CHAPTER I
INTRODUCTION

This chapter consists of background, problem statement, objective of the research, significant of the research and scope of the research

A. BACKGROUND

Currently, learning is not conducive due to the influence of the corona virus (COVID19). This virus is a fast-spreading virus that has become the world's biggest killer since the end of 2019 and became endemic in Indonesia in early 2020. Since then, the government has imposed large-scale social restrictions and community activities have been limited (working from home). Especially in the field of education, schools are closed and learning is carried out online to minimize the spread of COVID-19. After the large-scale social restrictions have been implemented for the last two years, the government has taken into consideration conducting direct learning in green zone areas by following the health protocol rules such as washing hands, keeping a distance, and wearing masks. In the other hand, Jokowi declared coexistence with corona with the jargon *Indonesia tumbuh, Indonesia tangguh*. By applying two learning methods, namely indirect learning (online) and direct learning (offline). Based on the previous statement, this research will be conducted by offline learning, especially for English lessons.

Furthermore, In Indonesia English is formally taught from primary school through to university. In learning English, there are four English skills that students will be taught: listening, speaking, reading, and writing. Because the four

comprehensions are very supportive of our English comprehension, apart from these four skills, there are several aspects that must be known, namely grammar, structure, vocabulary, and so on. Because in English, all aspects are interrelated with one another. But in this research, the researcher will focus on reading comprehension.

Reading has an important role in learning. In other words, reading can get us a lot of information. It can develop inside and outside the classroom. It is related to Nunan (2003) who said that reading is a fluent process in which readers combine information from a text with their own background knowledge to build meaning. They can get the meaning of a text easily if they have good comprehension of the text. The reading text contains letters, words, sentences, and encodes meaning. It is because reading has a significant contribution to the development of students' knowledge. Reading is a way for them to get information, entertainment, and help with their careers and studies as well. Thus, students need knowledge, comprehensions and strategies resulting in comprehension.. It means students can be good readers if they have good comprehension.(Dahler et al, 2019).

Comprehension is a process of integrating new sentences with antecedent information in extra sentential structures. In this study, the students comprehend reading text because it can result in understanding the meaning of the text accurately. Without comprehension, students can only imitate a person's language and read a reading text without understanding the meaning. It means that, without comprehension, reading activity is useless.

Furthermore, reading is one of the common activities in learning, including in learning English. Reading is needed by students to face both local and national tests of English in written form, so teaching reading should be learned earlier from kindergarten until the higher education level. But in fact, not many students like to read. Many students think reading is difficult and boring. One of the biggest causes of the low ability of students to understand the content of reading is that students' reading interests are still minimal, especially when asked to understand the contents of the reading. There are some problems that students look out for in reading. First, the students just read a text without understanding the meaning of the content. Next, the students do not pay attention when a teacher explains the materials in front of the class. Finally, students do not have any vocabularies, so it is very hard for them to understand the text.

Based on the problems that have been mentioned, the researcher can conclude that the lack of student ability in reading English is influenced by several factors. Most of the problems mentioned are caused by students' lack of enthusiasm in learning English. This is because students do not understand what they read. This makes students feel bored, because learning styles tend to be boring and do not increase student motivation in learning. So, the researcher chose one strategy to solve this problem. That is the Read, Cover, Remember, and Retell (RCRR) Strategy. It is a strategy that may help students to read quickly and may help students to understand what they are reading. With this strategy, students will read a text and discover

unfamiliar words in the text and replace them with easier words. The process is done to ease understanding and comprehension. Afterward, students close the text and try to remember what they have read before. At last, students retell their partner what they remember about the text before. After all, (RCRR) needs to be examined for its significance in reading comprehension teaching practices. Furthermore, the significance of the strategy will probably ease students' understanding of the text. (Ramadhani et al, 2020).

Based on several considerations by the researcher regarding the previous description, the researcher was conduct a research entitled "The Use of Read, Cover, Remember, and Retell (RCRR) strategy Improve Students' Reading Comprehension at UPTD SMPN 4 Parepare".

B. Problem Statement

Based on the background that has been described, the researcher formulates a research question, "Does the use of the read, cover, remember, and retell (RCRR) strategy improve students' reading comprehension at VIII grade of UPTD SMPN 4 Parepare?"

C. Objective of the Research

Based on problem statement, the objective of the research is to find out whether or not the use of the Read, cover, Remember, and Retell (RCRR) strategy can improve the students' reading comprehensions at VIII grade of UPTD SMPN 4 Parepare.

D. Significance of the Research

The importance of research is described in two aspects, namely theoretical significance and practical significance. Theoretical significance is the usefulness of research based on theory, while practical significance is the usefulness of research based on practice.

The following are significant research:

1. Theoretical Significance

The results of this study are expected to be useful information for the development of English lessons, especially in teaching reading using Read, Cover, Remember, and Retell (RCRR) strategy.

2. Practical Significance

a. For English teachers, the results of this study are expected to be useful knowledge as a reference in varying the method of presenting reading teaching.

b. For students, the results of this study are expected to help students to improve their reading comprehensions so that they can easily understand the texts.

c. For further researchers, the results of this study are expected to be useful information and reference material to create ideas about the right method to improve students' reading comprehensions.

E. Scope of Research

The scope of the research is focused on the effectiveness of using the Read, Cover, Remember, and Retell (RCRR) strategy to improve student reading

comprehension at student VIII grade of UPTD SMPN 4 Parepare. It is limited by discipline, content and activity. Here's the description:

1. Discipline

This research is limited to the field of applied linguistic study which talks about the teaching subject in terms of reading.

2. Content

This research is limited to one of the K13 genres, namely descriptive text. The researcher chose descriptive text as part of the text and to improve reading comprehension. The researcher applied a (RCRR) strategy as a strategy. The students were given English-descriptive text to read.

3. Activity

In this research, the researcher teaching Reading using the (RCRR) as a strategy at grade VIII of UPTD SMPN 4 Parepare.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter explain about some previous research findings, some pertinent ideas, conceptual framework, and research hypothesis.

A. Some previous related research

There were some researchers who have conducted research by using some methods or strategy, they are such as follow:

Herma (2018) on her research stated teaching reading using two strategies with two classes (Quasy experimental), that is, control class teaching by the power of two strategies, whereas experimental class teaching by treatment read, cover, remember, and retell(RCRR) strategy.The students' reading comprehension in control class has improved. But, there was only a little improvement. On the other hand, students in the experimental class having good classification. It indicates that reading comprehension in the experimental class improved significantly more than in the control class. Therefore, it can be conclude that teaching reading through (RCRR) strategy can improve the students' reading comprehension better than teaching reading through the power of two strategy.

