

**THE INFLUENCE OF USING READ, COVER,  
REMEMBER, RETELL (RCRR) STRATEGY TOWARD  
STUDENTS' READING COMPREHENSION IN  
DESCRIPTIVE TEXT AT TENTH GRADE OF SMA GAJAH  
MADA BANDAR LAMPUNG IN THE ACADEMIC  
YEAR 2023/2024**

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

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**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG  
2023/1445 H**

## ABSTRACT

### **INFLUENCE OF USING READ, COVER, REMEMBER, RETELL STRATEGY TOWARD STUDENTS 'READING COMPREHENSION IN DESCRIPTIVE TEXT OF THE TENTH GRADE OF SMA GAJAH MADA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2023/2024**

**BY**  
**M. ADAM PRASETYO**

Language is a structural tool that can be used to communicate from one place in the world to get information from one person to another. In English had 4 skills that must be managed, one of the skills for this research is reading. Based on the preliminary research that the students have difficulties in reading. To solve this problem, the research used RCRR as strategy towards students' reading comprehension. This research aimed to know whether there was a significant influence of using Read, Cover, Remember, Retell strategy toward students' reading comprehension in descriptive text of the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2023/2024.

In the research, the research used quasi experimental design. The population of this research was the tenth grade of SMA Gajah Mada at Bandar Lampung. The sample were two classes, in which 22 students' for the experimental class X IPS 1 and 22 students' for control class X IPS 2. The RCRR strategy was used in the experimental class, while the control class used the LRD strategy. The treatments were held in 3 meetings. After that, the students' given posttest. Data analysis was used independent sample t-test analysis to know whether there is significant influence of using Read, Cover, Remember, Retell strategy toward students' reading comprehension in descriptive text or not.

Based on the data analysis by using SPSS version 22, the result of this research showed that Sig. ( $P_{\text{value}}$ ) = 0.197 and  $\alpha = 0.05$ . So,  $H_0$  was accepted and  $H_a$  was rejected because of Sig. 2-tailed > 0.05. the conclusion, there was no significant influence of using Read, Cover, Remember, Retell strategy toward students' reading comprehension in descriptive text of the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2023/2024.

**Keywords:** *Descriptive Text, RCRR Strategy (Read, Cover, Remember, Retell), Reading Comprehension*





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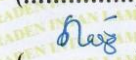
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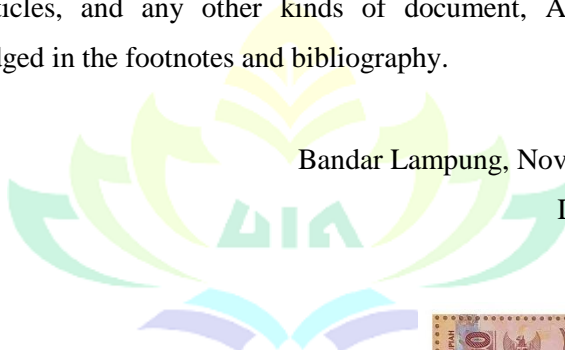
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## DECLARATION

I hereby that this thesis entitled : The Influence of Using Read, Cover, Remember, Retell (RCRR) Strategy Toward Students` Reading Comprehension in descriptive text at tenth grade of SMA Gajah Mada Bandar Lampung in the Academic Year of 2023/2024 is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, be they books, articles, and any other kinds of document, Are properly acknowledged in the footnotes and bibliography.

Bandar Lampung, November 2023

Declared by,



**M. ADAM PRASETYO**  
**NPM.1811040333**

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## MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Read: In the name of thy Lord Who createth

(Q.S Al Alaq: 1)<sup>1</sup>



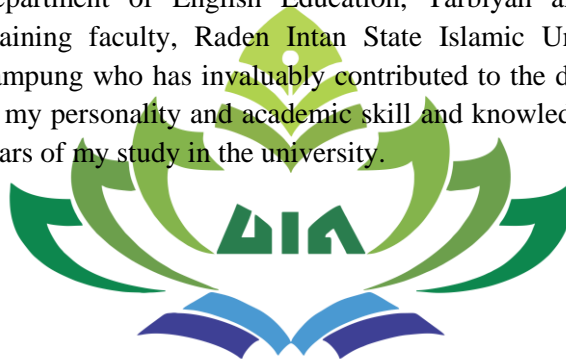

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<sup>1</sup> Mohammed, “Qur’an Surah Al ’Alaq 1(QS (96:1) in Arabic and English translation” (online), available at: <https://www.alquranenglish.com/quran-surah-al-alaq-1-q-s-96-1-in-arabic-and-english-translation> on September, 14<sup>th</sup> 2023. At. 02.46 p.m

## DEDICATION

I dedicate this thesis to the followings:

1. My beloved parents, Mr. Suhardi and Mrs. Maryani who have provided me with unconditional loves and never ending supports, not only for the completion of my study but also for the success of my life I am thankful for having you by my side, and this thesis is absolutely also yours.
2. My beloved are two little brother, They are Rizky Kurnia and Ahmad Ardi Prasetya who have been very supportive, caring, and generous during many difficult stages of my study in the University.
3. All beloved lecturer, fellow classmates, and graduates of the Department of English Education, Tarbiyah and Teacher Training faculty, Raden Intan State Islamic University of Lampung who has invaluable contributed to the development of my personality and academic skill and knowledge over the years of my study in the university.



