Senior High School Students: The Effect of Using Read, Cover, Remember, Retell (RCRR) Strategy on Reading Comprehension

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Abstract. This research aimed to find out the effect of using Read, Cover, Remember, Retell Strategy on Reading Comprehension of the Tenth Grade Students' at Senior High School 13 Merangin. This study used quasi-experimental research. The population of this research was 80 students of the Tenth Grade Senior High School 13 Merangin,. The sample was 40 students of two classes chosen by using purposive random sampling. They were divided into two groups, 20 students for experimental group and 20 students for control group. The experimental group was taught by using Read, Cover, Remember, Retell strategy, while the other group used Read Aloud Strategy. The instrument for collecting data was 20 items of multiple choice tests. It has given in pre-test and pos-test. After collecting the data, then the researcher analyzed the data by using t-test formula. At the independent t-test, the finding shown t-count (t_0) is 2,29, meanwhile, the t-table (t_t) of df (40) in significant 5% was 2,02. It means t-count (t_0) was higher than t-table (t_t), so the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It is proven that there was a significant difference effect of Read, Cover, Remember, Retell strategy towards students' reading comprehension of narrative text. Then, the paired t-test, the finding shown t-count (t_0) is 14,06 meanwhile, the t-table (t_t) was 2,02. It means t-count (t_0) was higher than t-table (t_t), so the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It is shown that there was a significant effect on students' reading comprehension before and after being taught by using Read, Cover, Remember, Retell strategy.

Keywords: Read · Cover · Remember · Retell · Narrative Text

1 Introduction

Reading is one of the receptive skills where students get information from the text when they read. According to [1], reading is a process of communication between reader and writer, readers create their ideas from the written text. By reading, students will get a positive effect such as increasing their ability to read the text fluently especially in English by practicing, pronunciation, spelling, writing, and also the meaning of the text. Thus, students need knowledge, skill, and strategies resulting in incomprehension.

Reading comprehension is the primary purpose though this is something overlooked when the students are asked to read an overly difficult text, raising students' awareness of the main idea in a text is essential for good comprehension [2]. Stated that, reading comprehension as an ability to get the meaning of what is read [3]. Reading comprehension sees reading skills different such as cognition, fluency, lexical knowledge, and pre-existing knowledge to catch quickly, so the readers get knowledge of the text. Based on the definition reading comprehension that has been delivered above, it can be concluded that reading comprehension activities as reading that seeks to understand the content of the readings or text thoroughly.

Unfortunately, many students of Senior High School have some difficulties with reading comprehension. The students have some problems in English especially to comprehend the English reading material. They believe English reading is bored and not interesting to lear since they do not have enough vocabulary and cannot find an interesting book [4]. Even though English has been studied by the students since they were in Elementary school, they still had difficulties in comprehending the English text. According to [5], there are some problems for reading comprehension are (1) low interest in reading, (2) poorknowledge on vocabulary,(3) long sentences, (4) poor reading strategy, (5) grammatical confusion, and (6) poor knowledge on a paragraph.

In addition, comprehending the text is one of the Indonesian problems. The result of global measurements for students shows that the average score of Indonesian students is 371 in reading. The score is below the average of 79 PISA participating countries, which is 487 for reading ability. From the PISA report, it is known that the low quality of teachers and the disparity in the quality of education in Indonesia are thought to be the main causes of poor student literacy skills in general. The results of the (2018) PISA show that 70% of Indonesian students are unable to reach level 2 of the PISA framework. Based on that, with a low total yield of all regions of Indonesia, this shows that there are still many reading problems in Indonesia.

Based on Curriculum K13, the students that study in the Second grade of Senior High School are expected to be able to comprehend the social function, the text structure, and sentence structure of written and spoken transactional interaction text, in several types of English text, such as Recount text, Descriptive text, Procedure text, Narrative text, etc. The students' comprehension of the text can be seen by answering some student's comprehension of the text can be seen by answering some questions after reading the text.

Based on the information that the researcher gained from one of the English teachers of Senior High School 13 Merangin through an interview on 27th December 2019, found some problems in students' reading comprehension. The low ability students in understanding readings seen from students have trouble finding main ideas, and difficult to answer a question from a text reading, students are still confused to identify general information, find specific information, and recognize textual meaning in reading text. According to [5], states that there are four problems that the students facing in finding the main idea of the text, they are: (1) lack of interest toward reading, (2) lack of background knowledge, (3) lack of vocabulary, (4) unaware on the parts of the paragraph.

Dealing with the problems above, the writer is interested to find ways on how to overcome these problems. One of the strategies that appropriate by using Read, Cover,

Remember, Retell (RCRR) to improve students reading. Stated the process supports both understandings of the text and summarizing by stopping readers frequently to think about the meaning before moving on to the next section of the text. Therefore, read, cover, remember, retell strategy is also appropriate to apply when the teacher teaches narrative text. When the comprehension problems are determining the importance of information, sequence, details, elements of plot, locating information, one of the recommended strategies is read, cover, remember retell strategy. So, it is clear that read, cover, remember, retell is suitable for narrative text.

