

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the receptive skills where students get information from the text when they read. According to Sulistyo (2011:20), reading is a process of communication between reader and writer, readers create their ideas from the written text. By reading, students will get a positive effect such as increasing their ability to read the text fluently especially in English by practicing, pronunciation, spelling, writing, and also the meaning of the text. Thus, students need knowledge, skill, and strategies resulting in incomprehension.

Reading comprehension is the primary purpose though this is something overlooked when the students are asked to read an overly difficult text, raising students' awareness of the main idea in a text is essential for good comprehension (Putra 2019). Besides, Gilakjani and Sabouri (2016:181) stated that, reading comprehension as an ability to get the meaning of what is read. Reading comprehension sees reading skills different such as cognition, fluency, lexical knowledge, and pre-existing knowledge to catch quickly, so the readers get knowledge of the text. Based on the definition reading comprehension that has been delivered above, it can be concluded that reading comprehension activities as reading that seeks to understand the content of the readings or text thoroughly.

Unfortunately, many students of Senior High School have some difficulties with reading comprehension. The students have some problems in English especially to comprehend the English reading material. They believe English reading is bored and not interesting to learn since they do not have enough vocabulary and cannot find an interesting book (Sudarmanto 2018: 77). Even though English has been studied by the students since they were in Elementary school, they still had difficulties in comprehending the English text. According to Mauli et.al (2014), there are some problems for reading comprehension are (1)

low interest in reading, (2) poor knowledge on vocabulary, (3) long sentences, (4) poor reading strategy, (5) grammatical confusion, and (6) poor knowledge on a paragraph.

In addition, comprehending the text is one of the Indonesian problems. The result of global measurements for students shows that the average score of Indonesian students is 371 in reading. The score is below the average of 79 PISA participating countries, which is 487 for reading ability. From the PISA report, it is known that the low quality of teachers and the disparity in the quality of education in Indonesia are thought to be the main causes of poor student literacy skills in general. The results of the (2018) PISA show that 70% of Indonesian students are unable to reach level 2 of the PISA framework. Based on that, with a low total yield of all regions of Indonesia, this shows that there are still many reading problems in Indonesia.

Based on Curriculum K13, the students that study in the Second grade of Senior High School are expected to be able to comprehend the social function, the text structure, and sentence structure of written and spoken transactional interaction text, in several types of English text, such as Recount text, Descriptive text, Procedure text, Narrative text, etc. The students' comprehension of the text can be seen by answering some student's comprehension of the text can be seen by answering some questions after reading the text.

Based on the information that the researcher gained from one of the English teachers of Senior High School 13 Merangin through an interview on 27th December 2019, found some problems in students' reading comprehension. The low ability students in understanding readings seen from students have trouble finding main ideas, and difficult to answer a question from a text reading, students are still confused to identify general information, find specific information, and recognize textual meaning in reading text. According to Dwiarti (2005) as quoted by Suparman (2014), states that there are four problems that the students facing in finding the main idea of the text, they are: 1) lack of interest toward reading, 2) lack of background knowledge, 3) lack of vocabulary, 4) unaware on the parts of the paragraph.

Dealing with the problems above, the writer is interested to find ways on how to overcome these problems. One of the strategies that appropriate by using Read, Cover, Remember, Retell (RCRR) to improve students reading. Klvacek (2015:15) stated the process supports both understandings of the text and summarizing by stopping readers frequently to think about the meaning before moving on to the next section of the text. Therefore, read, cover, remember, retell strategy is also appropriate to apply when the teacher teaches narrative text. When the comprehension problems are determining the importance of information, sequence, details, elements of plot, locating information, one of the recommended strategies is read, cover, remember retell strategy. So, it is clear that read, cover, remember, retell is suitable for narrative text.

