THE EFFECT OF APPLYING READ COVER REMEMBER RETELL (RCRR) STRATEGY ON STUDENTS’ ACHIEVEMENT IN READING COMPREHENSION

SKRIPSI

Submitted in Partial Fulfilment as the Requirements For the Degree of Sarjana Pendidikan (S.Pd.) English Education Program

By:

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ABSTRACT

Pertiwi, Lesti. 1502050216. The Effect of Applying Read Cover Remember Retell (RCRR) Strategy on Students’ Achievement in Reading Comprehension, Skripsi. English Education Department of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.

The objective of this study was to investigate the significant effect of applying Read Cover Remember Retell (RCRR) strategy on students’ achievement in reading comprehension. This study applied the 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 analized 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 $t_{observed}$ was higher than the $t$-table. It had been seen from $t_{observed} > t_{table}$ (6.25 > 2.035) with the level significant 0.05 and DF = 33. From the result above, it showed that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that applying of Read Cover Remember Retell (RCRR) Strategy affect on students’ achievement in reading comprehension especially in narrative text.

**Keywords**: RCRR Strategy, Reading Comprehension, Students’ Achievement
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This study entitles “The Effect of Applying Read Cover Remember Retell (RCRR) Strategy on Students’ Achievement in Reading Comprehension”. It was done for submitting in partial fulfillment of the requirement for Degree of Sarjana Pendidikan at English Education Department of Faculty of Teacher Training and Education.

During the process of writing this study, the researcher realized that she had to learn more about this thesis. Meanwhile, she had also received a lot of helpful, suggestions, and comments from many people. In this time, a very special debt of gratitude was directed to her beloved parents Mr. Aslim and Mrs. Syamsiah for their pray, advice, courage, moral and material supports. May Allah SWT always blesses and protects them and my thanks also went to my brother and sister for their supports.
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Hopefully, this thesis is useful for the readers, especially for the students of English Education Department of FKIP UMSU. The researcher realized that her thesis was still far from being perfect in spite of the fact she had done her best in completing this work. Therefore, constructive criticism, comments and suggestions were welcomed for further improvement of this thesis.

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Medan, September 2019

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of the language skills that was not easy for the students to understand in learning English, but also reading was one of the English skills to be mastered by the students. It is skills that need more attention from the students who have good interaction with the text in order to get the meaning from the text. The teaching of reading comprehension as one of the language competency in English is considered being important. Reading is very important for students, because there were many advantages from learning reading. Through reading, make the students easier to add and get the new information from any kind of text. By reading, maked the students can increase their knowledge. The purpose of reading comprehension was to got some skills in understanding the text. So, they can master english well. Reading comprehension involved the students’ ability to find some information in reading text of english.

The reading comprehension activity is also expected to make reading as the students’ habit and make the students able to understand the text meaning and represent what they have read in their own language. In the other words, the teaching of reading comprehension must enable the students became independent
readers as the purpose of teaching reading itself. The demand of the 2013 curriculum insists the creativity and the ability of the teachers to implement the theory of curriculum into the classroom particularly in teaching and learning process, namely by using the effective strategy. In addition, in this curriculum it was expected that the students should be able to understanding the meaning of simple short essays in the form of recount, and narrative to interact with the surrounding environment and also the students should be able to responding to the meaning in simple short functional written text accurately, smoothly and acceptable relating to the surrounding environment.

Even though reading was the basic skill to be taught to the students, in fact many students still had problems in reading, especially in reading narrative text. This case was proven through the preliminary observation at SMP Muhammadiyah 47 Sunggal as the researcher internship location. It was found that most of the students were lazy to read the text, felt bored when reading the text, got difficulty in finding the main point of the text, unable in retelling the content of the text and also they got the difficulties when answering the reading questions.

The problems faced by the students above caused by several factors, there were internal and external factors. Internally, students were still low in reading because they were less interested and lack motivation in reading, while external
factors were caused by the environment, the teacher, the use of teaching strategy and also the teaching media.

The strategies in teaching reading are important because the students can provide tools to figure out the meaning of unknown words, increase the reader’s comprehension of the text at a deeper level and boost the reader’s confidence level when attacking difficult text and also to make they were easier in finding the main point of the text and then to assisted the reader to read more accurately. Furthermore, this strategy was important to motivated students to read for fun and pleasure.

There are many effective strategies that can be used for teaching reading comprehension in order to minimize the students’ reading problems above. One of them was RCRR (Read, Cover, Remember, Retell) strategy. Dahler (2018) says that Read, Cover, Remember, Retell (RCRR) strategy is an effective approach to help readers at all grade levels who think that good reading is reading quickly and as a result do not understand what they have read. In RCRR strategy, students focus on remembering what they have read. It was inline with the research finding done by Anita (2013) that there was a significant difference of using RCRR strategy toward reading comprehension.
Based on the explanation above, the researcher got interest doing a research entitles: “The Effect of Applying Read Cover Remember Retell (RCRR) Strategy on Students’ Achievement in Reading Comprehension”.

B. The Identification of the Problem

Based on the background of the study above, the researcher identified that the problems as follow:

1. Most of students were lazy to read the text.
2. Most of the students felt bored when reading the text.
3. Most of students got difficulty in finding the main point of the text.
4. The student were unable in retelling the content of the text.
5. The students got difficulty when answering the reading questions.

C. The Scope and Limitation of the Study

The scope of the research was reading skill. It was limited on literal reading comprehension on reading narrative text.
D. The Formulation of the Problem

The problem of this research was formulated as follow: “Is there any significant effect of Applying Read Cover Remember Retell (RCRR) Strategy on students’ achievement in reading comprehension?”

E. The Objective of the Study

The objective of the study was to investigate the significant effect of Applying Read Cover Remember Retell (RCRR) Strategy on students’ achievement in reading comprehension.

F. The Significance of the Study

The results of the research were expected to be useful theoretically and practically. Those were elaborated as follows:

1. Theoretically

This study provided very useful information about applying Read Cover Remember Retell (RCRR) Strategy, that is useful in teaching students in the classroom.
2. Practically

a. Giving information and description to the English teacher about how to apply and the effect of applying Read Cover Remember Retell (RCRR) strategy on students’ achievement in reading comprehension on narrative text.

b. Helping the students more easily to comprehend the text they read and attracting students’ interest in reading English text.

c. Inspiring other researchers to conduct similar research on students’ reading comprehension.
A. Theoretical Framework

1. Reading Comprehension

Reading is one of the language skills that is not easy for the students to understand in learning English. The reading text contains letters, words, sentences, and encodes meaning. Moreillon (2007) says that reading is making meaning from print and from visual information, but reading is not simple. Reading is an active process that requires a great deal of practice and skill. According to Tarigan (2008) reading is one of four language skills, and reading is a process that is carried out and used by the reader to obtain a message, which the writer wishes to convey through the medium of words/ written language.

Nunan (2003) says that Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning. Brown (2004) in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire.
Moreover, reading is a complex process of reconstructing the author's ideas in order to gain meaning from the print. It means that, reading is an active process that goes beyond recognizing words in the text. Reading may be defined as the meaningful interpretation of printed and written verbal symbol. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and and to respond intellectually and emotionally when being asked about the content of the text he has read.

According to Dorn (2005) similarly, reading is not only process in which the reader reads the words, sentences, or text but also to comprehend the text. Nunan (2003) says that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.

Therefore, reading is a process to get understanding from a text. The reader can understand information by interpreting source information from a text, because reading has purpose to comprehend of the text. According to Dorn (2005) deeper comprehension requires a reader to go beyond the author's message, assimilating the text experience into his or her own background and in the process creating a new message. To move deeper into the text implies that readers are moving deeper into their own minds. At the same time, comprehension and meaning are one and the same an inner reflection of the reader’s mind.
In comprehending, the readers actively use their thinking to engage with the text to construct the meaning. Therefore, reading comprehension is the ability in constructing meaning and understanding about the information that presented in a reading. It is also mean that reading comprehension is the understanding ability of a text which students should have in learning reading skill. According to Dorn (2005) Succesfull comprehension occurs when the reader has sufficient knowledge to fill in the blanks between the author’s meaning and the surface features of the text. Therefore, if the reader is unable to make inferences while reading, comprehension will be severely limited.

