, who have given bless and mercy to the completion of my thesis.
2. My beloved parents: Mr. Subakri and Ms. Nanik who have provided me with prayers and never ending support for the success of my life. They are always give best motivation.
3. My beloved brother and sister, my beloved cousin, and best friend who always motivating, caring, supporting during many difficult stages of my study in the university.
My beloved lecturers of UIN Raden Intan Lampung who have
4. My beloved lecturers of UIN Raden Intan Lampung who have contributed to the development of my personality, skill, and knowledge over the year of my study in the university.



CURRICULUM VITAE

Rossalina was born on February 15th 1997 in the city of Bandar Lampung. Rossa is the second daughter of Mr. Subakri and Mrs. Nanik. She has two sisters, they are Astri Utami and Lisa Aprilia. She began her formal education at Early Childhood Education PKBM Ideal Rejomulyo (2002-2004) and then continued his studies at SD Negeri 2 Rejomulyo (2004-2010). She continued her studies at SMP Negeri 1 Palas and finished in 2013. Then she also continued studies at SMA Negeri 1 Palas and finished in 2016. Then, she continued to study at Raden Intan State Islamic University Lampung as a student in the Department of English Education.



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Finally, there are still a lot of mistakes in this thesis. Any corrections, comments, and critics for the betterment of this thesis are always open-heartedly welcome.

Bandar Lampung, 20 Desember 2022

The Researcher,

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TABLE OF CONTENTS

Page

COVER	i
ABSTRACT.....	ii
APPROVAL	iii
DECLARATION	iv
MOTTO.....	v
DEDICATION	vi
CURRICULUM VITAE	vii
ACKNOWLEDGEMENT.....	viii
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii

CHAPTER I : INTRODUCTION

A. Tittle Affirmation.....	1
B. Background of the Study.....	2
C. Focus and Subfocus.....	4
D. Identification of Problem	4
E. Formulation of Problem	4
F. Objective of Problem	4
G. Significance of Problem	4
H. Relevant Previous Research	5
I. Research methodology	6
J. Variable of Research	7
K. Research Instrument.....	7
L. Population and sample	8
M. Tecnique of data collection	8
N. Data Analysis	8
O. Statical Hypothesis	9
P. System of the research.....	9

CHAPTER II : REVIEW OF RELATED LITERATURE

A. Reading.....	11
1. Definition of Reading.....	11
2.Type of Reading.....	12

3. Purpose of Reading	14
4. Reading comprehension	16
B. RCRR (Read,Cover,Remember,Retell) Strategy	17
1. Definition of Read,Cover,Remember,Retell	17
2. Prosedure of Read,Cover,Remember,Retell	18
3. advantages of Read,Cover,Remember,Retell	18
4. disadvantages of Read,Cover,Remember,Retell.....	19
C. Text.....	19
1. Recount.....	19
2. Kind of Recount	19
3. Generic Structure of Recount	19
D. Frame of thinking	22
E. Hypothesis	22

CHAPTER III : DESCRIPTION OF THE RESEARCH OBJECT

A. General Discussion of the Object.....	23
B. Fact Presentation and Research Data	23

CHAPTER IV : RESEARCH RESULT

A. Background of SMP Negeri 1 Palas	25
B. Data.....	27
C. Data Analysis	30
D. Hyphothesis Testing.....	34
E. Research Finding	35
F. Discussion.....	35

CHAPTER V : CONCLUSION AND RECOMMENDATION

A. Conclusion	37
B. Recommendation	37

REFERENCES

APPENDIX

LIST OF TABLES

	Page
Table 1. The Reading Score of the Students of the Eighth Grade Of SMPN 1 Palas	2
Table 2. Criteria of Rubric Scoring Students' Reading Comprehension	7
Table 3. Design of the research.....	27
Table 4. Population and the sample of research	28



LIST OF APPENDICES

	Page
Appendix 1 Teacher’s Interview Guideline	45
Appendix 2 Students’ Interview Guideline	46
Appendix 3 Instrument of pre-test	47
Appendix 4 Instrument of post –test	48
Appendix 5 Silabus	
Appendix 6 Surat Permohonan Pra Penelitian	
Appendix 7 Surat Telah Melaksanakan Pra Penelitian.....	





