

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF RCRR (READ, COVER, REMEMBER,
AND RETELL) STRATEGY ON THE STUDENTS' READING
SKILL IN NARRATIVE TEXT OF THE EIGHTH GRADE OF
SMPN 1 PEKALONGAN**



By:

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TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION STUDY PROGRAM

STATE ISLAMIC INSTITUTE OF METRO

14467 H/ 2025 M

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RETELL) STRATEGY ON THE STUDENTS' READING SKILL
IN NARRATIVE TEXT OF THE EIGHTH GRADE OF SMPN 1
PEKALONGAN**

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In English Education Study Program

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Student Number: 2101051045

TARBIYAH AND TEACHER TRAINING FACULTY

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APPROVAL PAGE

Title : THE INFLUENCE OF RCRR (READ, COVER, REMEMBER, AND RETELL) STRATEGY ON THE STUDENTS' READING ABILITY IN NARRATIVE TEXT OF THE EIGHTH GRADE OF SMPN 1 PEKALONGAN

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Assalamu 'alaikumWr.Wb.

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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqsyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu 'alaikumWr.Wb.



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RATIFICATION PAGE

No. B-2671 /A. 28.1 /J/PP.00.9 /07 /2025

An undergraduate thesis entitled: THE INFLUENCE OF RCRR (READ, COVER, REMEMBER, AND RETELL) STRATEGY ON THE STUDENTS' READING SKILL IN NARRATIVE TEXT OF THE EIGHTH GRADE OF SMPN 1 PEKALONGAN, Written by Yesika Fitriani, student number: 2101051045, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 25th, 2025 at 08.00 - 10.00 a.m.

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The Dean of Tarbiyah and Teachers Training Faculty





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**THE INFLUENCE OF RCRR (READ, COVER, REMEMBER, AND
RETELL) STRATEGY ON THE STUDENTS' READING SKILL
IN NARRATIVE TEXT OF THE EIGHTH GRADE OF SMPN 1
PEKALONGAN**

ABSTRACT

By:

Yesika Fitriani

The purpose of this study is to find out whether there is a positive and significant influence of RCRR (Read, Cover, Remember, and Retell) strategy on students' reading skill in the eighth grade of SMPN 1 Pekalongan. This study was conducted based on the problem of low student reading skill that the researcher found in the pre-survey process.

This research is a type of quantitative research where the design model used is a quasi-experimental, consisting of two classes. In this study, cluster random sampling was used as the sampling technique. The population of this study was all of eighth grade students with a total of 145 students. The sample for this study was 42 students, 21 students in the experimental class and 21 students in the control class. In collecting data, researcher used tests (pre-test and post-test) and documentation. Data analysis was carried out using an independent sample t-test through the SPSS version 30.

The research results showed that the sig.2 tailed value is 0.041. It is clear that if the probability or Sig. < 0.05 then the alternative hypothesis (H_a) is accepted. This means that there is a positive influence of variable X on variable Y. In other words, H_a is accepted and H_o is rejected. This shows that there is a positive and significant influence from RCRR strategy on students' reading skill at the eighth graders of SMP Negeri 1 Pekalongan.

Keywords: *Quantitive Research, RCRR (Read, Cover, Remember and Retell) Strategy, Reading Skill*

**PENGARUH STRATEGI RCRR (READ, COVER, REMEMBER, AND
RETELL) TERHADAP KETERAMPILAN MEMBACA SISWA
PADA TEKS NARATIF DI KELAS VIII SMPN 1 PEKALONGAN**

ABSTRAK

Oleh:

Yesika Fitriani

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan dari strategi RCRR (Read, Cover, Remember, and Retell) terhadap keterampilan membaca siswa kelas delapan di SMPN 1 Pekalongan. Penelitian ini dilakukan berdasarkan masalah rendahnya keterampilan membaca siswa yang peneliti temukan pada proses pra-survei.

Penelitian ini merupakan jenis penelitian kuantitatif dimana model desain yang digunakan adalah kuasi eksperimen yang terdiri dari dua kelas. Dalam penelitian ini, teknik pengambilan sampel yang digunakan adalah cluster random sampling. Populasi dari penelitian ini adalah seluruh siswa kelas delapan dengan jumlah 145 siswa. Sampel penelitian ini berjumlah 42 siswa, 21 siswa di kelas eksperimen dan 21 siswa di kelas kontrol. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test dan post-test) dan dokumentasi. Analisis data dilakukan dengan menggunakan independent sample t-test melalui program SPSS versi 30.

Hasil penelitian menunjukkan bahwa nilai sig.2 tailed sebesar 0,041. Jelas bahwa jika probabilitas atau nilai Sig. < 0,05 maka hipotesis alternatif (H_a) diterima. Artinya terdapat pengaruh positif dari variabel X terhadap variabel Y. Dengan kata lain H_a diterima dan H_o ditolak. Hal ini menunjukkan bahwa terdapat pengaruh yang positif dan signifikan dari strategi RCRR terhadap keterampilan membaca siswa kelas delapan di SMP Negeri 1 Pekalongan.

Kata kunci: Keterampilan Membaca, Penelitian Kuantitatif, Strategi RCRR

STATEMENT OF RESEARCH ORIGINALITY

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 1 Juli 2025

Yang Menyatakan,



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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

So surely with hardship comes ease

(Q.S. Al-Insyirah: 5)

DEDICATION PAGE

The Undergraduate Thesis is dedicated to:

1. Thank God for the presence of Allah SWT who has strengthened me until now, to continue to struggle and reach for the future. Although it is difficult to go through this process, but Allah always makes it easier for his servants who want to try and pray.
2. My beloved parents, Mr. Suminto and Mrs. Sutiati. Thank you for always reminding, supporting, and praying for me until now. Also for always trying to fulfill my needs so that I can strive to achieve my dreams.
3. My supervisor, Leny Setiyana, M.Pd, who has taken a lot of time to provide guidance, advice, counsel, and patience in helping to complete this thesis.
4. My friends of batch 21 in IAIN Metro Lampung, especially class D. Thank you for being together during college and always helping and supporting my every process in completing this thesis.

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The successful completion of this thesis was made possible through the assistance and guidance of many. In light of this, the researcher would like to express sincere appreciation to all those who contributed along the way:

1. Prof. Dr. Hj. Ida Umami, M.Pd, Kons, Rector of IAIN Metro Lampung
2. Dr. Siti Annisah, M.Pd, Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung
3. Dr. Much Deiniatur, M.Pd.B.I. Chief of English Education Study Program of IAIN Metro Lampung
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6. The Headmaster, Teachers, and Staff of SMPN 1 Pekalongan, who have permitted the researcher to conduct the research in this school

The researcher hopes that this undergraduate thesis will give the benefit for all readers and our school in particular.

Metro, July 1, 2025
The Researcher

A handwritten signature in black ink, appearing to read 'Yesika Fitriani', is written over a light gray rectangular background.

Yesika Fitriani
Student. ID. 2101051045

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of the four language skills that students should master. They benefit greatly from the source of knowledge contained in reading texts. The goal is to obtain the contents in reading text.¹ Reading is an activity to obtain meaning or information through written text. Through teaching and learning reading, students are expected to understand the written texts they read. By understanding and making meaning of the written text, students can transfer information from the reading that contributes to their knowledge. However, the wrong information and response to the reading text will occur if the learners cannot comprehend the content of the reading text well.² In addition, reading English texts becomes something difficult for students because they are not used to it.

Reading is effective for other objectives as well, any exposure to English (assuming pupils understand it to some extent) is beneficial to language students. People read a variety of written materials, including newspapers, magazines, novels, short stories, academic publications, and so

¹ Yessy Marzona and Muhammad Ikhsan, *"An Analysis of Students' Reading Comprehension in Narrative Text at Second Grade at SMAN 1 Talamau"*, Jurnal JIPS (Jurnal Ilmiah Pendidikan Scholastic), Vol. 3, No. 1, (2019), p. 35.

² Kartika Dewi, *"Improving Students' Reading Comprehension by Using Paragraph Shrinking at The Second Grade of Mts N Olak Kemang Kota Jambi"*, Jurnal Ilmiah Universitas Batanghari Jambi, Vol.16 No.1, (2016), p.55.

on. It indicates that reading cannot be separated from daily life.³ Reading requires active thinking during the process of interaction with the text. This proves that reading as a dynamic process of capturing the meaning of words and obtaining information from the text. Students must comprehend the text in order to deduce its meaning. They can obtain the correct information and knowledge by comprehending the text.

An essential aspect that needs to be considered in reading activities is reading skill. A good reader must have good ability or comprehension to know the meaning of the text. Reading skill are receptive skill to understand the printed word such as finding the main ideas, understanding the sequence, paying attention to specific details, and making inferences.

However, improving students' reading skill is not an easy task; there are many processes that students must go through, starting from initial reading to comprehending the content. In carrying out the process to achieve a predetermined goal, there are sometimes issues that can hinder the attainment of such a goal. Similarly, with reading, the level of each child's skill varies, influenced by factors such as family background, parental roles, and the surrounding environment. Consequently, the issues related to reading skill become highly diverse.⁴

In addition, there are several types of texts that must be learned in English, namely Descriptive text, Narrative text, Procedure text, and Recount

³ Jeremy Harmer, *How to Teach English*, (England: Longman, 2001), p. 68.

⁴ Hijri Ismail, et al., "*Improving the Students' Reading Through Ability Translation Method*", *Journal of English Education (JEE)*, Vol. 2, No. 2, (2017), p. 126.

text. In this study, the researcher used narrative text as the material. Narrative text is non-fiction story with the aim to entertain chronologically and are related. A narrative text is a text that tells a story collection of events with a chronological flow caused by several events.⁵ The kinds of narrative text are Humor, Fantasy, The Diary Novels, Fables, Legend, Myth, Romance, Science Fiction, Horror Stories, Adventure Stories, Historical Feature, and Slice of life.

Then, the ideal situation expected in reading skill in eighth grade is that students can understand reading materials more carefully so that they can assess the situation, function, and effect of the reading, and can construct their own meaning and understanding of the reading. In addition, students can also identify the main idea, detailed information, and conclusion in the text. Therefore, reading skill will train students' skill to analyze information so that students are wiser in responding to information.⁶

However, researcher found several problems in reading skill based on interview with Mrs. Endang Purwati as an English teacher of the eighth grade of SMPN 1 Pekalongan on August 12, 2024. First, students lack of reading literacy. Students feel bored to read texts that usually contain long texts such as stories, and even lack motivation in reading. Secondly, many students find it difficult to understand the whole story. They only know what the text is about, but not the specific information from the text. When the teacher asks

⁵ Rebecca J. Lukens, *A Critical Handbook of Children's Literature*, (Massachuset: Pearson Education, 2003).

⁶ Ibid., 40.

them to answer questions, they are confused and do not know what to say or even answer the questions.⁷ Therefore, the researcher obtain the scores from classes VIII.4 and VIII.5. It can be seen in the following table:

Table 1.1
Pre-Survey Data
The Scores from Classes VIII.4 and VIII.5

No.	Grade	Frequency	Percentage	Criteria
1.	>62	16	30%	Complete
2.	<62	38	70%	Incomplete
Total		54	100%	

Based on the data above, many students fail the reading test. This means that they do not have a good reading skill of the text. From the initial survey above, it can be seen that only 16 students out of 54 students scored well in the reading test. The researcher interviewed some eighth grades students regarding their problem in reading. Some of the reasons students find it difficult to comprehend reading include: lack of vocabulary, feeling bored when reading long texts, and difficulty concentrating due to hot and noisy classroom conditions.⁸ These reasons make it difficult for students to comprehend a reading and impact on small grades.

Therefore, the researcher is interested in applying one of the strategies, namely RCRR (Read, Cover, Remember, and Retell) to solve the problems in students' English reading skill. The RCRR strategy is aimed at improving

⁷ Pre-Survey with the teacher, 12 August 2024.

⁸ Interview with the students, September 25, 2024.

participants' knowledge and understanding in a collaborative context. The use of RCRR strategy is expected to motivate students in the learning process and reading skill.

Thus, researcher wants to know The Influence of RCRR (Read, Cover, Remember, and Retell) Strategy on the Students' Reading Skill in Narrative Text of the Eighth Grade of SMPN 1 Pekalongan.

B. Problem Identification

Based on the background of the problem, several problems can be identified problems as follows:

1. Lack of reading literacy and motivation.
2. The students feel bored when they have to read long texts.
3. Lack of vocabulary.
4. The student difficulties to concentrating because hot and noisy classroom conditions.
5. The student difficulties in understanding and finding important information in the story text.
6. Low student scores in reading skill.

C. Problem Limitation

Based on the research background and problem identification above, the researcher limits the problem and focuses on students' difficulties in understanding and finding important information in narrative text.

D. Problem Formulation

The problem formulation of this research is constructed as: “Is there any positive and significant influence of RCRR (Read, Cover, Remember, and Retell) Strategy on the Students’ Reading Skill in Narrative Text of the Eighth Grade of SMPN 1 Pekalongan?”.