In addition, in the reading comprehension, students also need to understand the main ideas, supporting ideas, and concluding ideas as well. It proves that the students who are learning reading skills need reading comprehension. According to Dorn (2005) says that the process of comprehension requires that readers assemble flexible strategies to solve problems. From this point of view, the orchestration of strategies not single strategies but that is a condition of deep comprehension.

While Woolley (2011) writes that reading comprehension is the process of making meaning from text. Reading with comprehension means understanding what has been read. Comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing idea, recognizing authors’
purpose, making judgment and evaluating. Word important factor in determining
the degree of comprehension. 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.

The other definition explained by Moreillon (2009) the goal of teaching
reading comprehension strategies is to give readers the tools they need to be
effective readers and independent learners. It means that the goal of reading
comprehension is to make someone understand the whole of the content and also
can be a tool to make someone become a critical reader and able to apply the
content of the text without anyone help.

From the statement above, it was clearly stated that comprehension or
understanding in every reading activity was an important part of skill learning. It
means that the students must be able to read a text consisting of many sentences
and select the main idea to which all the sentences refer. After the reader was able
to comprehend what the most important though, they needed to be able to identify
the details that support the main idea. They must think about what they reads in
order to interpret meaning as well as to get the factual information given.
2. **Kinds of Reading**

Tarigan (2008) stated that generally, there were two different kinds of reading. They were extensive reading and intensive reading.

**a. Extensive Reading**

There were different definitions for extensive reading. Tarigan (2008) says that extensive reading means reading widely. The object includes as much text as possible in the shortest possible time. Extensive reading was to understand the important contents quickly, so that reading efficiently can be done.

This extensive reading also includes: survey reading, skimming, superficial reading. (1) survey reading was something that we do before we start reading. We survey the reading material to be studied by checking the list of words contained in the book, examining the titles of the chapters contained in the book and examining the chart, the outline that contained in the book. (2) skimming was a type of reading that makes our eyes more quickly to see, pay attention to written material to find and obtain the information. (3) superficial reading basically aims to obtain superficial understanding that is external, which was not profound from a reading material and this type usually done only for entertainment.

Nunan (2003) says that extensive reading plays a key role in top-down approaches to reading. Extensive reading can be contrasted with intensive reading.
And here, extensive reading means reading many books (or longer segments of text) without a focus on classroom exercises that may test comprehension skills.

b. Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related.

According to Nunan (2003) intensive reading involves a short reading passage followed by textbook activities to develop comprehension and/or a particular reading skill. Most textbooks used to teach first and second language reading using an intensive reading approach. Tarigan (2008) says that intensive reading is divided into two, namely content study reading and linguistic study reading. Intensive reading essentially requires a text that is no more than 500 words long. The main goal is to get success in full understanding of logical and rhetorical arguments.

3. Models of Reading Process

Nunan (2003) says that the models for the second-language reading process can be divided into three categories: bottom-up models, Top-down Models, and interactive models
a. The Bottom-up Model

The bottom-up models typically consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. Letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension. One element of a bottom-up approach to reading is that the pedagogy recommends a graded reader approach. Within a bottom-up approach to reading, the most typical classroom focus is on what we call intensive reading.

b. The Top-down Model

The top-down models, on the other hand begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition. The reader begins with the largest elements and works down towards smaller elements to build comprehension of what is being read.
c. The Interactive Model

The models that were accepted as the most comprehensive description of the reading process are interactive models. Thus, third type combines elements of both bottom-up and top-down models assuming “that a pattern is synthesized based on information provided simultaneously from several knowledge sources”. An interactive approach to reading would include aspects of both intensive and extensive reading. We need to provide learners with shorter passages to teach specific reading skills and strategies explicitly. We also need to encourage learners to read longer texts without an emphasis on testing their skills. Extensive reading provides opportunities to practice strategies introduced during intensive reading instruction.

4. Level of Reading Comprehension

According to Burns, Paul C 1984 (in Journal Erika Sinambela 2015) there were four levels of comprehension that must achieve in reading comprehension, says that it is possible to understand material on a number of different levels. To take the ideas that directly stated is literal comprehension, to read between the lines interpretive comprehension; to read for evaluation is critical reading and to read beyond the line is creative reading. Perhaps because literal comprehension was the easiest to attain, teachers have given it a disproportionate amount of attain
in the classroom, but children need to achieve higher level of reading comprehension to become informed and effective citizens.

a. Literal Reading

Reading for literal comprehension which involves acquiring information that was directly stated in a selection, is important in and of itself and is also a prerequisite for higher levels understanding. Examples of the skill involved are the ability to follow direction and the ability to restate the author’s material in other words. For instance, if the author wrote, “The man’s tattered coats is not effective against the cold,” a child could show evidence of literal comprehension by saying. The man ragged coat didn’t keep him warm”. Recognizing stated the main ideas, details, cause and effects and sequences are the basic and a through understanding of vocabulary, sentence meaning, and paragraph meaning is important.

b. Interpretive Reading

Interpretive reading involves reading between the line or making inference. It was the process of deriving ideas that are implied rather than directly stated. Skills for interpretive reading include: inferring main idea of to passage in which the main ideas are not directly stated. Inferring cause and effect relationship when they are not directly stated. Inferring referent of pronouns. Inferring referent of
adverbs. Inferring omitted words. Detecting mood, detecting the author’s purpose in writing, and drawing conclusions.

c. Critical Reading

Critical reading is a valuation written materials-comparing the idea discovered in the materials with knowing standards and drawing conclusion about accuracy, appropriateness, and time. The critical readers must be active readers, questioning searching for facts, and suspending judgment until he or she has considered all of the materials. Critical reading implied idea is especially important.

d. Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imagination. It was concerned with the production of new insight, fresh approach, and original construct. Teacher must carefully nurture creative reading, trying not to encourage the diverse process characteristic of creative reading.

Based on the level of comprehension above, the researcher focused on the Burns’ level, which is literal reading. The researcher used literal reading because
students are required to understand and recognize the main idea, details, cause effect, and that is stated directly in the text.

5. **Strategy for Teaching Reading Comprehension**

In effective teaching reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom. Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process. The teacher should use many strategies in teaching reading such as applying various methods, media and games in order to keep the students interested.

According to Slavin 2000 (in journal Muslaini:2017) has also noted that effective instruction is not a simple matter of one person with more knowledge transmitting knowledge to another. Therefore, successful teachers who teach reading realize that reading can be taught by using a variety of strategies. The teaching must be modified by the teachers depending on the students’ needs. Allington 2002 (in journal Muslaini:2017) notes that creative teachers manage
to get better result regardless of curriculum materials, pedagogical approaches and/or reading programs.

A teacher has to implement a strategy so that his students will learn to read and comprehend as well as possible. Brown (2004) has classified strategies into two kinds. The first kind is direct strategies or what are also called cognitive strategies. These include a number of different ways of remembering more effectively and of using all possible cognitive processes and compensating knowledge. The second kind is indirect strategies which focus on some aspects, such as organizing and evaluating learning, managing the emotions and learning from others. Adler 2003 (in journal Muslaini:2017) has said that comprehension strategies are conscious plans, sets of steps that good readers use to make sense of a text. Comprehension strategy instructions help students to become purposeful, active readers who are in control of their own reading comprehension.