In addition, Andika (2019) on her research stated that the use of read, cover, remember, and retell (RCRR) strategy had a positive effect on reading comprehension activities. Whereas previously, students at the MAS Jambi laboratory had difficulty understanding English texts, phrases, and sentences. However, after the

implementation of the (RCRR) strategy, the researcher stated that there was an increase in students' reading comprehension. So the implementation of the (RCRR) strategy at the school has a significant effect on students' reading comprehension improvement.

In the other concept, Djunaidi (2018) on his research stated that the use of read, cover, remember, and retell strategy was effective. The students got the better score after the researcher taught them by the treatments, so in other word the application of (RCRR) in teaching reading descriptive text could increase the student ability and students score in reading descriptive text. It means rcrr has a good influence on students reading activity.

Furthermore, Amira (2018) on her research stated that the (RCRR) strategy was applied to test the improvement of students' reading abilities. Before this strategy was implemented, the average score of students on the pre-test did not reach the maximum value. However, after the (RCRR) strategy was implemented, the students' reading ability scores increased. Consequently, it can be concluded that the (RCRR) strategy has a positive effect on students' reading activities, and it is proven that this strategy can improve students' reading comprehension skills.

In the other hand, Relawati (2019/2020) in her research uses a quantitative method based on a quasi-experimental design or with two classes. Namely, the control class and the experimental class, where the control class is taught without using the (RCRR) strategy and the experimental class is taught using the (RCRR)

strategy. Based on the results of the research, students who were taught using the (RCRR) strategy (experimental class) showed a significant increase in their reading comprehension. So it can be concluded that the (RCRR) strategy can improve students' reading comprehension.

In addition, Diswati (2021) on her research stated that used a quasi-experimental or two-class-based design in her research. The researcher involved 40 students as subjects, 20 students for the control class and 20 students for the experimental class. The experimental class was taught using the (RCRR) strategy, while the control class did not use the strategy. This research aims to determine the differences in the reading abilities of students who are taught using the (RCRR) strategy and those who are not. Based on the results of the research, the class taught using the (RCRR) strategy (experimental class) showed that the average post-test score was higher than the pre-test score. So it can be said that there is a significant effect after the use of the (RCRR) strategy on the students' reading comprehension improvement.

Based on some previous research findings, the researcher concluded that to improve students' reading comprehension, it is necessary to apply several strategies to make students easy to learn and make them interested in learning, especially in reading classes. From this statement, it is evident that (RCRR) has been successfully implemented and can improve students' reading comprehension skills in various

schools. Therefore, in this research, the researcher applied the (RCRR) strategy in learning reading to improve students' reading comprehension.

B. Some Pertinent Idea

1. The Concept of Reading

This section deals with several parts namely definition of reading, the purposes of reading, types of reading perfsormance.

a. Definition of reading

Fitriana(2011), Reading is a very important skill that must be mastered by students, because readings cannot be separated in the teaching and learning process. Reading not only functions as a source of information, but also as a means of consolidating and expanding someone's ideas and knowledge. Rivers(1968). According to Nunan (2003), reading is a well-fluent reader process that combines information from their own text and background knowledge to build meaning.

In addition, Suhaimi (2019). Reading is an active process that requires a lot of practice and comprehensions. Because in understanding our reading is not only learning theory but also what practices we have read and apply in real life as much as we can. Readers can get the meaning of the researcher, page or elsewhere. So, they make the meaning of the interaction between previous knowledge and previous experience with new information. So, from previous statement it seems that reading is the process when the reader makes meaning through a combination of previous knowledge and previous experiences. He connects text information with what they

already know. The idea of information is exchanged between writers and readers in communication. The researcher expresses his thoughts on paper with language using any comprehensions and styles he has developed personally. Then the reader tries to get the meaning of what has been described by the researcher.

On the other hand, Manurung(2019) stated that Reading is one of the four comprehensions in learning English besides speaking, writing and listening. It is an interactive process used by the reader to identify and make meaning from the written text conveyed by the researcher. Then through reading, readers will get benefits such as getting a lot of information, increasing knowledge, solving problems, and getting new ideas by understanding a reading. In other words, reading is not only the accuracy in pronouncing words or sentences, but also identifying and understanding the researcher's intent in a reading. Therefore, reading is important because it can develop the mind.

Based on some of the statements that have been described, the researcher conclude that reading is one of the comprehensions that must be mastered because reading is process to understand the massages available in the text. Through reading the reader will get benefits such as getting a lot of information, increasing knowledge, and getting new ideas by understanding a reading.

b. Reading comprehension

Linnebach (2004) Stated that reading cannot be separated with comprehension. Comprehension has the same meaning as understanding. When the

readers read a text, they need to comprehend what the writer tells about. Olson and Diller (1982) in Jafar (2012) stated that Comprehension here is the capacity to grasp meaning from the writer's idea in a text. So, reading comprehension is a word that describes the abilities required to comprehend and apply information found in written materials.Jafar(2012).

Ahuja (2015) stated that reading comprehension is a reading activity in which the reader attempts to comprehend the entire text. Reading comprehension is achieved by linking schemata, or the reader's basic knowledge, with new knowledge gained while reading, in order to maximize the understanding process. This statement is related to Liana's (2019) opinion that reading comprehension refers to the process of comprehending a text in order to achieve the goals of reading, such as obtaining information and understanding the text's meaning. It means that if students have high comprehension comprehensions, they can be good readers.

Based on some previous statements, 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.

c. The purpose of reading

Reading is an activity carried out to help readers understand the meaning of a text. In addition, through reading, readers can obtain information, increase knowledge, improve thinking comprehensions and add perception.

There are some purposes of reading that explain Anderson via Tarigan (2008: 9-11) as follows:

1) Obtaining details or facts (reading for details or facts)
2) Getting the main ideas (reading for main ideas).
3) Knowing the order or arrangement, organization of the story (reading for sequence organization).
4) Reading aims to conclude the contents contained in the reading (reading for inference).
5) Grouping or classifying the type of reading (reading to classify).
6) Assess or evaluate the content of discourse or reading (reading to evaluate).
7) Comparing or contrasting the contents of reading with real life (reading to compare or contrast).

d. Kinds of reading

Based on patel and Praveen (2008) there are 3 kinds of reading:

1) Reading Aloud

Reading aloud is an important thing to do in reading where the students who are known as a reader required reading aloud to practice their tongue about how to pronounce every word found in the reading text. The main point focus in reading aloud is not catching their ideas but practicing how to sound every word in sentence.

2) Silent Reading

Silent reading is frequently done by a reader who wants to comprehend the

text in the reading comprehension process. Silent reading is not voice expression. This type of reading aims to find out the meaning given in the passage, not to practice the pronunciation of the word. Reading silently requires a reader's full attention to what they are reading. The reader should have full concentration.