E. Objective and Benefit of the Study

1. The Objective of Study

The objective of this research is to know whether there is a positive and significant influence of RCRR (Read, Cover, Remember, and Retell) Strategy on the Students’ Reading Skill in Narrative Text of the Eighth Grade of SMPN 1 Pekalongan.

2. Benefit of Study

a. For the Students

Improving students’ reading skill, as well as providing a very valuable experience in reading through fun learning.

b. For the Teachers

To obtain information and motivate educators to use varied learning strategies so as to create fun English learning.

c. For other Researchers

To get a concrete picture of the use of reading strategies and can use these strategies if they become educators both as elementary, junior high and high school educators.

F. Prior Research

The first relevant research was conducted by Putri, Octavialis, and Sadikin. In their research entitled “Improving Students’ Reading Ability Through Collaborative Learning”. This study aims to find out how effective students’ reading ability were after they were instructed using Collaborative Learning. This research method was Classroom Action Research (CAR) to analyze the data. The population in this study were seventh grade students at SMPN 5 Cimahi. The results of data analysis showed that there was a significant improvement in students’ reading ability after learning through Collaborative Learning.⁹

Based on the first previous research, there are the differences in this study. The difference is that the previous study used Collaborative Learning, while this study used the Read, Cover, Remember and Retell strategy. Then, the previous study focused on reading ability while this study focuses on reading skills. Furthermore, the previous study used seventh grade as the sample, while this study used eighth grade.

The second relevant research was conducted by Relawati, Hidayat, and Susilo. In them research “Applying Read, Cover, Remember, Retell (RCRR) Strategy to Foster Students’ Reading Comprehension of Descriptive Text”. This research focuses on fostering students’ reading interest in understanding a reading through Descriptive Text in tenth grade students of SMA

⁹ Arliani Gunawan Putri, et al., “*Improving Students’ Reading Ability Through Collaborative Learning*”, PROJECT: Professional Journal of English Education, Vol. 2, No. 6, (2019), p. 861.

Muhammadiyah 8 Ciputat in the 2019/2020 academic year. The method used in this research is quantitative method with pseudo-experimental design. The results obtained from this research prove that the use of the RCRR strategy is effective for use in reading comprehension of descriptive text.¹⁰

Based on the second previous studies, there are similarities and differences in this study. The similarity between the two studies is that they both use the Read, Cover, Remember and, Retell (RCRR) strategy. Then, the difference is that the previous study focused on descriptive text, while this study focused on narrative text. The population in the previous study was tenth grade students at SMA Muhammadiyah 8 Ciputat, while this study used eighth grade students at SMPN 1 Pekalongan. Then, the previous study focused on reading comprehension, while this study focused on reading skill.

The third relevant research was conducted by Wulandari, Wiyaka, and Yulianti. In their research entitled “The Use of Story Face Strategy in Improving the Student’s Reading Comprehension of Recount Text at SMP Negeri 3 Mranggen”. This study aims to find out if there was a significant difference in students’ reading performance between those taught used the story face strategy and those taught without used the story face strategy. This study used quantitative research method with pseudo-experiment design. The population in this study were eighth grade students at SMPN 3 Mranggen. The

¹⁰ Enggar Relawati, et al., “*Applying Read, Cover, Remember, Retell (RCRR) Strategy to Foster Students’ Reading Comprehension of Descriptive Text*”, Jurnal Studi Guru dan Pembelajaran, Vol. 3, No. 1 (2020), P. 31.

results showed that the application of story face strategy was effective in improving reading comprehension skills in recount text.¹¹

Based on the third previous studies, there are similarities and differences in this study. The similarity of these two studies is that they both use eighth grade as the research sample. Then the difference is that the previous study used the story face strategy, while this study used the Read, Cover, Remember, and Retell (RCRR) strategy. The previous study used recount text, while this study used narrative text. Then, the previous study focused on reading comprehension, while this study focused on reading skill.

Based on all the descriptions related to several previous studies, this research focused on reading skills in understanding and finding important information in narrative text, especially in Historical Feature. This research aims to determine the influence of RCRR (Read, Cover, Remember, and Retell) strategy on the students' reading ability in narrative text of the eighth grade of SMPN 1 Pekalongan.

¹¹ Dina Martsella Wulandari, et al., "*The Use Of Story Face Strategy In Improving The Student's Reading Comprehension Of Recount Text At SMP Negeri 3 Mranggen*", CENDEKIA: Jurnal Ilmu Sosial, Bahasa dan Pendidikan, Vol.3, No.4, (2023), p. 68-76.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading

1. Definition of Reading

Language has four basic skills that we must learn: reading, writing, speaking and listening. Reading is one of the key skill needed by students from children to university. Reading as we know is an important part of learning a language. By reading we can develop our knowledge, create new ideas, and also improve our pronunciation. There are several experts who have opinions about the meaning of reading. Harmer states that reading helps students learn language. The more material students have access to, the more proficient they become. In addition, reading has a positive impact on children's health on verbal comprehension, spelling, and writing.¹

Nunan argues that reading is a fluid process in which readers combine what they already know with what they read to make sense of the text. In addition, since reading affects many aspects of language. It is important for second language learners to understand that reading is a fundamental skill. It is important to read to increase knowledge and information and to reduce stress because reading can make one feel happy

¹ Jeremy Harmer, *How to Teach English*, New ed., 6. Impr (Harlow: Pearson/Longman, 2010), p. 99.

and satisfied. If we read for pleasure, it might be easier to do.² Reading serves seven purposes, according to Anderson, namely as follows:³

- a. Reading for details and facts is reading to learn what the subject of the story is doing, so we learn the activities of the characters.
- b. Reading to find the main idea is similar to reading for information, a problem statement, so we know the problem by reading.
- c. Reading for sequence of organization is reading to understand each part of the story and each paragraph.
- d. Reading for inference is reading to figure out what is being said in the story.
- e. Reading for classification is a reading activity that involves looking for unusual things.
- f. Reading for evaluation is reading to determine the worth of a story or to comprehend its moral value.
- g. Reading for comparison or contest is reading to understand the difference between the story's way of life and the reader's way of life.

So, based on the reading purposes stated above, we can conclude that we know and understand what the topic we read, so we know the problem from the text and understand how to solve it, or we can get the underlined topic.

² David Nunan, *Practical English Language Teaching*, 1st ed (New York: McGrawHill/Contemporary, 2003), p. 69.

³ Mark Anderson, *Text Type in English*, (Australia: Mackmillan, 1997), p. 14.

2. Types of Reading

Smith categorizes reading skill into four types of reading, namely:⁴

a. Literal Reading

Literal reading or literal comprehension is the skill to understand information that is explicitly stated in the text. Students need to understand the ideas and information that are explicitly stated in the reading material. Some of the information includes recognizing and recalling facts, identifying main ideas, supporting details, categorizing, outlining and summarizing. Students also need to locate information, use context clues to provide meaning, follow specific directions, follow sequences, identify sequences, identify stated conclusions and identify explicitly stated relationships and patterns of organization. These organizational patterns can include cause and effect as well as comparison and contrast. For example, types of meaningful questions: “What do you want to eat?” Giving an answer does not require thinking as there are exact words given in the book.

b. Critical Reading

Critical reading is reading by looking at the author’s motives and assessing them. Thus, the reader does not just read, but also thinks about the issues discussed by the author of the book. Critical reading applies to nonfiction writing, in the form of forward writing or statements. Critical reading is classified as a type of reading that is

⁴ Vila Panton Smith, *The Many Faces of Reading Ability*, (Kansas City: ERIC, University of Southern California, 2003), p. 9.

quite heavy. This is because it must involve more effort than just understanding something said by the author. Critical reading also involves questioning and evaluating the author's statements, and forming your own opinions about them. The purpose of critical reading is to find facts contained in the reading text, then provide an assessment of it. In critical reading, what needs to be remembered is the main idea only.

c. Inferential Reading

Inferential reading skills deal with what the author means by what is said. Students need only read between the lines and make inferences about things that are not stated directly. Again, these inferences are made based on the main idea, supporting details, sequence, and cause and effect relationships. Inferential reading can also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining mood, and assessing the author's point of view. There is a sentence that reads, "The captain of the ship swung himself onto the roof of the cabin." Then the question asked "Where did the captain swing himself?" the teacher asked. It was a direct skill test.

d. Creative Reading

The term creative reading is often used in a broad sense like inference. Creative reading accompanies and grows out of literal comprehension, interpretation, or critical reading, but is distinct from

any of these. Creative reading in its higher forms begins with a question or inquiry that comes to the mind of the reader or student, usually done with high motivation and often a sense of urgency. Since questions are the beginning of creative reading, for example, a teacher can ask questions that encourage students to think beyond the immediate implications of the text, at least encouraging creative thinking and the teacher can motivate students to ask questions. When teachers foster the process of inquiry in students, creative reading is likely to occur, and when it does, it should be commended.

Based on several types of reading that have been explained above, researcher focused on literal reading.

B. The Concept of Reading Skill

1. Definition of Reading Skill

Reading is one of the most important academic tasks faced by students. Reading is a very important skill for students, especially in the context of enhancing their understanding, especially in English.⁵ An effective method to improve students' reading skill is to understand the purpose behind reading. Many purposes of reading have been put forward by experts in the field. Reading is a very interesting activity. To be the best, individuals must understand the meaning of words, visualize the scenarios depicted by those words, understand the arguments presented,

⁵ Mohammed Ahmed Okasha, "Using Strategic Reading Techniques for Improving EFL Reading Skill", Arab World English Journal Vol. 11, No. 2, (2020), P. 312.

and evaluate their congruence with those arguments. Without engaging in these processes they simply skim the surface of the text and quickly forget about it.⁶

Patel and Praveen argue that reading skill are essential tools for academic success. They emphasized that reading skill are the most important and should be developed by the students to a high level.⁷ Meanwhile, Tankersley states that reading is a complex process made up of several interlocking skills and processes. It can be said that reading is one of basic skills that has a positive effect, because in reading the students not only get the information of the text but also increasing their vocabulary knowledge on their spelling and on their writing through reading..⁸

In addition, Nuttal claims that there are five reading aspects that students must master. They must be able to identify the main idea of the text, locate specific information provided in the text, make inferences, identify references, and comprehend the meaning of words or detailed information.⁹ While, Harvey and Goudvis conclude that there are six different types of comprehension strategies: make connections; ask

⁶ Dame Setia Lantiur Purba, et al., “*Improving The Student’s Reading Skill Through Short Story at Grace English Course Sidamanik*”, International Journal of Multisciences Vol. 2, No. 11, (2022), p. 20.

⁷ M.F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools, and Technique*, (Sunrise Publishers & Distributors, 2008), p. 113.

⁸ Karen Tankersley, *Treads of Reading*, (United State of America: Association For Supervision And Curriculum Development, 2003), p. 2.

⁹ Nuttal, *Teaching Reading Skill in Foreign Language*. (London: Heinemann Educational Books. 1982), p. 35.

questions; visualize; determine text; draw some inferences; and synthesize.¹⁰

Furthermore, Jayanti admits in his research that many Indonesian secondary school students still struggle to gain information from an English reading text.¹¹ And in his three years of experience as an English language teacher, he discovered that students prefer not to read and are bored when they read an English text. They have some issues as well. They also had difficulty comprehending the meaning of some sentences in an English text.¹²

In relation to those definitions above, it can be concluded that reading skill is a person's skill to understand, interpret, and evaluate written text effectively. This skill includes not only recognizing letters and words, but also understanding meaning, main ideas, detailed information, and making inferences from the text that has been read.

2. Indicators of Reading Skill

Brown argues that there are several criteria used to indicate student reading skill, there are:¹³

a. Main Idea (topic)

¹⁰ Stephanie Harvey and Goudvis, *Strategies That Works: Teaching Comprehension to Enhance Understanding*, (Portland, Maine: Sten House, 2000), p. 46.

¹¹ Jayanti, "Reading Difficulties: Comparison on Students' and Teachers' Perception", *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(1), (2016), p. 175.

¹² *Ibid.*, 178.

¹³ Henry Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco State University, 2004), p. 206.

The first indicator is the main idea or topic. Students are being able to understand the main idea of the text they read. They also have to know the message of the reading text.

b. Inference

Inference in reading means that they make a guess about a conclusion from the information available in the text. Inference combines the knowledge one has and the textual information.

c. Reference

References can be used by readers to connect the material they are reading with additional information. Usually, you will be asked questions about pronouns such as 'them', 'its', or 'their' and asked to find reference words or phrases in the reading text.

d. Detail

Understanding and scanning skills to find specific details in a text are also indicators of reading skill.

e. Vocabulary in Context

The last indicator of reading skill is being able to find and understand vocabulary in the text according to the context.