## CURICULLUM VITAE

The author of this thesis is M.Adam Prasetyo, or famously called by his friends, Adam or Pras. He was born on Saturday, April 29<sup>th</sup> 2000, in the city of Bandar Lampung, I am the first son of Suhardi and Maryani. He has two little boy. They are Rizky Kurnia and Ahmad Ardi Prasetya. He studied to kindergarten at TK Al Ikhlas in 2005-2006, before attending his elementary school in SDN 1 Way Kandis, East of Tanjung Karang, Bandar Lampung (graduated in 2012). His junior and senior high school were completed in Gajah Mada Bandar Lampung, (from 2012 to 2018). In 2018, he studied to Raden Intan State Islamic University of Lampung in Sukarame, for pursuing his bachelor's degree. in the Departement of English Education. During his study in the university, he was active in JJE (Jalan Jalan Edukasi), HI (Human Intiative), and Makeka (Main Ke Kampung) as a volunteer English teacher. Currently, M.Adam Prasetyo was worked as an English teacher in Al ihsan Darul Mu'tahsim Boarding School Sabah Balau, Tanjung Bintang, South of Lampung, a work in which he has found his life-fulfillment.

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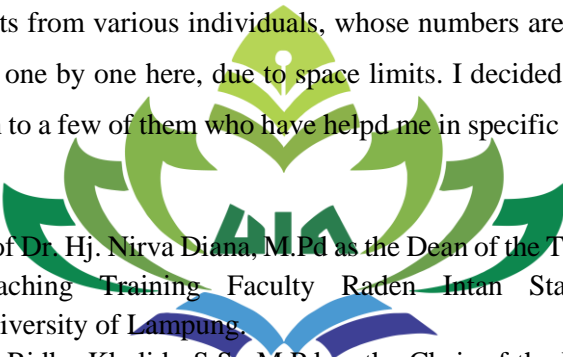
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Secondly, my study in Raden Intan State Islamic University of Lampung is not an individual journey. I have received invaluable help and supports from various individuals, whose numbers are impossible to mention one by one here, due to space limits. I decided to give my recognition to a few of them who have helped me in specific ways. They are:

- 
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  2. M. Ridho Kholid, S.S., M.Pd as the Chair of the Department of English Education Faculty of Tarbiyah and Teaching Training, Raden Intan State Islamic University Lampung.
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Finally, since nothing is perfect, and despite all the meaningful names I have mentioned above, every mistake in this bachelor thesis remains exclusively mine, and thus, I am welcome to any form of critical feedback for the betterment of this thesis.



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## CHAPTER I

### INTRODUCTION

#### A. Title Confirmation

The title of thesis proposal was *The Influence of Using Read, Cover, Remember, Retell Strategy toward Students Reading Comprehension in Descriptive Text*. So that there were no mistakes in understanding this research. The research needs to explain some of the things contained in the title. The explanation was as follows:

##### 1. Influence

Influence is an action that can be different from the occurrence of a previous action, to make one developer of the action itself. Influence is effect that has on the way thinks or behaves or on the way develop.<sup>1</sup>Influence used to variable dependent with technique RCRR.

##### 2. Read, Cover, Remember, Retell (RCRR)

Read, Cover, Remember, Retell (RCRR) is an effective approach to help readers at all grade levels who think that good reading is reading quickly and as result do not understand what they have read"<sup>2</sup> Read, Cover, Remember, Retell (RCRR) is a variable Independent in this research.

##### 3. Reading Comprehension

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.<sup>3</sup>Reading comprehension is aspect that must be

---

<sup>1</sup> Oxford University Press Maker, *Oxford Learner Pocket Dictionary*, 2008, p. 228

<sup>2</sup> Stephanie Macecca, *Reading Strategies for Social studies 2<sup>nd</sup> rev*, (Huntington Beach: Shell Education, 2014), p. 147

<sup>3</sup> Woolley, *.Reading Comprehension (Assisting Children with Learning Difficulties* Sydney.Griffith University, 2011,p.15.

overcome in this research problem for students of the class tenth.

#### 4. Descriptive Text

Descriptive Text is a text intended to define person, place, or thing. Descriptive text is the text that describes a person, place, and event or describes one's thinking about something.<sup>4</sup> Descriptive text, in text this explanation and description of a particular object given so that the reader can imagine it clearly in written form, and descriptive text in this research as material for teaching reading comprehension by using read cover remember retell. Descriptive text is a variable dependent in this research.

From the definition above, an experimental research would be conducted the title “ The Influence of Using Read, Cover, Remember, Retell Toward Students’ Reading Comprehension in Descriptive Text at Tenth Grade of SMA Gajah Mada Bandar Lampung in Academic Year of 2023/2024..“

### B. Background of the Problem

Language is a structural tool that can be used to communicate from one place in the world to get information from one person to another. In the Indonesia, English as foreign language. In elementary school the teacher had taught reading, especially in English lessons. In Indonesia, learning to read English starts at the fourth grade of elementary schools, and it continues at junior and senior high schools up to the higher education. Learning to read is a process that involves a number of different skills and experiences.<sup>5</sup> In English had 4 skills that must be managed, one of the skills for this research is reading.

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<sup>4</sup> Elang Yudhantoro. *Rangkuman Bahasa Inggris SMA*, (Jakarta: Gagah Media, 2010), p.7.

<sup>5</sup> Arifuddin Hamra, “Developing a Model of Teaching Reading Comprehension,” *Teflin* 21 (2010): 27–40, [https://www.researchgate.net/publication/232153478\\_The\\_Assessment\\_of\\_Reading\\_Comprehension](https://www.researchgate.net/publication/232153478_The_Assessment_of_Reading_Comprehension).

Reading is complex process.<sup>6</sup> Reading is a process to understand the ideas between the reader and the writer to get information from the text and to get a conclusion of the information that text. English as a language has four basic skills which are listening, speaking, reading and writing.<sup>7</sup> Before, one of reading become a basic thing for students, because whenever students get difficult in reading, they would got trouble in learning process. As a result, they would got bad result on their school assignment.

Reading is a set of skills that involves making sense and deriving meaning from the printed word.<sup>8</sup> Its mean, can be said that reading is an activity which beginning see and find out the meaning from the text self it. Reading is not more than just read the text, but is also about how to people understand it. Reading can be called a thinking process to getting some of meaning of text.<sup>9</sup> Reading was an activity where the reader can collect information from what they read. A gateway to get knowledge and information was reading. All people in the world can to improve knowledge and information in our life by reading.

