THE EFFECT OF READ, COVER, REMEMBER, RETELL (RCRR) STRATEGY ON ST UDENT'S READING SKILL THROUGH NARRATIVE TEXT AT SMA NEGERI 3 BARRU

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ARTICLE INFO	ABSTRACT
	This research aims to determine the effect of using the RCRR strategy on students' reading ability. This research method is quantitative with a pre-experimental design. The subjects of this study were eleventh graders consisting of 20 students. 20 students in class XI MIPA 2 as an experimental class. The instrument used in this study was a multiple-choice test. The test is given in the form of a pre-test And a post-test. From the results of the analysis, the researcher indicates that the results of the average post-test score of the experimental class (78.50) are higher than the average value of the pre-test (52.25) obtained by students in the experimental class, so H0 is rejected and Ha1 acceptable. This means that there is a significant effect after the strategy treatment (RCRR).The increase in pre-test and post-test was 50.23%. Furthermore, the researcher has analyzed the t-test value, t-test t-table (18.763 ≥ 1.729) is greater than the t-table value. That is, there is a significant effect on the reading ability of students who use the RCRR strategy taught in the eleventh grade MIPA 2 SMA Negeri 3 Barru. *This is an open access article under the CC BY-SA license.*

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INTRODUCTION

Reading is one of the basic abilities to get to realize a language. This is inseparable from exceptional language gaining knowledge of abilities apart from writing, speak me and listening competencies that all new English students should discover. Studying abilities can help improve special language abilities based totally on (Patel : 2008) states as follows: "analyzing is An essential activity in existence with which you can update his/her information. Analyzing skill is an important tool for academic achievement Reading is one of the language abilities that not smooth for students to apprehend in getting to know English. The analyzing textual content includes letter, terms, and sentences and encodes that means it is due to the fact analyzing has tremendous contribution to the development of the student's

know-how tthrough reading, it's far viable for them to get information, amusement and for their career and there have a look at as properly. In keeping with Sangia (2014). In analyzing hobby, trainer and newcomers capture the material within the technique of direct communique. It manner that one characteristic of studying has been fulfilled. The reader classes out what is certainly permitting from what's had to take as a permanent addition to his domain of knowledge and functionality. The actual reason in reading isn't humbly to occupy in a conversation but to increase from this communique to some factor which endures or spreads the reader conceptual global reading may be visible because the way of the use of one's very own preceding experiences.

The hassle can be solved thru the gaining knowledge of manner with the useful resource of the trainer, considered one of them by the use of appropriate teaching techniques (Enggar : 2020). There are various coaching analyzing strategies for college students and it wishes the satisfactory technique to assist them remedy the issues Considered one among them is read, cover, remember, Retell (RCRR) technique in keeping with Brummer & Macceca (2008) that look at, cover, don't forget, Retell method is an effective method to help readers who're nicely in analyzing is reading rapid and as a stop result, they do now not recognize what they have study it's far modeled for university college students at some point of entire elegance steerage period and then is done with college students who artwork as companions to observe the identical textual content.

So the researcher desires to research about studying via with examine, cowl, keep in thoughts, Retell (RCRR) method for understanding how the high score and the way the low score from the scholar's in SMA Negeri 3 Barru. In this research, the researcher most effective makes a specialty of one of the method, that's study, cover, don't forget, Retell (RCRR). the students have an possibility for giving mutual aid and college students are also triggered to percentage their information or specific their each other tales. It technique reading with this method will capable of look at rapid accompanied via first rate cease end result from the expertise of what they have got examine.Based on the preliminary description, the author conducts a research on "The effect of using Read, Cover, Remember, Retell (RCRR) on college students' studying skill at SMA Negeri 3 Barru.based on this hassle, the analyst want to recognize whether or not or no longer study, cowl, recall, Retell (RCRR) strategy improve student's reading talent at 11th Grade of SMA Negeri 3 Barru.

RESEARCH METHOD

In this research, researcher will use pre-experimental design with one group pre-test and post-test design. (Sugiyono, 2014), said that Pre-experimental design is a design in which only one group or class is given pre and post-test. This one group pretest and posttest design is carried out on one group without a control or comparison group. This research is ready how the scholar's reading skill may be stepped forward thru the use of RCRR approach so the pre-take a look at could be used earlier than the remedy can be implied to assess their pre-existing comprehension. The population of this study is The subject in this research is students at SMA Negeri 3 Barru. The experimental class is taught with RCRR strategy. The sampling procedure used in this study was non-probability with purposive sampling technique. This technique is widely used in quantitative research for the identification and selection of information- rich cases for the most effective use of limited resources (Patton, 2002).

