

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

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Educational Program*

By

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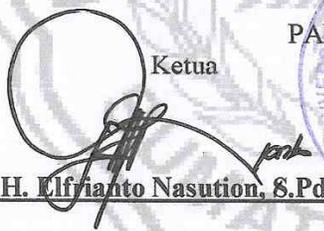
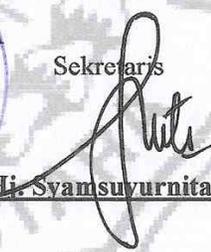


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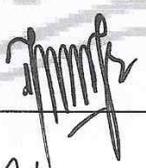
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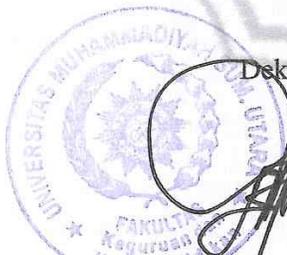
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ABSTRACT

Lestari, Poppy Dwi. NPM. 1402050128. “The Effect of Read, Cover, Remember, Retell (RCRR) Strategy on Students’ Reading Recount Text Achievement” Skripsi: English Education Program. Faculty of Teachers Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2018.

The objective of this study was to find out the significant effect of Read, Cover, Remember, Retell (RCRR) Strategy on Students’ Reading Recount Text Achievement. RCRR Strategy is a vehicle for increasing the knowledge and understanding of the participant in a collaborative context. The population of this study was the eight grade students of SMP Negeri 3 Binjai at academic year 2018/2019. The populations were 220 students which distributed in seven classes VIII-1 until VIII-7. The sample of this study was VIII-4 and VIII-5, which was taken by random sampling technique and then was being as the experimental group, and being treated by using RCRR. The instrument in collecting the data was multiple choice test about recount text. The data was analyzed by using t-test formula. The result of the analysis showed that t-observed was higher than t-table ($2,002 < 3,13$) with the level significant 0.05 and the degree of freedom (df) = 58. The finding showed that the hypothesis of study is accepted. It means that RCRR Strategy gave a significant effect on students’ reading recount text achievement.

Keywords: Reading, RCRR Strategy, Recount Text.

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Finally, the researcher realized that this study was still far from being perfect. So, she expected suggestion and comments from all of the readers, especially for the student of English Department who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Medan, September 2018

The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of The Study

Reading is so prevalent in language use and the primary means of language learning for students. For the increasing of direct communication in foreign language, the development of reading comprehension as a skill and a channel for language input has become the object of attention in education that needs to be researched. Danny and Timothy (2008: 7) statement that reads are not just saying the words on a page. Reading is a thoughtful process that involves deep comprehension. Reading must be comprehended by the students, it is mentioned that the student must comprehend some comprehension skill: (1) finding information explicitly and implicitly; (2) finding main idea; (3) finding meaning.

David Nunan (2003) says that reading is a fluent process of the readers combining information from a text and their own background knowledge to build meaning. In teaching reading usually have at least two aspects, first it can refer to teaching learners who are learning to read for the very first time. A second, aspect of teaching reading refers to teaching learners who already have reading skills in their first language. Based on research experience during conductional teaching practice process (PPL) in SMP N.3 BINJAI, the researcher found that (1) Students' are not able to read a recount text correctly. They did not know the meaning simple words that exist in the text. It made difficult to understand the

text. (2) The students' got difficulties to identify the information in generic structure and lack of vocabulary the recount text. They always consider that reading is a boring material that they should learn in English lesson, so they always consider difficult to get information in the text. Based on Knapp (2005: 224), Recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past. "Recount text is one of the texts that should be mastered by the students of Junior High School." Furthermore, Priyana, et al (2008: 69) say that the purpose of recount text is to document a series of events and evaluate their significance in some ways. So the researcher want to research about reading through recount text with Read, Cover, Remember, Retell (RCRR) Strategy for knowing how the high score and how the low score from the student's in SMP N 3 Binjai. Many strategies can be used by English teacher in teaching reading, especially in recount text. There are reading strategies that can be used either in independence reading or in group. In this case, activating background knowledge seems to be most important purpose. The building of bridges between existing knowledge and new knowledge needed for text comprehension (Richard 2002). In this study, the researcher only focuses on one of the strategy, which is Read, Cover, Remember, Retell (RCRR).

Read, Cover, Remember, Retell (RCRR) is an effective strategy to help readers at all levels who think that good reading is reading quickly and as a result do not understand what they have read (Stephanie Macceca 2007). Read, Cover,

Remember, Retell (RCRR) is an instructional strategy that is used to help students stop after reading small portion of the text and retell what the section was mostly about. Many learners will continue reading a selection even if they do not understand what they have just read. According to Hoyt (1999) adds the Read, Cover, Remember, Retell strategy for monitoring comprehension especially when reading a longer selection. She explained the procedure of Read, Cover, Remember, Retell strategy that the process supports both understanding of text and summarizing by stopping readers frequently to think about the meaning before moving on to the next section of the text. After students become adept at using this strategy to orally retell portion of the text, the teacher can encourage students to write a summary sentence of each section and then use these sentences to write an overall summary of the selection.

