APPLYING READ, COVER, REMEMBER, RETELL (RCRR) STRATEGY TO FOSTER STUDENTS’ READING COMPREHENSION OF DESCRIPTIVE TEXT

(A Quasi-Experimental study at the Tenth-Grade of SMA Muhammadiyah 8 Ciputat in Academic Year 2019/2020)

Presented to the Faculty of Educational Sciences
In Partial Fulfillment of Requirements for the Degree of “S. Pd”
(S-1) in English Education

By:
ENGGAR RELAWATI
11150140000104

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2019
APPLYING READ, COVER, REMEMBER, RETELL (RCRR) STRATEGY TO FOSTER STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT

(A Quasi-Experimental Study at the Tenth-Grade of SMA Muhammadiyah 8 Ciputat in Academic Year 2019/2020)

A Skripsi

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd. (Strata One) in English Education

By:

ENGGAR RELAWATI

11150140000104

Approved by:

Didin Nuruddin Hidayat, Ph.D.
NIP. 19800730 200912 1 001

Dr. Atin Susilo, M.A.
NIP. 19491122 197803 1 001

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2019
ENDORSEMENT SHEET

The examination committee of the Faculty of Educational Sciences certifies that the skripsi (Scientific Paper) entitled “Applying Read, Cover, Remember, Retell (RCRR) Strategy to Foster Students’ Reading Comprehension of Descriptive Text (A Quasi-experimental study at Tenth-Grade of SMA Muhammadiyah 8 Ciputat in Academic Year 2019/2020), written by Enggar Relawati, student’s registration number 11150140000104 was examined by the committee in 2019. The skripsi has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd. (Strata One) in English Education Department.

Jakarta, December 5th 2019

EXAMINATION COMMITTEE

CHAIRMAN: Didin N. Hidayat, Ph.D.
NIP. 1980073020091211101

SECRETARY: Zaharii An'asyi, M.Hum.
NIP. 197610072007101101

EXAMINER I: Dr. Ratna Sari Dewi, M.Pd.
NIP. 197205011999032013

EXAMINER II: Dadan Nugraha, M.Pd.

Acknowledged by

Dean of Faculty of Educational Sciences

Dr. Satria, M.Ag.
NIP. 197103191998032001
STATEMENT OF AUTHENTICITY

SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan di bawah ini,
Nama : Enggar Relawati
NIM : 11150140000104
Jurusan / Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : Applying Read, Cover, Remember, Retell (RCRR) Strategy to Foster Students' Reading Comprehension of Descriptive Text

Dosen Pembimbing I : Didin Nuruddin Hidayat, Ph.D.
Dosen Pembimbing II : Dr. Atiq Susilo, M.A.

dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

Pernyataan ini dibuat sebagai salah satu syarat menumpah Ujian Munafqah.

Jakarta, 28 November 2019
Mahasiswa Yba.

Enggar Relawati
NIM. 11150140000104
ABSTRACT


Advisor I : Didin Nuruddin Hidayat, Ph.D.
Advisor II : Dr. Atiq Susilo, M.A.
Keywords : Reading Comprehension, Read, Cover, Remember, Retell (RCRR) Strategy, Descriptive Text

The aim of this study was to obtain the empirical evidence of the effect of applying Read, Cover, Remember, Retell (RCRR) Strategy on students’ reading comprehension of Descriptive Text at the Tenth-Grade students of SMA Muhammadiyah 8 Ciputat in Academic Year 2019/2020. The population sample of this study was 54 students selected by purposive sampling technique and was divided into two classes; X IPS 3 as the experimental class that was treated using RCRR strategy and X IPS 2 as the controlled class that was treated without using RCRR strategy. The method used in the study was a quantitative method using quasi-experimental design. Research instruments of this study were two reading tests which were given in two times; pre-test at the beginning of the study and post-test at the last meeting after the treatments by using RCRR strategy. The data was analyzed by using t-test. The results obtained from this study showed the significance improvement of student performance in reading comprehension of descriptive text after applying RCRR strategy. The result showed a post-test score p-value of 0.001 with a meaning rate of 0.05 (5%). In other terms, the p-value (0.001) < sig α= 0.05 (5%) is provided. Therefore, the outcome of the effect size was 1.47. It proved that using the RCRR strategy was effective to use at a strong level on students’ reading understanding of descriptive text at the tenth-grade students of SMA Muhammadiyah 8 Ciputat.
ABSTRAK


Dosen Pembimbing I : Didin Nuruddin Hidayat, Ph.D.
Dosen Pembimbing II : Dr. Atiq Susilo, M.A.
Kata kunci : Pemahaman Membaca, Membaca, Strategi Read, Cover, Remember, Retell (RCRR), Teks Deskriptif.

Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris dari pengaruh penerapan strategi Read, Cover, Remember, Retell (RCRR) pada pemahaman membaca Teks Deskriptif pada siswa Kelas X di SMA Muhammadiyah 8 Ciputat pada Tahun Ajaran 2019/2020. Populasi sampel pada penelitian ini adalah 54 siswa yang dipilih dengan teknik purposive dan dibagi menjadi dua kelas; X IPS 3 sebagai kelas eksperimen, diajarkan menggunakan strategi RCRR dan X IPS 2 sebagai kelas kontrol, diajarkan tanpa menggunakan strategi RCRR. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan menggunakan desain quasi-eksperimental. Instrumen penelitian dari penelitian ini adalah dua tes membaca yang diberikan dalam dua waktu; pra-tes pada awal penelitian dan post-tes pada pertemuan terakhir setelah siswa diajarkan dengan menggunakan strategi RCRR. Data dianalisis dengan menggunakan uji-t. Hasil yang diperoleh dari penelitian ini menunjukkan peningkatan yang signifikan terhadap kinerja siswa dalam membaca dan memahami teks deskriptif setelah menerapkan strategi RCRR. Hasil penelitian menunjukkan skor post-test p-value 0,001 dengan tingkat makna 0,05 (5%). Dalam istilah lain, nilai-p (0,001) <sig α = 0,05 (5%) juga tertera. Oleh karena itu, hasil ukuran efek adalah 1,47. Ini membuktikan bahwa penggunaan strategi RCRR efektif pada tingkat yang kuat pada pemahaman membaca siswa tentang teks deskriptif pada siswa kelas sepuluh SMA Muhammadiyah 8 Ciputat.
ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

On behalf of Allah, the Most Gracious and the Most Merciful. First, the researcher would like to bear her thanks to Allah SWT, who has blessed her and made it easier to write this research. Secondly, the peace and blessings be upon to the Prophet Muhammad SAW, who has brought people from the darkness into the light. Third, the researcher would like to thank to her beloved parents, Mr. Slamet and Mrs. Lasmiati, who always prayed for her and support her in material matters, a million words would never be enough for the endless love, love, encouragement, attention, and heart they had given. Her love is very much for her parents.

Fourthly, the researcher would like to thank the advisors, Mr. Didin Nuruddin Hidayat, Ph.D and Mr. Dr. Atiq Susilo, MA for their valuable input, guidance, opinion and support during the study.

Lastly, the researcher expressed his appreciation to all people who care and help the researcher to carry out this work, and it goes to:

1. Dr. Sururin, M.Ag., the Dean of Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta.
2. Didin Nuruddin Hidayat, Ph.D as Head of English Education Department.
3. Zaharil Anasy, M.Hum., the Secretary of English Education Department and as the researcher’s Academic Advisor
4. All lecturers in the Department of English Education for knowledge, inspiration and encouragement for researchers during the learning process at Syarif Hidayatullah State Islamic University, Jakarta.
5. Hafis Umar, SE., the Principal of SMA Muhammadiyah 8 Ciputat for giving the researcher permit to conduct this research.
6. Abdul Rohim, S.Pd., as an English Teacher of SMA Muhammadiyah 8 Ciputat for the advice and support when conducting this research.
7. The students of X IPS 2 and X IPS 3 class of SMA Muhammadiyah 8 for the cooperation and participation during the research.
8. All DEE C Class students, for unforgettable experiences, study partners, intellectual discussions and togetherness in class.
9. Her closest friends; Moza Hastin Pratiwi, Sa'adatuddaroen, Ade Saputri, Dinda Nabila, Fitri Andika, Fuzi Inti Daroeni, Diah Puspita Wulan formed as BASECAMP who always provide support, motivation, and strength whenever needed by researcher.
10. Her partner when conducting research, Tasya Rizky Amalia and Moza Hastin Pratiwi who always provide support, assistance, motivation and strength.
11. Her best friends in High School; Novia Dwi Yanti, Neno Ayuningrum, Pipin Widiyati Putri, Ellys Nurhaliza, Ratih Sapriyati and Irma Laelatul Hasanah formed as ASYIK FAMS who always provide support, motivation, and strength.
12. Last but not least, every person who cannot be mentioned here one by one to support the author in completing her studies.

The author hoped that for herself and the readers this Skripsi could be useful. The author noticed this Skripsi wasn't good enough. The author will therefore welcome any feedback, suggestions, or constructive criticism from readers reading her Skripsi to make useful changes for future research. May Allah, the Almighty bless all of us.

Jakarta, October 2019

Enggar Relawati
TABLE OF CONTENT

APPROVAL SHEET ............................................................................................................ i
ENDORSEMENT SHEET ............................................................................................... i
STATEMENT OF AUTHENTICITY .............................................................................. ii
ABSTRACT ...................................................................................................................... iii
ABSTRAK ......................................................................................................................... v
ACKNOWLEDGEMENTS ............................................................................................... vi
TABLE OF CONTENT ..................................................................................................... viii
LIST OF TABLES .......................................................................................................... xi
LIST OF APPENDICES .................................................................................................... xii
CHAPTER I INTRODUCTION ......................................................................................... 1
A. The Background of the Study ................................................................................ 1
B. Identification of the Problem .............................................................................. 4
C. Limitation of the Problem ................................................................................... 4
D. The Formulation of the Problems .................................................................... 4
E. The Objective of the Problems ......................................................................... 5
F. The Significance of the Study .......................................................................... 5
CHAPTER II THEORETICAL FRAMEWORK ............................................................... 7
A. Reading Comprehension ..................................................................................... 7
   1. The Nature of Reading Comprehension ................................................... 7
   2. Purpose of Reading ................................................................................... 9
   3. The Kinds of Reading ............................................................................. 10
   4. Reading Difficulties ............................................................................. 11
   5. The Strategies in Reading Comprehension ......................................... 12
   6. Teaching Reading ............................................................................. 15
B. Descriptive Text ................................................................................................... 17
   1. Definition of Descriptive Text ............................................................. 17
   2. Types of Descriptive Text .................................................................. 17
   3. Purpose of Descriptive Text ............................................................. 17
   4. Generic Structures of Descriptive Text ............................................. 17
5. Language Features of Descriptive Text

C. Read, Cover, Remember, Retell Strategy
   1. General Concept of Read, Cover, Remember, Retell (RCRR) Strategy
   2. Advantages and Disadvantages of Using Read, Cover, Remember, Retell (RCRR) Strategy
   3. Procedures of Read, Cover, Remember, Retell (RCRR) Strategy
   4. Teaching Reading Comprehension of Descriptive Text Through Read, Cover, Remember, Retell (RCRR) Strategy

D. Previous Relevant Study

E. Thinking Framework

F. Theoretical Hypothesis

CHAPTER III METHOD OF RESEARCH
   A. Place and Time of the Research
   B. Research Method and Design
   C. Population and Sampling Technique
   D. Research Instrument
   E. Data Collection Technique
   F. Technique of Data Analysis
      a. Normality test
      b. Homogeneity Test
      c. The Hypothesis Test
      d. Effect Size Formulation
   G. Statistical Hypothesis

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION
   A. Research Finding
      1. Data Description
         a) The data of Experimental Class
         b) The data of Controlled Class
      2. Analysis of the Data
         a) Normality Test
LIST OF TABLES

Table 3.1 The Research Design.................................................................30

Table 4.1 The Score of Pre-test

and Post-test (Experimental Class).........................................................37

Table 4.2 The Score of Pre-test

and Post-test (Control Class).................................................................39

Table 4.3 Normality Test of Pre-test and Post-test.................................41

Table 4.4 Homogeneity Test of Pre-test and Post-test.................................42

Table 4.5 The Result of T-test Calculation.................................................43

Table 4.6 T-test Result of Pre-test and Post-test Scores..............................43
LIST OF APPENDICES

Appendix 1 Lesson Plan (Experimental Class)..............................................................59
Appendix 2 Lesson Plan (Control Class).................................................................80
Appendix 3 Kisi-kisi Soal Pre-Test............................................................................96
Appendix 4 Kisi-kisi Soal Post-Test.........................................................................97
Appendix 5 The Instrument of Pre-Test.....................................................................98
Appendix 6 The Instrument of Post-Test.................................................................105
Appendix 7 Students’ Answer Sheet.................................................................113
Appendix 8 Key Answer of Pre-test and Post-test.................................................114
Appendix 9 Instrument of Test Validation..............................................................115
Appendix 10 Surat Pengesahan Proposal Skripsi.................................................116
Appendix 11 Surat Bimbingan Skripsi.................................................................117
Appendix 12 Surat Permohonan Izin Penelitian....................................................118
Appendix 13 Surat Keterangan Penelitian Dari Sekolah......................................119
Appendix 14 Reference Examination Paper..........................................................120
Appendix 15 Instrument of Validation....................................................................125
Appendix 16 Students’ Work.................................................................................134
Appendix 17 Research Documentation....................................................................137
CHAPTER I
INTRODUCTION

A. The Background of the Study

Reading is one of the most significant abilities for English learners who study English as a foreign language in particular. They can get information in many ways through reading, such as reading books, newspapers, journals, magazines, and comics. Reading is a component that cannot be separated in human beings as it considered an important aspect for students in general because it offers a lot of useful information. According Miculecky in Retanisa, Reading is a dynamic conscious and unconscious mental process in which the reader uses a variety of strategies to interpret the context believed to be intended by the writer based on data from the text and previous knowledge of the reader.¹

As a role in learning and one of the foremost common ways to get information, reading can be developed inside and outside the classroom. Also by reading, students’ can get the meaning of a text easily if they have good comprehend in a text. Comprehending a text is very crucial in reading. Nida Husna says that comprehension is automatic word processing, powerful general meaning abilities, main ideas representation and it requires very rapid processes.² It means the students can be good readers if they have good comprehension.

Reading is one ability concerned in the English curriculum which must be mastered by the students. The competency preferred of reading for Senior High School of curriculum 2013 expects that the students are capable to

understand the short functional texts which include recount, narrative, descriptive, analytical exposition and procedure text in the everyday context. It means that students should understand text types includes the definition, the frequent systems and the language feature from the text. Based on Curriculum, the goals of learning English in Senior High School, especially reading that is Descriptive text.

In fact, there had been many students nevertheless have low potential in comprehending descriptive text. As an example, when the researcher was in Real Teaching Practice (Pengenalan Lapangan Persekolahan: PLP) at SMA Muhammadiyah 8 Ciputat, the researcher found some problems of the students in reading comprehension. The first, students have low vocabulary. They just read without knowing the meaning. It makes the students got difficulty comprehending the main idea of the text. Then, the students were lazy to open their dictionary to find the meaning of the word. Second, the students think that reading was a boring activity, because of reading a longer text. When the teacher asked the students orally to answer certain questions based on the text, most of them were unable to provide the right responses. The third problem is because the method taken in class was not appropriated with the students needs that makes them less encouragement and less motivation in reading a text, the students also become passive because the reading activity still depends on the teacher’s explanation.

Those conditions stated that the students have little comprehension of a text. Another reality was stated by Desmawati and Titik that based on her experience when she was teaching practice many students in the seventh grade of Junior high school could not recognize reading text properly. In the teaching-learning process, there are some troubles that make students have lack reading comprehension of Descriptive text. Another trouble is most of the students did not understand the definition, the typical structures and the

language characteristic in a narrative text. This truth was stated through Aruan Rumiri and Vera Sinur within the effects in their studies, the low capability of students to study is because they may be less capable of understanding the text. Thus they can’t answer questions correctly associated with the text. Any other reality that proves to study the capability of Senior high school is low thru the research done by Programme for International Student Assessment (PISA) based totally on a survey of studying literacy in Senior high school age students (15-16 years), it was stated that Indonesia is ranked forty-five out of 45 participating nations, these realities of students’ analyzing capacity showed that the students’ potential of senior high school in reading comprehension was very low.

The Students’ reading problem issues can be solved by applying different types of reading strategies. There are many teaching reading strategies that need to be used to make the students active in doing reading comprehension activity and a suitable strategy is needed to assist them overcome the issues of the student. One of them is Read, Cover, Remember, Retell (RCRR) strategy. According to Brummer and Macaca state that Read, Cover, Remember, Retell (RCRR) strategy is an adequate strategy to help readers at all levels who think good reading is just reading quickly and unable to comprehend what they've read as a consequence. During a full-class training period, it is designed for students and then performed with other students working as partners to read the same text.

---

4 Desmawati and Titik, Teaching Reading Comprehension of Descriptive Text by Combining Shared Reading And Fat And Skinny Question Strategies at Seventh Grade of Junior High School. *Journal of STKIP PGRI Sumatera Barat*, 2013, p. 2.
The students had a chance to give mutual assistance and encouragement by using this RCRR strategy, and the students are also inspired to share what they have read with each other. It implies students will be able to read rapidly with this strategy followed by good outcomes from an awareness of what they have read. Then, understanding reading using this strategy is believed to foster students' understanding. This is supported by the research finding of Nova Yulimariza states that Read, Cover, Remember, Retell (RCRR) strategy is more effective in helping students understand and remember what they read in the text.\(^8\) And then, Anita concludes that reading comprehension can also be enhanced by this strategy. It is recognized that the use of Read, Cover, Remember, Retell (RCRR) strategy can improve the understanding of students' reading provides a useful impact.\(^9\) Thus, it was believed that this strategy is more effective to make students can understand and remember what they read in the text.

Based on the description above, the researcher is interested in conducting the research entitled: Applying Read, Cover, Remember, Retell (RCRR) Strategy to Foster Students' Reading Comprehension of Descriptive Text.

**B. Identification of the Problem**

Based on the background above, the problems will be formulated as follows:

1. The students still got difficulty to comprehend the main idea of the text.
2. The students have low motivation in reading.
3. The students have a low vocabulary.
4. Method taken in class was not appropriated.

---

\(^8\) Nova Yulimariza, Teaching Reading Comprehension by Combining Read, Cover, Remember, Retell and Three Two One Strategies at Senior High School, *Journal of English Education* Vol. 2 (2), 2013, p. 3.

\(^9\) Anita, The Effect of Using Read, Cover, Remember, Retell Strategy Toward Reading Comprehension of Second Year Students at Senior High School Sukaramai Tampung Hulu Kampar Regency, (Bachelor’s Thesis, UIN SUSKA Riau, 2013), pp. 54-55.
C. Limitation of the Problem

This research focused on reading comprehension of Descriptive Text and it was limited to apply Read, Cover, Remember, Retell (RCRR) strategy of the first-grade students of SMA Muhammadiyah 8 Ciputat.

D. The Formulation of the Problems

The problems of this research will be formulated as the following:
Is there any effect of students’ achievement in reading comprehension of descriptive text by applying Read, Cover, Remember, Retell (RCRR) strategy?

E. The Objective of the Problems

This research is conducted to get the empirical evidence on applying Read, Cover, Remember, Retell (RCRR) strategy on students’ reading comprehension of descriptive text at the tenth grade of SMA Muhammadiyah 8 Ciputat academic year 2019/2020.

F. The significance of the Study

The findings of this research will be expected to be useful theoretically and practically.
1. Theoretically

Theoretically, the result of this research will be useful to increase the reader's knowledge about reading comprehension strategies especially the use of RCRR (Read, Cover, Remember, Retell) strategy.