Reading is an activity that could increase language ability.<sup>10</sup> The functions reading, people could increase their skills in speaking, grammar, and any other subjects. Reading skill also becomes something important for the students because through reading could get information from the text that can increase their knowledge. These are four skills, if one of the skills students have is reading, students will get important things like reading books. Because of the student

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<sup>6</sup>Karen Tankersley, *The Threads of Reading*, (Alexandria: ASCD, 2003), p. 2

<sup>7</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2000), p. 232

<sup>8</sup>Caroline, T.Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraww-Hill,2005), p.69

<sup>9</sup>Jennifer Seravallo, *Teaching English to Speaker of other Languages*, (New York Routledge, 2015), p. 64

<sup>10</sup>Jeremy Harmer, *How to Teach English* (London: Pearson Longman,2007),

wanted got to information about something, the student should reading. In four skills, the research only wanted to discuss the reading skill because students got difficulties in reading. The action understanding what you are read in reading, it is means comprehension.

Reading is useful for other purposes too: any exposure to English (provide students understand it more or less) is a good for language students.<sup>11</sup> For the statement above, it means that in life reading is good because it is the most important activity for everyone or students in the school. Reading for students could be got new ideas, information, had motivation and expanded interests. Achieve this goal, in the school students need must had skills in understood reading comprehension.

Reading comprehension is the process of constructing meaning by coordinating a number of complex process that includes word reading and fluency.<sup>12</sup> It could be resulted, that reading comprehension is a process of understood meaning from a text, after reading a text and readers get know the content of the text and can get meaning that text. Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence.<sup>13</sup> In reading comprehension could be defined as a thought process through which the reader became aware of idea in the text. Based on the statement above, it could be understood in learn reading needs comprehension and reading comprehension with careful reading in order to understood the total meaning it.

Students' reading skill would be better if the teacher had a good way in teaching reading. In teaching and learning

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<sup>11</sup>M. F. Patel and Praveen M. Jain, *English Language Teaching (Method Tools & Technique)*(Vaishali Nagar : Sunrise, 2008),p.68

<sup>12</sup>Jannette K. Klinger, *Teaching Reading Comprehension to Students with learning Difficulties*, (New York: The Gulidford press,2007), p.2

<sup>13</sup> Woolley, Gary, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Spinger Science + Business Media B. V, 2011), P. 15

reading, the teacher has commitment to make students teaching successful so teacher get use a good strategy in process teaching reading. Reading is very important for teacher to establish reading skills for their students.<sup>14</sup> It is also important remember that the goal of reading is to understood the text and to be able to learn from them Students' reading skill will be better if the teacher had a good way in tough reading. In tough and learned reading, the teacher had commitment to make students tough successful so teacher got use a better strategy in processed tough reading. Therefore, teacher have to know purpose of the strategy that used. In addition, the teacher must to appropriate in tough and learned reading for students had different with others.

Based on Standard of Curriculum 2013 in Senior High School, the purpose of reading competence is to comprehend the meaning of simple written text interpersonal and transactional both formal and informal situation in the form of descriptive, narrative, procedure and recount texts.<sup>15</sup> Every text has he different schematic structures, social function, and language features. One of them is Descriptive Text that must be taught on the tenth grade of senior high school.

Based on the preliminary research at SMA Gajah Mada Bandar Lampung date on May 23<sup>rd</sup> 2022. The English teacher said that students' problem with teaching reading comprehension is that they cannot understand vocabulary, making a lot of mistakes in their answer, they cannot understand the text well. Teaching learning reading using books (books, especially teachers), student books (for students different than from the teacher's book), and LKS (student worksheet).

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<sup>14</sup> Gendis Nadira Dwiningtias, Dedi Sofyan, and Hilda Puspita, "Teachers' Strategies in Teaching Reading Comprehension," *JALL (Journal of Applied Linguistics and Literacy)* 4, no. 2 (2020): 285–89, <https://doi.org/10.25157/jall.v4i2.3682>.

<sup>15</sup> Kurikulum 2013, *Kompetensi Dasar Sekolah Menengah Atas (SMA)/ Madrasah Aliyah (MA)*, Kementrian Pendidikan dan Kebudayaan, 2012, p. 64

The English teachers, in addition to teaching descriptive and other texts, students' lack vocabulary. Students were still low at understanding the text and couldn't answer questions about the text.

The English teacher using lrd strategy for development reading students, but which method this to make difficult in teaching reading students, students feels lazy learn to reading.<sup>16</sup> It is resulted preliminary research by teacher, English teacher which are desired in the class need's a strategies in teaching reading for students and hopefully strategies can to development reading students, students easily learn to reading, and to understand sentence in paragraph that the text.

Based on questionnaire by all students in class X IPS 2 at SMA Gajah Mada Bandar Lampung, students are confused in meaning in the text, students have not understand word meaning in the text, students have difficult in teacher teaching reading and students have difficult meaning in the text.<sup>17</sup> It is mean, here students need's a strategies in teaching reading because students have experience problem teacher teaching reading in classroom.

Based on problem above grade tenth the second semester at SMA Gajah Mada Bandar Lampung 2023/2024. This is result score in learning reading with teachers used lrd strategy as resulted teaching reading.

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<sup>16</sup> Muhammad Rizal, *An Interview with English Teacher for Preliminary Research*, May 23<sup>rd</sup> 2022

<sup>17</sup> Students X IPS 2 at SMA Gajah Mada Bandar Lampung, *The Result Questionnaire with Students X IPS 2 for Preliminary Research*, May 23<sup>rd</sup> 2022.

