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Using Read Cover Remember Retell (RCRR)in Teaching Reading Comprehension

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Abstract*—Based on English syllabus curriculum 2013, the students at second grade of SMPN 16 Pekanbaru should be able to have reading comprehension on recount text. In this research, the researcher used Read Cover Remember Retell (RCRR) to teaching reading comprehension recount text at the second grade of SMPN 16 Pekanbaru. This research aimed to find out the differences between the students taught by Read Cover Remember Retell (RCRR) strategy and the students taught without using Read Cover Remember Retell (RCRR) strategy in terms of reading comprehension recount text. The method of this research was quasi-experimental research. The population was the second-grade students of SMPN 16 Pekanbaru which amounted 240 students. The sample of this research was VIII 2 (40 students) as an experimental class and class VIII 1 (42 students) as the control class. The technique of collecting data was test. The technique of analyzing data use *T-test, U-Mann Whitney and N-gain*. After conducting this research, it was found that the result of n-gain average score of experimental class (0.526) was higher than *N-gain* average score of control class (0.335). It meant that improvement of experimental class better than control class. In conclusion, there is positive effect of using Read Cover Remember Retell (RCRR) strategy on students reading comprehension of recount text at the second grade of SMPN 16 Pekanbaru.

Keywords*—Reading Comprehension, Read Cover Remember Retell(RCRR) Strategy, and Recount text.

I. INTRODUCTION

Reading is one of the language skills that is not easy for the students to understand in learning English. The reading text contains letters, words, sentences, and encodes meaning. It is because reading has significant contribution to the development of students' knowledge. By reading, it is possible for them to get information, entertainment, and for their career and their study as well. Thus, students need knowledge, skills and strategies resulting in comprehension. Comprehension can be seen as the process of using one's own prior experiences and the writer's cues to infer the authors intend the meaning. It means the students can be good readers if they have a good comprehension.

The phenomena that occurred in reading comprehension recount text were: first, the students cannot determine the main person involved in the story meanwhile they only focused on time and events on the orientation in recount text. The second phenomena, the students should be able to understand the sequence of events in chronological order that occurred, whereas they did not describe with sequential and coherent in recount text. The third phenomena, the students cannot grasp the main idea specifically. But, they still focused in general words.

Based on explanation above, the research question of this research *Is there any difference between the students teach by RCRR strategy and the students teach without using Read Cover Remember Retell strategy in terms of reading comprehension recount text at the second grade SMPN 16 Pekanbaru*

A. Reading Comprehension

Reading comprehension is difficult to determine in students because so much of it occur "in the head" and it is not readily observable [1]. It means when someone reads a text, he is not only required to read, but also required to figure out the intent and purpose of the text.

Reading comprehension is the primary purpose for reading (though this is something overlooked when students are asked to read overly difficult text), rising students awareness of main idea in a text is essential for good comprehensions [2]. It means that reading comprehension has the purpose to make the reader find meaning from the text which they are reading. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension [3] .Similarly,reading is not only process in which the reader reads the words, sentences, or text but also to comprehend the text [4].

Based on the definition above, the researcher concluded that reading comprehension is one of the fundamental readings. Thus, ability to comprehend the meaning of the text. The last component of reading is reading comprehension. There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text, the reader must be able to comprehend the vocabulary used in written text.

B. Read Cover Remember Retell (RCRR)

There are some experts who have defined about Read Cover Remember Retell (RCRR) strategy.Read Cover Remember Retell (RCRR) strategy is an effective approach

to help readers at all grade levels who think that good reading is reading quickly and as a result do not understand what they have read [5]. It is modeled for students during a whole class instruction period, and then conducted with students who work as partner to read the same text.

Read Cover Remember Retell is a strategy to help students improve their comprehension and retention of information text [6]. Rational chucking the reading assignment allows students to read more carefully and to focus on remembering the information. Students read only the amount of the text that can be covered with the index card. Then they cover the next with the index card. Next, they remember what they read. Finally, they retell what they have read by saying it aloud. If they can remember and retell, they are prompted to reread. This strategy is designed to help readers read slowly and read for meaning. They begin by reading a small amount of text, then covering the print with their hand. While their hands are over the page, readers take a moment to wonder.