RCRR strategy is one of the most effective ways to solve the problem. The significant difference between this strategy and the teacher strategy is the types of reading. If the teacher's strategy used silent reading, RCRR used reading aloud which made students more actively participated teaching and learning process. According to [6], Read, Cover, Remember, Retell Strategy has some advantages. The first advantage of making the students has an opportunity for giving mutual support and stimulation. Second is, in addition, students are making a connection, sequencing events, and considering causes of action and the effects of this action and the last advantage is this strategy is a way that provides understanding and memorizing in the learning process.

The previous research was conducted found that using Read-Cover-Remember-Retell (RCRR) strategy can improve reading skills on recount text. Other research related to this research was conducted by [7] found that Read-Cover-Remember-Retell (RCRR) strategy improved the students' ability in reading narrative text.

While in this research, the researcher not only focused on students reading improvement but the researcher also focused on students response after being taught by RCRR (Read, Cover, Remember, Retell) as a strategy at Senior High School 13 Merangin in reading comprehension. Related to reading comprehension of English subject especially in understanding narrative texts.

Based on the explanation above, the writer formulates the research questions (1) Is there any significant effect in reading comprehension of the tenth-grade students at Senior High School 13 Merangin taught by using the RCRR strategy?, (2) Is there any significant difference on students' reading comprehension between students' taught by using RCRR Strategy and those who.

2   Method

This research was conducted at Senior High School 13 Merangin. This School is located in Jln. Pendidikan No. 01 Sukorejo Sungai Sahut, Tabir Selatan Merangin. The subject of this research is the Tenth-Grade students of Senior High School 13 Merangin in the academic years of 2020.

In order to conduct this research, the researcher uses quasi-experimental research intended to find out the effect of RCRR strategy on students' reading comprehension. The quasi-experimental design itself can be defined as a form of experimental process in which individuals are not randomly assigned to groups [8]. In this case, the students are grouped into an experimental and controlled class. Then, the experimental class was given a treatment Read, Cover, Remember, Retell Strategy. Contol class would be taught by using a teacher strategy used by the tenth grade English teacher in the class.

This research was conducted to know whether there is an effect of using Read, Cover, remember, Retell, Strategy on students' reading comprehension.

In this research, there are 8 meetings for teaching and learning process, 2 meetings for pre-test, and post-test. The pre-test is given by the writer before the treatment. Meanwhile, the post-test is given by the writer after all the treatments.

After conducting pre-test and post-test for both classes, the writer compares pre-test and post-test scores of each class to know which class that gives improvement for their score. The population of this study is students of Senior High School 13 Merangin in the tenth grade academic year 2020/2021. Totaling of 80 students that are divided into four classes namely X IPA1, X IPA2, X IPS1, and X IPS2.

Based on the design of the research, the researcher took two classes as the sample of this research. Here, the writer took class X IPA 1 and X IPA 2 as a sample. Both classes were selected by a teacher. Class X IPA 1 on experimental class and X IPA 2 on control class.

2.1 The Technique of Data Collection

The data will be collected through pre-test and post-test. The researcher gave a pre-test for students in the first meeting in order to know the capacity of students' competence between the experimental class and controlled class. The treatment of the RCRR strategy was given by the researcher in the experimental class and for controlled class, the researcher did not. After that researcher gave a post-test for students to seen the result after using the RCRR strategy and did not. The researcher taught for eight meetings in each class. The kind of test given in this research was multiple-choice which consists of 20 questions and 7 passages (Narrative text). There were five choices A, B, C, D, and E. The researcher did not give try out before pre-test because the test was ready-made adapted from national examination (UN) in academic year 2012, 2010, 2009, and 2007. Readability level was on grade level 3 to 8, it could be easily understood by 9 to 14 years old. Referring to [9], Multiple-choice is the most popular method of testing a reading knowledge of vocabulary and grammar. It is because multiple-choice test easy to conduct and easy to score.

2.2 The Technique of Analysis of the Data

In analyzing the data, before the writer calculated the value of the test to look at the hypothesis, the writer has to analyze the normality and homogeneity of the data. The examination of normality is needed to know whether the data has been normally distributed or not. Then, after getting the normality, the text step was calculating the homogeneity of data. It aims to look at whether the data is homogeneous or heterogeneous.

3 Results and Discussion

The research finding above showed that the data was taken from 22 students in experimental class and 22 students in control class. Therefore there were 44 students that participated in this research. The data description showed that before the researcher

gave the treatment to the students (pre test), there were many students got minimum score in reading of narrative text.After the researcher applied the treatment of RCRR strategy,the students' perfomed better than before in pre test.The students' score in experimental class is also improved than the students' in control class who were not giving a treatment. This interpretation is based on the comparison between experimental and controlled class students' average score,median,and mode.