To analyze the data the researcher would use steps are as follow;

1. Giving Pre-test to Experimental Group

2. Listing the score of Pre-test and Post-test into the Experimental Group.
3. Submit Pre-test to Experimental Group.

4. Giving treatment to Experimental Group by using Read, Cover, Remember, and Retell Strategy.
5. Giving Post-test to Experimental Group.

6. Submit Post-test to Experimental Group.

Interval	Classification
81-100	Excellent
61-80	Good
41-60	Fairly Good
21-40	Fair
0-20	Poor

(Depdiknas, 2006)

1. Measuring the different scores between Pre-test and Post-test from the experimental group.
2. Listing the scores into the tables, for the experimental group scores.
3. Calculating the total score Pre-test and Post-test in experimental group. Calculating is conducted by using SPSS

    To find out the development of percent.

    %= $X2-X1X1$×one hundred

    Notation:

    % : the proportion of improvement

    X2 : the overall score of put up-take a look at

    X1 : the whole score of pre-check

4. Calculating the price of check to suggest the importance among post-test and pre-check, the researcher will use the SPSS system.
5. T-take a look at and T-desk components

    Ttest≥Ttable:having significant influence

    H1 : μ1>μ2or P−price< α 0.05

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$Ttest \leq Ttable : having\ no\ significant\ influence$ $H0 : \mu1 = \mu2\ or\ P-value \geq \alpha$ 0.05

(Gay, 1991)

RESULT AND DISCUSSION

The result of this research is to determine the effect of using the RCRR strategy on students' reading ability. This research method is quantitative with a pre-experimental design. The subjects of this study were eleventh graders consisting of 20 students. 20 students in class XI MIPA 2 as an experimental class. The instrument used in this study was a multiple choice test. The test is given in the form of a pre-test and a post-test. From the results of the analysis, the researcher indicates that the results of the average post-test score of the experimental class (78.50) are higher than the average value of the pre-test (52.25) obtained by students in the experimental class, so H0 is rejected and Ha1 acceptable. This means that there is a significant effect after the strategy treatment (RCRR).

The increase in pre-test and post-test was 50.23%. Furthermore, the researcher has analyzed the t-test value, t-test t-table (18.763 1.729) is greater than the t-table value. That is, there is a significant effect on the reading ability of students who use the RCRR strategy taught in the eleventh grade MIPA 2 SMA Negeri 3 Barru

This research collects data or Information that is important to determine the results of this study, pre-test and post-test are used, and both samples will obtain the same instrument. The following is an explanation of the instrument. The research instrument in collecting data, the Instrument used was a multiple choice test. Students will be given a multiple choice test on narrative text by the teacher using Read, Cover. Remember, the Retell Strategy. The test consists of 2 types of narrative text, each text has 10 multiple choice questions and a total of 20 items. In assessing student answers, the correct answer gets 5 and the wrong Answer gets 0. The score ranges from 0-100. The Highest Score is 100.

Table.Data Analysis of Students' Mean Score Pre-Test and Post-Test

No	Students Code	Pre-Test	Post-Test	Gained Score
1	S-1	30	60	30
2	S-2	60	85	25
3	S-3	45	75	30
4	S-4	60	85	25
5	S-5	55	80	25
6	S-6	50	80	30
7	S-7	55	80	25
8	S-8	75	90	15

9	S-9	55	75	20
10	S-10	60	85	25
11	S-11	55	80	25
12	S-12	55	80	25
13	S-13	60	80	20
14	S-14	70	85	15
15	S-15	30	65	35
16	S-16	30	70	40
17	S-17	50	80	15
18	S-18	45	80	30
19	S-19	60	85	20
20	S-20	45	70	25
Total Score		1045	1575	505
Mean Score		52.25	78.50	-
Max		75	90	40
Min		30	60	15

The table above showed that the mean score of the student's' reading skill was 52.25 and it was classified as fairly good. Next, the minimum score was 30, it indicated the lower score that gotten by student's was 30 and the maximum score was 75, it indicated the higher score that gotten by students is 75. The table above showed that the mean score of the student's' reading skill was 78.50 and it was classified as good. Next, the minimum score was 60, it indicated the lower score that gotten by students was 30 and the maximum score was 90, it indicated the higher score that gotten by student's was 90.

CONCLUSION

Based on findings above shows that the mean score of pre-test is 52.25 and post-test is 78.50. The improvement of pre-test and post-test is 50.23%. Based on the result, it concludes that the using of Read, Cover, Remember,Retell (RCRR) strategy is able to give good contribution in teaching and learning reading especially narrative text. And the hypothesis shows that t-test value for reading skill especially narrative text, the t-test value is 18.763 and t-table is df=19=1.729. It means that 18.763 > 1.729 it indicates that the result of t-test value is higher than t-table value. As the result there is significant different between the result of pre-test and post-test in reading skill, it shows that Read, Cover, Remember, Retell (RCRR) strategy is effective in improving student's reading skill through narrative text.

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