The steps of Read Cover Remember retell as follows:

a. First step

Read. This step asks a reader to read only as much as her or his hand can cover about a certain topic.

b. Second steps

Cover. The reader tries to use her or his hand to cover up the part of story that you just read. This step will help reader in next step.

c. Third step

Remember. In this step a reader need to take time to think about what he or she just read.

d. Four steps

Retell. What information students would get after reading a certain topic? In this step students are required to retell what they just read of learned from the next and what important things they got from it. The student can tell her or his partner what she or he just read.

C. Recount Text

Regarding to Pardiyono (2007:14) [7], there is various genre in reading, such as recount, spoof, report, narrative, anecdote and others [7]. This different types of genre are competent of mastering genre, understanding and producing some pieces texts. A recount is a report of event or activity in the past. It is to inform or to entertain the readers. Structure of the text is Orientation give information about who, what, when and where and report of event or activity (in chronological order).

According to Pardiyono (2007:63) [8], recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event, took place andwhen it happened.

According to Gerot and Wignellin Alvin (2012:6) [9], the generic structures of recount text are:

Orientation :Provides the setting and introduces participants.
Events : Tell what happened, in what sequence.
Re-orientation : Optional-closure of events.

In line Derewianka (2004:16) [10], the type of recount text are:

a. Personal recount

These usually retell an event that the writer was personally involved in.

b. Factual recount

Recording an incident, e.g. a science experiment, police report.

c. Imaginative recount

Writing an imaginary role and giving details of events, e.g. A day in the life of a pirate.

D. Hypotheses

1. Alternative Hypothesis (Ha)

Ha means that there is significance different between students' ability on reading comprehension of recount text through RCRR strategy than the students who do not receive the treatment by using RCRR strategy.

2. Null Hypothesis (Ho)

Ho means that there is no significance different between students' ability on reading comprehension of recount text through RCRR strategy than the students who do not receive the treatment by using RCRR strategy.

II. METHOD

The research was an experiment research. Regarding to Creswell (2005:282) [11], an experimental research is traditional approach to conduct quantitative research. In experiment research tests an idea to determine whether it influences an outcome or dependent variable. An experiment has used to establish possible cause and effect between the independent and dependent variables. It means that the researcher will attempt to control all variables that affect the outcome except for the independent variable. Then, when the independent variable affects the dependent variable, it can be said the independent variable "caused" or "probably caused" the dependent variable.

This research was conducted in the second grade of SMPN 16 Pekanbaru which was chosen as control and experimental class. It has been carried out on February to March 2018. This research a long three weeks in six meetings and the strategy used in the experimental class.

A. Population and Sample

The population was all of the students at second grade of SMPN 16 Pekanbaru academic year 2017/2018. They consisted the total number of the students was 240.

The researcher took experimental class and control class have chosen by using lottery for all classes. Before doing that, the researcher committed the first taken out was experimental class and the second was control class. Those were Class VIII2 was selected as experimental class and class VIII1 was selected to be control class.

B. Instrument

To collect the data researcher used test as the instrument includes pre-test and post-test. The test consists of 20 items of multiple choices, one item score is 5.

C. Technique of Collecting the Data

In this research, the researcher collected the data by using test. The form of the test was reading passages of recount text that consist of 20 items of multiple choices. There were

some steps which had been done by the researcher to collect the data.

1. Pre-Test

The first step was pre-test. The pre-test was given to the students in class experimental and class control. The researcher wanted to know the students' ability in reading comprehension of recount text before treatment.

2. Treatment

Treatment was given to the experimental class. Researcher gave treatment by using RCRR strategy. The researcher explained how to use RCRR strategy and gave the students an exercise of recount text. While, the students in control class accepted lecturing or conventional teaching.

3. Post-test

The last step was giving post-test after treatment. Post-test was given to both classes. It terms of post-test, the researcher calculated the students' score after giving the tests, then the researcher compared the result of pre-test and post-test whether there was effect of RCRR strategy.

