THE EFFECT OF USING READ, COVER, REMEMBER, RETELL (RCRR) STRATEGY TOWARD STUDENTS' SPEAKING ABILITY IN NARRATIVE TEXT

(An Experimental Research At Eighth Grade Students of SMP N 2 Kota Solok on 2016/2017 Academic Year)

RESEARCH PROPOSAL

By

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ABSTRACT

Tesa Pratiwi. 2017. **The Effect of Using Read, Cover, Remember, Retell (RCRR) Strategy Toward Students Speaking Ability (*at the eighth grade students of SMP N 2 Solok*). Thesis. English Department Of FKIP Mahaputra Muhammad Yamin University Solok.**

This research was established regarding to the students inability of speaking at the eighth grade students of SMP N 2 Solok. Their speaking ability was not relly good. This was caused by many things such as limited vocabulary, grammar, their own willingness to practice their ability and teaching technique used by the teacher which did not provide them to practice. Thus, RCRR was chosen by the researcher to be implemented as one of strategy in teaching speaking whose purpose was to find its effect on the students speaking ability.

The design of this research was conducted as quasi experimental research. The population of this research was the eighth grade students. All of them were taught by using same curricullum, syllabus, material, and they also taught by same teacher. So, the entire classes were homogeneous in term of sampling remained VIII.1 as experimental class and VIII.2 as control class. Both of the classes were the the calsses had same mean score compare to the other classes in population. The instruments used in collecting the data were sepaking test in form of narrative text.

The finding of this research showed that the students speaking ability increase significantly from pre-test to post-test. It can be seen from t-test which showed that at significances level $\alpha = 0,05$. Tcalculated = 1,18 and Ttable = 1,68. It can be conclude tcalculated > ttable. It means that Ha was rejected H0 was received. So, RCRR gave a positive effect in teaching speaking for the students

CHAPTER I
INTRODUCTION

A. Background of the Problem

Speaking is one of the four skills in English that must be learnt and be mastered by the students in the school. Speaking is important because without speaking it can make difficult to communicate with someone. Speaking is a process of interaction between speaker and listener to express their thinking through organ speech. So,speaking is important to make the speaker easy to tell something or idea and the listener can get our idea easily. It is a complex process of sending and receiving message through using verbal expression.

Speaking must be learnt by the students from Elementary School, Junior High School, Senior High School and also in the University Level. At the Junior High School, speaking is important because study English is a new learning for the students that is included in " Curricullum 2013" that the students can communication orally.

At Junior High School, study of speaking not only direct interaction but also read a text and how students can retell the content. These text are procedure, descriptive, and narrative text. Among these text, narrative is one of the texts that must be learnt by the eighth grade students at Junior High School. In this case, narrative text is a text whereas tell about story that happened in the past. The components of narrative text are generic structure and language feature. The generic structure of narrative text consist of Orientation, Complication, and Resolution. Language feature of narrative text are consist of simple past tense, use of particular nouns, use of adjectives, use of time connectives and conjunctions, use of adverbs and adverbial phrases, and use of saying and thinking verbs . In addition, narrative text is one of the text that will be tested in final examination at eighth grade of Junior High School. In this case, the

students who have learn about the text must understand all of components of narrative text.

Based on the information that the researcher got in small observation at the eighth grade of SMP N 2 Solok on January,12th 2017 in small observation, the researcher found some problems related to the students' speaking ability on narrative text. The first problem , the students did not understand about grammar in narrative text. It can make difficult for the students to speaking in narrative especially in grammar such as tenses that used in narrative text. In addition, to retell narrative text the students are difficult to express their ideas.

The second problem is the students' difficulties in pronouncing the words. Especially speaking in narrative that have more difficulties to pronounce the words. If the students speak or retell incorrectly their friends will laugh at them.Then, students are lazy to retell again because of narrative is about the story and students lazy to practice it in front of the class.

The last problem is the students are difficult to identify of generic structure and language feature of narrative text. It is difficult for the students to retell the text that they have read in good arrange. Also, they can not express or retell the ideas correctly because they do not know what they must said.

The other problems came from teacher's side : teacher's do not used an interesting strategy. In this condition, teacher uses a group discussion strategy. In group discussion, teacher just gave a text then, asked the students discuss together with their group. After that, presentation in front of the class. Also, the same strategy for speaking every meet can make the students boring.

Based on the problems above, the researcher think to solve the problems by using RCRR towards students speaking ability (Read, Cover, Remember, Retell) that can help the students' get a motivation for speaking in narrative text. RCRR stand for,R (Read), students' will read a

narrative text that they can cover with their hand. C (Cover), choose the important sentences that the students' think they can remember it. R (Remember), students' will remember all of the sentences that they read. Remember and remember again. R (Retell), students will stand up infront of the class and retell again about the narrative text. Students just retell what they remember or cover before.

