

**THE EFFECT OF USING READ, COVER, REMEMBER, RETELL  
STRATEGY TOWARD READING COMPREHENSION OF  
SECOND YEAR STUDENTS AT SENIOR HIGH  
SCHOOL SUKARAMAI TAPUNG HULU  
KAMPAR REGENCY**



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PEKANBARU  
1434 H/2013 M**

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Thesis

Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
(S.Pd.)



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## ABSTRAK

### **Anita(2013). Pengaruh Penggunaan Strategi Read, Cover, Remember, Retell terhadap Pemahaman Membaca pada Siswa Kelas Dua SMA Sukaramai Tapung Hulu Kabupaten Kampar.**

Permasalahan yang dialami oleh siswa SMA Sukaramai Tapung Hulu Kabupaten Kampar dalam pemahaman membaca bahasa Inggris sangat membutuhkan jalan keluar yang tepat. Dalam hal ini, guru sangat diharapkan untuk menemukan sebuah strategi yang bagus untuk meningkatkan kemampuan siswa tersebut dalam memahami bacaan yaitu dengan mengaplikasikan strategi read, cover, remember, retell sebagai sebuah strategi pengganti strategi yang digunakan sebelumnya.

Penelitian ini dilaksanakan untuk mengetahui apakah ada pengaruh yang signifikan penggunaan strategi read, cover, remember, retell terhadap pemahaman membaca pada siswa kelas dua SMA Sukaramai Tapung Hulu Kabupaten Kampar.

Peneliti mengangkat rumusan masalah yang akan dijawab dengan menggunakan penelitian kuantitatif. Jenisnya adalah kuasi eksperimen yang menggunakan rancangan kelompok-kontrol nonekuivalen. Rancangan ini berdasarkan pada pra-tes, pasca-tes dan penggunaan kelas control yang berperan dalam penelitian ini. Untuk menganalisis data, peneliti menggunakan *Independent t-test Formula* dengan menggunakan SPSS 16.0.

Hasil analisis data adalah 3.911. Hasil ini dibandingkan dengan *t-table* pada level signifikansi 5% (2.00) dan pada level signifikansi 1% (2.65).  $t_{\text{observasi}} (t_o)$  lebih besar dari pada *t-table*. Sehingga dapat disimpulkan bahwa hypothesis nol ( $H_0$ ) ditolak dan hypothesis alternatif ( $H_a$ ) diterima yang menunjukkan  $2.00 < 3.911 > 2.65$ . Dengan kata lain, ada pengaruh yang signifikan pada penggunaan strategi read, cover, remember, retell terhadap pemahaman membaca pada siswa kelas dua SMA Sukaramai Tapung Hulu Kabupaten Kampar.

## ABSTRACT

### **Anita (2013). The Effect of Using Read, Cover, Remember, Retell Strategy toward Reading Comprehension of Second Year Students at Senior High School Sukaramai Tapung Hulu Kampar Regency**

Problems experienced by students at Senior High School Sukaramai Tapung Hulu Kampar Regency in reading comprehension really needed the correct solution. In this case, the teacher was expected to find a good strategy to improve the students' reading comprehension by applying the read, cover, remember, retell strategy as a replacement of previous strategy.

This research was conducted with purpose to know whether there is a significant effect of using the read, cover, remember, retell strategy toward reading comprehension of the second year students at Senior High School Sukaramai Tapung Hulu Kampar Regency

The researcher carried out the formulation of the problems that would be answered by using the research quantitative. That was quasi-experimental research by using non-equivalent control group design. The design based on pretest, posttest, and the use of a control group was employed in this research. To analyze the data, the researcher used *independent t-test formula* by using SPSS 16.0.

The result of analyzing data of t-test was 3.911. It was compared to *t-table* at significant level 5 % (2.00) and at the significant level 1 % (2.65). ( $t_{\text{observation}}$ )  $t_o$  was higher than *t-table*. In conclusion, null hypothesis ( $H_o$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted which showed  $2.00 < 3.911 > 2.65$ . In other word, there was significant effect of using the read, cover, remember, retell strategy toward reading comprehension of the second year students at Senior High School Sukaramai Tapung Hulu Kampar Regency.

أنيتا ( ) : تأثير إستخدام إستراتيجيات قراءة، غطاء، نتذكر، روايتها فهم القراءة للطلاب في الصف ثان بالمدرسة عالية سوكاراماي تافونغ هولوكمفر

المشاكل التي يواجهها الطلاب بالمدرسة عالية سوكاراماي تافونغ هولوكمفر القراءة الفهم في اللغة الإنجليزية في حاجة ماسة إلى حل مناسب. في هذه الحالة، ومن المتوقع أن إيجاد استراتيجية جيدة لتحسين قدرات الطلاب في القراءة والفهم، خاصة عن طريق تطبيق قراءة، غطاء، نتذكر، روايتها استراتيجية استبدال المستخدمة سابقا المعلم.

وقد أجريت هذه الدراسة لتحديد ما إذا كان هناك تأثير كبير من استخدام استراتيجية القراءة، تغطية، تذكر، روايتها الفهم القراءة في الصف الثاني بالمدرسة عالية سوكاراماي تافونغ هولوكمفر

أثار الباحثون صياغة المشكلة التي سوف يتم الرد عليها عن طريق استخدام البحث الكمي. نوع هو استخدام شبه تجريبية تعادل غير تصميم المجموعة الضابطة. ويستند هذا التصميم على ما قبل الاختبار، وبعد الاختبار، واستخدام فئة عنصر التحكم الذي يلعب دورا في هذه الدراسة. لتحليل البيانات، والباحثين باستخدام صيغة اختبار ت مستقلة في SPSS 16.0

كانت نتائج تحليل بيانات 3,119. وتمت مقارنة هذه النتائج مع الجداول تي عند مستوى الدلالة 5% (2,00) وذات دلالة إحصائية عند مستوى 1% (2,6). تي الملاحظات (تو) أكبر من الجدول تي. يمكن أن نخلص إلى أن فرضية العدم (هو) مرفوض وتلقي فرضية بديلة (ها) الذي يشير إلى  $2,00 < 3,119$  وبعبارة أخرى، هناك تأثير كبير على الاستخدام الاستراتيجي للقراءة، والغطاء، نتذكر، روايتها لفهم قراءة في الصف الثاني بالمدرسة عالية سوكاراماي تافونغ هولوكمفر

تَأْثِيرُ إِسْتِخْدَامِ إِسْتِرَاتِيْجِيَّاتٍ ، غِطَاءٍ ، نَتَدَكُّرٍ ، رَوَايَتِهَا إِلَى لَفْهَمِ  
الْقِرَاءَةِ لِلطَّلَابِ فِي لَصَفِّ ثَانٍ بِالْمَدْرَسَةِ عَالِيَّةِ سوكاراماي تَافُونِغِ هُولُو  
كَمْفَرٍ

## EXAMINER APPROVAL

The thesis entitled “*The Effect of Using Read, Cover, Remember, Retell Strategy toward Reading Comprehension of Second Year Students at Senior High School Sukaramai Tapung Hulu Kampar Regency*”, is written by Anita, NIM. 10814002302. It has been approved and examined by the final examination committee of undergraduate degree at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Sya’ban 23<sup>rd</sup>, 1434 H/July 02<sup>nd</sup>, 2013 M as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

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The title of this thesis is The Effect of Using Read, Cover, Remember, Retell Strategy toward Reading Comprehension of Second Year Students at Senior High School Sukaramai Tapung Hulu Kampar Regency.