2. Practically

a. For the English teacher, as an alternative strategy in teaching reading comprehension. So that reading is not boring and not just based on the teacher explanation.

b. For the students, the result of this study can make the students easier to understand the text they have read.
c. For the researcher, can then apply this strategy when the researcher taught reading comprehension. For other researchers, for its application, the results of this research will later be further developed to other kinds of text.
CHAPTER II
THEORETICAL FRAMEWORK

A. Reading Comprehension

1. The Nature of Reading Comprehension

Reading is important for people especially students because they get much information, add their knowledge, make them think, and stir their feeling. Duffy in Djunaedi states that it's not a random process to read. It is a system; a set of conventions that we use to understand and give meaning to text. Reading activity is not only reading the written words but also comprehending the text. Snow states that comprehension is the process of extracting and constructing meaning between the readers and the written language. By comprehending the text, students can find the meaning of the text, such as an important message or text detail, as defined by Djuharie in Komang Wastawan, Sutarsah Cucu and Sudirman, reading comprehension is the understanding of written text in order to obtain as efficiently as possible the information needed from the text. In addition, Collin says that reading comprehension not only does it increase our life skills and extend our understanding, but it is also much more profound than it has a basic impact on imagination growth. Then, Collin argues that in many respects reading determines how we are able to think. Thus, in reading the students have to find the meaning of the text through

---

interaction in order that they comprehend what they read because comprehension is important in reading.

Along with Duke and Pearson state that reading comprehension is some process that has been grounded in research for good readers, for example, if they have clear objectives with regard to their reading, they immediately assess all the text and read it to meet their objectives.\textsuperscript{4} It refers that reading comprehension involves much more than readers’ responses to the text and the readers know which abilities and strategies are suitable for the type of text and understand how to use them to achieve the objective of reading.

Reading is the most crucial in learning a language. According to Collin, he emphasizes the importance of reading in relation to human development.\textsuperscript{5} It means more students read more knowledge that they will get. They also can make their knowledge more than before. It can happen if they can comprehend the text well. Reading determines how students are capable to think, that it has a basic impact on the growth of fantasy and thus exerts a strong impact on the growth of mental and moral as well as verbal intelligence and therefore on the type of person they can become.

In addition Johnson there are three definitions of reading:\textsuperscript{6}

1. Reading is the practice of creating significance by using text. Creating and significance are the two keywords here. If no significance is formed, there will be no reading.

2. Reading integrates data both visual and non-visual. During the reading act, the visual data discovered on the page combine to generate significance with the non-visual data in your head. Thus,

\begin{itemize}
  \item \textsuperscript{5} Colin Harrison, \textit{Loc.Cit}.
  \item \textsuperscript{6} Andrew P. Johnson, \textit{Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students}., (Lanham: Rowman and Littlefield Education, 2008), pp.3-4.
\end{itemize}
in the process of generating significance (reading) what is in your head is just as crucial as what is on the page.

3. Reading is the link between one concept and another. It is an important component of reading to put thoughts together to produce a reasonable whole. To read, you don't need to understand every word.

Based on certain meanings of reading understanding mentioned above, it claimed that reading understanding is the process of extracting and building meaning between readers and written language. Because to get the idea, the readers should extract the meaning of the text. It was concluded, therefore, that reading is one of the key language skills to learn. Bridging readers to the understanding of texts. People can extend their awareness by reading a text and gather more details after reading a text.

2. Purpose of Reading

People are reading the book for some reason. They may read to get some data, boost understanding, or have fun. For study reasons or merely for enjoyment, many learners read English text. It determines what the text's significant. A reader should therefore first understand what the content of the text he will read will then be able to determine if the data is essential to him or not.

Furthermore, Martin explained that purpose influences reading is to connect the ideas to the page to what you already know. If you don't know the purpose of why you are reading without reason for wanting to find information, then pouring all the sentences into your mind is like taking water using your hands, you will not get much. It implies that the reader should have adequate understanding of the content of the text in the reading process. It is therefore very crucial for the reader to determine the objective before reading. It was also evident that the

---

aim of reading depends on the need of a reader, whether they want to improve their understanding, obtain some data, or for pleasure. From the discussion above it can be said that people read with for some reason; get data about something that related to their needs or their interest

3. The Kinds of Reading

To get the maximum benefit from their reading, students need to participate in both extensive and intensive reading, which explains as follows:

a) Extensive Reading

According to Richards, the characteristics of Extensive reading are that the Students read as much as possible, can also read inside and outside the classroom, they have freedom to select what they want to read and feel free to stop reading materials that fail to interest them. In extensive reading the aim is to understand in general what the book says, usually, extensive reading vocabulary is easy or vocabulary that usually uses the reader only a few difficult bites. Thus, readers become connoisseurs of what they read. And, they have a fantastic passion to finish it and try to read more books.

b) Intensive Reading

Intensive reading is reading the text or some parts of the reading. In this reading activity, students read a text to gain knowledge or analysis. The purpose of this reading activity is to read short texts. This reading activity is done by searching for specific information. In addition, Harmer stated that the teacher needs to create interest in the topics and tasks in order to get students enthusiast in the class while reading. Thus from Harmer the problem is while the teacher encourages students to read for general understanding.

without worrying about the meaning of each word, students, on the other hand, are very curious about what each word means. Given half the opportunity, many of them prefer to handle reading with a dictionary in one hand and a pen in the other to write translations across the page. In essence, Intensive reading provides a basic explanation of the difficulty of language structure and the development of vocabulary and idiom knowledge. This reading activity also provides material for developing greater mastery of speaking and writing skills.

4. Reading Difficulties

Many of the students often demonstrate patterns such as guessing or skipping phrases and need a specific solution for their symptoms. They didn’t know that the words or phrases that they have skipped maybe was the main idea of the texts. According to David Morgan, there is 4 main point of reading difficulties, Before the teacher can solve it, teacher must identify what is causing reading trouble:10

a) Optilexia: Guessing words instead of reading them

Most of the students try to read whole words by sight instead of decoding them. With brief, simple words, that leads to many mistakes, because they tend to be very interchangeable. It can be seen so often that the word optilexia has been created as a shorthand for mainly-reading-whole-words-by-sight. This is what you will tend to see with an Optilexic:

1. Lots of guessing with the brief phrases, but sometimes reading a long word fluently
2. Read a term on one page, but not the next

---


3. Unable to read unfamiliar phrases, unless there is a clear indication of the contexts

4. A lack of interest in reading

b) It is very hard to decode lengthy words

The main aspect of learning to read by decoding is that you have to keep in your short-term auditory memory different complicated pieces of data. There are the phonemes in a phrase, then you need to maintain the word in memory when you're looking for that word's significance. Then, while you do the whole thing with the next phrase, you keep that in memory. And then you remember a sequence of words as you make a sentence.

c) Skipping of words and line

When you read text on a page, your eyes concentrate on a word or word group and then jump right to see the next word or word group. Every jump is referred to as a saccade. This saccade motion is likely the most complicated and sensitive muscle movement the body does, and we discover about 25 percent of the students on the visual phonics course of Easyread have some trouble with it or trouble with eye convergence.

d) How auditory processing issues cause reading difficulty

Auditory Processing Deficit (APW) or Auditory Processing Deficit (APD) is a prevalent cause of trouble in reading. Between 5 and 10 percent of school-age students are believed to have APW, and this weakness can considerably influence the capacity of students to learn how to read because when you have APW it is difficult to work out the sounds in words. That makes it very difficult to apply phonics when you attempt to read.

5. The Strategies in Reading Comprehension

Strategies are ways in which students can solve problems in building significance in any context. The use of reading strategies needs the reader
to consider how to approach the text to decode and maintain information. According to Westwood there are four strategies in reading. They are:11

a) **POSSE**

This strategy was used with grades 4, 5 and 6 students, this approach has been used effectively and deals with the processing of expository text. It is intended to activate the previous understanding of a subject by learners and to link it to fresh information in the text. A ‘strategy sheet’ is used to cover the five aspects listed below, and before, during and after reading, students add information to it in the form of a semantic map. The sheet offers a visual guide that gives direction and structure, connecting what is already known to learners with fresh data obtained during reading. The five letters in the acronym POSSE stand for:
- **P**redict what Issues will be discussed in the text (depending on your current understanding of the topic) and the question you would like to answer
- **O**rganize your expected questions and points and links them to a semantic map
- **S**earch Text (read your projections closely or discredit them))
- **S**ummarise The reading points gleaned
- **E**valuate Your knowledge and learning from the text. POSSE depends strongly on teacher modeling and thinking aloud, and even more on teacher-student dialog within the student community.

b) **Directed Reading–Thinking Activity (DRTA)**

DRTA has some features in common with POSSE. It is a comprehensive educational strategy intended to provide students with expertise in pre-reading text, predicting what the author might say, reading the narrative text to verify or revise predictions, and

---

developing answers (Snowball, 2005). 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. The DRTA process involves three basic steps:

1) Predicting some of the information you may find, or raising some questions you hope to have answered in the text
2) Reading the text carefully, with your predictions and questions in mind
3) Being able to prove, with evidence from the text, any conclusions you make from your reading.

The teacher’s involvement is mainly to ask focusing questions to activate students’ prior knowledge and to stimulate thinking. For example: ‘What do you think will happen? What is this likely to be about? How would she be feeling? Why do you think that? Can you prove what you say from something in the book?’

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

The aim of this upper main grade approach is to educate learners where it is possible to find responses to specific issues (Graham & Wong, 1993). The response is either expressly indicated in the text (here) or implied in the text and can be deduced if the reader believes closely about some page data (hidden), Or the data is not on the website but is already in the previous understanding of the student (in the head) and should be recalled. Students are careful to use appropriate text-based or knowledge-based data to answer questions when teaching the 3H approach. The 3H approach enables learners to understand that
responses to issues are not necessarily explicitly indicated in a text and that it is often necessary to think closely and go beyond words.

d) **K-W-L strategy (Know – Want to Know – Learned)**

This approach activates the previous understanding of learners on a particular subject, then invites them to create some questions that they hope the text can answer, and lastly, they have to summarize any fresh data that they have learned from reading (Ogle, 1986). A 'KWL Chart' is provided for each student to facilitate this process. The graph is governed with three rows, labeled 'what we know,' 'what we want to learn,' and 'what we learned,' respectively. A fourth column may be added to the graph where learners can record their reaction to the content in the document; or they may write suggestions on what they are going to do to use the data they have learned to extend their study of the same subject. The KWL approach is designed to be used with expository documents, and the teacher needs to pick content that suits this sort of assessment well. For learners to understand expository text is more difficult than narrative text, so the topic textbooks used in high school and high school often cause issues. Also, when learners conduct computer searches for their projects and tasks, the concise informative information provided online. Teachers and tutors must understand the problems with expository text experienced by learners.

6. **Teaching Reading**

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

---

a. Help students fall in book love. Reading is an act of pleasure. The number one task of a teacher or tutor is to assist learners to 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 students to make their reading material decisions. Choosing to help readers develop is essential. Reading is more pleasurable when choosing what we are reading. Most of the moment adults can choose their own reading material. We can go to the library and choose any book we want.

d. Connect reading pleasure to reading practice. A straightforward behavioral principle is that we are more likely to do that again if we discover something pleasant (a beneficial strengthening). Similarly, if the act of reading is associated with training that learners find unpleasant or unpleasant, they will be less willing to participate in future conduct in reading.

e. Keep your reading program simple.

f. Keep easy instructions. Good educators make it as easy as possible to do stuff.

g. Make reading as if it were true life. The kind of reading and writing we do in college that we have kids should be much like the kind that adults do in real-life circumstances. I read for enjoyment or comprehend thoughts and data in my adult life. I write to organize my thoughts, to express ideas, and to provide other people with significant information.

h. Include discussion and other social interaction types. Talking and social interaction improve any kind of teaching. Students need to discuss what they are reading with each other and share their thoughts and perspectives with others. The tales are brought to life
in this manner, learners acquire understanding and thoughts from others, and language learning is improved.

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

B. Descriptive Text

1. Definition of Descriptive Text

One of the types of gender which are learned by Senior High School students is descriptive text. There is some expert who explains the definition of the descriptive text. Yudantoro, defines that descriptive text is a text that has the purpose to describe a particular person, place or thing. Descriptive is a text intended to define person, place, or thing. Descriptive text is the text that describes a person, place, and event or describes one's thinking about something.  

Furthermore, Murphy defines that descriptive text is a text provides information on a topic through descriptive facts, details, characteristics, and traits. Descriptive text lists important features, elaborating on each for the purpose of informing the reader. This is also supported by Jackson and Stockwell, they add descriptive text is a text that explains something is likes, to give is characteristic, uses, and so on. They also said that descriptive text is often written in the present

---

tense and are and still have the most frequently used verbs, an adjective like tall, brown and dark are used to describe characteristics of the thing being described.\(^{15}\)

2. Types of Descriptive Text

In all forms of writing, the description is used to create a realistic image of a person, location, object or event, for example: to describe a special place and illustrate why it is unique. According to Tiur Asi, there are five types of descriptive text. The explanation as below would be described: \(^{16}\)

a) Process Description

Process Description not only explains how something was done but also explains why it was done and what it took to complete it.

b) Event Description

The author should be able to memorize and remember what happened in the event to explain an event. The author is supposed to write about the tsunami in Japan. In this case, he/she should clarify all the details of the event so that the readers can picture the actual situation and condition.

c) Personality Description

The first thing we do was to identify his/her individual characteristics when describing a human. The areas of physical attributes (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust) and intellectual (cleverness, perception) must be described fairly.

d) Place Description

The way to describe a place, for example, was to present something concrete: a home, a hospital, and a school.

e) An Object Description

---


\(^{16}\) Tiur Asi, S, Improving students achievement on writing descriptive text through think pair share. *IJLLALW*, Vol. 3 (03), 2013, p. 34.
An object was accurately described by giving the object's physical characteristics such as color, form, shape, etc.

Furthermore, those types of text of descriptive text is used in all forms of writing text to create a vivid impression of a person, place, object or event by the reader. Makes the reader understand by explaining why the place or event was special and why a person or an object was importance by reading the descriptive text.

3. The Purpose of Descriptive Text

The descriptive text has a purpose as one of the texts studied academically. A clear explanation and description of a particular object are to be given so that the reader can clearly imagine it in a written form. In accordance with this statement, Rise and Charles claimed that descriptive text has a lot of purposes. First, giving readers an impression of a person or place. Second, illustrating abstract ideas related to the text they have read. Last, making information memorable, or descriptive text can be used in supporting an argument related to the description.17

4. The Generic Structure of a Descriptive Text

All the texts have a specific structure, particularly descriptive text. Inda Susanti explained each part of the structure in her thesis in which Identification and description are the descriptive text's generic structure. These are the explanation:18

a) Identification

The subject of description is introduced in this generic structure.


b) Description

Give details of the subject's characteristic features in this part. Such as qualities, characteristics, phenomenon description in parts, qualities, or/and characteristics, size, physical appearance, ability, habit, everyday life, etc.

Furthermore the generic structure is important for Description text because it shows whether the text that describes a particular object through words that can stimulate the five senses so that the reader seems to witness or feel the object described by the author. The aspects presented can be in the form of conditions, characteristics, characteristics or feelings possessed by the object.

5. Language Features of Descriptive Text

The descriptive text also has several linguistic features in addition to the generic structure. Shafira Anggun revealed the language characteristics in the descriptive text as follows:¹⁹

a) Emphasis on the main character of different participants
b) Use present tense as dominant times
c) To classify and describe the appearance or qualities and parts or functions of phenomena, use frequently linking verbs or relational processes (is, is, has, belongs to)
d) Using action verbs or content system or behavioral processes to provide detailed explanations of the participants’ actions and behaviors in the text
e) When explaining thoughts, use the mental verb or mental verb
f) Often use the nominal class to identify
g) Use adjectives and adverbs to add information to nouns and add information to verbs to describe the topic in more detail

h) Use adverbial phrases to add more information about manner, place, or time and sometimes realized in an embedded clause which functions as circumstances

Language feature, or what is known as a grammatical structure or arrangement are some of the linguistic elements that we need to consider in preparing the descriptive text so that we can make it easier for listeners or readers to understand the details we want to convey.

C. Read, Cover, Remember, Retell Strategy

1. General Concept of Read, Cover, Remember, Retell (RCRR) Strategy

Read, Cover, Remember, 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 ability to understand the text. Students are going to study in pairs or a small group. It allows students to share their interpretation of the text. In RCRR strategy, students focusing on remembering what they have read. According to Hoyt in Djunaidi, Novita, and Oktariani, Read, Cover, Remember, Retell (RCRR) is an instructional strategy that is applied to help students stop after reading small portions of the text and retell what the sections was mostly about.\(^{20}\) In addition, Hoyt in Macceca state that Read, Cover, Remember, Retell Strategy is an efficient strategy for helping readers at all levels who believe that good reading is rapid reading.\(^{21}\) It can be concluded this strategy is more effective to make students can understand and remember what they read in the text.

According to Dahler, the purpose of this strategy is to assist readers slowly read and read for significance. They start by reading a tiny quantity of text, then with their hand covering the print. While the tiny


quantity of text is over their hands, readers are wondering for a time. In this situation, RCRR Strategy can decrease one participant's chances of being a passive recipient appears likely to be better for both motivation and teaching.\textsuperscript{22} The success of students allocated to the teacher will then be a measure to assess the achievement of the teacher. It will make the students responsible for both teachings and learning each other.

In teaching reading Read, Cover, Remember, Retell Strategy has procedures of reading, Cover, Remember, Retell Strategy. Brummer and Macceca explain the procedures of reading, Cover, Remember, Retell Strategy such as (1) Only read as much as you can cover your hand. (2) Use your hand to cover the phrases. (3) Recall what you've read. (4) Retell what you have just read in your own words.\textsuperscript{23}

The goal is to increase the students’ ability to think and talk about what is being read that is essential to comprehension, having conversations with predictable steps allows students the ability to process text. Read, cover, remember and retell strategy is one of the strategies to learn in a cooperative learning environment. The students will study in pairs or in a small group. It motivates the students to express their comprehension of the text. It means the students can get their comprehension, then they will re-state by their own words to catch the main idea of the text.

2. Advantages and Disadvantages of Using Read, Cover, Remember, Retell (RCRR) Strategy

Read, Cover, Remember, Retell (RCRR) strategy has some advantages. First, It attends students to become active in peer communication. Second, offering students a chance to help and


\textsuperscript{23} Brummer Trisha and Stephanie Macceca., Loc. Cit.
stimulate each other with some words that they have no idea about the meaning. Third, Anita said in her studies that this strategy provides the students an incentive to become active learning. Fourth, the students are also encouraged to share the information or finding the main idea from what they have read or to tell each other their story. It implies that it will be a simple way to create efficient learning and teaching in the class. Last, this strategy can reduce the opportunity and increase the interest in reading of one participant that could be a passive reader to become active because they didn't feel reading individually. In addition, this strategy should also be applied when the teacher teaches descriptive text. When the issues of understanding determine the significance of data, sequence, details, describing components, location of data, thus it can be used as one of the suggested strategies.

In addition to those advantages, RCRR also has some disadvantages; First, because the students spend most of their time moving, it took a long time. Second, because they can't speak English correctly, some students have difficulties when retelling their stories. Third, because it should be used more texts, the teacher requires additional effort to provide appropriate teaching text. Fourth, teachers can not specifically concentrate on teaching descriptive text theoretically when using this strategy as the exercise requires more practice in the classroom. The last is teachers are required to be more active to control the class.

3. Procedures of Read, Cover, Remember, Retell (RCRR) Strategy

Nova Yulimariza provides some procedures for Read, Cover, Remember, Retell Strategy strategy as follows:24

1. The teacher may separate the students into several groups/pair
2. Students choose a small amount of text on a page that their hand can cover.