RCRR strategy is one of the most effective ways to solve the problem. The significant difference between this strategy and the teacher strategy is the types of reading. If the teacher's strategy used silent reading, RCRR used reading aloud which made students more actively participated teaching and learning process. According to Amira (2018), Read, Cover, Remember, Retell Strategy has some advantages. The first advantage of making the students has an opportunity for giving mutual support and stimulation. Second is, in addition, students are making a connection, sequencing events, and considering causes of action and the effects of this action and the last advantage is this strategy is a way that provides understanding and memorizing in the learning process.

The previous research was conducted by Dahler et.al (2019) found that using Read-Cover-Remember-Retell (RCRR) strategy can improve reading skills on recount text. Other research related to this research was conducted by Daulay & Simanjuntak (2018) found that Read-Cover-Remember-Retell (RCRR) strategy improved the students' ability in reading narrative text.

While in this research, the researcher not only focused on students reading improvement but the researcher also focused on students response after being taught by RCRR (Read, Cover, Remember, Retell) as a strategy at Senior High School 13 Merangin in reading comprehension. Related to reading comprehension of English subject especially in understanding narrative texts.

Taking into consideration what the writer has described, the writer would like to conduct a study entitled: **“The Effect of Using Read, Cover, Remember, Retell (RCRR) Strategy on Reading Comprehension of the Tenth Grade Students’ at Senior High School 13 Merangin”**

B. Identification of the Problem

Based on the observation and interviewed with the English teacher at Senior High School 13 Merangin, the researcher found that most students’ had some difficulties in comprehending the English text. To solve those problems, the researcher identifies the problems as follow :

1. The students thought that reading was a boring activity, because of reading a longer text, and the teacher only gives the reading text and asked the students to read aloud and answer the questions.
2. The students did not believe in their selves in doing the task.
3. The teacher gave the reading text and then asked the students to read and translate the difficult words and answer the questions.

C. Limitation of the Problem

Based on the identification of the problem above, most of the students’ get some difficult to comprehend the English text. There are many kinds of text in English but the researcher only focus on narrative text. It is because according to curriculum 2013 the students’ who sit in the first year of senior high school must comprehend the texts such as Narrative text.

D. Formulation of the Problem

Based on the explanation above, the writer formulates the research questions as below :

1. Is there any significant effect in reading comprehension of the tenth-grade students at Senior High School 13 Merangin taught by using the RCRR strategy?

2. Is there any significant difference on students' reading comprehension between students' taught by using RCRR Strategy and those who are not taught?

E. The Objective of the Study

The Objectives of this study are :

1. To find out whether there is a significant effect in reading comprehension of the tenth-grade students at Senior High School 13 Merangin taught by using RCRR strategy.
2. To find out whether there is a significant difference between the student's who taught reading comprehension by using RCRR strategy and those who are not.

F. The Significance of the Study

The results of this research expected to contribute to the teacher and the tenth-grade students in Senior High School 13 Merangin are :

1. For the school, this research can add information about strategy in teaching English.
2. For English teachers, this research can be used as an alternative strategy to improve students' reading comprehension.
3. For students', the result of this research can be used to improve their ability in comprehending text.
4. For the researcher, the result of this study is to add her knowledge in reading comprehension and the researcher gets more experience on how to teach, handle and organize the students by using RCRR strategy in the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Reading Comprehension

1. Definition of Reading Comprehension

Reading is one of the skills in English. Reading must comprehend the topic of the text. According to Scanlon Et.al. (2010:276), Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the topic of the text. It means that reading comprehension is the reader's understanding before and after reading the passage, because the readers have an opinion or understanding of his own before reading the text, and then connect the reader with the results of reading comprehension before reading the opinion that the conclusion of the text. Then, Willis (2008:138) states that Comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader. it means the mean comprehension is understanding awoke between readers with text, through thoughts while reading text. the interaction between text with the reader is in the process of building understanding text.

Comprehension is a process of understanding text done by the readers to probe the information. Reading as the important skill English, the reader have to know the topic and passage of the text, and reading comprehension is the process to know the passage Comprehension as the process is during the reader reading and understanding the passage. Before ready the text the reader should have their own suggestion related to the topic then it used to understand and elaborate the passage of the text. Therefore reading is also interaction activity between the text and the reader.