**Table I.1**  
**Data Preliminary Research of Students' Daily Reading**  
**Score At the Tenth Grade of SMA Gajah Mada Bandar Lampung**

| No.              | CLASS   | SCORE      |            | Number Students |
|------------------|---------|------------|------------|-----------------|
|                  |         | < 75       | ≥ 75       |                 |
| 1.               | X IPA 1 | 15         | 11         | 26              |
| 2.               | X IPA 2 | 21         | 13         | 34              |
| 3.               | X IPS 1 | 10         | 12         | 22              |
| 4.               | X IPS 2 | 9          | 13         | 22              |
| Total Percentage |         | <b>55</b>  | <b>49</b>  | <b>104</b>      |
|                  |         | <b>78%</b> | <b>22%</b> | <b>100%</b>     |

*Source: The data of SMA Gajah Mada Bandar Lampung*

Based on Table I, it is show that from there are 104 students of the 55 students who passed the test based on criteria of minimum mastery (KKM) and 104 students failed. In This case, the students' score of KKM in SMA Gajah Mada Bandar Lampung is 75 and there are many students' who got the score under 75. It means that more than 50% students who do not pass the criteria of minimum mastery.<sup>18</sup> It indicated that most students still face difficulties in reading especially reading descriptive text.

After preliminary research, the research concluded that the students should be conditioned to be interested in learning English by providing them with appropriate teaching strategy and media for learning English. In the teaching and learning process in class there are many kinds of the good strategies that can be applied by the teacher. Therefore, to solve this problem is needed that is by using read cover remember retell. It is a suitable strategy in teaching reading comprehension.

The aim of this studied to clarify several aspects of the used Read cover remember retell as an alternative strategy that can be used for teaching English especially in teaching reading comprehension. Finally, the title this research: The Influence of

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<sup>18</sup> The data score in test reading skill at SMA Gajah Mada Bandar Lampung,2022

using Read Cover Remember Retell toward Students Reading Comprehension in Descriptive Text.

### **C. Identification and Limitation of the Problem**

#### 1. Identification of the Problem

Based on the background of the study mentioned above, identify the following problems:

1. Students have difficulties in reading.
  2. Students have difficulties in comprehending in the text.
- #### 2. Limitation of the Problem

Based on the problem, the problem limited to be focused on the influence of using read cover remember retell towards students reading comprehension in descriptive text about thing, place, and people.

### **D. Formulation of the Problem**

Seeing the limitation of the problem of the research could be write as follow, “ Is there any significant influence of using read cover remember retell strategy toward students’ reading comprehension in descriptive text at the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2023/2024?”

### **E. Objective of the Research**

Depends on the formulation of the problem above, the purpose of this research was to know whether or not there is an influence of using read cover remember retell strategy toward students reading comprehension on descriptive text at the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2023/2024.

### **F. Significance of the Research**

The research is aimed to be utilizes in some English teaching field, as follow:

#### 1. *Theoretically*

The research is expected can support at the previous theories of using read cover remember retell strategy as a best appropriate in teaching English, especially in reading comprehension activity.



## 2. *Practically*

These research findings are expected to be useful for:

a. For the teacher

Hopefully this research help teacher to applied appropriate strategy in teaching reading comprehension. The teacher give some information and understanding on teach English by using Read Cover Remember Retell strategy for students in class.

b. For the students

For the students, it is expected that this research help to improve their reading comprehension especially on descriptive text using read cover remember retell strategy.

c. For the school

The result of this research can be used to get some information, data, source about read cover remember retell strategy as a technique of teaching English and could be applied as good.

d. For the next researcher

This next researcher got enrich the studied literacy comprehend the text reading, especially for the research who wants to take research about the study of strategy on teaching learning English process.

## G. **Relevant Previous Research**

The previous research on Read Cover Remember Retell has highlighted several, as follow:

The first was a research conducted in 2021 at SMA Muhammadiyah 8 Ciputat. This Study aim to find out about research applying read, cover, remember, retell strategy for students in reading comprehension of descriptive text which was applied to class X SMA Muhammadiyah 8 Ciputat. This research an experimental research that uses all students of class

X SMA Muhammadiyah 8 Ciputat as the population. In this study, samples were taken of 27 students from X IPS 3 as the experimental group and 27 students from X IPS 2 as the control group. The data collection instrument in this research in this research used to a test given to students. This research use method is quantitative method and using quasi experimental design. This research analyzed the data has been used t-test. The results of the research, some information could be known: The results of the research some of information could be known, namely: Differences in pre-test and post-test between the two means of score. (1).The pre-test average score was 56.77. (2).The post-test average score was 77.03. It conclusion, using RCRR strategy on students reading comprehension of descriptive text was effectively at SMA Muhammadiyah 8 Ciputat.<sup>19</sup>

The second previous research was conducted in 2019 at SMPS Harapan Ananda Sungai Raya. The research purpose to find out, namely: (1). Before, difference of students reading comprehension achievement, (2). After, implementation Read, Cover, Remember, Retell strategy and (3) How is the effect of implementation Read, Cover, Remember, Retell strategy on reading comprehension. This study was used a pre-experimental research and use the data distribution. This research population was use (DISwati, 2021) all of the eight grade students of SMPS Harapan Ananda Sungai Raya in the academic year of 2019/2020 and the sample were taken of 44 students V III A. The collecting data in this research was used measurement technique and analyzed data was used Version SPSS 17.0. This study find of the result namely: (1). Data normal was the research after pre-test and post-test which were score pre-test 30.82 and 49.34 post-test. (2).The implemented results were pre-test (9.933) and post-test (8.768). (3).The effect of the use Read, Cover, Remember, Retell strategy was moderate effect level based on the Cohen's effect. It was 0.99

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<sup>19</sup> Enggar, *Applying Read, Cover, Remember, Retell (RCRR) Strategy to Foster Student' Reading Comprehension of Descriptive Text*, Thesis 2019.

which meant that RCRR strategy gave positive effect to student's reading comprehension. The study concluded that the effect of using RCRR strategy had a gave positive impact on students of SMPS Harapan Ananda Sungai Raya in academic of the year 2019/2020 in learning reading comprehension.<sup>20</sup>