Duffy (2007) has mentioned some strategies for teaching reading comprehension in the classroom. First, teaching of reading is knowledge-based. Thus, teachers are required to have knowledge related to the material so that they can explain the material to the students. Therefore, a good teacher has to prepare himself for it. Second, reading is a complex cognitive and linguistic process. It involves decoding alphabetic symbols, drawing upon experiences and language, and using strategies effectively to make meaning. The teacher has to realize that
reading is a multidimensional process. Third, learners are different, this means that every student is different, either their ability or their behavior or both. Students have a variety of abilities, especially for comprehending the meaning of a text. Therefore teachers need to analyze the abilities of their students’ in order to help themselves to manage the classroom situation. The last strategy of Duffy is that teachers are informed decision-maker who makes many instructional decisions that will positively affect the reading achievements of the students, teachers must be knowledgeable about the reading processes, effective instruction, the diversity of communities they serve, and the expectations for the teaching of reading as outlined in the curriculum.

6. Types of Reading Text

Pardiyono (2007) states that genre can be defined as text which has a function as a frame of reference so that text can be constructed effectively. These are the type of genre according to their social purpose. Namely narrative, descriptive, explanation, procedure, recount, discussion, report, news item, analytical exposition, hortatory exposition, review, anecdote, and spoof.

Based on the thirteen types of text above, narrative text is the focus in this study. While, Anderson and Anderson (2003) defined that Narrative text is a text, which related a serried of logically and chronologically related events that are
caused or experienced by factors. A key of comprehending narrative is a sense of plot, them, characters, events, and how they relate. Narrative includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc.

Rukmini (2010) The social functions of narrative text are to amuse, entertain and deal with actual and vicarious experience and the generic structure of this text is orientation, evaluation, complication, resolution and reorientation. Orientation sets the scene and introduces the participants involved in the text. Evaluation is stepping back to evaluate the plight. Complication happens when a crisis rises. Resolution is when the crisis resolved for better or for worse. And reorientation is an optional one that contain writer’s opinion or conclusion.

7. Read Cover Remember Retell (RCRR) Strategy

There are some experts who have defined about read cover remember retell (RCRR) strategy. Macceca (2007) says that read cover remember retell (RCRR) strategy is an effective approach to help readers at all grade levels who think that good reading is quickly and as a result do not understand what they have read. It is modeled for students during a whole class instruction period, and then conducted with students who work as partner to read the same text.

Read rover remember retell (RCRR) strategy is an instructional strategy that is used to help students stop after reading small portions of the text and retell
what the section was mostly about. Many learners will continue reading a
selection even if they don’t understand what they have just read. This process
supports both understanding of text and summarizing by stopping readers
frequently to think about the meaning before moving on to the next section of the
text. Hoyt (2009) stated that after students become adept at using this strategy to
orally retell portions of the text, the teacher can encourage students to write a
summary sentence of each section and then use these sentences to write an overall
summary of the selection.

8. The Steps of Read Cover Remember Retell (RCRR) Strategy

Gusdinarti (2013) classifies the general steps that can follows to apply read
cover remember retell (RCRR) strategy:

a. The students make partner to read the same text.

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

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

d. Remember. In this step a reader need to take time to think about what he or
she just read.
e. Retell. What information students would get after reading a certain topic? In this step the students are required to retell what they just read or learned from the text and what important things they got from it. The students can tell her or his partner what she or he just read.

B. Relevant Study

There were some relevant researches dealing with this research. First, the research done by Amira (2018) about *The Implementation of RCRR (Read, Cover, Remember, Retell) Strategy to Improve Students’ Achievement in Reading Comprehension*. Her research focused on the implementation of RCRR strategy to improve students’ achievement and attract students’ learning interest, so that reading becomes their habit and students were not easily bored in the process of learning English. Her finding showed that there was any effect of the implementation RCRR strategy in Cycle II. In other words, it can improve students’ abilities and activities in the learning process well.

Second, the study applied by Anita (2013) entitled *The Effect of Using Read, Cover, remeber, Retell Strategy Toward Reading Comprehension of Second Year Students at Senior High School Sukaramai Tapung Hulu Kampar Regency*. The main purpose of this research was to investigated the effect of RCRR strategy to help the students difficulty in comprehending English text. And her
found that the strategy help students to understand the text better than before. As proven by the means scores between by using RCRR strategy and conventional reading activities are significantly different. It means that RCRR strategy has a positive effect on students’ achievement.

Based on the two previous researches above, it was seen that those had similarities and differences with this current research. The similarity was all of the research focus on investigating the same concentration, that was students’ reading comprehension and using the same strategy. While the difference was the research design used namely Classroom action Research (CAR) and experimental research design.

C. Conceptual Framework

In learning english, reading is one of the skills that the students should learn. To get information from the source, the learners have to be able to read the text effectively and efficiently. Understanding information on the text is, of course the whole purpose of reading. The readers who understand what they are reading can more easily go beyond the given information on the page.

In teaching reading, the teacher should have the ability to guide students in learning reading. However, sometimes the strategies used by the teacher make the students inactive, bored and they do not participate in teaching and learning.
process in the classroom. In fact, most of students get some difficulties in learning English especially in reading, caused by many factors that is many students felt unable to comprehend the text and they are not able to give correct answers to the question provided such as the differences in grammar, spelling, pronunciation, and the culture concept.

In conclusion, to solve this problem the teacher should prepare several strategies that are suitable for students, namely the appropriate and effective strategies in teaching reading, while the students should be actively involved in the strategies prepared by the teacher.

One of the suitable strategies is Read Cover Remember Retell (RCRR) Strategy. RCRR strategy is an instructional strategy that is applied to help students stop after reading small portions of the text and retell what the section was mostly about. This strategy was designed to help readers read slowly and read for meaning. It was modeled for students during a whole class instruction period, and then conducted with students who works as partner to read the same text. They begin by reading a small amount of text, then covering the print with their hand. While their hands are over the page, readers need to take time to think about what their just read. And after that the students are required to retell what they just read of learned from the text and what important things they got from it. RCRR
strategy was one of strategy in teaching reading, useful to increase students reading comprehension.

D. Hypothesis

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

Ha : there is a significant effect of applying Read Cover Remeber Retell (RCRR) Strategy on students’ achievement in reading comprehension.

Ho : there is no significant effect of applying Read Cover Remeber Retell (RCRR) Strategy on students’ achievement in reading comprehension.
CHAPTER III
RESEARCH METHODOLOGY

A. Location and Time of the Research

This research was conducted at SMP Muhammadiyah 47 Sunggal, which is located on Jl. Sei Mencirim No.60 Kel.Medan Krio, Kec.Sunggal, Kab. Deli Serdang. It was done 2019/2020 academic year.

The reasons for choosing this school were: (1) the problem to be researched was found in this school. It was based on observation made at the beginning. It was seen that the students’ achievement in reading comprehension at SMP Muhammadiyah 47 Sunggal is still low. (2) the researcher knew the effect of applying Read Cover Remember Retell (RCRR) strategy on students’ achievement in reading comprehension at SMP muhammadiyah 47 Sunggal.

B. Population and Sample

1. Population

Population of the research were the entire students at the ninth grades of SMP muhammadiyah 47 Sunggal. The ninth grades consist of four classes amounting to 150 students.
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 IX-1 and IX-2. Class IX-1 was experimental class, and IX-2 as control one.

The population and the sample of the research were presented in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Number of Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IX – 1</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>IX – 2</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>3</td>
<td>IX – 3</td>
<td>39</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>IX – 4</td>
<td>40</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>150</td>
<td></td>
<td>71</td>
</tr>
</tbody>
</table>

C. 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:

**Table 3.2 Research Design**

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Pre-test</th>
<th>Have Treatment (RCRR Strategy)</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>Pre-test</td>
<td>Without Treatment (Conventional Strategy)</td>
<td>Post-test</td>
</tr>
</tbody>
</table>

**D. Instrument of the Research**

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 narrative text. The test consisted of ten items with four alternative options.