Karen (2015:2) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It means that

reading comprehension is a process reader on reading activities builds understanding of a text. According to Brown (2003:291), reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. It means comprehension is ability to understand and getting information something, in this case, the students are able to answer and understand a narrative reading question forms. In teaching reading, teacher must know specification of reading comprehension.

Based on the explanation above, it can be summarized that reading comprehension is a process in which the reader tries to understand the content of the text. Meanwhile, reading is getting information from a text. The readers read the text to get information about main idea (topic), the essential information, topics of paragraphs, main ideas, synonyms/vocabulary mastery (Brown (2001,p.299)). Comprehension means skill to understanding the purpose and meaning of the text of the text, that the Readers understand the content of the readings.

2. The Purpose of Reading

According to Tarigan (2015:9), the main purpose of reading is to seek and obtain information, including content, and understand the meaning of the readings. Dalman (2014:11), reading aims to seek and obtain the messenger or to understand the meaning through the readings. Therefore, the purpose of reading can be :

- a) To understand in detail and through content readings.
- b) To catch the main idea or the main idea quickly
- c) To get information about something
- d) Want to know the events all over the world and
- e) To recognize the meaning of difficult words.

B. Narrative Text

1. Definition of Narrative Text

Narrative text is a type of text that tells story (Anderson, M & Anderson, K.,2003). the purpose of this text is to present a view of the World that entertains or informs the reader or listener. Even, the narrative text can be educating. This means that there must be a lesson or a moral that the writer wants to convey from

the passage to the writer. In other words, the purpose of narrative text is for entertaining, informing, and educating. The narrative text includes any type of writing that relates to a series of events. There are some examples of narrative text, such as legend, myth, fables, novels, short stories, poems, memoirs, biographies, and news stories.

2. The Generic Structures of Narrative Text

Here are generic structures of narrative text (Barwick, 2006 as cited in Suhartini, 2013) :

a. Orientation

This sets the scene, creating a visual picture of the setting, atmosphere, and time of the story. Characters and some minor characters are introduced with some detail about their personalities, attitudes, and appearance. The clues are set in place for the coming complication. Thus, orientation is about characters, such as personalities, attitudes, and appearance.

b. Complication

This resolved around conflicts or problem that affects the setting, time or characters. The hero is prevented from reaching his or her goal. A problem or series of problem interrupt or complicate the lives of characters. Thus, complication is problems happened in the story.

c. Series of event

The story continues through a series of expected and unexpected events that create the contents of the story. The events can change becoming sad, humor, joy, and many more emotional conditions. Thus, it is about the events in the story, it can be expected and unexpected events.

d. Resolution

The resolution brings the series of events to a Close and resolves the main problem, challenge, or situation. A solution is discovered to solve problems or challenges. Thus, it is about giving a solution or how to solve the problems.

e. Reorientation/Coda

Some narrative texts have a coda or orientation that returns the reader to present and sums up the events. Thus, it is about the moral value in the story.

C. Read, Cover, Remember, Retell (RCRR) Strategy

1. Definition of RCRR Strategy

RCRR strategy is a vehicle for increasing the knowledge and understanding of the participant in a collaborative context. It means the students can improve and get their comprehension through this strategy in comprehending the text. RCRR strategy is one of strategy to learn in a cooperative learning environment. Referring to Hoyt (2001:68), this strategy has assisted many children in reading more carefully and taking responsibility for consciously focusing on remembering information in a text. The students will study in pairs or a small group. It motivates students to express their comprehension of the reading text.

The general procedures of read, cover, remember, retell, strategy are:

- a. Making partner.
- b. Read material as much as their hand can cover.
- c. Cover the words with their hand.
- d. Remember what they just read.
- e. Retell it to their partner in their own words.

2. Advantages of RCRR Strategy

The Advantages of RCRR strategy

- a. Make students comfort in learning and enjoy the material because the students must discussion about the material with other students and can exchange their ideas and make it easy to find a solution and understand.
- b. Can reduce the opportunity that one participant is Simply a passive recipient seem likely to be better for both motivation and learning (gives stimulus to the students to become active learning).