3. Rubric for Reading Skill

Rubrics are a guide to learning how to conduct consistent assessment. Assessments can also be used as a tool to measure and evaluate student performance and assignments. Using a grading rubric can be considered consistent or objective which can also help readers over

time.¹⁴ Below is a table of reading skill assessment rubrics according to Mikulecky and Jeffries:

Table 2.1
Rubric for Reading Skill Assessment¹⁵

No.	Indicators	Score
1.	Main Idea: students can identify the main idea or topic in narrative text	20
2.	Inference: students can identify inference of narrative text	20
3.	Reference: students can identify reference of the word	20
4.	Detail: students can analyze the specific detail from narrative text	20
5.	Vocabulary in context: students can identify the vocabulary from narrative text	20

C. The Concept of Read, Cover, Remember, and Retell Strategy

1. Definition of Read, Cover, Remember, and Retell Strategy

Learning is basically an effort to direct students into the learning process so that they can obtain learning objectives as expected. Learning objectives can be achieved if the right strategy is used. The right strategy greatly affects the learning process, especially student understanding. Learning strategies certainly not only facilitate understanding for students but also learning for teachers. One of the strategies used in reading ability is the RCRR (Read, Cover, Remember, and Retell) strategy.

¹⁴Beverly A. Devries, *Literacy Assessment and Intervention for Classroom Teacher*, (Routledge: 2014), p. 149.

¹⁵ Beatrice Mikulecky and Linda Jeffries, *Reading Power*, (New York: Addison-Wesley Publishing, 1998).

Macceca states that the RCRR strategy is a means to improve participants' knowledge and understanding in a collaborative context.¹⁶ This means that students can improve their skill through this strategy. Thus, students can improve their skill to understand the text. RCRR strategy is one of the learning strategies in a cooperative learning environment. The students were learning in small groups. This strategy motivates students to express their understanding of the text.

RCRR strategy is very effective which involves alternating between understanding and summarizing or explaining. In this strategy it is not just one student who is a passive receiver, but in groups was receive information from each other. It is useful to motivate students in learning. Therefore, students can be responsible for learning and teaching each other.¹⁷

Dahier, Zaim, and Fauzan explained in their research about pair work and strategies proven to improve students' reading skill. They explained that when researcher asked students to sit in pairs so that students only concentrated on their partner and not their partner and did not disturb other pairs. This made it easier for them to understand the text. In addition, giving rational reading tasks helps students to read more carefully and focus on remembering the details. This strategy also helps

¹⁶ Stephanie Macceca, *Reading Strategies for Science Second Edition*, (Huntington Beach: Shell Education Publishing, 2014), p. 176.

¹⁷ Baiq Mita Putri Liana, "*The Effect of Read, Cover, Remember, Retell (RCRR) Strategy Toward Students Reading Comprehension at MA Darul Muhajirin Praya In Academic Year 2018/2019*", Diss. UIN Mataram, 2019.

students improve their vocabulary as it gives students the opportunity to not only read but also remember the essence of the text they have read.¹⁸

Based on some of the opinions above, it can be concluded that the RCRR (Read, Cover, Remember, and Retell) strategy is a tool for enhancing the participant's knowledge and understanding in a shared setting. This means students are able to develop their skill to understand the text. Students are going to study in a small group. It allows students to share their interpretation of the text. In Read, Cover, Remember and Retell strategy, student focus on remembering what they have read.

2. Procedures of Read, Cover, Remember, and Retell Strategy

Yulimariza provides some procedures for the RCRR strategy as follows:¹⁹

a. Read

In the first step, students should read half of the story, and the rest should be covered by a hand or book.

b. Cover

Cover the whole paragraph with hands/books. After reading the text, students should cover the entire passage with their hands or books.

c. Remember

¹⁸ Dahier, et al., *"Using Read Cover Remember Retell (RCRR) in Teaching Reading Skill"*, Atlantis Press: In International Conference on Islamic Education (ICoIE), (2019), p. 211-216.

¹⁹ Nova Yulimariza, *"Teaching Reading Comprehension by Combining Read, Cover, Remember, Retell an Three Two One Strategies at Senior High School"*, Journal of English Education, Vol. 2, (2013), p. 1-5.

Then, they should take a moment to remember what they have read by recalling it. If they cannot remember information, they can go back and look at the text again.

d. Retell

Finally, students retell the information they have just read in their own words and reveal the information gained.

There are several steps in implementing this strategy, which are as follows:

- a. The students were asked to form small groups of four to five people.
- b. Each group gets one reading text.
- c. Then each student gets one paragraph each to read and understand the important points in it.
- d. In turn the researcher asked students to read, remember, and understand the contents of the paragraph from the first paragraph to the last paragraph.
- e. Then each students asked to share the information they get in the reading text.
- f. The last step, the researcher gave some questions to be answered together by relying on information from each group member.
- g. And the group that gets the most score points gets a prize, this is useful to improve students' enthusiasm to answer questions and work together to solve the questions given.

Yulimariza argues that in the RCRR (Read, Cover, Remember, and Retell) strategy, group division aims to improve students' understanding and skill to process the information they have read. The main functions of group division in this strategy are:²⁰

a. Increase Collaboration

Students can share their understanding of the text and help each other remember important points.

b. Facilitate Discussion and Retelling

After reading and closing the text, students can retell the information they have remembered to other group members. This strengthens their understanding as they not only remember, but also retell the content.

c. Encourages Deeper Understanding

By dividing into groups, students can go deeper into the material through the process of sharing and reflection, so they can get additional perspectives from group mates.

Through group sharing, the RCRR strategy becomes more interactive and effective in practicing reading skill.

This RCRR procedure can help students in overcoming their skill difficulties, especially for students who have difficulty understanding longer texts at once. Because with group work, they will only read a small part of the text, cover it with their hands, memorize it, then they will retell it in their own words to capture the main idea of the text. If they leave out

²⁰ Ibid., 10-11.

any information, their members can fill in the missing details, building on the information provided by the other students. They then swap roles to read the next section. Therefore, this strategy can improve students' reading skill.²¹

3. Advantages and Disadvantages of Read, Cover, Remember, and Retell Strategy

a. Advantages of Read, Cover, Remember, Retell Strategy

Brummer and Macceca state that the RCRR (Read, Cover, Remember, and Retell) strategy has several advantages, including:

- 1) Making students comfortable and interested in learning. By students discussing the material with other students, they can exchange ideas and make it easier to find solutions and understanding.
- 2) It can stimulate students to be active in learning.
- 3) Students read with different levels of attention and concentration knowing that they have to say back what they learned without reading it from the text.
- 4) Interaction with other students. This strategy gives students the opportunity to provide mutual support and stimulation. The students are also motivated to share information or reveal their stories to each other.²²

²¹ Ibid.,31.

²² Brummer & Stephanie Macceca, *Reading Strategies for Mathematics*, (Huntington Beach: Shell Education, 2014), p. 38.

b. Disadvantages of Read, Cover, Remember, Retell Strategy

- 1) They could not speak English correctly, some students had difficulties when retelling their stories.
- 2) Having to use more texts, teachers need additional efforts to provide suitable teaching texts.
- 3) Teachers are required to be more active in controlling the class.²³

D. The Concept of Narrative Text

1. Definition of Narrative Text

Narrative text is a text that tell about an event that happened in the past, including conflict and resolutions. Kane argues that narrative text presents a series of interconnected events in a chronological order, forming a story.²⁴ While, Lubis states that narrative texts contain interesting and unique stories, which are meant to captivate and entertain the readers.²⁵ Narrative text includes not only information about the characters or the place where the story takes place, but also the events that take place and the reasons behind the events.

Moreover, Hornby defines narrative as the description of events, especially in novels or stories, actions or the process of experiencing a story. Narration is when a writer tells a story about something that has happened. Through narration, we make our point clear by telling in detail

²³ Ibid, 39.

²⁴ Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 2003), p. 7.

²⁵ Rayendriani Fahmei Lubis, "Narrative Text", *English Education*, Vol. 4, No. 2, (2016), p. 3.

something that has happened to us. Narration is a type of text that contains stories of legends and resolutions to entertain and provide entertainment to readers. Narrative text is a story that tells about something interesting with the aim of entertaining the reader. The use of narration is when someone tells another person about something interesting that happened to him somewhere, or when someone tells a joke to another person.²⁶

Narrative text is a text that tells an imaginative story to entertain the reader. To understand a narrative text, it is important to know the generic structure in the text. As stated by Anderson in Defrioka, the generic structure is as follows:²⁷

a. Orientation

It is about the first paragraph in the text's story. The orientation of the story tells where the characters are introduced. It consists of the characters in the story, the setting, and the events that occurred in this story.

b. Complication

The story's problems evolved. The problem occurs when it occurs and develops.

c. Resolution

The story's problems have been resolved. Whether the problem has a happy or a sad ending.

²⁶ Albert Sidney Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (London: University Press, 1995), p. 502.

²⁷ Andi Defrioka, "Retelling: An Alternative Strategy in Teaching Reading Narrative Text", SELT 2, No. 1, (2014), p. 47.

- d. The story's coda/reorientation (optional)

The lesson that we can get from the story.

2. Types of Narrative Texts

According to Neo, there are some types of narrative texts, among others:²⁸

a. Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Humor is a funny story that is entertaining and does not have a separate message that the author wants to convey to the reader.

Example:

'Setengah Jalan'. The novel entitled *Setengah Jalan* is the work of Ernest Prakasa, which tells the story of his life at the age of 35. In this book there are humorous elements that make readers laugh, but there are also real stories about Ernest's life experiences in the world of cinema, comics and writing.

b. Historical Feature

Historical stories tell about events in the past that have historical value. Historical stories usually contain stories or origin facts about past events that have historical value. In Indonesia itself, the narrative story that is included in the historical narrative is the Diponegoro War.

Example:

²⁸ Ernest Neo, *Narrative for 'O' Level*, (Malaysia: Longman, 2005), p. 58.

Diponegoro's war story. The Diponegoro War, also known as the Java War, was one of the major wars in Java. This war involved Dutch troops and the Javanese population. The war led by Prince Diponegoro took place in Jogja, which began because of Dutch interference in the internal affairs of the Jogja Sultanate.

c. Romance

Romance is a type of essay that generally contains the love story of the characters told in it. For example, *Romeo and Juliet*, *I'm One of Those Fool Men*. The romance narrative typically tells of two lovers who overcome difficulties to end up together.

Example:

Romeo and Juliet is a romance about two young people who fall in love. But they can't be together because of their family backgrounds. Romeo is from the Montague family and Juliet is from the Capulet family. These two rich Italian families have been enemies for a long time.²⁹

d. Fantasy

Fantasy story is an essay created relying on someone's imagination in which there will be various types of stories.

Example:

²⁹ Ibid., 59.

The Harry Potter movie is one example of a fantasy story, which tells the story of a wizard named Harry Potter who fights against the enemy who killed his parents.

e. The Diary Novels

A novel is a long essay that tells a person's life. This type of narrative has the text presented like diary entries.

Example:

Laut Bercerita – Leila S. Chudori. Laut Bercerita tells the story of a student and activist named Laut who lived during the New Order era. The novel tells how difficult it was for students to voice their opinions until finally Laut and his friends faced torture. This work by Leila S. Chudori is an example of a recommended short historical novel because it enables readers to learn about the past.³⁰

f. Science Fiction

According to Basil Davenport, Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are:

- 1) To the Moon from the Earth by Jules Verne.
- 2) Starship Trooper by Robert Heinlein.

³⁰ Ibid., 60.

3) A Space Odyssey by Arthur C. Clarke.³¹

In this study, researcher used historical feature stories so that students not only read about fairy tales, but also learn about the history of heroes in Indonesia, and foster a sense of nationalism in each student.

3. Characteristics of Narrative Texts

Anderson claims that a good narrative uses word to paint a mental picture of:

- a. What the characters look like (their experience)
- b. Where the action takes place (the setting)
- c. What happens (the action)

Among the characteristics of narrative texts are:

- a. It tells us about an event.
- b. The events are usually listed in chronological order, which is the order in which they occurred in time.
- c. The narrator has a reason for telling the story. There are some points the narrator wants to make or impressions he or she wants to leave on the reader. As a result, the narrative's details are carefully chosen for their intended purpose.³²

4. Language Features of Narrative Text

Anderson outlines the key language features of narrative text as follows:³³

- a. Nouns

³¹ Ibid., 61.

³² Mark Anderson, *Text Type in English*, (Australia: Mackmillan, 1997), p. 4.

³³ Ibid., 8.

Nouns play a crucial role in narrative text as they identify and specify the characters, objects, and places that are central to the plot.

b. Adjectives

Adjectives contribute to the richness of the narrative by providing descriptive details (such as: old, young, beautiful, thin, tall, crowded, etc.) about the characters and the setting.

c. Verbs

Verbs are fundamental in narrating actions and events. Verbs describe the dynamic aspect of the story by expressing the actions, movements, and behaviors of the characters.

d. Time Words

Time words are essential for establishing a clear timeline and sequence of events in a narrative text.

e. Simple Past Tense

The use of simple past tense is common in narrative texts as it tells of actions or events that have happened in the past.

By using these language features effectively, narrative texts can engage readers or listeners by painting vivid pictures, conveying a sense of time and place, and bringing stories to life through interesting characters and dynamic actions.