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The Writer

ANITA

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## LIST OF CONTENT

<b>SUPERVISOR APPROVAL.....</b>	<b>i</b>
<b>EXAMINER APPROVAL.....</b>	<b>ii</b>
<b>ACKNOWLEDGMENT.....</b>	<b>iii</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>LIST OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLES.....</b>	<b>xi</b>
<b>LISTOF HISTOGRAM.....</b>	<b>xii</b>
<b>LIST OF APPENDICES.....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. The Background of the Problem .....	1
B. The Definition of the Terms.....	5
C. The Problem .....	6
1. The Identification of the Problem .....	6
2. The Limitation of the Problem.....	7
3. The Formulation of the Problem.....	7
D. The Objective and the Significance of the Research.....	7
1. The Objective of the Research .....	7
2. The Significance of the Research.....	8
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>9</b>
A. The Theoretical Frameworks .....	9
1. The Nature of Reading Comprehension.....	9
2. Types of Reading .....	11
3. The Teaching reading.....	12
4. The Nature of Reading Comprehension.....	14
5. Reading Comprehension and Its Measurement.....	17
6. Factors that Affect Comprehension Process .....	18
7. Strategies in Reading Comprehension .....	19

8.	Narrative Text .....	22
9.	Read, Cover, Remember, Retell Strategy and Narrative ..	26
B.	The Relevant Research .....	27
C.	The Operational Concept.....	28
D.	The Assumption and Hypothesis .....	29
1.	The Assumption .....	29
2.	The Hypothesis .....	30
<b>CHAPTER III THE RESEARCH METHOD.....</b>		<b>31</b>
A.	The Research Design .....	31
B.	The Time and Location of the Research.....	32
C.	The Subject and the Object of the Research.....	32
D.	The Population and Sample of the Research.....	32
E.	The Technique of Data Collection.....	33
F.	The Validity and Reliability of the Test .....	33
F.	The Technique of Data Analysis.....	35
<b>CHAPTER IV DATA PRESENTATION AND ANALYSIS.....</b>		<b>37</b>
A.	The Description of the Research Procedures .....	37
B.	The Data Presentation .....	38
C.	The Data Analysis .....	44
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>		<b>54</b>
A.	Conclusion .....	54
B.	Suggestion .....	55

**BIBLIOGRAPHY**

**APPENDICES**

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Reading has an important role in learning. Reading is one of the most important language skills should be developed inside and outside the classroom, it is also one of the most common ways to get information.<sup>1</sup>

Nunan says that reading is a fluent process of the readers combining information from a text and their own background knowledge to build meaning.<sup>2</sup> They can get meaning of a text easily if they have good comprehend in a text. Comprehend a text is very crucial in reading. Irwin says that comprehension can be seen as the process of using one's own prior experiences and the writer's cues to infer the author's intended meaning.<sup>3</sup> It means the students can be good readers if they have a good comprehension.

All good skill instruction is based on an understanding of the skills being taught.<sup>4</sup> Related to this observation, we can recognize that reading is needed by the students very much.

In order to accomplish students need toward reading, School based Curriculum (KTSP) provides reading as one of the skill in mastering English

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<sup>1</sup> Jeremy Harmer. *The Practice of English Language Teaching*. (London and New York: Longman, 1991), pp.183-184

<sup>2</sup> David Nunan. *Practical English Language Teaching*. (New York: McGraw-Hill, 2003), p.68

<sup>3</sup> Judith Westphal Irwin. *Teaching Reading Comprehension Processes*. (New Jersey: Prentice Hall, 1986), p. 9

<sup>4</sup> Ibid. 1

that must be taught and learned in Senior high school. Senior High School Sukaramai is one of Senior High Schools in Kampar Regency. As a formal education, this school also has English subject to teach for the students especially, reading skill. According to School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan—KTSP in 2007), the purposes of teaching English in Senior High School Sukaramai especially in reading skill are understanding and responding meaning in monolog text that uses various written and spoken language accurately and clearly by the express the information of genre of the text such as monologue narrative, spoof, and hortatory exposition.<sup>5</sup> Based on School Based Curriculum, the goals of learning English in Senior High School, especially reading that is: Narrative text.

Based on writer's preliminary study at Senior high school Sukaramai on February 2012, the teacher uses three-phase technique in teaching reading at this school. In this technique, the pre-activity the teacher asks the students about the material run. The whist activity, the teacher gave the topic based on reading material from the Look Ahead book. The reading materials consist of kind of paragraph such as narrative, report, and descriptive. In this technique, students were asked to read the text from the book based on the topic. Then in the end of teaching, post-activity students given chance to share their ideas, summarize the text, and answer the question

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<sup>5</sup> Departemen Pendidikan Nasional. *Kurikulum 2004 Standard Kompetensi Mata Pelajaran Bahasa Inggris Senior High School/MA*. (Jakarta: Pusat Kurikulum, 2003).

based on the text they read to know how students' comprehension in reading material is. Thus, teacher has taught the students well.

In fact, based on passing grade in second year at Senior High School Sukaramai, some of students' score is far from passing grade. The passing grade is 70 in second year at that school. However, many students follow remedial test. It must have the standard competence and basic competence was not reached. Some students in Senior High School Sukaramai got low comprehension, instead some of them did not comprehend at all the point of material they have read even though they often run out of time in doing the reading test although the allocation of time is actually determined based on the students ability and the degree of difficulty of the questions . It can be seen by following phenomena:

1. Some of students are not able to comprehend the reading text, especially in narrative text.
2. Some of students have difficulties to determine the main idea of the narrative text
3. Some of students are not able to determine communicative purpose of narrative text correctly
4. Some of students are not able to determine the generic structure of narrative text correctly

5. Some of the students are not able to identify reference of narrative text
6. Some of students are not able to make inference narrative text

To improve the students' comprehension in reading, it needs an appropriate technique to help them to solve their problems. Actually there are many techniques that can help students to improve their reading comprehension. It is somehow difficult to improve students' reading comprehension in Senior high school efficiently.

Based on the phenomena above, read, cover, remember, retell strategy can be used in this subject. Read, cover, remember, retell strategy is an effective approach to help readers at all grade levels who think that good reading is reading quickly and as a result do not understand what they have read.<sup>6</sup> It is modeled for students during a whole class instruction period, and then conducted with students who works as partner to read the same text. It is obvious that Read, Cover, Remember, Retell Strategy can increase student's comprehension in reading. The teacher should encourage and guide student to produce well. It included in The Cognitive Academic Language Learning Approach (CALLA). CALLA is an instructional model that integrates current educational trends in standards, content-based language instruction, learning strategies, and portfolio assessment.<sup>7</sup>

Regarding with the symptoms that writer explains above, the writer is interested in conducting a research entitle: **“The Effect of Using Read,**

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<sup>6</sup> Stephanie Macceca. *Reading Strategies for Social Studies*. (Huntington Beach: Shell Education, 2007), p.147

<sup>7</sup> Anna Uhl Chamot, Sarah Barnhart, Pamela and Jill Robbins. *The Learning Strategies Handbook*. (New York: Addison Wesley Longman, 1999)

**Cover, Remember, Retell Strategy toward Reading Comprehension of Second Year Students at Senior High School Sukaramai Tapung Hulu Kampar Regency”.**

**B. The Definition of the Terms**

1. Read, Cover, Remember, Retell Strategy

A Read, Cover, Remember, Retell Strategy is a process of learning where two students read the same book, they cover as much as they can, and then they remember to retell to their partner.<sup>8</sup> Read, Cover, Remember, Retell Strategy in this research is a strategy used by researcher to know its effect toward reading comprehension of the second year students of Senior High School Sukaramai.

2. Reading

Reading is an interactive process that goes on between the reader and text, resulting in comprehension.<sup>9</sup> In this research, reading is a skill that must be mastered by the students because of reading the students can increase their knowledge and information about everything.

a. Comprehension

Comprehension is a process of integrating new sentences with antecedent information in extra sentential structures.<sup>10</sup> In this study, the students

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<sup>8</sup> Macceca, p. 147.

<sup>9</sup> Kalayo Hasibuan and Muhammad Fauzan Anshari. *Teaching English as a Foreign Language (TEFL)*. (Riau: Alaf Riau Gruba UNRI Press, 2007), p.115.

<sup>10</sup> Colin Harrison. *Understanding Reading Development*. (London: SAGE Publications, 2004), p.51.

comprehend reading text because it can result the meaning of text accurately. Without comprehension reading activity is useless.

## **C. The Problem**

### **1. Identification of the Problem**

Based on the background of the problem, it is clear that most of the students at the second year students of Senior High School Sukaramai still get some problems in their reading comprehension. To make it clearer, the researcher identifies the problem as follows:

- a. Why are some of students not able to comprehend the reading text, especially in narrative text?
- b. Why are some of students not able to identify main idea?
- c. Why are some of students not able to determine the communicative purpose of the narrative text?
- d. Why are some of students not able to determine the generic structure of narrative text?
- e. Why are some of students not able to identify reference?
- f. Why are some of students able to make inference from reading text?

## **2. Limitation of the Problem**

Based on the identification of the problems above, thus the problem of the research are limited to focus on the students' reading comprehension by using Read, Cover, Remember, Retell Strategy.

## **3. Formulation of the Problem**

The problems are formulated as follow:

- a. How is students' reading comprehension taught without using read, cover, remember, retell strategy of second year students at Senior High School Sukaramai?
- b. How is students' reading comprehension taught by using read, cover, remember, retell strategy of second year students at Senior High School Sukaramai?
- c. Is there any significant difference of using read, cover, remember, retell strategy toward students' reading comprehension of the second year students at Senior High School Sukaramai?