CHAPTER I INTRODUCTION

This chapter contains the explanation of the title affirmation, the background of the research, focus, and sub-focus of the research, formulation of the problem, the objective of the research, the significance of the research, relevance of previous research, research methodology, and systematic of the Research.

A. Title Affirmation

The title of this research is The Effect of Using RCRR Strategy (Read, Cover, Remember, Retell) in Teaching Recount Reading Comprehension to Class VIII Students of SMP 1 Palas. So the researcher wants to research about reading through recount text with the Read, Cover, Remember, Retell (RCRR) strategy to find out how high and low students' scores are at SMPN 1 Palas. one of the strategies is Read, Cover, Remember, Retell (RCRR). Furthermore, there is a problem-solving strategy at SMPN 1 Palas, namely Read Cover, Remember, Retell (RCRR) to help students' reading comprehension.

This research will interview Mrs. Dita Aryanti S.Pd as an English teacher to get problems about students' low reading comprehension because students have difficulty understanding the meaning of English and difficulty in pronunciation and the teacher repeats words in reading. Students have difficulty in reading recount text, they are not focused and sometimes they are bored with English lessons.¹

While the KKM criteria achieved by students are quite adequate with an average score. The KKM score in English is 71. In conducting primary research, the researcher obtained reading score data. Can be described in table 1.

¹ English Teacher, at SMPN 1Palas on August 25th 2022, An interview, unpublished

Table 1.
The Reading Score of the Students of the Eighth Grade
Of SMPN 1 Palas

No.	KKM	Class		Total	Percentage
		VIII C	VIII E		
1.	>71	11	16	27	48.21%
2	≤71	17	12	29	51.78%
Total		28	28	56	100%

Source : Document of Reading Comprehension Score of English Grade of SMPN 1 Palas

Based on the table above, it can be seen that more than 51.78% of students' reading scores are below the minimum master criteria in English lessons at SMP N 1 Palas. Only 27 students out of 56 students passed the KKM. This shows that students' reading comprehension is still low because they have difficulty in pronouncing words.

B. Background of the Research

Reading is an important activity in life with which one can update their knowledge.² Reading is one of the language skills that is not easily understood by students in learning English. The reading text contains letters, words, sentences, and encoding meaning. Because reading has a significant contribution to the development of student knowledge. By reading, they can obtain information, entertainment, and for their careers and studies as a pain. Thus, students need knowledge, skills and strategies that produce understanding. Comprehension can be seen as the process of using the author's own prior experience and cues to conclude the author's intent.³ That is, students can become good readers if they have a good understanding. Usually students just read but something without understanding. Students read some books or texts without knowing the meaning, structure, information or moral values of the texts. It makes reading so

² M. F. Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools and Technique)*, Jaipur: Sunrise, 2013 p.113

³ Neil J. Anderson and David Nunan, *Practical English Language Teaching Reading*, (New York: McGraw-Hill ESL/ELT, 2008), 2

boring that they cannot understand what they are reading.⁴ The teacher should therefore apply an effective approach to teach English so that the learners can actively participate in the phase of teaching learning.⁵

Reading is an important skill in the teaching and learning process. Danny and Timothy state that reading is more than just saying words on a page. Reading is a thought process that involves deep understanding. Reading must be understood by students, it is stated that students must understand several comprehension skills: (1) finding information explicitly and implicitly; (2) find the main idea; (3) find meaning.⁶ 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.

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.⁷

In learning to read, understanding teaching materials is very important in the curriculum system. Without textbooks, the teaching and learning process will not be well organized. To be organized, the teacher must provide teaching materials in the form of recount text using the read cover remember retell method.

⁴Dahler, et al, "Using Read Cover Remember Retell (RCRR) in Teaching Reading Comprehension," *Advances in Social Science Research, Education and Humanities*, 178, (2018), 211-212

⁵ Mohammad Muhassin, et. al. "The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension", *International Journal of Instruction*., Vol.14 No.2 (April, 2021), p.256

⁶Danny and Timothy, *Comprehension That Works*, CA: Hungington Beach: Shell Education, 2008.