B. The Identification of the Problem

Based on the background of the study, the problems of the study are identified as follows:

1. Students' are not able to read a recount text correctly.
2. The students' got difficulties to identify the information in generic structure and lack of vocabulary the recount text.

C. The Scope and Limitation

The scope on this research was focused on reading skill and this research limited on the Read, Cover, Remember, Retell Strategy, especially in reading recount text at eight grade in SMP Negeri 3 Binjai.

D. The Formulation of the Problem

The problems of the study are formulated as follows:

1. This study was formulated as, “Is there any significant effect of read, cover, remember, retell strategy on the students’ reading recount text achievement?”

E. The Objective of the Study

1. The objective of the study as, “To identified the significant effect of read, cover, remember, retell (RCRR) strategy on the students’ reading recount text achievement.”

F. The Significant of the Study

The results of this study were expected to be useful:

1. Theoretically :

The findings of the study was theoretically expected to be significant for improving the theories about reading comprehension by using Read, Cover, Remember, Retell strategy.

2. Practically :

1. The teachers, the teachers of English to create the teaching process especially about reading
2. The Students' improving their knowledge for reading comprehension by using Read, Cover, Remember, Retell strategy..
3. Readers at UMSU library, to enrich readers' knowledge about teaching strategy and reading recount text.
4. Other researcher, it helps the next research get prior information who are interested in forming study in order fields of research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This study focuses on the effect of read, cover, remember, retell strategy on the students' reading comprehension through recount text at eight grade in SMP N 3 BINJAI. There are many terms that take from various theories in the area of reading. The terms use in this is particular contexts are aimed at giving a clear concept of what will be done to reach goals of research.

1. The Meaning of Effect

The "effect" is meant by result or change of something. As stated by Stevenson (2002;220), the term effect could be generally meant by a change that something causes was something else a result. The definition of the second seems to fit the actions rather that the process in doing something. In term of the statistics, this concept should make operational and measurable. It was actual production. Finally, there is benefit which can be taken as the result that refers to positive sense.

Effect in this research means as any ability improvement after learning something. Slameto (2004) stated that improvement in learning is certain proof of success or ability of the students in doing their learning activities which based in their level of class.

The improvement in which achieved by the students they are realized in the form of score so that it is an acknowledge the certain position of a student in the class because the score they have reflect their improvement in the learning process. Moreover, effect of teaching treatment in language in learning, according to Buehl (2002) stated that related to the changes of getting something into our cognitive system. The final results of learning process which involves teachers with students which are reflected from the knowledge the student have. Based on the definition previously, it is conclude that effect is influence or impression that can change a condition from bad into good or good into bad after doing something.

2. Reading

Reading is an activity with a purpose. In addition Collin says that reading not only increases our life skills and extends our knowledge, it goes much deeper. By reading the students can know everything for example about education, social, culture, health, etc. it means reading is unlimited. According to Karen Tankersley (2003) states that reading is a complex process made up of several interlocking skills and process. It means that, the readers should have supporting capability of skills such as phonics and decoding, fluency, them to understand and to interpret the meaning what they have read.

But sometimes, the real fact is many students feel reading instead of nothing, in their mind, reading is only saying words either orally or silently. They do not know what they have to read. So as the teachers must have responsibility to

make interesting by using strategy when teaching reading process goes on. McIntyre et. Al (2011) states reading comprehension, if children can read the words of the text but do not understand what they are reading they are not really reading. As the professional educators the teacher are constantly pushing the students to increase the reading levels. Moreover, Andrew P Johnson states that reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. He also says that the reading is the act of linking one idea to another. Putting idea together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.

2.1 Level of Reading

Students should be proficient in the four levels of reading – Careful Reading, Usual Reading, Accelerated Reading, and Selective Reading.

- 1) Careful Reading may also be described as critical, analytical or thoughtful to detail, reflective, and evaluative. This type of reading is usually employed in studying or reading thought provoking material.
- 2) Usual Reading, the most habitual manner of reading, applies in a wide variety of situations reading newspaper articles, novels, or magazines in which the reader usually does not have a clearly defined purpose that demands either detailed comprehension or rapid completion.
- 3) Accelerated Reading is the type of reading most often attempted when time is limited. The reader is alert, reads aggressively, and attempts to cover material

sacrificing comprehension. To do this, the reader must, of course, expend extra energy.

4) Selective Reading, in order to benefit from selective reading, students should be proficient in the first three levels of reading. Skimming and scanning is that type of reading in which the reader locates and deals with only those parts of the content that serves their purposes. Skimming and scanning are alike in that the reader alternates in the following ways:

a) Scanning: in scanning, the reader has a specific question in their mind or information that is needed. The reader goes to the content and searches through it until the information is found.

b) Skimming: in skimming, the reader passes quickly through an article or chapter to get a general impression of the whole. A person might preview skim before reading material more carefully. This type of skimming, called surveying by many people is often used in studying and in reference work. A general impression is sufficient. The reader does not feel the need to read the material previously read, going back over material to study for a test or to prepare a report.