3) Speed reading

Speed reading is a way for the reader to read a text rapidly and comprehend it at once. In this way, the reader must be expected to find out the idea and supporting ideas that are expressed in the passage.

e. Techniques of reading

Based on Connor (2014) technique of reading divided into 4 parts, they are:

1) Extensive reading

Extensive reading in general usage can be called speed reading. Speed reading is the ability to read with attention and the purpose of reading. Reading speed must be flexible, meaning that the speed does not always have to be the same, sometimes it is slowed down because of the materials and the purpose of our reading.

As for the purpose of speed reading

a. To understand important content quickly, thus effective reading can be done.
b. To understand the contents of the book quickly or in outline only.
c. To get a general impression of a book or article.
d. To gain superficial understanding that is external.

2) Intensive reading

Intensive reading is a reading activity that is carried out carefully, carefully, thoroughly and in detail on the text read. Intensive reading is applied in an effort to find information in detail or can also be applied to information seeking as discussion material.

3) Skimming

Skimming is sometimes refers to as gist reading. Skimming may help in order to know what the text is about at its most basic level. The reader might typically do this with a magazine or newspaper and would help the reader mentally and quickly shortlist those articles which reader may consider for a deeper read.

4) Scanning

in scanning reading, the reader quickly when scanning, the reader only try to locate the specific information and they do not follow the linearity of the passage to do. The reader simply have them eyes wander of the text until they find what they looking for whether it date or less specific of information.

2. The Concept of (RCRR) Strategy

a. The definition of (RCRR)

Brummer and Macceca (2008) stated that read, cover, remember, retell strategy is an effective strategy to help readers at all levels who think that good reading is reading quickly. Marpaung & Sinaga(2019).The (RCRR) strategy is a vehicle for increasing knowledge and understanding of participants in a collaborative context.

This means that students can improve and gain their understanding through this strategy in understanding the text. The (RCRR) strategy is one of the learning strategies in a cooperative learning environment. In addition, Hoyt (2002) stated that this strategy has helped many children to read more carefully and responsibly to consciously focus on remembering the information in the text.that the students can get more understanding to comprehend the text that they read. Hoyt (1999) in addiction stated that Read Cover Remember and Retell is to help gain better understanding of the text. in addition, Hoyt (2002) state that read cover remember retell is an effective approach to helps reader at all grade level who thing that good reading is reading quickly and as result do not understand what they have read. It means that the students can get more understanding to comprehend the text that they read.(Fatimah and Jember, 2018)

Based on the previous statement, the researcher can conclude that the (RCRR) strategy can be used as an alternative to increase students' motivation in learning English, especially in reading skills, and can also make them think actively about understanding the text.

b. The procedure of (RCRR)

The step of Read,Cover, Remember, and Retell (RCRR) strategy According to Dahler(2018), as follows:

1) First step is read: In this step the reader read a text as much as possible

2) Second step is cover: This step the reader, cover the text with her or his hand to the part of story that her or his just read.
3) Third steps, is remember: In this step, the reader need to take time to think or to remember what his or her just reading.
4) Four step is retell: In this step, the reader required to retell what they just read of learner from the text, and what the important things they got from it.

c. The advantage of (RCRR)

Brummer and Macceca (2008) in Andika(2019) on their book stated that Read, Cover, Remember, and Retell (RCRR) strategy have some advantages, such as:

1) Can reduce the opportunity that one participant is simply a passive recipient seem likely to be better for both motivation and learning.
2) Can give students an opportunity to give mutual support and stimulation.
3) Can gives stimulus to the students to become active in learning process.
4) Can motivate the students to share the information or express their story each other.
5) Can appropriate to apply when teacher teaches narrative text.

3. The Concept of Think-Pair-Share (TPS) strategy

a. Definition of Think-Pair-Share Strategy

Think-Pair-Share (TPS) Strategy is one of the cooperative learning strategies that encourages students to participate in group discussions, think critically about a given problem, and be able to present. Facione (2000). The think-pair-share structure

gives students the opportunity to think about the question posed and then practice sharing and accepting solutions. The simplicity of this strategy gives educators easy access to cooperative learning so that it can easily adapt to various forms of learning.

Implementing think-pair-share (TPS) strategies in the classroom can have many beneficial effects, as cooperative learning has been extensively studied and has been shown to have many benefits for students. Also, the use of TPS inherently gives students time to think after a question or assignment. Mc. Tighe and Lyman (1988). This gives more time for thinking, and it is evident that more students engage in discussions and this increases student responses. Cooper and Robinson (2000) suggest that TPS can also be used as a valuable formative assessment tool. For meaningful learning to occur, students must connect, connect, and combine new information with their existing knowledge and experiences. Cortigh and DiCarlo (2005).

Furthermore, Critical thinking is a crucial notion in both teaching and learning. This is required in order to attain successful learning outcomes. Students must use and improve critical thinking abilities, according to Clark and Raines (2015) in Gaol and Rosianna (2019). Students who do not apply critical thinking abilities may become inactive and unable to respond to issues such as solving problems, clarifying problems, developing solutions, or making decisions.

Based on the previous statement, the research concludes that the Think-Pair-Share (TPS) strategy is strategy that can help students learn. Through this strategy,

students have the opportunity to think, answer, and help each other so as to add a variety of learning models that are more effective and fun. TPS cooperative learning gives students more time to think, solve problems, answer questions, and help each other within their group. So that it can encourage students who have low initial abilities to be motivated and to be more active in learning.

b. The procedure of Think-Pair-Share (TPS Strategy)

The step of Think pair strategy According to Kunandar (2009), as follows:

1. Thinking: The teacher asks questions related to the lesson, then, asks students to ask these questions independently for a few moments.
2. Pairing: The teacher asks students to pair up with other students to discuss what they have been thinking at the thinking stage. At this stage, each member of the group compares their answers or the results of their thoughts by defining the answer that is considered the most correct or most convincing.
3. Sharing: The teacher asks the pairs to share with the whole class what they have talked about. Sharing skills in the whole class can be done by appointing partners who are willing to voluntarily report the results of their group work or take turns in pairs.

C. **Conceptual framework**

In this section, the input, process, and output of the research that will be carried out by researchers will be explained. Here is the description:

1. Input

Input Refers to the eighth-grade student's reading comprehension at UPTD SMPN 4Parepare.

2. Process

Process referred two parts, they were: the students of experimental class were taught reading material by using (RCRR) strategy and the students of control class were taught reading material (TPS) strategy.The researcher needs six treatments in this stage, once for pre-test, four times for treatment, and once for post-test. In each stage of treatment, the student has to practice after getting an explanation and seeing some examples relates to the material.