## **D. The Objectives and Significance of the Research**

### **1. The Objectives of the Research**

- a. To find out the students' reading comprehension taught without using read, cover, remember, retell strategy of second year students at Senior High School Sukaramai.

- b. To find out the students' reading comprehension taught by using read, cover, remember, retell strategy of second year students at Senior High School Sukaramai.
- c. To find out the significant difference of using read, cover, remember, retell strategy toward students' reading comprehension of the second year students at Senior High School Sukaramai.

## **2. The Significance of the Research**

- a. To fulfill one of requirements for the researcher to complete her undergraduate degree program at Department of English Education of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.
- b. This research finding is also expected to give the positive contribution related to the process of teaching and learning English especially in term of students' ability in reading comprehension by using Read, Cover, Remember, Retell Strategy at Senior High School Sukaramai.
- c. This research finding is also expected to develop the theories on teaching and learning English as a foreign language and for those who are concerned very much in the world of language and teaching in general.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading Comprehension

Reading is an activity with a purpose. A student may read in order to gain information or verify existing knowledge.<sup>1</sup> In addition Collin says that reading not only increases our life skills and extends our knowledge, it goes much deeper.<sup>2</sup> By reading the students can know everything for example about education, politic, social, culture, religion, health, etc. It means reading is unlimited.

Reading is the most crucial in learning a language. According to Collin, he emphasizes the importance of reading in relation to human development.<sup>3</sup> It means more students read more knowledge that they will get. They also can make their knowledge more than before. It can be happened if they can comprehend the text well. Reading determines how the students are able to think, that it has a fundamental effect on the development of the imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person they are capable of becoming.

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<sup>1</sup> Kalayo Hasibuan, and Muhammad Fausan Ansyari, *Teaching English as a Foreign Language (TEFL)*. (Riau: Alaf Riau Gruba UNRI Press, 2007), p.114

<sup>2</sup> Colin Harrison, *Understanding Reading Development*, (London: SAGE Publications, 2004), p. 3

<sup>3</sup> *Ibid.* p.3

In addition Johnson there are three definitions of reading:<sup>4</sup>

- a. Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.
- b. Reading integrates visual and non visual information. During the act of reading, the visual information found on the page combines with the non visual information contained in your head to create meaning. In that way, what's in your head is just as important as what is on the page in the process of creating meaning (reading).
- c. Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.

According to Kalayo the text present letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader knowledge, skills, and strategies include:<sup>5</sup>

- a. Linguistic competence: ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentence.
- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.

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<sup>4</sup> Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, (Lanham: Rowman and Littlefield Education, 2008), pp.3-4

<sup>5</sup> Kalayo, p.115

- c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
- d. Strategic competence: the ability to use top-down strategies as well as knowledge of the language (a bottom up-up strategy).

## 2. Types of Reading

According to Alyousef there are two types of reading, they are:<sup>6</sup>

### a. Extensive Reading

There have been conflicting definitions of the term “extensive reading.” Some use it to refer to describe “skimming and scanning activities,” others associate it to quantity of material. Hedge in Hesham Suleiman Alyousef states that since extensive reading helps in developing reading ability. Moreover, extensive reading enables learners to achieve their independency by reading either in class or at home, through sustained silent reading (SSR). Carrell and Eisterhold in Hesham Suleiman Alyousef argue that SSR activity can be effective in helping learners become self-directed agents seeking meaning provided an SSR program is “based on student-selected texts so that the students will be interested in what they are reading. Students select their own reading texts with respect to content, level of difficulty, and length.”

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<sup>6</sup> Hesham Suleiman Alyousef, “Teaching Reading Comprehension to ESL/EFL Learners”, *The Reading Matrix*, Vol. 5, No. 2 (2005), p.143

#### b. Intensive Reading

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge argues that it is “only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials.” These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and metacognitive strategies.

### 3. Teaching Reading

The aim of teaching reading is to develop the students’ ability so that they can read and understanding the text effectively and efficiently. According to Johnson there are some conditions that should be created by teachers for learning to read:<sup>7</sup>

- a. *Help children fall in love with books.* Reading is a pleasurable act. A teacher’s or tutor’s number one job is to help students fall in love with books.
- b. *Create a space every day for sustained, silent reading.* Just like learning to play a musical instrument, children who are learning to read get better at it by practicing.
- c. *Allow children to make choices about their reading material.* Choice is important in helping readers grow. Reading is more pleasurable when

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<sup>7</sup> Andrew, pp.11-14

we are able to make choices about what we read. Most of the time adults are allowed to choose their own reading material. We can go to the library and select any book we want.

- d. *Connect reading pleasure to reading practice.* A simple behaviorist principle is that if we find something to be enjoyable (a positive reinforcement), we are more likely to do that thing again. In the same way, if the act of reading is linked to instruction that students find unpleasant or disagreeable, they will be less inclined to engage in future reading behavior.
- e. *Keep your reading program simple.*
- f. *Keep instruction simple.* Good teachers make things seem as simple as possible.
- g. *Make reading like real life.* The kind of reading and writing we have children do in school should be very much like the kind that adults do in real-life situations. In my adult life I read for pleasure or to understand ideas and information. I write to organize my thoughts, to express ideas, and to convey important information to others.
- h. *Include talk and other forms of social interaction.* Talking and social interaction enhances learning of any kind. Children need to talk to each other about what they're reading and share their ideas and insights with others. In this way, the stories come to life, students gain insight and ideas from others, and language learning is enhanced.

Based on the steps of teaching reading above, the researcher concludes that the teacher needs to build the good atmosphere to learn reading. It relates to how the teachers teach reading to the students such as strategy to teach reading and choose the appropriate text in order the students can catch the point each text. Then the students can share their ideas to others. It means sharing information each others. The researcher convinces that Read, Cover, Remember, Retell Strategy is the appropriated strategy to teach reading because it relates to learn in pairs.

#### **4. The Nature of Reading Comprehension**

Reading cannot be separated with comprehension because the purpose of reading activity is to comprehend what has been read. Reading is a useless activity if the readers or students do not understand what they read. Based on Nunan the goal of reading is comprehension.<sup>8</sup>

Reading comprehension result when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>9</sup>

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<sup>8</sup> Nunan, p.68

<sup>9</sup> Janette K. Klingner, Sharon Vaughn, and Allison Bordman. *Teaching Reading Comprehension to Students with the Learning Difficulties*, (New York: The Guilford Press, 2007), p.23

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>10</sup> Comprehension entails three elements:<sup>11</sup>

a. The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

Fluency can be conceptualized as both an antecedent to and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a thorough understanding of a text. However, some components of fluency—quick and efficient recognition of words and at least some aspects of syntactic parsing—appear to be prerequisites for comprehension. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change.

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<sup>10</sup> Catherine Snow, *Reading for Understanding toward and R&D Programming Reading Comprehension*, (Arlington: RAND Education, 2002), p.11

<sup>11</sup> *Ibid.*, p.11

Teachers can give a variety of strategies to help their students comprehend. Effective teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction for which texts.

b. The text that is to be comprehended

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text.

c. The activity in which comprehension is a part.

Reading is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter

information that raises new questions that make the original purpose either incomplete or irrelevant.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.

Based on some ideas above, it can be concluded that reading comprehension is that understanding/comprehending the text that has been read. It relates to the previous knowledge and strategy use that find main idea, meaning of the text and information which contains in the text.

## **5. Reading Comprehension and Its Measurement**

Traditional measures of comprehension ability provide general indications of how well students can comprehend as compares to their peers. To know how well students can comprehend, we can determine it by giving test. In most traditional tests of comprehension, including diagnostic tests, group standardized tests, and informal reading inventories, comprehension is measured by a cloze task, multiple-choice questions, or short answer questions.<sup>12</sup> Not only by these ways, but also by using comprehension assessment checklist, observation, questioning, and free recall can measure the students' comprehension.

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<sup>12</sup> Judith Westphal. *Teaching Reading Comprehension Processes*. (New Jersey: Prentice Hall,1986), p.158

## 6. Factors that Affect Comprehension Processes

According to Johnston, reading comprehension is viewed as the process of using one's own prior knowledge and comprehended is influenced by the individual reader's characteristics, the text's characteristics, and the situation-related factors: the situation organizer, the task, and the total setting. The individual readers' affect what is comprehended, because the reader actively interprets the cues on the printed pages in the light of what he or she brings to it. This includes his or her prior knowledge about the topic, emotional attitudes relative to the topic and the assignment, and reading skills. Besides, there are still many other aspects of the situation to be considered, such as, the comprehension task, reading purposes and methods.

