The Effecr of RCRR (Read, Cover, Remember, Retell) Reading Strategy In Reading Comprehension for Seventh Grade at SMPN 2 Kota Jambi

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ABSTRACT

This research was done aimed at investigating the effect of using RCRR reading strategy towards the students' reading comprehension at the seventh grade of SMPN 2 Jambi City in academic year 2019/2020. This research carried out in a quantitative method and quasi-experimental design. The sampling technique used in this research was simple random technique. The population of this research was the seventh grades students. The sample was two classes which divided into two group assigned as experimental (VII C) and control class (VII D). The experimental class was taught using the RCRR strategy as a treatment, while the control class was not. To collect the data, the researcher conducted pre-test and post-test of both classes. The researcher used t-test to know the effect of RCRR strategy.After conducting the pre-test, and post-test to both classes and giving the treatment to the experimental class, the researcher analysed the data. The mean score of pre-test session in control class was 55,46 while the mean of experimental class was 56,09. This score was increased in the post-test, the mean score of control class was 69,37 while the mean score of experimental class was 76,25. Based on the calculation, the value of t-test observation was higher compared to the value of t-test table, 5,010 > 1,998 at the degree of freedom (df 32-1=31) and the level of significance 5% in which thealternative hypothesis was accepted. The researcher interpreted the result that the RCRR strategy had a significant effect toward the students' reading comprehension of seventh grade at SMPN 2 Jambi City.

Key Words: *Read, Cover, Remember, Retell.*

INTRODUCTION

Reading is an activity of obtaining information from a written code. It is included as one of the receptive skills used in communication. As a receptive skill, reading is a very important skill to master by the human to communicate with other as well as for obtaining information. Reading takes more than just an ability to recognize the code, but also interpret the meaning of the encoded symbol or sign. It means that reading is not only about collecting the information, but also combining the information from the materials being read with the knowledge the reader have already had before.

Reading is a basic step for the students to gain success in learning. Dafiyanti et.al. (2015) stated that reading is fundamental for students to achieve their success in learning. It means in order to achieve success in English learning process, students need to read more. When the students read, they are in process of decoding and comprehending the meaning within the reading materials. Alderson (2000) defined comprehending as the process of parsing the sentences, understanding sentences in context, establishing a discourse structure, and integrate what is in the text with the readers' prior knowledge. It means that reading comprehension is an activity in which the reader or the students are able to gain the information from the reading materials, as what the writer wanted to deliver to the reader. In order to obtain the stage of reading comprehension in reading activities, some aspects may play an important role. Erliana (2015) stated that some experts believe that it takes more than just read aloud or reading word by word to achieve comprehension in reading activity, it

also takes the prior knowledge of the reader combine with the knowledge they get from the text being read, the use of strategies, and the readers' awareness toward their comprehension and their reading strategies to comprehend a text. Reading strategies plays an important role in obtaining the reading comprehension for the readers. Erliana (2015:7) defined reading strategy as the effort done by the reader in dealing with the comprehension matter. From those explanations, it can be concluded that reading strategy will affect the readers' comprehension. Hence, the readers need to be careful in choosing the appropriate strategy in reading. Kucukoglu (2013) stated some reading strategies commonly used by the readers such as predicting, visualizing, making connections, summarizing, questioning and inferring.

Some researches related to the effect of RCRR reading strategy and reading comprehension have done by so many researchers in the last years. Amira (2018) was done a study entitled, "The Implementation of RCRR (Read, Cover, Remember, Retell) Strategy to improve Students' Achievement in Reading Comprehension. The form of her research was Classroom Action Research (CAR). The result of her research was, the RCRR strategy improved the students' attainment reading comprehension. Another research was done by Anita in 2013 entitled "The Effect of Using Read, Cover, Remember, Retell Strategy toward Reading Comprehension of Second Year Students at Senior High School Sukaramai Tapung Hulu Kampar Regency". The result of her research was there was significant effect of using the read, cover, remember, retell strategy toward reading comprehension of the second years students at Senior High School Sukaramai Tapung Hulu Kampar Regency.