The Third previous research was conducted in 2021 at MTS Jauharul Iman. This study aimed to find out the effect and the significance difference between taught by using of Read Cover Remember Retell strategy on students reading comprehension. This research was used research method is quantitative and design with used quasi experimental. The data collection was used pre-test and post-test. The result of the analysis indicated that the mean of post-test score of experimental class (79,6) was higher than the mean of pre-test score (52). So that Ha1 was accepted. It means there was significant effect of (RCRR) strategy after giving treatment. Next, the writer had computed that the score of  $t_{test} \geq t_{table}$  ( $6,84 \geq 2,09$ ). So,  $H_{o1}$  was accepted. It means, there was significant difference between those who taught by Read, Cover, Remember, Retell (RCRR) strategy and those who are not.<sup>21</sup>

The fourth previous research was conducted in 2019 at MAS Laboratorium Jambi. The research aimed of the study were to find out whether there is any significant effect and difference of using RCRR on students' in reading comprehension. The design of this study was used quasi experimental research with class tenth grade students X MIPA 1 and X MIPA 2 which count of 50 students. The research collected data was use pre-test and post-test in each class. The result of the research was the students' pre-test score in experimental research class was 59,00 and after that the students ' post-test was 74,60. The

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<sup>20</sup> Maliquil Hafiz, Citra Kusumaningsih, Novrisal Wadi, *The Effectiveness of Read, Cover, Remember, Retell (RCRR) Strategy for Teaching Reading Comprehension*. Journal of English Language Teaching and Education, Vol. 1 No.1 2020.

<sup>21</sup> Susi Diswati, *The Effect of Read, Cover, Reemember, Retell (RCRR) strategy on the students' Reading Comprehension of the eight grade students at MTS Jauharul Iman*, English Education Program, UIN Sulthan Thaha Saifudin Jambi, Thesis 2021

testing of hypotheses also proved that RCRR strategy gave significant effect on students' reading comprehension. On the significant level  $\alpha = 0,05$ ,  $t_v$  (t-value) was higher than  $t_t$  (t-table). The  $t_v$  was 3.862 while  $t_t$  of  $d_f$  48 in significance level 5% was 1.677 and at significance level 1% was 2.407. Read it  $1.677 < 3.682 > 2.407$ . The result of the research was there was significant effect of RCRR strategy toward students' reading comprehension at the tenth grade of MAS Laboratorium Jambi.<sup>22</sup>

And the last previous research, was conducted in 2019 at SMPN 10 Cimahi. The research aimed to is there a significant difference on students' reading comprehension through Read, Cover, Remember and Retell (RCRR) strategy. The research used population were VII grade students of SMPN 10 Cimahi. The research was used quantitative research method and experimental design by using pre-test and post-test. The result of this study showed that there was a significant difference on students' achievement in reading comprehension with mean score of pre-test was 40.27 and mean score of post-test was 73.47. The result of the questionnaire toward the students' responses was 68% positive. It indicated that students had a positive response toward the RCRR strategy. Furthermore, the suggestion for the English teachers, it is recommended to use RCRR strategy to teach reading comprehension in their classes because it can improve the students' reading comprehension ability.<sup>23</sup>

Thus far, previous research have different from this research hav different from this research is using descriptive as material for testing class control and experiment. This research to know

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<sup>22</sup> Dini Andika, *The Effect of Read Cover Remember Retell (RCRR) Strategy on students' Reading Comprehension at Laboratorium Islamic Senior High School Jambi*, English Education Program, UIN Sulthan Thaha Saifudin Jambi, Thesis 2019

<sup>23</sup> Marlin Steffi Marpaung and Risnawaty Sinaga, "The Use of Read, Cover, Remember, Retell (Rcrr) Strategy in Improving Students' Reading Comprehension Ability," *Acuity : Journal of English Language Pedagogy, Literature and Culture* 4, no. 2 (2019): 153–76, <https://doi.org/10.35974/acuity.v4i2.1068>.

any significant difference of using RCRR strategy toward students reading comprehension.

## H. Systematics of the Writing

To make it easy to observe and understand the discussion that is contained in this research as a whole. It is necessary to present a systematic a framework and systematic writing a research. These are of systematic writing:

1. Chapter I (*Introduction*)

This chapter consists of Title Confirmation, Background of the Problem, Identification and Limitation of the Problem, Formulation of the Problem, Objective of the Research, Significance of the Research, Relevant Research and Systematic of the Writing.

2. Chapter II (*Frame of Theory and Hypothesis*)

This chapter consists of Theories of Read Cover Remember Retell Strategy, Reading, Reading Comprehension, Teaching Reading, Descriptive Text, RCRR Strategy, Procedures of RCRR Strategy, Advantages and Disadvantages of RCRR Strategy.

3. Chapter III (*Research Method*)

This chapter consists of Place and Time of the Research, Research Design, Population, Sample and Data Collecting Technique, Operational Definition of Variables, Research Instruments, Validity and Reliability of the Data, Fulfilment Assumption and Hypothesis Testing.

4. Chapter IV (*Findings and Discussion*)

This chapters consists of Result of the research and Discussion.

5. Chapter V (*Conclusion and Suggestion*)

This chapter consists of Conclusion and Suggestion.

## CHAPTER II

### FRAME OF THEORY AND HYPOTHESIS

#### A. Concept of Reading

The aim of the paper is to provide a conceptual theoretical framework based on definition of Reading.

##### 1. Definition of Reading

Key to the success in learning English in school is reading skills. Reading is an important skill to be developed in the teaching and learning process at schools.<sup>1</sup> Reading is one skill that must be mastered by students. It is useful and it can increase their knowledge. In learning English, reading is important to get knowledge for the student. Reading is an interactive process between the reader, the text, and the context in which the text is presented. The most important component here is the reader.<sup>2</sup> So, the reader shows to action on process interactive reading between the text and the context have read for learning of the reading from school.