There are many ways to in which you can clarify the purpose of the task. You can give students behavioral objectives that state exactly what they will be asked to do after reading. You can give pre-reading questions, preview, finally, you can involve the students in setting the purpose for reading.

The next step, of course, is finding a reading method appropriate for the intended purpose. Indeed, a reading method can be defined as the strategy selected to achieve the intended goal.<sup>13</sup> Its mean, the strategy that will be used also give contribution in reading comprehension.

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<sup>13</sup> Ibid., p.130

## 7. Strategies in Reading Comprehension

According to Westwood there are four strategies in reading. They are:<sup>14</sup>

a. Predict, Organize, Search, Summarize, Evaluate (POSSE)

This strategy was used successfully with grade 4, 5 and 6 students and deals with processing expository text. It is designed to activate students' prior knowledge about a topic and to link it with new information contained in the text (Englert & Mariage in Westwood). A 'strategy sheet' is used to cover the five aspects listed below, and students add information to it in the form of a semantic map before, during and after the reading. The sheet provides a visual guide that provides direction and structure, linking what students already know with new information that is acquired while reading. The five letters in the acronym POSSE stand for:

**P**redict what issues will be covered in the text (based on your existing knowledge of the subject) and raise a question you want to answer

**O**rganize your predicted points and question and link them into a semantic Map

**S**earch the text (read carefully to confirm or discredit your predictions)

**S**ummarize the points gleaned from the reading

**E**valuate your understanding of the text and what you have learned from it.

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<sup>14</sup> Peter Westwood. *What Teachers Need to Know about Reading and Writing Difficulties*. (Victoria: Acer Press, 2008),p. 45

POSSE relies heavily on teacher modeling and thinking aloud, and even more on instructional dialogue between teacher and students and within the group of students.

b. Directed Reading–Thinking Activity (DRTA)

DRTA has some features in common with POSSE. It is a whole-class instructional strategy designed to give students experience in previewing text before reading, predicting what an author may say, reading the narrative text to confirm or revise the predictions and elaborating upon responses (Snowball in Westwood). Questioning by the teacher encourages the students to think analytically and critically about the subject matter they are reading. In order for some students with reading difficulties to get the most benefit from DRTA, it is usually necessary to have them re-read the passage, aiming for improved fluency so that cognitive effort can be redirected towards the meaning of the paragraphs.

c. Here – Hidden – or in my Head (the 3H strategy)

The purpose of this strategy for upper primary grades is to teach students where answers to specific questions may be found (Graham & Wong in Westwood). The answer is either explicitly stated in the text (here), or is implied in the text and can be inferred if the reader thinks carefully about some information on the page (hidden), or the information is not on the page but is already in the student's prior knowledge (in the head) and needs to be recalled. In teaching the

3H strategy, students are cued to use appropriate text-based or knowledge-based information to answer questions. They are also taught to use self-questioning to help focus their own attention on selecting appropriate information and to monitor their own understanding. The teacher provides necessary prompting (e.g. the use of cue cards) in the beginning, but this support is faded out as students gain confidence and control of the strategy. The 3H strategy helps students appreciate that answers to questions are not necessarily stated explicitly within a text, and that often one must think carefully and go beyond the words.

d. Know – Want to know – Learned (KWL strategy)

This strategy activates students' prior knowledge on a given topic, then invites them to generate some questions they hope the text may answer, and finally they must summarize any new information they have learned from the reading (Ogle in Westwood). To facilitate this process, a 'KWL Chart' is provided for each student. The chart is ruled up with three columns, headed respectively 'what we *know*', 'what we *want to know*', and 'what we *learned*'. A fourth column might be added to the chart in which students can record their response to the material in the text; or they might write down suggestions for what they will do to make use of the information they have learned to extend their study of the same topic.

The KWL strategy is intended for use with expository texts, and the teacher needs to select material that lends itself well to this type of analysis. Expository text is more difficult than narrative text for students to understand, so the subject textbooks used in upper primary and secondary schools often cause problems. So too does the concise informative data presented online when students are conducting computer searches for their projects and assignments. Teachers and tutors need to appreciate the difficulties students experience with expository text. Most of weaker readers need guidance to become more aware of the typical structure, style and sequence used within this type of text.

## **8. Narrative Text**

### **a. The Definition of Narrative text**

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story. This text usually begins with a setting that presents the characters, followed by an event where the characters respond to various happening. Then, it has an ending to the happening or story, sometimes with some kind of conclusion or moral.<sup>15</sup>

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<sup>15</sup>Thomas E. Scrugg and Margo A. Mastropieri. *Literacy and Learning*. ( Wagon Lane: Emerald Group Publishing Limited, 2010), p.125

## b. Social Purpose

Narratives construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events. They instruct because they teach readers and listeners that problems should be confronted, and attempts made to resolve them. Narratives incorporate patterns of behavior that are generally highly valued.

## c. Generic Structure

1. Orientation: this stage 'alerts' the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place.
2. Complication: in this stage a sequence of events, which may begin in a usual pattern, is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters.
3. Resolution: the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience.
4. Coda: this stage is optional. It makes explicit how the character/s has changed and what has been learned from the experience.

d. Language features

1. Use of particular nouns to refer to or describe the particular people, animals and things that the story is about.
2. Use of adjectives to build noun groups to describe the people, animals or things in the story.
3. Use of time connectives and conjunctions to sequence events through time.
4. Use of adverbs and adverbial phrases to locate the particular incidents or events.
5. Use of past tense action verbs to indicate the actions in a narrative.
6. Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

e. Spoken Narratives

Spoken narratives will be mainly retellings of narratives that students have read or listened to. Jointly constructed retellings will still be important, although students may independently retell a stage of a narrative. Teachers will need to guide retellings with questions that focus on the content of orientation and complication. Narrative is telling a story in order to establish an idea or assert an opinion. It follows all the

conventions of good storytelling such as characterization, plot, and theme, and it is often used as a means.<sup>16</sup>

Here is the example of Narrative Text.

### **CINDERELLA**

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too Senior High School for them, no matter how hard they squeezed their toes into it. In the end, the king's page let

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<sup>16</sup> Edith N. Wagner. *Express Yourself: Writing Skills for High School*. (Cambridge: Learning Express, 2002), p. 71

Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

## **9. Read, Cover, Remember, Retell Strategy and Narrative Monologue**

### **Text**

Read, Cover, Remember, Retell Strategy is a vehicle for increasing the knowledge and understanding of the participant in a collaborative context. It means the students can get their comprehension through this strategy. So, the students can improve their ability in comprehending the text.

Read, Cover, Remember, Retell Strategy is one of strategy to learn in a cooperative learning environment. The students will study in pairs or small group. It motivates the students to express their comprehension of the text.

There are some effective read, cover, remember, retell strategy involve alternating between understanding and summarizing or explaining. Read, Cover, Remember, Retell Strategy can reduce the opportunity that one participant is simply a passive recipient seem likely to be better for both motivation and learning. The success of students assigned to learner-teacher will then be a measure for evaluating the success of learner-teacher. It will make the learners responsible for both teaching to and learning each other.

Read, cover, remember, retell strategy has some advantages of interaction with a peer; making the students has an opportunity for giving mutual support and stimulation. The researcher concludes that Read, Cover, Remember, Retell Strategy gives stimulus to the students to become active learning. The students are also motivated to share the information or express their story each others. It means the effective learning and teaching will be easy to created in the class.

Besides, read, cover, remember, retell strategy is also appropriate to apply when teacher teaches narrative text. When the comprehension problems are determining importance of information, sequence, details, elements of plot, locating information, one of the recommended strategy is read, cover, remember retell strategy. So, it is clear that read, cover, remember, retell is suitable for narrative text.

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

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

## **B. Relevant Research**

Relevant research is required to observe some previous researcher conducted by other researchers in which they are relevant to our research itself. Besides, we have to analyze what the point that focused on, inform the designs, finding and conclusion of the previous research, that of:

1. Sri Wastuti research, she focused on *the effect of collaborative strategic reading toward the second year students' reading comprehension achievement at SLTP Negeri 20 Pekanbaru*. She found that the mean score of experimental group which was taught by using collaborative strategic reading was 82.75 while the mean score of control class which was taught by using traditional reading classroom was 75.75. it means there was any significant difference between using collaborative strategic reading for reading comprehension achievement and using traditional reading classroom method for reading comprehension achievement. Furthermore, t-test in her research was 3.5 and t-table was 2.00.<sup>17</sup>

### **C. Operational Concept**

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research in which focuses on gaining the difference of using Read, Cover, Remember, Retell Strategy toward students' reading comprehension. Therefore, in analyzing the problem in this research, there are two variables used, they are:

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<sup>17</sup> Sri Wastuti, "The Effect of Collaborative Strategic Reading toward the Second Year Students' Reading Comprehension Achievement at SLTP Negeri 20 Pekanbaru", (Pekanbaru: Unpublished, 2005).