⁷David, Nunan. *Practical English Language Teaching*, (New York: McGraw-Hill Companies Inc. 2003.)

C. Focus and Sub-Focus of the Research

Based on the background of the research, this research focuses to the teaching reading reading comprehension of recount text for eighth grade of junior high school.

Subfocus of this research is to the effect of using Read,Cover,Remember,Retell (RCRR) for eighth grade of junior high school.

D. Identification of the Problem

1. Students have difficulty understanding a text.
2. Students have difficulty identifying information in generic structures and lack of vocabulary.
3. Most of students do not like English and their learning motivation is lacking.

E. Formulation of the problem

1. Based on the background of the problem above, the formulation of this research is: Is there any significant the effect of using rcrr (read, cover, remember, retell) strategy in teaching reading recount text at SMPN 1 Palas?
2. Is there any significance effect of RCRR strategy on students reading comprehension ?

F. Objectives of Research

The objective of the research can be formulated as follow : To identified the significant the effect of using RCRR (read, cover, remember, retell) strategy in teaching reading recount text at SMPN 1 Palas.

G. Significance of the Problem

The significance of the research are as follow:

1. Theoretically,it may support the teory that read, cover, remember, retell can be applied to reading especially recount text.
2. Practically, it may support to teach reading especially recount text by using read, cover, remember, retell (RCRR).

3. For the teacher, to provide information to all English teachers about teaching recount reading recount text even though they use reading, covering, remembering, retelling (RCRR)
4. For Students, Students improve their knowledge for reading comprehension by using Read, Cover, Remember, Retell strategies.

H. Relevant Previous Research

There are several relevant research that have conducted by by Enggar relawati, entitled “effect of applying Read, Cover, Remember, Retell (RCRR) Strategy on students’ reading comprehension of Descriptive Text at the Tenth-Grade students of SMA Muhammadiyah 8 Ciputat in Academic Year 2019/2020” presented by State Islamic University Syarif Hidayatullah, Jakarta. this study was 54 students selected by purposive sampling technique and was divided into two classes; X IPS 3 as the experimental class that was treated using RCRR strategy and X IPS2 as the controlled class that was treated without using RCRR strategy. The method used in the study was a quantitative method using quasi-experimental design. Research instruments of this study were two reading tests which were given in two times; pre-test at the beginning of the study and post-test at the last meeting after the treatments by using RCRR strate. The result showed a post-test score p-value of 0.001 with a meaning rate of 0.05 (5%). In other terms, the p-value (0.001) < sig α = 0.05 (5%) is provided. Therefore, the outcome of the effect size was 1.47. It proved that using the RCRR strategy was effective to use at a strong level on students reading understanding of descriptive text at the tenth-grade students of SMA Muhammadiyah 8 Ciputat.⁸

The last relevant studied by Lesti Pertiwi, entitled “effect of applying Read Cover Remember Retell (RCRR) strategy on students’ achievement in reading comprehension” presented by State University of Muhammadiyah Sumatera Utara, Medan. this study applied the

⁸ Relawati, Enggar. *APPLYING READ, COVER, REMEMBER, RETELL (RCRR) STRATEGY TO FOSTER STUDENTS’ READING COMPREHENSION OF DESCRIPTIVE TEXT (A Quasi-Experimental study at the Tenth-Grade of SMA Muhammadiyah 8 Ciputat in Academic Year 2019/2020)*. BS thesis. Jakarta: FITK UIN Syarif Hidayatullah Jakarta, 2019.

experimental research referring to true-experimental research design. It was conducted at SMP Muhammadiyah 47 Sunggal with the population was the ninth grade students at academic year 2019/2020. The ninth grade consist of four classes amounting to 150 students. The sample of the study was taken by using simple random sampling technique namely class

IX-1 as the experimental class and IX-2 as control one. The instrument used of collecting data was reading test in form multiple choice test about narrative text, and it was analyzed by using t-test formula. After calculating the pre-test and post-test scores of the experimental group, it was found that in this study was higher than the t-table. It had been seen from $t_{count} > t_{table}$ (6.25 > 2.035) with the level significant 0.05 and $DF = 33$. From the result above, it showed that the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It means that applying of Read Cover Remember Retell (RCRR) Strategy affect on students' achievement in reading comprehension especially in narrative text.⁹