---

3. The subject of the text is determined by teachers or students.
4. The students read just as much text silently as they can cover words with one hand.
5. Ask each group to read the text they receive and discuss it.
6. Ask them to cover the text with their hand again after reading and think about what they're read.
7. Remember what you've just read.
8. The students silently or with a partner tell the section of the text they just read.

Based on the above procedures, the writer suggests that this RCRR strategy is a way of understanding the learning process by memorization. Teachers are able to measure students’ interpretation of the text and students are able to analyze the each portion of the text.

4. Teaching Reading Comprehension of Descriptive Text Through Read, Cover, Remember, Retell (RCRR) Strategy

Teaching and learning activities consist of three main parts, they are (1) pre-activity, (2) during-activity and (3) post-activity. The implementation of the RCRR (Read, Cover, Remember, Retell) approach in teaching reading descriptive text to the tenth-grade students of SMA Muhammadiyah 8 Ciputat is carried out in three phases. They are pre-activity, during and after activity:

a. Pre Activities
1. The teacher greets students while saying "good morning / hello"
2. The teacher checks the student's attendance list and calling their name one by one.
3. The teacher gives warming up by giving simple questions to the students about descriptive text. Give the simple question such as ask the students have their ever come and see the temple of Borobudur, monas, Taj mahal, etc. Ask students to describe how
Borobudur, monas, look like or contained on Borobudur temple, Monas and Taj Mahal.

4. The teacher asks the students to share their ideas of what they already knew about descriptive text. Maybe, students can be explained or mentioned definition, the general structure of descriptive text or another example of descriptive text in addition to Borobudur temple, Monas or Taj Mahal story.

b. Whilst Activity

1. The teacher gives the text and explains about RCRR (Read, Cover, Remember, Retell) strategy. Here the teacher will distribute one copy of the text that contains descriptive text entitled Taj Mahal to each student. Then teacher will explain what is RCRR, what are the advantages of this strategy and tell the steps how to apply this strategy.

2. The teacher explains the topic in detail and gives an example of descriptive text. In pre-activity the teacher already asked the students to share their ideas about descriptive text, teacher at this point explains in detail the definition of descriptive text, generic structure of a descriptive text and another example of descriptive text.

3. The teacher asks the students to find their partners. After explaining the topic, teacher guides the students to apply the strategy by asking the students to find their partner.

4. The teacher asks the students to read as much as you believe your hand can cover the texts. Cover means stop reading and cover the text.

5. The teacher gives time to the students to consciously focusing on remembering what they have read. Give time to the students around 5 minutes to make them really considering what they
have just read. It's ok for them to peek back of the text for help.

6. The teacher asks the students to tell the partner what they remember from the text, then switch roles for the next section of the text. If the student already tells their partner what they are remembered, the teacher can then ask students to read the next section from the text by using the same steps until all of the sentences in the text have been read and understood by the students.

7. After all the steps have been done, the teacher will ask the students to create a complete summary of the text by using their own words and retelling it in front of the class to ensure that the students already have the point of the text.

c. Post-Activity

1. The teacher and students summarize the texts. After asking students to summarize the story by using their own words, then the teacher also explained and straighten the summary results that already made by the students based on the text of the material.

2. The teacher provides students the task of doing story exercises to determine whether students have understood the content and get the main point of the text. The teacher gives some exercises be in the form of multiple-choice questions and true or false questions about the texts.

3. The teacher reviews the important material and makes conclusion. The important material such as the definition, generic structure, example of descriptive text and how to apply RCRR (Read, Cover, Remember, Retell) strategy.
4. The teacher says leave-taking with a friendly greeting while saying "Goodbye and see you next meeting" and remind them to continue to practice using these strategies at home.

Based on the above teaching and learning activities, the writer concludes that this process supports both text understanding and summary understanding by frequently stopping readers from thinking about the meaning before moving on to the next section of the text. As we know, many students will continue to read a selection even if they don't understand what they've just read. After students are able to use this strategy to retell portions of the text orally, the teacher can encourage students to write a summary sentence of each section and then use these sentences to write an overall selection summary.

D. Previous Relevant Study

The previous study was the result of research from the researcher before. This study covers the research finding that related to this strategy. Here, to get and provide the originality of the research, the researcher wanted to present the previous research related to this strategy.

The first, previous research was done by Marlin Steffi Marpaung and Risnawaty Sinaga entitled “The Use of Read, Cover, Remember, Retell (RCRR) Strategy in Improving Students’ Reading Comprehension Ability” The purpose of this study is to find out is there a significant difference on students’ reading comprehension through Read, Cover, Remember and Retell (RCRR) strategy. The population was VII grade students of SMPN 10 Cimahi. This analysis used pre-test and post-test methods of quantitative research and experimental design. They are split into two classes, both experimental and control. The outcome of this study showed that there was a significant difference in the achievement of students in reading understanding with a mean pre-test score of 40.27 and a mean post-test score of 73.47. The result of the survey to the responses
of the students was 68% positive. This showed that students were responding positively to the RCRR approach. In addition, it is suggested that the recommendation for English teachers use RCRR strategy to teach reading comprehension in their classrooms because it can improve the ability of students to understand reading.25

Another study was from Fatin Amira entitled “The Implementation of RCRR (Read, Cover, Remember, Retell) Strategy To Improve Students’ Achievement In Reading Comprehension “ This study was conducted at MAN 1 Medan. This aimed 1) to examine the enhancement of student reading quality by applying RCRR (Read, Cover, Remember, Retell) Strategy 2) to describe student reading comprehension activities by implementing RCRR (Read, Cover, Remember, Retell) Strategy and 3) to describe teacher reading comprehension performance by applying RCRR (Read, Cover, Remember, Retell) Strategy. Using Classroom Action Research (CAR), this study was conducted. In this study, there were two types of data collected, namely quantitative and qualitative data. Research findings showed an increase in the scores of students after applying the RCRR strategy; in the pre-test, the average score of the students was 50.58 (no one score more than 80), in Cycle I, the average score of the students was 75.29 (18 people scored more than 80) and in Cycle II, the average score of the students was 87.05 (34 students scored more than 80). Based on the results of quantitative and qualitative data analysis, it has been shown that the RCRR (Read, Cover, Remember, Retell) strategy has improved the students’ reading comprehension achievement.26

The third previous relevant study was conducted by Dahler, M.Zain, Ridho Joni P and Ahmad Fauzan entitled “Using Read Cover Remember

---

26 Fatin Amira, The Implementation Of RCRR (Read, Cover, Remember, Retell) Strategy To Improve Students’ Achievement In Reading Comprehension, (Bachelor’s Thesis, University of Muhammadiyah Sumatera Utara, Medan, 2018), p 62.
Retell (RCRR) in Teaching Reading Comprehension to Teaching Reading Comprehension Recount Text at The Second grade of SMPN 16 Pekanbaru” This research aimed to find out the differences between the students taught by Read Cover Remember Retell (RCRR) strategy and the students taught without using Read Cover Remember Retell (RCRR) strategy in terms of reading comprehension recount text. The method of this research was quasi-experimental research. The population was the second-grade students of SMPN 16 Pekanbaru which amounted to 240 students. The technique of analyzing data use $T$-test, $U$-Mann Whitney and N-gain. After conducting this research, it was found that the result of n-gain average score of experimental class (0.526) was higher than N-gain average score of control class (0.335). It meant that improvement of experimental class better than control class. In conclusion, there is positive effect of using Read Cover Remember Retell (RCRR) strategy on students reading comprehension of recount text in the second grade of SMPN 16 Pekanbaru.27

All those three studies have shown that the RCRR strategy can improve the reading comprehension skills of students, particularly in understanding specific texts such as narrative text and recount text. the researchers have a difference with what this researcher wants to do. The first researcher that written by Marlin Steffi Marpaung and Risnawaty Sinaga. The researcher used an experimental design and there is no specific test. The differences between their research with this research were grade and the location, besides that this research focuses on reading comprehension of Descriptive Text. The second researcher was from Fatin Amira. The purpose of her study is knowing that this research is to increase the students’ motivation in reading comprehension. While the aimed of this research is at knowing there is a substantial distinction between learners taught by RCRR strategy and the conventional strategy.

The third researcher from Dahler, M. Zain, Ridho Joni P, and Ahmad Fauzan. The study focuses on applying RCRR strategy to improve students’ reading comprehension of recount text at junior high school while this research focused on focus on applying RCRR strategy to foster students’ reading comprehension of descriptive text at senior high school students. The similarity between this research and those three studies before, they have the same statement of a research problem that analyzing the strategy of reading and to see the effectiveness of implementing this strategy. In this research, the researcher discusses the strategy of reading and how to implement the strategy that it was believed can help the students in understanding and comprehending the content of the text.

E. Thinking Framework

Understanding reading is very essential for students to understand the written language well. But reading comprehension of students was still low, most of the students still find many comprehension problems in reading, although they have been doing so for many years. They don’t understand how to understand a text and get some information from the text, but the students also have low vocabulary. The method was taken in class was not appropriate. Consequently, the students become passive. Not infrequently, they feel bored if they must comprehend the text. For them, reading comprehension was hard and complicated. So it was a problem for a teacher in teaching in the classroom.

Based on the problems above, the researcher was conducted the research related to the fostering of students’ ability in reading. Here, the researcher used RCRR (Read, Cover, Remember, Retell) strategy to make students understand the main idea of the text easily and remember what they have read. By using this approach, students can also operate with other students. It enables the students to practice their pronunciation by
reading and helps them comprehend the main idea of the text, also to make the students more active in the class.

This strategy will be expected to minimize the difficulties faced when the students are provided with the kinds of reading comprehension. Read, cover, remember, retell Strategy can be used as an option strategy. In this strategy, the students help themselves to read well and more rapidly by selecting what was the important thing or the main idea of the text.

F. Theoretical Hypothesis
Based on the theories and thinking framework above, therefore, a theoretical hypothesis is formulated as follows: *There is an effect of applying Read, Cover, Remember, Retell (RCRR) strategy to foster students’ reading comprehension of descriptive text.*
CHAPTER III

METHOD OF RESEARCH

A. Place and Time of the Research

The research is carried out at SMA Muhammadiyah 8 Ciputat on Dewi Sartika Street, Ciputat, Tangerang Selatan. The study was conducted for two months in the academic year 2019/2020 from July 22nd to August 27th.

B. Research Method and Design

The design of this study used a quasi-experimental research design to determine the impact of using Read, Cover, Remember, Retell (RCRR) strategy. By using quantitative method, the data are called a statistical or hypothesis using mathematical procedures.¹ According to Cresswell, the experiment is to test an idea (practice or procedure) to determine whether it influences an outcome or dependent variable.²

In conducting quasi-experimental research, the researcher assigned the experimental and control treatments to groups, using pre-test and post-test to both groups, performing experimental treatment activities only with the experimental class. In this research, the researcher used two classes. The first class was used as an experimental class which was taught by RCRR strategy and another one was used as a control class which was taught by regular technique. According to Cresswell the type of this research as designed as follows:³

---

³ Ibid, p. 310.
Table 3.1.
The Research Design

<table>
<thead>
<tr>
<th>Pre and post design</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select control group</td>
<td>Pretest</td>
</tr>
<tr>
<td></td>
<td>No treatment</td>
</tr>
<tr>
<td></td>
<td>Posttest</td>
</tr>
<tr>
<td>Select experimental group</td>
<td>Pretest</td>
</tr>
<tr>
<td></td>
<td>Experimental treatment</td>
</tr>
</tbody>
</table>

C. Population and Sampling Technique

The population of this study is SMA Muhammadiyah 8 Ciputat's 10th-grade students. There are about 170 students in total and are divided into five classes, which are X IPA 1, X IPA 2, X IPS 1, X IPS 2, X IPS 3. Only two classes that are X IPS 2 were taken by the researcher consisting of 27 students and X IPS 3 was made up of 27.

The sample of this study is 54 participants, separated into 2 groups, the control class X IPS 2 and the experimental class X IPS 3. By using purposive sampling, the sample would be taken. According to Neuman, purposive sampling focuses on the research's judgment to select the sample with a particular purpose in conducting the research.\(^4\) The researcher decided to select two classes to be sampled in this research based on those statements; X IPS 2 and X IPS 3. Both courses have the same English skill level. It was determined from the interview with an English teacher in SMA Muhammadiyah 8 Ciputat.

To sum up, this research took 170 tenth-grades students of SMA Muhammadiyah 8 Ciputat to be the population of the research. The sample research is X IPS 2 and X IPS 3. The control class is X IPS 2, which consists of 27 students.

---

The experimental class is also X IPS 3. The class is made up of 27 students. In addition, the experimental class instructed the reading of descriptive text through Read, Cover, Remember, Retell (RCRR) Strategy, while the conventional method taught another.

D. Research Instrument

The instrument used to acquire the data from the students was a test. It was split into two test types; pre-test and post-test. The last treatment is post-test and pre-test is provided before treatment. Multiple choices were the type of test. The responses from the text were four options A, B, C, D, and E. The text type was the descriptive text. There were 30 items in each pre-test and post-test.

Until conducting the test for the study, the test instrument of both pre-test and post-test had been tested for its validity and reliability. The test was offered to a different class of non-sample students at the same educational level and the same educational curriculum. The test organized consists of some reading passages based on the school curriculum and syllabus with 95 multiple-choice items. After the scores were collected, it was analyzed using Anates-V4 program. The analyzed data showed 60 valid and reliable questions and is therefore used in this research as the test instrument. Validity and reliability of the pre-test and post-test instrument can be seen in Appendix 15.

E. Data Collection Technique

In analyzing the data, the researcher used a score of both the experimental and control group pre-test and post-test. These scores were analyzed statistically. The researcher used the control class and experimental class score to find out if there was a significant effect of using RCRR 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).  

H₀ is accepted if t₀ > ttable or there is a significant difference in using RCRR strategy towards reading comprehension. H₀ is accepted if t₀ < ttable or there is no significant difference of using read, cover, remember, retell strategy towards reading comprehension

**F. The technique of Data Analysis**

The researcher used the statistical calculation of the T-test in which the sample is not linked to each other when evaluating information from the pre-test and post-test. In this research, the writer used T-test to figure out the distinction in experimental class and control class between the results of students that are drawn from pre-test and post-test. The first test was a test for normality. The second test is a test of homogeneity before the last test is measured. The final was a test for the hypothesis. For normality, homogeneity and hypothesis testing, the IBM SPSS Statistics 20 application used to analyze the data. The testing steps would be described as follows:

**a. Normality test**

The research normality test is aimed at finding out whether or not the data from the examined experimental and controller group comes from the normal distribution population. For both sample groups, therefore, the normality test is performed. By using SPSS v.24 to evaluate the test, the researcher would use Kolmogorov Smirnov with α= 0.05. Subsequently, if the test of normality stated more than 0.05 (> α= 0.05), the result is in the ordinary distribution. Otherwise, if the test outcome is no more than 0.05 (< α= 0.05), the result will not be normal.
Explanation of how to count the normality test information using SPSS v.24:5 (1) Open the SPSS version 20 software program. (2) Click variable view and complete several columns. (3) Click the perspective of the information and insert "1" to represent the experimental class in the score column and "2" to represent the controller class. (4) Calculate each class score in the score column. (5) Click analyze >> Descriptive Statistics >> Explore. (6) The variable that wishes to be tested for normality (pre-test score and post-test score) is filled in the Explore dialog box with the dependent list. (7) Then the test groups (experimental group and monitored group) fill in the factor list. (8) Click plots >> normality plot with the test, histograms, and power estimation, then click Continue and OK to see the normality of the test result.

b. Homogeneity Test

After the consequence of the normality test stated that the result was normally distributed, a homogeneity test was carried out by the researcher. The aim of the homogeneity test is to assess the resemblance between the two groups. Similar to the normality test, the researcher also uses SPSS implementation to evaluate the homogeneity test. The step is explained as below:6 (1) Open the SPSS version 20 software program and input the data in the data view. (3) Click on Analyze at the top of the menu. Then choose the means to compare and press ANOVA on one-way. (4) Insert the experimental group information in the Dependent List. Then insert the controller group information in Factor. (5) Click Options tab to open the options dialogue box. (6) Give a tick for variance testing homogeneity then click Continue and OK to see the test result homogeneity.

c. The Hypothesis Test

After the two trials (Normality and Homogeneity test) have been carried out, the researcher must proceed to analyze the information through a T-test. The purpose of the t-test was to examine the distinctions between the two study groups. The researcher could determine if the hypothesis is adopted or dismissed by using a t-test. The researcher was examined with a two-tailed test of importance using SPSS through the Independent-Samples Test. If the outcome demonstrates that the p-value or sig (2-tailed) is greater than sig α= 0.05 (5 percent), this implies accepting the null hypothesis. On the other side, if the p-value is below sig α= 0.05 (5 percent), it implies acceptance of the alternative theory.

It would explain the measures for analyzing the information as follows: (1) Open the software SPSS version 24 then click Variable View, enter the name like class and score. (2) The name of the two groups is distinguished in Values, "1" for the experimental group and "2" for the controller group then click Data View and insert the data. (3) Click Analyze, choose Compare Means and click Independent-Samples T-test. (6) Move the score to the column of Test Variable(s) and transfer the class to Group Variable then click Continue and OK.

d. Effect Size Formulation

The last step to produce the test outcome is to assess the effect-size by the writer. This test was performed to understand the impact level of meaning. In this research, the investigator used Cohen's d effect size formula. Furthermore, the formula for measuring the effect size could be seen as follows:*

---


Explanation:

\[ D = \frac{(\text{Mean of Group A} - \text{Mean of Group B})}{\text{Pooled standard deviation}} \]

**G. Statistical Hypothesis**

The result will be obtained from the experiment and control class to prove the hypothesis will be calculated using the t-test formula with the assumption as follows:

- \( H_0 \): There is no significant effect of using Read, Cover, Remember, Retell (RCRR) Strategy in students’ reading comprehension of descriptive text.

- \( H_a \): There is a significant effect of using Read, Cover,
Remember, Retell (RCRR) Strategy in students’ reading comprehension of descriptive text.

$H_0$ would be accepted if p-value $> \text{sig } \alpha = 0.05$ (5%).
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

1. Data Description

After providing the data in the experimental and control class about the descriptive text, the test was conducted to evaluate the reading understanding of descriptive text by the students. Research data were drawn from the SMA Muhammadiyah 8 Ciputat by pre-test and post-test scores of tenth-grade students. The description below shows the research outcomes based on pre-test and post-test scores provided to research participants.

a) The data of Experimental Class

The X IPS 3 class was taken as an experimental class by this research. The class is made up of 27 students. Read, Cover, Remember, Retell (RCRR) Strategy was used to teach the experimental class. The researcher used pre-test and post-test to retrieve the data. Furthermore, the pre-test was performed before the implementation of RCRR. While after the writer implanted RCRR in teaching reading understanding of descriptive text, the post-test was performed. The score for the pre-test and post-test was as follows:

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>53</td>
<td>80</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>46</td>
<td>73</td>
<td>27</td>
</tr>
<tr>
<td>3</td>
<td>73</td>
<td>80</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>63</td>
<td>90</td>
<td>27</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>86</td>
<td>26</td>
</tr>
<tr>
<td>6</td>
<td>43</td>
<td>73</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>66</td>
<td>83</td>
<td>17</td>
</tr>
</tbody>
</table>
Table 4.1 data showed the distinctions between the pre-test score and the post-test score. The pre-test's highest score is 80, with the lowest score being 43. Meanwhile, the highest post-test score is 90, with the lowest score being 66. The pre-test's mean score is 56.77, whereas the post-test score is 77.03. The data stated that the post-test mean score was improved compared to the pre-test mean score. It stated that after implementing Read, Cover, Remember, Retell (RCRR) strategy, students accomplished a better output in reading understanding of descriptive text.

b) The data of Controlled Class

The control class is students of X IPS 2. The class is made up of 27 students. the control class was not using the RCRR strategy. Similar to the
experimental class, pre-test and post-test score data of the control class were acquired.