E. Theoretical Framework and Paradigm

1. Theoretical Framework

Theoretical framework is a concept of hypothesis between independent variable and dependent variable in order to giving answer to problem accurate. Therefore, influencing variable and effect variable. Influencing variable as independent variable (X) and effect variable as dependent variable (Y).

There are two variables in this research. Utilizing the RCRR (Read, Cover, Remember, and Retell) strategy as the independent variable (X), while reading skill as the dependent variable (Y).

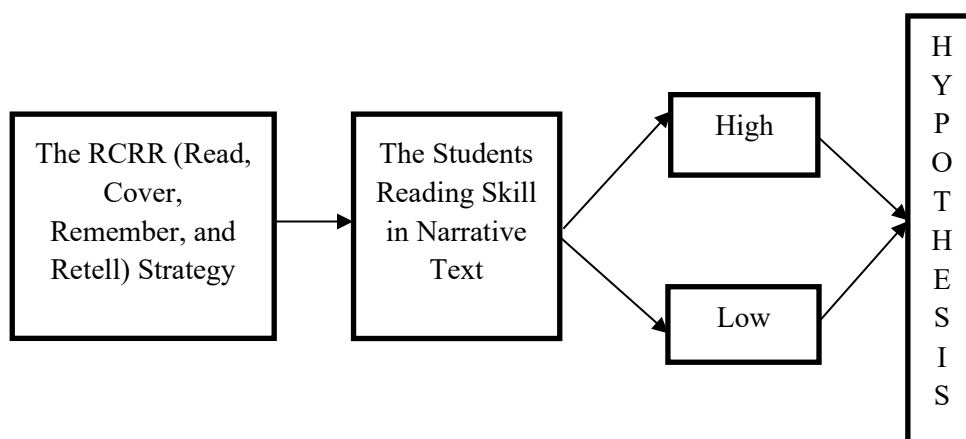
As a teacher we must have knowledge of various learning strategies, techniques, methods and resources. Teachers must be able to choose the most effective strategies and media so that their students do not feel bored when learning English. Applying the RCRR (Read, Cover, Remember, and Retell) strategy is one way that can be used in the teaching and learning process, especially in reading skill. According to the theoretical framework of this study, students' reading skill be better if the RCRR strategy is used appropriately. In addition, the RCRR strategy can foster learning motivation especially in English.

2. Paradigm

Paradigm is simple scheme, but contain with main element of the research that point out of the research indication and the relationship each

other. Based on theoretical framework above the research describes the paradigm as follow:

Figure 2.1
The Scheme of Paradigm



Based on the paradigm picture above, the researcher explains that the paradigm criteria can illustrate: if the students' reading skill scores are in the high category, it means that the RCRR strategy is good to apply, so there are positive and significant things by using the strategy. Then, if the students' reading skill scores are in the low category, it means that the RCRR strategy cannot be applied. Therefore, there is no positive and significant influence of using the strategy on students' reading skill.

F. Hypothesis

1. Hypothesis Formulation

Based on theoretical framework and paradigm above, the researcher formulates the hypothesis as follows:

a. Alternative Hypothesis (Ha)

There is a positive and significant influence of using RCRR (Read, Cover, Remember, and Retell) Strategy on the Students' Reading Skill in Narrative Text of the Eighth Grade of SMPN 1 Pekalongan.

b. Null Hypothesis (H_0)

There is no positive and significant influence of using RCRR (Read, Cover, Remember, and Retell) Strategy on the Students' Reading Skill in Narrative Text of the Eighth Grade of SMPN 1 Pekalongan.

2. Statistical Hypothesis

The statistical hypothesis were formulated as follows:

- a. If the significance value (2-tailed) $< 0,05$ H_0 is rejected and H_a is accepted
- b. If the significance value (2-tailed) $> 0,05$, H_0 is accepted and H_a is rejected

CHAPTER III

RESEARCH METHOD

A. Research Design

There are two types of methods in conducting research, namely quantitative and qualitative. The method used in this research is a quantitative where the design model used is a quasi-experimental. Quasi-experimental is one type of research design in quantitative research. The main characteristic of Quasi-experimental design is the non-randomly assignment of participants. Creswell states that quantitative research is a means for testing objective theories by examining the relationship among variables.

The variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. Like qualitative researchers, those who engage in this form of inquiry have assumptions about testing theories deductively, building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings.¹

All the planning steps needed when conducting research are included in the research design. In this study, researcher used experimental research methods to determine the influence of using the RCRR (Read, Cover, Remember, and Retell) strategy on the students' reading skill. The purpose of

¹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed*, (New Delhi: Sage Publications, 2009), p.1.

quantitative research is to explain phenomena through the collection and analysis of numerical data using techniques derived from mathematics, especially statistics.²

The aim of this research is to find out whether there is any positive and significant influence of using RCRR strategy on the students' reading skill of the eighth grader of SMPN 1 Pekalongan. Random selection conducted for both classes. In this study, the researcher used two classes namely experimental class and control class. The following is the research design that can be displayed:

Table 3.1
The Research Design

Experimental Class	Pre-Test	Treatment by using Read, Cover, Remember, and Retell (RCRR) Strategy	Post-Test
Control Class	Pre-Test	Treatment by using Conventional Method (answer and question method)	Post-Test

Based on the table above, researcher are used two classes, one as an experimental class and one as a control class. Before starting the treatment, students underwent an initial test to determine their reading skill score. In the experimental class, the researcher taught reading skill in narrative text using

² Daniel Mujis, *Doing Quantitative Research in Education*, (London: SAGE Publications Ltd, 2004), p.1.

the RCRR strategy, while in the control class used answer and question method.

Furthermore, the Post-Test results of the experimental class and the control class were compared by the researcher. The purpose is to find out if there is a difference between the experimental class that uses the RCRR strategy and the control class that does not use the strategy.

B. The Operational Definition of Variables

A research variable is something in the form of an attribute or trait of a person, object, or activity that has the kind that is determined by the researcher to be studied so that information is obtained about something, then draw conclusions.³ In this study there are two variables used, namely the independent variable and the dependent variable:

1. Independent Variable: The RCRR (Read, Cover, Remember, and Retell) Strategy (X)

Independent variables (X) are inputs or stimulus that can affect a person's behavior internally or externally. Independent variables are variables that have an influence on other variables. RCRR strategy is an independent variable in this study.

2. Dependent Variable: Reading Skill (Y)

Reading skill is the dependent variable (Y). Students' reading skill refers to their capacity to extract meaning from narrative texts. This

³ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2019), p. 31.

includes answering questions about main ideas, inferences, reference, details, and vocabulary in context.

C. Population, Sample, and Sampling Technique

1. Population

Population can be interpreted as all elements in research including objects and subjects with certain characteristics. Population refers to the set or group of all the units on which the findings of the research are to be applied.⁴ The population in this study were eighth grade students with a total of five classes. The VIII class consists of VIII.1, VIII.2, VIII.3, VIII.4, and VIII.5, with an average number of students per class of 23-30 students, as well as the total number of eighth grade students as many as 145 at SMPN 1 Pekalongan.

2. Sample

Samples are simply defined as part of the population that is the actual source of data in a study. In other words, a sample is a portion of the population to represent the entire population.⁵ The researcher used two classes. One class is design as the experimental class and the other as the control class. Each class consisted of 21 students. Thus, the total sample in this study was 42 students.

⁴ Alex Casteel and Nancy L. Bridier, “*Describing Populations and Samples in Doctoral Student Research*”, International Journal of Doctoral Studies Vol. 16, (2021), P. 343.

⁵ Ibid., 350.

3. Sampling Technique

In this study, researcher used the cluster random sampling as a sampling technique. The cluster random sampling technique is used to determine the sample when the object to be studied or the data source is very broad. Cluster sampling is a form or type of sampling where classes are randomly selected. The sampling technique applied in this study is cluster random sampling, which determines the sample using considerations.⁶ And the two classes selected through this sampling technique are class VIII.5 as the experimental class and class VIII.4 as the control class.

D. Data Collecting Technique

The data collecting technique is the most important step in research, because the main purpose of research is to get data. The use of the right method will be able to help researcher to obtain objective data and can be accounted for scientifically. In this study, the data collection method used is test and documentation:

1. Test

To evaluate both variables in this study, tests are used as the data collection strategy. The two types of tests that used to collect data are pre-test and post-test. The pre-test conducted in the experimental and control classes is the same, while the post-test in the experimental and control

⁶ Ibid., 348.

classes is different but of the same level. The researcher assessed students' reading skill in the experimental class using the RCRR strategy while in the control class used the conventional method. There are two types of tests that given in this study, which are as follows:

a. Pre-Test

The Pre-Test is given to the experimental class before treatment to measure students' reading skill. For that, a reading test is conducted. The control class is also given the same test. The type of test given in this pre-test is a multiple choice test.

b. Post-Test

After the treatment, a post-test is conducted to see if there is an influence of using the RCRR strategy on students' reading skill. This is determined during the last meeting. The researcher using the same type of test as before, which is when the pre-test is conducted using a multiple choice test. This is done to see if the students' work is affected by comparing the students' scores after using the RCRR strategy and not using the strategy.

2. Documentation

Another data collection method is documentation. This documentation is done to obtain data through interview. Researcher using this method to collect information such as:

a. Student lesson plans

b. Strategies that used by English teachers at SMPN 1 Pekalongan

- c. Total number of eighth grade students
- d. Reading skill scores of students at SMPN 1 Pekalongan, especially in the eighth grade.

Research Instrument

1. Instrument Blueprint

The research instruments have been developed and modified based on the selected indicators. In addition, researcher used this instrument for pre-test and post-test. A multiple choice reading test is the instrument in this study. As a result, assessment was chosen as the evaluation approach in this study. This instrument, comprising fundamental concepts is designed to facilitate the achievement of targeted learning outcomes. The construction of the instrument blueprint involves developing of question for the tests. The following is an instrument of the blueprint test:

Table 3.2
The Instrument of Blueprint in Multiple Choice Test

No.	Indicator	Test Number	Score
1.	Main Idea: the students should identify the main idea or topic in narrative text	1, 8, 14, and 16	20
2.	Inference: the students should identify inference of narrative text	5, 10, 15, and 20	20
3.	Reference: the students should identify reference of the word	3, 7, 12, and 19	20
4.	Detail: the students should analyze the specific detail from narrative text	2, 6, 13, and 17	20
5.	Vocabulary in Context: the students should identify the vocabulary from narrative text	4, 9, 11, and 18	20

A multiple-choice reading test having ten items is used by the researcher. The questions had score range of 0 to 100 points. Students receive a score of 100 for answering the entire question accurately. Otherwise, they receive a score of zero. Thus 100 would be the highest score, and 0 would be the lowest score.

F. Data Analysis Technique

The researcher was investigated the data by using Independent Sample t-test with SPSS 30 for Windows to determine whether there is an influence of using RCRR (Read, Cover, Remember, and Retell) strategy on the students' reading skill. Students' scores are calculated by the following formula in the test scoring:

$$S_{\bar{x}^1 - \bar{x}^2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

Where:

$S_{\bar{x}^1 - \bar{x}^2}$ = standard error of the difference between two means

n_1 = number of cases in group 1

n_2 = number of cases in group 2

$\sum x_1^2$ = sum of the squared deviation scores in group 1

$\sum x_2^2$ = sum of the squared deviation scores in group 2

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

SMP Negeri 1 Pekalongan is a junior high school that was established in 2021, located on Rawamangun road, Gantiwarno village/sub-district, Pekalongan Regency, East Lampung Regency. SMP Negeri 1 Pekalongan has a principal named Rimma Hasiana Nasution who is handled by an operator named Essa Affrilian. SMP Negeri 1 Pekalongan has an A accreditation with a score of 91 (2019 accreditation) from BAN-S/M (National Accreditation Board for Schools/Madrassas). The school has a total of 447 students with 16 study groups. Each study group has 25-35 students. SMP Negeri 1 Pekalongan also uses an independent learning curriculum program and a moving class learning system. Moving class is a learning process that moves according to the subject.