**E. Technique of Collecting Data**

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.
F. Technique of 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:

   \[ r_{xy} = \frac{\sum XY}{\sqrt{\left(\sum X^2\right) \left(\sum Y^2\right)}} \]

   b. Testing Linear Regression:

   \[ y = \alpha + bx \]

   with:

   \[ \alpha = \frac{(\Sigma Y)(\Sigma X^2) - (\Sigma X)(\Sigma Y)}{n\Sigma X^2 - (\Sigma X)^2} \]

   \[ b = \frac{n\Sigma X_i Y_i - (\Sigma X_i)(\Sigma Y_i)}{n\Sigma X_i^2 - (\Sigma X_i)^2} \]

   where:

   \[ y : \text{Individual Work} \quad x : \text{Independent Variable} \]

   \[ \alpha : \text{Constant} \quad b : \text{Correlation Coefficient} \]
c. Determining T-test by formulation:

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

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

d. Finding the Significant Effect by Formulation:

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

G. Statistical Hypothesis

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

\( H_0 \) is accepted if \( t_0 > t_{table} \) or there is a significant difference of applying Read Cover Remember Retell strategy on students’ achievement in reading comprehension.

\( H^a \) is accepted if \( t_{table} > t_0 \) or there is no a significant difference of applying Read Cover Remember Retell strategy on students’ achievement in reading comprehension.
CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

After conducting the research, there were several data obtained regarding to students’ scores in reading comprehension. The following tables were the data about the students’ score in pre-test and post-test of experimental and control groups.

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Initial Name</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-test (X)</td>
</tr>
<tr>
<td>1</td>
<td>ADA</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>AS</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>AA</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>AAM</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>AW</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>AB</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>BA</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>DNP</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>DYP</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>DH</td>
<td>40</td>
</tr>
<tr>
<td>11</td>
<td>DMH</td>
<td>30</td>
</tr>
<tr>
<td>12</td>
<td>FSP</td>
<td>30</td>
</tr>
<tr>
<td>13</td>
<td>FAF</td>
<td>20</td>
</tr>
<tr>
<td>14</td>
<td>FE</td>
<td>30</td>
</tr>
<tr>
<td>15</td>
<td>FEA</td>
<td>40</td>
</tr>
<tr>
<td>16</td>
<td>GFM</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>HA</td>
<td>30</td>
</tr>
<tr>
<td>18</td>
<td>JC</td>
<td>70</td>
</tr>
</tbody>
</table>

Table 4.1
The Students’ Pre-test and Post-test Score in Experimental Group
The Table 4.1 above explains that the total score of pre-test and post-test in experimental group were 1520 and 2900 respectively. The lowest score in the pre-test was 20 and the highest score was 70. Meanwhile, the lowest score in the post-test was 70 and the highest score was 90. Therefore, it was summarized that the lowest and highest scores in post-test were higher than ones in pre-test.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>KFR</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>20</td>
<td>K</td>
<td>30</td>
<td>80</td>
</tr>
<tr>
<td>21</td>
<td>MRP</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>MN</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>23</td>
<td>NS</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
<td>NK</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>25</td>
<td>NKH</td>
<td>30</td>
<td>80</td>
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<td>80</td>
</tr>
<tr>
<td>27</td>
<td>NR</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>28</td>
<td>NKB</td>
<td>30</td>
<td>90</td>
</tr>
<tr>
<td>29</td>
<td>OR</td>
<td>40</td>
<td>90</td>
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<td>30</td>
<td>RK</td>
<td>40</td>
<td>80</td>
</tr>
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<td>31</td>
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</tr>
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<td>90</td>
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<td>30</td>
<td>90</td>
</tr>
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<td>SN</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>35</td>
<td>SS</td>
<td>30</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1520</strong></td>
<td><strong>2900</strong></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.2
The Students’ Pre-test and Post-test Score in Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Initial Name</th>
<th>Scores</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-test (X)</td>
<td>Post-test (Y)</td>
</tr>
<tr>
<td>1</td>
<td>AP</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>ARS</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>AA</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>APU</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>AAD</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>APR</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>AAF</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
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<td>40</td>
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<td>DA</td>
<td>30</td>
<td>70</td>
</tr>
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<td>ED</td>
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<td>60</td>
</tr>
<tr>
<td>13</td>
<td>EA</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>F</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td>FAS</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
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<td>20</td>
<td>60</td>
</tr>
<tr>
<td>17</td>
<td>FTA</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>18</td>
<td>F</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>FS</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>20</td>
<td>FRE</td>
<td>30</td>
<td>80</td>
</tr>
<tr>
<td>21</td>
<td>FP</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>FDK</td>
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<td>60</td>
</tr>
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<td>23</td>
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</tr>
<tr>
<td>24</td>
<td>GA</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>25</td>
<td>HA</td>
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<td>50</td>
</tr>
<tr>
<td>26</td>
<td>IM</td>
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<td>50</td>
</tr>
<tr>
<td>27</td>
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<tr>
<td>28</td>
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<td>KI</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>30</td>
<td>LN</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>31</td>
<td>MA</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>32</td>
<td>MAP</td>
<td>70</td>
<td>50</td>
</tr>
<tr>
<td>33</td>
<td>MDR</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>34</td>
<td>NP</td>
<td>30</td>
<td>70</td>
</tr>
</tbody>
</table>
From the Table 4.2 above shows that the total score of pre-test and post-test in control group were 1550 and 2160 respectively. The lowest score in the pre-test that the student got was 20 and the highest score was 70. In addition, the lowest score in the post-test was 50 and highest score was 80. So that, it was summarized that the lowest and highest scores in post-test were higher than ones in pre-test.

B. Data Analysis

Based on the data above, the students’ scores were analyzed to determine the next calculation (finding the correlation of the teaching strategy).

Table 4.3
The Students’ Score Difference in Pre-test and Post-test of the Experimental Group

<table>
<thead>
<tr>
<th>No.</th>
<th>X</th>
<th>Y</th>
<th>XY</th>
<th>X²</th>
<th>Y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>90</td>
<td>5400</td>
<td>3600</td>
<td>8100</td>
</tr>
<tr>
<td>2</td>
<td>70</td>
<td>90</td>
<td>6300</td>
<td>4900</td>
<td>8100</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
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<tr>
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<td>50</td>
<td>70</td>
<td>1000</td>
<td>2500</td>
<td>4900</td>
</tr>
<tr>
<td>6</td>
<td>30</td>
<td>70</td>
<td>2100</td>
<td>900</td>
<td>4900</td>
</tr>
<tr>
<td>7</td>
<td>50</td>
<td>80</td>
<td>4000</td>
<td>2500</td>
<td>6400</td>
</tr>
<tr>
<td>8</td>
<td>50</td>
<td>80</td>
<td>4000</td>
<td>2500</td>
<td>6400</td>
</tr>
<tr>
<td>9</td>
<td>20</td>
<td>90</td>
<td>1800</td>
<td>400</td>
<td>8100</td>
</tr>
<tr>
<td>10</td>
<td>40</td>
<td>90</td>
<td>3600</td>
<td>1600</td>
<td>8100</td>
</tr>
</tbody>
</table>
Referring to the data in the Tables 4.3, it was known that:

\[ n = 35 \]

\[ \sum x^2 = 73800 \]

\[ \sum x = 1520 \]

\[ \sum y^2 = 241800 \]

\[ \sum y = 2900 \]

\[ \sum xy = 123300 \]
where:

\[ n = \text{number of sample} \]

\[ \sum x = \text{total scores of pre-test} \]

\[ \sum y = \text{total scores of post-test} \]

\[ \sum x^2 = \text{total scores of pre-test quadrate of experimental group} \]

\[ \sum y^2 = \text{total scores of post-test quadrate of experimental group} \]

\[ \sum xy = \text{total scores of pre-test multiple post-test of experimental group} \]

Then, correlation of teaching strategy was calculated by applying the following formula:

\[
 r_{xy} = \frac{\sum xy}{\sqrt{\left( \sum x^2 \right) \left( \sum y^2 \right)}}
\]

\[
 r_{xy} = \frac{123300}{\sqrt{(73800)(241800)}}
\]

\[
 r_{xy} = \frac{123300}{1784484}
\]

\[
 r_{xy} = \frac{123300}{133584.57}
\]

\[
 r_{xy} = 0.92
\]