Table 4.2
The Score of Pre-test and Post-test of Controlled Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>66</td>
<td>70</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>46</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>63</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
<td>83</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>76</td>
<td>76</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>63</td>
<td>76</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>66</td>
<td>70</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>66</td>
<td>66</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>73</td>
<td>80</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>60</td>
<td>63</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>36</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>66</td>
<td>63</td>
<td>-3</td>
</tr>
<tr>
<td>13</td>
<td>43</td>
<td>36</td>
<td>-7</td>
</tr>
<tr>
<td>14</td>
<td>46</td>
<td>43</td>
<td>-3</td>
</tr>
<tr>
<td>15</td>
<td>43</td>
<td>46</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>50</td>
<td>63</td>
<td>13</td>
</tr>
<tr>
<td>17</td>
<td>43</td>
<td>50</td>
<td>7</td>
</tr>
<tr>
<td>18</td>
<td>76</td>
<td>66</td>
<td>-10</td>
</tr>
<tr>
<td>19</td>
<td>80</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>53</td>
<td>63</td>
<td>10</td>
</tr>
<tr>
<td>21</td>
<td>43</td>
<td>66</td>
<td>23</td>
</tr>
<tr>
<td>22</td>
<td>66</td>
<td>73</td>
<td>7</td>
</tr>
<tr>
<td>23</td>
<td>50</td>
<td>56</td>
<td>6</td>
</tr>
<tr>
<td>24</td>
<td>56</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>63</td>
<td>76</td>
<td>13</td>
</tr>
<tr>
<td>26</td>
<td>40</td>
<td>43</td>
<td>3</td>
</tr>
<tr>
<td>27</td>
<td>70</td>
<td>66</td>
<td>-4</td>
</tr>
<tr>
<td><strong>SUM</strong></td>
<td><strong>1580</strong></td>
<td><strong>1687</strong></td>
<td><strong>107</strong></td>
</tr>
<tr>
<td>Mean Score</td>
<td><strong>58,51</strong></td>
<td><strong>62,48</strong></td>
<td><strong>3,96</strong></td>
</tr>
<tr>
<td>Maximum Score</td>
<td><strong>80</strong></td>
<td><strong>83</strong></td>
<td><strong>23</strong></td>
</tr>
<tr>
<td>Minimum Score</td>
<td><strong>36</strong></td>
<td><strong>36</strong></td>
<td><strong>-10</strong></td>
</tr>
</tbody>
</table>
The data in Table 4.2 showed the variety of the outcome of the pre-test and post-test scores of the control class that not taught by the RCRR strategy. The highest score in the pre-test is 80, with the lowest score is 36. The mean score of the pre-test is 58.51, while the post-test mean score is 62.48. In conclusion, there is no significant improvement in the pre-test and post-test scores of the controlled class.

A diagram would provide, apart from the table score, the outcomes of both the experimental and the control class as shown below:

**Figure 4.1.**
The Difference between Students’ Score of Experimental Class and Controller Class

Based on the data in Figure 4.1, students in the experimental class achieved greater ratings in understanding descriptive text. It happened after the experimental class was taught using RCRR strategy and the control class students were instructed using conventional learning methods. In conclusion, the RCRR strategy is effective in reading the understanding of descriptive text for students.
2. Analysis of the Data
   a. Normality Test

The test of normality intends to evaluate whether or not the data was normally distributed. The researcher was testing Kolmogorov-Smirnov and Shapiro-Wilk to evaluate the data's normality. The amount of meaning in the studies is 0.05. In addition, the data was analyzed using the IBM SPSS Statistics 20 Program. The results of the analysis will be shown as below:

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Class</th>
<th>Kolmogorov-Smirnov (a)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>PreTest</td>
<td>Experimental Class</td>
<td>.121</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Control Class</td>
<td>.125</td>
<td>27</td>
</tr>
<tr>
<td>PostTest</td>
<td>Experimental Class</td>
<td>.134</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Control Class</td>
<td>.182</td>
<td>27</td>
</tr>
</tbody>
</table>

(a. Lilliefors Significance Correction)

Significance (Sig.) in both classes’ Kolmogorov-Smirnov columns, as shown in Table 4.3, is 0.05. The experimental class was 0.200 and the regulated class was 0.200. According to the consequence, it can be concluded that the pre-test experimental class and control class data were normally distributed.

It can be seen in the Kolmogorov-Smirnov rows of the two classes from Table 4.3, Significance (Sign.) is 0.05. The experimental class was 0.200 and the controlled class was 0.133. The writer found on the basis of the consequence that the importance of the data in the experimental class and the controlled class is above 0.05. This implies that study information
is normally distributed and that Read, Cover, Remember, Retell (RCRR) Strategy is effective for learning descriptive text understanding.

b. Homogeneity Test

The aim of the homogeneity test is to determine whether or not the information from the class of experimental and controller is homogeneous (equivalent). The researcher used Levene Statistics in this study to scale the experimental class and controller class homogeneity test. The test outcome can be seen as below:

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene Statistic</td>
</tr>
<tr>
<td>PreTest</td>
</tr>
<tr>
<td>PostTest</td>
</tr>
</tbody>
</table>

As mentioned in Table 4.4, the results of the data showed that the significance of the experimental and controller class pre-test is 0.148. It implies 0.148 above 0.05. The information from both classes was therefore homogeneous.

The findings of the data showed that sign in Table 4.4. The post-test score value was 0.744. Since the data is greater than the meaning point (0.744 > 0.05), it was found that the post-test data was homogeneous.

c. Hypothesis Test

At SMA Muhammadiyah 8 Ciputat, the study was to find out the impact of the RCRR strategy on students’ reading understanding of descriptive text. For this reason, the test of hypothesis is essential in order to find the test outcome. The effect size test therefore contributes to the T-test consequence. The experiment used data from the experimental and
controlled class post-test scores to be compared. The outcome of the data can be seen as follows:

Table 4.5
The Result of T-test Calculation

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreTest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Class</td>
<td>27</td>
<td>56,78</td>
<td>10,956</td>
<td>2,108</td>
</tr>
<tr>
<td>Control Class</td>
<td>27</td>
<td>58,52</td>
<td>13,169</td>
<td>2,534</td>
</tr>
<tr>
<td>PostTest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Class</td>
<td>27</td>
<td>77,04</td>
<td>6,711</td>
<td>1,292</td>
</tr>
<tr>
<td>Control Class</td>
<td>27</td>
<td>62,48</td>
<td>13,090</td>
<td>2,519</td>
</tr>
</tbody>
</table>

Table 4.5 information showed a significant distinction between the experimental class standard deviation pre-test and post-test score. The standard deviation in the experimental class decreased from 10,956 to 6,711 based on both tables. Furthermore, both classes' pre- and post-test score increases considerably. In other words, the comprehension of teaching reading through RCRR strategy is implemented successfully in the classroom and all students have shown together their progression.

Table 4.6
T-test Result of Pre-test and Post-test Scores

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre Test</td>
<td>Equal variances assumed</td>
<td>2,157</td>
</tr>
</tbody>
</table>
Based on the table, the independence sample test findings indicate that p-value or sig (2-tailed) = 0.000, meaning that the null hypothesis (Ho) is dismissed and the alternative hypothesis (Ha) is accepted because the p-value (0.000) is lower than sig a = 0.05 (0.000 < 0.05). Accordingly, the use of RCRR strategy for students reading understanding of descriptive text at tenth-grade students of SMA Muhammadiyah 8 Ciputat has a statistical significance.

d. Test of Effect Size

The final stage after the t-test is the effect size test. The purpose of the effect size test is to determine the level meaning (weak, medium or strong) of the impact using RCRR strategy on students’ reading understanding of descriptive text.

In this research, Cohen’s d effect size calculation was chosen by the researcher for adaptation in the research. In addition, the researcher needs the mean score and standard deviation from the experimental class and controlled class to conduct the effect size test.

\[
D = \frac{(\text{Mean of Group A} - \text{Mean of Group B})}{\text{Pooled standard deviation}}
\]
Pooled standard deviation \( \frac{(6,711 + 13,090)}{2} = 9.90 \)

\[ D = \frac{(77.04 - 62.48)}{9.90} \]

\[ D = 1.47 \]

Criteria of Cohen Effect Size:
- 0 – 0.20 : Weak Effect
- 0 – 0.50 : Modest Effect
- 0 – 1.00 : Moderate Effect
- >1.00 : Strong Effect

The above calculation outcome showed that this research's effect size was 1.47. Based on the Cohen's effect size criteria, 1.47 is classified as a strong impact. In other words, the RCRR strategy has an important impact on the understanding of descriptive text by students.

C. Discussion of the Results

The calculated outcome of this research showed that the strategy of Read, Cover, Remember, Retell (RCRR) is efficient for the tenth-grade students’ reading comprehension understanding of descriptive text in SMA Muhammadiyah 8 Ciputat. The researcher discovered that the autonomous t-test stated that the RCRR strategy was statistically efficient. From post-test data analysis, this can be seen as the p-value or sig (2-tailed) = 0.000 < sig a = 0.05.

Also by comparing the results of this research between the experimental class were treated by the RCRR strategy and the Control class were not treated equally. Then reading tests between both classes produces contrasting achievements. By the data in Table 4.1 showed the
growing mean score from the experimental class in the descriptive statistics following the implementation of the RCRR strategy from 56.77 to 77.03. Meanwhile, the control class rating also enhanced significantly, although the strategy that emerged in Table 4.2 was not applied. It's 58.51 has grown to 62.48. Only a slight difference of 4 points was reported in the control class.

It shows, however, that the experimental class did not perform as well as the control class in the pre-test. The experimental class that received the treatment was noted to create interesting changes in their ability to understand reading comprehension of descriptive text. This is indicated by a significant change in the average post-test scores of those who gained 20.26 points, compared to the control class who only gained 3.97 points from the pre-test average score. This generally means through this finding, it is proven that after the treatment of the RCRR strategy, students in the experimental class make improvements, unlike the control class who are not trained with the same treatment. As mentioned earlier in chapter II about the procedures of RCRR strategy, students will study in pairs or in a small group. In this situation, RCRR Strategy can decrease the opportunity of one participants that is simply passive recipient to be better for both motivation and learning. This RCRR procedures is proven to help students with their comprehension difficulties especially for the students that have struggled to understand a longer text at once because with pair work they will just read a tiny portion of a text or rational chucking, cover it by their hand, remember it then they will retell by their own words to catch the main idea of the text. If they leave out any information, their partner can fill in the missing details, building on the information provided by other student. They then switch roles to read the next section. Therefore, this strategy can improve students’ reading comprehension. This finding is also in line with the previous research study from Dahler, Ridho, Zaim and Fauzan who explained in their result

1 Dahler, Putra, Zaim, and Ahmad Fauzan, Loc. Cit.
about pair work and rational chucking in this strategy was proven to improve students’ reading comprehension. They described that when the researcher asked students to sit in pairs so that the students concentrated only on their pair and did not interrupt pairs of another. This made it easier for them to comprehend the text. Also by chucking the reading task rationally helps students to read more carefully and focus on remembering the details. This strategy also helps students improve their vocabulary ability because it provides opportunities for students not only to read but also to remember the essence of the text they have read.\(^2\)

Moreover, the results of this study certainly support the previously thought related research and show that the RCRR strategy is efficient for students in understanding the text. It also showed that teaching reading comprehension of descriptive text using RCRR strategy made students become active and also inspired to share about what they have read or communicated their stories among themselves. This finding is in line with the previous research by Poppy D Lestari (2018) who explained in their outcome that RCRR Strategy gives a stimulus for active learning to the students. Students are also motivated to share information or tell each other their stories.\(^3\)

It also found from the outcomes that the alternative hypothesis (Ha) was approved and that the null hypothesis (Ho) was dismissed. It is also confirmed, the effect size test outcome is 1.47. Based on the d-effect size criteria of Cohens, 1.47 was classified as a strong effect. In other words, the RCRR strategy has a significant effect on the understanding of the descriptive text by students. Therefore, the data processed given responses to the submitted study questions. In conclusion, the study outcome showed that the RCRR strategy is effective on students’ reading


comprehension of descriptive text for tenth-grade of SMA Muhammadiyah 8 Ciputat in the academic year 2019/2020.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is intended to demonstrate the effect of applying Read, Cover, Remember, Retell (RCRR) strategy on students' reading comprehension of descriptive text for tenth-grade students of SMA Muhammadiyah 8 Ciputat in academic year 2019/2020. To do the research, the researcher used two classes: the experimental class and the control class. For both classes, the pre-test and post-test are conducted. The experimental class was taught using Read, Cover, Remember, Retell (RCRR) strategy while the RCRR strategy has not been given to the controlled class. It found that RCRR strategy can make both classes' post-test scores higher than the pre-test score. Whereas, in order to use this strategy to teach reading comprehension of descriptive text, the teacher can not teach descriptive text theory directly because more practice is required in the classroom.

Based on the data analysis, it can be concluded that RCRR strategy was successful for teaching reading comprehension of descriptive text to the tenth-grade students of SMA Muhammadiyah 8 Ciputat. In addition, the outcome of Cohen's d's effect size test is 1.47. It suggested that this research's scope impact is strong. Moreover, it can be concluded that the strategy has significantly improved the students' scores. It also can be proven by the test result and the differences in pre-test and post-test between the two means of score. The pre-test average score was 56.77. The post-test average score was 77.03. In other words, the implementation of RCRR in the teaching of reading descriptive text would increase the ability of students to read descriptive text and the score of students in reading descriptive text.

It was found that the outcome of the standard deviation from the pre-test of both classes is lower than the post-test; there were 10.956 and 13.169 became 6.711 and 13.090. This means that RCRR strategy is implemented
effectively in the classroom and all students demonstrated together their progress. The null hypothesis (Ho) has therefore been dismissed and the alternative hypothesis (Ha) has been accepted. In other words, the implementation of the RCRR (Read, Cover, Recall, Retell) strategy to the tenth-grade students of SMA Muhammadiyah 8 Ciputat was successful in teaching reading descriptive text.

B. Suggestion

The researcher used the Read, Cover, Remember, Retell (RCRR) strategy to teach reading comprehension of descriptive text in conducting this research. The researcher would like to make some suggestions. It was proposed to English teachers, students, and other researchers:

a. English Teacher

Choosing an effective approach to teach students with different types of learning is important for the teacher. The researcher suggests using the RCRR strategy to teach reading comprehension of descriptive text as it has been proven to be successful in the class. It can be better for the English teacher to apply this strategy of RCRR (Read, Cover, Recall, Retell) to make the students interesting and active during the process of reading. Therefore, RCRR strategy can be used to increase students' ability in reading descriptive text especially to find out the main idea, specific information and general information from a text.

b. Students

For students, the RCRR strategy can be the answer in reading descriptive text that can make them more concentrated, interested and understandable.

c. Other Researchers

This research can be a guide for other researchers who are interested in doing similar research. The author also hopes that other researchers will be able to explore more with different skills and research design.
REFERENCES


Anita. (2013) *The Effect of Using Read, Cover, Remember, Retell Strategy Toward Reading Comprehension of Second Year Students at Senior High School Sukaramai Tampung Hulu Kampar Regency*. (Bachelor’s Thesis, UIN Sultan Syarif Kasim, Riau, Indonesia)


APPENDICES
A. Identitas
Nama Sekolah : SMA Muhammadiyah 8 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Tema/Sub tema : Descriptive Text
AlokasiWaktu : 2 x 45 menit

B. Kompetensi Inti (KI)
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan social dan alam jangkauan pergaulan dan keberadaannya
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untukmemecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan
### C. Kompetensi Dasar (KD) dan Indikator

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar.</td>
<td>1.1.1 Siswa mampu mensyukuri Bahasa inggris sebagai bahasa pengantar komunikasi internasional dengan lebih menggunakan bahasa inggris dengan baik.</td>
</tr>
<tr>
<td>2.1 Menunjukan perilaku jujur, disiplin, percaya diri bertanggung jawab dalam melaksanakan komunikasi transaktional dengan guru dan teman.</td>
<td>2.1.1 Siswa mampu berperilaku baik dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
</tr>
<tr>
<td>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
<td>3.4.1 Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</td>
</tr>
<tr>
<td></td>
<td>3.4.2 Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td></td>
<td>3.4.3 Menentukan ide pokok dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td></td>
<td>3.4.4 Mengidentifikasi text structure teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td>4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi.</td>
<td>4.4.1 Menentukan jawaban dari pertanyaan yang terkait dengan teks deskriptif tentang bangunan bersejarah dan tempat wisata.</td>
</tr>
</tbody>
</table>
sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

4.4.2 Menceritakan kembali teks deskriptif yang dibaca baik secara lisan maupun tulisan.

D. Tujuan Pembelajaran
Setelah mempelajari materi tentang Teks Deskriptif sederhana tentang tempat wisata dunia atau bangunan terkenal, siswa diharapkan mampu:
1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana tentang tempat wisata dunia atau bangunan terkenal.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptif tentang tempat wisata terkenal.
3. Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.
4. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
5. Menentukan ide pokok dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
6. Mengidentifikasi text structure teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
7. Menentukan jawaban dari pertanyaan yang terkait dengan teks deskriptif tentang bangunan bersejarah dan tempat wisata.
8. Menceritakan kembali teks deskriptif yang dibaca baik secara lisan maupun tulisan.

E. Materi Pembelajaran
1. Fungsi Sosial : Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.
2. Struktur Teks
Struktur Descriptive Text (*generic structure*) adalah:

- Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
- Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

3. Ciri-ciri Descriptive Text:
   - Menggunakan simple present tense
   - Menggunakan attribute verb, seperti be (am, is, are)
   - Hanya fokus pada satu objek tersebut

4. Unsur Kebahasaan
   (1) Kata benda yang terkait dengan orang/benda/tempat/binatang
   (2) Kata sifat yang terkait dengan sifat orang/binatang/benda
   (3) Kata kerja bentuk pertama (present tense)
   (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
   (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
   (6) Rujukan kata

Topik: Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI.

F. Model/Metode Pembelajaran

1. Pendekatan Pembelajaran : Scientific Approach
2. Model Pembelajaran : Discovery Learning
3. Metode Pembelajaran : RCRR (Read, Cover, Remember, Retell)

G. Media dan Alat Pembelajaran

1. Media:
   - Papan tulis
   - Laptop
   - Proyektor dan *Speaker Active*
   - Alat tulis (Lem, gunting dan kertas)
2. Sumber Belajar:
   - Bahasa Inggris. 2013. Kementrian Pendidikan danKebudayaan
     *Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive
     text.2013*

**H. Kegiatan Pembelajaran**

1. * (First Meeting)

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan          | 1. Menyiapkan siswa untuk mengikuti proses pembelajaran;  
                        2. Guru berkomunikasi dengan siswa dan memberikan pertanyaan terkait materi yang akan diajarkan  
                        3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.  
                        4. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional | 10 Menit  |
| Inti                 | 1. Guru menunjukkan berbagai contoh *descriptive text* pada *slide power point* dan meminta siswa untuk mengamati teks tersebut *(Observing).*  
                        2. Siswa menirukan contoh pengucapan kata dan kalimat yang ada didalam teks deskriptif tentang tempat wisata dengan bimbingan guru *(observing)*  
                        3. Siswa mengamati fungsi sosial, struktur dan elemen linguistik yang terkandung dalam teks deskriptif *(observing)*  
                        4. Siswa mengidentifikasikan ide pokok, dan informasi spesifik dari teks deskriptif *(observing).*  
                        5. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai jenis deskriptif teks yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan *(questioning)* | 60 Menit  |

7. Guru menjelaskan metode RCRR, kelebihannya dan menjelaskan bagaimana cara untuk penerapan metode RCRR kepada siswa (observing).