D. Technique of Analyzing the data

The data were analyzed statically to know the result whether it is statistically significant or not between experimental class and control class by using RCRR strategy. It was analyzed by using T-test if the data were normal and homogeneous and use U-Mann-Whitney-Test if the data were not normal and homogeneous. The result data then calculated to get the average score and the data was analyzed by N-gain. Gain is used to know the proportion of actual again (pre-test and pre-test) with maximum gain that would be achieved. Then, N-Gain would be interpreted by using the criteria achievement of N-Gain score. In this research, N-Gain formula is used to know the effect size of the students' reading comprehension by using RCRR Strategy

To analyze the data of pre-test and post-test, the researcher used Software Statistical Package for Social Science (SPSS) for windows 21.0. Before hypothesis tested, the researchers conducted the normality test distribution data and homogeneity variance data for both classes. Testing normality distribution data in this research was done by using test Kolmogorov Smirnov (KS-21) in program SPSS version 21.0, while Levene Test was used to test homogeneity of sample. After normality and homogeneity test, the result data calculated the average of the score. The researcher used N-Gain between pre-test and post-test.

III. RESULTS AND DISCUSSION

A. Result of Pre-Test

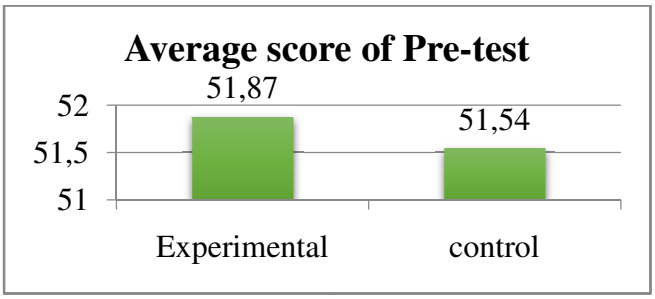
TABLE 4.1DESCRIPTIVE STATISTIC OF PRE-TEST SCORE

Value	Class	N	Test of Mastery concept			Average
			Ideal Score	Min Score	Max Score	
Pre-Test	Experimental	40	100	30	75	51.87
	Control	42	100	25	85	51.54

Based on table 4.1 above, the minimum score on the test of experimental class was 30 and control class was 25. The maximum score of experimental class was 75. It was lower than control class for the maximum score that got 85. Test of mastery concept on pre-test from the average showed experimental class was 51.87 and control class was 51.54. It could be concluded that the experimental class had higher knowledge was higher than control class.

The result of pre-test of experimental class and control class could be seen in the following bar diagram below:

DIAGRAM 4.1THE DIFFERENT SCORE PRE-TEST OF EXPERIMENTAL AND CONTROL CLASS



Based on the diagram bar above, it showed that average score of pre-test in experimental class was 51.87 and average score of pre-test in control class was 51.54. It meant that the average score of experimental class in pre-test was higher than average score of control class.

After calculating the different score of pre-test in experimental class and control class, the researcher continued to calculate normality test, homogeneity test and the researcher continuity test of pre-test data by using parametric statistic namely T-test or U-Mann-Whitney test. T-test could be used if the data is normal and homogenous, while data was not normal or not homogenous then the data could be calculated by using nonparametric namely U-Mann-Whitney.

First, pre-test data of experimental class and control class were calculated to determine whether the data distributed normally or not. It was requirement for establishing to the next step in parametric or nonparametric. In this research, Normality test was done with Kolmogorov-Smirnov (KS-21) as formula to get the result of Normality test. The result of Normality test of pre-test of both classes could be seen in the following table below:

TABLE 4.2 NORMALITY TEST OF PRE-TEST

Class	Asymp.Sig. (2-tailed)	α (significant level)	Hypothesis	Distribution
Experiment	0.234	0.05	Accept H_0	Normal
Control	0.407	0.05	Accept H_0	Normal

From the table 4.2 above, it showed that normality test of pre-test of experimental class and control class that distribution of data were normal. Based on the value of

significant level was 5% (α = 0.05). In the asymp.Sig (2-tailed)value of experimental class was 0.234, if the data value of asymp.Sig (2-tailed) 0.234 > 0.05, it meant that the distribution of data was normal and the control class value of asymp.Sig (2-tailed) 0.407 > 0.05, It meant that the data distribution also was normal. Thus, data in both classes were normal.