2. Description of Research Data

This study aims to determine whether the RCRR (Read, Cover, Remember, and Retell) strategy has any positive and significant influence on the reading skill of eighth graders students at SMPN 1 Pekalongan. This study provides scores of students' pre-test and post-test results.

a. The Result of Pre-test

In the first meeting of the study, the researcher gave a pre-test to find out the first difference between classes that had the same level of skill. The experimental class pre-test results for the students were as follows:

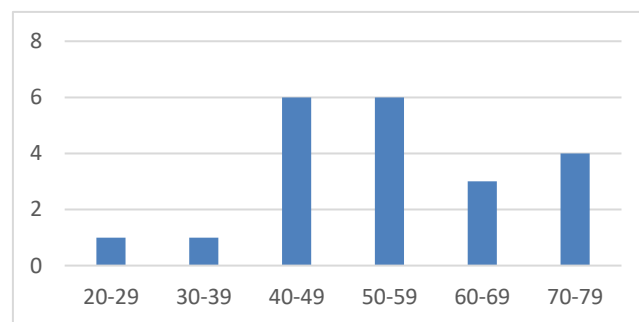
Table 4.1
The Pre-test of Experimental Class of The Students' Reading Skill

NO.	NAME	SCORE
1.	AAR	40
2.	BMK	40
3.	BFA	50
4.	DL	60
5.	MVS	75
6.	NPD	55
7.	NDM	45
8.	PYS	60
9.	RPS	70
10.	RH	40
11.	RIP	45
12.	RA	70
13.	SHD	30
14.	SRAG	50
15.	VNPP	55
16.	VKA	45
17.	WDL	50
18.	YA	55
19.	YAF	20
20.	ZZZ	75
21.	ZHN	65
	Total	1095
	Average of the students' score	52,14

Table 4.2
The Pre-test Result of Experimental Class

No.	Score	Frequency	Percentage%	Criteria
1.	≥ 62	5 students	24%	High
2.	< 62	16 students	76%	Low
	Total	21 students	100%	

Figure 4.1
Diagram of Pre-test Experimental Class Result



Based on the statistical data above, it showed that there are only 5 out of 21 students who achieved the minimum passing score of 62. Therefore, it can be concluded that students' reading skill is very low.

Furthermore, the control class students' pre-test results can be identified as follows:

Table 4.3
The Pre-test of Control Class of The Students' Reading Skill

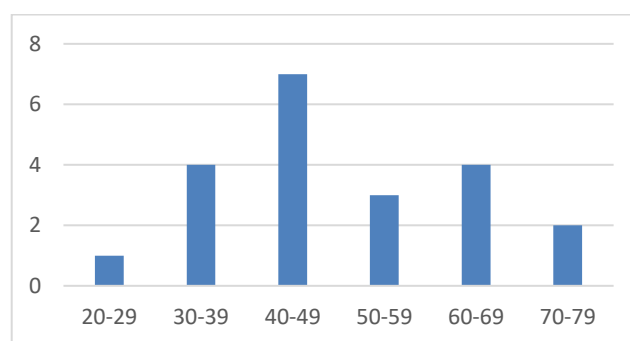
NO.	NAME	SCORE
1.	AIS	45
2.	AR	60
3.	AQA	60
4.	AH	65
5.	AA	45
6.	ADAL	30

NO.	NAME	SCORE
7.	FAK	35
8.	FKS	55
9.	MZH	50
10.	MAA	40
11.	MAA	45
12.	MBS	50
13.	MF	45
14.	RGA	30
15.	RVS	70
16.	RA	20
17.	RRK	40
18.	SS	75
19.	SN	60
20.	VN	35
21.	YA	45
	Total	1000
	Average of the students' score	47,61

Table 4.4
The Pre-test Result of Control Class

No.	Score	Frequency	Percentage%	Criteria
1.	≥ 62	3 students	14%	High
2.	< 62	18 students	86%	Low
	Total	21 students	100%	

Figure 4.2
Diagram of Pre-Test Control Class Result



From the statistics above, there were only 3 out of 21 students who achieved the minimum passing score of 62. Therefore, it can be concluded that the students' reading skill is very low.

b. The Result of Post-test

At the last meeting the researcher had conducted a pre-test and the results showed that there were still many students who scored low. Hence, the researcher gave the treatment twice. After that the researcher gave a post-test to students with 20 multiple choice questions about narrative text, to see if the treatment given had an influence on student scores. The experimental class students' post-test results can be identified as follows:

Table 4.5
The Post-test of Experimental Class of The Students' Reading Skill

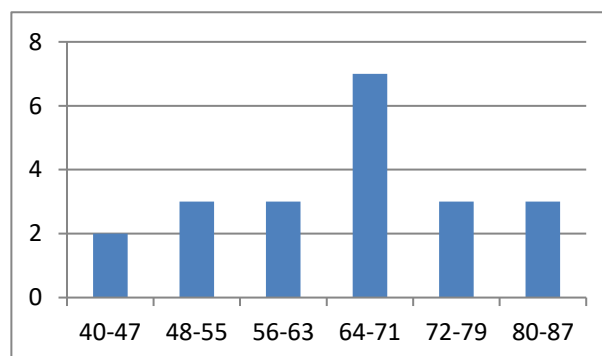
NO.	NAME	SCORE
1.	AAR	55
2.	BMK	55
3.	BFA	75
4.	DL	75
5.	MVS	85
6.	NPD	50
7.	NDM	60
8.	PYS	75
9.	RPS	70
10.	RH	65
11.	RIP	65
12.	RA	80
13.	SHD	45
14.	SRAG	60
15.	VNPP	60
16.	VKA	65
17.	WDL	65
18.	YA	65

19.	YAF	40
20.	ZZZ	80
21.	ZHN	70
	Total	1360
	Average of the students' score	64,76

Table 4.6
The Post-Test Result of Experimental Class

No.	Score	Frequency	Percentage%	Criteria
1.	≥ 62	13 students	62%	High
2.	< 62	8 students	38%	Low
	Total	21 students	100%	

Figure 4.3
Diagram of Post-test Experimental Class Result



Based on the statistical data above, it showed that 13 out of 21 students achieved a minimum passing score of 62. Therefore, it can be concluded that many students got an increase in grades after being given treatment.

Furthermore, the results of post-test of students' control class can be identified as follow:

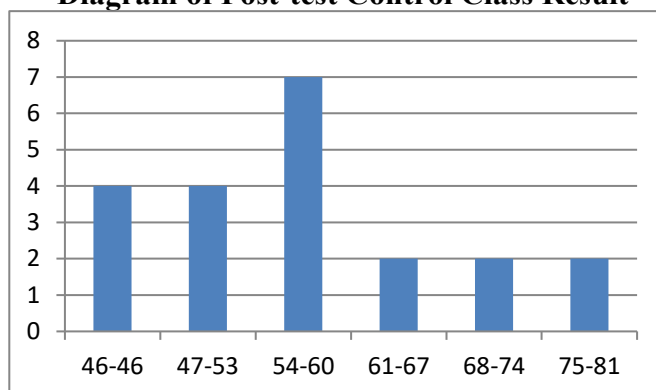
Table 4.7
The Post-test of Control Class of The Students' Reading Skill

NO.	NAME	SCORE
1.	AIS	45
2.	AR	80
3.	AQA	60
4.	AH	70
5.	AA	45
6.	ADAL	50
7.	FAK	50
8.	FKS	60
9.	MZH	60
10.	MAA	65
11.	MAA	60
12.	MBS	65
13.	MF	55
14.	RGA	40
15.	RVS	70
16.	RA	40
17.	RRK	50
18.	SS	75
19.	SN	60
20.	VN	50
21.	YA	55
	Total	1205
	Average of the students' score	57,38

Table 4.8
The Post-test Result of Control Class

No.	Score	Frequency	Percentage%	Criteria
1.	≥ 62	6 students	29%	High
2.	< 62	15 students	71%	Low
	Total	21 students	100%	

Figure 4.4
Diagram of Post-test Control Class Result



Based on the statistical data above, it showed that there were only 6 out of 21 students who achieved a minimum passing score of 62. Therefore, it can be concluded that there are still many students who get low scores because they do not get treatment.

Based on the results of the two post tests above, it can be seen that the average score in the experimental class is 64.76 and the average score in the control class is 57.38. This data showed the difference in students' reading skill between the treated and untreated classes.

c. Hypothesis Testing

1) Normality and Homogeneity Test

As soon as the researcher applied the research activities using the RCRR strategy, the researcher analyzed the data with Independent sample t-test using SPSS 30 for windows. The researcher analyzed the data to determine whether there was a

positive and significant influence of using the RCRR strategy on the reading skill of eighth graders students at SMPN 1 Pekalongan.

The first, researcher examined the homogeneity and normality of students' prior scores to data processing. The following table displays the results of the normality test:

Table 4.9
The Normality Test Result

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Reading Skill	Control Class	.129	21	.200*	.965	21	.631
	Experimental Class	.127	21	.200*	.973	21	.791
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

In this study, researcher used the Shapiro-Wilk test because the number of samples used was less than 50 students. Based on the results of the table regarding the test of normality above, it is known that in the Shapiro-Wilk test for experimental class data obtained 0,791 and for control class data obtained 0,631. Test results the normality of the experimental data and the control data significance value is more than 0.05. Hence, the data from this research is all distributed normal.

Next, researcher tested the data using the homogeneity test and the results are as follows:

Table 4.10
The Homogeneity Test Result

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Reading Skill	Based on Mean	.001	1	40	.974
	Based on Median	.000	1	40	1.000
	Based on Median and with adjusted df	.000	1	39.785	1.000
	Based on trimmed mean	.004	1	40	.949

Based on homogeneity data, it is known that the value of sig research is (.974). That means the value of Sig. research results > 0.05 . If the value of Sig. > 0.05 so the research data is homogeneous. Therefore, it can be concluded that the data in this research is homogeneous.

The researcher proceeded to analyze the data parametric test by using the independent sample t-test after discovering that the research data were homogeneous and normally distributed.

Table 4.11
Independent Sample T-test

Independent Samples Test										
		Levene's Test for Equality of Variance s		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Reading Skill	Equal variances assumed	.001	.974	2.107	40	.041	7.381	3.503	14.461	.300
	Equal variances not assumed			2.107	39.871	.041	7.381	3.503	14.462	.300

This data indicates that the Sig.2 tailed value is 0.041. It indicates that there is any positive and significant influence of RCRR (Read, Cover, Remember, and Retell) on students' reading skill, with the Sig.2 tailed smaller than 0.05.

B. Discussion

The researcher created and implemented a pre-test, which was used to assess students' reading skill at the beginning of the research, which aims to implement the treatment in this research. From the pre-test result, researcher can conclude that students' reading skill are still low, it was proven that only 5 students passed the MMC 62 out of 21 students who took the test. After that, the researcher chose and implemented a RCRR (Read, Cover, Remember, and Retell) as a treatment strategy to improve reading skill. Researcher conducted treatment for 2 meetings. The first treatment in this study was conducted on January 14, 2025. In the first treatment, students were given material about narrative text and then students were asked to form small groups consisting of 4-5 people. Each group gets one narrative text with the theme of a national figure, namely 'R.A. Kartini'.

In the second treatment, the researcher conducted the learning process on January 21, 2025, the researcher repeated the material about narrative text. Then, students were asked to sit with the groups that had been formed in the previous week. After that, the researcher conducted the same treatment but with a different title. In this second meeting, the researcher gave the theme of a national figure, namely 'I Gusti Ngurah Rai'. Then proceed with giving some questions that must be answered by students. And every group that successfully answers the question gets star points. This is necessary in order to motivate students to be excited to answer and find answers from the information they have obtained.

Liana explained that the RCRR strategy is very effective which involves alternating between understanding and summarizing or explaining. In this strategy it is not just one student who is a passive receiver, but in groups was receive information from each other. It is useful to motivate students in learning. Therefore, students can be responsible for learning and teaching each other.¹

However, in the control class, researcher used conventional methods (answer and question method), at the first meeting on January 14, 2025, students were given narrative text material through a projector and asked to take notes and then briefly tell about the national figures they knew. At the second meeting on January 21, 2025, researcher repeated the narrative text material. Then students were given a text about one of the national figures in Indonesia and each student was asked to find the narrative text structure and adjectives in the text. On the last day the researcher gave a post-test to measure the results or effectiveness of the treatment given.

Furthermore, the data result of this research was obtained by calculating using SPSS through the independent sample t-test. According to the test results, H_0 is accepted if the $Sig. > 0.05$, while H_a is accepted if the $Sig. < 0.05$. There is a difference in the learning outcomes of the experimental and control courses, as indicated by the Sig (2-tailed) value of 0.041, which is less than 0.05, acquired from the aforementioned test. This indicates that H_a is

¹ Baiq Mita Putri Liana, "*The Effect of Read, Cover, Remember, and Retell (RCRR) Strategy Toward Students Reading Comprehension at MA Darul Muhajirin Praya in Academic Year 2018/2019*", Diss. UIN Mataram, 2019.

accepted and H_0 is rejected, it means that there is a positive and significant influence of RCRR strategy on students' reading skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Students' reading skills, especially in understanding narrative text, are still relatively low because many students still have difficulty in understanding the full meaning. Based on this condition, the researcher implemented a more effective and fun learning strategy, namely the RCRR (Read, Cover, Remember, and Retell) strategy. This strategy provides opportunities for students to provide mutual support and stimulation. Students are also motivated to share information and answer questions together.

After being implemented, the RCRR strategy proved to have any positive and significant influence on students' reading skill. This can be seen from the test results obtained with a Sig (2-tailed) value of 0.041 which is smaller than 0.05, so there is a difference in student learning outcomes between the experimental and control classes. This means that H_0 is rejected and H_a is accepted. Therefore, the statistical hypothesis shows that the RCRR strategy has any positive and significant influence on students' reading skill.