2.2 Reading Comprehension

Yudy willis (2008) said that to comprehend text, the reader must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their long-term memories. Reading

can't be separated with comprehension because the purpose of reading activity is to comprehend what has been read. Reading is a useless activity if the readers or students do not understand what they read. Based on Nunan the goal of reading is comprehension.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Three elements of comprehension:

- a. The reader who is doing comprehending
- b. The text that is to be comprehended
- c. The activity in which comprehension is a part

Based on the some ideas above, it can be concluded that reading comprehension is that understanding/comprehending the text that has been read. It relates to the previous knowledge and strategy use that find main idea, meaning of the text and information which contains in the text.

a) The Reader

To comprehend the text, a reader must have a wide range of capacities and abilities these include cognitive capacities, motivation and various type of knowledge. The specific cognitive, motivational and linguistic capacities and the knowledge base called on in any which one is engaged. Some aspect of fluent, expressive reading may depend on a trough understanding of a text. As a reader

begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. Fluency could also increase as a function of the additional practice in reading. Motivational factors, such as self-concept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience.

b) The Text

Comprehension does not occur by simply extracting meaning from text. During reading, the readers construct different representations of the text that are important for comprehension. Text can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. In addition content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader knowledge. For example electronics text, Electronics text that incorporate hyperlinks and hypermedia introduce some complication in defining comprehension because they require skills and abilities beyond those required for the comprehension of conventional linear print.

c) The Activity

Activity refers to this dimension of reading, a reading activity involves one or more purpose, some operation to process the text at hand, and the consequences of performing the activity. The purpose is influenced by a random of motivational variables, including interest and prior knowledge. The initial purpose can change as the reader reads.

The consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge a reader has, for example, reading the historical civil war, even though the reader initial purpose may have been enjoyment. The reading activity was under taken for the explicit purpose of learning. Another consequence of reading.

2.3 Level of Comprehension

according to Thomas Barret in Brasell and Rasinski (2008) state there are three types of action with his three-level taxonomy of reading comprehension.

a. Literal Comprehension

In this level, the readers get information and ideas that are explicitly stated in the text. Literal comprehension requires a reader to be able to retell or recall the facts on information presented in the text. Literal comprehension focuses on ideas and information explicitly stated in the selection.

b. Inferential Comprehension

Inferential comprehension refers the ability of a reader take in information that is inferred or implied within a text. It is stimulated by purpose for reading and teachers' question which demand thinking and imagination that goes beyond the printed page. In this level the students uses the ideas and information implicitly stated his intuition and personal experiences as a basis for conjecturing and hypothesizing.

c. Critical Comprehension

Critical comprehension involves a reading making critical judgement about the information presented in the text. Critical comprehension refers to the ability to make judgement about ideas and information a writer offers. Competent reader will measure them against what they already know accepting or rejecting them in whole or part or with the holding judgement until confirmation is reached.

3. Definition of Strategy

Strategy is a learning activity that must be done so that the teacher and student learning objectives can be achieve effectively and efficiently. The strategy is still basically conceptual about the decisions to be taken in the implementation of learning. Learning strategy includes plans, method and devices plan activities to achieve certain goals.

Nunan (1999:171) says that strategy is the mental and communication procedure learner use is order to learn and use language. Underlying every learning task is at least one strategy. Strategies are important for two reasons, in the first place, strategies are tools for active, self-direct involvement. It means, strategy is useful to develop activeness in learning but is useful in self-direct involvement.

There are at least five solid reasons for the teachers being proficiently prepare in a wide assortment of strategies, as follow :

1. Different students learn best in different ways at different time
2. Some object matters are best served by usage of a particular strategy or combination.

3. Diverse adjectives call for diverse approach to meet the objectives.
4. The innate of the teacher may determine the effectiveness of some strategies.
5. Environmental features (money, supplies, facilities, times, etc) often dictate which strategy will be most effective.

4. Description of Read, Cover, Remember, Retell Strategy

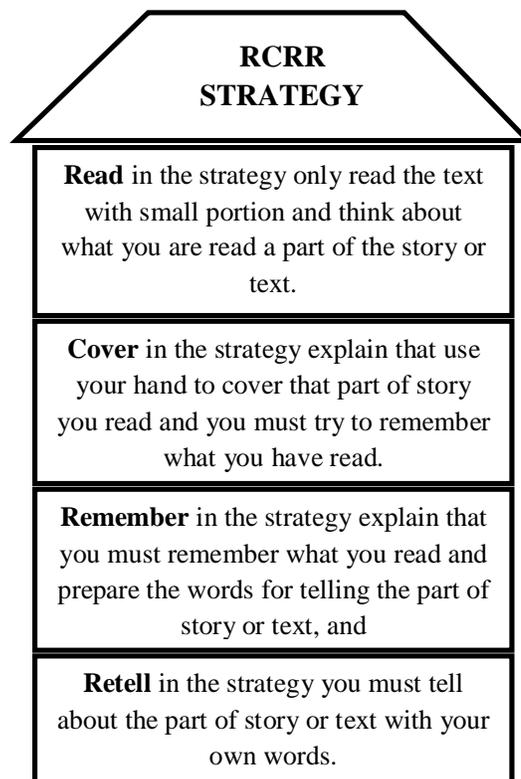
Read, Cover, Remember, Retell Strategy is a vehicle for increasing the knowledge and understanding of the participant in a collaborative context. It means the students can get their ability in comprehending the text. Read, Cover, Remember, Retell Strategy is one of strategy to learn in a cooperative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

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

The researcher concludes that Read, Cover, Remember, Retell Strategy gives stimulus to the students to become active learning. The students are also motivated to share the information or express their story each other. It means the effective learning and teaching will be easy to create in the class. Besides Read,

Cover, Remember, Retell Strategy is also appropriate to apply when teacher teaches recount text. When the comprehension problem are determining importance of information, sequence, details, elements of plot, locating information, one of recommended strategy is Read, Cover, Remember, Retell Strategy. So it is clear that Read, Cover, Remember, Retell Strategy is suitable for recount text.