3. Output

Output referred to the improvement student's reading comprehension achievement.

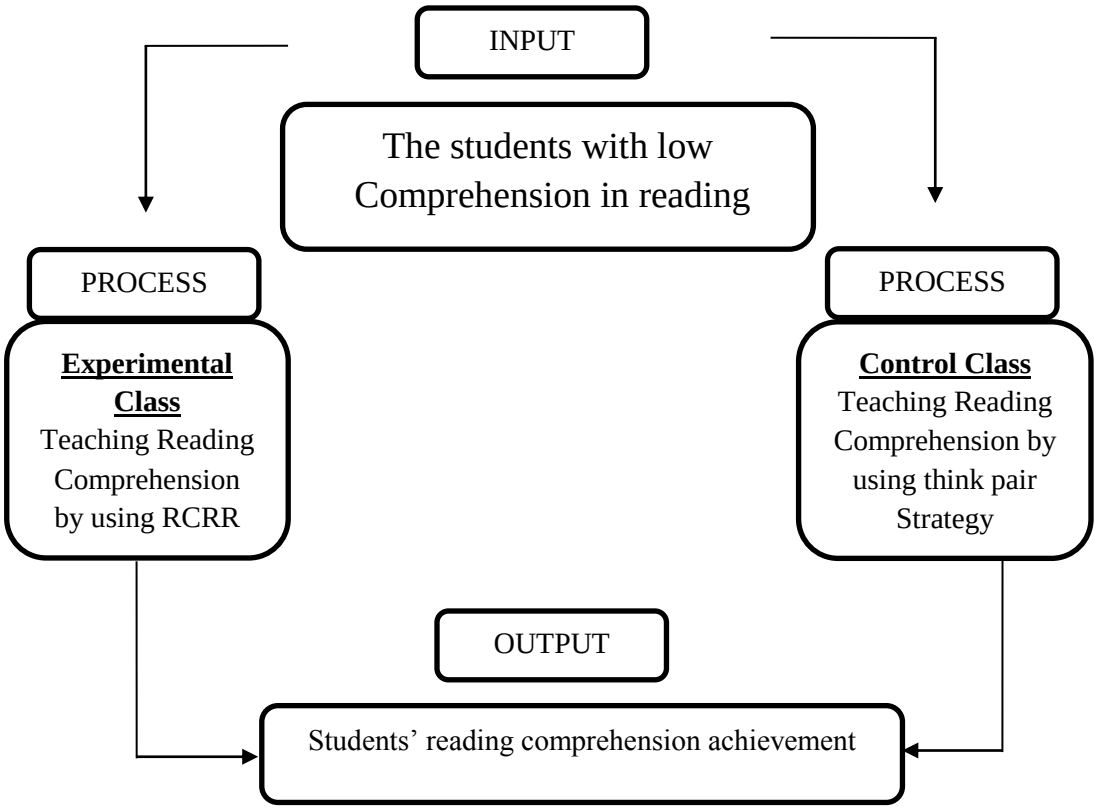


Figure 2.1: conceptual framework

D. Research hypothesis

Based on the review of related literature and the problem statement, the researcher put forward as follow:

1. The Null Hypothesis (H_0): There is no significantly improvement on students' reading comprehension who are taught by using Read, Cover, Remember, and Retell (RCRR) strategy and the students reading comprehension who are taught by using (TPS) strategy.
2. The Alternative Hypothesis (H_1): There is significantly improvement on students' reading comprehension who are taught by using Read, Cover, Remember, and Retell (RCRR) strategy then the students reading comprehension who are taught by (TPS) strategy.

CHAPTER III

RESEARCH METHOD

A. Research design

This research method applied in this research is design quasi-experimental with two classes. They are an experimental class and a control class. The diagram of the research design is as follows:

Table 3.1: The Research Design

Class	Pre-Test	Treatment	Post-Test
E	X_1	O_1	X_1
C	X_1	O_2	X_2

Where

E: Experimental Class

C: Control Class

O_1:Pre- test

O2: Post-test

X1: Treatment Experimental Class

X2: Treatment Control Class

Gay, n.d. (2012)

B. Variable Of The Research And Operational Definition

1. Variable

Ary (2010) stated that,a variable is an attribute that is regarded as reflecting or expressing some concept or construct. The variable is divided into two they were independent variable and dependent variable.

a. Independent Variable

Independent variable is the conditions or characteristics that the experimenter manipulates in his or her attempt to answer their relationship to observed phenomena. The independent variable in this research is using Read, Cover, Remember, and Retell (RCRR) strategy to improve students reading comprehension.

b. Dependent variable

Dependent variable is the condition or characteristic that appear, disappear or change the experimenter introduce, removes, or changes independent variable.The dependent variable in this research is the reading comprehension at students' eight grade of UPTD SMPN 4 Parepare.

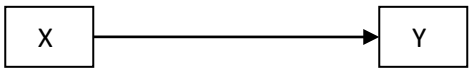


Figure 3.1 : Variable of the research

Where :

X : Teaching reading through RCRR strategy

Y: Students' reading comprehension

(Sugiyono, 2016)

2. Operational Definition

a. The (RCRR) strategy

This research used RCRR strategy in teaching Reading material. 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. 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.

b. Reading Comprehension

Reading is one of the comprehensions that must be mastered because reading is process to understand the massages available in the text. Through reading the reader will get benefits such as getting a lot of information, increasing knowledge, and getting new ideas by understanding a reading.

C. Population and sample

1. Population

The population in this research is students eight grade of UPTD SMPN 4 Parepare for the academic year 2021-2022. There are fifth classes, which consist of 140 students. Each class, consist of 28 students.

2. Sample

The samples was taken by using random sampling, and the samples for this research are grade VIII.3 as an experimental class and grade VIII.2 as a control class. Both classes consist of 28 students in each class of UPTD SMPN 4 Parepare**.**

D. Instrument of the research

A research instrument is a tool that is used to collect data or information that may be used to solve research problems. A test was used as the research instrument. It consisted of two types of tests: a pretest and a post-test. A pre-test was given before treatment, and a post-test was given after treatment. The reading test relates to the descriptive text about *Sragen* and *yogya kembali monumen* that consists of 10 items for multiple choices. To score each of items, the researcher give one point for right answer and zero point for wrong answer.

E. Process of Collecting Data

In collecting data, researcher used Pre-Test and Post-Test. Pre-Test was given before implementing the (RCRR) and (TPS) strategy in both classes. While the Post-test given after implementing the strategy. Researcher used items that included three steps. Namely pre-test, treatment, and post-test.