- c. Students will read with a different level of attention and concentration knowing that they will have to say back what they learned without reading it from the text.
- d. Interaction with a peer making the students has an opportunity for giving Mutual support and stimulation.
- e. The students are also motivated to share the information or express their stories to each other.
- f. The students are also motivated to share the information or express their stories to each other.

3. Procedures of RCRR Strategy in Teaching Reading

Amira (2018:24) demonstrated the implementing the RCRR strategy in teaching narrative text to the students, the procedures of RCRR strategy can be done in several steps below :

1. The students work in pairs.
2. After finding the partner, the teacher will be given the short segment of text to the students
3. Reading aloud the segment, the students cover it up by their hand in a paper and pause to think aloud what they have learned.
4. Asking the students to focus on remembering what they have read.
5. By using their own words, the students retold to their partner what they have remembered.
6. To check the students' comprehension of the text, the teacher will be given some questions related to the text.
7. The students answered the question without cheating on each other.
8. Collecting the students' answer and reviewing their summary paper sheet to avoid plagiarism.
9. Concluding the material generally and clarifying students' understanding.

D. Review Related Studies

A study was conducted by Dahler, Putra., Zaim & Fauzan (2019) entitled, "Using Read Cover Remember Retell (RCRR) in Teaching Reading Comprehension". The method of this research was quasi-experimental research, the population was the second-grade students of SMPN 16 Pekanbaru which amounted to 240 students. The technique of collecting data was tested. The technique used to analyze the test was T-test, U-Mann Whitney, and N-gain. They found out that there was a positive effect and the RCRR strategy was effective to improve students' reading comprehension of recount text.

Daulay & Simanjuntak (2018) was conducted a study entitled, "Improving Students' Ability in Reading Narrative Text Through Read, Cover, Remember, Retell (RCRR) Strategy at SMP Global Prima National Plus School Medan." The study was conducted by using Classroom Action Research (CAR), both qualitative and quantitative were applied in this research. The quantitative data were taken from the students' scores in reading narrative text and the qualitative data obtained from the observation of the students' activity in the learning process. They have proved that RCRR (Read, Cover, Remember, Retell) strategy improved the students' ability in reading narrative text.

Amira (2018) was done a study entitled, "The Implementation of RCRR (Read, Cover, Remember, Retell) Strategy to improve Students' Achievement in Reading Comprehension. She used Classroom Action Research (CAR) in this study. Descriptive qualitative and quantitative designs were applied. The quantitative data were taken from the students' scores in reading comprehension, while the qualitative was obtained from the observation of the students' activity and teacher's performance in the learning process. Based on the result, the RCRR strategy improved the students' achievement in reading comprehension.

Another study was conducted by Djunaidi, Noviati & Oktariani (2017) entitled, "The application of RCRR (Read, Cover, Remember, Retell) Strategy in Teaching Reading Descriptive Text to the Eighth Grade Students of State Junior High School 50 Palembang. The research was a pre-experimental method with one group pretest-posttest design. It was taken by using cluster random sampling

method. The data were collected using a written test. They have found that the RCRR strategy was effective in teaching reading descriptive text and could increase students' ability and students' scores in reading descriptive text.

A. Research Hypothesis

Referring to Creswell (2012:111), Hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes characteristics. In this study, four hypotheses are going to be tested.

Two null hypotheses (H_0) and two alternative hypotheses (H_a)

H_{a1} = RCRR strategy has an effect on students' reading comprehension.

H_{01} = RCRR strategy does not affect students' reading comprehension.

H_{a2} = There is a significant difference between the students' taught by RCRR strategy and those who are taught by the teacher's strategy.

H_{02} = There is no significant difference between students' taught by RCRR strategy and those who are taught by the teacher's strategy.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at Senior High School 13 Merangin. This School is located in Jln. Pendidikan No. 01 Sukorejo Sungai Sahut, Tabir Selatan Merangin. The subject of this research is the Tenth-Grade students of Senior High School 13 Merangin in the academic years of 2020.