It was showed from the mean of pre-test score of experimental class was 55.23 with the lower score 40 and the highest score was 75. Meanwhile the mean score of pre-test in controlled class was 52.5 with the lower score was 30 and the highest score was 80.

Based on the analysis, there was significant effect of class who are taught by using Read, Cover, Remember, Retell strategy and those who are not. This can be seen from the pre-test and post-test result in both of class. The mean score of pre-test in experimental class was 55.23 and the mean score of post-test was 77,72. Meanwhile, the mean score of pre-test in control class that t_{value} (2,29) $\geq$ t_{table} (2.02) was 52,5 and the mean score of post-test was 68,86. Both of class from pre-test and post-test score got a normality and homogeneity data which the value (p) $\leq$ significant ($\sigma = 0.05$). The gained of hypothesis of test using t-test with significant 0.05 showed It can be concluded that there was a significant effect of using Read, Cover, Remember, Retell strategy as a treatment in the experimental class on students" reading comprehension.

Moreover from the the independent t-test, the finding shown t-count (t_0) is 2,29, meanwhile, the t-table (t_t) of df (40) in significant 5% was 2,02. It means t-count (t_0) was higher than t-table (t_t), so the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It is proven that there was a significant difference effect of Read, Cover, Remember, Retell strategy towards students' reading comprehension of narrative text. Then, the paired t-test, the finding shown t-count (t_0) is 14,06 meanwhile, the t-table (t_t) was 2,02. It means t-count (t_0) was higher than t-table (t_t), so the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It is shown that there was a significant effect on students' reading comprehension before and after being taught by using Read, Cover, Remember, Retell strategy.

The previous study conducted she focused on "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". She found that the mean score of experimental group which was taught by using RCRR strategy was 71,89 while mean score of control class which was not taught by using RCRR was 60,86. T-test was 3,911. The t-table showed at significant level 5% (2.00) and at the significant level 1% (2.65). It means that null hypothesis (Ho) was rejected, and alternative hypothesis was accepted. In conclusion, there was significant effect of using RCRR strategy to enhance students' reading comprehension.

4   Read, Cover, Remember, Retell Strategy

In other word, the students can comprehend a text clearly because they can describe the important by using the Read, Cover, Remember, Retell Strategy. Read, Cover, Remember, Retell strategy the researcher also concluded that Read, Cover, Remember, Retell strategy help both teacher and the tenth grade senior High School 13 Merangin in increasing reading comprehension. From the researcher experienced in teaching and learning

process which has conducted in experiment class six meetings every students have their own role of questioning, clarifying, and predicting, the teacher gave the students a text, and they have to analyze the text well, the writer observed the students' performance all of the students followed the process well, it means, they were responsible in mastery their material and they were capable of sharing and explaining their materials to the students in their group while, in order to avoid the students' mistake in interpreted the meaning of the text that was given by the teacher, a teacher demanded to be a critical partner in learning and providing correcting feedback.

The result of the test showed that students" score who were not taught by using Read, Cover, Remember, Retell strategy in control class improved, but the result of post-test in control class are lower than the result of post-test in experiment class. The students in both of class, most of them get better score than their own test in pre-test. Some students scored better, although they still had some incorrect in making prediction, getting explicit message, and getting main idea in the test.

It can be concluded from the description above mean score of post-test in experimental class which given treatment by using Read, Cover, Remember, Retell strategy had higher score compared with control class was using conventional strategy or tradition method while reading comprehension process. So, there was significant effect of using Read, Cover, Remember, retell strategy on students reading comprehension.

5   Conclusion and Recommendation

The result of the study indicated that using Read, Cover, Remember, Retell strategy in teaching reading comprehension has a significant effect and significant differences in reading achievement. The result of independent sample t-test with significant 0,05 showed that t_{value} **(2,23)** $\geq$ t_{table} **(2,02)**. It can be concluded that there was any significant effect of Read, Cover, Remember, Retell strategy on students' reading comprehension achievement after conducting a treatment. Then the result of paired sample t-test with significant 0,05 showed that t_{value} **(14,06)** $\geq$ t_{table} **(2,02)**. It can be concluded that there was any differences between the score of the student who are taught by using Read, Cover, Remember, Retell strategy and who are not taught by using Read, Cover, Remember, Retell strategy.

Based on the conclusion of the research above, it is known that using Read, Cover, Remember, Retell strategy in teaching students' reading comprehension. So that, Read, Cover, Remember, Retell strategy is one of choices by English teacher in order to increase students' reading comprehension. After concluding a research at Senior High School 13 Merangin, the writer would like to propose some suggestion to make teaching and learning procces at this school get better and before. This suggestion is the teacher should use any strategy in teaching English especially in teaching reading. Teacher may use the other strategy in teaching English for example Read, Cover, Remember, Retell strategy because it can make students active in sharing their thinking of the text to others and it can improve students' reading comprehension.

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