B. Suggestion

The following are some suggestion made by the researcher for the teacher and students:

1. For the teachers

The teacher can choose the RCRR strategy in teaching English especially in reading narrative text in order that the student can understand the material delivered by the teacher, because by an interesting strategy in teaching learning, it can automatically influencing the students motivation in learning process and it can make them try best effort to accepting the material taught by the teacher.

2. For the students

Students should be more active in learning English, especially in reading narrative texts using the RCRR strategy, because using the RCRR strategy can help students to enjoy following the material provided by the teacher, and can encourage enthusiasm in finding information because it is done together or in groups. So that it can increase their knowledge in learning English.

3. For the researchers

Future researchers are suggested to explore the implementation of RCRR strategy in different grade levels and subject areas to evaluate its broader applicability. In addition, future researchers are also advised to use this strategy more than three or four times to maximize the learning process.

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APPENDICES

MODUL AJAR BAHASA INGGRIS

NARRATIVE TEXT

No.	Komponen	Deskripsi/ Keterangan
1.	Informasi Umum Perangkat Ajar	
	Nama Penyusun	Yesika Fitriani
	Nama Institusi	SMP Negeri 1 Pekalongan
	Tahun Pelajaran	2024/ 2025
	Jenjang Sekolah	Sekolah Menengah Pertama
	Kelas	VIII (delapan)
	Tema	Tokoh Nasional Indonesia
	Alokasi waktu	1 x 45 menit (2 kali pertemuan)
2.	Tujuan Pembelajaran	
	Capaian Pembelajaran (CP)	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
	Elemen/ Domain CP	Membaca – Memirsa (<i>reading – viewing</i>)
	Tujuan Pembelajaran	<ul style="list-style-type: none"> ➤ Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks naratif dengan topik ‘Tokoh Nasional Indonesia’ ➤ Mengidentifikasi makna tersurat ataupun

		tersirat dari teks naratif tentang tokoh Nasional Indonesia. ➤ Melalui kegiatan membaca, peserta didik dapat menganalisis informasi, fungsi sosial, dan struktur teks dalam teks naratif dengan benar.
	Essential Questions	Beberapa pertanyaan pemantik: <i>1. Who are the Indonesian National figures that you know?</i> <i>2. What can we learn from the behavior and characters of Indonesian National figures?</i>
3.	Profil Pelajar Pancasila	
	Profil pelajar pancasila yang berkaitan	1. Bernalar kritis 2. Mandiri 3. Gotong royong
4.	Materi Ajar, Alat, dan Bahan	
	Materi dan sumber pembelajaran	Materi/ tema: R.A. Kartini dan I Gusti Ngurah Rai Membaca (<i>reading</i>): <i>Read a text about the biography of R.A. Kartini and I Gusti Ngurah Rai</i> Memirsa (<i>viewing</i>): <i>Analyze the information in the biography text of R.A. Kartini and I Gusti Ngurah Rai</i> Sumber Belajar: ➤ Ika Lestari Damayanti, dkk. English for Nusantara, for SMP/MTs kelas VIII.

	<p>menghubungkan informasi dengan <i>background knowledge</i> mereka. Berikut beberapa pertanyaan:</p> <ul style="list-style-type: none"> ➤ <i>Who are the Indonesian National figures that you know?</i> ➤ <i>What can we learn from the behavior and characters of Indonesian National figures</i> <ol style="list-style-type: none"> 2) Guru menjelaskan definisi, fungsi, struktur maupun memberikan contoh tentang apa itu narrative text. 3) Guru memberikan teks naratif tentang tokoh Nasional Indonesia (biografi R.A. Kartini dan I Gusti Ngurah Rai). 4) Guru memperkenalkan teks dengan strategi RCRR 5) Guru membagi peserta didik ke dalam beberapa kelompok. 6) Guru menjelaskan strategi dari “RCRR” untuk digunakan dalam mempelajari teks naratif (Read, Cover, Remember, and Retell). <ul style="list-style-type: none"> ➤ Read: pada langkah pertama, siswa diharuskan membaca bagian ceritanya masing-masing dan menutup sebagian lain menggunakan buku atau tangan. ➤ Cover: selanjutnya, setelah membaca dan memahami isi teks, siswa diminta untuk menutup keseluruhan teks dengan buku atau tangan. ➤ Remember: kemudian, siswa diharuskan mengingat serta menghafal isi bagian yang dibaca. ➤ Retell: langkah terakhir, setiap siswa harus menyampaikan isi bagian teks kepada teman kelompoknya agar bisa memahami keseluruhan teks. 7) Siswa bekerja secara berkelompok untuk mengidentifikasi teks dengan menggunakan strategi RCRR. 8) Guru mengevaluasi siswa dengan memberikan beberapa pertanyaan tertulis dan lisan yang berhubungan dengan teks yang berjudul “R.A. Kartini maupun I Gusti Ngurah Rai”.
	Penutup
	<ol style="list-style-type: none"> 1) Menyimpulkan poin-poin penting dari hal-hal yang dipelajari kegiatan pembelajaran yang telah dilakukan. 2) Melakukan tanya jawab untuk mengevaluasi kegiatan yang telah berlangsung 3) Menutup pembelajaran dengan membaca do’a.

7.	Asesmen	
	Target penilaian	Individu dan kelompok
	Jenis asesmen	Performa dan diagnosis kognitif (LKPD terlampir)
8.	Refleksi Guru dan Siswa	
	Refleksi Guru	<ul style="list-style-type: none"> ➤ Kendala apakah yang ditemukan guru selama melaksanakan pembelajaran ini? ➤ Solusi apakah yang diambil guru untuk mengatasi kendala-kendala yang ada? ➤ Langkah apa yang dapat dilakukan guru jika tujuan pembelajaran belum tercapai? ➤ Apakah perubahan-perubahan yang akan dilakukan guru pada pertemuan berikutnya untuk mencapai tujuan pembelajaran?
	Refleksi Siswa	<ul style="list-style-type: none"> ➤ Kendala apakah yang kamu temui selama melaksanakan pembelajaran ini? ➤ Bagaimana perasaanmu selama mengikuti pembelajaran ini? ➤ Cara belajar yang bagaimana yang paling membantumu dalam mempraktikkan pembelajaran? ➤ Kesulitan apa saja yang kamu temui saat mengikuti pembelajaran ini? ➤ Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah?

		➤ Langkah apakah yang dapat kalian lakukan untuk mengatasi kesulitan yang kamu temukan?
9.	Pengayaan	
	Pengayaan	<p><i>Write a biography of an Indonesian National figure that you know. Then determine the main idea, characters, and conclusion of the text.</i></p> <p><i>Be creative!</i></p>

Mengetahui
English Teacher



Endang Purwati

NIP. 197212051999032007

Metro, 21 Januari 2025

Researcher



Yesika Fitriani

NPM. 2101051045

LAMPIRAN- LAMPIRAN

LAMPIRAN 1

KISI-KISI SOAL READING PILIHAN GANDA KELAS VIII

Sekolah : SMP Negeri 1 Pekalongan

Mata Pelajaran : Bahasa Inggris

Kurikulum : Kurikulum Merdeka

Kelas/ Semester : VIII/ Genap

Alokasi Waktu : 15 menit

Jumlah Soal : 20 soal

Penulis : Yesika Fitriani (2101051045)

CP (Capaian Pembelajaran)	Tujuan Pembelajaran	Materi	Indikator	Soal	No. Soal
Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis	Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks naratif dengan topik 'Tokoh Nasional Indonesia'	Teks Naratif	Main Idea	<ul style="list-style-type: none"> What is the main topic discussed in the text? What does the above text tell about? What is the text primarily about? What is the main idea of the text above? 	1, 8, 14, dan 16
			Detail	<ul style="list-style-type: none"> How many years served as 	2, 6, 13, dan

<p>teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p>				<p>president?</p> <ul style="list-style-type: none"> • Which year was born? • Besides being a, what is also known as....? • Where was born? 	17
	Mengidentifikasi makna tersurat ataupun tersirat dari teks naratif tentang 'Tokoh Nasional Indonesia' serta membuat kesimpulan		Inference	<ul style="list-style-type: none"> • What is the implied message of the text? • What is the conclusion of the text above? • What can be concluded from the text above? • What conclusion can be drawn from the passage? 	5, 10, 15, dan 20
	Menganalisis informasi, termasuk referensi dan kosakata didalam konteks		Reference	<ul style="list-style-type: none"> • "Sentence". The 'he' word refers to... • "<u>Sentence</u>". The underlined word means... • "<u>Sentence</u>". The underlined phrase means... • "Sentence". The "who" word refers to.... 	3, 7, 12, dan 19

	Mengidentifikasi kosakata dalam teks narrative		Vocabulary in Context	<ul style="list-style-type: none"> • What is a synonym for the word “...” in paragraph 1? • <u>“word”</u>. What is the Synonym of the underlined word?. 	4, 9, 11, dan 18
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LAMPIRAN 2

PRE-TEST AND POST-TEST

Direction:

1. Write your name on your answer sheet.
2. Read the text then answer the questions carefully.
3. Check your answer before submitting.

Name :

Class :

Read the text and answer the question by crossing (X) a, b, c, or d on the answer sheet correctly!

Text 1

Abdurrahman Wahid, better known as Gus Dur, was an Indonesian cleric, intellectual, and politician born on September 7, 1940 in Jombang, East Java. He is the son of one of the founders of Nahdlatul Ulama (NU), the largest Islamic organization in Indonesia.

Gus Dur served as President of the Republic of Indonesia from 1999 to 2001, having been elected in the first post-New Order democratic presidential election. As president, he advocated for democracy, pluralism and human rights. However, his presidency was also marked by political challenges and economic crises.

After his presidency, Gus Dur remained active in various social and political activities, and became one of the voices critical of democratic development in Indonesia. He passed away on December 30, 2009, and was buried in Jombang, East Java.

1. What is the main topic discussed in the text?
 - a. Abdurrahman Wahid, better known as Gus Dur, was an Indonesian cleric, intellectual, and politician born on September 7, 1940 in Jombang, East Java.
 - b. Gus Dur served as President of the Republic of Indonesia from 1999 to 2001, having been elected in the first post-New Order democratic presidential election.
 - c. Gus Dur remained active in various social and political activities, and became one of the voices critical of democratic development in Indonesia.
 - d. Gus Dur is the son of one of the founders of Nahdlatul Ulama (NU), the largest Islamic organization in Indonesia.
2. How many years Gus Dur served as president?
 - a. 1 years
 - b. 2 years
 - c. 3 years
 - d. 4 years
3. “He is the son of one of the founders of Nahdlatul Ulama (NU).....”. The “He” word refers to
 - a. Cleric
 - b. President
 - c. Politician
 - d. Gus Dur
4. What is a synonym for the word “Cleric” in paragraph 1?
 - a. President
 - b. Politician
 - c. Scholars
 - d. Leader

5. What is the implied message of the text?
 - a. Gus Dur is an important figure in Indonesian history, both as president and as an intellectual, cleric and politician.
 - b. Gus Dur served as President of the Republic of Indonesia from 1999 to 2001.
 - c. Gus Dur was a genius politician.
 - d. Gus Dur is the son of one of the founders of Nahdlatul Ulama (NU), the largest Islamic organization in Indonesia.

Text 2

BJ Habibie Bacharuddin Jusuf Habibie called BJ. Habibie was born on twenty-five Gregorian calendar months 1936. Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Giambattista Marino Poespowardojo. His elders met while learning in Bogor.

Once he was fourteen years old, Habibie's father died. Following his father's death, Habibie continued his studies in the national capital then in 1955 moved to Germany. In 1962, Habibie came to the Republic of Indonesia for 3 months on leave. Throughout this point, he was reacquainted with Hasri Ainun, the girl of R. Mohamad Besari. The 2 married in 1962, returning to Germany shortly later. In 1963 they had their 1st son, Ilham Akbar Habibie, and later another son, Thareq Kemal Habibie.

Habibie served as president in 1998-1999 and was instrumental in the post-New Order democratic transition, including granting press freedom and preparing for elections. He is also known for his contributions to aircraft technology and innovation, particularly the crack progression theory in aeronautics. As such, he has been called a world-class technologist and engineer.

6. Which year was BJ Habibi born?
 - a. 1993
 - b. 1963

- c. 1939
 - d. 1936
7. “His elders met while learning in Bogor.” (paragraph 1)
The underlined word means ...
- a. BJ Habibie’s cousins
 - b. BJ Habibie’s childrens
 - c. BJ Habibie’s parents
 - d. BJ Habibie’s grandparents
8. What does the above text tell about?
- a. The people
 - b. A biography of BJ Habibie
 - c. BJ Habibie’s family
 - d. The story of Hasri Ainun
9. “Habibie served as president in 1998-1999....” (Paragraph 2). What is the synonym of the underlined word?
- a. Secretary
 - b. Minister
 - c. Leader
 - d. Engineer
10. What is the conclusion of the text above?
- a. B.J. Habibie is the third president of Indonesia who is known as a world-class technology figure and engineer.
 - b. BJ Habibie is known as a good president
 - c. BJ Habibie developed his career in Germany
 - d. BJ Habibie has two handsome and talented sons

Text 3

Sayuti Melik was an Indonesian artist and cultural figure born on March 24, 1923 in Bukittinggi, West Sumatra. He is known as one of the influential art and cultural figures in Indonesia, especially in the fields of painting and literature.