Second, after calculating normality test of pre-test of both classes, the researcher continued to calculate homogeneity test. Homogeneity test is conducted to determine homogeneity sample. It was gotten by comparing value of based on trimmed mean with the level significant level 0.05 (α = 0.05). In analyzing the data, homogeneity test was calculated by using Levene test formula. The result of homogeneity test of pre-test of experimental class and control class are as follow:

TABLE 4.3HOMOGENEITY TEST OF PRE-TEST

Data	Trimmed mean	α (significant level)	Hypothesis	Distribution
Pre-test	0.947	0.05	Accept H_0	Homogeneous

From table 4.3, it can be seen that the result of homogeneity test of value based on trimmed mean was 0.947 and the result of significant level 5% (α = 0.05). So, $H_0$was accepted because the value of base on trimmed mean 0.947 > 0.05. It meant that pre-test data of experimental class and control class were homogeneous.

Third, after calculating homogenous test, the researcher continued to calculate T-test. T-test was the last testing in pre-test of experimental class and control class. Because the data distribution of pre-test of experimental class and control class were normal and homogenous, parametric statistic (T-test) is used. Thus, this test was done to know whether the data had different significant or not. T-test focused on Assimp.Sig (2-tailed) that was compared to significant level (α = 0.05). If the data Assimp.Sig (2-tailed) < 0.05, so the data were different significantly. But if the data Assimp.Sig (2-tailed) >0.05 it ware not different significantly. The result of T-test of pre-test of both classes could be seen in the table below:

TABLE 4.4 T-TEST RESULT OF PRE-TEST

Data	Asymp.Sig. (2-tailed)	α (significant level)	Hypothesis	Distribution
Pre-test	0.901	0.05	Accept H_0	Not differ significant

Based on table 4.4 above, the result of T-test of pre-test of experimental class and control class were not differ significantly because the value data the asymp.Sig (2-tailed) value was higher than significant level (α = 0.05). The asymp.Sig (2-tailed) was 0.901 > 0.05. Itcan be concluded that students' ability of experimental class and control class were not differint significantly.

B. Result of Post-Test

After applying Read Cover Remember Retell strategy in reading comprehension of recount text in experimental class and using lecture strategy in control class. The researcher gave post-test to the students. The result of post-test score of both classes could be seen in the following table:

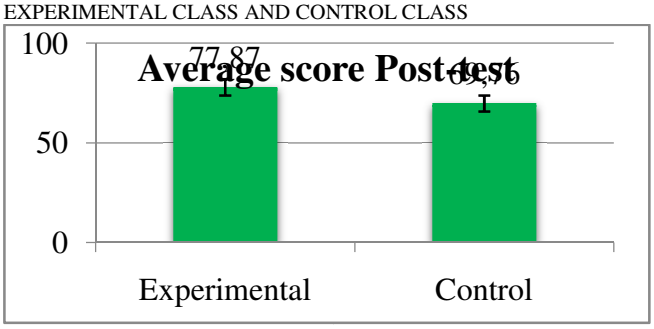
TABLE 4.5DESCRIPTIVE STATISTIC OF POST-TEST SCORE

Value	Class	N	Test of Mastery concept			Average
			Ideal Score	Min Score	Max Score	
Post-Test	Experimental	40	100	60	95	77.87
	Control	42	100	45	85	69.76

Based on table 4.5 above, the maximum score, minimum score and average score of post-test of experimental class and control class were higher than control class. The maximum score of experimental class was 95, and while the control class was 85. And then the minimum score of experimental class was 60. It was higher score than score gained by control class was 45, moreover the average score of post-test of experimental class was 77.87, while the average score of post-test of control class was 69.76. It means that the post-test score of experimental class was higher than control class.

The different score of post-test of experimental class and control class could be seen in the following bar diagram:

DIAGRAM 4.2THE DIFFERENT SCORE POST-TEST OF EXPERIMENTAL CLASS AND CONTROL CLASS



From the bar diagram above, it could be concluded that the result of average score post-test of experimental class was higher than the result of average score post-test of control class. The experimental class was 77.87, while the control class was 69.76.