B. Research Design

In order to conduct this research, the researcher uses quasi-experimental research intended to find out the effect of RCRR strategy on students' reading comprehension. The quasi-experimental design itself can be defined as a form of experimental process in which individuals are not randomly assigned to groups (Creswell, 2014). In this case, the students are grouped into an experimental and controlled class. Then, the experimental class was given a treatment Read, Cover, Remember, Retell Strategy. Control class would be taught by using a teacher strategy used by the tenth grade English teacher in the class. This research was conducted to know whether there is an effect of using Read, Cover, remember, Retell, Strategy on students' reading comprehension or not. The researcher presented as follow :

Table 3.1
Research design

Group	Pre-test	Treatment	Post-test
Experiment	O ₁	X	O ₂
Control	O ₃	Y	O ₄

(Source: Sugiyono, 2012,p.116)

O₁: pre-test for experiment group

O₂: post-test for experiment group

O₃: pre-test for a control group class

O₄: post-test for a control group class

X: treatment using RCRR strategy

Y: treatment using Teacher Strategy

In this research, there are 8 meetings for teaching and learning process, 2 meetings for pre-test, and post-test. The pre-test is given by the writer before the treatment. Meanwhile, the post-test is given by the writer after all the treatments.

After conducting pre-test and post-test for both classes, the writer compares pre-test and post-test scores of each class to know which class that gives improvement for their score.

C. Population and Sample of the Research

1. Population

According to Sugiyono (2011:119), the population is a generalization region consisting of objects or subjects that have certain characteristics and the quality of their set by investigators to be learned and then drawn conclusions.

The population of this study is students of Senior High School 13 Merangin in the tenth grade academic year 2020/2021. Totaling of 80 students that are divided into four classes namely X IPA1, X IPA2, X IPS1, and X IPS2.

Table 3.2.
The population of the Research

No	Class	Number of Students
1.	X IPA1	20
2.	X IPA2	20
3.	X IPS1	20
4.	X IPS2	20
Total		80

(Source: Senior High School 13 Merangin)

2. Sample

According to Creswell sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalization about the target population (Creswell, 2012:142). There were 4 classes as the total population in this research. Because the total population was big, the researcher took the sample by purposive sampling. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. Based on the design of the research, the researcher took two classes as the sample of this research. Here, the writer took class X IPA 1 and X IPA 2 as a sample. Both classes were selected by a teacher. Class X IPA 1 on experimental class and X IPA 2 on control class. The sample of this research can be seen as follow:

Table 3.3.
Total Population of the Research

No	Class	Number of Students
1.	X IPA1 (Experiment)	20
2.	X IPA2 (Control)	20
Total		40

D. Variable of The Research

According to Cresswell (2012:112), the variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization studied. Latief (2015:1140) States that in experimental design, there are two kinds of the variable used: Independent Variable and Dependent Variable. There are two variables of this experimental research those variables are :

1. Independent Variable (X)

An Independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable (Creswell.2012:116). The

independent variable of this research is Read, Cover, Remember, Retell strategy.

2. Dependent Variable (Y)

According to Creswell (2012:115), the dependent variable is an attribute or characteristic that is dependent or influenced by the independent variable of this research is student's reading comprehension.

E. The Technique of Data Collection

The technique of collecting the data in this research was by using a test. Therefore the test is divided into two kinds, pre-test, and post-test. According to Creswell (2012:297), the Pre-test provides a measure on some attributes or characteristics that you assess for a participant in an experiment before they receive a treatment, while Post-test is a measure of some attribute or characteristic that is assessed for participants in an experiment after a treatment.