The framework of Read, Cover, Remember, Retell (RCRR) Strategy like a house have a phase to get the best skill in reading comprehension.



4.1 Procedures of Read, Cover, Remember, Retell Strategy

Nova Yulimariza (2013) gives some procedures about read, cover, remember, retell strategy in reading comprehension as follow:

1. Teacher may divide the students into some groups.
2. Students select a small amount of text on a page that can be covered by their hand.
3. Teacher or students determine the topic of the text
4. Have students silently read only as much text as they can cover words they with one hand.
5. Ask each of group to read and discuss the text that they get
6. After reading, ask them to cover the text again with their hand and think about what they read.
7. The students must remember what they have just read
8. Have students retell the section they just read, either silently or with a partner.
9. Summarizing is beneficial to readers in several ways.

Based on Hoyt Linda (1999) explains the procedures of Read, Cover, Remember, Retell Strategy such as :

1. Read only as much as your hand can cover.
2. Cover the words with your hand.
3. Remember what you have just read.
4. Retell what you have just read in your own words.

4.2 The Advantages of Read, Cover, Remember, Retell Strategy

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

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

5. Student's Achievement In Reading

Achievement in reading concerned with the mastery and proficiency of students in the area of reading. Reading is the skill of the constructing meaning from text. The goal of the reading instruction is ultimately targeted at helping a reader comprehend text and constructing and approximate understanding of the writers' message. An achievement test is treated directly to classroom lesson, units, or even a total curriculum. Achievement test are limited to particular addressed in curriculum within a particular time frame and are offered after a course has focused on the objectives in questions. Reading achievement is determined by some indicators, they are students' capability in comprehending a text as what is intended by the writer, the student's capability in answering the question related to the text, the students capability in retelling a text briefly, and the students comprehending a text well in a short time.

5.1 Genre of Reading

I wayan (2014) that genre approach to writing is also influenced and determined significantly by features and situational environmental such as subject matter, relationship between writers and readers and text organization. Texts are classified into several types. They are recount, narrative, descriptive, report, spoof, procedure, etc. this research decided to the text genre focused in recount text.

5.2 Definition of Recount Text

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

Derewianka (2004: 18) states that the purpose of recount text is to list and describe past experiences by retelling events in the order in which they happened. To achieve its purpose, the text will move through a different set of stages: a) an orientation letting the readers knows who is involved, where, when, etc. b) the retelling of a series of events in chronological sequence. Recounts are written to retell events with the purpose of either informing or entertaining their audience. Frequent use is made of words, which link events in time, such us next, after,

when, then, before, first, at the same time. It describes events, so plenty of use is made of verbs and of adverbs.

5.3 Generic Structure of Recount Text

Actually every genre has its own characteristic in terms of rhetorical structure and textual elements; the recount text also has its own rhetorical structure and textual elements. The rhetorical structure and elements of recount text consist of 1) orientation 2) events, and 3) reorientation.

- 1) **Orientation:** in this section, the author begins the story by introducing the background information that answers, when, where events or events occurred in the past.
- 2) **Events:** after telling the background or identity of the perpetrator, setting the place and time, in this section, then author begins to tell the story in sequence or chronological order.
- 3) **Reorientation:** the generic structure of the last recount text is reorientation, many of which describe this section with a summary that contains a repetition of the orientation section. But for me, this part is actually a part of conclusion or a cover that express the author personal opinion of the events that have been told. For example the story about the holidays, then the authors will conclude the impression about his vacation with “what an exciting holiday! I will go to there again someday”.

Another Example of Recount Text :

Vacation to indrayati beach

Last week, after visiting my parent at Wonosari Gunung Kidul, I and my family went to Indrayati beach to spend our holiday by our own car. }

Paragraph 1 : **Orientation**, in this part the writer try to introduce people, place and time.

The way to get Indrayati beach is very zigzag and it's very quiet in the middle of night. We almost got lost since we never go there before, but actually we got there safely. We hardly got a room to stay overnight because it was long weekend so that we could not find a room easily. }

We got up early in the morning that we could enjoy sunrise landscape at the beach. My son was playing white sand with his sister while I took their picture. }

Paragraph 2 and 3 : **Events**, in this part contains events or sequence of events in travel and activities.

A day at Indrayati beach felt so short, we were quite tired for playing a whole day, but we were very happy. }

Paragraph 4 : **Reorientation**, the writer ends the story about the travel in Indrayati beach with make a conclusion about the story.