I. Research Methodology

a. Research Design

This research was experimental design referring to True-Experimental research design. It was intended to find out the effect of Read Cover Remember Retell (RCRR). Strategy on students' achievement in reading comprehension. In conducting true-experimental research design, there were two groups namely the experimental and control classes. The experimental class was the class that received the treatment by using RCRR strategy, and the control class was the class that did not received treatment. The design of this research was illustrated in the following table:

⁹ Pertiwi, Lesti. *The Effect of Applying Read Cover Remember Retell (RCRR) Strategy on Students' Achievement in Reading Comprehension*. Diss. 2019.

Table 2.
Design of the research

Experimental Group	Pre-test Have Treatment (RCRR Strategy)	Post-test
✓		✓
Control group	Pre-test Without treatment (Conventional Strategy)	Post-test
✓		✓

J. Variable Of Research

Arikunto in Arini, states that variable is the object of research or what is the point of attention of this study. This study has two variables, namely the independent variable and the dependent variable. Independent variables are variables that affect or cause the change or the emergence of the dependent variable (Sugiyono, 2015). The independent variable in this study is the Scientific approach.

The dependent variable is the variable that is influenced or becomes the result, because of the independent variable. The dependent variable in this study is the student's physics learning outcomes.¹⁰

So, there is variable in this research as follow:

- a. The independent variable in this research is Read, Cover, Remember, Retell (RCRR) strategy that is symbolized by (X).
- b. The dependent variable in this research is the teaching reading students recount text that is symbolized by (Y).

K. Research instrument

In order to collect the intended data, the instrument used in this research was Reading Test. In this case, the test was in form of multiple choice test about Recount text. The test consisted of ten items with four alternative options.

¹⁰ Sugiyono, *Metode Penelitian Pendidikan :Pendekatan Kuantitatif, Kualitatif, and R&D*, (Bandung : Alfabeta, 2017), cet. Ke-25, p.14.

L. Population And Sample

1. Population

Population of the research were the entire students at the eight grades of SMPN1Palas. The eight grades consist of four classes amounting to 146 Student.

2. Sample

The sample of the research was taken by using simple random sampling technique. There were 2 classes chosen as the sample, namely class VIII C and VIII E, Class VIII C Was experimental class, and VIII E as control class. The Population and the sample of research were presented in the following table:

No sample	Class	Number of population	
1.	VIII A	30	-
2.	VIII B	30	-
3.	VIII C	28	28
4.	VIII D	30	-
5.	VIII E	28	28
Total		146	56

M. Technique of Data Collection

In collecting data for this research, the researcher applied some steps as follow: (1) giving the pre-test for both groups (2) applying treatment by using Read Cover Remember Retell (RCRR) Strategy to experimental group, and without treatment by using conventional strategy to control group (3) giving the post-test for both groups (4) collecting the students worksheet and scoring the students' answers.

N. Data Analysis

There were some steps applied in analyzing the data. As follows:

1. Correcting the students' answer.
2. Scoring the students' answer.

3. Listing the students' score into tables, first for the experimental group's score and the second for the control group's score.

4. Calculating the total score of post-test in experimental group by using formula :

a. Finding the Correlation of the Teaching Strategy :

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

b. Testing Linear Regression :

$$y = \alpha + bx$$

with :

$$\alpha = \frac{(\sum Yi)(\sum Xi^2) - (\sum XiYi)}{n\sum Xi^2 - (\sum Xi)^2}$$

$$b = \frac{n\sum XiYi - (\sum Xi)(\sum Yi)}{n\sum Xi^2 - (\sum Xi)^2}$$

where :

y : Individual Work

α : Constant

x : Independent Variable

b : Correlation Coefficient

c. Determining T-test by formulation :

$$r^2 = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum Y^2) - (\sum Y)^2}$$

$$t = \frac{r}{\sqrt{1-r^2}} \sqrt{n-2}$$

d. Finding the Significant Effect by Formulation :

$$D = (r_{xy})^2 \times 100\%$$

O. Statistical Hypothesis

Based on the conceptual framework above, the researcher formulated the hypothesis as follows:

H_a is accepted if $t_0 > t_{table}$ or there is a significant difference of Effect using the RCRR Strategy (Read, Cover, Remember, Retell) in Learning to Read Recount Text at SMPN 1 Palas.