READING

Reading is an activity done to obtain the information from the reading materials. Through reading activity people can obtain various information from various field such as politic, economy, environment and so on. The information can help them to grow well in a communicative society. Collin (2004:4) state that reading has some importance in human growth. It means that reading activity will bring other advantages to the people. Those advantages can be in for of knowledge or information or another skill, such as comprehending skill.

Reading comprehension is the ultimate goal of reading activity. Nunan (2003:68) states that the aim of reading is comprehension. Comprehension is an ability to obtain the information from the reading material. According to Snow (2002:11) comprehension refers to the process of collectively probing and establishing the meaning through the interplay and entanglement with the written speech. It means to comprehend a text a reader must use all of his capabilities and abilities in reading activity. Furthermore, Westwood (2001:20) defines reading comprehension as an early stage that occur as same as a beginning of reading activity. It means that reading comprehension is not just a final result of a reading activity, but also as a process running when the reading activity is occurring.

According to Alyousef (2005:143) there are two types of reading, they are:

1. Extensive Reading

There have been conflicting definitions of the term "extensive reading." Some use it to refer to describe "skimming and scanning activities," others associate it to quantity of material. Hedge in Hesham Suleiman Alyousef states that since extensive reading helps in developing reading ability. Moreover, extensive reading

enables learners to achieve their independency by reading either in class or at home, through sustained silent reading (SSR). Carrell and Eisterhold in Hesham Suleiman Alyousef argue that SSR activity can be effective in helping learners become self-directed agents seeking meaning provided an SSR program is "based on student-selected texts so that the students will be interested in what they are reading. Students select their own reading texts with respect to content, level of difficulty, and length."

2. Intensive Reading

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

TEACHING READING

The goal of teaching reading is to establish and improve the students' skill so that they can read and comprehend the passage efficiently and effectively. As stated by Johnson (2008:11) when the students learn to read, they do the same as they learn to speak. The students will go drowning deep to their activity and having the adults who responded to them when they need help. It means when teaching, the first of all jobs of the teacher is to create a good condition that will make the students drowning into their activity deeper.

As proposed by Johnson (2008:11-14) some conditions should be created by the teachers in making a good reading condition, namely: 1) Help the learners fall in love with reading. Reading is an enjoyable act. Through reading the learners may experience a lot of feeling and expressions. 2) Create a space every day for sustained, silent reading. 3) Allow children to make choice. Giving the learners a right to make a choice in reading activity is one of the ways to develop a better reading habit in the future. 4) Connect reading pleasure to reading practice. A simple behaviourist principle is that when people find something to be enjoyable, they will do it again and again. 5) Keep the reading program simple. To maintain or to foster the development of reading habit, a teacher must create a simple program of reading. The teacher can start by using a simple book, followed by a simple activity. 6) Keep the instruction simple. Good teachers make things as simple as possible. In order to hook the students' reading interest, it is a must for teacher, especially in the first activity to make a simple activity for the readers. 7) Make reading like a real life. In order to improve the students' reading skill, a teacher must teach reading as like a real life. 8) Include talks and other forms of social interaction.

STRATEGY IN READING COMPREHENSION

In teaching and learning process in a classroom, there several factors in line with the success of the teaching and learning activities. Those are technique, strategy and method. Method refers to the various procedures and techniques (Harmer:2001), while technique refers to the ways used by the teacher as an applicable stuff in teaching. Furthermore, strategy means wider than those two stuffs mentioned before, strategy is more than just the ways, but also is a stuff used by the teacher which contained the description of the procedures and also the technique. Therefore, the RCRR strategy is categorized as strategy since the RCRR has not only the description of the procedures, yet it also has the technique to apply in learning process.

In addition, the Read, Cover, Remember and Retell (RCRR) strategy

is also appropriate to teach narrative texts. This strategy can be applied when the comprehension materials are about defining the details, sequence, the plots, and specific information in the text. Using this strategy can help the students to find the solution to those problems with their friends. Hence, it is clear that RCRR strategy can be applied to teach narrative text, and below are some general procedures of applying the RCRR strategy:

1. Making partner.

   The first job of the teacher is to pair the student with one of his friends since this strategy is applied in a collaborative teaching. In this step, the students had a random opportunity to be paired up with anyone in their class.