Next, the data of post-test of experimental class and control class were analyzed by using normality test and homogeneity test. If the data had normal and homogenous distribution, theywere continued to be calculated by using T-test. But, if the data were not normal or not homogeneous, the data were calculated by using U-Mann Whitney. It used nonparametric. In this research, normality test was done to know the distribution data whether normal or not to determine the next step, using parametric statistic or

nonparametric. The researcher used normality test used of Kolmogorov Smirnov (KS-21) to find out the normality test. The result of normality test of post-test could be seen in the following table:

TABLE 4.6 NORMALITY TEST OF POST-TEST

Class	Asymp.Sig. (2-tailed)	α (significant level)	Hypothesis	Distribution
Experiment	0.159	0.05	Accept H_0	Normal
Control	0.034	0.05	Reject H_0	Not Normal

On the table 4.6 above, the normality test of post-test on experimental class and control class were not normal distribution. Here experimental class had the column Asymp.Sig (2-tailed) value was 0.159, it compared with significant lever 5% (α = 0.05). Asymp.Sig (2-tailed) 0.159 > 0.05, it meant that the data were normal. While the control class got Asymp.Sig (2-tailed) value was 0.034, it compared with significant lever 5% (α = 0.05). Asymp.Sig (2-tailed) 0.034 < 0.05 it meant that the data were not normal.

Since data werwnormal and homogeneous, the data were calculated by using nonparametric. Here the researcher calculated the data by using U-Mann Whitney test. U-test was Asym.Sig (2-tailed) that was compared with significant level 5% (α = 0.05), when the data value of Asym.Sig(2-tailed) < 0.05, so that the data differ significanlyt, but if the data value of Asym.Sig(2-tailed) > 0.05, it did not differ significantly. The result of U-test on post-test can be seen in the table below:

TABLE 4.7 U-TESTS RESULT OF POST-TEST

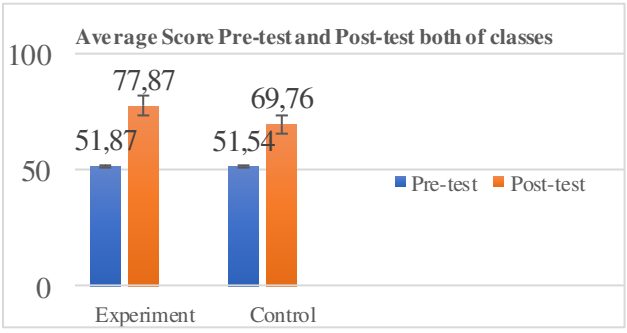
Data	Asymp.Sig. (2-tailed)	α (significant level)	Hypothesis	Distribution
Post-test	0.000	0.05	Accept H_a	Have differ significant

Based on table 4.7 above, it showed that the result of U-test of experimental class and control class was differ significant because the Asymp.Sig. (2-tailed) value was lower than significant level 5% (α = 0.05). the Asymp.Sig. (2-tailed) was 0.000 < 0.05. it can be concluded that both of classes were differ significant.

C. N-gain and Gain

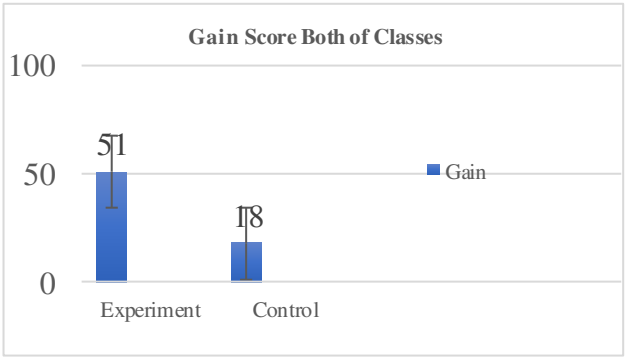
N-Gain was used to know the effect of treatment that was given to experimental class and control class. Before calculating N-Gain of pre-test and post-test of both classes, Gain should be calculated. The score of pre-test and post-test of experimental class and control class diagram below:

DIAGRAM 4.3THE DIFFERENCE OF AVERAGE SCORE BOTH OF CLASSES



Completely, the difference of Gain score both of classes can be seen in the following diagram:

DIAGRAM 4.4THE DIFFERENCE OF GAIN SCORE BOTH OF CLASSES



From the both of diagrams above, it can be seen that the gain score of experimental class was higher than control class. The gain score of experimental class was 51 and the gain score of control class was 18.