B. Relevant Study

The relevant study is required to observe some previous researcher conducted by other researcher in which they are relevant to our research itself. Beside we have to analyse what the point that focused on inform the designs, finding and conclusion of the previous research that of:

1. Sri Wastuti research, she focused on the effect of collaborative strategic reading toward the second year students reading comprehension achievement at SLTP N 20 Pekanbaru. She find that the mean score of experimental class which was taught by using collaborative strategic reading was 82.75 while the mean score of control class which was taught by using traditional reading classroom was 75.75.
2. Anita research, she focused on *the effect of using Read, Cover, Remember, Retell Strategy toward reading comprehension of second year students at senior high school Sukaramai Tapung Hulu Kampar Regency*. She find that the mean score of experimental class which was taught by using Read, Cover, Remember, Retell Strategy was 71.89 while the mean score of control class which was taught by using traditional reading classroom was 64.65.

C. Conceptual Framework

Reading is not a passive skill, but reading is an incredibly active occupation. The readers has to understand what the words means according to author in the text. Therefore, the students as readers not only pay attention to

translate the words from the text to establish meaning, but also comprehend the meaning of the text read. So, it means that the students have to active in reading. However in fact, most of students can't comprehend the text. They do not understand about what they have read. Sometimes they feel that reading activity is not interesting, so they feel bored.

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

D. Hypothesis

Based on the explanation of both theoretical and conceptual framework, the hypothesis is formulated as follow:

Ha : There is a significant effect of using Read, Cover, Remember, Retell Strategy on the students' Reading Recount Text Achievement.

Ho : There is no a significant effect of using Read, Cover, Remember, Retell Strategy on the students' Reading Recount Text Achievement.

CHAPTER III

METHOD OF RESEARCH

A. Location Research

This research was conducted at SMP N 3 BINJAI. It was located on Jalan Soekarno Hatta No.15, Timbang Langkat, Binjai Timur. The reasons of chosen this school because based on the researcher observation in this school when doing real teaching program that the students' ability in reading through recount text was low and bad. The researcher interested in solving the students' problem by using read, cover, remember, retell strategy in junior high school.

B. Population and Sample

1. Population

The population of this research was taken from eight grade students of SMP N 3 BINJAI of the academic year 2018/2019, which consisted of seven classes. VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6 and VII-7 . So the total of population of this research is 220 students.

2. Sample

The samples in this research was chosen VIII-4 which consist 30 students as control group and VIII-5 which consist 30 students as experimental group. Random sampling technique was applied to determine the samples. The total sample is 60 students.

Table 3.1 The Population of Research

Class	Population
VIII-1	33
VIII-2	30
VIII-3	32
VIII-4	30
VIII-5	30
VIII-6	30
VIII-7	35
Total	220

Table 3.2 The Sample of Research

Class	Sample
VIII-4	30
VIII-5	30
Total	60

C. Research Design

The research design was applied by using experimental quantitative design, to investigate the effect of Read, Cover, Remember, Retell (RCRR) Strategy in reading. It has different groups of students, experimental and control group. The experimental group was taught by using Read, Cover, Remember, Retell (RCRR) Strategy. The control group was taught by using Expository Strategy. The design of this research was illustrated as follow:

**Table 3.3
The Research Design**

No.	Group	Pre-test	Treatment	Post-test
1.	Experimental (x)	√	Applying RCRR strategy	√
2.	Control group (y)	√	Expository Strategy	√

a. Pre-test

Both of two groups, the experimental group and control group was given pre-test before treatment. The function of the pre-test is to measure the main score of both groups.

b. Treatment

In reading, different treatment was used to experimental and control group. The experimental group was treated by using Read, Cover, Remember, Retell Strategy and the control group with Expository Strategy.

Table 3.4
The Process of the Treatment Design as Follow

Meeting	Experimental Group	Students Activities
1	Researcher greets the students to open the class.	Students answer greets the Researcher.
2	Researcher given pre-test to the students.	Students do the answer pre-test.
3	Researcher explained what will use Read, Cover, Remember, Retell Strategy for the students'.	Students listen carefully to the Researcher explained strategy.
4	Researcher asked the students about the material to perform the tracking of the learning experience and basic skill students.	Students answer asked to the Researcher. In this phase start question and answer process.
5	Researcher given the test reading recount text to the students and think about what happened of the text.	The students decided for themselves the problem of the text.

Table 3.5
Treatment in Control Group

Researcher Greets Students	Students Answer The Teacher
Researcher given pre-test for the students and explain the genre of the text and ask them to read text.	Students listen carefully to the teacher explanation carefully and then students did the pre-test.
The researcher asked the students to find out the difficult words in the reading text and looked for the meaning in the dictionary.	Students found difficult words in the text and looked for the meaning in the dictionary
Researcher asked the students to read the text.	Students read the text.
Researcher concludes the lesson by summarize what they learn.	Students listen carefully to the researcher's conclusion.

c. Post-test

The post-test was given to each group. The items of post-test were exactly the same as the ones in the pre-test, it is intended to discover the means score the experimental group and control group.