2. Reading the material

   Next, the teacher will ask the students to read the text as much as their hands can cover. On the students' side, they will be directed to read the text. In this stage, the students need to hear the direction from the teacher clearly.

3. Covering the words with their hands

   The next step is, the teacher asks the students to cover the part of the text that they have read with their hands. The students cover a part of the text with their hands, and this covered part will be read by the students.

4. Remembering.

   In this part, while they are covering the part of the text, the students will try to remember what they have read.

5. Retelling

   The last step is the students will retell to their partner what they remember from the text they have read. This step will show how good the students' comprehension is. While the students are retelling the passage they just read, the teacher would record it to check the students' comprehension about the text/passage they just read.

RESEARCH METHODOLOGY

The design of this research was quasi-experimental research design intended to find out the effect of using read, cover, remember, retell strategy toward reading comprehension. According to Cresswell (2008:229), experiment is testing an idea (practice or procedure) to determine whether it influences an outcome or dependent variable. Furthermore,Cresswell (2000:367) stated that quasi experimental design is a research design when the researcher uses two group, in which both of control and experimental group are given pre-test and post-test but only the experimental group is given the treatment.

In conducting the quasi experimental research, the researcher gave both pre-test and post-test to the control and experimental group. But the researcher only gave the treatment to the experimental group. Moreover, in this research, there were two classes, one as a control group, and another group as experimental class. The experimental class are taught by applying the Read, Cover, Remember and Retell strategy, while the control group was taught by using the conventional strategy, which was the three-phase technique.

FINDINGS

After conducting the pre-test and post-test, researcher then describe and analyze the data. The analysis presented for experimental and control class. This research has been started in February, 24 until March, 30 2020. The researcher did the pre-test and post-test in both classes, but only give the treatment of RCRR strategy to the experimental class. Below are the results of both experimental and control class during the pre-test and post-test.

The first step did by the researcher was checking the students' test result. The researcher then assessed the students score by using the scoring guideline. From the scoring guideline, the students' worksheet then was given

the score which reflected the students' score. researcher collected the students' score in a table. The question of test which answered correctly by the students are given the score 1, while the incorrect answers are given the score 0. After checking the students' score, the researcher tabulated the score into a table based on the researcher's group of experimental or control class.

Table 1. Students' worksheet of Experimental Class

No.	Initial	(t1)	(t2)	d=t2-t1	dx=d-Mn	(dx)²
1	AM	70	85	15	-5,15625	26,58691
2	AP	50	75	25	4,84375	23,46191
3	ARR	60	75	15	-5,15625	26,58691
4	ARD	55	80	25	4,84375	23,46191
5	AP	50	75	25	4,84375	23,46191
6	AAK	45	75	30	9,84375	96,89941
7	AK	50	70	20	-0,15625	0,024414
8	DE	55	75	20	-0,15625	0,024414
9	DDC	65	80	15	-5,15625	26,58691
10	EAP	60	85	25	4,84375	23,46191
11	FjR	40	75	35	14,84375	220,3369
12	FY	45	75	30	9,84375	96,89941
13	FtR	60	80	20	-0,15625	0,024414
14	F	65	75	10	-10,1563	103,1494
15	GC	55	75	20	-0,15625	0,024414
16	HHS	60	70	10	-10,1563	103,1494
17	MFR	60	80	20	-0,15625	0,024414
18	MAA	55	70	15	-5,15625	26,58691
19	MFF	50	75	25	4,84375	23,46191
20	MR	45	75	30	9,84375	96,89941
21	MDA	60	70	10	-10,1563	103,1494
22	PNA	70	85	15	-5,15625	26,58691
23	RW	65	85	20	-0,15625	0,024414
24	RR	70	80	10	-10,1563	103,1494
25	RMN	60	70	10	-10,1563	103,1494
26	RA	55	75	20	-0,15625	0,024414
27	RF	45	70	25	4,84375	23,46191
28	SDI	65	80	15	-5,15625	26,58691
29	UAF	45	75	30	9,84375	96,89941
30	V	60	75	15	-5,15625	26,58691
31	IAZB	60	75	15	-5,15625	26,58691
32	ZM	45	75	30	9,84375	96,89941
	TOTAL	1795	2440	645		1574,219
	MEAN	56,09375	76,25	20,15625		