8. Guru beserta siswa melakukan aktivitas penerapan strategi Read, Cover, Remember, Retell (RCRR) secara berpasangan (*Pair Work*) dengan topic Monas, yang terdiri dari:

1. First, the teacher may divide the students in pairs
2. Second, the students select a small amount of a descriptive text about Monas on a page (first paragraph)
3. Third, the teacher ask students to read silently as much as they believe their hand can cover. the texts at least cover each paragraph one by one.
4. Forth, the teacher guide students to cover the text. Cover means stop reading and cover the text.
5. Fifth, the teacher gives time to the students to consciously focusing on remembering what they have read. Give time to the students around 5 minutes to make them really considering what they have just read. It’s ok for them to feed back of the text for help (communicating).

6. Then, the teacher asks the students to retell their partner what they remember from the text, then switch roles for the next section of the text. If the student already tells their partner what they are remembered, the teacher can then ask students to read the next section from the text. by using the same steps until all of the sentences in the text have been read and understood by the students (Associating).

7. Finally, after all the steps have been done, the teacher will ask the students to create a complete summary of the text by using their own words and retelling it in front of the class to ensure that the
students already have the point of the text. (experimenting)

| Penutup | 1. Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan tentang materi yang telah dipelajari  
2. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran  
4. Guru mengucapkan salam dan penutup pertemuan. | 10 Menit |

2. (Second Meeting)

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | 1. Menyiapkan siswa untuk mengikuti proses pembelajaran;  
2. Guru berkomunikasi dengan siswa dan memberikan pertanyaan terkait materi yang akan diajarkan  
3. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional | 10 Menit |
| Inti | 1. Guru membagikan contoh descriptive text tentang Taj Mahal pada selembar kertas dan meminta siswa untuk mengamati teks tersebut (Observing).  
2. Siswa menirukan contoh pengucapan kata dan kalimat yang ada didalam teks deskriptif tentang tempat wisata dunia dengan bimbingan guru (observing)  
3. Siswa mengamati fungsi sosial, struktur dan elemen linguistik yang terkandung dalam teks deskriptif (observing)  
4. Siswa mengidentifikasikan ide pokok, dan informasi spesifik dari teks deskriptif (observing).  
5. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai jenis deskriptif teks yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan (questioning) | 60 Menit |
6. Guru beserta siswa melakukan aktivitas penerapan strategi Read, Cover, Remember, Retell (RCRR) secara berpasangan (*Pair Work*) dengan topic Taj Mahal, yang terdiri dari:
   1. First, the teacher may divide the students in pairs
   2. Second, the students select a small amount of a descriptive text about Monas on a page (first paragraph)
   3. Third, the teacher ask students to read silently as much as they believe their hand can cover, the texts at least cover each paragraph one by one.
   4. Forth, the teacher guide students to cover the text. Cover means stop reading and cover the text.
   5. Fifth, the teacher gives time to the students to consciously focusing on remembering what they have read. Give time to the students around 5 minutes to make them really considering what they have just read. It's ok for them to feed back of the text for help (communicating).
   6. Then, the teacher asks the students to retell their partner what they remember from the text, then switch roles for the next section of the text. If the student already tells their partner what they are remembered, the teacher can then ask students to read the next section from the text. by using the same steps until all of the sentences in the text have been read and understood by the students (Associating).
   7. Finally, after all the steps have been done, the teacher will ask the students to create a complete summary of the text by using their own words and retelling it in front of the class to ensure that the students already have the point of the text. (experimenting)

### Penutup

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan tentang materi yang telah dipelajari</td>
</tr>
<tr>
<td>2.</td>
<td>Guru memberikan umpan balik terhadap proses dan hasil pembelajaran</td>
</tr>
<tr>
<td>3.</td>
<td>Guru memberikan tugas atau pekerjaan rumah yang</td>
</tr>
</tbody>
</table>

3. (Third Meeting)

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan| 1. Menyiapkan siswa untuk mengikuti proses pembelajaran;  
            2. Guru berkomunikasi dengan siswa dan memberikan pertanyaan terkait materi yang akan diajarkan  
            3. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional | 10 Menit |
| Inti       | 1. Guru menunjukkan berbagai contoh descriptive text pada slide power point dan meminta siswa untuk menganalisis dan perhatikan teks tersebut (Observing).  
            2. Siswa menirukan contoh pengucapan kata dan kalimat yang ada didalam teks deskriptif tentang tempat wisata dengan bimbingan guru (observing)  
            3. Siswa mengamati fungsi sosial, struktur dan elemen linguistik yang terdapat dalam teks deskriptif (observing)  
            4. Siswa mengidentifikasi ide pokok dan informasi spesifik dari teks deskriptif (observing).  
            5. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai jenis deskriptif teks yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan (questioning)  
            6. Guru membagikan 1 lembar bacaan teks deskriptif tentang Wingo Island pada masing-masing siswa dan mengarahkan siswa untuk menemukan informasi rinci dan fungsi sosial dari teks deskriptif yang dilihat (explorating).  
            7. Guru beserta siswa melakukan aktivitas penerapan strategi Read, Cover, Remember, Retell (RCRR) secara berkelompok (Group Work). Masing-masing kelompok akan mendapatkan topic yang berbeda, | 60 Menit |
diantaranya tentang Wingo Island, The House of Toraja, dan Rowan Atkinson yang terdiri dari:

1. First, the teacher may divide the students in group (each group consists of 4 students)
2. Second, the students select a small amount of a descriptive text about Wingo Island, The House of Toraja, dan Rowan Atkinson on a page (first paragraph)
3. Third, the teacher asks students to read silently as much as they believe their hand can cover. The texts at least cover each paragraph one by one.
4. Forth, the teacher guide students to cover the text. Cover means stop reading and cover the text.
5. Fifth, the teacher gives time to the students to consciously focusing on remembering what they have read. Give time to the students around 5 minutes to make them really considering what they have just read. It's ok for them to feed back of the text for help (communicating).
6. Then, the teacher asks the students to retell their partner what they remember from the text, then switch roles for the next section of the text. If the student already tells their partner what they are remembered, the teacher can then ask students to read the next section from the text, by using the same steps until all of the sentences in the text have been read and understood by the students (Associating).
7. Finally, after all the steps have been done, the teacher will ask the students to create a complete summary of the text by using their own words and retelling it in front of the class to ensure that the students already have the point of the text. (experimenting)

Penutup

1. Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan tentang materi yang telah dipelajari
2. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
3. Guru memberikan tugas atau pekerjaan rumah yang

| 10 Menit |
berkaitan dengan materi yang telah diajarkan

4. *(Fourth Meeting)*

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>1. Menyiapkan siswa untuk mengikuti proses pembelajaran; 2. Guru berkomunikasi dengan siswa dan memberikan pertanyaan terkait materi yang akan diajarkan 3. Memotivasi siswa secara konteksual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional</td>
<td>10 Menit</td>
</tr>
</tbody>
</table>
kelompok akan mendapatkan topic yang berbeda, diantaranya tentang dengan topic Gua Tabuhan, Victoria Caroline Beckham, dan Shangrila Bangkok, yang terdiri dari:

1. First, the teacher may divide the students in group (each group consists of 4 students)
2. Second, the students select a small amount of a descriptive text about Gua Tabuhan, Victoria Caroline Beckham, and Shangrila Bangkok on a page (first paragraph)
3. Third, the teacher ask students to read silently as much as they believe their hand can cover. the texts at least cover each paragraph one by one.
4. Forth, the teacher guide students to cover the text. Cover means stop reading and cover the text.
5. Fifth, the teacher gives time to the students to consciously focusing on remembering what they have read. Give time to the students around 5 minutes to make them really considering what they have just read. It's ok for them to feed back of the text for help (communicating).
6. Then, the teacher asks the students to retell their partner what they remember from the text, then switch roles for the next section of the text. If the student already tells their partner what they are remembered, the teacher can then ask students to read the next section from the text. by using the same steps until all of the sentences in the text have been read and understood by the students (Associating).
7. Finally, after all the steps have been done, the teacher will ask the students to create a complete summary of the text by using their own words and retelling it in front of the class to ensure that the students already have the point of the text. (experimenting)

Penutup

1. Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan tentang materi yang telah dipelajari
2. Guru memberikan umpan balik terhadap proses dan 10 Menit
hasil pembelajaran
3. Guru memberikan tugas atau pekerjaan rumah yang berkaitan dengan materi yang telah diajarkan

I. Penilaian
- Bentuk soal: Pilihan Ganda
- Untuk tiap nomor, tiap jawaban benar mendapatkan skor 10
- Jumlah skor maksimal \( \frac{300}{300} \times 100 = 100 \)

\[ \text{Nilai siswa} = \frac{\text{jumlah skor perolehan}}{\text{jumlah skor maksimal}} \times 100 \]

Ciputat, 26 Februari 2019

Lampiran-lampiran

Lampiran 1. Materi Pembelajaran

A. Definition of Descriptive Text
Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is to describe a place, person and things.

B. Generic Structure of Descriptive Text
1) Identification
Contains about the introduction of a place, person, thing or object will be described.

2) Description
Contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

C. The Characteristics / Language Feature of Descriptive Text:

- Specific participant: has a certain object, is not common and unique (only one). For example: Bandengan beach, my house, Borobudur temple, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc…)

D. Teks berbentuk descriptive

1. (First Meeting)

Monas
The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945.

The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift
can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech. An elevator takes one to the observation platform, which commands a bird's-eye view of the cityscape.

The full height of Monas is 132 meters, that is so high soaring from the ground to the sky. It consists of three different parts of level. The upmost part is a flame shaped crown which is covered by 45 kg of gold. It weighs about 14.6 tons and has a height of 17 meters. The second part is the top platform. It has rectangular shape with the size of 11 by 11 meters. Visitors can reach it by using the elevator; it takes about three minutes long. From this platform, they can see a beautiful and clear view of the whole city.

2. (Second Meeting)

Taj Mahal

Taj Mahal is enormous building which was built by Emperor Shah Jahan in the memory of his dear wife at Agra. Because of its great architecture, Taj Mahal is regarded as one of the eight wonders of the world. Taj Mahal is a Mausoleum that houses the grave of Queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque, a guest house, and several other palatial buildings.
The Taj is at the farthest end of this complex, with the river Jamuna behind it. The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of geometry and symmetry of architectural elements.

Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

3. (Third Meeting)
   - First Text

Wingo Island

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.
The Weather on Wingo Island is very hot but at twelve o’clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time.

People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji tress.

There is no television on Wingo Island. So is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

Second Text

The Houses of the Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep
significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs.

- **Third Text**

  **Rowan Atkinson**

  Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.

  Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson “the man with the rubber face.” In fact, he has really funny face with unique smile. He is in medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man’s suit with shirt, collar, trousers and a pair of shiny shoes.

  Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen’s College, Oxford.

  Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of $100 million, Atkinson owns many expensive cars.

4. *(Fourth Meeting)*

- **1st Text**

  **Gua Tabuhan**
Gua Tabuhan is a lively unique cave. In the cave, Nyi Kamiyem and Ki Padmo sit on a stone. Nyi Kamiyem will sing a song and Ki Padmo will beat the drum. Joining them are people called Wiyogo, which are drummers and other Gamelan musicians. What makes this unique is that they mix Gamelan with the sound of nature. The visitors dance, forgetting all problems.

Many tourists go to this cave. Maybe you are interested in going there too. But you don’t know where it is. Gua Tabuhan is located near Pacitan in East Java. It is situated in a lime hill called Tapan, in Tabuhan, Wareng village. The route is easy. Along the road there is beautiful tropical scenery to enjoy—ricefields, coconut palms, and birds. East of the cave peddlers sell souvenirs. The drink and food peddlers are on the north. People sell agates on the cave terraces. Somehow, it is like a fair. It is said that the cave is the only place where nature produces sounds like the music of Gamelan. Nyi Kamiyem, the well-down pesinden (traditional Javanese singer) from the village of Gabuhan, who often sings in the cave, does not doubt it.

Gua Tabuhan did not use to welcome visitors. According to Kartowiryo (90), village elder, Gua Tabuhan used to be a hiding place for robbers. It was believed to be a sacred place. No one dared go inside. However, Wedana (chief of a district) Kertodiprojo, went to the cave to find out what was wrong. He found out that the cave was inhabited by the annoying evil spirits. The people chased the spirits away.

The cave is dark, so people need light, and a local guide will lead the way. Sometimes visitors bump their heads against the sharp rocks on the ceiling. Inside the cave there is a plain. Big stone which is believed to be the prayer mat of Pangeran Diponegoro, one of the Indonesian heroes who fought against the Dutch. It is said that Pangeran Diponegoro used to seclude himself in the cave. Some people now use the place for meditation. There is a stream in the cave, in the east corner, which can only be seen outside. However, it can be heard from inside. Besides the cave,
watukarang, a beach nearby, is good to visit. By the way, want different souvenirs? you can find them in donorodjo village where agate craftsman work. So, have a nice journey. (https://www.brainly.co.id)

- 2nd Text

Victoria Caroline Beckham

Victoria Caroline Beckham is an English singer-songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide. (https://brainly.co.id)

- 3rd Text

Shangri-La Bangkok

On the banks of the Chao Phraya, Bangkok’s “River of Kings”, lies a hotel that has already set new standards of hospitality for this celebrated city. Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and
meeting facilities for up to 2000 people, and a 24-hour business centre. And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled “River of Kings”.

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok’s granduer has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East. (https://www.brainly.co.
APPENDIX 2
LESSON PLAN
(CONTROL CLASS)

A. Identitas
Nama Sekolah : SMA Muhammadiyah 8 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Tema/Sub tema : Descriptive Text
Alokasi Waktu : 2 x 45 menit

B. Kompetensi Inti (KI)
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan social dan alam jangkauan pergaulan dan keberadaannya
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan
C. Kompetensi Dasar (KD) dan Indikator

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Menyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar.</td>
<td>1.1.1 Siswa mampu menyukuri Bahasa inggris sebagai bahasa pengantar komunikasi internasional dengan lebih menggunakan bahasa inggris dengan baik.</td>
</tr>
<tr>
<td>2.1 Menunjukan perilaku jujur, disiplin, percaya diri bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td>2.1.1 Siswa mampu berperilaku baik dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
</tr>
<tr>
<td>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</td>
<td>3.4.1 Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</td>
</tr>
<tr>
<td>3.4.2 Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya</td>
<td></td>
</tr>
<tr>
<td>3.4.3 Menentukan ide pokok dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya</td>
<td></td>
</tr>
<tr>
<td>3.4.4 Mengidentifikasi text structure teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya</td>
<td></td>
</tr>
<tr>
<td>4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal,</td>
<td>4.4.1 Menentukan jawaban dari pertanyaan yang terkait dengan teks deskriptif tentang bangunan bersejarah dan tempat wisata</td>
</tr>
</tbody>
</table>
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

| 4.4.2 | Menceritakan kembali teks deskriptif yang dibaca baik secara lisan maupun tulisan. |

D. Tujuan Pembelajaran

Setelah mempelajari materi tentang Teks Deskriptif sederhana tentang tempat wisata dunia atau bangunan terkenal, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana tentang tempat wisata dunia atau bangunan terkenal
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptif tentang tempat wisata terkenal.
3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata atau bangunan terkenal
4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata dunia atau bangunan terkenal.

E. Materi Pembelajaran

1) Fungsi Sosial : Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

2) Struktur Teks

Struktur Descriptive Text (generic structure) adalah :

- Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
- Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

3) Ciri-ciri Descriptive Text :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

4) Unsur Kebahasaan
   (1) Kata benda yang terkait dengan orang/benda/tempat/binatang
   (2) Kata sifat yang terkait dengan sifat orang/binatang/benda
   (3) Kata kerja bentuk pertama (present tense)
   (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
   (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
   (6) Rujukan kata

Topik: Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI.

F. Model/Metode Pembelajaran

1. Pendekatan Pembelajaran : Scientific Approach
2. Metode pembelajaran : Discovery Learning
3. Model pembelajaran : PPP (Presentation, Practice, Production)

G. Media dan Alat Pembelajaran

Media:
- Papan tulis
- Laptop
- Proyektor dan Speaker Active

3. Sumber Belajar:
## H. Kegiatan Pembelajaran

### 1. (First Meeting)

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan      | 1. Menyiapkan siswa untuk mengikuti proses pembelajaran;  
                  2. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;  
                  3. Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya dan juga tentang video deskripsi orang yang ditayang terkait dengan materi yang akan dipelajari  
                  4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kiegian sesuai silabus. | 10 Menit |
| Inti             | **Observing (Mengamati)**  
                  1. Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata dunia dengan bimbingan guru.  
                  2. Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru.  
                  3. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. | 20 Menit |
|                  | **Questioning (Menanya)**  
                  1. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.  
                  2. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata dunia. | 10 Menit |
|                  | **Collecting data (Mengeksplorasi)**  
                  1. Siswa mengekplore gambar yang tentang berbagai tempat wisata dunia.  
                  2. Siswa mendeskripsikan gambar tentang tempat wisata dunia.  
                  3. Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks | 15 Menit |
deskripsi yang dilihat.

**Associating (Mengasosiasi)**
1. Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dunia dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.
2. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan *(feedback)* dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

**Communicating (Mengkomunikasikan)**
1. Menyampaikan hasil kerja kelompok tentang tempat wisata dunia sesuai dengan panduan yang disiapkan guru.
2. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dunia dan termasuk menyebutkan dukungan dan kendala yang dialami *(learning journal)*.

| Penutup       | 1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari |
|               | 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. |
|               | 4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai. |

### 2. *(Second Meeting)*

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>1. Menyiapkan siswa untuk mengikuti proses pembelajaran; 2. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; 3. Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya dan juga tentang video deskripsi orang yang ditayang terkait dengan materi yang akan dipelajari; 4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.</td>
<td>10 Menit</td>
</tr>
</tbody>
</table>
### Observing (Mengamati)
1. Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata dunia dengan bimbingan guru.
2. Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru.
3. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.

### Questioning (Menanya)
1. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.
2. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata dunia.

### Collecting data (Mengeksplorasi)
1. Siswa mengeksplore gambar yang tentang berbagai tempat wisata dunia.
2. Siswa mendeskripsikan gambar tentang tempat wisata dunia.
3. Siswa secara individu menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat.

### Associating (Mengasosiasi)
1. Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dunia dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.
2. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

### Communicating (Mengkomunikasikan)
3. Menyampaikan hasil kerja kelompok tentang tempat wisata dunia sesuai dengan panduan yang disiapkan guru.
4. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dunia dan termasuk menyebutkan dukungan dan kendala yang dialami.
**Penutup**

1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari.
2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.
4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.

<table>
<thead>
<tr>
<th>3. (Third Meeting)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kegiatan</strong></td>
</tr>
</tbody>
</table>
| Pendahuluan | 1. Menyiapkan siswa untuk mengikuti proses pembelajaran
2. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional
3. Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya dan juga tentang video deskripsi orang yang ditayang terkait dengan materi yang akan dipelajari
4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. | 10 Menit |
| Inti | Observing (Mengamati) | 20 Menit |
| | 1. Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata dunia dengan bimbingan guru.
2. Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru.
3. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. | |
| | Questioning (Menanya) | 10 Menit |
| | 1. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.
2. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata dunia. | |
### Collecting data (Mengeksplorasi)
1. Siswa mengekplore gambar yang tentang berbagai tempat wisata dunia.
2. Siswa mendeskripsikan gambar tentang tempat wisata dunia.
3. Siswa secara individu menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat.

### Associating (Mengasosiasi)
1. Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dunia dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.
2. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

### Communicating (Mengkomunikasikan)
1. Menyampaikan hasil kerja kelompok tentang tempat wisata dunia sesuai dengan panduan yang disiapkan guru.
2. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dunia dan termasuk menyebutkan dukungan dan kendala yang dialami.