1. Pre-test

Pretest is a measurement of the dependent variable before the introduction of the treatment. Pretest is the first step in collecting data. At the first meeting the researcher gives a pre-test to the students about *sragen* and *yogya kembali monumen*.

This text was given with time allocation (2 X 45 minute), The purpose of giving the pre-test is to determine the students' reading comprehension ability before being given treatment.

2. Post test

Post-test is test which gives after all of the treatment were applying. This test is given to determine the results of students' reading comprehension after being treated using different strategies. After the students were given treatment, the researcher give a post-test to students, This test is similar to the initial test.

F. Treatment

After giving the pre-test, the researcher conducted treatment for two classes. They are experimental class and control class. The researcher gives the treatment four meeting. Each meetings last (2x45 minutes). The researcher was given treatment to students about reading (Descriptive Text) trough (RCRR) strategy in Experimental Class and (TPS) strategy in Control Class. The steps and procedures will be described as follows:

1. Experimental Class

In the experimental class, the researcher gave treatment for four meetings. The material presented is descriptive text. The first material is about animals adopted from When English Rings a Bell, p. 85. Next, my idol is Lee Junho, who runs the zoo and daily routine activities. All materials were distributed during four meetings. This learning is carried out using the RCRR strategy. After that, explain the process or

steps of the RCRR strategy. The steps are as follows: Students are directed to read descriptive texts, second, closed or collected texts; third, students are directed to remember the texts they have read; and finally, students retell the text they read.. The steps and procedure of the treatment will be described as follows:

a. The first meeting

The steps and procedure of the first meeting described as follows:

1) The researcher asks students to sit with their group mates.
2) The researcher elaborates on the topic and provides examples of descriptive text.
3) The researcher asks students to express their ideas about what they already know about the descriptive text. Maybe students can explain or mention definitions, general structures of descriptive texts, or other examples of descriptive texts.
4) After explaining the topic, the teacher instructs the students on how to use the strategy. Then the researcher distributes the descriptive animal text.
5) The researcher instructs students to read as much as possible before covering means stop reading and for the text.
6) The researcher directed the students' attention in order for them to recall the time they had spent reading. Give students about 5 minutes to make them really remember what they just read. Researchers go around and monitor student activities.
7) The researcher asked the students to practice what they remembered from the text with their group mates. Go around and monitor student activities.

8) Once all of the steps were completed, the researcher approached each group and inquired as to what information they gleaned from the text. For example, the purpose of the text, vocabulary, and so on.

9) After ensuring that all students understand the material, the researcher assigns students to complete assignments such as animal names, food, habitat, activities, and characteristics.

b. The second meeting

The steps and procedure of the second meeting described as follows:

1) The researcher instructs students to re-sit with their group buddies.

2) Then the researcher distributed a descriptive text about a person entitled "My idol is Lee Junho".

3) Prior to beginning the activity, the researcher reads the text aloud to the students.

4) Then, the researcher directs each group to read the text, then gives time for students to focus on remembering what they have read. Give students about 5 minutes to make them really remember what they just read.

5) Occasionally, the researcher walks around and monitors students' reading activities.

6) In the retail section, each group stands in front, and one student from each group is directed to read, while another friend counts the number of words and their meanings.

c. The third and fourth meeting

In this meeting, the process and steps used are the same as in the first and second meetings, only topic was different. The topic for the tird meeting is the zoo and the topic for fourth meeting is daily routine.

2. Control class

In the control class, the researcher gave treatment for four meetings. The material presented is descriptive text. The first material is about animals adopted from When English Rings a Bell, p. 85. Next, my idol is Lee Junho, zoo and daily routine activities. All materials were distributed during four meetings. The researcher explained to the students that learning was carried out using the TPS strategy. The researcher explains the process or steps of the TPS strategy. The steps are as follows: First, students are directed to read a descriptive text, then they think about the material/problem in the text. Second, students are asked to pair up with friends next to them; third, students are directed to remember the text they have read; and finally, students retell or share the text they have read. The steps and procedure of the treatment will be described as follows:

a. The first meeting

The steps and procedure of the first meeting described as follows:

1) The researcher divides the students into pairs then the students sit with their partners. The researcher gave material about descriptive text.
2) The researcher elaborates on the topic and provides examples of descriptive text.

3) The researcher asks students to express their ideas about what they already know about the descriptive text. Maybe students can explain or mention definitions, general structures of descriptive texts, or other examples of descriptive text.
4) Then the researcher asked the students to read the descriptive text about animals in turn.
5) Then, occasionally, the researcher gives random questions to students.
6) After that, the researcher directed the students to discuss how to do the task by filling in the table with the description of the animal. Include animals name, food, habitats, and characteristics.

b. The second meeting

The steps and procedure of the second meeting described as follows:

1) At this meeting, the researchers shared a descriptive text about a person entitled "my idol is Lee Junho".
2) Before starting the activity, the researcher reads the text in front of the students.
3) Then the researcher directed each pair to read the text. After that, they were directed to think and discuss to find important information in the text.
4) After that, they share what they know from the text, for example, vocabulary nouns, adjectives, etc.

c. The third and fourth meeting

In this meeting, the process and steps used are the same as in the first and second meetings, only topic was different. The topic for the tird meeting is the zoo and the topic for fourth meeting is daily routine.

G. Technique of data analysis

The design that used in this research is quantitative approach with quasiexperimental research. It is any research conducted with a scientific approach where a set of variables are kept constant while the other set of variables are being measured as the subject of experiment. Meanwhile, quantitative approach is a scientific method because the scientific principles that are concrete to empirical, objective, measurable, rational, and systematic. This method is called the quantitative approach because the research data in the form of numbers and analysis using statistics.

1. Calculating the students score

Table 3.2 : Scoring the students answer the researcher use the formula multiple choice

Indicator	Score
Correct	10
Incorrect	0

(Dirjen Pendidikan Dasar dan Menengah, 2017)

2. Classifying the students score

The data is classified into four classifications by referring to the scoring system as follows:

Table 3.3: Students' score classification scale 0-100

Scale 0-100	Score	Result of inversion
86-100	Very Good	A
71-85	Good	B
56-76	Fair	C
< 55	Poor	D

(Dirjen Pendidikan Dasar dan Menengah, 2017)

3. Calculating Analysis Data

To calculating the data analysis the researcher used Microsoft Excel 2010.

4. Criteria of testing hypothesis

The statistical hypothesis in this research as follows:

H_0 : $\mu 1 \leq \mu 2$

H_1 : $\mu 1 > \mu 2$

(Sugiyono,2010)

To test the hypothesis, the researcher use one-tail 0,05 level significance for independent sample, the formula degrees of freedom (df) isN-1. So, 21-1 =20.