After calculating the correlation, the next calculation was testing linear regression by using the formula below:

\[ y = \alpha + bx \]
Where :

\[ n = 35 \quad \Sigma x^2 = 73800 \]
\[ \Sigma x = 1520 \quad \Sigma y^2 = 241800 \]
\[ \Sigma y = 2900 \quad \Sigma xy = 123300 \]

\[ \alpha = \frac{(\Sigma y)(\Sigma x^2) - (\Sigma x)(\Sigma xy)}{n(\Sigma x^2) - (\Sigma x)^2} \]
\[ \alpha = \frac{(2900)(73800) - (1520)(123300)}{35(73800) - (1520)^2} \]
\[ \alpha = \frac{21402000 - 18741600}{2583000 - 2310400} \]
\[ \alpha = \frac{2660400}{272600} \]
\[ \alpha = 97.59 \]

So,

\[ b = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{n(\Sigma x^2) - (\Sigma x)^2} \]
\[ b = \frac{35(123300) - (1520)(2900)}{35(73800) - (1520)^2} \]
\[ b = \frac{4315500 - 4408000}{2583000 - 2310400} \]
\[ b = \frac{-92500}{272600} \]
\[ b = -0.33 \]

\[ Y = \alpha + bx \]
\[ Y = 97.59 + (-0.33)x \]
Note:

\( n \) = number of sample

\( \sum x \) = total scores of pre-test

\( \sum y \) = total scores of post-test

\( \sum x^2 \) = total scores of pre-test quadrate of experimental group

\( \sum y^2 \) = total scores of post-test quadrate of experimental group

\( \sum xy \) = total scores of pre-test multiple post-test of experimental group

Next, t-test was calculated by presenting the following calculation:

\[
r^2 = b \frac{n}{\frac{\sum (\sum x)(\sum y)}{n}\frac{\sum (\sum y^2)}{n}} - \frac{\sum (\sum x)(\sum y)}{n} \frac{\sum (\sum y^2)}{n}
\]

\[
r^2 = -0.33 \frac{35(123300)-(1520)(2900)}{35(241800)-(2900)^2}
\]

\[
r^2 = -0.33 \frac{4315500-4408000}{8463000-8410000}
\]

\[
r^2 = -0.33 \frac{-92500}{53000}
\]

\[
r^2 = -0.33 (-1.74)
\]

\[
r^2 = \sqrt{0.5742}
\]

\[
r = 0.75
\]

Finally, the score of \( r \) (0.75) was used to determine the score of \( t \) by applying the formula below:

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

\[
t = 0.75 \frac{\sqrt{35-2}}{\sqrt{1-0.75^2}}
\]
\[ t = 0.75 \frac{\sqrt{33}}{\sqrt{1 - 0.5625}} \]
\[ t = 0.75 \frac{5.74}{\sqrt{0.4375}} \]
\[ t = \frac{4.305}{0.66} \]
\[ t = 6.52 \]

From the test above, that \( t_{\text{observe}} = 6.25 \), with df = n-2 (35-2 = 33), \( \alpha = 97.59 \) and \( t_{\text{table}} = 2.035 \). If \( t_{\text{observe}} > t_{\text{table}} \), the alternative hypothesis (Ha) was accepted. In this case, \( t_{\text{observe}} > t_{\text{table}} (6.25 > 2.035) \), so the hypothesis was accepted.

In addition, the significant effect was determined by applying the following formula:

\[ D = (r_{xy})^2 \times 100\% \]
\[ D = (0.92)^2 \times 100\% \]
\[ D = 0.84 \times 100\% \]
\[ D = 84\% \]

In line with the score of D above, it was known that the effect of applying Read Cover Remember Retell (RCRR) Strategy on students’ achievement in reading comprehension was 84% and 16% from the other factor.
C. Hypothesis Testing

The testing hypothesis was conducted in order to find out whether the hypothesis was accepted or rejected. The basis of testing hypothesis was that the Ha was accepted if the $T_{observed} > T_{table}$. The calculation of the scores uses t-test for the degree of freedom 33 (df = n-2) at the level of significant 0.05 that the critical value is 2.035. So, it was seen that $t_{table} = 2.035$.

After calculating the scores, it was found that in this research $t_{observed}$ was higher than the $t_{table}$. It had been seen from $t_{observed} > t_{table}$ ($6.25 > 2.035$) with df 33.

From the result above, it showed that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that applying of Read Cover Remember Retell (RCRR) Strategy affect on students’ achievement in reading comprehension especially in narrative text.

D. Research Findings

After conducting the research, the researcher found the data that the applying of Read Cover Remember Retell (RCRR) strategy had the significant effect on students’ achievement in reading comprehension. Based on the data analysis above, it was seen that the scores obtained by students applying Read Cover Remember Retell (RCRR) strategy were higher than using Conventional
Strategy. It was proven from the results of the t-test in experimental group showed that the \( t_{observed} \) was higher than \( t_{table} \) (6.25 > 2.035).

E. Discussion

Referring to research finding that there was an effect of applying Read Cover Remember Retell (RCRR) strategy on students’ achievement in reading comprehension. As proven by the value of \( t_{observed} \) was higher than \( t_{table} \) (6.25 > 2.035). It was that Ha was accepted or there is a significant difference of applying Read Cover Remember Retell strategy towards reading comprehension.

The result of this study was in line with the research done by Amira (2018) about *The Implementation of RCRR (Read, Cover, Remember, Retell) Strategy to Improve Students’ Achievement in Reading Comprehension*. Her finding showed that there was any effect of the implementation RCRR strategy in Cycle II. In other words it can improve students’ abilities and activities in the learning process well.

The second other research finding done by Anita (2013) entitled *The Effect of Using Read, Cover, Remember, Retell Strategy Toward Reading Comprehension of Second Year Students at Senior High School Sukaramai Tapung Hulu Kampar Regency* was also matched to this present study, she found that means scores between by using RCRR strategy and conventional reading activities are
significantly different. It means that RCRR strategy had a positive effect on students’ achievement.

This current research and two previous other researches indicated the relevant results that RCRR was an effective strategy to use because it was able to improve students’ achievement and motivate them to learn more about reading comprehension.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding, it was concluded that there was the significant effect of applying Read Cover Remember Retell (RCRR) strategy on students’ achievement in reading comprehension. It was proven that $t_{\text{observe}}$ was higher than $t_{\text{table}}$ or $6.25 > 2.035$ with df = 33, $\alpha = 0.05$.

B. Suggestion

Based on the result of this research, the researcher proposed suggestions as the followings:

1. English teacher was suggested to apply Read Cover Remember Retell (RCRR) strategy in teaching reading comprehension, because the right strategy will motivate students’ interest in learning and become one asset to carry the success of material to be taught.

2. The students should pay more attention when the teacher explains how to use Read Cover Remember Retell (RCRR) strategy, try and practice this strategy in other to improve the reading ability.
3. Other researchers were suggested to conduct the research by using Read Cover Remember Retell (RCRR) strategy and it was suggested for them to use this research findings as the reference to investigate.
REFERENCES


Amira, F. (2018). *The Implementation of RCRR (Read, Cover, Remember, Retell) Strategy to Improve Students’ Achievement in Reading Comprehension*. Skripsi. FKIP. UMSU.


Anita. (2013). *The Effect of Using Read, Cover, Remember, Retell Strategy Toward Reading Comprehension of Second Year Students at Senior High School Sukaramai Tapung Hulu Kampar Regency*. Skripsi. FKIP. UIN SUSKA RIAU.


