



The Effect of Using Read Cover Remember Retell (RCRR) Strategy Towards Students' Reading Comprehension on Narrative Text in UPT SMP Negeri 1 Padang Gelugur

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ABSTRACT

This research was aimed at finding out the effect of using (RCRR) strategy towards student's reading comprehension on narrative text at the ninth grade of UPT SMP Negeri 1 Padang Gelugur. The rationality of this research was based on the students' problems in reading comprehension. Firstly, the students' achievements on reading comprehension narrative text was still low. Secondly, the strategy taken by the teacher in class was monotonous. Thirdly, the students had difficulties on comprehending the detailed information on narrative text. This research employed quantitative method. In this research, the researcher used purposive sampling. The population of this research was the IX grade students at UPT SMP Negeri 1 Padang Gelugur. The research instrument of this research was reading test, which were tested for pre-test and post-test session. In this research, the researcher used descriptive and inferential statistic to analyzed the data. The result of the research indicated that was significant effect of using RCRR strategy towards students' reading comprehension. It can be seen from p-value which was smaller than the alpha value ($0,000 < 0,05$). It is concluded that, using RCRR strategy gave significant effect towards students' reading comprehension on narrative text.

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INTRODUCTION

Reading is one the important skills for students. Reading skill influences significantly on the students' academic achievement. As Sya'ban and Reflinda argue reading is and activity with correlates the students with the written text to get the meaning (Reflinda, dkk, (2021). It is proven that the higher the students' reading comprehension, the higher the knowledge they have. Thus the interest in reading and reading skills students need to be grown as early as possible, so that the students can understand the role and function of reading. According to Linse, reading is a set skills

that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed word and also comprehend what we read)Linse, C. (2005).

There are two primary purposes of reading comprehension, which are reading to find gist information and reading to find detail information. Firstly, reading to finding gist information. One of the most common reasons for reading is to get the general idea of a passage. Secondly, reading to find detail information. The ability to find detail information is closely related with finding the gist information. The students have to know the differences between the main points and supporting details. The students also must be able to decide what points is more important.

One of the genre texts that must be learned by students in Junior High School is narrative text. Narrative text must be learned by students since it can attract readers' interest through interesting stories. Based on the English syllabus for the students of Junior High School, there must be mastered by the students in comprehending the narrative text In the proces of students' reading comprehension, the students must be able to comprehend the detail information on narrative text.

One of the strategies that can be applied for students' reading comprehension is Read, Cover, Remember and Retell (RCRR) strategy. According to Jessica, Read, Cover, Remember and Retell is a strategy for students during a whole-class, teacher-led discussion and then conducted in a one-on-one format as partners read the same text together Jessica Hathaway (2014). Read, Cover, Remember, Retel (RCRR) strategy has some advantages for students on reading comprehension. Brumer and Macceca state that some advantages of Read, Cover Remember and Retell (RCRR) strategy involve alternating between understanding and summarizing or explaining. Firtstly,Read, Cover Remember and Retell (RCRR) strategy can reduce the opportunity that one participant is simply a passive recipient seem likely to be better for both motivation and learning. Secondly, Read, Cover Remember and Retell (RCRR) strategy making students has an opportunity for giving mutual support and stimulation. Thirdly, Read, Cover Remember and Retell (RCRR) strategy gives stimulus to the students' to become active in learning process. Fourthly, Read, Cover Remember and Retell (RCRR) strategy also motivates the students to share the information or express their story each others. Fifthly, Read, Cover Remember and Retell (RCRR) strategy use reading aloud its lead the students to focus on reading compehension. Based on the explanation above, it is important to Explore Read, Cover Remember and Retell (RCRR) strategy because it can fulfill the expectation of reading comprehension.

The research on the effect of using Read Cover Remember Retell (RCRR) strategy towards students' reading comprehension on narrative text was based primarily on three reasons. Firstly, the students' achievements on reading comprehension narrative

text was still low. This fact can be seen from score of reading comprehension on narrative text below:

Table 1.
Score of reading comprehension on Narrative Text

No	KKM	Category	Total/ students
	≥75	Complete	9
	≤75	Incomplete	23
Total students			32

Source: English teacher in UPT SMP Negeri 1 Padang Gelugur

From the analysis document above, it can be seen that the students' achievements on reading comprehension narrative text was still low. Most of students' score towards reading comprehension on narrative are below the KKM.