<table>
<thead>
<tr>
<th>Penutup</th>
<th>10 Menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</td>
<td></td>
</tr>
<tr>
<td>4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.</td>
<td></td>
</tr>
</tbody>
</table>

### I. Penilaian
- Bentuk soal: Pilihan Ganda
- Untuk tiap nomor, tiap jawaban benar mendapatkan skor 10
- Jumlah skor maksimal \( \frac{300}{300} \times 100 = 100 \)

\[
Nilai \text{ siswa} = \frac{\text{Jumlah skor perolehan}}{\text{Jumlah skor maksimal}} \times 10
\]
Ciputat, 26 Februari 2019

Guru Mata Pelajaran
Abdul Rohim, S. Pd

Mahasiswa Praktikan
Enggar Relawati
NIM. 1115014000104

Lampiran 1. Materi Pembelajaran

E. Definition of Descriptive Text
Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is to describe a place, person and things.

F. Generic Structure of Descriptive Text
1) Identification
Contains about the introduction of a place, person, thing or object will be described.

2) Description
Contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

G. The Characteristics / Language Feature of Descriptive Text:
- Specific participant: has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.

The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc…)

H. Teks berbentuk descriptive dan Soal latihan

1. (First Meeting)

Monas

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945.

The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech. An elevator takes one to the observation platform, which commands a bird's-eye view of the cityscape.
The full height of Monas is 132 meters, that is so high soaring from the ground to the sky. It consists of three different parts of level. The upmost part is a flame shaped crown which is covered by 45 kg of gold. It weighs about 14.6 tons and has a height of 17 meters. The second part is the top platform. It has rectangular shape with the size of 11 by 11 meters. Visitors can reach it by using the elevator; it takes about three minutes long. From this platform, they can see a beautiful and clear view of the whole city.

2. (Second Meeting)

Taj Mahal

Taj Mahal is enormous building which was built by Emperor Shah Jahan in the memory of his dear wife at Agra. Because of its great architecture, Taj Mahal is regarded as one of the eight wonders of the world. Taj Mahal is a Mausoleum that houses the grave of Queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque, a guest house, and several other palatial buildings.

The Taj is at the farthest end of this complex, with the river Jamuna behind it. The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of geometry and symmetry of architectural elements.

Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn
and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

3. **(Third Meeting)**
   - **1st Text**

   **Wingo Island**

   The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

   Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

   The Weather on Wingo Island is very hot but at twelve o’clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time.

   People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji trees.

   There is no television on Wingo Island. So is the telephone and computer. It is a place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

   - **2nd Text**

   **Rowan Atkinson**
Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.

Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson “the man with the rubber face.” In fact, he has really funny face with unique smile. He is in medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man’s suit with shirt, collar, trousers and a pair of shiny shoes.

Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen’s College, Oxford.

Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of $100 million, Atkinson owns many expensive cars.

4. **(Fourth Meeting)**
   - **1st Text**

   **Gua Tabuhan**

   Gua Tabuhan is a lively unique cave In the cave nyi (mrs) Kamiyem and ki (mr) Padmo sit on a stone. Nyi Kamiyem will sing a song and ki Padmo will beat the drum. Joining them are people called wiyogo which are drummers and other gamelan musicians. What makes this unique is that they mix gamelan with the sound of nature. The visitors dance, forgetting all problems.
Many tourists go to this cave. Maybe you are interested in going there too. But you don’t know where it is. Gua tabuhan is located near pacitan in east java. It is situated in a lime hill called tapan, in tabuhan, Wareng village. the route is easy, along the road there is beautiful tropical scenery to enjoy-ricefields, coconut palms and birds. East of the cave peddlers sell souvenirs. The drink and food peddlers are on the north. People sell agates on the cave terraces, somehow, it is like a fair. It is said that the cave is the only place where nature produces sounds like the music of Gamelan. Nyi kamiyem, the well down pesinden (traditional Javanese singer) from the village of Gabuhan, who often sings in the cave, does not doubt it.

Gua tabuhan did not use to welcome visitor. According to Kartowiryo (90), village elder, gua tabuhan used to be a hiding place for robbers. It was believed to be a sacred place. no one dared go inside. However, wedana (chief of a district) Kertodiprojo, went to the cave to find out what was wrong. He found out that the cave was inhabited by the annoying evil spirits. the people chased the spirits away.

The cave is dark, so people need light, and a local guide will lead the way sometimes visitors bump their heads against the sharp rocks on the ceiling. Inside the cave there is a plain. Big stone which is belived to be the prayer mat of pangeran diponogoro, one of the Indonesia heroes who fought against the dutch. It is said that pangeran diponegoro used to seclude himself in the cave. Some people now use the place for meditation. there is a stream in the cave, in the east corner, which can only be seen outside. However, it can be heard from inside. besides the cave, watukarang, a beach nearby, is good to visit. By the way, want different souvenirs ? you can find them in donorodjo village where agate craftsman work. So, have a nice journey. (https://www.brainly.co.id)

- 2nd Text

Victoria Caroline Beckham
Victoria Caroline Beckham is an English singer-songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide. (https://brainly.co.id)
# APPENDIX 3

Kisi-Kisi Soal Pre-Test

Nama Sekolah : SMA Muhammadiyah 8 Ciputat  
Mat Pelajaran : Bahasa Inggris  
Kelas/Semester : X/Ganjil  
Jumlah Soal/Waktu : 30/60 menit

<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Indikator Soal</th>
<th>Jenis Soal</th>
<th>Soal Nomor</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Menangkap makna dalam teks deskriptif, lis dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</td>
<td>1. Mengidentifikasi ide pokok berdasarkan teks descriptive.</td>
<td>Multiple Choice</td>
<td>17, 21, 25</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mengidentifikasi Tujuan dan fungsi dalam sebuah teks descriptive.</td>
<td></td>
<td>5, 13, 14, 28</td>
<td>4</td>
</tr>
<tr>
<td>4.2</td>
<td>Menyunting teks deskriptif lis dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuаi konteks.</td>
<td>3. Mengidentifikasi informasi spesifik dalam teks descriptive.</td>
<td></td>
<td>1, 2, 3, 4, 7, 8, 10, 11, 12, 15, 16, 19, 20, 24, 29</td>
<td>15</td>
</tr>
<tr>
<td>4.3</td>
<td>Menyusun teks deskriptif lis dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuаi konteks.</td>
<td>4. Memahami makna tersirat di dalam teks descriptive.</td>
<td></td>
<td>6, 9, 18, 22, 23, 26, 27</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 4
Kisi-Kisi Soal Post-Test

Nama Sekolah : SMA Muhammadiyah 8 Ciputat
Mat Pelajaran : Bahasa Inggris
Kelas/Semester : X/Ganjil
Jumlah Soal/Waktu : 30/60 menit

<table>
<thead>
<tr>
<th>Stantar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Indikator Soal</th>
<th>Jenis Soal</th>
<th>Soal Nomor</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Menangkap makna dalam teks deskriptif, lis dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</td>
<td>1. Mengidentifikasi ide pokok berdasarkan teks descriptive.</td>
<td>Multiple Choice</td>
<td>3, 12, 15, 16, 23</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4.2 Menyunting teks deskriptif lis dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasan yang benar dan sesuai konteks.</td>
<td>2. Mengidentifikasi Tujuan dan fungsi dalam sebuah teks descriptive.</td>
<td></td>
<td>1, 7, 25</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4.3 Menyusun teks deskriptif lis dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasan yang benar dan sesuai konteks.</td>
<td>3. Mengidentifikasi informasi spesifik dalam teks descriptive.</td>
<td></td>
<td>2, 4, 8, 9, 10, 11, 13, 14, 20, 21, 22, 27, 30</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>4. Memahami makna tersirat di dalam teks descriptive.</td>
<td>4. Memahami makna tersirat di dalam teks descriptive.</td>
<td></td>
<td>5, 6, 17, 18, 19, 24, 26, 28, 29</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 5
The Instrument of Pre-Test

Instrument of Research
Reading Test (Pre-Test)
Read the text below and choose the right answer by crossing (X) A, B, C, D or E!

Text I for questions number 1-4

The Suramadu Bridge

The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya–Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US$0.30) for two-wheelers.

The bridge was built by a consortium of Indonesian companies PT AdhiKarya and PT WaskitaKarya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span.

(https://en.wikipedia.org/wiki/Suramadu_Bridge)

1. Suramadu’s bridge also known as….
   A. Longest bridge
   B. sura and madu
   C. Surabaya-Madura bridge
   D. toll bridge
   E. cable bridge

2. Suramadu’s bridge connects the island….
   A. Java and Sumatra
   B. Java and Bali
   C. Sumatra and Kalimantan
   D. Java and Madura
   E. Java and Surabaya

3. Length of the Suramadu’s bridge is….
   A. 5,400 meters
   B. 192 meters
   C. 494 meters
4. The following statement is true, except ....
   A. Suramadu’s bridge is also known Surabaya-Madura bridge
   B. the long of Suramadu’s bridge is 5400 meters
   C. Suramadu’s bridge connects the islands of Java and Madura
   D. bridge was opened on March 31, 2009
   E. The bridge was built by Surabaya government

5. What is the text purpose?
   A. To inform readers about tourism in Kebumen
   B. To entertain readers about Petruk Cave
   C. To explain the reader about floors in Petruk Cave
   D. To introduce the local tourism in Kebumen
   E. To describe Petruk Cave

6. Why did Petruk cave named as one of character in Punokawan puppet?
   A. Because the cave is belong to Petruk
   B. Because Petruk is the first explorer of the cave
   C. Because Petruk is buried at the cave
   D. Because the cave’s length is as long as Petruk’s nose
   E. Because the cave’s depth is as deep as Petruk’s hair

7. Which part of Petruk Cave which used for place to put foods for ancestor?
   A. In the basic cave
   B. In petruk cave
   C. In Hindu cave
   D. In front of the cave
   E. Inside the cave

8. What is stalactites means?
   A. A type of formation that hangs from the ceiling of caves

---

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave’s name is taken from the punokawan of puppet characters that is Petruk. The cave named Petruk cave because the length of cave is as long as petruk’s nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the end of the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

(https://www.brainly.co.id)
A. Types of formation that lay on the floor of caves
B. Types of food given to ancestor
C. Someone who guide the visitor in the cave
D. Kind of animals in the cave

9. What is “lead” means in paragraph 2?
A. Guide
B. Take
C. Bring
D. Put
E. Place

Text III for questions number 10-12

Bali Bird Park
Bali Bird Park is a large walk-in-aviary which consists of more than 1,000 birds. Located in Singapadu, Bali, this park was opened in September 1995. Before 1995, the site of Bird Park in Singapadu was just an expanse of terraced rice fields. This extraordinary transformation was done by Edi Swoboda. A dedicated naturalist since childhood, Edi Swoboda, has lived in Bali for many years. He had long dreamed of creating a bird park. He personally designed every detail of the gardens and aviaries. To enrich the park, Edi Swoboda placed original artifacts from different places in Indonesia (many incorporating bird themes). These artifacts, undoubtedly, draw visitor's attention, and giving nuances of nature to them. (https://brainly.co.id)

10. When was Bali Bird Park Opened?
A. Before September 1995
B. In September 1995

11. Who designed every detail of the gardens and aviaries?
A. A naturalist
B. A botanical expert
C. A visitor
D. A Balinese
E. A gardener

12. Where did Edi Swoboda get the artifacts to enrich the park?
A. From different places in the world
B. From regencies in Bali
C. From different parts of the world
D. From various sources
E. From different places in Indonesia

Text IV for questions number 13-16

Natural Bridge National Park
Natural Bridge National Park is a luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets,
barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

13. What is the function of paragraph 1?
   A. as an identification
   B. as an orientation
   C. as a thesis
   D. as a classification
   E. as an abstract

14. What is the purpose of the text?
   A. to present two points of views about natural bridge national park
   B. to explain the bridge national park
   C. to describe the bridge national park
   D. to retell the bridge national park
   E. to persuade readers to treat preserve the bridge national park

15. Where is the natural bridge national park located?
   A. 110 kilometers from South of Brisbane
   B. 110 kilometers from Pacific Highway
   C. 110 kilometers from Numinbah Valley
   D. 110 kilometers from Lamington National Park
   E. 110 kilometers from Nerang

16. What the visitors will see in the night?
   A. a common glow worm
   B. the unique feature of the glow worms
   C. a great dark cave
   D. the unique rocks
   E. the fantastic bridge

Text V for questions number 17-21

What is a Butterfly?
Butterflies are beautiful, flying insects with large scaly wings. Like all insects, they have six legs, three body parts, a pair of antennae, and compound eyes.

The three body parts are the head, thorax (the chest), and abdomen (the tail end). The four wings and the six legs of the butterfly are connected to the thorax. The thorax contains the muscles that make the legs and wings move.

Butterflies are very good fliers. They have two pairs, of large wings covered with colourful scales. Butterflies and moths are the only insects that have scaly wings. The wings are connected to the butterfly’s thorax (midsection). Butterflies can only fly if their body temperature is above 27 degrees Centigrade. Butterflies sun themselves to warm up in cool weather. As butterflies get older, the colour of the wings fades and the wings become ragged. The speed varies among butterfly species (the poisonous varieties are slower than non-poisonous varieties). The fastest butterflies can fly at about 50 kilometers per hour (kph) or faster. Slow flying butterflies fly about 8 kph.

17. What is the main idea of the text above?
A. Butterfly is a beautiful animal
B. Butterfly is flying insect
C. Animal which has four wings
D. Butterfly is unique insects
E. Butterfly is the fastest insect

18. What is the temperature does the butterfly could fly?
A. 25
B. 26
C. 27
D. 28
E. 29

19. “Butterflies sun themselves to warm up in cool weather.” The underlined word has the same meaning as...
A. Bright
B. Hot
C. Dry
D. Cold
E. Sunny

20. The fastest butterflies can fly at about _______ kilometers
A. 50
B. 60
C. 79
D. 89
E. 67

21. The wings of butterfly are connected to its ______
A. Lung
B. Thorax
C. Mouth
D. Wings
E. Legs

---

**Favorite Toy**

My favorite toy is a doll. I named my doll Becky. I got in in my 12th birthday. My dad bought it for me when he was in England. Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brushable hair, green eyes. There are freckles on her cheek. There are also two dimples near her mouth on the left and on the right. They make her more beautiful.

I put her at my side when I sleep at night. I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like Becky too.

22. The main idea of the text above is...
A. My favorite toy is a doll
B. The writer's favorite toy is a doll
C. A doll named Becky
D. Becky is a doll
E. Becky’s Favorite doll

23. Based on the text, what are on Becky’s face?
A. White cloth
B. Auburn red hair
C. Freckles and dimples
D. Flower bud prints
E. Plastick head

24. “They make her more beautiful.” The underlined word refers to ...
A. Freckles
B. Green eyes
C. The left and bright cheeks
D. The Dimples
E. The Chubby Cheeks

---

**Orange**

Orange is the popular fruit which is easy to find. As a matter of fact, those substances are necessary since they are used in the process of the
growth and development of human body. The nonnutritio compounds in orange can minimize the risk of some dreadful diseases, such as cardiovascular, cancer, and eyes problems.

For many years people see the fruit only as the source of vitamin C while actually it also produces carbohydrate, potassium, calcium, thiamin, niacin, and vitamin B. Consuming orange is also suggested for those who have diet program since there are only 60-80 calories in one fruit. Therefore, by having this fruit in daily menu, someone can reduce his or her weight.

25. “While actually it also produces carbohydrate…” What is the underlined word mean?
A. Orange
B. Strawberry
C. The fruit
D. Oranges and strawberries
E. Every fruit

26. Consuming orange can minimize one of dreadful diseases namely...
A. Cancer
B. Liver
C. Malaria
D. Heart
E. Cardiovascular

27. What is the main idea of the text above?
A. Orange is beneficial for us
B. Orange is source of vitamin C
C. Orange is good for those who have diet program
D. Orange is the fruit which is easy to find
E. Orange can reduce some dreadful diseases

Text VIII for questions number 28-30

The Terrifying Headmaster

Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.
C. beside of the room
D. behind of the room
E. Outside of the room

30. “He dries each finger separately….”

The underlined word has similar meaning to...
A. wash
B. fold
C. divide
D. corner
E. hold
**APPENDIX 6**

*The Instrument of Post-Test*

**Instrument of Research**

**Reading Test (Post-Test)**

Read the text below and choose the right answer by crossing (X) A, B, C, D or E!

Text I for questions number 1-5

**Tanjung Benoa Beach**

Tanjung Benoa is a beach town. It is located at the elite area in Nusa Dua Bali. The area is situated with the view of the sea in Blai. On the north side, there are Benoa harbour, Mertasari Recreation Park, and Serangan Island. The foreigners call it the turtle island, because it is used to breed the turtles.

At Tanjung Benoa Beach, tourists can have various activities, such as swimming, sailing, waterskiing, and surfing. Surfing is a water sport of riding waves that are coming towards the shore by standing or lying on a special board called surfboard. It is a very enjoyable and an impressive sport. Most surfing lovers call it the most challenging water sport, as it needs skill, strength, as well as bravery. The others think that it is a very dangerous sport, as it fights against the dangerous waves of sea.

A part from swimming around the beach, snorkeling and diving are also kinds of water sports favored by the tourists. Through diving goggles, the beauty of Bali marine park can be viewed. Those who cannot dive can also enjoy the beauty of the marine park throught the glass bottomed motor boats that are specially provide for the tourists.

(https://quizizz.com)

1. What is the function of paragraph 1?
   A. As an orientation
   B. As an identification
   C. As a thesis
   D. As a classification
   E. As an abstract

2. What can be viewed through the diving goggles?
   A. The beauty of the marine park
   B. The beauty of the Mertasari Harbour
   C. The view of Tanjung Benoa
   D. The view of the big waves
   E. The turtle island

3. What does paragraph three discuss? It is about....
   A. The water sports of Tanjung Benoa Beach town
   B. snorkeling and diving are alternative tourism activities in Tanjung Benoa
   C. surfing becomes the most favorite water sport in Tanjung Benoa
   D. tourist can go swimming, diving, surfing, and so on in Tanjung Benoa Beach
   E. the turtle island which is used to breed the turtles
4. Why is Serangan Island called turtle island? It is called turtle island because...
   A. it is used to trade many kinds of turtle
   B. it is a place where thousand turtles live naturally
   C. it is used to breed turtles
   D. it is used to breed and to trade turtles
   E. it is used to hunt turtles

5. “Those who cannot...”
   (Paragraph three) The word “those” refers to...
   A. The tourists
   B. water sport
   C. turtles
   D. swimming and diving
   E. islands

Text II for questions number 6-8

Raja Ampat

Raja Ampat or 'Four Kings', is the name given to some islands in West Papua and comes from a local myth. The four major islands are Waigeo, Misool (which is home to ancient rock painting), Salawati, and Batanta. Raja Ampat is located in the bird head of the island of Papua. Underwater enthusiasts flock to this region because it offers the world's best marine sight. In the Raja Ampat islands, divers can explore vertical underwater walls. The thrill of drift diving is another great challenge.

The territory within the islands of the Four Kings is enormous, covering 9.8 million acres of land and sea, home to 540 types of corals, more than 1,000 types of coral fish and 700 types of mollusks. This makes it the most diverse living library for world's coral reef and underwater biota. According to a report developed by The Nature Conservancy and Conservation International, around 75% of the world's species live here.

When divers first arrive here their excitement is palpable. It's common to hear people praise God as they take in the remarkable scenery. Others prefer to remain in silence taking in the overwhelming sight of so many islands with crystal clear water that softly brushes over the white sandy beaches. (www.borobudursunrise.net)

6. The text is about the ... of Raja Ampat.
   A. size of the islands
   B. scenery on the islands
   C. natural habitat
   D. flora and fauna
   E. underwater beauty

7. What is the text purpose?
   A. To inform readers about tourism in Papua
   B. To entertain reader about Raja Ampat
   C. To explain the reader about island in Raja Ampat
   D. To introduce the local tourism in West Papua
   E. To describe Raja Ampat

8. Why so many divers come to Raja Ampat?
   A. It is home to ancient rock paintings.
   B. It offers the world's best marine sights.
   C. Divers can explore horizontal underwater walls.
D. It has the most diverse museum for world’s coral reef and underwater biota.