Next step, the researcher calculated data N-Gain based on N-Gain formula and compared to the criteria of N-Gain achievement. The result of N-Gain average score of experimental class correlated with criteria an achievement of N-Gain value. The result of N-Gain as in follow:

TABLE 4.8 N-GAIN SCORE OF EXPERIMENT CLASS

Test	N	N-Gain			Average
		Ideal Score	Minimum Score	Maximum Score	
Pre-test	40	100	30	75	0.526
Post-test	40	100	60	95	

Based on table 4.8 above, it shows that the average Score N-Gain was 0.526. It means that the significant of read cover remember retell strategy used in experimental class was average because the criteria of achievement N-

Gain score could be said average if the score in $0.3 < g < 0.7$ and average of N-Gain was $0.3 < 0.526 < 0.7$. In conclusion, there was positive effects of the use of read cover remember retell strategy in teaching reading comprehension of recount text at second grade Students of SMPN 16 Pekanbaru.

D. Discussion

Based on the data that researcher has found above, on the trial of the Read Cover Remember Retell (RCRR) strategy in the learning process of reading comprehension in the eighth grade, it had a lot of good influence in the learning process because this strategy is a learning method that is a co-operative learning suitable with lesson plan and syllabus that exist in the eighth grade. The differences is in forms a group of two students or pairs, and this strategy is more effective and efficient.

This strategy was 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. Second, the students read the text that has instructed on this strategy. Therefore, the students could not feel bored and lazy. The third, 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 last, students were not only master the understanding of the reading for themselves but they also able to share their understanding with her or his partner.

The impact of application of RCRR strategy in the learning process of reading comprehension were the students more enthusiastic and active in reading comprehension with this strategy during learning process, the students became more confident in conveying opinion to their partner because this strategy taught the students to share the points that they had found after reading. And, their reading comprehension skills were increasing, it could be seen from the result of post-test was higher than the result of pre-test.

From the exposure above, there were several rules in the application of Read Cover Remember Retell (RCRR) strategy. The researcher asked students to sit in pair so the students only focused on their pair and did not disturb anther pairs. It made them easier to comprehend a text. Then, the researcher gave each pair a text which had same topic with steps of RCRR strategy such were students are asked to read the text just as much as they could cover by hand. The steps of RCRR strategy helped students more interested to read the text slowly and remembered easily every paragraph and also could make it easier for students to remember every meaning of the text that has been read. Thus, students also conveyed information obtained in a text to their partner. Then, their partner switch roles and started the steps from the beginning again. It did continuously after process until the passage assigned has been read and shared.

As clarified previously, using Read Cover Remember Retell strategy could optimize the use of all potential of learning the students to reading comprehension. The effectiveness of the strategy was supported byRead Cover Remember Retell (RCRR) Strategy. It is an effective approach to help readers at all grade levels who think that good reading is reading quickly and as a result do not understand what they have read. In conclusion, Read Cover Remember Retell strategy is one of the appropriate ways for the researcher in teaching reading comprehension.

IV. CONCLUSION

The aims of the research is to find out the differences between the students teach by Read Cover Remember Retell (RCRR) Strategy and the students teach without using Read Cover Remember Retell in terms of reading comprehension recount text at the second grade SMPN 16 Pekanbaru, and the formulation: Is there any difference between the students teach by RCRR strategy and the students teach without using Read Cover Remember Retell strategy in terms of reading comprehension recount text at the second grade SMPN 16 Pekanbaru?. It has been successfully answered that Yes, there is. RCRR strategy has effect in reading comprehension. It supported by several result as in following:There is significant difference of students' in reading comprehension recount text between experimental class that received treatment by using Read Cover Remember Retell (RCRR) strategy and control class that did not receive the strategy and there is a significant difference of the students' in reading comprehension recount text between pre-test and post-test of experimental class. It means that, there is significant different of students' in reading comprehension recount text before and after applying Read Cover Remember Retell (RCRR) strategy at second grade of SMPN 16 Pekanbaru. Thus, RCRR strategy is effective in reading comprehension recount text.

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