The data will be collected through pre-test and post-test. The researcher gave a pre-test for students in the first meeting in order to know the capacity of students' competence between the experimental class and controlled class. The treatment of the RCRR strategy was given by the researcher in the experimental class and for controlled class, the researcher did not. After that researcher gave a post-test for students to see the result after using the RCRR strategy and did not. The researcher taught for eight meetings in each class. The kind of test given in this research was multiple-choice which consists of 20 questions and 7 passages (Narrative text). There were five choices A, B, C, D, and E. The researcher not giving try out before pre-test because the test was ready-made adapted from national examination (UN) in academic year 2012,2010,2009, and 2007. readability level was on grade level 3 to 8, it could be easily understood by 9 to 14 years old. Referring to Brown (2004:194),Multiple-choice is the most popular method of testing a reading knowledge of vocabulary and grammar. It is because multiple-choice test easy to conduct and easy to score.

Table 3.4
Reading comprehension test specification

No	Aspects of Reading Comprehension	Item numbers
1	Identifying the main idea and topic	6, 15, 16, 18 ,19
2	Identifying references	17
3	Vocabulary	20
4	Identifying for supporting details in the text and stated fact	1, 3, 4, 7, 8, 10, 11, 12, 13, 14
5	Moral Value	2, 5, 9

Tabel 3.5
Criteria of Rubric Scoring Students' Reading Comprehension

No.	Score	Symbol	Category
1.	90-100	A	Very good
2.	80-89	B	Good
3.	70-79	C	Poor
4.	<70	D	Very Poor

(Source: Senior High School 13 Merangin)

F. The technique of Analysis of the data

In analyzing the data, before the writer calculated the value of the test to look at the hypothesis, the writer has to analyze the normality and homogeneity of the data. The examination of normality is needed to know whether the data has been normally distributed or not. Then, after getting the normality, the text step was calculating the homogeneity of data. It aims to look at whether the data is homogeneous or heterogeneous.

1. Normality test

Normality test calculated to see whether the data were normally or nor, according to Sudjana (2005, p. 466-467), the ways to look for normality test as follows :

- a. Sort the sample of data from the small to large data (X_1, X_2, X_3, X_n)
- b. Calculated the average of sample score by using a single average
- c. Calculated the standard deviation
- d. Determine the Z value of each data by the formula : $Z_1 = \frac{X_1 - \bar{x}}{s}$
- e. Determine the Z table based on the Z value
- f. Determine the F (Z_i) based on the Z table
 If Z_i negative (-), so $0,5 - Z_{table}$
 If Z_i positive (+), so $0,5 + Z_{table}$
- g. Determine the S(Z_i) by the formula: $S(Z_1) = \frac{\text{cumulative frequency}}{n}$
- h. Calculate the L_{count} by te formula : $F(ZI) - F(Zi)$
- i. If $L_{hitung} \leq L_{table}$, so the sample of the data is normally distributed.

2. Homogeneity test

The purpose of the homogeneity test was to see whether the data or sample in both classes were homogenous or heterogeneous. The test of homogeneity used homogeneity variance. According to Ridwan (2013, p.120), the formula used inhomogeneity test can be seen as follows :

$$F_{count} = \frac{\text{the highest variance}}{\text{the lowest variance}}$$

Systematic calculation :

- a. Conduct an assessment of the student of the students' test result
- b. Determining of variance X (Sx^2)
- c. Determine for variance Y (Sy^2)
- d. Calculate the largest variance and smallest variance
- e. Compare the F table with F

$$dk_{numerator=n-1} \text{ and } dk_{denominator=n-1}$$

f. Criteria of test with the significance

If $F_{\text{count}} \leq F_{\text{table}}$ then the data homogeneous

If $F_{\text{count}} > F_{\text{table}}$ then the data, not homogeneous

3. T-test

In this part, the writer calculated the data by using a two-sample t-test. They have paired sample t-test and independent sample t-test, paired sample t-test is used to see whether or not there is a significant effect of student's reading comprehension before and after treatment. The independent sample t-test is used to compare the means of one variable for two groups of cases (Taniredja, 2014 p.38).

a. Paired sample t-test

According to Sugiyono (2013, p.197), the formula of paired sample T-test is expressed as follows:

$$t_o = \frac{M_D}{SE_{MD}} \sqrt{n}$$

Which :