D. The Instrument of the Research

In collecting the data, an instrument was used multiple choice tests. Students were giving the multiple choice test about recount text by the teacher by using Read, Cover, Remember, Retell strategy. The test consisted of 20 items. In scoring the students' answer, correct answer got 5 and the wrong answer got 0. The range of score from 0-100. The highest score is 100.

E. The Technique of Collecting Data

The data was collected by giving the test to the students. Several steps were used to collect the data:

1. Giving Pre-test to Experimental and Control Group.
2. Submit Pre-test to Experimental and Control Group.
3. Giving treatment to Experimental Group by using Read, cover, remember, retell strategy.
4. Giving Post-test to Experimental and Control Group.
5. Submit Post-test to Experimental and Control Group.
6. Listing the score of Pre-test and Post-test in table to the Experimental and Control Group.

F. The Technique of Data Analysis

After collecting the data from the test, the data analyzed by using the following procedure:

1. Measuring the different scores between Pre-test and Post-test from the experimental group and control group.
2. Listing the scores into two tables, first for the experimental group scores and second for the control group scores.
3. Calculating the total score Pre-test and Post-test in experimental group and control group. Calculating was conducted by using t-test as show below, according to Sugiyono (2015):

a. Calculating Mean Score:

$$\bar{x} = \frac{\sum x_i}{n} \text{ (Sugiyono, 2015)}$$

Note :

$$\bar{x} = \text{Mean}$$

$$\sum x_i = \text{The total of students' value}$$

$$N = \text{The number of students}$$

b. Standar Deviation by Formula

$$SD_1 = \sqrt{\frac{N \sum x^2 - (\sum x)^2}{(N)(N-1)}} \text{ (Sugiyono, 2015)}$$

c. Calculating correlation Product Moment between X₁ and X₂

$$R_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \text{ (Sugiyono, 2015:225)}$$

d. Determining the percentage of X variable toward Y variable

$$D = r^2 \times 100\%$$

$$X = 100\% - D$$

e. Hypothesis test (t-test)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R \left(\frac{s_1}{\sqrt{N_1}} \right) \left(\frac{s_2}{\sqrt{N_2}} \right)}} \text{ (Sugiyono, 2015:274)}$$

In which :

t = t-test

\bar{X}_1 = Mean of variable 1 (experimental group)

\bar{X}_2 = Mean of variable 2 (control group)

S_1 = Standard deviation of sample 1 (experimental group)

S_2 = Standard deviation of sample 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

S_2^2 = Standard deviation squared (variants) of sample 2 (control group)

n = Total of sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

r = correlation of product moment between X_1 and X_2 .

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data were collected by giving a multiple choice test. The sample in this research is 60. The sample was divided into two classes, the experimental group and control group. Each group was given pre-test and post-test of the same test. In experimental group, the students' total score of pre-test was 1960 with the lowest score of pre-test was 55 and the highest one was 80, while the total score of post-test was 2445 with the lowest score of post-test was 75 and the highest one was 95 (see appendix 8). Meanwhile, in control group, the students' total score of pre-test was 1785 with the lowest score was 30 and the highest score was 85, while the total score of post-test was 2230 with the lowest score was 50 and the highest score of post-test test was 90 (see appendix 9).

After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' ability in reading after receiving the treatment.

B. Data Analysis

The data were analyzed by computing reliability and t-observed which was related to examine the hypothesis in order to answer the research problem. The data of this study was the score of pre-test and post-test used to find out the mean

and standard deviation of experimental and control group. The score of pre-test and post-test as follow:

Table 4.1

Differences Score between Pre-test and Post-test of the Experimental Group

No	Students Initial	Pre-test (X_1)	Post-test(X_2)	μ	σ
1	AP	70	95	4900	9025
2	AP	60	90	3600	8100
3	ADPN	70	80	4900	6400
4	AR	70	85	4900	7225
5	AFR	70	80	4900	6400
6	AR	70	80	4900	6400
7	APK	70	90	4900	8100
8	BS	80	95	6400	9025
9	DSB	80	85	6400	7225
10	FI	60	80	3600	6400
11	FWR	60	65	3600	4225
12	HR	60	80	3600	6400
13	HS	60	80	3600	6400
14	KSE	70	80	4900	6400
15	MR	70	75	4900	5625
16	MW	60	75	3600	5625
17	MFA	60	80	3600	6400
18	MGI	70	85	4900	7225
19	N	65	75	4225	5625
20	NA	60	75	3600	5625
21	NF	60	85	3600	7225
22	NAS	60	80	3600	6400
23	PSL	60	85	3600	7225
24	RTA	65	90	4225	8100
25	RH	65	85	4225	7225
26	RSS	60	75	3600	5625
27	R	70	80	4900	6400
28	SWN	70	80	4900	6400
29	TKC	60	80	3600	6400
30	WH	55	75	3025	5625
TOTAL		1960	2445	129200	200475