H_o is accepted if $t_{table} > t_0$ or there is no a significant difference of Effect using the RCRR Strategy (Read, Cover, Remember, Retell) in Learning to Read Recount Text at SMPN 1 Palas.

P. Systematic of the research

The systematic of discussion of the overall discussion in this research consists of three parts, they are:

CHAPTER I: Introduction on consists of title affirmation, background of the study, focus and subfocus, Identification of problem, formulation of problem, objective of problem, significant of problem, Relevant Previous research, Research Methodology, Variable of research, Research Instrument, Population and Sample, Technique of data collection, Data Analysis Statiscal Hypotesis, System of the research.

CHAPTER II: Review of Related Literature consists of frame of theories there are the definition of Reading, Type of Reading, Purpose of Reading, Reading comprehension, Definition of RCRR, Prosedure of RCRR, Advantages and Disadvantages of RCRR, Text Recount, Kind of Recount, Generic structure of Recount, Frame of thinking, Hypothesis.

CHAPTER III : Descriptions of the research object consist of general discussion of the object and fact presentation and research data.

CHAPTER IV : Research Result of the Background of SMPN 1 Palas, Data, Data Analysis, Hypothesis testing, Research findings, and Discussion.

CHAPTER V : Conclusion and Recommendation

CHAPTER II

REVIEW OF RETATED LITERATURE

This Chapter Serves As A Literature Review of The Research Consisting of Theories of Reading Texts And Using Rcurr. There Are Two Parts to This Chapter. In The First Part, Discusses An Overview of Reading Which Includes The Definition of Reading, The type of Reading, The Purpose of Reading. In The Second Part, The Definition of RCRR, RCRR Procedure, Advantages And Disadvantages of RCRR, Then Uses Recount Text, Frame of Think, And Hypothesis.

A. READING

1. Definition of Reading

Reading is one of the major skill that must be mastered by every people in this world. Through reading people can get lot of information and knowledge. It is the first direct communication of students to acquire their language development. Reading is very important because through reading reader can get lot of information by comprehend what they read. There are lot of arguments about reading. The first definition proposed by Johnson, he say that reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.¹¹

Moreover, Russel describes reading as an ability to comprehend, pronounce and interpret letter, sign or symbols to receiving ideas and impression from the writer via text.¹² Patrikis also define reading is a social act as much as it is a personal relationship with the text.¹³ Reading a complex linguistic achievement and

¹¹Andrew P. Johnson, *Teaching Reading ad Writing: A Guidebook for Tutoring and Remediating Students*, (Lanham: Rowman and Littlefield Education, 2008), p.3-4

¹²Russel G Stauffer, *directed Reading Maturity as a Cognitive Process*, (New York: Longman, 1985), p. 153.

¹³Peter C. Patrikis, *Reading Perspective on Between Foreign Language Literacy*, (London: Yale University, 2003), p.123

teaching children to read is a complex activity requiring a great deal of knowledge and skill.¹⁴

In addition, it is quoted from Muthia and Fitriawati 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.¹⁵ Because, reading is the most important skill. And 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.¹⁶ Reading is an important activity in human life, specializing students.

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.

2. Type of Reading

According to Brown, there are four types of reading, those are :

1. Perceptive.

Perceptive reading tasks involve attending to the components of larger stretches of discourse : letters, words, punctuation, and other grapheme symbols. Bottom up processing is implied.

2) Selective.

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used : picture cued tasks, matching, true/false, multiple choice, etc. Stimuli include sentences, brief responses are

¹⁴ Alison L. Bailey & Margaret Heritage, *Formative Assessment for Literacy, Grades K-6 : Building Reading and Academic Language Skills Across the Curriculum*, (California: Corwin Press, 2008), p. 10.

¹⁵ Muthia Ariansyah & Fitriawati, *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>).