B. Identification of the Problem

Based on the background of the problems' above, there were some problems' that the researcher found from the students' at junior high school.The first problem, the students do not understand about grammar in speaking narrative. The second problem, the students are difficult to pronounce the words especially in narrative text.The last problem is the students are difficult to identification the generic structure and language feature of narrative text.The other problems came from teachers' side, teachers' strategy is not interesting for study English especially in speaking narrative.

In this research, the researcher interested to using RCRR strategy toward students' in speaking ability. In this strategy, students will be seriously to read because have an intermezzo like do a playing when they read. They can use their hand to cover the text that they will read and get a minute to remember before the teachers' ask them to retell infront of the class.

C. Limitation of the Problem

To make this research more focus, this research is limited on the classroom. In this case, the researcher will focus on the effect of using RCRR (Read, Cover, Remember, Retell) toward students' speaking ability at the eighth grade of SMP N 2 Solok on 2016/2017 academic year

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D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem as follow : what is the effect of using RCRR (Read, Cover, Remember, Retell) toward students' speaking ability at the eighth grade of SMP N 2 Solok on 2016/2017 academic year?

E. Research Questions

The following research question are clarified to find the answer of the question in formulation of the problem above :

1. What is the effect of using RCRR (Read, Cover, Remember, Retell) toward students' speaking ability at the eighth grade of SMP N 2 Solok on 2016/2017 academic year?

2. What is the effect of using Group Discussion strategy toward students' speaking ability at the eighth grade of SMP N 2 Solok on 2016/2017 academic year?

3. What is the differences effect after using RCRR strategy than group discussion strategyat the eighth grade of SMP N 2 Solok on 2016/2017 academic year ?

F. Purpose of the Research

Based on the research questions above, the purpose of the research are to know :

1. To know the effect of using RCRR (Read, Cover, Remember, Retell) toward students' speaking ability at the eighth grade of SMP N 2 Solok on 2016/2017 academic year .

2. To know the effect of using Group Discussion toward students' speaking ability at the eighth grade of SMP N 2 Solok on 2016/2017 academic year.

3. To know the differences effect after using RCRR strategy than group discussion toward students speaking ability at the eighth grade of SMP N 2 Solok.

G. Significances Of the Research

The significances of the research are theoretically and practically. First is theoretically, RCRR (Read, Cover, Remember, Retell) strategy is teaching speaking that enriched by the result of this research. The result of this research can be also as a source of information related using of RCRR strategy in teaching speaking narrative.

Second is practically, the result of this research give some useful information for teacher and students. For teacher, it can be a new innovation and creative strategy in teaching speaking narrative to make it successfully in teaching. For students', it can help them to make it easy to retell narrative text after they cover the important sentences and remember again. So, RCRR strategy can increase students' speaking ability in narrative text which is the students' not must to remember all of texts. They just focus to the important sentences.

H. Definition of the Key Terms

In order to make the term use in this research can be understand clearly, there are several term that can be clarify as follow as :

1. RCRR strategy is a process of learning where the students (R) ,read the text, then (C), cover the important sentences that they will (R), remember again and again. After that, (R), retell about the important sentences that they remember before.

2. Speaking ability is one of skills that must be learn by the students to communication with someone. It means that, speaker can share the idea or information correctly and listener can get it.

3. Narrative text is a text whereas tell about the story that happened in the past. The component of narrative text are generic structure and language feature.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research on the previous chapter, it could be concluded that RCRR strategy gave the positive effect on students ability in teaching speaking. RCRR is an appropriate activity to motivate Junior High School students in speaking English. It encourages the students to retell again narrative text. Moreover, this strategy can create great motivation and students self-confidence to speak. Finally, the main findings of tis research could be concluded as follow :

1. The students speaking ability at the eighth grade students of SMP N 2 Solok increased after being taught by using RCRR. Where the students mean score at experimental class in the post-test that reacher 16. It was higher than the pre-test mean score that only 15. It was increased 1 point.
2. The students speaking ability at the elevent grade students SMP N 2 Solok after being taught by using group discussion strategy was increased. It can be seen from the mean score of the post-test in control class was reached in 14 point was higher than pre-test only 13 point.
3. RCRR strategy gave a better effect than group discussion strategy toward students speaking ability at the eighth grade students of SMP N 2 Solok.

B. Suggestion

According to the result of this research , the researcher suggested to :

1. It is suggested to english teacher to use RCRR as one of the teaching strategy in teaching speaking. So that, the students will be provided with enjoyable to speak.
2. The next researcher to continue this researcher in the future; it is suggested to other researcher to carry out further students about the use

of RCRR to another teaching process in other to increased students speaking ability.

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