M_D = mean of the different arithmetic average second of different or the different between the score of variable I and II

SE_{MD} = standard error of mean the different

With the calculation steps as below:

1. Looking D (different = different) between the score of variables I and score variable II with the formula :
2. Find the mean of the difference with the formula :

$$m_D = \frac{\sum D}{N}$$

3. Looking at the standard deviation of the difference with the formula :

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

4. Looking at the standard deviation of the difference with the formula :

$$SEM_D = \frac{SD_D}{\sqrt{N-1}}$$

5. Looking t_o with the formula : $t_o = \frac{SD_D}{SE_{MD}}$

6. Looking interpretation

- a. Looking df or db with the formula : $df \text{ atau } db = N - 1$
- b. Based on the magnitude of the df or db, we search for criticism “t” listed in the table “t” at the significance level of 5% and 1 % as follow :
- c. Conduct the comparing between t_o and t_{table} as bellow :

Criteria	Hypothesis	Decision
$T_o > T_{table}$	H _o	Rejected
	H _a	Accepted
$T_o < T_{table}$	H _o	Accepted
	H _a	Rejected

b. Independent sample T-test

According to Sudjiono (2000, p.297) in Diktat statistic pendidikan (2016, p.55), the formula of independent sample T-test is express as follow :

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Where :

t_o : ‘t’ test

M_1 : mean of experimental class

M_2 : mean of the control class

$SE_{M_1 - M_2}$: standard error

The formula above is the main formula. Before using the formula, the writer also used some calculation procedure such as below :

1. The determining mean of variable X, with the formula : $M_1 = \frac{\sum X}{N_1}$
2. The determining mean of variable Y, with the formula : $M_2 = \frac{\sum X}{N_2}$

3. Determining the standard of deviation score of variable X, with the

$$\text{formula } SD = \sqrt{\frac{\sum FX^2}{N}}$$

4. Determining the standard of deviation score of variable Y, with the

$$\text{formula } SD = \sqrt{\frac{\sum FX^2}{N}}$$

5. Determining standard error mean of variable X, with the formula

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1-1}}$$

6. Determining standard error mean of variable Y, with the formula

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}}$$

7. Determining standard error of the different mean of variable X of variable Y, with the formula $SE_{M_1-M_2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$

8. Determining t_o (t-test), with the formula : $t_o = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$

9. Give the interpretation to t-test (t_o) to several processes as follow :

- Formulating the hypothesis of the research and statistic hypothesis
- Test significance of t_o by comparing the amount of t_o with t_{table} by the setting of degrees of freedom (df) or (db), by the formula of $df/db = N-1$
- Determining criticism of 't' in the table value of 't' by adhering to the df or db have been obtained, both of significance of 5%
- Conduct the comparing between t_o and t_{table} as bellow :

Criteria	Hypothesis	Decision
$T_o > T_{table}$	H _o	Rejected
	H _a	Accepted
$T_o < T_{table}$	H _o	Accepted
	H _a	Rejected

G. Statistical Hypothesis

The hypothesis is the statement in quantitative research in which the investigator makes research. The hypothesis is a prediction of the possible outcomes of the research. According to Sugiyono (2013:64). statistical hypothesis exist when research works with samples, if the research does not work by using a sample, so there is not a statistical hypothesis. According to Sugiyono (2013: 69) the formula of hypothesis in this research can be seen as :

Where :

H_{a1} : There is a significant effect on students' reading comprehension before and after being taught by Read, Cover, Remember, Retell Strategy.

H_{o1} : There is no significant effect on students' reading comprehension before and after being taught by using Read, Cover, Remember, Retell Strategy.

H_{a2} : There is a significant difference between the score of the student who is taught by using Read, Cover, Remember, Retell Strategy and who is not taught by using Read, Cover, Remember, Retell Strategy.

H_{o2} : There is no significant difference between the score of the student who is taught by using Read, Cover, Remember, Retell Strategy and who are not taught by using Read, Cover, Remember, Retell Strategy.

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