E. There is few island with crystal clear water softly brushes over the white sandy beaches

Text III for questions number 9-11

Wakatobi

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name Wakatobi is derived from the names of the main island of the archipelago: Wangi Wangi, Kaledupa, Tomea, and Binongko. The group is part of a larger group called the Tukangbesi island. The archipelago, located in the diverse hotspot known as Wallacea. It is part of the Wakatobi National Park. Wakatobi as one of the world’s marine tourism object is now preparing it self and ready to welcome you and your family with hospitality and its particular culture.

The Wakatobi is also home to Operation Wallacea, a UK based, non profit conservation group looking at sustainable development of fisheries and coral reef research. An independent non commercial website has been set up about a marine park. This website contains tourist and travel information in Wakatobi, including the biodiversity, conservation and local people. Wakatobi is also situated geographically at the world’s coral reef triangle center with its 942 fish species and 750 coral reef species from a total of 850 world’s collection comparing to the two world’s famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

(\text{http://www.idadventure.com/explore-wakatobi/})

9. What is the text about?
A. Wakatobi as a tourist spot
B. Wakatobi as a research spot
C. Wakatobi as a fishing center
D. Wakatobi as a conservation center
E. Wakatobi as a regency.

10. Wakatobi is located in a larger group of island called . .
A. Wangi Wangi.
B. Kaledupa.
C. Tomea.
D. Binongko.
E. Tukangbesi.

11. What is the operation of Wallacea?
A. Non-profit conservation group looking at sustainable development of fisheries and coral reef research.
B. The additional sources about the biodiversity, conservation and local people.
C. Tourist and travel information about the wakatobi
D. It is part of the Wakatobi National Park.
E. The world’s marine tourism objects.

Text IV for questions number 12-15

Paris
Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area. (https://brainly.co.id)

12. The fifth paragraph tells …. 
A. The origin of the word Paris  
B. About the Paris  
C. The location of Notre Dame  
D. A village built a thousand years ago  
E. An island in the middle of the Seine River

13. What is the oldest and most well known part of the city? 
A. The Seine River  
B. The Pont Neuf  
C. The Sorbonne  
D. The right bank  
E. The left bank

14. From the text we know that Notre Dame is located …. 
A. Near left Louvre  
B. On the left bank  
C. On the right bank  
D. Outside the city of Paris  
E. In the middle of the Seine River

Text V for questions number 15-18

Birds

Birds belong to a class of warm blooded vertebrate animals with feather covered bodies. Next to the animals, birds are the most important group of landliving vertebrates. All birds have feathers, although in some types, particularly those that cannot fly, the normal structure of the feathers may be much modified and be downy, woolly, or straw like. The forelimbs of birds are modified into wings. The bony part of the tail, except in the very earliest fossil birds is very short, and
the visible tail is composed of feathers only. The teeth are absent except in some fossil forms.

As in mammals the only other group of warm-blooded animal, the circulation is highly perfected so that there is no mixing of arterial and venous blood, but the arrangement of veins and arteries by which this is accomplished different in the two groups. Birds have keen hearing, although they have no external ears. The sense of sight also is very keen, but the sense of smell is weak or lacking, except few vultures and others birds. (Soal UN SMA 2011)

15. What is the main idea of the text above?
A. Birds are unique vertebrate animals
B. Birds are mammals
C. Birds are warm blooded animals
D. The life of birds
E. Birds can fly

16. The topic of the passage is about … of birds
A. The species
B. The classification
C. The definitions
D. The characteristics
E. The variation

17. The following feature which is NOT about the birds is …
A. Feathers
B. Tails
C. Wings
D. Teeth
E. Blood

18. “…particularly those that cannot fly” (line 6) the underlined word refers to …
A. Vertebrate animals
B. Birds
C. Mammals
D. Specific bird
E. Fossil

Text VI for questions number 19-21

Computers

Computers are machines that handle information automatically. They can perform calculations and process data. Computers can work with numbers to solve problems in a few seconds. Computer can remember a great deal of information and make practically no mistakes. That is why computers are used in places such as banks, offices and companies.

Computers work like calculators. But most calculators can do only one thing at a time. we tell them what to do by pressing buttons so that it processes, we can give a series of instructions to a computer. Other information such as a list, numbers, letters, words or even graphs or pictures. Once we provide a programme, the computer can do all this work automatically without further help or instruction.

A computer stores and handles number. The numbers may be mathematical formulas or numbers in columns of figures. Numbers can also be codes that stand for letters of the alphabet, words or instructions to the computer. (Prediksi soal UN- www.invir.com )

19. Paragraph 1 tells about the… of a computer.
A. Construction
B. Process
20. Which answering is wrong?
A. Computer can remember a great deal of information
B. To some extent, a computer is the same as a calculator
C. Banks, offices, companies will not run smoothly without computers
D. Computers can do all work automatically without a program
E. Computers are machines that can handle information automatically

21. Why are computers used in banks, in public and private offices? Because...
A. They work automatically
B. They do one thing at a time
C. They do the work without help
D. They can remember a great deal of information
E. They work the same way as calculators do

Text VII for questions number 22-24

Kaka

Kaka was born in Brazilia. From age 4 to 7, his family lived in Cuiaba, following his father, a civil engineer. At age 7, the family moved to the city of Sao Paulo, in the neighborhood of Morumbi, near the stadium of Sao Paulo FC. As FIFA says,” Kaka fails to fit the Brazilia stereo type of the kid from the Favela who first played the game in the street with a ball made from rags. Coming from comfortable and cultured family, Kaka kept up his studies as long as they were compatible with his profession.”

His talent was soon recognized. A professor called the family and suggested enrolling him in a football school. At age 8, Kaka was playing with Sao Paulo FC, where he succeeded in all categories. At age 14, Kaka used to wake up two hours early, to keep up with his studies. Kaka managed to conclude the intermediary cycle (eleven years) in Brazil, before dedicating exclusively to football.

In 2006, only 24 years old, Kaka was one of the main Brazilian players in the World Cup. Despite the abundance of good players, coach Carlos Alberto Parreira already said that Kaka would stars as a principle. The groups formed by Kaka, Ronaldinho, Ronaldo, and Adriano was called “the Magic Square” by Brazilian media fans. (https://www.itapuih.com

22. Having recognized Kaka’s talent, the professor suggested that... in the football school.
A. He become a supervisor
B. He become a member
C. He accommodate
D. He practice more
E. He spend his free time

23. The main idea of paragraph 3 is...
A. His talent was soon organized
B. Kaka would stars as a principle
C. “Magic Square” was formed by Kaka, Ronaldinho, Ronaldo, and Adriano
D. A professor suggested Kaka’s family enrolling him in a football school
E. Kaka was one of the main Brazilian players in the World Cup

24. “His talent was soon recognized” (paragraph 2) the underling word is closest in meaning to...
A. Predicted D. Succeeded
B. Registered E. Identified
C. Managed

Text VIII for questions number 25-27

Adele Laurie Blue Askins or better known as Adele is my idol. She was born on 5 May 1988. She is a British singer. Adele likes to sing since she was young. She loves song more than book. Her debut album, 19, was released in 2008. It was a huge success. It made her popular around the world.

After that, every time she releases album, it always make it to the Billboard chart. She has won many awards, including Brit Awards and Grammy Awards. This year, she is working on her new album. Besides singing, she is also writing and producing her own song.

Adele is beautiful. She has white complexion and beautiful eyes. She has wavy brown hair. She is not extra thin and has average height.

Although she is not like the other celebrities who have thin and glamorous appearance, but she has her own charm. She believes that as a singer, her job is to satisfy people’s ears, not their eyes. (https://www.dimensibahasasinggris.com)

25. What is the writer’s purpose to write the text?
A. To describe who Adele is to the readers
B. To tell the readers how great Adele is
C. To explain Adele’s talent
D. To give guidance how to be a great artist like Adele
E. To entertain someone to become an artist

26. Based on the text, Adele has...
A. Extra thin body, brown hair, glamorous appearance
B. Curvy body, average height, white skin, beautiful face
C. Thin body, wavy hair, and white skin
D. Tall and slim body, fair complexion
E. Exotic skin and round face

27. Which is NOT TRUE according to the text?
A. Adele has won Grammy awards
B. Adele comes from USA
C. Many of Adele’s songs can enter billboard chart
D. Adele is a singer songwriter
E. She is a British singer

Text IX for questions number 28-30

Rose
Rose is a plant with enchanting flowers from the genus *Rosa* which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and sizes, making it one among popular flowering plants found in a house.

Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrance. Some species are used for commercial perfumery while some others are cut for ornamental flowers. In addition, rose also has minor medicinal uses. (https://www.englishclass.com)

28. This statement is correct, except …
A. Rose has more than 100 species
B. Rose is native to Asia
C. Rose can be used for ornamental plant
D. Rose only has one variant of shape and size
E. Rose can be used in perfumes

29. It is typically grown … (paragraph 2). The word “it” refers to …
A. Asia D. Medicine
B. Beauty E. Commercial
C. Rose Species

30. Based on the text, which statement is true?
A. Rose has minor benefit for medicinal uses
B. People grow rose only for beauty
C. Rose is not a popular flowering plant
D. North America is not a native to rose species
E. Rose has less than 100 species
APPENDIX 7

STUDENTS’ ANSWER SHEET

Name: ..............................................

Class: .............................................

I. Choose the right answer by crossing A, B, C, D or E!

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>No.</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>1.</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>2.</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>3.</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>4.</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>5.</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>13.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>29.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>30.</td>
<td></td>
</tr>
</tbody>
</table>

Score:  

[Blank space for scoring]
# APPENDIX 8

## KEY ANSWER

<table>
<thead>
<tr>
<th>Kunci Jawaban Soal Pre-Test</th>
<th>Kunci Jawaban Soal PostTest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. C</td>
<td>1. B</td>
</tr>
<tr>
<td>2. D</td>
<td>2. A</td>
</tr>
<tr>
<td>4. D</td>
<td>4. C</td>
</tr>
<tr>
<td>5. E</td>
<td>5. A</td>
</tr>
<tr>
<td>7. C</td>
<td>7. E</td>
</tr>
<tr>
<td>8. A</td>
<td>8. B</td>
</tr>
<tr>
<td>9. A</td>
<td>9. A</td>
</tr>
<tr>
<td>11. A</td>
<td>11. A</td>
</tr>
<tr>
<td>12. E</td>
<td>12. A</td>
</tr>
<tr>
<td>15. A</td>
<td>15. C</td>
</tr>
<tr>
<td>17. D</td>
<td>17. D</td>
</tr>
<tr>
<td>18. D</td>
<td>18. B</td>
</tr>
<tr>
<td>19. A</td>
<td>19. E</td>
</tr>
<tr>
<td>20. B</td>
<td>20. D</td>
</tr>
<tr>
<td>22. C</td>
<td>22. B</td>
</tr>
<tr>
<td>23. D</td>
<td>23. E</td>
</tr>
<tr>
<td>25. D</td>
<td>25. A</td>
</tr>
<tr>
<td>27. B</td>
<td>27. B</td>
</tr>
<tr>
<td>29. A</td>
<td>29. C</td>
</tr>
<tr>
<td>30. C</td>
<td>30. A</td>
</tr>
</tbody>
</table>
APPENDIX 9

Surat Pengesahan Proposal Skripsi

<table>
<thead>
<tr>
<th>Nama</th>
<th>Farzah Fikriani</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIM</td>
<td>19901125003</td>
</tr>
<tr>
<td>Jurusan/Prodi</td>
<td>Pendidikan Bahasa Inggris</td>
</tr>
<tr>
<td>Judul Proposal</td>
<td>Applying Read, Cover, Remember Retell (RCRR) Strategy to Foster Students' Reading Comprehension of Descriptive Text</td>
</tr>
</tbody>
</table>

Proposal skripsi dengan judul tersebut di atas telah dijilid pada tanggal 28 Februari 2019. Telah direvisi sesuai dengan saran pengujinya, dan telah dinyatakan LULUS.

Jakarta, 31 Maret 2019

Drs. Arief Susin, S.H., M.Si.
NIP 195905201907121001

Drs. Achmad Junaedi, S.H., M.Si.
NIP 196811011988011002
APPENDIX 10

Surat Bimbingan Skripsi

No. Dokumen: FTK-FR-081
Tanggal: 14 Maret 2019

Kepada Yth.
Didin Nuruddin, Hadayah, MA, TESOL, Ph.D.

Penimbangan Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Negeri Jakarta

Assalamualaikum Wr. Wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing UTH (materi/dekisi) penulisan skripsi mahasiswa:

Nama: Enggar Rezawati
NIM: 11150013000020
Jurusan: Pendidikan Bahasa Inggris
Semester: VIII (telapak)
Jadwal Skripsi: Applying Read, Cover, Remember, Retell (RCRHR) Strategy to Foster Students' Reading Comprehension of Descriptive Text


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperingatkan setelah 6 (enam) bulan berakhirnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamualaikum warahmatullahi wabarakatuh

A.n. Dekan,
Kajur Pendidikan Bahasa Inggris

Dr. Annisa, M.Pd
NIP. 196909122009011008

Tembusan:
1. Dekan FTK
2. Mahasiswa yang

Tanggal:

Keterangan:
APPENDIX 11

Surat Bimbingan Skripsi

Dengan ini diharapkan Saudara untuk menjadi pembimbing I/II (materi/idana) untuk skripsi mahasiswa.

Nama: Eneggar Relawati
NIM: 11150140000004
Jurusan: Pendidikan Bahasa Inggris
Semester: 8 (delapan)
Judul Skripsi: Applying Read, Cover, Remember, Retell (RCRR) Strategy to Foster Students’ Reading Comprehension of Descriptive Text


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamualaihi wa rahmatullahi wa barakatuh.

A.n. Dekan,
Kap. Pendidikan Bahasa Inggris

[Signature]

Dr. Aliy, M.Pd
NIP. 19690712 200901 1 008

Tembusan:
1. Dekan FITK
APPENDIX 12

Surat Permohonan Izin Penelitian

Jakarta, 15 Juli 2019

Kepada Yth.,

Kepala Sekolah SMA Muhammadiyah 8 Ciputat

Tempat

Assalamualaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa,

Nama : Enggar Relawati
NIM : 11150149000104
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (delapan)

Jadwal Skripsi: Applying Read, Cover, Remember, Retell (RCRR) Strategy to Foster Students’ Reading Comprehension of Descriptive Text adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyelesaikan Skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,

Ketua Pendidikan Bahasa Inggris

Dolip N. Hidayat, MA, TESOL, Ph.D
NIP. 19600730 200912 1 001

Tebusan:
1. Dekan FITK
2. Wakil Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
APPENDIX 13

Surat Keterangan Penelitian dari Sekolah

MAJLIS PENDIDIKAN DASAR DAN MENENGAH
WILAYAH MUHAMMADIYAH BANTEN

SMA MUHAMMADIYAH 8 CIPUTAT
TERAKREDITASI

Jl. Dewi Sartika, Gg. Nagari No. 4 Cimanggis, Ciputat Telp. 021-7424379, Fax, 021-74707376
www.dosq08cpt.20.com; email: dosq08cpt@yahoo.com / smamtapanciputat@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor: 05/III.4AU/KET/2019

Yang bertanda tangan di bawah ini:

Nama: Hafis Umar, SE
Jabatan: Kepala SMA Muhammadiyah 8 Ciputat

Menerangkan bahwa:
Nama: Enngar Relawati
NIM: 1115014000104
Jurusan: Pendidikan Bahasa Inggris
Universitas: UIN Syarif Hidayatullah Jakarta

Nama tersebut diatas telah kami terima dan telah mengadakan penelitian di SMA Muhammadiyah 8 Ciputat dengan judul Skripsi “Applying Read, Cover, Remember, Retell (RCRR) Strategy to Foster Students’ Reading Comprehension of Descriptive Text”.

Demikian surat ini dibuat untuk di ketahui, dan dipergunakan sebagaimana mestinya.

Ciputat, 27 August 2019

Hafis Umar, SE
Kepala SMA Muhammadiyah 8,
APPENDIX 14

Reference Examination Paper

<table>
<thead>
<tr>
<th>No.</th>
<th>References</th>
<th>Advisor 1</th>
<th>Advisor 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Sinur Vera Afriana and Rumir Aruan, Using Three Stay One Stay Strategy to Increase the Ability of the First Year SMA Nurul Falah Students in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CHAPTER II**

<p>| 15. | Fur Azi, S. Improving students achievement on writing descriptive text through think pair share. JILALW, Vol. 7 (03), 2013, p. 34. |
| 17. | Ina, S. Improving student’s ability at writing descriptive text by using the learning cell strategy at the first year of MTs Yayasan Islamiyah Medan in 2016/2017 academic year (Bachelor’s Thesis, State Islamic University of North |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>Fatin Amira, The Implementation Of RCRR (Read, Cover, Remember, Retell) Strategy To Improve Students’ Achievement In Reading Comprehension. (Bachelor’s Thesis, University of Muhammadiyah Sumatera Utara, Medan, 2018), p 62.</td>
</tr>
<tr>
<td>26.</td>
<td>Duhler, Putra, Zaim, and Ahmad</td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>

### CHAPTER III


### CHAPTER IV


APPENDIX 15

Instrument of Validation

<table>
<thead>
<tr>
<th>No</th>
<th>No Subyek</th>
<th>Kode/Nama Subyek</th>
<th>Skor Pidai</th>
<th>Skor Jps</th>
<th>Skor Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Student</td>
<td>1</td>
<td>11</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>2</td>
<td>2 Student</td>
<td>2</td>
<td>13</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>3 Student</td>
<td>3</td>
<td>13</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>4 Student</td>
<td>4</td>
<td>11</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>5 Student</td>
<td>5</td>
<td>12</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>6 Student</td>
<td>6</td>
<td>12</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>7</td>
<td>7 Student</td>
<td>7</td>
<td>13</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>8 Student</td>
<td>8</td>
<td>13</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>9</td>
<td>9 Student</td>
<td>9</td>
<td>14</td>
<td>11</td>
<td>25</td>
</tr>
</tbody>
</table>

**SKOR DATA DIOBAT**

Jumlah Subyek = 25
Butir soal = 49
Bobot utk jwbn benar = 1
Bobot utk jwbn salah = 0
Nama berkas: C:\USER\USER\DOCUMENTS\BAHAN SKRIPSI\ANATES\VALIDITAS 1.ANA

<table>
<thead>
<tr>
<th>No Urt</th>
<th>No Subyek</th>
<th>Kode/Nama Subyek</th>
<th>Skor Pidai</th>
<th>Skor Jps</th>
<th>Skor Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Student</td>
<td>1</td>
<td>11</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>2</td>
<td>2 Student</td>
<td>2</td>
<td>13</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>3 Student</td>
<td>3</td>
<td>13</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>4 Student</td>
<td>4</td>
<td>11</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>5 Student</td>
<td>5</td>
<td>12</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>6 Student</td>
<td>6</td>
<td>12</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>7</td>
<td>7 Student</td>
<td>7</td>
<td>13</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>8 Student</td>
<td>8</td>
<td>13</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>9</td>
<td>9 Student</td>
<td>9</td>
<td>14</td>
<td>11</td>
<td>25</td>
</tr>
</tbody>
</table>

**RELIABILITAS TES**

Rata2= 37.68
Simpang Baku= 10.51
Korelasi XY= 0.82
Reliabilitas Tes= 0.90
Nama berkas: C:\USER\USER\DOCUMENTS\BAHAN SKRIPSI\ANATES\VALIDITAS 1.ANA