¹⁶ M.F Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, Jaipur: Sunrise, 2013 p.11

intended as well. A combination of bottom up and top down processing may be used.

3) Interactive.

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning ; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like.

The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top down processing is typical of such tasks, although some instances of bottom up performance may be necessary.

4) Extensive.

It should be noted that reading research commonly refers to “extensive reading” as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. The purposes of assessment usually are to tap into a learner’s global understanding of a text, as opposed to asking test takers to “zoom in” on small details. Top down processing is assumed for most extensive tasks.

Furthermore, according Alyousef there are two types of reading, they are:

1) Extensive Reading

There have been conflicting definitions of the term extensive reading. Some use it to refer to describe skimming and scanning activities, others associate it to quantity of material. Hedge in Hesham Suleiman Alyousef states that since extensive reading

helps in developing reading ability. Moreover, extensive reading enables learners to achieve their independency by reading either.

in class or at home, through Sustained Silent Reading (SSR). Carell and Eisterhold in Hesham Suleiman Alyousef argue that SSR activity can be effective in helping learners become self-directed agents seeking meaning provided an SSR program is based on student-selected texts so that the students will be interested in what they are reading. Students select their own reading texts with respect to content, level of difficulty, and length.

2) Intensive Reading

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge argues that it is “only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials. These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and metacognitive strategies.”¹⁷

3. Purpose of Reading

People are reading the book for some reason. They may read to get some data, boost understanding, or have fun. For study reasons or merely for enjoyment, many learners read English text. It determines what the text's significant. A reader should therefore first understand what the content of the text he will read will then be able to determine if the data is essential to him or not.

Furthermore, Martin explained that purpose influences reading isto connect the ideas to the page to what you already know. If you don't know the purpose of why you are reading without reason for wanting to find information, then pouring all the sentences into your mind is like taking water using your hands, you will not get much. It implies that the reader should have adequate understanding of

¹⁷Hesham Suleiman Alyousef , “Teaching Reading Comprehension to ESL/EFL learners”, *The Reading Matrix*, Vol. 05, No. 02 (2005), p. 143

the content of the text in the reading process. It is therefore very crucial for the reader to determine the objective before reading. It was also evident that the aim of reading depends on the need of a reader, whether they want to improve their understanding, obtain some data, or for pleasure. From the discussion above it can be said that people read with for some reason; get data about something that related to their needs or their interest.¹⁸

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 message on information that to reading.

The purpose of reading are :

1. To get information, such as, travel brochures, train timetables, bus schedules, notices, public signs directories, catalogues, information leaflets, regulations, iather forecasts.
2. To respond to curiosity about a topic, such as magazine 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.¹⁹

¹⁸Relawati, Enggar. *Applying Read, Cover, Remember, Retell (Rcrr) Strategy To Foster Students' reading Comprehension Of Descriptive Text (A Quasi-Experimental study at the Tenth-Grade of SMA Muhammadiyah 8 Ciputat in Academic Year 2019/2020)*. BS thesis. Jakarta: FITK UIN Syarif Hidayatullah Jakarta, 2019.

¹⁹Tricia Hedge, *Teaching and Learning in the Language Classroom*. (New York: Oxford University Press) 2014, Pg. 206-207.

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 literated in the classroom with guide for the teach.

4. Reading comprehension

Reading comprehension result when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).²⁰

Meanwhile, defined by Djuharie in Komang Wastawan, Sutarsah Cucu and Sudirman, reading comprehension is the understanding of written text in order to obtain as efficiently as possible the information needed from the text.²¹ In addition, Collin says that reading comprehension not only does it increase our life skills and extend our understanding, but it is also much more profound than it has a basic impact on imagination growth.