Kristin have provided a new definition of reading, “Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge.”<sup>3</sup> It means, reading is a process that occurs between the reader and the text being read which influences the reader to increase knowledge. Reading comprehension can understand information by interpreting source information from a text. Then, reading has a purpose to get knowledge. Reading also is one of the skills important for everyone in life. Reading is a way to know information.

Devi et al. have provided a new definition of reading “Reading is the most useful and important skill for people.

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<sup>1</sup> Riya Yulharmaini and Bambang Wijaya, “Improving Student ’ S Comprehension in Reading Descriptive Text By Using 3-2-1 Strategy,” 1998, 1–10.

<sup>2</sup> Aripova Xalima Aripovna, “Reading as One of the Significant Language Skills,” *International Journal on Integrated Education* 3, no. 7 (2020): 54–57, <https://doi.org/10.31149/ijie.v3i7.473>.

<sup>3</sup> Kristin Lems and Tenena M. Soro, “*Teaching Reading to English Language Learners*,” London, 2010,P.33.

This skill is more important than speaking and writing because reading is not only a source of information and a pleasurable activity but also as a mean of consolidating and extending one's knowledge of the language.<sup>4</sup> Reading is an interactive process between the reader and the text, resulting in comprehension. So crucial for reading in education. Therefore, in school students need to exercise and practice to have reading be better.

According to a definition provided by Becker et.al is “Reading is one of skill which is important for students. It can give a lot of information.”<sup>5</sup> Reading is this skill is more important than speaking and writing because reading is not only a source of information and a pleasurable activity but also as a mean of consolidating and extending one's knowledge of the language, Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skills.

Based on the explanation above, it can be concluded that reading is a complex process of receiving and interpreting information from the text. The previous reader to get knowledge of the meaning and understanding of the text to get the ideas or Information from the author. Reading is a way to open knowledge for in life or education.

## 2. Types of Reading

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<sup>4</sup> Devi Arissandi, christina T Setiawan, and Rahayu Wiludjeng, “2 3 123,” *Jurnal Borneo Cendekia* 3, no. 2 (2019): 40–46.

<sup>5</sup> Piyani Piyani, “The Correlation between Reading Comprehension and Students’ Ability in Answering Cloze Test of The Seventh Grade Students at SMP N 1 Kalipuro Banyuwangi in The 2014/2015 Academic Year,” *Lunar* 1, no. 02 (2017): 35–47, <https://doi.org/10.36526/ln.v1i02.463>.

Patel state reading is divide into several types, namely as follow:<sup>6</sup>

a. Intensive Reading

Intensive reading is text reading or passage reading. In this reading, the learner reads the text to get knowledge or analysis the purpose of this reading is to read shorter text. This reading is done to carry out to get specific information. The learner reads book 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**

### **1. Definition of Reading Comprehension**

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<sup>6</sup> M.F Patel & Praveen M. Jain, *English Language Teaching (Methods Tools & Techniques)*, Jaipur: Sunrise, 2013 p.114



Reading comprehension is important in the world of education because this skill is still minimum understanding for students of the meaning of the text English. Comprehending is key to understanding the meaning of text English. If, students or people others in life can not to understanding the text. So, can be said that fail in comprehending reading. Find some of the theories important to reading comprehension as follows; Reading Comprehension is defined as the level of recognizing a text/message.<sup>7</sup> It means, Reading Comprehension is a process of student in comprehension text or message in text. It's concluded reading comprehension in education because students improve in linguistic knowledge, knowledge of the world, and knowledge about a topic of the text. Reading comprehension is an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic.<sup>8</sup> Based on the above theories reading comprehension is one aspect important in the world and education. In the world for humans and the education for teachers, lecturers, students, and others as education. The key to understanding all kinds of text is comprehension.

Those it is conclude from explanation by expert, reading comprehension in research is as the process of getting a message from the write through written text and students' reading comprehension is a complex intellectual process involving several abilities.

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<sup>7</sup> Mina Rahmani and Karim Sadeghi, "Effects of Note-Taking Training on Reading Comprehension and Recall," *Reading Matrix: An International Online Journal* 11, no. 2 (2011): 116–128

<sup>8</sup> Ibid.

## C. Concept of Text

### 1. Definition of Text

In general, the text is a relevant article. Human beings live in a world of words. Parts of the text are produced when certain words are combined to express a message. A text is constructed while either speaking or writing to transmit a message. You understand its meaning when you read, listen to, or watch a piece of literature. It signifies that when individual use language to write, they produce and develop a text. Whenever a person reads a text, they are interpreting it.

A text is a completed act of communication such as a novel, movie, television, advertisement.<sup>9</sup> A good place to begin is to say more precisely what functional linguistic means by text. A text's length is not important and it can be either spoken or written. What matters is context-appropriate meanings. The unity of goal offers a text texture as well as structure. The texture is determined by how well meanings in the text fit together with other information in the text. Structure refers to how most pieces of language in use have some required structural components that are appropriate to their function and context.

### 2. Genre of Text

Tradition has it that genre is an artificial and rhetorical categorization system derived from literally and rhetorical criticism that labels classes of writings based on their forms.<sup>10</sup> The text's genre is a classification of text kinds based on their forms and substance. According to a definition

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<sup>9</sup> Pete Kaagan, Wankins, Mega. *Generic Text, Grammar* (Sindey; University of New Aouth ales Press Ltd, 2005), p.29

<sup>10</sup> Amy J Devin, *Writing Genres* (New York: Southern Illions University Press, 2004), p.5

provided by Gerrot and Wignel, types of genre text are fourteen as follows;

- a. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
- b. Spoof is a kind of genre used to retell events with a humorous twist.
- c. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
- d. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
- e. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, man made and social phenomena in our environment.
- f. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.
- g. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.
- h. Discussion is a kind of genre used to present (at least) two points of view about an issue.
- i. Descriptive is a kind of genre used to describe a particular person, place or thing.
- j. Recount is a kind of genre used to retell something that happened in the past for the purpose of informing or entertaining.
- k. News items is give tye text that give informs to reader events of the day which are considered newsworthy or important.<sup>11</sup>