APPENDIX 1

LESSON PLAN

(Experimental Group)

School : SMP Muhammadiyah 47 Sunggal
Subject : English
Class : IX (Sembilan)
Topic : Narrative Text
Time Allocation : 2 x 45 menit
Aspect/Skill : Reading Comprehension

A. Core Competencies (KI)

KI.1. Living and practicing the religious teachings that he embraces

KI.2. Living and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the natural
and social environment placing ourselves as a reflection of the nation in
the
association of the world.

KI.3. Understand, apply, analyze factual knowledge, conceptual, procedural,
based on
curiosity about science, technology, art, culture, and humanities with a
vision of
humanity, national, state, and civilization-related causes of phenomena
and events, as well as applying procedural knowledge on specific fields
of study according to their talents and interests to solve the problem.

KI.4. Processing, reasoning, and all present in the realm of the concrete and the
abstract realm associated with the development of the learned in school
independently, and is able to use the method according to the rules of

B. Basic Competency and Competency Achievement Indicators

1.1. Thankful for the opportunity to learn English as the language of
international communication that is manifested in the spirit of learning.

2.3. Shows the behavior of responsibility, caring, cooperation, and peace love,
in carrying out functional communication.
3.9. Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of folk legends, according to the context of their use.

1. Students can identify the characters that exist in a folktale
2. Students can identify social elements of folklore
3. Students can identify the moral values that exist in folklore
4. Students can identify linguistic elements in folklore

4.15 Capturing the meaning of oral and written narrative texts is legendary, simple.

1. Students can answer questions related to the text of folklore
2. Students can retell a folktale that is read both orally and in writing.

C. Learning Objectives

After studying this material, students are expected to be able to:

1. Showing the seriousness of learning English related to simple narrative texts in the form of folklore.
2. Showing the a good behavior, confidence and responsibility in carrying out communications related to simple narrative texts in the form of folklore.
3. Identify social functions, text structures and linguistic elements of simple narrative texts in the form of folklore.
4. Responding to the meaning of simple narrative text in the form of folklore.

D. Learning Materials

The text of simple folklore

Social function: to imitate moral values, love the homeland, appreciate other cultures. Generic Structures

1. Orientation: mentions place and time and introduces the characters
2. Evaluation: to the problems faced by the character
3. Complications: problems arise
4. Resolution: the crisis ended well or not for the character

Linguistic Elements:

1. Vocabulary related in folklore
2. Verbs / sentence structure
3. Speech, word pressure, intonation, when presenting verbally

E. Learning Method/Strategy Strategy:

RCRR (Read, Cover, Remember, Retell) strategy, discussion method

F. Media / Tools / Source Learning
1. Media / Tools: Markers, erasers, whiteboard
2. Source Learning: Handbook for grade IX

G. Learning Steps

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Allocation</th>
</tr>
</thead>
</table>
| Opening Activity  | 1. Teachers give greetings.  
2. Teachers check students’ attendance  
3. Teachers communicate with students and give questions to material will be taught.                                                                                      | 10’        |
| Core Activities   | Observing  
1. Students look at a variety of narrative text that given by the teachers.  
2. Students observe the social function, structure and linguistic elements.  
3. Students identify the main idea, details and specific information from narrative text.                                                                 | 10’        |
|                   | Questioning  
Under the guidance and direction of teachers, students ask questions about the main idea, details and specific information from narrative text.                                                                 | 5’         |
|                   | Exploring  
1. Students tried to answer the                                                                                           | 25’        |
questions from the teacher together.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Associates</td>
<td>The teacher gave the correct answer for the students.</td>
<td>15’</td>
</tr>
<tr>
<td>2. Communicating</td>
<td>Teacher asked students to read a new story narrative text, then the students find the main idea, details and specific information from the text. Students were given a pre-test in the form of multiple choices.</td>
<td>20’</td>
</tr>
<tr>
<td>3. Closing activities</td>
<td>Learners and teachers reflect on their learning activities and benefits. Learners and teachers give each other feedback on the process and learning outcomes.</td>
<td>5’</td>
</tr>
</tbody>
</table>

Second Meeting

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening activity</td>
<td>Teachers give greetings. Teachers check students’ attendance. Teachers communicate with students and give questions to material will be taught. Teachers introduce learning strategies to read, cover, remember, retell in subject matter.</td>
<td>10’</td>
</tr>
<tr>
<td>Core Activities</td>
<td>Narrative Text.</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Observing**   | 1. Students look at a variety of narrative text that shown by the teachers.  
2. Students observe the social function, structure and linguistic elements.  
3. Students identify the main idea, details and specific information from narrative text. |
| **Questioning** | Under the guidance and direction of teachers, students ask questions about the main idea, details and specific information from narrative text. |
| **Exploring**   | 1. Students practice finding the main idea, details and specific information from narrative text.  
2. Students in groups read a narrative text by observing the social function, generic structure, and linguistic elements to coherently.  
3. Students read narrative text to a friend by using the appropriate linguistic elements. |
| **Associating** | 1. In pairs students analyze some |
| **Time**        | 10’  
5’  
20’  
15’ |
<table>
<thead>
<tr>
<th>Narrative Text</th>
<th>Communicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>focusing on the social function, structure, and language elements.</td>
<td>1. Teacher asked students to make some groups.</td>
</tr>
<tr>
<td>2. Students gain feedback from teachers and friends about the result of the analysis presented in the working group.</td>
<td>2. Students Read the same of narrative text that was given by the teacher to each group.</td>
</tr>
</tbody>
</table>

| 3. The students Cover the text as much as their hand can cover includes 5W+1H questions from the text. | 25’ |
| 4. The teacher asked them to remember the main idea. | |
| 5. Students present their idea to another group. | |
| 6. Students were given a Post-test in the form of multiple choices | |

| Closing Activities | 1. Learners and teachers reflect on their learning activities and benefits. |
|--------------------| 2. Learners and teachers give each other feedback on the process and learning outcomes |
| 5’ |  |
H. Appraisal

Assessment Technique : Reading Comprehension Test

Form Instrument : Reading a text about Narrative Text in form of multiple choice test.

Medan, Agustus 2019

Known by,

English Teacher

Laila Safitri, S.Pd

Researcher

Lesti Pertiwi

Headmaster

Sutriyono, Simanjuntak, S.Pd.I
APPENDIX 2

LESSON PLAN

(Control Group)

School : SMP Muhammadiyah 47 Sunggal

Subject : English

Class : IX (Sembilan)

Topic : Narrative Text

Time Allocation : 2 x 45 menit

Aspect/Skill : Reading Comprehension

A. Core Competencies (KI)

KI.1. Living and practicing the religious teachings that he embraces

KI.2. Living and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the natural and social environment placing ourselves as a reflection of the nation in the association of the world.
KI.3. Understand, apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.

KI.4. Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according to the rules of science

B. Basic Competency and Competency Achievement Indicators

1.1. Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.

2.3. Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication.

3.9. Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of folk legends, according to the context of their use.

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2. Students can identify social elements of folklore

3. Students can identify the moral values that exist in folklore
4. Students can identify linguistic elements in folklore

4.15 Capturing the meaning of oral and written narrative texts is legendary, simple.

1. Students can answer questions related to the text of folklore

2. Students can retell a folktale that is read both orally and in writing.

C. Learning Objectives

After studying this material, students are expected to be able to:

1. Showing the seriousness of learning English related to simple narrative texts in the form of folklore.

2. Showing the a good behavior, confidence and responsibility in carrying out communications related to simple narrative texts in the form of folklore.