Secondly, the strategy taken by teacher in class was monotonous. In learning process teacher just gave the reading text and then asked the students to read aloud, translate the difficult words and answer the questions. It is make the students feel bored in reading activity. The students stated that when they listened to the teacher's explanation in classroom they understood, but after they back to their home they do not remember the teacher's explanation about narrative text.

Thirdly, the students had difficulties on comprehending the detail information on narrative text. Based on the view above, since the Read, Cover, Remember, Retell (RCRR) strategy has been recommended by the experts to be used for teaching reading, but its effect is still questionable.

RESEARCH METHODE

The methodology of this study is quantitative. In this study, used quasi-experimental research. Population of this research were class IX in UPT SMP Negeri 1 Padang Gelugur. The researcher used purposive sampling technique. The sample of this research is IX1 and IX3. The research instrument of this research used reading test. Test is conducted twice, they are pretest and posttest. The test will set based on the goal of teaching and learning that would be achieved. In order to make that test become the valid and reliable test, the researcher use the validity and reliability of the test. Validity is to which a test measure what it should measure. Arikunto states that (2011,58) a test can be said as a valid test if it measures what is intended to measure and the instrument is called as a valid instrument when it can give the true description about the data based on the reality or fact. This research used construct and content validity. Reliability is the stability of test score from one day to another day, from one score to another score. If the test give the current result as the same as the previous test that has been

conducted. The researcher gave pre-test and post-test to both experimental and control groups. The data analysis is aimed to test hypothesis of the research.

RESULT AND DISCUSSION

Findings

The Normality Test

Table 2.
Test Normality

Tests of Normality							
KODEKELAS		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
NILAI	PRETEST CONT	0,163	28	0,055	0,879	28	0,004
	POSTTEST CONT	0,181	28	0,019	0,880	28	0,004
	PRETEST EXP	0,169	32	0,020	0,922	32	0,023
	POSTTEST EXP	0,169	32	0,020	0,922	32	0,023
a. Lilliefors Significance Correction							

Based on of Kolmogorov-Smirnov test output result on SPSS as in table above. The normality test result was found in pretest of experiment class 0,020 and for post-test experimental class was 0,020. While in pretest control was found 0,055 and posttest control was found 0,019. Based on the explained above that all of the data in the experiment and control class was higher than 0,05 so it can be concluded that all of the data were normally distributed.

The Homogeneity Test

Table 3.
Test Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
NILAI	Based on Mean	3,014	3	108	0,025
	Based on Median	2,297	3	116	0,066
	Based on Median and with adjusted df	2,297	3	74,240	0,076
	Based on trimmed mean	3,029	3	116	0,043

Based on the result, it can be seen that the significant value of pretest experiment was 0,076 and posttest the experiment class was 0,043 and pretest of control class was 0,025 and posttest 0,066. So it can be concluded that the value was higher than 0,05. It means that H_a was accepted or the data was homogeneous.

Testing Hypothesis

Therefore, to find out whether read cover remember retell (RCRR) has significant effect in students reading comprehension scores, the researcher tested the result of the posttest by using the independent sample T-test in the SPSS 26 program. The result were as follows:

Table 4.
Result of analyzing independent T-test

Independent Samples Test									
		t-test for Equality of Means						95% Confidence Interval of the Difference	
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Equal variances assumed	16,636	0,000	-7,679	59	0,000	-36,310	4,728	-45,771	-26,848
Equal variances not assumed			-7,404	43,839	0,000	-36,310	4,904	-46,194	-26,425

If the significant value was less than or equal to 0,05, then the null hypothesis (H_0) was accepted. This means that there was significant difference in achievement between students reading comprehension by using (RCRR). Based on the independent test above, the result of posttest in both of classes showed that the obtained significant value or sig (2tailed) is 0,000. 2-tailed significant showed that $0,000 < 0,05$. It means that alternative hypothesis was accepted and null hypothesis was rejected. It can be concluded that there was significant effect of using RCRR of students score in reading comprehension who were taught by used RCRR. In other words, H_a was accepted and H_0 was rejected.