Where:

H_0: Null Hypothesis

H_1: Alternative Hypothesis

μ1: The mean score of students reading comprehension who are using (RCRR) strategy

μ2: The means score of students reading comprehension who are using (TPS) strategy

The following criteria used to test the hypothesis:

a. Ho : $\mu 1 \leq \mu 2$ if the mean score of students reading comprehension who are using (RCRR) strategy smaller or equal than the mean score of students reading comprehension who are using (TPS) strategy, it means the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. It indicates that there is not significant improvement in the students' reading comprehension who are using (RCRR) strategy.

b. H : $\mu 1 > \mu 2$ if the mean score of students reading comprehension who are using (RCRR) strategy higher than the means score of students reading comprehension who are using (TPS) strategy, it means alternative hypothesis (H_1) is accepted and null hypothesis is rejected. It indicates that there is a significant improvement in the students' reading comprehension who are using (RCRR) strategy.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two parts: the findings of the research and the discussion of the research. In this part, the researcher analyzed students the mean score data from the pre-test and post-test. It deals with the explanation of the findings.

A. Research findings

To find out the results of the RCRR strategy on reading comprehension for eight grade students at UPTD SMPN 4 Parepare in the academic year 2021–2022. The researcher applies all the procedures that have been shown in previous statement. In addition, the researcher has given pre-test and post-test to students in both experimental and control classes. The results of each test were different. Then it was continued by analyzing the students' scores on the pre-test and post-test between the experimental class and the control class. It aims to determine the significant improvement in students' reading comprehension. After that, the researcher, continued to analyzing the data of the students score in the following parts.

1. The result of pre-test

The result of pre-test of students for experimental and control class, were tabulated as follow:

Table 4.1: The frequency and rate percentage of reading comprehension score in pre-test.

No	Classification	Score	Experimental Class		Control Class	
			F	(%)	F	(%)
1	Very Good	86-100	-	-	-	-
2	Good	71-85	-	-	-	-
3	Fair	56-70	2	7.14%	4	14.28%
4	Poor	< 55	26	92.85%	24	85.71%
Total			**28**	**100%**	**28**	**100%**

Table 4.1 shows student learning outcomes after being given a pre-test in 8.3 (experimental class) and 8.2 (control class). After being given a pre-test in both classes, their average scores were categorized into poor and fair classification scores. In the experimental class, from 28 students, 26 of the students were in the poor classification, and 2 students were in the fair classification. There are no students who are included in the good or very good classification. Likewise, with the control class, the results are not much different from the experimental class. In control class from 28 students, 4 students were in the fair classification and 24 students were in the poor classification. But in the control class, they got a higher score than in the experimental class. However, it is undeniable that most of the students in both classes are still low in reading comprehension. Because students can't understand what they read, they just choose randomly. Therefore, students' reading comprehension needs to be improved by giving special treatment, especially in the experimental class.

2. The result of post-test

The result of post-test of students for experimental and control class tabulated as follow:

Table 4.2: The frequency and rate percentage of reading comprehension score in post-test.

No	Classification	Score	Experimental Class		Control Class	
			F	(%)	F	(%)
1	Very Good	86-100	14	50%	3	10.71%
2	Good	71-85	8	28.57%	9	32.14%
3	Fair	56-70	6	21.42%	5	17.58%
4	Poor	< 55	-	-	11	39.28%
Total			**28**	**100%**	**28**	**100%**

The table 4.2 showed there are improvement of students score after giving treatment in both of class there is experimental class and control class. However was different. The post test was conducted after giving treatment for both of classes to find out the different students' reading comprehension before and after treatment. Student in experimental class use read, cover, remember and retell (RCRR) strategy and students in control class use think pair share (TPS) strategy. Otherwise, the rate percentage post-test score students in experimental class from 28 students, there are 14 students in very good classification, 8 students in good classification, 6 students in fair classification and none students in poor classification. While, the rate percentage post-test score students in experimental class from 28 students, there are 3

students in very good classification, 9 students in good classification, 5 students in fair classification, 11 students in poor classification. From the rate percentage in both of class most of students in experimental class got higher than control class. It means that, students in experimental class had significant and the students in control class also improved, but not significant as well as in experimental class. Therefore, it can be concluded that teaching reading using the RCRR strategy can improve students' reading comprehension skills rather than using the think-pair strategy.

3. The mean score and standard deviation of pre-test and post-test for experimental class and control class

This part show the mean score both of class after calculating the result of the students pre-test and post-test are presented in the following table.

a. Mean score

Table 4.3 The mean score pre-test and post-test for both classes

Class	Mean Score	
	Pre Test	Post Test
Experimental Class	**41.42**	**83.57**
Control Class	**43.57**	**68.57**

Table 4.3 shows the mean scores of the pre-test and post-test in both classes. On the pre-test, the average score of the students in the experimental class was 41.42, while in the control class it was 43.57. This indicates that the mean score of the pre-test in the experimental class is lower than that in the control class. On the other hand, the researcher concluded that the students' English reading comprehension in the

experimental and control classes increased after the students received the treatment. However, the improvement is different. The average score of students in the experimental class was 83.57, while in the control class it was 68.57. This means that there is a significant difference in student achievement after being given treatment. That is, the experimental class experienced a better improvement than the control class. This shows that the read, cover, remember, and remember (RCRR) strategy can improve students' reading comprehension.

b. Standard deviation

The standard deviation score both of class after calculating the result of the students pre-test and post-test are presented in the following table.

Table 4.4 the standard deviation score pre-test and post-test for both classes

Class	Standard Deviation	
	Pre Test	**Post Test**
Experimental Class	**11.45**	**9.11**
Control Class	**13.11**	**15.32**

Table 4.4 shows the standard deviation achieved by the students from pre-test and post-test in experimental class and control class. Standard deviation aims to see how accurate the data obtained is. The lower the Standard deviation generated, the higher the success rate of treatment. The standard deviation of the pre-test was higher than the post-test. The pre-test has a higher score because there is still a lot of variance in reading achievement. After being given several treatments, both classes experienced a decrease in scores on the post-test. Although the two classes did not

decrease a significantly, at least the variance of student learning outcomes decreased after being given treatment. These results can indicate that the treatment for both classes has not been carried out optimally. However, the results show that the standard deviation value is lower than before being given treatment.

c. T-Test and T-Table value in pre-test and post-test

In hypothesis testing, the researcher used t-test formula. The level ofsignificant is set at α=0.05 and the degree of freedom (df) = 54

Table 4.5 The T-test and T-table value of experimental class and control class

Test	Df	Level of significant	T-test value	T-table value
Pre-test	54	0,05	0.65	1.67
Post-test	54	0,05	4.45	1.67

Based on the previous table shows the-test value, t-table value and hypothesis testing. In addition, Hypothesis testing was conducted to know and conclude that whether the use of the Read, cover, Remember, and Retell strategy can improve the students' reading comprehension, or not. From the table, the researcher found that the t-table value in the pre-test 1.67 is higher than the t-test value 0.65 while in the post-test, the t-test value 4.45 is higher than the t-table value 1.67. Based on the content of hypothesis testing where if t-test smaller or equal than t-table, the nul hypothesis (H_0) was accepted, and the alternative hypothesis (H_1) was rejected. Meanwhile, if t-test higher than t-table, null hypothesis (H_0) was rejected and the alternative hypothesis

(H_1) was accepted, and the data shows that the null hypothesis (H_0) was rejected and the alternative Hypothesis (H_1) was accepted.