Apart from being a painter, Sayuti Melik is also known as a writer and literary figure. He wrote many literary works that highlight the richness of Indonesian culture and values, such as short stories, poems, and essays.

Sayuti Melik passed away on August 1, 1995, but his legacy in the world of arts and culture continues to live on and inspire subsequent generations. He is considered one of the icons of Indonesian art and culture who had a profound influence on the development of art and culture in the country.

11. "Sayuti Melik passed away on..." (paragraph 3). What is the synonym of the underlined word?
 - a. Moved
 - b. Lived
 - c. Married
 - d. Died

12. "...but his legacy in the world of arts and culture continues to live on and inspire subsequent generations." (paragraph 3). The underlined phrase means...
 - a. Statue and wood
 - b. Paintings and literary works
 - c. Porcelain and glass
 - d. Music and dancing

13. Besides being a painter, what is Sayuti Melik also known as...
 - a. A Journalist and Reporter
 - b. A Writer and Literary figure

- c. A Writer and Artists
- d. A Teacher and Educators

14. What is the text primarily about?

- a. Sayuti Melik was an Indonesian artist and cultural figure.
- b. Sayuti Melik is also known as a writer and literary figure.
- c. Sayuti Melik as an influential Indonesian artist and cultural figure in the fields of painting and literature, and his legacy continues to inspire the next generation.
- d. Sayuti Melik was a strong and creative woman.

15. What can be concluded from the text above?

- a. Sayuti Melik is considered an icon of Indonesian art and culture who has a great influence in Indonesia
- b. Sayuti Melik is a reliable painter
- c. Sayuti Melik is a talented writer
- d. Sayuti Melik has many amazing literary work

Text 4

K.H. Ahmad Dahlan was an Islamic scholar, educator, and reformist figure who is also known as the founder of Muhammadiyah, one of the largest Islamic organizations in Indonesia. He was born on August 1, 1868 in Yogyakarta, Central Java, Indonesia.

K.H. Ahmad Dahlan was born into a devoutly religious family and had a strong Islamic educational background. After his formal education in Dutch schools, Dahlan chose to study Islam under the guidance of prominent scholars.

In 1912, K.H. Ahmad Dahlan founded Muhammadiyah, an Islamic organization that aimed to make reforms in the fields of religion, education, and social affairs. The organization aimed to awaken the spirit of Islam among the people and

improve the condition of Indonesian Muslims, who at that time were underdeveloped.

K.H. Ahmad Dahlan passed away on February 23, 1923 in Yogyakarta, but his legacy in the form of Muhammadiyah continued and became one of the important forces in the development of Islam in Indonesia.

16. What is the main idea of the text above?

- a. K.H. Ahmad Dahlan was born into a devoutly religious family and had a strong Islamic educational background.
- b. K.H. Ahmad Dahlan founded Muhammadiyah, an Islamic organization that aimed to make reforms in the fields of religion, education, and social affairs.
- c. K.H. Ahmad Dahlan chose to study Islam under the guidance of prominent scholars.
- d. K.H. Ahmad Dahlan was an Islamic scholar, educator, and reformist figure who is also known as the founder of Muhammadiyah, one of the largest Islamic organizations in Indonesia.

17. Where was K.H. Ahmad Dahlan born?

- a. In Jakarta
- b. In Bogor
- c. In Yogyakarta
- d. In Jombang

18. "...the fields of religion, education, and social affairs." (paragraph 3)

What is the synonym of the underlined word?

- a. Story
- b. Learning
- c. History
- d. Command

19. “.....who at that time were underdeveloped.” (paragraph 3)

The “who” word refers to

- a. K.H. Ahmad Dahlan
- b. K.H. Ahmad Dahlan’s family
- c. K.H. Ahmad Dahlan’s students
- d. The Indonesian Muslims

20. What conclusion can be drawn from the passage?

- a. K.H. Ahmad Dahlan was a scholar, educator and founder of an Islamic organization called Muhammadiyah
- b. K.H. Ahmad Dahlan was a great scholar in Indonesia
- c. K.H. Ahmad Dahlan was the founder of the major schools in Indonesia
- d. K.H. Ahmad Dahlan was a great figure who came from a religiously observant family

LAMPIRAN 3

ANSWER KEY

1. Abdurrahman Wahid, better known as Gus Dur, was an Indonesian cleric, intellectual, and politician born on September 7, 1940 in Jombang, East Java
2. 2 years
3. (d.) Gus Dur
4. (c.) Scholars
5. (a.) Gus Dur is an important figure in Indonesian history, both as president and as an intellectual, cleric and politician
6. (d.) 1936
7. (c.) BJ Habibie's parents
8. (b.) A biography of BJ Habibie
9. (c.) Leader
10. (a.) B.J. Habibie is the third president of Indonesia who is known as a world-class technology figure and engineer
11. (d.) Died
12. (b.) Paintings and literary works
13. (b.) A writer and literary figure
14. (c.) Sayuti Melik as an influential Indonesian artist and cultural figure in the fields of painting and literature, and his legacy continues to inspire the next generation.
15. (a.) Sayuti Melik is considered an icon of Indonesian art and culture who has a great influence in Indonesia
16. (d.) K.H. Ahmad Dahlan was an Islamic scholar, educator, and reformist figure who is also known as the founder of Muhammadiyah, one of the largest Islamic organizations in Indonesia
17. (c.) In Yogyakarta
18. (b.) Learning
19. (d.) The Indonesian Muslims
20. (a.) K.H. Ahmad Dahlan was a scholar, educator and founder of an Islamic organization called Muhammadiyah

LAMPIRAN 4
BAHAN BACAAN GURU DAN PESERTA DIDIK



Text 1

R.A. KARTINI

R.A. Kartini received an education because she inherited noble blood from her father. She was sent to ELS (Europees Lagere School) until the age of 12 while learning various things, including Dutch. At that time, there was a custom that was hereditary. Girls who were already 12 years old had to stay at home to be secluded. While in seclusion, R.A. Kartini's desire to learn did not immediately subside. Her Dutch language skills were used to read books and even write letters to correspondence friends from the Netherlands, one of whom was Rosa Abendanon. From her communication with Abendanon, there was an interest in thinking ahead like European women. She wanted to advance indigenous women who at that time were limited by ancient customs. Kartini's knowledge of science and culture was also quite extensive.

On November 12, 1903, Kartini was married to the Regent of Rembang named KRM Adipati Ario Singgih Djojo Adhiningrat, who already had three wives. After marriage, her husband fully supported Kartini's dreams, one of which was to build a special school for women to the east of the gate of the Rembang Regency office complex. On September 13, 1904, Kartini gave birth to a son named Soesalit Djojo Adhiningrat. Just four days after giving birth, Kartini passed away on September 17, 1904. R.A. Kartini died at the age of 25 and was buried in Bulu Village, Bulu District, Rembang.

After her death, Kartini's letters were collected and published in a book titled 'Door Duisternis tot Licht' or Habis Gelap Terbitlah Terang by one of her friends

in the Netherlands, Mr. JH Abendanon, who was then the Minister of Culture, Religion, and Crafts of the Dutch East Indies. The book was published in 1911 in Dutch so not many indigenous people could read it. Then in 1922, Balai Pustaka published a translated version of the book *Habis Gelap Terbitlah Terang: Create a Mind in Malay*.

In Presidential Decree of the Republic of Indonesia No. 108 of 1964, on May 2, 1964, President Sukarno designated Kartini as a National Independence Hero. Sukarno also established Kartini's birthday, April 21, to be commemorated as Kartini Day until now.



Text 2

I GUSTI NGURAH RAI

I Gusti Ngurah Rai is an Indonesian national hero who was born on January 30, 1917 in Carangsari Village, Badung Regency, Bali. He is known as one of the leading figures in the struggle for Indonesian independence, especially in the Battle of Puputan Margarana. Ngurah Rai has a military background and was a member of the People's Security Army (TKR) during the Indonesian National Revolution. He was known as a brave and decisive leader who led his troops.

In 1946, when the Dutch conducted a second military aggression to reclaim Indonesian territory, Ngurah Rai led his troops in a fierce battle against the Dutch army in Margarana, Bali. Although his troops were outnumbered and outgunned, Ngurah Rai and his troops opted for puputan (resistance to the death) rather than surrender to the invaders. The battle ended with the death of Ngurah Rai and almost all of his troops, but their heroic actions became a proud symbol of resistance and motivated the spirit of Indonesian independence. Puputan Margarana is considered one of the pivotal moments in the history of Indonesia's struggle for independence.

I Gusti Ngurah Rai was awarded the title of national hero by the Indonesian government for his sacrifice and services in fighting for Indonesian independence. His name and services continue to be honored and immortalized by the Indonesian people as an inspiration for generations to come.

Sources: <https://www.gramedia.com/literasi/cerita-singkat-perjuangan-pahlawan-indonesia/>

LEMBAR VALIDASI SOAL READING

Validator : Lenny Setiyana, M.Pd

NIP/NIDN : 2016093101

Jabatan : Dosen Bahasa Inggris

1. Petunjuk:

Berikut adalah petunjuk pengisian validasi soal tes pilihan ganda:

- a. Berdasarkan pendapat Bapak/Ibu, mohon dibubuhkan tanda (✓) dalam kolom skor yang tersedia. Keterangan skor yaitu:
 - 1) Skor 1 berarti tidak sesuai
 - 2) Skor 2 berarti kurang sesuai
 - 3) Skor 3 berarti sesuai
 - 4) Skor 4 berarti sangat sesuai
- b. Setelah dicentang mohon memberikan kesimpulan penilaian melalui kriteria kevalidan.
- c. Apabila ada hal-hal yang perlu direvisi, mohon menuliskan pada bagian komentar/saran.
- d. Setelah selesai memeriksa, mohon tuliskan tanggal pemeriksaan dan nama serta tanda tangan Bapak/Ibu pada bagian yang telah disediakan.

2. Penilaian Validasi Soal Pilihan Ganda

No.	Kriteria	Penulisan			
		1	2	3	4
1.	Butir soal sesuai dengan indikator				✓
2.	Materi yang ditanyakan sesuai dengan kompetensi yang diukur.				✓
3.	Hanya ada satu kunci jawaban.				✓
4.	Pilihan jawaban homogen dan logis ditinjau dari segi materi.				✓
5.	Pokok soal dirumuskan dengan singkat, jelas, dan tegas.			✓	
6.	Pokok soal tidak memberikan petunjuk kunci jawaban.				✓
7.	Pilihan jawaban tidak menggunakan pernyataan "semua jawaban salah/ benar" dan sejenisnya.				✓
8.	Bahasa yang digunakan mudah dipahami.			✓	
9.	Pokok soal sudah sesuai dengan grammar yang baik dan benar.			✓	
10.	Pilihan jawaban yang berbentuk angka disusun berdasarkan urutan besar kecilnya angka			✓	

3. Kesimpulan

Rekomendasi/ kesimpulan penilaian secara umum tentang soal:

- ☐ Belum dapat digunakan dan masih memerlukan konsultasi
- ☐ Dapat digunakan dengan banyak revisi
- ☒ Dapat digunakan dengan sedikit revisi
- ☐ Dapat digunakan tanpa revisi

4. Komentar dan Saran Perbaikan

+ pertanyaan sudah terjawab dan indikator yg ada
* Perbaiki dalam penulisan pertanyaan gunakan WH + H question
dan baik.