Based on the table 4.1 above it can be seen that there was differences between pre-test and post-test of experimental class. After calculated the data for the experimental group above score for pre-test was 1960 and the total score post-test was 2445. It means the score for post-test is higher than pre-test. The mean score was calculated as follows:

a. The Average (Mean)

$$\begin{aligned}\bar{x} &= \frac{\sum x}{nx} \\ &= \frac{2445}{30} \\ &= 81,5\end{aligned}$$

b. Standart Deviation of X Variable

$$\begin{aligned}SD_1 &= \sqrt{\frac{n(\sum x_1^2) - (\sum x_1)^2}{n_1(n_1 - 1)}} \\ &= \sqrt{\frac{30(200475) - (2445)^2}{30(30 - 1)}} \\ &= \sqrt{\frac{6014250 - 5978025}{870}} \\ &= \sqrt{\frac{36225}{870}} \\ &= \sqrt{41,6379} \\ &= 6,45\end{aligned}$$

Table 4.2
Differences Score between Pre-test and Post-test of the Control Group

No	Students Initial	Pre-test (Y ₁)	Post-test (Y ₂)	ط	ط
1	A	70	80	4900	6400
2	AM	50	65	2500	4225
3	ANA	80	90	6400	8100
4	AAT	40	55	1600	3025
5	DDDD	70	80	4900	6400
6	DP	65	90	4225	8100
7	DY	80	80	6400	6400
8	DIH	80	90	6400	8100
9	IJ	85	90	7225	8100
10	IZ	50	60	2500	3600
11	IK	80	90	6400	8100
12	IPA	75	85	5625	7225
13	MA	50	80	2500	6400
14	MW	50	50	2500	2500
15	MAM	50	65	2500	4225
16	MI	40	55	1600	3025
17	MR	75	90	5625	8100
18	MSA	50	50	2500	2500
19	NMSS	40	60	1600	3600
20	NAN	30	70	900	4900
21	NH	50	50	2500	2500
22	NM	50	60	2500	3600
23	RG	70	80	4900	6400
24	SMZ	65	80	4225	6400
25	S	65	85	4225	7225
26	SBDI	50	80	2500	6400
27	SP	80	90	6400	8100
28	SRY	50	90	2500	8100
29	TI	65	75	4225	5625
30	Y	30	65	900	4225
TOTAL		1785	2230	113675	171600

Based on the table 4.2 above it can be seen that there was differences between pre-test and post-test score of control class. After calculated the data for the control group above the score for pre-test was 1785 and the total score for

post-test was 2230. It means the score for post-test is higher than pre-test. The mean score was calculated as follows:

a. The Average (Mean)

$$\begin{aligned}\bar{y} &= \frac{\sum y}{n} \\ &= \frac{2230}{30} \\ &= 74,3\end{aligned}$$

b. Standart Deviation of Y variable

$$\begin{aligned}SD^2 &= \sqrt{\frac{n(\sum y^2) - (\sum y)^2}{n(n-1)}} \\ &= \sqrt{\frac{30(171600) - (2230)^2}{30(30-1)}} \\ &= \sqrt{\frac{5148000 - 4972900}{870}} \\ &= \sqrt{\frac{175100}{870}} \\ &= \sqrt{200} \\ &= 14,14\end{aligned}$$

Based on the previous data, after the mean was obtained, then the correlation determined with the formula: $R_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$. It was concluded in the following table:

Table 4.3
Calculating Correlation Product Moment between X1 and X2

No	Students Initial	Pre-test (X ₁)	Post-test(X ₂)	ƒ	ƒ	∑X ₁ X ₂
1	AP	70	95	4900	9025	6650
2	AP	60	90	3600	8100	5400
3	ADPN	70	80	4900	6400	5600
4	AFR	70	85	4900	7225	5950
5	AR	70	80	4900	6400	5600
6	APK	70	80	4900	6400	5600
7	BS	70	90	4900	8100	6300
8	DSB	80	95	6400	9025	7600
9	FI	80	85	6400	7225	6800
10	FWR	60	80	3600	6400	4800
11	HR	60	65	3600	4225	3900
12	HS	60	80	3600	6400	4800
13	KSE	60	80	3600	6400	4800
14	MR	70	80	4900	6400	5600
15	MW	70	75	4900	5625	5250
16	MFA	60	75	3600	5625	4500
17	MGI	60	80	3600	6400	4800
18	N	70	85	4900	7225	5950
19	NA	65	75	4225	5625	4875
20	NF	60	75	3600	5625	4500
21	NAS	60	85	3600	7225	5100
22	PSL	60	80	3600	6400	4800
23	RTA	60	85	3600	7225	5100
24	RH	65	90	4225	8100	5850
25	RSS	65	85	4225	7225	5525
26	R	60	75	3600	5625	4500
27	SWN	70	80	4900	6400	5600
28	TKC	70	80	4900	6400	5600
29	WH	60	80	3600	6400	4800
30	WS	55	75	3025	5625	4125
TOTAL		1960	2445	129200	200475	160275

a. Correlation Product Moment between X1 and X2

$$R_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

$$\begin{aligned}
&= \frac{30(160275) - (1960)(2445)}{\sqrt{\{30(129200) - (1960)^2\}\{30(200475) - (2445)^2\}}} \\
&= \frac{4808250 - 4792200}{\sqrt{\{3876000 - 3841600\}\{6014250 - 5978025\}}} \\
&= \frac{16050}{\sqrt{\{34400\}\{36225\}}} \\
&= \frac{16050}{\sqrt{1246140000}} \\
&= \frac{16050}{35,30} \\
&= 454,6
\end{aligned}$$