Therefore, the researcher concludes that there is a significant difference between the reading comprehension of eighth graders at UPTD SMP Negeri 4 Parerpare who are taught through the RCRR strategy and those who are taught through the think pair share (TPS) strategy. In this case, the implementation of the RCRR strategy can improve students' reading comprehension. So, the researcher concludes that RCRR is one of the better learning strategies to improve students' reading comprehension.

B. Discussion

In this research, the researcher applied the RCRR strategy in learning English for the students of UPTD SMPN 4 Parepare. The researcher managed to collect data using test to answer research question in problem statement. The purpose of this research is to improve students' reading comprehension by using the RCRR strategy and the TPS strategy in learning English.

In this research, the researcher conducted 6 meetings. The first meeting the researcher conducted a pre-test to the experimental class and the control class. Furthermore, the researcher conducted treatment for 4 meetings for both classes according to the predetermined strategy. After the treatment was done, at the end of the meeting, a post-test was distributed to see the improvement in the students' abilities. The following is a detailed explanation in this research:

Before the researcher gave the pre-test to the students, she greeted the students and also provided information about the objectives with the students. This was done to determine student achievement in reading comprehension before being given treatment by the researcher. After that, the researcher explained how to do a pre-test, answer questions, and guide students to discipline during the process. Then the researcher gave the opportunity to the students to ask the researcher if they did not understand something about the process. If there are no questions from students, the researcher gives the opportunity for students to start answering the pre-test.

In the pre-test, the students were given text to read. The text relates to descriptive text. A pre-test was given to determine the initial ability level of students in reading. After the pre-test was carried out, the average score of students in both classes, namely, the experimental class and the control class, was still relatively low. Were the average score in the experimental class was 41.42 while in control class is 43.57. From this, the researcher can conclude that students' reading comprehension was still low before being given treatment using the RCRR strategy and TPS strategy. From this result, the researcher found that the students faced several problems with reading comprehension, such as being too lazy to read long texts, having difficulty understanding the texts because they lacked the vocabulary to translate English texts into English, and being still confused about answering questions because they did not understand the meaning. In the end, they just chose the answers. It can be said that students' reading ability needed treatment.

Next, after conducting the pre-test, the researcher carried out treatment to assist students in improving their reading skills in the experimental class and control class. The material presented is descriptive text using the RCRR strategy. The first material is about animals adopted from When English Rings a Bell, p. 85. Secondly, my idol is Lee Junho. Thirdly, The Zoo, and the last material is a daily routine activity. In addition, learning activities are carried out by following school regulations that each class be divided into two shifts. This is in order to minimize the spread of COVID-19. In addition, all the steps that applied during the learning process are based on the steps and procedures of (RCRR) from Dahler (2018) in experimental class. While the step of (TPS) strategy by Kunandar (2009) in control class , which have been described in chapter 2.

In the experimental class, for the first meeting the researcher asks students to sit with their group mates. The researcher elaborates on the topic and provides examples of descriptive text. The researcher asks students to express their ideas about what they already know about the descriptive text. Maybe students can explain or mention definitions, general structures of descriptive texts, or other examples of descriptive texts. After explaining the topic, the teacher instructs the students on how to use the strategy. Then the researcher distributes the descriptive animal text. The researcher instructs students to read as much as possible before covering means stop reading and for the text. The researcher directed the students' attention in order for them to recall the time they had spent reading. Give students about 5 minutes to make

them really remember what they just read. Researchers go around and monitor student activities. The researcher asked the students to practice what they remembered from the text with their group mates. Go around and monitor student activities. Once all of the steps were completed, the researcher approached each group and inquired as to what information they gleaned from the text. Like the purpose of the text, vocabulary, and etc. After ensuring that all students understand the material, the researcher assigns students to complete assignments such as animal names, food, habitat, activities, and characteristics. In addition, the researcher implemented this strategy for the second meeting until the last meeting, the step were similar, only the topic was different in each meeting.

For the second meetings, the researcher instructs students to re-sit with their group mates. Then the researcher distributed a descriptive text about a person entitled "My idol is Lee Junho". Prior to beginning the activity, the researcher reads the text aloud to the students. Then, the researcher directs each group to read the text, then gives time for students to focus on remembering what they have read. Give students about 5 minutes to make them really remember what they just read. Occasionally, the researcher walks around and monitors students' reading activities.In the retail section, each group stands in front, and one student from each group is directed to read, while another friend counts the number of words and their meanings.

For the third meetings the researcher instructs students to re-sit with their group buddies. Then the researcher distributed descriptive text about the place

entitled "The zoo." Prior to beginning the activity, the researcher reads the text aloud to the students. Then, the researcher directs each group to read the text, then gives time for students to focus on remembering what they have read. Give students about 5 minutes to make them really remember what they just read. During the retell section, each group representative is instructed to write on the blackboard as much vocabulary and meaning as they can remember from the text. Following the completion of the activity, the researcher assigned homework to students in order to strengthen their understanding.

At this meeting, the researcher explained the material about the daily routine, then, the researcher discussed the material with the students, then the researcher. First, the researcher reads the test to the students. Then direct each group to read the text once in a while the researcher walks around and monitors students' reading activities. From this activity, it is expected that students can find important points in the text such as vocabulary, the purpose of the text and can find out the meaning of words. After that they were directed to make a brief description of their daily activity.

While in the control class, the materials were distributed similar with the experimental class. But in control class used different strategy. For the first meeting the researcher divides the students into pairs then the students sit with their partners. The researcher gave material about descriptive text. The researcher elaborates on the topic and provides examples of descriptive text. The researcher asks students to

express their ideas about what they already know about the descriptive text. Maybe students can explain or mention definitions, general structures of descriptive texts, or other examples of descriptive text. Then the researcher asked the students to read the descriptive text about animals in turn. Then, occasionally, the researcher gives random questions to students. After that, the researcher directed the students to discuss how to do the task by filling in the table with the description of the animal. Include animals name, food, habitats, and characteristics. In this control class from the first meeting until the last meeting the step were similar, only topic was different in each meeting.