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<sup>11</sup> Linda Gerot and Peter Wignell, Making Sense of Functional Grammar (New South Wales: Gerd Stabler, 1994), p.192

Based on these types there are kinds of texts, each texts have of different characteristics and purposes. The research will use descriptive text because based on the interview with the English teacher in SMA Gajah Mada Bandar Lampung, reading about descriptive is difficult for the students because the descriptive text contains various adjectives that usually make the students confused about the meaning. Therefore, the research has to choose the right technique to solve that problem

## **D. Concept of Descriptive Text**

### **1. Definition of Descriptive Text**

Matthews have provided “descriptive text is a way to explain about events in or states of the world.<sup>12</sup> Schwegler, addition that descriptive text is a text used to expose the details about places, people, qualities, emotions, moods, etc.”<sup>13</sup>

Descriptive text is a type of text used by the writer or speaker to describe a particular thing, person, animal, place and or event to the reader or listener.<sup>14</sup> It means that descriptive text of an article type by the author by describing a particular object be it a person, animal, or place. Descriptive texts in reading could improve students' reading comprehension. Students could improve their reading comprehension in understanding the identification and description, of descriptive text. Based on Brown theory, especially in reading.

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<sup>12</sup> Matthews, Peter. 1997. *The Concise Oxford Dictionary of Linguistics*. Oxford: Oxford University Press.

<sup>13</sup> Schwegler, Robert A, 2010. *Pattern of Exposition 9th Ed*. Boston: Pearson Education Inc.

<sup>14</sup> Novrianto, Eko, *Student's Descriptive Text Writing in SFL Perspectives: IJELTAL (Indonesia Journal of English Language Teaching and Applied Linguistic)*, Vol.2,2017,p.67

There are some criteria are commonly used in measuring students reading comprehension ability, they are<sup>15</sup>:

1. Main idea (topic)

Main idea is basically the most important thought about the topic. According to Alexander et.al, main idea is what the author wants to you know and understand about the topic.<sup>16</sup> It means that main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. In other words, main idea is actually the point of paragraph.

2. Expression/Idiom phrase in context

The question of expression/idiom/phrase in context is idiom are words or phrase that mean something different from the individual words.<sup>17</sup> A word that is different from individual words.

3. Inference (implied detail).

According to Hatch, inference question ask you about information that is implied by the passage rather than directly stated.<sup>18</sup> In other words, inference question is guessing something that is not directly stated in the text.

4. Grammatical features (reference)

5. Detail (scanning for a specifically stated detail)

In discussion about reading, this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want to

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<sup>15</sup> H. Douglas Brown, *Language Assesment Principlies and Classroom Practice on Education* (San Francisco:San Francisco University Press, 2004),P.204

<sup>16</sup> Sandra Luna Mccune, Vi Cain Alexander, and E. Donice Mccun, *Cliffs Notes Praxis Ii*, (Canada: Wilcy Publishing, 2009),P.12.

<sup>17</sup> Three Watson, *Reading Comprehension skills and strategies*, (Saddleback Educational, 2002),p.45

<sup>18</sup> Lisa Zimmer Hatch, Scott Hatch, Amy Hackney Blackwell, Lsat for Dummies, (London: Wiley Publisher, 2004), p. 27.

specific details.<sup>19</sup> It means that the reader must read with comprehend in order to get the point from the text.

6. Excluding facts not written (unstated details)  
Excluding fact not written question ask you the information in text that is not explains directly.

7. Supporting idea

Supporting idea underscores the research's main idea by providing clarification of its meaning or evidence to corroborate.<sup>20</sup> Its means supporting idea clarifies the topic sentence or main idea of a written passage.

8. Vocabulary in context.

Based on theories above can be said the descriptive text has its own specification that is different from others. The research concludes that students' reading comprehension in descriptive text is the students ability to get meaning of the text in descriptive to describe and reveal a particular person, place, or thing and comprehend the text in order that the students are able to answer the questions and have good understanding of main idea, inferences, grammatical features, detail, excluding facts not written, supporting ideas and vocabulary in context.

## 2. Generic Structure of Descriptive Text

The generic structure of descriptive text, they are:

1. Identification

Identified a phenomenon to be describe.

2. Description

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<sup>19</sup> Jeremy Harmer, *The Practice of English Language Teaching* ( 3<sup>rd</sup>Ed), (Cambridge: Longman, 2001), p. 215

<sup>20</sup> Sandra Luna Mccune, Et. al. *Op. Cit.* P.13

Describe features in order of importance, describing a phenomenon in parts, qualities, and characteristics.

- a. Parts/things (physical appearance).
- b. Qualities (degree of beauty, excellence, or worth (value))

### 3. Language Feature of Descriptive Text

Language features of descriptive text are as follows:

1. Using specific nouns, for example: teacher, car, my house etc.
2. Simple Present Tense  
Positive: S + V1 (s/es) + O, example: she likes running.  
Negative: S + Do/Does + not + O, example: she does not like running.
3. Detailed noun phrase to give about subjects. Example, a large open boat, a sweet baby, and etc.
4. Some adjectives (describing, numbering and classifying). Example, Tired body, sharp white fangs, etc.
5. Relating verb to give information about subjects. Example: My father is very kind, it has a very big size, etc.

### 4. Example of Descriptive Text

  
Singapore

Singapore is a South-east Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition from a third-world country to a first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce. Singapore's size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport.

Singapore is home to 5.6 million people with a diverse culture. The majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence

Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road.