Along with Duke and Pearson state that reading comprehension is some process that has been grounded in research for good readers, for example, if they have clear objectives with regard to their reading, they immediately assess all the text and read it to meet their objectives.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.²²

²⁰Janette K. Klingner, Sharon Vaughn & Allison Bordman. *Teaching Reading Comprehension to Students with the Learning Difficulties*, (New York: The Guilford Press, 2007), p.23

²¹ Otong Setiawan Djuharie, *Intensive Reading Bottom-Up Reading*, In KomangWastawan, Sutarsah Cucu and Sudirman, "Increasing Students" Reading Comprehension Through Make a Match Method of Cooperative Learning at The First Grade of SMA", *U-Jet*, Vol. 3, No. 2,2014, pp. 1-11

²² Joanne Schudt Caldwell, *Comprehension Assessment: A Classroom Guide*, New York: The Guildford Press, 2013 p.4

Further, Brown classifies eight aspects of reading comprehension.²³ 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.

B. RCRR (Read,Cover,Remember,Retell Strategy

1. Definition of Read,Cover,Remember,Retell

RCRR strategy is vehicle for increasing the knowledge and understanding of the participant in a collaborative context. It means the students can get their comprehension through this strategy. So, the students can improve their ability in comprehending the text. RCRR Strategy is one of strategy to learn in a cooperative learning environment. The students will study in pairs or small group. It motivates the students to express their comprehension of the text.

There are some effective RCRR strategy involve alternating between understanding and summarizing or explaining. This 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 make the learners responsible for both teaching to and learning each other.²⁴

²³ H. Douglas Brown, *Language Assessment Principles and Classroom Practice 2nd Edition*, San Francisco: Pearson Education p.206

²⁴ Liana, Baiq Mita Putri. *The effect of read, cover, remember, retell (RCRR) strategy toward students reading comprehension at MA Darul Muhajirin Praya In Academic Year 2018/2019*. Diss. UIN Mataram, 2019.

2. Procedure of Read,Cover,Remember,Retell

There are steps in teaching by using RCRR strategy, namely;

- a. Read only as much as your hand can cover.
When using this strategy, the students should read only about as much as text they can cover with their hand.
- b. Cover the words with your hand.
After read the text, students should cover that piece of text with their hand.
- c. Remember what you have just read.
Then, they should take a moment to remember what they read by thinking about it. If they can't remember the information, they can go back and take another look at the text
- d. Retell what you have just read in your own words.²⁵
Finally, students retell the information they just read with their own words in front of the class.

3. Advantages of Read,Cover,Remember,Retell

Mita In Wati States the use of RCRR strategy brings so many benefits, such as;

- a. Make students comfortable in learning and enjoy with the material because the students must discuss about the material with other students and can exchange their ideas and make it easy to find solutions and understand.
- b. Can reduce the opportunity that one participant is simply a passive recipient seem likely to be better for both motivation and learning (gives stimulus to the students to become active learning).
- c. Students will read with a different level of attention and concentration knowing that they will have to say back what they learned without reading it from the text.
- d. Interaction with a peer; making the students has an opportunity for giving mutual support and stimulation.

²⁵*Ibid*,P.24

- e. The students are also motivated to share the information or express their story each others²⁶

4. Disadvantages of Read,Cover,Remember,Retell

- a. The students spend most of their time moving, it took a long time.
- b. They can't speak English correctly, some students have difficulties when retelling their stories.
- c. Because it should be used more texts, the teacher requires additional effort to provide appropriate teaching text.
- d. Teachers can not specifically concentrate on teaching Recount text theoretically when using this strategy as the exercise requires more a practice in the classroom.
- e. teachers are required to be more active to control the class.²⁷

C. Text

1. Recount text

Derewianka, In Fisher says that A recount is a text that tells about past experience or events that can be based on the author's personal or historical events. This type of text is chosen as means in which the students write. It is selected since they can feel free to explore the story that is based on their personal experience and eventually convert their ideas into written form.