1. Variable X: Read, Cover, Remember, Retell Strategy strategy

The following treatment as a collection of procedures of the implementation of Read, Cover, Remember, Retell Strategy can be seen as the following steps:

- a. Students making partner based on the teacher's instruction.
- b. Students read material is given by teacher as much as their hand can cover.
- c. Students cover the words with their hand.
- d. Students remember what they just read
- e. Students retell it to their partner in their own words.

2. Variable Y: reading comprehension

To find out the students' ability in reading comprehension of second year students of Senior High School Sukaramai, the researcher determines some indicators for reading comprehension as the following:

- a. Students are able to identify main idea
- b. Students are able to identify communicative purpose of text
- c. Students are able to determine the generic structure of narrative text
- d. Students are able to identify reference, and
- e. Students are able to make inference from reading text.

**D. Assumption and Hypothesis**

1. Assumption

In general, the assumption for this research can be exposed as the following:

- a. The different strategy might make different achievement
- b. Teaching strategies can influence students' reading comprehension
- c. The students' learning achievement and comprehension are various

## 2. Hypothesis

Ho: There is no significant difference of students' reading comprehension by using Read, Cover, Remember, Retell Strategy.

Ha: There is a significant difference of students' reading comprehension by using Read, Cover, Remember, Retell Strategy.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The design of this research is quasi-experimental research design intended to find out the effect of using read, cover, remember, retell strategy toward reading comprehension. According to Cresswell, experiment is test an idea (practice or procedure) to determine whether it influences an outcome or dependent variable.<sup>1</sup> Furthermore, Gay and Peter Airasian stated that Quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments<sup>2</sup>.

In conducting Quasi- experimental research the researcher assigned intact groups the experimental and control treatments, using pretest and posttest to both group, conducting experimental treatment activities with the experimental class only.

In this research, the writer used two classes. The first class was used as experimental class which was taught by read, cover, remember, retell strategy and another one was used as control class which was taught by using three-phase technique.

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<sup>1</sup> Jhon W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), p.299

<sup>2</sup> L. R. Gay and Peter Arasian. *Educational Research: Competencies for Analysis and Application*. (New Jersey: Prentice-Hall, inc, 2000), p.367

According to Creswell the type of this research as designed as follows:<sup>3</sup>

**Table III.1**  
**The research design**

Pre- and post design	time		
Select control group	pretest	No treatment	posttest
Select experimental group	pretest	Experimental treatment	posttest

### **B. Time and Location of the Research**

The location of this research was the Senior high school Sukaramai at Tapung Hulu Sub district, Kampar Regency. This research was conducted on February 2013.

### **C. Subject and Object of the Research**

Based on the title of the research, the subject of the research was the second year students at Senior high school Sukaramai, Tapung Hulu Regency. Then the object of this research was the difference of using Read, Cover, Remember, Retell Strategy toward students' reading comprehension.

### **D. Population and Sample of the Research**

The population of this research was the second year students of Senior high school Sukaramai. It had three classes which both of them consisted of social and science class. The total number of students at the second year students of senior high school Sukaramai was 88 students. It can be seen as follows:

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<sup>3</sup> Creswell, Jhon.W, p.314

**Table III.2****Distribution of the Research Population and Sample**

No	Class	Number of students
1	XI IPS 1	29
2	XI IPS 2	29
3	XI IPA	30
<b>Total</b>		58

Based on the design of the research, the researcher took two classes as the sample of this research. Here, the writer took class XI IPS 1 and XI IPS 2 as a sample. Both classes were selected by using cluster sampling. Class XI IPS 1 for experimental class and XI IPS 2 for control class.

**E. The Technique of Data Collection**

The instrument that used to acquire the data from the students was a test. It was divided into two kind of test; pre-test and post-test. Pre-test given before treatment and post-test given in the last of treatment. The kind of the test was multiple choices. There were four choices A, B, C and D the answers which was adapted from text. The form of the text was narrative test. The text composed 20 items.

**F. The Validity and Reliability of the Test**

Gay states that the validity of a test is concerned with the appropriateness of the interpretations made from test score.<sup>4</sup> It means the test will be valid to the extent that is measured what it is supposed to measure. The

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<sup>4</sup> Gay and Peter, 161.

type of validity is content validity. Referring to Bambang, Content validity is that if a measurement is as the representative of the ideas or the appropriate material that will be measured.<sup>5</sup> The materials were taken from the guide book for the students and other related resources.

Reliability is the degree to which a test consistency measures whatever it is measuring.<sup>6</sup> To know the reliability of the test, we should know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpha. The researcher used the SPSS 16.0 for windows-statistical software.

**Tabel III.3**  
**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

Based on the table III.3, we can see that the cases valid are 20 students, excluded 0, and the total students follow the test 20 students

**Tabel III.4**  
**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
8.35	12.766	3.573	20

Based on the table III.4, we can see that the mean score was 8.35, variance was 12.766. Std. Deviation was 3.573, and number of items was 20.

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<sup>5</sup> Ag. Bambang Setiyadi. *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*. Edisi Pertama. (Yogyakarta: Graha Ilmu, 2006), p. 23

<sup>6</sup> L. R. Gay and Peter Airasian, p.169

**Tabel III.5****Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.649	0.647	20

Based on the table III.5, we can see that Cronbach's Alpha was 0.649, Cronbach's Alpha based on standardized items was 0.647, and number of items was 20.

The score obtained compares to  $r$  table of product moment that the degree of freedom was 38 " $r$ " product moment at the level of 5% is 0.304 and 1% is 0.393. The score obtained of Cronbach's Alpha was 0.649 higher than  $r$  table whether 5% and 1% ( $0.304 < 0.649 > 0.393$ ). It means that the test was reliable.

**G. The Technique of Data Analysis**

In analyzing the data, the researcher used score of pre-test and post-test of experimental as well as and control group. These scores were analyzed statistically. The researcher used score of experimental class and control class. In order to find out whether there was a significant effect of using read, cover, remember, retell strategy toward students' reading comprehension, the data statistically analyzed by using T-test formula by using SPSS 16.0 (Statistical Package for the Social Sciences).<sup>7</sup>

$H^a$  is accepted if  $t_o > t_{table}$  or there is a significant difference of using read, cover, remember, retell strategy towards reading comprehension.

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<sup>7</sup> Hartono. *Statistik untuk Penelitian*. (Yogyakarta : Pustaka Pelajar, 2008), p.180

$H^0$  is accepted if  $t_0 < t_{table}$  or there is no significant difference of using read, cover, remember, retell strategy towards reading comprehension.

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Description of Research Procedures**

The purpose of the research is to obtain the students' reading comprehensions who are taught by using read, cover, remember, retell strategy and those who are taught without using read, cover, remember, retell strategy, and to find out whether or not there was the significant difference of using read, cover, remember, retell strategy toward reading comprehension. The researcher calculated data taken from the scores of the students' final test. The data were obtained from the students' reading comprehension of experimental and control class. Before taking the data from the sample, the researcher tried at another school with the same class in order to prove whether the test was reliable or not. The result found in the try out was 0.649. it means the test was reliable. The researcher gave pre-test and post-test to XI IPS 1 and XI IPS 2. The researcher asked the students to answer some questions based on the text given; the text was a narrative text. Based on design of the research, it was found that class XI IPS 1 was as experiment class and XI IPS 2 was as control class. Then, the researcher gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the researcher used the same format of questions and text of narrative to test students' reading comprehension for the post-test of experimental class. While for control class, which was taught without using read, cover, remember, retell

strategy, the researcher used the same format of questions of narrative for their post-test also.

The data of this research were obtained from the score of students' of the experimental class and control class. All of data were collected through the following procedures:

1. In Both classes (experimental and control group), students were asked to answer the questions based on the narrative text given.
2. The format of the test was multiple choices.
3. The researcher together with the observer gave a score of the students' reading comprehension that was collected from their score of pre-test and post-test.

The test was composed of 20 items, and each item was given score 5.