Discussion

Reading is one the important skills for students. Reading skill influences significantly on the students' academic achievement. It is proven that the higher the students' reading comprehension, the higher the knowledge they have. Thus the interest in reading and reading skills students need to be grown as early as possible, so that the students can understand the role and function of reading. According to Linse, reading is a set skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed word and also comprehend what we read. One of the strategies that can be applied for students' reading comprehension is Read, Cover, Remember and Retell (RCRR) strategy.

The finding of the research shows that (RCRR) was an effective strategy for students on reading comprehension. It was clear from the comparison between the mean score post-test of experimental class and control class. The mean score post-test at experimental class was 83,28 was higher than the mean score post-test of control class was 45,36. Based on testing the hypothesis H_a was accepted and H_0 was rejected. It means that there are significant effect of using (RCRR) on students reading comprehension.

According to Jessica, Read, Cover, Remember and Retell is a strategy for students during a whole-class, teacher-led discussion and then conducted in a one-on-one format as partners read the same text together. According to Dahler, Read, Cover, Remember and Retell is good for students in learning reading comprehension. Students could be more active in the class because this strategy could help students to understand the text. The students read the text that has instructed on this strategy. Therefore, the students could not fell bored and lazy.

This strategy help students to add the vocabulary contained in the text because in this strategy provides students with opportunities, not only to read but also to remember the essence of the text they have read. The students were not lazy master understanding of the reading for themselves but they also able to share their understanding with her or his partner.

Brumer and Macceca stated some advantages of Read, Cover Remember and Retell (RCRR) strategy involve alternating between understanding and summarizing or explaining. (1) Read, Cover Remember and Retell (RCRR) strategy can reduce the opportunity that one participant is simply a passive recipient seem likely to be better for both motivation and learning. (2) Read, Cover Remember and Retell (RCRR) strategy making students has an opportunity for giving mutual support and stimulation. (3) Read, Cover Remember and Retell (RCRR) strategy gives stimulus to the students' to become active in learning process. (4) Read, Cover Remember and Retell (RCRR) strategy also motivated the students to share the information or express their story each others. (5) Read, Cover Remember and Retell (RCRR) strategy use reading aloud so the students will be focus. Based on the explanation above, it is important to Explore Read, Cover Remember and Retell (RCRR) strategy because it can fulfill the expectation of reading comprehension.

To sum up, the use of (RCRR) was an effective strategy that can be used by the teacher in teaching English especially in teaching reading comprehension. In other word, it means that the (RCRR) is useful strategy and can help the teacher and students achieve the aim of teaching learning process, especially in teaching and learning reading comprehension. It can be concluded that the (RCRR) is useful strategy in helping the students to improve their reading comprehension.

CONCLUSION

Based on finding and discussion of the research about the Effect of Using Read Cover Remember Retell Strategy Towards Students' Reading Comprehension on Narrative Text in UPT SMP Negri 1 Padang Gelugur, the researcher concluded that:

1. There is significant effect from experimental class after taught by using (RCRR) on students reading comprehension. It can be seen in from their post-test between experimental and control class. The score of experimental class was higher than control class.
2. The use (RCRR) in teaching reading comprehension is better than without using (RCRR) in teaching reading comprehension. It is proved by the data of post-test of both classes where the mean score of experimental class.
3. Read Cover Remember Retell (RCRR) Strategy gives better result Towards Students' Reading Comprehension on Narrative Text at the Ninth Grade students in UPT SMP Negri 1 Padang Gelugur because in RCRR strategy can activate cognitive, affective and metacognitive abilities.

In conclusion, there is significance effect of using (RCRR) on students reading comprehension at ninth grade UPT SMP Negri 1 Padang Gelugur. This conclusion gathered not only from the experts and previous research ideas, but from the empirical data that had been found by the researcher.

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