At this meeting, the researcher shared a descriptive text about a person entitled "my idol is Lee Junho". Before starting the activity, the researcher reads the text in front of the students. Then the researcher directed each pair to read the text. After that, they were directed to think and discuss to find important information in the text. After that, they share what they know from the text, for example, vocabulary nouns, adjectives, etc.

The researcher distributed a descriptive text about the place entitled "The Zoo". Before starting the activity, the researcher reads the text in front of the students. Then the researcher directed each group to read the text. After reading, the students are directed to think, and then they are directed to remember what they have read. Each group is directed to write vocabulary and its meaning as much as they know on

the blackboard. After the activity was done the researcher assigned homework to students in order to strengthen their understanding.

Researcher distributed text about daily routines. The researcher reads the text and explains the material about the daily routine. Then the researcher discussed the material with the students, and then the researcher directed each group to read the text. Sometimes the researcher walks around and monitors students' reading activities. After they understand, they are directed to write a brief description of their daily activities.

After completing the treatment, the researcher gave post-test in both classes. This test is given to determine the result of student reading improvement after being treated using different strategy. After treatment, students in both classes experienced an increasing in reading. Most of the students can understand the reading text well. They are able to identify general information, find specific information, and recognize meaning the text. Were the mean score in experimental class was 83.57 while 68.57 in control class.

In addition, this research supports some previous research about the use of Read, Cover, Remember, and Retell strategy in teaching reading. Herma (2018) conducted a research about RCRR using two strategies with two classes (Quasy experimental), that is, control class teaching by the power of two strategies, whereas experimental class teaching by treatment read, cover, remember, and retell (RCRR) strategy. From the result there is improvement on students reading comprehension in

both classes. But the improvement is different students in experimental class had significantly improved, while in control class was only a little improvement. This result, similar to the researcher's study, showed that both classes had improved, but the improvement was different. The experimental class improved significantly, while the control class only experienced a slight increase. Then what distinguishes this research from previous research is the material used. In the previous study, the researcher used narrative text, while in this study, the researcher used descriptive text.

It is also support in line with Andika (2019) after using RCRR strategy students can understand English text, phrases and sentences. The researcher stated that there was an increase in students' reading comprehension. So the implementation of the RCRR strategy at the school has a significant effect on students' reading comprehension improvement. This research, similarly to the researchers' study, found that after treatment, students in both classes experienced an increase in reading. Most of the students can understand the reading text well. They are able to identify general information, find specific information, and recognize the meaning of the text.

In the other concept, Djunaidi (2018) in other word the application of RCRR in teaching reading descriptive text could increase the student ability and students score in reading descriptive text. It means RCRR has a good influence on students reading activity. The similarity between this research and that is that it uses descriptive text as reading material in class. Furthermore, Amira (2018) stated that after the RCRR strategy was implemented, the students' reading ability scores

increased. Consequently, it can be concluded that the RCRR strategy has a positive effect on students' reading activities, and it is proven that this strategy can improve students' reading comprehension skills.

In the other hand, Relawati (2019/2020) in her research uses a quantitative method based on a quasi-experimental design or with two classes. Control class is taught without using the RCRR strategy and the experimental class is taught using the RCRR strategy. Based on the results of the research, students who were taught using the RCRR strategy (experimental class) showed a significant increase in their reading comprehension. So it can be concluded that the RCRR strategy can improve students' reading comprehension. In addition, Diswati (2021) on her research stated that used a quasi-experimental or two-class-based design in her research. The experimental class was taught using the RCRR strategy, while the control class did not use the strategy. This research aims to determine the differences in the reading abilities of students who are taught using the RCRR strategy and those who are not. Based on the results of the research, the class taught using the RCRR strategy (experimental class) showed that the average post-test score was higher than the pre-test score. So it can be said that there is a significant effect after the use of the RCRR strategy on the students' reading comprehension improvement.

Based on some previous research, the researcher separated the similarity and the difference between this research and those previous researches. The similarity of those previous research and this research is quit same, they did their research with the

same strategy (Read, Cover, Remember, and retell strategy). Meanwhile the difference, there are focus on topic, some previous researchers used the topic of narrative texts, and in this study the researchers used descriptive texts. So, from previous statement regarding the use of Read, Cover, Remember, and retell strategy, the researcher strongly believes that this strategy can improve students reading comprehension. Furthermore (RCRR) strategy can be used as an alternative to increase students' motivation in learning English, especially in reading skills, and can also make them think actively about understanding the text.

CHAPTER V
CONCLUSION AND SUGESTION

This chapter consists of two sections. The first section is conclusion which based on the research findings and discussion. The second section contains some suggestions based on the conclusion.

A. Conclusion

Based on the findings and discussions presented in the previous chapter, the purpose of this study was to see whether the Read, Cover, Remember, and Retell (RCRR) strategy could improve students' reading comprehension or not. This is based on initial observations that have been made at UPTD SMPN 4 Parepare. It is clear that most students still have low reading comprehension skills. This is caused by the lack of many students who like to read. Many students find reading difficult and boring. They just read the text without understanding the meaning, so they do not have vocabulary and have difficulty understanding the text. By considering the fact, the researcher used RCRR strategy in improving reading comprehension of the students. Furthermore, this research uses a quasi-experimental design (experimental and control classes) with the data collection process through pre-test, treatment, and post-test. A pre-test and post-test were conducted to determine the comparison results before and after the treatment was applied. After the data collection test was conducted, it was proven that the use of RCRR as a strategy could improve students' reading comprehension in class VIII UPTD SMPN 4 Parepare. This is indicated by the post-test results obtained, which are higher than the pre-test results. After

calculating the t-start score, it showed that there was a significant difference between the two classes after the treatment was given. From the results of the study, the researchers concluded that the use of reading, remembering, and retelling strategies could improve students' understanding. Thus, the RCRR strategy can be considered as a strategy that can be used in teaching, especially in teaching reading.

B. Suggestion

Based on the previous conclusion presented, the researcher would like to give some suggestion as follows:

1. For English teachers, the RCRR strategy can be considered as a strategy that can be used in teaching, especially in teaching reading.
2. For students, Students are advised to continue to motivate themselves because motivation is the key to success. In addition, students are expected to further hone their reading skills, especially in English.
3. For the next researcher:

a. Prepare yourself before entering the classroom

b. The researcher has to know students psychology in the learning proses to establish good interaction.

c. The researcher is expected to be meaningful information and to give motivation for the next researcher to create another research about teaching English, especially for the reading comprehension.

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