The final score was analyzed by using the following formula:

$$\text{Final score} = \frac{\text{Total Correct Answer}}{\text{Total Questioner}} \times 100$$

## **B. The Data Presentation**

### **1. Data Presentation of students' reading comprehension who are taught by using read, cover, remember, retell strategy**

The data of students' reading comprehension who are taught by using read, cover, remember, retell strategy were obtained from pre-test and post-test of XI IPS 1 as an experimental class taken from the sample of this class. The researcher taught directly for eight meetings in the experimental class. The data can be seen from the table below:

**Table IV.1**  
**The score of the students' reading comprehension who are taught**  
**by using read, cover, remember, retell strategy**

No.	Students	Experimental Class		gain
		Pre-Test	Post-Test	
1	Student 1	65	75	10
2	Student 2	60	75	15
3	Student 3	50	75	25
4	Student 4	55	70	15
5	Student 5	70	80	10
6	Student 6	60	75	15
7	Student 7	45	60	15
8	Student 8	55	60	5
9	Student 9	50	65	15
10	Student 10	60	75	15
11	Student 11	65	70	5
12	Student 12	65	80	15
13	Student 13	75	75	0
14	Student 14	65	70	5
15	Student 15	70	75	5
16	Student 16	60	70	10
17	Student 17	80	90	10
18	Student 18	50	70	20
19	Student 19	45	60	15
20	Student 20	65	70	5
21	Student 21	60	65	5
22	Student 22	45	60	15
23	Student 23	50	75	25
24	Student 24	60	70	10
25	Student 25	50	55	5
26	Student 26	85	95	10
27	Student 27	75	85	10
28	Student 28	70	70	0
29	Student 29	60	70	10
Total		1765	2085	320
Mean		60.86	71.89	11.03

From the table IV.1, the researcher found that the total score of pre-test in experimental group was 1765 while the highest was 85 and the lowest was 45. Based on the data obtained, in the pretest there were many students who did not pass the graduated standard (SKL), on the score obtained, or the score obtained <70 while there were 22 students who did not pass the graduated standard (SKL). And then the researcher found that

the total score of posttest was 2085 while the highest score was 95 and the lowest was 55. Based on the data obtained there were 7 students did not pass the graduated standard (SKL). Furthermore, mean of pre-test was 60.86 and mean of post-test was 71.89. The difference mean of pre-test and post-test was 11.03. It showed that there was significant difference between the score before and after giving treatment.

## **2. Data Presentation of students' reading comprehension who are taught without using read, cover, remember, retell strategy**

The data of students' reading comprehension who are taught without using read, cover, remember, retell strategy were also taken from pre-test and post-test of XI IPS 2 as control class. The data can be seen from the table below:

**Table IV.2**  
**The score of the students' reading comprehension who are taught**  
**Without using read, cover, remember, retell strategy**

No.	Students	Control Class		gain
		Pre-Test	Post-Test	
1	Student 1	75	80	5
2	Student 2	85	85	0
3	Student 3	60	65	5
4	Student 4	55	60	5
5	Student 5	90	85	-5
6	Student 6	50	60	10
7	Student 7	50	60	10
8	Student 8	65	70	5
9	Student 9	50	60	10
10	Student 10	60	65	5
11	Student 11	50	60	10
12	Student 12	55	65	10
13	Student 13	40	60	20
14	Student 14	45	55	10
15	Student 15	65	50	-15
16	Student 16	70	55	-15
17	Student 17	75	80	5
18	Student 18	80	80	0
19	Student 19	60	40	-20
20	Student 20	50	60	10
21	Student 21	60	70	10
22	Student 22	75	75	0
23	Student 23	65	65	0
24	Student 24	45	55	10
25	Student 25	60	50	-10
26	Student 26	55	60	5
27	Student 27	50	60	10
28	Student 28	60	65	5
29	Student 29	80	80	0
Total		1780	1875	95
Mean		61.37	64.65	3.27

From the table IV.2, the researcher found that the total score of pre-test in control group was 1780 while the highest was 90 and the lowest was 40 and the total score of post-test in control group was 1875 while the highest was 85 and the lowest was 40. Based on data above, in the post-test of control class there were 20 students who did not pass the graduated standard (SKL), or the score obtained < 70 while there were 9 students passed the graduated standard (SKL), or the score

obtained  $\geq 70$ . Furthermore, mean of pre-test was 61.37, mean of post-test was 64.65 and mean of gain was 3.27. Mean of Experimental class showed 11.03 in table IV.1 and Control class showed 3.27. It was clear that score of experimental class was higher than score of control class. The difference was 7.76.

**Table IV.3**  
**The Pre-Test Score of Experimental and Control Class**

No.	Students	Pre-test	
		Experiment	Control
1	Student 1	75	75
2	Student 2	85	75
3	Student 3	60	75
4	Student 4	55	70
5	Student 5	90	80
6	Student 6	50	75
7	Student 7	50	60
8	Student 8	65	60
9	Student 9	50	65
10	Student 10	60	75
11	Student 11	50	70
12	Student 12	55	80
13	Student 13	40	75
14	Student 14	45	70
15	Student 15	65	75
16	Student 16	70	70
17	Student 17	75	90
18	Student 18	80	70
19	Student 19	60	60
20	Student 20	50	70
21	Student 21	60	65
22	Student 22	75	60
23	Student 23	65	75
24	Student 24	45	70
25	Student 25	60	55
26	Student 26	55	95
27	Student 27	50	85
28	Student 28	60	70
29	Student 29	80	70
Total		1765	1780
Mean		60.86	61.37

From the table IV.3, the total score of pre-test in experimental class was 1765 and mean was 60.86. Total score of pre-test in control class was 1780 and

mean was 61.37. These scores were before treatment. There was only a little difference of score or almost the same. Even the control class was little higher than the experimental class.

**Table IV.4**

**The Post-Test Score of Experimental and Control Class**

No.	Students	Post-test	
		Experiment	Control
1	Student 1	75	80
2	Student 2	75	85
3	Student 3	75	65
4	Student 4	70	60
5	Student 5	80	85
6	Student 6	75	60
7	Student 7	60	60
8	Student 8	60	70
9	Student 9	65	60
10	Student 10	75	65
11	Student 11	70	60
12	Student 12	80	65
13	Student 13	75	60
14	Student 14	70	55
15	Student 15	75	50
16	Student 16	70	55
17	Student 17	90	80
18	Student 18	70	80
19	Student 19	60	40
20	Student 20	70	60
21	Student 21	65	70
22	Student 22	60	75
23	Student 23	75	65
24	Student 24	70	55
25	Student 25	55	50
26	Student 26	95	60
27	Student 27	85	60
28	Student 28	70	65
29	Student 29	70	80
Total		2085	1875
Mean		71.89	64.65

From the table IV.4, the total score of post-test in experimental class after having treatment was 2085 with Mean was 71.89. It means that experimental class after treatment is better than before. When we compare with post test of control

class, the total score was 1875 with Mean was 64.65. The scores of two classes are increasing. But the score of experimental class is higher than control class. It was clear that experimental class was better than before treatment.

### C. The Data Analysis

#### 1. Data Analysis of students' reading comprehension who are taught by using read, cover, remember, retell strategy

The data of the students' post-test scores of experiment class were obtained from the result of their reading comprehension after giving the treatment. The data can be described as follows:

**Table IV.5**

**The Frequency Distribution Pre-test of Experimental Group**

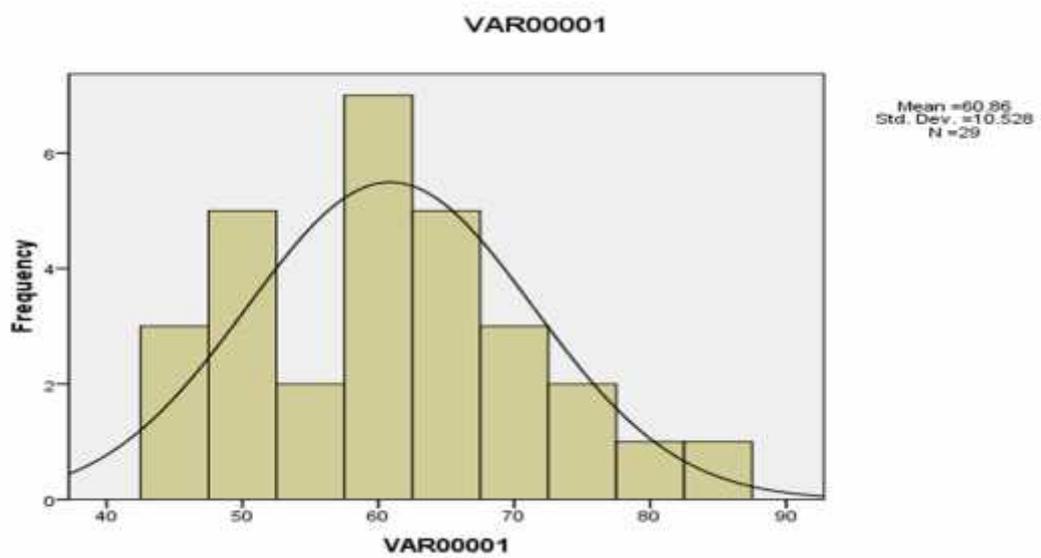
Score	Frequency	Percent	Valid Percent	Cumulative Percent
45	3	10.3	10.3	10.3
50	5	17.2	17.2	27.6
55	2	6.9	6.9	34.5
60	7	24.1	24.1	58.6
65	5	17.2	17.2	75.9
70	3	10.3	10.3	86.2
75	2	6.9	6.9	93.1
80	1	3.4	3.4	96.6
85	1	3.4	3.4	100.0
Total	29	100.0	100.0	