b. Coefficient

$$\begin{aligned}
&\frac{n\sum xy - \sum x \sum y}{\sqrt{n\sum x^2 - \sum x^2} \sqrt{n\sum y^2 - \sum y^2}} \\
&= \frac{60 \cdot 160275 - 2445 \cdot 2230}{\sqrt{60 \cdot 200475 - 2445^2} \sqrt{60 \cdot 171600 - 2230^2}} \\
&= \frac{9616500 - 5452350}{\sqrt{12028500 - 5978025} \sqrt{10296000 - 4972900}} \\
&= \frac{4164150}{5675146,11}
\end{aligned}$$

$$\bar{W} = 0,73$$

$$r = \sqrt{\bar{W}}$$

$$r = 0,856$$

Determining the value of t-test with formula:

After the correlation value was obtained, furthermore specified t-test with the formula:

$$\begin{aligned}
 t &= \frac{\bar{X} - \bar{Y}}{\sqrt{\left(\frac{s_x^2}{n} + \frac{s_y^2}{n}\right) - 2R\left(\frac{s_x}{n}\right)\left(\frac{s_y}{n}\right)}} \\
 &= \frac{81,5 - 74,3}{\sqrt{\left(\frac{\bar{W}}{n} + \frac{\bar{Y}}{n}\right) - 2(454,6)\left(\frac{\bar{W}}{n}\right)\left(\frac{\bar{Y}}{n}\right)}} \\
 &= \frac{81,5 - 74,3}{\sqrt{(1,38 + 6,70) - 2(454,6)\left(\frac{\bar{W}}{n}\right)\left(\frac{\bar{Y}}{n}\right)}} \\
 &= \frac{7,2}{\sqrt{(1,38 + 6,70) - (909,2)(1,2)(2,6)}} \\
 &= \frac{\bar{W}}{\sqrt{\frac{\bar{W}}{n} - \frac{\bar{W}}{n}}} \\
 &= \frac{\bar{W}}{\bar{W}} \\
 &= \frac{\bar{W}}{\bar{W}} \\
 &= \bar{W}
 \end{aligned}$$

After measuring the data above by using t-test formula. It showed that t-test value was 3,13. After seeking the table of the distribution of t-test as the accounting in certain degree of freedom (df). The calculation showed that:

$$\begin{aligned}
 ,Df &= 2N-2 \\
 &= 2(30)-2 \\
 &= 60-2 \\
 &= 58
 \end{aligned}$$

Determining the percentage of the effect of X variable toward Y variable

In determining the percentage of the effect of Read, Cover, Remember, Retell Strategy on The Student's Reading Recount Text Achievement, the formula used was:

$$D = \frac{D}{D} \times 100\%$$

$$D = 0,7337 \times 100\%$$

$$D = 73,37\%$$

$$X = 100\% - D$$

$$X = 100\% - 73,37\%$$

$$= 26,63\%$$

It means that the percentage of the effect of x toward y or the effect Read, Cover, Remember, Retell Strategy on The Student's Reading Recount Text Achievement was 73,37% and 26,63% was influence by others factors.

C. Testing Hypothesis

After accounting the data previously by using t-test formula that critical value then after seeking the table of distribution reading comprehension test method as basic of counting t-critical degree of freedom(df), the calculation shows that df is $(2n-2=60-2=58)$ in line 58 that t-table is 2,002 for 0.05. It could be concluded t-test $>$ t-table or $3,13 > 2,002$. So, H_0 is rejected and H_a is accepted or there was the effect of using *RCRR* Strategy on the students' reading comprehension through recount text at eight grade in SMP N 3 Binjai.

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by using RCRR Strategy got higher score than those who were taught by using Expository Strategy. Total of significant effect was 73,37%. It was proved from the result of t-test which was 3,13 and t-table which was 2,002 (t-test > t-table, 3,13 > 2,002). It means that the students' reading comprehension by using RCRR Strategy was significant that using Expository Strategy.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSIONS

Based on findings and analyzing the data, so the researcher could make the conclusion as follow: There was significant effect of Read, Cover, Remember, Retell Strategy on the students' reading recount text achievement which is proven from the result of the test $t\text{-observed} > t\text{-table}$ or $3,13 > 2,002$. Means that the result of the analysis showed that $t\text{-observed}$ was higher than $t\text{-table}$ with the level significant 0.05 and the degree of freedom (df) = 58. Read, Cover, Remember, Retell Strategy gives stimulus for the students to become active learning. The student was also motivated to share the information or express their story each other.

B. SUGGESTION

In relation to the conclusion above, suggestion were put forward as follow:

1. The English teacher, the teacher were suitable using Read, Cover, Remember, Retell Strategy in teaching reading through recount text in the classroom. The teacher should teach the students how to express their idea in reading text. They made activities until the students enjoy and interesting.

2. The students, to increase their knowledge in reading comprehension through recount text, especially in vocabulary and mechanism in reading and Read, Cover, Remember, Retell Strategy could help the students to explore their idea.
3. The readers, were encouraged to have a lot of information about teaching learning experience for them.
4. The other researchers, it is suggested to conduct further research related to the topic of the study.

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