Table 2. Students' worksheet of Control Class

No.	Initial	(t1)	(t2)	d=t2-t1	dx=d-Mn	(dx)²
1	ARN	50	70	20	6,09375	37,13379
2	AFP	55	70	15	1,09375	1,196289
3	AA	50	70	20	6,09375	37,13379
4	AM	60	65	5	-8,90625	79,32129
5	BHF	50	65	15	1,09375	1,196289
6	CPD	60	80	20	6,09375	37,13379
7	CAT	65	75	10	-3,90625	15,25879
8	CDR	45	60	15	1,09375	1,196289
9	DJR	50	70	20	6,09375	37,13379
10	FSP	35	60	25	11,09375	123,0713
11	FIS	60	65	5	-8,90625	79,32129
12	FK	65	80	15	1,09375	1,196289
13	GD	45	60	15	1,09375	1,196289
14	MNS	55	70	15	1,09375	1,196289
15	MRA	70	70	0	-13,9063	193,3838
16	MWM	65	80	15	1,09375	1,196289
17	MDA	50	60	10	-3,90625	15,25879
18	MRF	45	60	15	1,09375	1,196289
19	MZS	75	80	5	-8,90625	79,32129
20	NR	40	60	20	6,09375	37,13379
21	NAP	55	75	20	6,09375	37,13379
22	P	55	70	15	1,09375	1,196289
23	QSA	60	70	10	-3,90625	15,25879
24	RFDY	70	80	10	-3,90625	15,25879
25	RA	60	75	15	1,09375	1,196289
26	RJS	55	70	15	1,09375	1,196289
27	SA	60	70	10	-3,90625	15,25879
28	SB	50	65	15	1,09375	1,196289
29	SAA	65	75	10	-3,90625	15,25879
30	TAR	55	70	15	1,09375	1,196289
31	TD	40	60	20	6,09375	37,13379
32	YR	60	70	10	-3,90625	15,25879
	TOTAL	1775	2220	445		936,7188
	MEAN	55,46875	69,375	13,90625		

CONCLUSSIONS AND SUGGESTIONS

Based on the finding of this research, in which the value of t test is bigger than t table, 5,010 > 1.998. it means that the formulation of the problem in this research is answered that there is a significant effect of Read, Cover, Remember, Retell strategy toward the students' reading comprehension. It also means that RCRR strategy is appropriated to teach reading skill.

From the result of hypothesis testing, it concluded that RCRR strategy is appropriate for teaching reading. Some reasons that support the appropriateness of this strategy for reading skill are 1) it can motivate students to be more active through sharing and discussion in reading session, 2) it also improves the students' comfortability and enjoyment during the learning process, 3) the RCRR strategy improves the students' critical thinking and communicative skill among the students.

After conducting this research, the researcher gives some suggestions for teachers, students, and the next researchers, namely:

1. For teachers
   a. Teacher should use various of strategy in teaching reading. One of the strategies can be used in teaching reading is RCRR strategy. Various strategy in teaching especially reading will avoid the students from being boring.

The Effecr of RCRR (Read, Cover, Remember, Retell) Reading Strategy In Reading Comprehension for Seventh Grade at SMPN 2 Kota Jambi

b. The RCRR strategy can be used by the teacher since this strategy can motivate students to share more information in class. Moreover, this strategy can improve the students' communicative and critical thinking skills in class.

2. For students

a. The students be aware of the importance of reading skill in the process of learning in the classroom. Reading is very useful for the students as it may give them a lot of information.

b. Students should be more active during the process of learning especially in reading class to share their ideas, opinion and in discussing the reading text. The activeness of the students will contribute to the effective discussion that will improve their achievement in reading skill.

c. Students should do more practices to improve their reading skill. They can improve their reading skill by doing many practices with various type of reading materials.

3. For the next researchers

a. The next researchers can use the research of this research as a reference to conduct an improved version of this research. The improvement can be done by changing the type of text and the level of students.

b. The next researchers can also conduct more researches on reading by using more techniques of teaching.

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