3. Identify social functions, text structures and linguistic elements of simple narrative texts in the form of folklore.

4. Responding to the meaning of simple narrative text in the form of folklore.

D. Learning Materials

The text of simple folklore

Social function : to imitate moral values, love the homeland, appreciate other cultures. Generic Structures
(1) Orientation: mentions place and time and introduces the characters

(2) Evaluation: to the problems faced by the character

(3) Complications: problems arise

(4) Resolution: the crisis ended well or not for the character

Linguistic Elements:
1. Vocabulary related in folklore
2. Verbs / sentence structure
3. Speech, word pressure, intonation, when presenting verbally

E. Learning Method/Strategy:
Conventional strategy, discussion method

F. Media / Tools / Source Learning
1. Media / Tools: Markers, erasers, whiteboard
2. Source Learning: Handbook for grade IX

G. Learning Steps

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Activity</td>
<td>1. Teachers give greetings. 2. Teachers check students’ attendance 3. Teachers communicate with students and give questions to material will be taught.</td>
<td>10’</td>
</tr>
<tr>
<td>Core Activities</td>
<td>Observing</td>
<td>10’</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>1.</strong> Students look at a variety of narrative text that given by the teachers.</td>
<td>1. Students look at a variety of narrative text that given by the teachers. 2. Students observe the social function, structure and linguistic elements. 3. Students identify the main idea, details and specific information from narrative text.</td>
<td></td>
</tr>
<tr>
<td><strong>Questioning</strong></td>
<td>Under the guidance and direction of teachers, students ask questions about the main idea, details and specific information from narrative text.</td>
<td></td>
</tr>
<tr>
<td><strong>Exploring</strong></td>
<td>1. Students tried to answer the questions from the teacher together.</td>
<td></td>
</tr>
<tr>
<td><strong>Associating</strong></td>
<td>1. The teacher gave the correct answer for the students.</td>
<td></td>
</tr>
<tr>
<td><strong>Communicating</strong></td>
<td>1. Teacher asked students to read a new story narrative text, then the students find the main idea, details and specific information from the text. 2. Students were given a pre-test in the form of multiple choices.</td>
<td></td>
</tr>
<tr>
<td><strong>Closing activities</strong></td>
<td>1. Learners and teachers reflect on their learning activities and benefits.</td>
<td></td>
</tr>
</tbody>
</table>
2. Learners and teachers give each other feedback on the process and learning outcomes.

<table>
<thead>
<tr>
<th>Second Meeting</th>
<th>Activity</th>
<th>Description</th>
<th>Allocation</th>
</tr>
</thead>
</table>
|                | Opening activity| 1. Teachers give greetings.  
2. Teachers check students’ attendance  
3. Teachers communicate with students and give questions to material will be taught.  
4. Teachers explain the subject matter Narrative Text by using Conventional Strategy | 10’        |
|                | Core Activities | Observing 1. Students listen the explanation about the variety of narrative text that explained by the teachers.  
2. The teacher gave direction to the students to observe the social function, structure and linguistic elements in a group discussion.  
3. Students identify the main idea, details and specific information from narrative text. | 10’        |
<p>|                |                 | Questioning Under the guidance and direction of teachers, students ask questions about the                                                                                                                 | 5’         |
|                |                 |                                                                                                                                                                                                              | 20’        |</p>
<table>
<thead>
<tr>
<th>Exploring</th>
<th>Associating</th>
</tr>
</thead>
</table>
| Students practice finding the main idea, details and specific information from narrative text.  
2. Students in group discussion read a narrative text by observing the social function, generic structure, and linguistic elements to coherently.  
3. The students read narrative text to a friends as a result of their discussion. | Students gain feedback from teachers and friends about the result of the analysis presented in the working group. |
<table>
<thead>
<tr>
<th>Closing Activities</th>
<th>20'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students were given a post-test in the form of multiple choices</td>
<td></td>
</tr>
<tr>
<td>1. Learners and teachers reflect on their learning activities and benefits.</td>
<td>5'</td>
</tr>
<tr>
<td>2. Learners and teachers give each other feedback on the process and learning outcomes</td>
<td></td>
</tr>
</tbody>
</table>

**H. Appraisal**

Assessment Technique: Reading Comprehension Test

Form Instrument: Reading a text about Narrative Text in form of multiple choice test.

Medan, Agustus 2019

Known by,

English Teacher

Laila Saffriti, S.Pd

Researcher

Lesti Pertiwi

Headmaster

Suprianto Simanjuntak, S.Pd.I
APPENDIX 5

Students’ Answer Sheet of Experimental Group
Pre-test

Name: Dafna Yesia Pauli
Class: ..........................................................

I. Choose the right answer by crossing (X) A, B, C or D!

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A B C D</td>
</tr>
<tr>
<td>2</td>
<td>A B C D</td>
</tr>
<tr>
<td>3</td>
<td>A B C D</td>
</tr>
<tr>
<td>4</td>
<td>A B C D</td>
</tr>
<tr>
<td>5</td>
<td>A B C D</td>
</tr>
<tr>
<td>6</td>
<td>A B C D</td>
</tr>
<tr>
<td>7</td>
<td>A B C D</td>
</tr>
<tr>
<td>8</td>
<td>A B C D</td>
</tr>
<tr>
<td>9</td>
<td>A B C D</td>
</tr>
</tbody>
</table>

Score: 20
APPENDIX 5

Students’ Answer Sheet of Experimental Group
Pre-test

Name: 
Class: 

1. Choose the right answer by crossing (X) A, B, C or D!

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A B C D</td>
</tr>
<tr>
<td>2</td>
<td>A B C D</td>
</tr>
<tr>
<td>3</td>
<td>A B C D</td>
</tr>
<tr>
<td>4</td>
<td>A B C D</td>
</tr>
<tr>
<td>5</td>
<td>A B C D</td>
</tr>
<tr>
<td>6</td>
<td>A B C D</td>
</tr>
<tr>
<td>7</td>
<td>A B C D</td>
</tr>
<tr>
<td>8</td>
<td>A B C D</td>
</tr>
<tr>
<td>9</td>
<td>A B C D</td>
</tr>
<tr>
<td>10</td>
<td>A B C D</td>
</tr>
</tbody>
</table>

Score: 50
APPENDIX 5

Students’ Answer Sheet of Experimental Group

Pre-test

Name : Nurul Rahma
Class : 

1. Choose the right answer by crossing (X) A, B, C or D!

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Score : 70
APPENDIX 5

Students’ Answer Sheet of Experimental Group
Post-test

Name: Nara
Class: "

1. Choose the right answer by crossing (X) A, B, C or D!

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Score: 90
APPENDIX 5

Students' Answer Sheet of Experimental Group

Post-test

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I. Choose the right answer by crossing (X) A, B, C or D!

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Score: 80
APPENDIX 5

Students' Answer Sheet of Experimental Group
Post-test

Name : Nurul Rахma
Class : [X-]

I. Choose the right answer by crossing (X) A, B, C or D !

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Score : [X-]
APPENDIX 6

Students’ Answer Sheet of Control Group

Pre-test

Name: Arief Diniyah

Class: 1x2

I. Choose the right answer by crossing (X) A, B, C or D!

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Students' Answer Sheet of Control Group

Pre-test

Name: [Handwritten name]
Class: [Handwritten class]

1. Choose the right answer by crossing (X) A, B, C or D!

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Score: 50
APPENDIX 6

Students’ Answer Sheet of Control Group

Pre-test

Name: Erza Minzar
Class: 1k.2

1. Choose the right answer by crossing (X) A, B, C or D!

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Score: 70
APPENDIX 6

Students' Answer Sheet of Control Group

Post-test

Name: A2x4

Class: 1x2

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Score: 50
APPENDIX 6

Students' Answer Sheet of Control Group

Post-test

Name: 
Class: 

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Score: 50
APPENDIX 6

Students’ Answer Sheet of Control Group
Post-test

Name: Erqa
Class: 1x2

I. Choose the right answer by crossing (X) A, B, C or D!

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Score: 80
APPENDIX 7

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Medan, September 2019
Researcher,

Lestari Pertiwi
## APPENDIX 8

### Students Attendance List of Control Group

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Medan, September 2019

Researcher

Lesti Pertiwi
APPENDIX 9

Research Documentation

Picture 1. Research location

Picture 2. Students did Pre-test
Picture 3. The researches did treatment by applying RCRR strategy