The purpose of a Recount is to inform and entertain the readers. To attain its purpose, the text needs to involve several steps namely, an orientation which lets the reader know who is involved, where, when and others and the retelling of a series of events in chronological sequence . A piece of text that retells past events, usually in the order in which they happened is a recount text It begins

²⁶*Ibid*,P.26

²⁷Relawati, Enggar, Didin Nuruddin Hidayat, and Atiq Susilo. "Applying Read, Cover, Remember, Retell (RCRR) Strategy to Foster Students' Reading Comprehension of Descriptive Text." *Jurnal Studi Guru dan Pembelajaran* 3.1 (2020): 31-38.

with by telling the reader who was involved, what happened, where the events took place and when it happened.²⁸

2. Kind of Recount

According to UC High school Kaleen writing Handbook , recount text is classified into three, they are:

a) Personal recount

Personal recount is where the writer is recounting personal events that they were involved directly. It means that the writer is actively involved of the event. The purpose of personal recount are to inform and to entertain the reader.

b) Factual recount

Factual recount is a list of record of a certain event. It can be used to retell the particular incident or event such as accident report, eyewitness, science experience, historical events and newspaper report. Its purpose is just to inform the reader about what was going on in the past.

c) Imaginative recount

Imaginative recount retells an imaginative story through the eyes of a fiction character. It means the event that happened in the text do not occur in the real life. Its purpose is usually to entertain and it usually can be found in the text book.²⁹

3. Generic Structure of Recount

According to Lancashire Council 2008 (In Husna & Multazim, 2019), a recount text has several generic structure consists of orientation, events and reorientation. Each generic structure has social functions. The explanations of them are explained below:

a) Orientation

²⁸Fisher, Ayu Sonia Habibah. "Students' reading techniques difficulties in recount text." *Journal of English and Education* 4.2 (2016): 1-12.

²⁹Diswati, Susi, Muhammad Taridi, and Uyun Nafiah. *The Effect Of Read, Cover, Remember, Retell (Rcrr) Strategy On Students' reading Comprehension Of The Eighth Grade Students At Mts Jauharul Iman*. Diss. UIN Sulthan Thaha Saifuddin Jambi, 2021.

Recount begins with telling the reader who was involved, what happened, the location took place and the time of event. Orientation gives the reader the background information needed to understand the text and they would recognize about the scene setting and the context of the text.

b) Events

Event is the main activities that occurred in the story of the text. In writing a recount text, events are ordered in a chronological sequence. Sometimes, additional details are added to give information for the reader.

c) Reorientation

Reorientation is a closing step of statement that includes elaboration. Several recount texts also have a concluding paragraph. In this concluding paragraph, the writer could give the personal comment or statement.³⁰

Another Example Recount Text:

Meet Bambang Pamungkas

Orientation:

On Friday, there is a football match between Indonesia and Japan. He held at the Bung Karno Stadium. I went to Gelora Bung Karno stadium with my friend, Jono.

Event:

Before entering the Gelora Bung Karno stadium, we saw a bus going up Indonesian football player. Then, we followed the bus to the main entrance. I found that Bambang Pamugkas departed from the bus. When we wanted to approach Bambang Pamungkas, the security guard detained me return. But, I think the security guard is familiar. He is my parent friend, Buddy. After that, he let me in, finally I can meet Bambang Ultimate and get his signature.

³⁰Husna, Atikasari, and Akhmad Multazim. "STUDENTS'DIFFICULTIES IN WRITING RECOUNT TEXT AT INCLUSION CLASSES." *LET: Linguistics, Literature and English Teaching Journal* 9.1 (2019): 52-76.

Reorientation:

Next, I returned to my seat in the stadium and the match had just started. He was a great day and a great match

D. Frame of thinking

Based on the theories described above, reading is one of the skills in English, reading is one of the activities of spelling or reciting writing preceded by viewing reading material and requires a process that demands an understanding of the meaning of words or sentences which are a unit at a glance.

Recount text is a type of text that contains stories of our past experiences, actions, or activities with the aim of entertaining and providing information to readers. Reading recount texts with the RCRR strategy can make the class active and fun because RCRR is an interesting and interesting teaching method. fun that can increase student interest and motivation.

Based on the explanation above, the researcher believes that there will be a significant effect on students reading recount text using the RCRR strategy.

E. Hypothesis

Based on the review of thinking above the researcher formulates the hypothesis as follow:

Ha : There is a significant Effect of using the RCRR Strategy (Read, Cover, Remember, Retell) in Learning to Read Recount Text at SMPN 1 Palas.

Ho : There is no a significant effect of using the RCRR Strategy (Read, Cover, Remember, Retell) in Learning to Read Recount Text at SMPN 1 Palas

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