Metro, 3 Desember 2024

Validator


Leny Setyaningrum, M.Pd

THE RESULT OF PRE-TEST

No. _____
Date : _____

<input type="checkbox"/>	NAMA = RISKY ADITYA
<input type="checkbox"/>	KIS = 84
<input type="checkbox"/>	
<input type="checkbox"/>	1 B
<input type="checkbox"/>	2 C
<input type="checkbox"/>	3 D
<input type="checkbox"/>	4 B
<input type="checkbox"/>	5 B
<input type="checkbox"/>	6 C
<input type="checkbox"/>	7 B
<input type="checkbox"/>	8 A
<input type="checkbox"/>	9 B
<input type="checkbox"/>	10 A
<input type="checkbox"/>	11 A
<input type="checkbox"/>	12 D
<input type="checkbox"/>	13 C
<input type="checkbox"/>	14 A
<input type="checkbox"/>	15 C
<input type="checkbox"/>	16 A
<input type="checkbox"/>	17 C
<input type="checkbox"/>	18 C
<input type="checkbox"/>	19 A
<input type="checkbox"/>	20 A
<input type="checkbox"/>	
<input type="checkbox"/>	

20

SIDU

No. _____

Date: _____

<input type="checkbox"/>	Nama: Sakiki Galwa
<input type="checkbox"/>	Kelas: 8-4
<input type="checkbox"/>	
<input type="checkbox"/>	1. A. Abdurrahman wahid
<input type="checkbox"/>	2. C. 3 years ✓
<input type="checkbox"/>	3. D. Gus dur
<input type="checkbox"/>	4. C. Scholars
<input type="checkbox"/>	5. B. ✓
<input type="checkbox"/>	6. D
<input type="checkbox"/>	7. B ✓
<input type="checkbox"/>	8. B
<input type="checkbox"/>	9. C
<input type="checkbox"/>	10. A
<input type="checkbox"/>	11. B
<input type="checkbox"/>	12. B B
<input type="checkbox"/>	13. B
<input type="checkbox"/>	14. C
<input type="checkbox"/>	15. A
<input type="checkbox"/>	16. D
<input type="checkbox"/>	17. B ✓
<input type="checkbox"/>	18. B B
<input type="checkbox"/>	19. A ✓
<input type="checkbox"/>	20. A
<input type="checkbox"/>	
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75

No. _____

Date: _____

Nama: YUDIS ALFANIZI

Kelas: VIII 85

☐ 1a☐ 2c ✓☐ 3d☐ 4a ✓☐ 5b ✓☐ 6c ✓☐ 7D ✓☐ 8a ✓☐ 9c☐ 10c ✓☐ 11d☐ 12a ✓☐ 13c ✓☐ 14b ✓☐ 15c ✓☐ 16A ✓☐ 17B ✓☐ 18A ✓☐ 19A ✓☐ 20c ✓

20

SIDU

14-Januari-2025

Selasa

Nama : Maria Vera Setyanati
 kelas : VIII.5 (8.5)

1. A. Abdurrahman Wahid, better known as Gus Dur, was an Indonesian cleric, intellectual, and politician born on September 7, 1940 in Jombang, East Java.

2. c. 3 years ✓

3. d. Gus dur

4. d. leader ✓

5. d. ✓

6. d. 1986

7. c. BJ Habibie's parents

8. b. A biography of BJ Habibie

9. c.

10. a.

THE RESULT OF POST-TEST

No.: _____ Date: _____

<input type="checkbox"/>	NAME: RAFFELA GADIN G Aldina
<input type="checkbox"/>	UMAS: 0-4
<input type="checkbox"/>	
<input type="checkbox"/>	1 B. / 12 B
<input type="checkbox"/>	13
<input type="checkbox"/>	2 C. / 13 C
<input type="checkbox"/>	
<input type="checkbox"/>	3 D / 14 A
<input type="checkbox"/>	
<input type="checkbox"/>	4 B / 15 C
<input type="checkbox"/>	
<input type="checkbox"/>	5 A / 16 A
<input type="checkbox"/>	
<input type="checkbox"/>	6 D / 17 C
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<input type="checkbox"/>	7 B / 18 C
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<input type="checkbox"/>	8 B / 19 A
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<input type="checkbox"/>	9 B / 20 A
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<input type="checkbox"/>	10 A
<input type="checkbox"/>	
<input type="checkbox"/>	11 A
<input type="checkbox"/>	

Talk less, do more. deli

No. WT Lionet, Junior

Date: MR? seate (ALioner)

Nama : Andi Rahmabari

Local = 84

tg1 = 21-01-2025

1. A

2. B	
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3. B

4. B

5.B

60

20

8B

 $\frac{1}{C}$

10A

11. A

12B

15	R
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13. A

4

13.1	14.1
15.1	16.1
17.1	18.1
19.1	20.1
21.1	22.1
23.1	24.1
25.1	26.1
27.1	28.1
29.1	30.1
31.1	32.1
33.1	34.1
35.1	36.1
37.1	38.1
39.1	40.1
41.1	42.1
43.1	44.1
45.1	46.1
47.1	48.1
49.1	50.1
51.1	52.1
53.1	54.1
55.1	56.1
57.1	58.1
59.1	60.1
61.1	62.1
63.1	64.1
65.1	66.1
67.1	68.1
69.1	70.1
71.1	72.1
73.1	74.1
75.1	76.1
77.1	78.1
79.1	80.1
81.1	82.1
83.1	84.1
85.1	86.1
87.1	88.1
89.1	90.1
91.1	92.1
93.1	94.1
95.1	96.1
97.1	98.1
99.1	100.1

(6)	1
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126	
	10

156	
	1

(9.12)

80

No. _____

Date: _____

<input type="checkbox"/>	
<input type="checkbox"/>	1a
<input type="checkbox"/>	2d /
<input type="checkbox"/>	3d
<input type="checkbox"/>	4b //
<input type="checkbox"/>	5b //
<input type="checkbox"/>	6d
<input type="checkbox"/>	7b //
<input type="checkbox"/>	8a //
<input type="checkbox"/>	9c
<input type="checkbox"/>	10b //
<input type="checkbox"/>	11a //
<input type="checkbox"/>	12b
<input type="checkbox"/>	13a /
<input type="checkbox"/>	14c
<input type="checkbox"/>	15d //
<input type="checkbox"/>	16b //
<input type="checkbox"/>	17b //
<input type="checkbox"/>	18c /
<input type="checkbox"/>	19d
<input type="checkbox"/>	20a
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

40

SiDU

No. _____

Date. _____

Nama : Maria Vera Setyanarti
Kelas : VIII.5
Mapel : Bahasa Inggris
Hari/tanggal : Rabu / 22 Januari 2020

2. A.

3. B.

5. D.

4. A.

6. D.

6. D.

7. C.

8. B.

9. C.

85



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 3636/In.28/J/TL.01/07/2024
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMPN 1
PEKALONGAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu Kepala Sekolah SMPN 1 PEKALONGAN berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **YESIKA FITRIANI**
NPM : 2101051045
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
The Influence of Read, Cover, Remember, and Retell
Judul : (RCRR) Strategy Towards Students' Reading
Comprehension in Narrative Text at Eight Grade

untuk melakukan prasurvey di SMPN 1 PEKALONGAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu Kepala Sekolah SMPN 1 PEKALONGAN untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Juli 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



**PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 1 PEKALONGAN**

NPSN : 10805965 DAN TERAKREDITASI A

Jln. Rawa Mangun 37 A Gantiwarno Kec. Pekalongan Lampung Timur
E-mail : smp1pekalongan@gmail.com



Nomor : 421.3.11 /137/ SMPN 1/ VIII / 2024
Lamp. : -
Hal : Izin Prasurvey

Kepada
Yth. : Ketua Jurusan FTIK IAIN Metro
Di -
Metro

Menanggapi Surat dari Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Nomor : 3743/ In.28/ J / TL.01 / 07 / 2024 tentang Izin Prasurvey, maka Kepala UPTD SMP Negeri 1 Pekalongan memberikan izin kepada :

Nama : YESIKA FITRIANI
NPM : 2101051045
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Untuk melakukan Prasurvey di UPTD SMP Negeri 1 Pekalongan Kecamatan Pekalongan Kabupaten Lampung Timur dalam rangka Penyelesaian Tugas / Skripsi :
" *The Influence of Read, Cover, Remember, and Retell (RCRR) Strategy Toward Student Reading Comprehension in Narrative Tex at Eight Grade* ".

Demikian Surat Izin ini berikan agar dapat dipergunakan sebagaimana mestinya.



Pekalongan, 09 - 08 - 2024
Kepala Sekolah

RIMMA HASIANA NASUTION, S.Pd, M.Pd
NIP. 197208212000122001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 5242/In.28.1/J/TL.00/11/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Leny Setiyana (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **YESIKA FITRIANI**
NPM : 2101051045
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF RCRR (READ, COVER, REMEMBER, AND RETELL) STRATEGY ON THE STUDENTS' READING ABILITY IN NARRATIVE TEXT OF THE EIGHTH GRADE OF SMPN 1 PEKALONGAN

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 November 2024

Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.

NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-5691/In.28/D.1/TL.00/12/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP Negeri 1 Pekalongan
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5690/In.28/D.1/TL.01/12/2024, tanggal 13 Desember 2024 atas nama saudara:

Nama : **YESIKA FITRIANI**
NPM : 2101051045
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP Negeri 1 Pekalongan bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP Negeri 1 Pekalongan, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF RCRR (READ, COVER, REMEMBER, AND RETELL) STRATEGY ON THE STUDENTS' READING ABILITY IN NARRATIVE TEXT OF THE EIGHTH GRADE OF SMPN 1 PEKALONGAN".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Desember 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 1 PEKALONGAN
 NIS : 200260 NSS : 211120410033 NPSN : 10805965
 Jln. Rawa Mangun 37 A Gantiwamo Kec. Pekalongan Lampung Timur.
 Website : www.smpn1pekalongan.sch.id
 E-mail : smp1pekalongan@gmail.com



Nomor : 241.3/022/04/SMPN1/1/2025
 Lamp. : -
 Hal : Penelitian

Kepada

Yth. : Dekan Fakultas Tarbiyah IAIN Metro
 Di –
 METRO

Menanggapi Surat dari Dekan Fakultas Tarbiyah IAIN Metro Nomor : B-5691/In.28/D.1/TL.00/12/2024 tentang Penelitian, maka Kepala UPTD SMP Negeri 1 Pekalongan memberikan izin kepada :

Nama : YESIKA FITRIANI
 N P M : 21010051045
 Proram Studi : Tadris Bahasa Inggris
 Fakultas : Tabiyah dan Keguruan
 Semester : VII

Untuk mengadakan Penelitian di UPTD SMP Negeri 1 Pekalongan Kecamatan Pekalongan Kabupaten Lampung Timur dalam rangka mengumpulkan data dan bahan-bahan penulisan skripsi " THE INFLUENCE OF RCRR (READ,COVER,REMEMBER,AND RETELL) STRATEGY ON THE STUDENTS' READING ABILITY IN NARRATIVE TEXT OF THE EIGHTH GRADE OF SMP N 1 PEKALONGAN.

Demikian Surat Izin ini berikan agar dapat dipergunakan sebagaimana mestinya.

Pekalongan, 11 - 1 - 2025
 Kepala Sekolah



RIMMA HASIANA NASUTION, S.Pd, M.Pd
 NIP. 197208212000122001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-5691/In.28/D.1/TL.00/12/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **YESIKA FITRIANI**
NPM : 2101051045
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMP Negeri 1 Pekalongan, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF RCRR (READ,Y ON THE STUDENTS' READING ABILITY IN NARRATIVE TEXT OF THE EIGHTH GRADE OF SMPN 1PEKALONGAN".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro

Pada Tanggal : 13 Desember 2024

Mengetahui,
Pejabat Setempat

PIMMA HASIANA N.S.Pd.M.Pd.
NIP. 19720821200012 2001

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Yesika Fitriani
NPM : 2101051045

Program Studi : TBI
Semester : 7

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa / 9 Juli 2024		Pembahasan mengenai kerangka proposai dan Pelaksanaan Prasurvey	
2.	Selasa / 30 Juli 2024		Bimbingan terkait judul	
3.	Selasa / 24 Sep 2024		Bimbingan proposal BAB I	
4.	Jumat 9 / 24 10		ACC bab 1 Revisi bab 2 dan 3 - sumber - footnote - rubric - Daftar pustaka	



Dr. Much. Dikatur, M.Pd.B.I
NIP. 198406082015031006

Dosen Pembimbing

Leny Septiana, M.Pd
NIP.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Yesika Fitriani
NPM : 2101051045

Program Studi : TBI
Semester : 7

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5	Kamis 16/24 /10		Acc Seminar catatan: Cek kembali grammar	
6.	14/24 /11		Revisi APD 1. perbaiki dan tambah penjelasan pada modul ajar 2. Buat kti-ksi real 3. Lembar validasi	
7	3/24 /12		Acc Apd dgn sedikit revisi. Silakan gunakan untuk penelitian	

Mengetahui
Kekua Program Studi TBI



Dr. Much Deiniati, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Leny Septivana, M.Pd
NIP.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Yesika Fitriani
NPM : 2101051045

Program Studi : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
8	4/25 /6		⇒ Perbaiki bab 9. tambahkan discommen ⇒ grammar	
	5/25 /6		⇒ Perbaiki grammar ⇒ Kerapihan Penulisan	
	9/25 /6		⇒ Perbaiki Daftar Pustaka ⇒ Cek kelengkapan berkas/lampiran	
	12/25 /6		⇒ Perbaiki Abstrak dipersingkat lagi	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Dehiatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Leny Septivana, M.Pd
NIP.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**



Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Yesika Fitriani
NPM : 2101051045

Program Studi : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	13/ 25 / 6		Acc Munagosah	



Dr. Much Deimatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing



Leny Septiyana, M.Pd
NIP.

The Documentation of Research Photos

- **Pre-Test**



- **Treatment**



- **Post-Test**



CURRICULUM VITAE



Yesika Fitriani, born on December 22, 2002 in Pekalongan, East Lampung, is the first daughter of two children of Mr. Suminto and Mrs. Sutiati. Started her education at MI Muhammadiyah Tulus rejo (2009-2015), then continued to SMP Negeri 2 Pekalongan (2015-2018), and continued her education at SMK Negeri 1 Metro (2018-2021). In 2021, she continued her education at IAIN Metro Lampung by majoring in English Education Study Program.