The table IV.5 shows the frequency distribution of experimental group before treatment. The output from 29 respondents, the valid percent with the interval of 45 was 10.3 %, the interval of 50 was 17.2%, the interval of 55 was 6.9%, the interval 60 was 24.1%, the interval 65 was 17.2%, the interval 70 was

10.3%, the interval 75 was 6.9%, the interval 80 was 3.4%, and the interval 85 was 3.4%.

### Histogram IV.1

#### Pre-test of Experiment Group



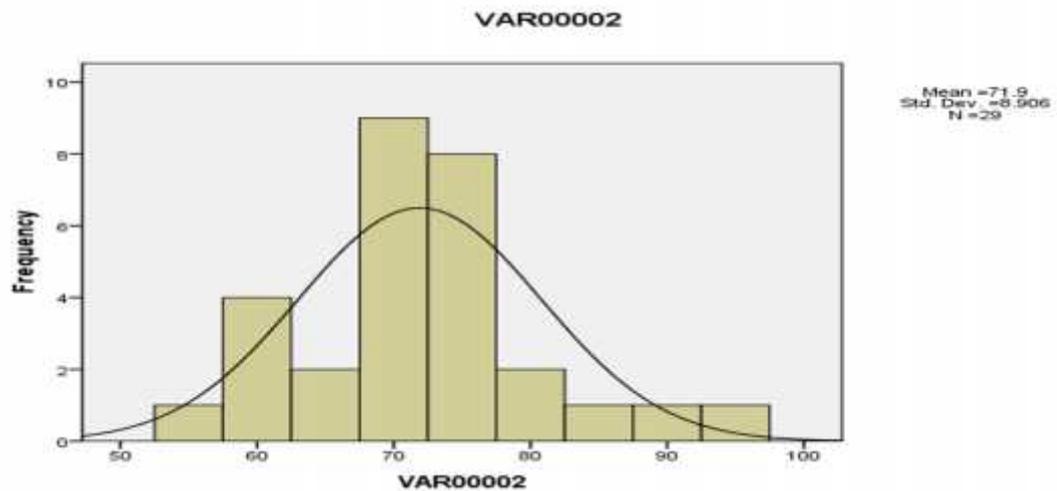
From the histogram above, it can be analyzed that the histogram is almost normal.

**Table IV.6**  
**The Frequency Distribution Post-test of Experimental Group**

Score	Frequency	Percent	Valid Percent	Cumulative Percent
55	1	3.4	3.4	3.4
60	4	13.8	13.8	17.2
65	2	6.9	6.9	24.1
70	9	31.0	31.0	55.2
75	8	27.6	27.6	82.8
80	2	6.9	6.9	89.7
85	1	3.4	3.4	93.1
90	1	3.4	3.4	96.6
95	1	3.4	3.4	100.0
Total	29	100.0	100.0	

The table IV.6 shows the frequency distribution of experimental group after treatment. The output from 29 respondents, the valid percent with the interval of 55 was 3.4 %, the interval of 60 was 13.8%, the interval of 65 was 6.9%, the interval of 70 was 31.0%, the interval 75 was 27.6%, the interval 80 was 6.9%, the interval 85 was 3.4%, the interval of 90 was 3.4%, and the interval 95 was 3.4%.

**Histogram IV.2**  
**Post-test of Experiment**



From the histogram above, it can be analyzed that the histogram is almost normal.

**TABLE IV.7**

**The Classification of Post-Test Experimental Group at the Second Year Students of Senior High School Sukaramai of Kampar Regency**

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	5	17.2%
2	Good	70-79	17	58.6%
3	Enough	60-69	6	20.6%
4	Less	50-59	1	3.4%
5	Bad	0-49	-	0%
	Total	-	29	100%

Based on the table IV.7, the classification of experimental group at the second year students of Senior High School Sukaramai of Kampar Regency of the output from 29 students shows that the category of number 1, there are 5 frequencies (17.2%), the category of number 2, there are 17 frequencies (58.6%), the category of number 3, there are 6 frequencies (20.6%), the category of number

4, there is 1 frequency (3.4%), the category of number 5, there is 0 frequency (0%). Thus, the majority of students in this regard are classified into **good level**.

## 2. Data Analysis of students' reading comprehension who are taught without using Read, cover, remember, retell strategy

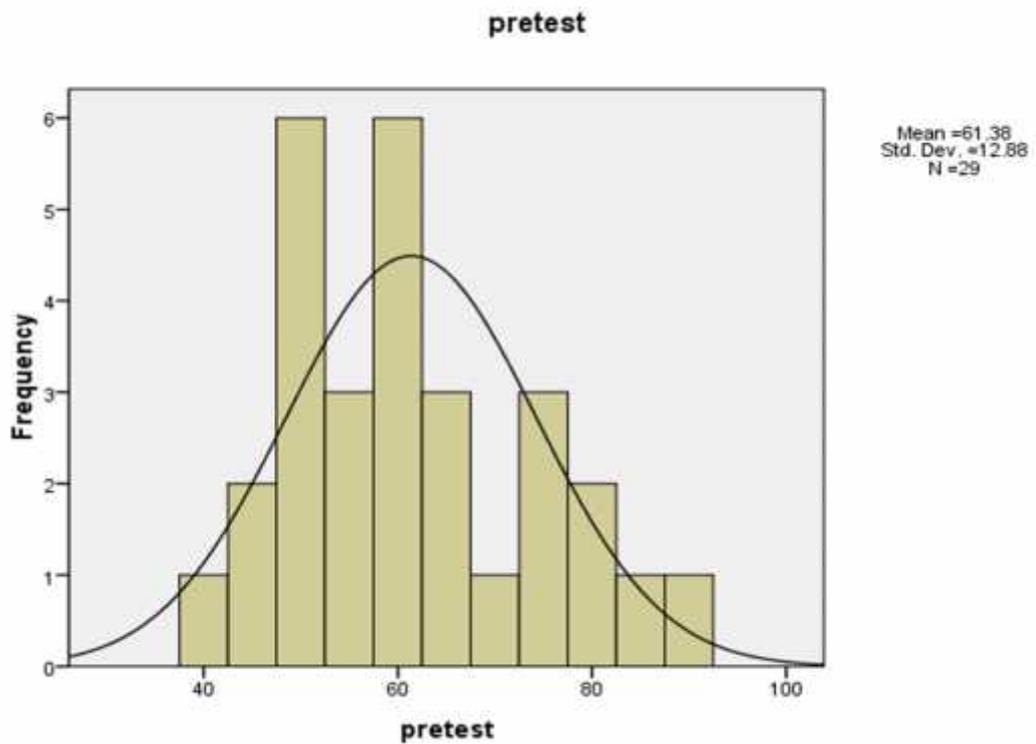
The data of students' post-test scores of control class were obtained from the result of their reading comprehension without using read, cover, remember, retell strategy. The data can be described as follows:

**Table IV.8**  
**The Frequency Distribution Pre-test of Control Group**

Score	Frequency	Percent	Valid Percent	Cumulative Percent
40	1	3.4	3.4	3.4
45	2	6.9	6.9	10.3
50	6	20.7	20.7	31.0
55	3	10.3	10.3	41.4
60	6	20.7	20.7	62.1
65	3	10.3	10.3	72.4
70	1	3.4	3.4	75.9
75	3	10.3	10.3	86.2
80	2	6.9	6.9	93.1
85	1	3.4	3.4	96.6
90	1	3.4	3.4	100.0
Total	29	100.0	100.0	