Source:

<https://www.ef.co.id/englishfirst/kids/blog/descriptive-text-dalam-bahasa-inggris>

## **E. Concept of RCRR Strategy**

### **1. Definition of RCRR Strategy**

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. According to Serravallo, the RCRR strategy slows down the reading process and forces children to focus on remembering the content of the passage.<sup>21</sup> And in addition according to Macecca the “RCRR activity is an effective approach to help readers at all grade levels who think that good reading is reading quickly and as result do not understand what they have read”<sup>22</sup>

The RCRR Strategy is one method of learning in a cooperative learning environment. Students will work in pairs or small groups to learn. It encourages pupils to convey their understanding of the book. Some effective RCRR strategies include alternating between comprehension and summarization or explanation. This technique appears to be superior for both motivation and learning since it reduces the possibility that one person is merely a passive recipient. The success of pupils allocated to learner-teacher will

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<sup>21</sup> Jennifer Serravallo, *The Reading Strategies Book*, (Portsmouth, NH: Heinemann, 2015), p. 39.

<sup>22</sup> Stephanie Macecca, *Reading Strategies for Social studies 2<sup>nd</sup> rev*, (Huntington Beach: Shell Education, 2014), p. 147



subsequently be used to evaluate learner-achievement. Teacher's It will hold the students accountable for both teachings and learning from one another.

## **2. Procedures of RCRR Strategy**

There are steps in teaching by using RCRR strategy, as follows;

1) 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.

2) Cover the words with your hand.

After read the text, students should cover that piece of text with their hand.

3) 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.

4) Retell what you have just read in your own words.

Finally, students retell the information they just read with their own words in front of the class.<sup>23</sup>

## **3. Advantages and Disadvantages of RCRR Strategy**

### **1. The Advantages of RCRR Strategy:**

- a) Make students comfort in learning and enjoy with the material because the students must discussion about the material with other student and can exchange their ideas and make it easy to find solution 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).

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<sup>23</sup> Ibid

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

## 2. The Disadvantages of RCRR Strategy:

- a) Teacher should be spend more time to prepare class setting by RCRR method.
- b) Some of students make noisy in the classroom and disturb other students.

## F. Concept of LRD Strategy

### 1. Definition of LRD Strategy

According to McKenna in Murni's journal states that "Listen Read Discuss (LRD) is a strategy especially designed for struggling readers. There are three stages represents before, during, and after stages of all reading lesson format".<sup>24</sup> Moreover, Trowbridge said that Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before they read a text. Before reading, the students are listening to a short lecture deliver by the teacher. A guide or graphic organizer can be use to help students follow the information.<sup>25</sup>

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<sup>24</sup>Dewi Strategy (A Classroom Action Research at Class X-1 of SMA Negeri Musuk Boyolaliin 2014/2015AcademicYear) ([http://jurnalmahasiswa.unisri.ac.id/index.php/fkiping Sri Murni, Improving Students' Reading Comprehension Through Listen-Read-Discuss \(LRD\)/article/viewFile/198/141](http://jurnalmahasiswa.unisri.ac.id/index.php/fkiping_Sri_Murni_Improving_Students'_Reading_Comprehension_Through_Listen-Read-Discuss_(LRD)/article/viewFile/198/141), December 18th2016. 20. 47 pm)

<sup>25</sup> John E. Trowbridge, Reading in the Content Areas, (Washington: Louisiana Public Broadcasting, 2002), p.11

It means that, there are three stages in this strategy. First, the students are listening to the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss the text to know the students' comprehension about the text. It can be concluded that Listen Read Discuss (LRD) is a strategy for teaching reading that helps student comprehend material presents orally. Also, it helps build students' prior knowledge and evokes discussion in students. The teacher can use this strategy before and during reading and within a small group or in a whole class setting.

## 2. Procedure of LRD Strategy

According to Trowbridge LRD have three basic steps: Listen, Read, and Discuss.<sup>26</sup>

The following are the steps of LRD strategy:

a. Listen:

Present a lecture on the content of reading. Include a graphic organizer of the information during discussion.

b. Read:

Students read the selections, guided by the idea that the reading may provide a different understanding or interpretation of the content.

c. Discuss:

Teachers lead a classroom discussion on the materials, encouraging students to reflect on the differences between their reading of the content and the teacher's presentation.

It means that LRD has three steps, first the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher

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<sup>26</sup> *Ibid*, P.12

guides the students to discuss the text to know the students' comprehension about the text.

### **3. The advantages and Disadvantages LRD Strategy**

There are several advantages of using LRD Strategy, they are as follows:

- a. It helps student come to pretend material presented orally.
- b. It builds students' prior knowledge before they read text.
- c. It engages struggling readers in classroom discussion.<sup>27</sup>

It means that by using LRD to teach students in reading activity it can increase their comprehension and make them enjoy in the classroom. The students get information from the teacher presented orally before they read a text.

However there are also disadvantages in LRD strategy as follows:

1. LRD is difficult to use on a daily basis because developing the Teacher and the students' prior knowledge is time intensive.
2. The teacher must be selective and choose specific text where the students lack prior knowledge about and need more support with LRD text.<sup>28</sup> Teacher interaction in the learning process is important because teachers are advisors and mentors in the lesson, the teacher will be impossible without the learning process running optimally.

So, the teacher in the learning process is necessary at all. Especially in improving the reading skills of students, because of time constraints in presenting the material in the school lead to the demand to achieve the desired learning achievement one of them with the intensity of

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<sup>27</sup> Teacher Created Resources, Non-fiction Strategies, (Cambridge: Cambridge University Press, 2005), p. 36

<sup>28</sup> *Ibid*, p. 36

reading outside of school hours in order to achieve these objectives.

### **G. Hypothesis**

The research formula the hypothesis of this research as follows:

H<sub>0</sub>: “There is no significant influence of using read, cover, remember, retell (RCRR) strategy toward students reading comprehension in descriptive text at the tenth Grade of SMA Gajah Mada Bandar Lampung in the academic year 2023/2024?”

H<sub>a</sub>: “There is a significant influence of using read, cover, remember, retell (RCRR) strategy toward students reading comprehension in descriptive text at the tenth Grade of SMA Gajah Mada Bandar Lampung in the academic year 2023/2024?”



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