

**IMPROVING READING COMPREHENSION ACHIEVEMENT OF THE
GRADERS OF SMA N 4 PALEMBANG BY USING RCRR STRATEGY**

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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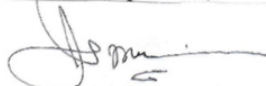
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



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DEDICATIONS AND MOTTOS

This thesis is dedicated to:

- My Creator, Allah SWT, thanks you so much for your power for me, so I could finish my thesis.
- My beloved parents, my dad Abu Bakar, S.Pd., M.Si. and my mom Cek Masnun, S.Pd., M.Si. thank you so much for your pray, affection, patience, guidance, moral and material support to me in doing this research. I LOVE YOU so much.
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MOTTOS

“Too many people are trying to find the right person, instead of trying to be the right person”.

“God’s plan is always the best, sometimes the process is painful and hard. But, don’t forget that when God is silent, God’s doing something for you”.

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Palembang, April 2020

The writer,



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IMPROVING READING COMPREHENSION ACHIEVEMENT OF THE GRADERS OF SMA N 4 PALEMBANG BY USING RCRR STRATEGY

The objective of this study is to find out whether or not there is a significant difference in students' reading comprehension achievement before and after they are taught through RCRR (Read, Cover, Remember, Retell) strategy and to find out whether or not there is a significant difference in reading comprehension achievement between students who are taught through RCRR (Read, Cover, Remember, Retell) strategy and those who are not. The sample of this study was two classes which had the same number of students, different average score in their English achievement, and were taught by the same teacher. The two classes were divided into experimental group and control group, and both of them were given pre-test and post-test. The writer used t-test in Statistical Package of analyzing the data for the Social Science (SPSS 24). The result of paired sample t-test in the experimental group showed that the mean of post-test (78.93) was higher than the mean of pre-test (61.01). The result of paired sample t-test in control group showed that the mean of post-test (66,64) was higher than the mean of pre-test (63.50). The result of *p*-value was 0.000. It could be concluded that the application of RCRR strategy to the tenth graders of senior high school number four of Palembang is effective

Keywords: *Teaching, reading, descriptive text, reading comprehension achievement, RCRR Strategy.*

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CHAPTER I

INTRODUCTION

This chapter tells (1) background, (2) the problem of the study, (3) the objectives of the study, and (4) the significance of the study

1.1 Background

Language is a communication tool used by all people in the world. It is used to make an easier communication among the people. According to Richards (2008), language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances. There are two forms of communication, such as: written and oral form.

English may be a dialect learned by individuals as a outside language like Indonesia or utilized as a second language like Indian. According to Richards (2008), some person who learns English in a formal classroom setting, with confined or no openings to utilize it out side the classroom, in a country in which English does not play an communication, is said to be learning English as a outside language. English in Indonesia, one of the required subjects within the national educational modules. There are four language skills in English for students who want to be a master of English, such as : Reading, Speaking, Writing, and Listening.

Duffy (2009) stated that reading isnot fair a arbitrary handle, may be a framework: a set of traditions we utilize to translate and make sense of substance. Through reading you can understand about the story that you have read and focused on your material. In reading you remember every detail of the plot in

order to understand the material. In the process, your concentration and memorization skill is improved.

The basic purpose of every reading activity. According to Woolley (2011), reading comprehension is the method of making meaning from the content. So, reading comprehension is to get a thorough understand that explaine from the text and get new meaning of the word.

Reading is one of the standard competences of the national curriculum for senior high schools. In senior high school curriculum, reading have five the types, such as: descriptive text, narrative text, recount text, procedure text, and report text. Tenth graders in senior high school learn about descriptive text for reading comprehension.

Descriptive text is a writing whose contents is about an object or event that is explained briefly and clearly, so that the reader can feel directly what is explained in the text. According to Keraf (1982), descriptive text is a discourse used to convey a thing or object of conversation so that readers like to see the object directly. In the description the writer moves his impressions, results of inhibition, feelings, delivery of nature, and details of the forms found on the object.

One of the excellent schools in Palembang is SMA Negeri 4 Palembang, it requires high criteria to be able to enter this favorite school. The teaching of English in SMA Negeri 4 Palembang is very good, the teachers are professional. The facilities are also very aduquate and complete. When the writer did observation in this school, the writer watched the students' score of English. One of English teachers said numerous understudies still had score under the passing grade (KKM) of English which is 75. The writer found some of students' problem was the difficulty in reading comprehension achievement, especially reading descriptive text, namely getting the main point, finding specific information of the text. The impact of all students' difficulties was the low of students' scores in reading comprehension.

While whatever teachers do will always be in vain if students cannot receive what is taught by teachers because they are the subject of learning (Jaya, 2019). Teachers have an important role to make the learning process for students run smoothly.

There are many effective strategies for teaching reading, like RCRR strategy. According to Hoyt (2009) RCRR is an directions strategy that's associated to help understudies halt after perusing small parcels of the content and retell what the area was generally approximately.

RCRR strategy is a strategy may be a educating reading, especially to get comprehension of the students. The process begins when students read few sentences, then teacher will instruct to cover the sentence with their hands. Next, students will try to remember the main idea of those sentences and after that try to retell it to their partner.

Yulimariza (2013) stated that Read, Cover, Remember, Retell strategy can increment students' inspiration in learning English, particularly perusing and it can make them think more dynamic and basic in understanding the content. Accoring to Anita (2013) RCRR strategy can also make the steps improve of students reading comprehension

Furthermore, the teacher can use various strategies to create a good condition in a class and make it more interesting. Each of English teacher should assist the students to improve their language skill. In addition, this strategy assists the students in reading more carefully and taking responsibility for consciously focusing on remembering information in the text. It can help students gain the comprehension, and not merely read, especially when they reading descriptive text, the text that describe about particular person, place, or thing.

The objectives of this study are to find out: (1) to find out whether or not there was a significant difference in students' reading comprehension achievement between before and after they are taught through RCRR Strategy, (2) To find out whether or not there was a significant difference in reading comprehension

achievement between students who are taught through RCRR Strategy and those who are not.

The writer plans to investigate this research based on students' difficulties in reading that caused the students' low scores. In this case the writer plans to do a research entitled **IMPROVING READING COMPREHENSION ACHIEVEMENT OF THE GRADERS OF SMA N 4 PALEMBANG BY USING RCRR STRATEGY.**

1.2. The Problems of the Study

1. Was there any significant difference in students' reading comprehension achievement between before and after they were taught using RCRR Strategy?
2. Was there any significant difference in reading comprehension achievement between students who were taught using RCRR Strategy and those who are not?

1.3. The Objectives of the Study

Based on the problem above, the objective of this study are:

1. To find out whether or not there was a significant difference in students' reading comprehension achievement between before and after they were taught through RCRR Strategy.
2. To find out whether or not there was a significant difference in reading comprehension achievement between students who were taught through RCRR Strategy and those who are not.

1.4. The Significance of the Study

This study is hope to be useful for teachers, students and researchers:

1. For the teacher, it will be valuable for the teacher of English, especially reading descriptive text and will be helping them in improving the way of teaching reading descriptive text to improve reading comprehension achievement by using RCRR Strategy.
2. For all of the students, the result of this study will be useful for the students to get a good comprehension, especially to read a text using RCRR strategy. The students are able to work together to share their information about what they have read on the topic.

For the others researcher, the result of this study can be used as a material for consideration or further developed, as well as references to similar research.

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