<table>
<thead>
<tr>
<th>No.Urut</th>
<th>No Subyek</th>
<th>Kode/Nama Subyek</th>
<th>Skor Pidai</th>
<th>Skor Jps</th>
<th>Skor Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Student</td>
<td>1</td>
<td>21</td>
<td>23</td>
<td>44</td>
</tr>
<tr>
<td>2</td>
<td>2 Student</td>
<td>2</td>
<td>19</td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td>3</td>
<td>3 Student</td>
<td>3</td>
<td>15</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>4</td>
<td>4 Student</td>
<td>4</td>
<td>14</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>No.Urut</td>
<td>No Subyek Kode</td>
<td>Nama Subyek</td>
<td>Skor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------------</td>
<td>-------------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Student 1</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>Student 16</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>Student 9</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>Student 15</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>Student 2</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>Student 7</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td>Student 14</td>
<td>37</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Jml Jwb Benar | 7 5 6 3 5 6 5 |

<table>
<thead>
<tr>
<th>No.Urut</th>
<th>No Subyek Kode</th>
<th>Nama Subyek</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Student 1</td>
<td>44</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>Student 16</td>
<td>43</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>Student 9</td>
<td>41</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>Student 15</td>
<td>39</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>Student 2</td>
<td>37</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>Student 7</td>
<td>37</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td>Student 14</td>
<td>37</td>
</tr>
</tbody>
</table>

<p>| Jml Jwb Benar | 7 5 6 3 5 6 6 |</p>
<table>
<thead>
<tr>
<th>No. Urut</th>
<th>No Subyek</th>
<th>Kode Nama Subyek</th>
<th>Skor</th>
<th>No. Urut</th>
<th>No Subyek</th>
<th>Kode Nama Subyek</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Student</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>1 Student</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>16 Student</td>
<td>16</td>
<td>11</td>
<td>2</td>
<td>16 Student</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>9 Student</td>
<td>9</td>
<td>11</td>
<td>3</td>
<td>9 Student</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>15 Student</td>
<td>15</td>
<td>11</td>
<td>4</td>
<td>15 Student</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>2 Student</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2 Student</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>7 Student</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>7 Student</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>14 Student</td>
<td>14</td>
<td>1</td>
<td>7</td>
<td>14 Student</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Jml Jwb Benar</td>
<td></td>
<td></td>
<td></td>
<td>Jml Jwb Benar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>44 1 1 1 1 1 1 1</td>
<td>22 23 24 25 26 27 28</td>
<td>44 1 1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. Urut</th>
<th>No Subyek</th>
<th>Kode Nama Subyek</th>
<th>Skor</th>
<th>No. Urut</th>
<th>No Subyek</th>
<th>Kode Nama Subyek</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Student</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>1 Student</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>16 Student</td>
<td>16</td>
<td>11</td>
<td>2</td>
<td>16 Student</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>9 Student</td>
<td>9</td>
<td>11</td>
<td>3</td>
<td>9 Student</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>15 Student</td>
<td>15</td>
<td>11</td>
<td>4</td>
<td>15 Student</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>2 Student</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2 Student</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>7 Student</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>7 Student</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>14 Student</td>
<td>14</td>
<td>1</td>
<td>7</td>
<td>14 Student</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Jml Jwb Benar</td>
<td></td>
<td></td>
<td></td>
<td>Jml Jwb Benar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 23 24 25 26 27 28</td>
<td>37 1 1 1 1 1 1 1</td>
<td>29 30 31 32 33 34 35</td>
<td>37 1 1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. Urut</th>
<th>No Subyek</th>
<th>Kode Nama Subyek</th>
<th>Skor</th>
<th>No. Urut</th>
<th>No Subyek</th>
<th>Kode Nama Subyek</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Student</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>1 Student</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>16 Student</td>
<td>16</td>
<td>11</td>
<td>2</td>
<td>16 Student</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>9 Student</td>
<td>9</td>
<td>11</td>
<td>3</td>
<td>9 Student</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>15 Student</td>
<td>15</td>
<td>11</td>
<td>4</td>
<td>15 Student</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>2 Student</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2 Student</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>7 Student</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>7 Student</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>14 Student</td>
<td>14</td>
<td>1</td>
<td>7</td>
<td>14 Student</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Jml Jwb Benar</td>
<td></td>
<td></td>
<td></td>
<td>Jml Jwb Benar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36 37 38 39 40 41 42</td>
<td>37 1 1 1 1 1 1 1</td>
<td>36 37 38 39 40 41 42</td>
<td>37 1 1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. Urut</th>
<th>No Subyek</th>
<th>Kode Nama Subyek</th>
<th>Skor</th>
<th>No. Urut</th>
<th>No Subyek</th>
<th>Kode Nama Subyek</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Student</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>1 Student</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>16 Student</td>
<td>16</td>
<td>11</td>
<td>2</td>
<td>16 Student</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>9 Student</td>
<td>9</td>
<td>11</td>
<td>3</td>
<td>9 Student</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>15 Student</td>
<td>15</td>
<td>11</td>
<td>4</td>
<td>15 Student</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>2 Student</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2 Student</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>7 Student</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>7 Student</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>14 Student</td>
<td>14</td>
<td>1</td>
<td>7</td>
<td>14 Student</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Jml Jwb Benar</td>
<td></td>
<td></td>
<td></td>
<td>Jml Jwb Benar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43 44 45 46 47 48 49</td>
<td>37 1 1 1 1 1 1 1</td>
<td>43 44 45 46 47 48 49</td>
<td>37 1 1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Kelompok Asor

Nama berkas: CAUSERS\USER\DOCUMENTS\BAHAN SKRIPSI\ANASEVALIDITAS L.A NA

<table>
<thead>
<tr>
<th>No.Urut</th>
<th>No Subyek Kode</th>
<th>Nama Subyek</th>
<th>Skor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 Student 5</td>
<td></td>
<td>18</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>22 Student 22</td>
<td></td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>23 Student 23</td>
<td></td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>20 Student 20</td>
<td></td>
<td>14</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>21 Student 21</td>
<td></td>
<td>13</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>6 Student 6</td>
<td></td>
<td>12</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>10 Student 10</td>
<td></td>
<td>9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Jml Jwb Benar</td>
<td></td>
<td></td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.Urut</th>
<th>No Subyek Kode</th>
<th>Nama Subyek</th>
<th>Skor</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 Student 5</td>
<td></td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>22 Student 22</td>
<td></td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>23 Student 23</td>
<td></td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>20 Student 20</td>
<td></td>
<td>14</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>21 Student 21</td>
<td></td>
<td>13</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>6 Student 6</td>
<td></td>
<td>12</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>10 Student 10</td>
<td></td>
<td>9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Jml Jwb Benar</td>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.Urut</th>
<th>No Subyek Kode</th>
<th>Nama Subyek</th>
<th>Skor</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 Student 5</td>
<td></td>
<td>18</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>22 Student 22</td>
<td></td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>23 Student 23</td>
<td></td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>20 Student 20</td>
<td></td>
<td>14</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>21 Student 21</td>
<td></td>
<td>13</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>6 Student 6</td>
<td></td>
<td>12</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>10 Student 10</td>
<td></td>
<td>9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Jml Jwb Benar</td>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.Urut</th>
<th>No Subyek Kode</th>
<th>Nama Subyek</th>
<th>Skor</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
<th>26</th>
<th>27</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 Student 5</td>
<td></td>
<td>18</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>22 Student 22</td>
<td></td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>23 Student 23</td>
<td></td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>20 Student 20</td>
<td></td>
<td>14</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>21 Student 21</td>
<td></td>
<td>13</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>6 Student 6</td>
<td></td>
<td>12</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>10 Student 10</td>
<td></td>
<td>9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Jml Jwb Benar</td>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>No.Urut</td>
<td>No Subyek</td>
<td>Kode/Nama Subyek</td>
<td>Skor</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>------------------</td>
<td>------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Student 5</td>
<td></td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Student 22</td>
<td></td>
<td>18</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Student 23</td>
<td></td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Student 20</td>
<td></td>
<td>14</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Student 21</td>
<td></td>
<td>13</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Student 6</td>
<td></td>
<td>12</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>Student 10</td>
<td></td>
<td>9</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jml Jwb Benar</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.Urut</th>
<th>No Subyek</th>
<th>Kode/Nama Subyek</th>
<th>Skor</th>
<th>36</th>
<th>37</th>
<th>38</th>
<th>39</th>
<th>40</th>
<th>41</th>
<th>42</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Student 5</td>
<td></td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Student 22</td>
<td></td>
<td>18</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Student 23</td>
<td></td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Student 20</td>
<td></td>
<td>14</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Student 21</td>
<td></td>
<td>13</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Student 6</td>
<td></td>
<td>12</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>Student 10</td>
<td></td>
<td>9</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jml Jwb Benar</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.Urut</th>
<th>No Subyek</th>
<th>Kode/Nama Subyek</th>
<th>Skor</th>
<th>43</th>
<th>44</th>
<th>45</th>
<th>46</th>
<th>47</th>
<th>48</th>
<th>49</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Student 5</td>
<td></td>
<td>18</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Student 22</td>
<td></td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Student 23</td>
<td></td>
<td>18</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Student 20</td>
<td></td>
<td>14</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Student 21</td>
<td></td>
<td>13</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Student 6</td>
<td></td>
<td>12</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>Student 10</td>
<td></td>
<td>9</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jml Jwb Benar</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

DAYA PEMBEDA

Jumlah Subyek= 25
Klp atas/bawah(n)= 7
<table>
<thead>
<tr>
<th>No Butir Baru</th>
<th>No Butir Ali</th>
<th>Korelasi Signifikansi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0.737 Sangat Signifikan</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>0.299 Signifikan</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>0.389 Sangat Signifikan</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>0.475 Sangat Signifikan</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>0.747 Sangat Signifikan</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>0.353 Signifikan</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>0.381 Sangat Signifikan</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>0.066 -</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>0.479 Sangat Signifikan</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>0.399 Sangat Signifikan</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>0.293 Sangat Signifikan</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>0.37 Signifikan</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>0.37 Sangat Signifikan</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>-0.122 -</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>-0.168 -</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>0.733 Sangat Signifikan</td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td>0.686 Sangat Signifikan</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>0.362 Sangat Signifikan</td>
</tr>
<tr>
<td>19</td>
<td>19</td>
<td>0.470 Sangat Signifikan</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>0.345 Signifikan</td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>0.501 Sangat Signifikan</td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>0.516 Sangat Signifikan</td>
</tr>
<tr>
<td>23</td>
<td>23</td>
<td>0.608 Sangat Signifikan</td>
</tr>
<tr>
<td>24</td>
<td>24</td>
<td>0.792 Sangat Signifikan</td>
</tr>
<tr>
<td>25</td>
<td>25</td>
<td>0.788 Sangat Signifikan</td>
</tr>
<tr>
<td>26</td>
<td>26</td>
<td>0.407 Sangat Signifikan</td>
</tr>
<tr>
<td>27</td>
<td>27</td>
<td>0.807 Sangat Signifikan</td>
</tr>
<tr>
<td>28</td>
<td>28</td>
<td>0.569 Sangat Signifikan</td>
</tr>
<tr>
<td>29</td>
<td>29</td>
<td>0.742 Sangat Signifikan</td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>0.515 Sangat Signifikan</td>
</tr>
<tr>
<td>31</td>
<td>31</td>
<td>0.347 Signifikan</td>
</tr>
<tr>
<td>32</td>
<td>32</td>
<td>0.531 Sangat Signifikan</td>
</tr>
<tr>
<td>Butir Asli</td>
<td>No Butir Asli</td>
<td>df (N-2)</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>0.576</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>0.482</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>0.433</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>0.351</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>0.349</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>0.304</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>0.273</td>
</tr>
</tbody>
</table>

Catatan: Batas signifikansi koefisien korelasi sebagai berikut:

Bila koefisien = 0.000 berarti tidak dapat dihitung.

Jumlah Subyek= 25
Butir Soal= 49
Nama berkas: C:/Users/USER/Documents/Bahan SKRIPS/ANALITIS_VALIDITAS_1ANA

<table>
<thead>
<tr>
<th>No Butir Asli</th>
<th>No Butir Asli</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
SKOR DATA DIBOBOT

Jumlah Subyek = 28
Butir soal = 45
Bobot urt jwab benar = 1
Bobot urt jwab salah = 0

<table>
<thead>
<tr>
<th>No Urut</th>
<th>No Subyek</th>
<th>Kode/Nama</th>
<th>Benar</th>
<th>Salah</th>
<th>Kosong</th>
<th>Skr Asli</th>
<th>Skr Bobot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Student 1</td>
<td>35</td>
<td>10</td>
<td>8</td>
<td>38</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Student 2</td>
<td>31</td>
<td>14</td>
<td>8</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Student 3</td>
<td>34</td>
<td>11</td>
<td>8</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Student 4</td>
<td>23</td>
<td>22</td>
<td>8</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Student 5</td>
<td>14</td>
<td>31</td>
<td>8</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Student 6</td>
<td>31</td>
<td>34</td>
<td>8</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>Student 7</td>
<td>24</td>
<td>21</td>
<td>8</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>Student 8</td>
<td>32</td>
<td>15</td>
<td>8</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>Student 9</td>
<td>28</td>
<td>25</td>
<td>8</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>Student 10</td>
<td>27</td>
<td>18</td>
<td>8</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>Student 11</td>
<td>22</td>
<td>23</td>
<td>8</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>Student 12</td>
<td>22</td>
<td>23</td>
<td>8</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>Student 13</td>
<td>21</td>
<td>24</td>
<td>8</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>Student 14</td>
<td>18</td>
<td>27</td>
<td>8</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>Student 15</td>
<td>17</td>
<td>28</td>
<td>8</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>Student 16</td>
<td>19</td>
<td>26</td>
<td>8</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td>Student 17</td>
<td>21</td>
<td>24</td>
<td>8</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>Student 18</td>
<td>39</td>
<td>15</td>
<td>8</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>19</td>
<td>19</td>
<td>Student 19</td>
<td>14</td>
<td>29</td>
<td>8</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>Student 20</td>
<td>25</td>
<td>20</td>
<td>8</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>Student 21</td>
<td>25</td>
<td>20</td>
<td>8</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>Student 22</td>
<td>29</td>
<td>17</td>
<td>8</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>23</td>
<td>23</td>
<td>Student 23</td>
<td>25</td>
<td>20</td>
<td>8</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>24</td>
<td>24</td>
<td>Student 24</td>
<td>28</td>
<td>18</td>
<td>8</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>25</td>
<td>25</td>
<td>Student 25</td>
<td>25</td>
<td>19</td>
<td>8</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>26</td>
<td>Student 26</td>
<td>27</td>
<td>26</td>
<td>8</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>27</td>
<td>27</td>
<td>Student 27</td>
<td>33</td>
<td>12</td>
<td>8</td>
<td>33</td>
<td>33</td>
</tr>
</tbody>
</table>

RELIABILITAS TES

Rata2 = 23.21
Simpan Bawah = 0.47
Korelasi Jari = 0.08
Reliabilitas Tes = 0.81

<table>
<thead>
<tr>
<th>No Urut</th>
<th>No Subyek</th>
<th>Kode/Nama Subyek</th>
<th>Skor Ganjil</th>
<th>Skor Genap</th>
<th>Skor Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Student 1</td>
<td>12</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Student 2</td>
<td>17</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Student 3</td>
<td>17</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Student 4</td>
<td>13</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Student 5</td>
<td>6</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Student 6</td>
<td>6</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>Student 7</td>
<td>16</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>Student 8</td>
<td>17</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>Student 9</td>
<td>12</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>Student 10</td>
<td>15</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>Student 11</td>
<td>11</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>Student 12</td>
<td>14</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>Student 13</td>
<td>12</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>No Butir Baru</td>
<td>No Butir Asli</td>
<td>Korelasi</td>
<td>Signifikansi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>----------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>0.979</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>0.106</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>0.271</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>0.590</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>0.108</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>0.229</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>0.450</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>0.229</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>0.523</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>0.282</td>
<td>Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>0.406</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>0.304</td>
<td>Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>0.183</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>0.028</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>-0.027</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>0.422</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td>0.171</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>0.374</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>19</td>
<td>0.628</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>0.414</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>0.153</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>0.244</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>23</td>
<td>0.533</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>24</td>
<td>0.482</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>25</td>
<td>0.292</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>26</td>
<td>0.286</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>27</td>
<td>0.305</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>28</td>
<td>0.403</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>29</td>
<td>0.379</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>0.409</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>31</td>
<td>0.288</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>32</td>
<td>0.592</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>33</td>
<td>0.281</td>
<td>Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>34</td>
<td>0.276</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>35</td>
<td>0.614</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>36</td>
<td>0.319</td>
<td>Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>37</td>
<td>0.522</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>38</td>
<td>0.264</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>39</td>
<td>0.253</td>
<td>Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>40</td>
<td>0.155</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>41</td>
<td>0.183</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>42</td>
<td>0.238</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>43</td>
<td>0.273</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>44</td>
<td>0.434</td>
<td>Sangat Signifikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>45</td>
<td>0.286</td>
<td>Signifikan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Catatan: Batas signifikansi koefisien korelasi sebagaimana berikut:

\[ df = (N-2) \]  
\[ P = 0.05 \]  \[ P = 0.01 \]  \[ df = (N-2) \]  \[ P = 0.05 \]  \[ P = 0.01 \]
# APPENDIX 16

Students’ Work

---

**STUDENTS’ ANSWER SHEET**

**PRE-TEST**

Name: [Student Name]

Class: [Class]

1. Choose the right answer by crossing A, B, C, D or E!

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>No.</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>16.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>17.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>18.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>19.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>20.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>21.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>22.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>23.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>25.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>27.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td>28.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td>29.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td>30.</td>
<td></td>
</tr>
</tbody>
</table>

Score: 4.3
STUDENTS' ANSWER SHEET
POST-TEST

Name: [Name]
Class: [Class]

1. Choose the right answer by crossing A, B, C, D or E!

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>No.</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>16.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>17.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>18.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>19.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>20.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>21.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>22.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>23.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>25.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>27.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td>28.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td>29.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td>30.</td>
<td></td>
</tr>
</tbody>
</table>

\[
T = 22
\]

\[
\frac{3}{73} = 7.3
\]

Score: 73
STUDENTS' ANSWER SHEET
POST-TEST

Name: Mina Arinda
Class: X 10 B 3

1. Choose the right answer by crossing A, B, C, D or E!

No. | Options  
--- | -------
1. | A | B | C | D | E   
2. | X |     |     |     |     
3. |     | X |     |     |     
4. |     |     | X |     |     
5. |     |     |     | X |     
6. |     |     |     |     | X   
7. |     |     | X |     |     
8. |     |     |     | X |     
9. |     |     |     |     | X   
10. |     |     |     |     | X   
11. |     |     |     |     | X   
12. |     |     |     |     | X   
13. | X |     |     |     |     
14. |     |     |     |     | X   
15. |     |     |     |     | X   

No. | Options  
--- | -------
16. | A | B | C | D | E   
17. | X |     |     |     |     
18. |     | X |     |     |     
19. |     |     |     | X |     
20. |     |     |     |     | X   
21. |     |     | X |     |     
22. |     |     |     | X |     
23. |     |     |     |     | X   
24. |     |     |     |     | X   
25. |     |     |     |     | X   
26. |     |     |     |     | X   
27. |     |     |     |     | X   
28. |     |     |     |     | X   
29. |     |     |     |     | X   
30. |     |     |     |     | X   

\[
T = 26
\]
\[
\frac{3}{8.6} = 3.43
\]
Score: 86
APPENDIX 17
Research Documentation

Pre-test in Experimental Class

Pre-Test in Control Class
The Implementation of RCRR Strategy
in Experimental Class
Learning Media

Post-Test of Experimental Class

Post-Test of Control Class