Picture 4. The students were realizing RCRR strategy
Picture 5. Students did post-test
PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya
Nama Mahasiswa : Lesti Pertiwi
NPM : 1502050216
Pro. Studi : Pendidikan Bahasa Inggris

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Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Yenni Hasnah, S.Pd., M.Hum

Medan, 25 Maret 2019
Hormat Pemohon

Lesti Pertiwi
Form K-1

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan dibawah ini:
Nama Mahasiswa : Lesti Pertiwi
NPM : 1502050216
Pro. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS IPK = 3.57

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<td>The Influence of Students’ Educational Background Toward Their Ability in Speaking</td>
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Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengosahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 25 Maret 2019
Hormat Pemohon,

[Signature]
Lesti Pertiwi

Keterangan :
Dibuat Rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan
Form K-2

Kepada : Yth. Bapak / Ketua / Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu’alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Lesti Pertiwi
NPM : 1502050216
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan penyelesaian proyek skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Read Cover Remember Retell (RCRR) Strategy on Students’ Achievement in Reading Comprehension

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Yenni Hasnah, S.Pd., M.Hum. [Nama Dosen]

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 25 Maret 2019
Hormat Pemohon,

[Signature]

Lesti Pertiwi

Keterangan:
Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua/Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1KL /IL3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
      Dan Dosen Pembimbing

Assalamu’alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
menetapkan proyek proposal risalah/makalah/-skripsi dan dosen pembimbing bagi mahasiswa yang
tersbut di bawah ini :

Nama : Lesti Pertowi
N.P.M. : 1502030216
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Read Cover Remember Retell (RCRR) Strategy on
      Students’ Achievement in Reading Comprehension.

Pembimbing : Yenny Hasnah, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal risalah/makalah/ skripsi
dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal risalah/makalah/ skripsi dinyatakan BATAL apabila tidak selesai pada waktu
      yang telah ditentukan
3. Masa kadaluarsa tanggal : 18 Mei 2020

Wa’alaikumussalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 13 Ramadan 1440 H
21 Mei 2019 M

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR
SURAT PERMOHONAN

Medan, Mei 2019

Lamp   : Satu Berkas
Hal    : Seminar Proposal

Yth. Ketua Program Studi
Pendidikan Bahasa Inggris
FKIP UMSU

Bismillahirrahmanirrahim
Assalamu’alaikum, Wb. Wb

Saya yang bertanda tangan di bawah ini:
Nama Lengkap    : Lesti Pertiwi
N.P.M   : 1502050216
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Read Cover Remember Retell (RCRR) Strategy on Students’ Achievement in Reading Comprehension

Dengan ini mengajukan seminar proposal skripsi kepada Bapak/Ibu. Sebagai bahan pertimbangan Bapak/Ibu saya lampirkan:
1. Foto kopi proposal skripsi yang telah disetujui pembimbing satu eksamplar,
2. Kuitansi biaya seminar dua lembar fotocopy
3. Kuitansi SPP yang sedang berjalan dua lembar fotocopy,
4. Foto kopi K1, K2, K3.

Demikianlah surat permohonan ini saya sampaikan ke hadapan Bapak/Ibu.
Atas kesediaan Bapak/Ibu mengabulkan permohonan ini, saya ucapkan terima kasih.

Wassalam
Pernohon,

[Signature]

Lesti Pertiwi
<table>
<thead>
<tr>
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<th>Deskripsi Hasil Bimbingan Proposal</th>
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<td>Basic data</td>
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</tbody>
</table>

Diketahui oleh: Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Yenni Hasnah, S.Pd., M.Hum.)

Medan, 28 Mei 2019
LEMBER PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:
Nama Lengkap : Lesti Pertiwi
N.P.M. : 1502050216
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Read Cover Remember Retell (RCRR) Strategy on Students’ Achievement in Reading Comprehension

sudah layak diseminarkan.

Medan, 23 Mei 2019
Dosen Pembimbing,

Yenni Hasnah, S.Pd, M.Hum
SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menceritakan di bawah ini:

Nama Lengkap : Lesti Pertiwi
N.P.M : 1502050216
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Read Cover Remember Retell (RCRR)
Strategy on Students’ Achievement in Reading Comprehension

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 24, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 25 Juli 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum
MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mulyadi No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap : Lesti Pertiwi
N.P.M : 1502050216
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Read Cover Remember Retell (RCRR)
Strategy on Students’ Achievement in Reading Comprehension

Pada hari Jumat tanggal 24 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Disetujui oleh:

Dosen Pembahas

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Yegui Hasnah, S.Pd, M.Hum

Diketahui oleh

Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.
Kepada: Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : Permohonan Perubahan Judul Skripsi

Bismillahirrahmanirrahim
Assalamu’alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Lesti Pertiwi
N.P.M : 1502050216
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Effect of Read Cover Remember Retell (RCRR) Strategy on Students’ Achievement in Reading Comprehension

Menjadi:

The Effect of Applying Read Cover Remember Retell (RCRR) Strategy on Students’ Achievement in Reading Comprehension

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kebersihan Bapak saya ucapkan terima kasih.

Ketua Program Studi
Pendidikan Bahasa Inggris

[Signature]

Mandra Saragih, S.Pd., M.Hum

[Signature]

Hormat Pernohon

[Signature]

Lesti Pertiwi

Diketahui Oleh :

Dosen Pembimbing

[Signature]

Mandra Saragih, S.Pd., M.Hum.

[Signature]

Yemi Hasuah, S.Pd., M.Hum.

Medan, 25 Juli 2019
Nomor : No/L3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 23. Dzulqaidah 1440 H
27 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMP Muhammadiyah 47 Sunggal

Assalamu’alaikum Warahmatullahi Wabarakatuh

Wa ba’du, semoga kita semua sehat wa’afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehingga dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut:

Nama : Lesti Pertivi
N P M : 1502050216
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Read Cover Remember Retell (RCRR) Strategy on Students’ Achievement in Reading Comprehension.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa’alaikumussalam Warahmatullahi Wabarakaatuh.

[Signature]

Dr. H. Elfranto Nst, S.Pd, M.Pd
NIDN : 0115057302

** Peringgal **
Sanggul 20 September 2019

Nomor : 96 / IV.4.AU/F/SMP M.47/2019
Lampiran : -
Hal : Telah Melaksanakan Riset

Kepada Yth;
Bapak Dekan Fakultas Keguruan Dan Ilmu Pendidikan
Universitas Muhammadiyah Sumatera Utara
Di Tempat

Assalamu’alaikum warahmatullahi wabarakatuh,

Ba’da salam saya do’akan semoga Bapak dalam keadaan sehat waqifat serta tetap dalam
lindungan Allah Swt.

Sehubungan dengan surat masuk Majelis Pendidikan Tinggi Penelitian &
Pengembangan Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan dan Ilmu
Pendidikan ke SMP Muhammadiyah 47 Sanggul, maka melalui perantaraan surat ini saya
Kepala SMP Muhammadiyah 47 Sanggul menjelaskan bahwa mahasiswa tersebut dibawah
ini :
Nama : Lesti Pertiwi
NPM : 1502050216
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Read Cover Remember Retell (RCRR)
Strategy on Students Achievement.

Telah menyelesaikan Risetnya di SMP Muhammadiyah 47 Sanggul.

Demikian hal ini disampaikan semoga surat ini dapat dipergunakan sepernya.
Assalamu’alaikum warahmatullahi wabarakatuh,

[Signature]

Kepala Sekolah,
CURRICULUM VITAE

Name : Lesti Pertiwi
Place/ Date of Birth : Medan, 19 July 1995
Register Number : 1502050216
Sex : Female
Religion : Muslim
Hobbies : Listening Music and Singing
Father’s Name : Aslim
Mother’s Name : Syamsiah
Address : Griya Mencirim Indah, Telaga Sari. Sei Mencirim

Educational background

1. Elementary School at SD Negeri 064960 Medan polonia (2002-2008)
2. Junior High School at SMP Negeri 1 muncang, Lebak Banten (2008-2011)