The table IV.8 shows the frequency distribution of control group, the score of pre-test. The output from 29 respondents, the valid percent with the interval of 40 was 3.4%, the interval of 45 was 6.9%, the interval of 50 was 20.7%, the interval of 55 was 10.3%, the interval of 60 was 20.7%, the interval of 65 was 10.3%, the interval of 70 was 3.4%, the interval of 75 was 10.3%, the interval of 80 was 6.9%, the interval of 85 was 3.4%, and the interval of 90 was 3.4%

**Histogram IV.3**  
**Pre-test of Control Group**



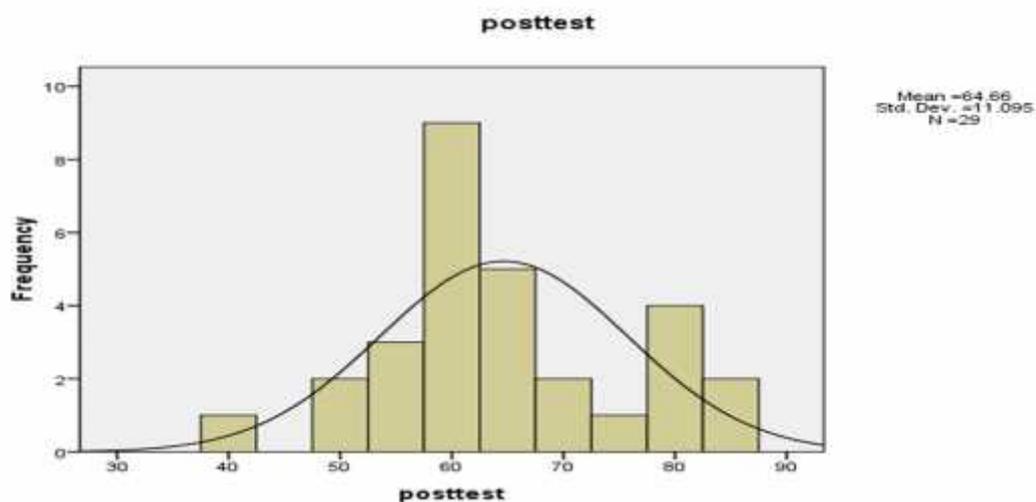
From the histogram above, it can be analyzed that the histogram is almost normal.

**Table IV.9**  
**The Frequency Distribution Post-test of Control Group**

Score	Frequency	Percent	Valid Percent	Cumulative Percent
40	1	3.4	3.4	3.4
50	2	6.9	6.9	10.3
55	3	10.3	10.3	20.7
60	9	31.0	31.0	51.7
65	5	17.2	17.2	69.0
70	2	6.9	6.9	75.9
75	1	3.4	3.4	79.3
80	4	13.8	13.8	93.1
85	2	6.9	6.9	100.0
Total	29	100.0	100.0	

The table IV.9 shows the frequency distribution of control group, the score of post-test. The output from 29 respondents, the valid percent with the interval of 40 was 3.4 %, the interval of 50 was 6.9%, the interval of 55 was 10.3%, the interval of 60 was 31.0%, the interval of 65 was 17.2%, the interval of 70 was 6.9%, the interval of 75 was 3.4%, the interval of 80 was 13.8%, and the interval of 85 was 6.9%.

**Histogram IV.4**  
**Post-test of Control Group**



From the histogram above, it can be analyzed that the histogram is almost normal.

**TABLE IV.10**

**The Classification of Control Group at the Second Year Students of Senior High School Sukaramai of Kampar Regency**

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	6	20.6%
2	Good	70-79	3	10.3%
3	Enough	60-69	14	48.2%
4	Less	50-59	5	17.2%
5	Bad	0-49	1	3.4%
	Total	-	29	100 %

Based on the table IV.10, the classification of control group at the second year students of Senior High School Sukaramai of Kampar Regency of the output from 29 students shows the category of number 1, there are 6 frequencies (20.6%), the category of number 2, there are 3 frequencies (10.3%), the category of number 3, there are 14 frequencies (48.2%), the category of number 4, there are 5 frequencies (17.2%), the category of number 5, there is 1 frequency (3.4%). Thus, the majority of students in this regard are classified into **enough level**.

### 3. Data Analysis of Effect of Using Read, Cover, Remember, Retell Strategy toward Reading Comprehension

To obtain whether there is or not a significant effect of read, cover, remember, retell strategy, the researcher used T-test formula by using software SPSS 16.0. The data were obtained through the gain of experimental class and control class.

**Table IV. 11**  
Descriptive Statistics

gain	N	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
experiment	29	0	25	320	11.03	1.174	6.322	39.963
control	29	-20	20	95	3.28	1.670	8.992	80.850
Valid N (listwise)	29							

Based on the table IV.11, it can be seen that the total students from each group was 29, the score gain minimum of experimental group was 0 while control group was -20. Score gain maximum of experimental group was 25 and control group was 20. The sum of experiment group was 320 while control group was 95.

The mean of experimental group was 11.03, and mean of control group was 3.28. Standard error mean experimental group was 1.174, and control group was 1.670. Standard deviation from experimental group was 6.322, while standard deviation from control group was 8.992. The variance of experimental group was 39.963 while control group was 80.850.

**Table IV.12**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		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
control	Equal variances assumed	1.584	.213	3.911	56	.000	7.931	2.028	3.868	11.994
	Equal variances not assumed			3.911	50.504	.000	7.931	2.028	3.859	12.003

From the table IV.12 Independent-Sample T-test shows that the t-test result is 3.911, its df is 56, significance is 0.000, mean difference is 7.931, standard error difference is 2.028, the lower difference interval is 3.868 and the upper difference interval is 11.994.

1. By comparing  $t_o$  (t-obtained) to t table. from  $df=56$ , because  $df=56$  was not found from the "t" table, so the researcher took  $df=60$ . It is found that the level significance of 5 % is 2.00 and the level of significance of 1 % is 2.65. Based on the score of t-obtained gathered from SPSS

16, it shows that  $t_o$  is higher from t-table. The finding of  $t_o$  3.911 while the level of significant of 5 % is 2.00 and the level of significant of 1% is 2.65. It can be read that  $2.00 < 3.911 > 2.65$ . It means that null hypothesis ( $H_o$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted.

2. By orienting the number of significance. It probably is  $> 0.05$ , null hypothesis ( $H_o$ ) is rejected. If probably is  $< 0.05$ , alternative hypothesis ( $H_a$ ) is accepted. Based on the table IV.12, the significance is 0.000. it can be read  $0.000 < 0.05$ . It means that  $H_o$  is rejected and  $H_a$  is accepted.

From both descriptions above, the researcher can conclude that  $H_a$  is accepted and  $H_o$  is rejected. In other words, there is significant effect of using read, cover, remember, retell strategy toward students' reading comprehension of the second year of Senior High School Sukaramai Tapung Hulu of Kampar Regency.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the explanation in the chapter IV, finally the research comes to the conclusions about the effect of using read, cover, remember, retell strategy toward reading comprehension of the second year students of Senior High School Sukaramai as follows:

1. The result of the students' reading comprehension who are taught by using read, cover, remember, retell strategy is good category.
2. The result of the students' reading comprehension who are taught without using read, cover, remember, retell strategy is enough category.
3. There is a significant difference of using read, cover, remember, retell strategy toward reading comprehension of the second year students of Senior High School Sukaramai Tapung Hulu of Kampar Regency.

So, it can be concluded that read, cover, remember, retell strategy has a positive effect on reading comprehension or narrative text at the second year students of Senior High School Sukaramai Tapung Hulu Kampar Regency.

## **B. Suggestion**

Based on the conclusion of the research above, it is known that using read, cover, remember, retell strategy toward students' reading comprehension give good effect. So that, read, cover, remember, retell strategy is one of choices by English teacher in order to increase students' reading comprehension.

After concluding a research at Senior High School Sukaramai, the researcher would like to propose some suggestion to make teaching and learning process at this school getting better than before. This suggestion as follow:

1. Suggestions for the teacher:
  - a) It is recommended to teacher to use read, cover, remember, retell strategy in teaching, especially for narrative text.
  - b) The teacher builds a favorable atmosphere in teaching-learning process, because the conducive condition in teaching would become one asset to carry the success of material to be taught. It also can make read, cover, remember, retell strategy work better.
2. Suggestion for the students:
  - a) The students should try to understand to use read, cover, remember, retell strategy in reading text and practice in the classroom.

- b) The students pay more attention when the teacher explains and how to use read, cover, remember, retell strategy.
- c) The students should try and practice the read, cover, remember, retell strategy by themselves in their class or other places.

Finally, the researcher considers that this study still needs validation from the next researcher that has the same topic as this study.

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