

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
RCRR (READ, COVER, REMEMBER, RETELL) AT THE TENTH
GRADE STUDENTS OF MA DARUL HIKAM**

THESIS

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In Partial Fulfillment of the Requirement
for the *Sarjana's* Thesis in English Language Education**



By:

IKA ANA SAFITRI

932216715

**ENGLISH DEPARTMENT
ENGLISH GRADUATE PROGRAM
STATE ISLAMIC INSTITUTE (IAIN) KEDIRI
AUGUST 2022**

DECLARATION OF AUTHENTICITY

Name : Ika Ana Safitri
Students' ID Number : 9322 167 15
Study Program : Education
Department : English
Title of Thesis : Improving Students' Reading Comprehension
Through RCRR (Read, Cover, Remember, Retell)
at The Tenth Students of MA Darul Hikam

I hereby declare that the thesis and the work presented in it are my own and it has generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree of qualification of this or any other university or institution of higher education. Due this fact, I am the only person responsible for this thesis if there is any objection or claim from others.

This is to fulfill the requirement for the degree of *Sarjana* (S1) in English Study Program, State Islamic Institute (IAIN) Kediri.

Kediri, May 2nd, 2019

The Researcher



Ika Ana Safitri

NIM. 9322 167 15

APPROVAL PAGE

This is to certify that the Thesis of Ika Ana Safitri has been approved by thesis advisors for further approval by the board of examiners.

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IKA ANA SAFITRI
932216715

Approved by:

Advisor I



Erna Nurkholida, M. Pd
NIP. 197611252007102005

Advisor II



Ima Fitriyah M. Pd.
NIP. 198607022015032003

RATIFICATION SHEET

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
RCRR (READ, COVER, REMEMBER, RETELL) AT THE TENTH
GRADE STUDENTS OF MA DARUL HIKAM**

IKA ANA SAFITRI
9.322.167.15

Has been examined by the Board of Examiners of State Islamic Institute of Kediri
on July 12th, 2022

1. Main Examiner
Dr. Sri Wahyuni, M.Pd.
NIP. 198409092011012018


(.....)

2. Examiner I
Erna Nurkholida, M.Pd.
NIP. 197611252007102005


(.....)

3. Examiner II
Ima Fitriyah, M.Pd.I
NIP. 198607022015032003


(.....)

Kediri, July 12th 2022

Acknowledged by
Dean of Faculty of Tarbiyah
State Islamic Institute of Kediri



Prof. Dr. Hj. Munifah, M.Pd.
NIP. 197004121994032006

NOTA DINAS

23 Juni 2022

Nomor :
Lampiran : 4 (Empat) berkas
Hal : Bimbingan Skripsi

Kepada
Yth. Dekan Fakultas Tarbiyah
Institut Agama Islam Negeri
Kediri
Jalan Sunan Ampel No. 07 Ngronggo, Kediri

Assalamualaikum Wr. Wb

Memenuhi permintaan Ibu Dekan untuk membimbing penyusunan skripsi mahasiswa tersebut di bawah ini.

Nama : Ika Ana Safitri

NIM : 932216715

Judul : Improving Students' Reading Comprehension Through Rcurr (Read, Cover, Remember, Retell) At The Tenth Grade Students Of Ma Darul Hikam

Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsi telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1).

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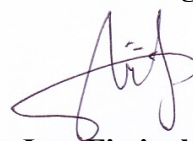
Wasalamualaikum Wr. Wb.

Pembimbing I,



Erna Nurkholida, M. Pd
NIP. 197611252007102005

Pembimbing II,



Ima Fitriyah M, Pd. I
NIP. 198607022015032003

NOTA PEMBIMBING

Nomor :
Lampiran : 4 (Empat) Berkas
Hal : Bimbingan Skripsi

Kepada
Yth. Dekan Fakultas Tarbiyah
Institut Agama Islam Negeri
Kediri
Jalan Sunan Ampel No. 07 Ngronggo, Kediri

Assalamualaikum Wr. Wb

Bersama ini saya kirimkan berkas skripsi mahasiswa:

Nama : Ika Ana Safitri
NIM : 932216715
Judul : Improving Students' Reading Comprehension Through Rcr (Read, Cover, Remember, Retell) At The Tenth Grade Students Of Ma Darul Hikam

Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang Munaqosah yang dilaksanakan pada tanggal 12 Juli 2022, kami dapat menerima dan menyetujui hasil perbaikannya.

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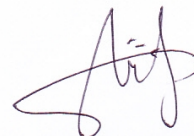
Wasalamualaikum Wr. Wb.

Pembimbing I,



Erna Nurkholida, M. Pd
NIP. 197611252007102005

Pembimbing II,



Ima Fitriyah M, Pd. I
NIP. 198607022015032003

MOTTO

DONE IS BETTER THAN PERFECT

Sheryl Sandberg

DEDICATION SHEET

This graduation paper is whole heartedly dedicated to:

- ✚ Allah SWT who always blesses me wherever and whenever I am.
- ✚ My beloved Husband Aries Halim Setiawan, thanks for all support. I love You so Much.
- ✚ My beloved Parents Subcan and Sumiati, thank for all of your supports, love and pray in every parts of my life.
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The writer hopes this script can give a positive contribution to the educational development and also for those who want to accomplish further research. The writer realizes that this script is far from the perfection. There may be weaknesses and mistakes. Therefore, the writer would be grateful to accept any comments and suggestions.

Kediri, 07 Juni 2019

Ika Ana Safitri

ABSTRACT

Safitri, Ika Ana. 2021. *Improving Students' Reading Comprehension through RCRR (Read, Cover, Remember, Retell) at The Tenth Grade Students of MA Darul Hikam*. Department of English Language Education, Faculty of Tarbiyah, Islamic State Institute of Kediri. Advisors: Erna Nur Kholidah, M. Pd. and Ima Fitriyah, M. Pd. I

Keywords: Reading Comprehension, RRCR, Improving

Reading is one of the important skills in English needed by the second language learner. Reading is one of the language skills that is not easy for the students to understand in learning English. The appropriate strategy is needed for the students since it helps students' comprehension English reading skills better and give positive impact to the students' reading development. One of strategy in reading used to overcome the problem is RCRR (Read, Cover, Remember, Retell).

This study was aimed at improving students' reading comprehension using RCRR (Read, Cover, Remember, Retell). The research was conducted at MA Darul Hikam in academic year 2020/2021. There were 22 students of tenth grade as the subject of research. The research employed classroom action research through research procedure: The researcher conducted observation to seek students' problem and conducted pre-cycle test to measure students' reading comprehension. Then, the researcher did the cycle 1 consisted of 3 meetings, and continued with cycle 2 which consisted of 2 meetings. There were three set of tests, namely pre-cycle test, cycle test 1, and cycle test 2 and an observation checklist were used as additional research instrument.

The result revealed that there were 14 students or 63,64% of the total students passed the criteria of success in the first cycle. Here, the criteria of success could not be reached ($63,64\% < 75\%$). In the second cycle, there were 17 students who passed the criteria of success or who got 80 or equal to 80 in the reading comprehension test, while 5 students got score lower than 80. Therefore, 77,27% or greater than 75% students passed the passing grade ($77,27\% > 75\%$). So, it could be concluded that the RCRR was able to improve reading comprehension. To sum up, it could be concluded that the students' achievement in English reading comprehension improved well and the technique that was applied was successful. The strategy improved students' reading because it could encourage students to actively participate in reading sessions through sharing and discussion, and it also improved students' comfortability and enjoyment during the learning process.

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