

## THE EFFECTIVENESS OF READ, COVER, REMEMBER, RETELL (RCRR) STRATEGY FOR TEACHING READING COMPREHENSION

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### ABSTRAK.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan prestasi belajar membaca siswa sebelum dan sesudah implementasi strategi Read, Cover, Remember, Retell (RCRR) dan seberapa kuat pengaruh Read, Cover, Remember, Retell (RCRR) ) strategi pemahaman membaca kepada siswa kelas delapan SMPS Harapan Ananda Sungai Raya pada Tahun Ajaran 2019/2020. Desain adalah penelitian pra-eksperimental dalam bentuk satu kelompok pre-test post-test desain. Populasi penelitian ini adalah semua siswa kelas delapan SMPS Harapan Ananda Sungai Raya pada Tahun Ajaran 2019/2020 dan sampel yang dipilih adalah VIII A yang terdiri dari 44 siswa. Sampel diperiksa dengan teknik cluster random sampling. Penelitian ini dilakukan di SMPS Harapan Ananda Sungai Raya. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah teknik pengukuran dan dianalisis dengan versi SPSS 17.0. Data dikumpulkan melalui tes pilihan ganda. Pra-tes dan post-tes dilakukan untuk mengumpulkan data dari siswa. Peneliti menggunakan distribusi data. Karena datanya normal, peneliti menggunakan analisis uji sampel berpasangan untuk menguji hipotesis dan menggunakan ukuran efek Cohen untuk menguji pengaruh penggunaan strategi Read, Cover, Remember, Retell (RCRR). Temuan penelitian menunjukkan bahwa strategi Read, Cover, Remember, Retell (RCRR) efektif pada pemahaman membaca, dibuktikan dengan skor rata-rata selama pre-test dan post-test adalah 30,82 dan 49,34 yang berarti ada perbedaan sebelum dan sesudah pengobatan. SD pre-test (9.933) lebih tinggi dari SD post-test (8.768). Itu menunjukkan bahwa perawatan itu dilaksanakan dengan baik. Terakhir dibuktikan dengan nilai uji-t berpasangan, nilai sig lebih kecil dari  $\alpha$  ( $0,00 < 0,05$ ) yang berarti  $H_a$  diterima. Efek dari strategi Read, Cover, Remember, Retell (RCRR) adalah level efek moderat berdasarkan efek Cohen. Itu 0,99 yang berarti bahwa strategi RCRR memberikan efek positif terhadap pemahaman membaca siswa.

**Kata kunci:** Strategi RCRR, Pemahaman Membaca, Penelitian Pra-Eksperimental.

### ABSTRACT.

The purpose of this research were to find out whether there was difference of students reading comprehension achievement before and after the implementation Read, Cover, Remember, Retell (RCRR) strategy and how strong is the effect of Read, Cover, Remember, Retell (RCRR) strategy on reading comprehension The design was a pre-experimental research in form of one group pre-test post-test design. The population of this research was all of the eighth grade students of SMPS Harapan Ananda Sungai Raya in the Academic Year of 2019/2020 and the sample chosen was VIII A which consisted of 44 students. The technique of data collection applied in this research was measurement technique and analyzed by SPSS 17.0 version.. The researcher used the data distribution. Since the data was normal the researcher used paired sample test analysis to test the hypotheses and used Cohen's effect size to test the effect of the use of Read, Cover, Remember, Retell (RCRR) strategy. The research finding showed that Read, Cover, Remember, Retell (RCRR) strategy was effective on reading comprehension, it was proved by the mean score during pre-test and post-test were 30.82 and 49.34 which meant that there were difference before and after treatment. The SD of pre-test (9.933) was higher than SD of post-test (8.768). It showed that the treatment was well implemented. Lastly it was proved by paired sample t-test value, sig value was smaller than  $\alpha$  ( $0,00 < 0,05$ ) which meant that  $H_a$  was accepted. The effect of the use Read, Cover, Remember, Retell (RCRR) strategy was moderate effect level based on the Cohen's effect. It was 0.99 which meant that RCRR strategy gave positive effect to students' reading comprehension.

**Keywords:** RCRR Strategy, Reading Comprehension, Pre-Experimental Research.

## **INTRODUCTION**

English is one of the compulsory subjects in the school from elementary school until university as a foreign language in Indonesia. Richard and Schmidt (2010: 196), states that someone who learns English in a formal classroom setting, with limited or no opportunities for use outside the classroom, in a country in which English does not play an important role in internal communication, is said to be learning English as a foreign language. To master English, four language skills in English should be mastered by the students. They are listening, speaking, writing and reading.

Reading comprehension is the ability to process a text, understand its meaning, and integrate with what the reader already to knows. Reading comprehension includes the aspect of finding the main idea, factual information, meaning vocabulary, inference, reference. The students need to concentrate so they can digest the main idea in the text properly. If the students have a good stable concentration in reading, they were getting information easily, so comprehending the text English can be better.

Reading comprehension combined logical thinking that is owned by a collection of letters, words, and sentences that are in the text. This is in line with the statement of Snow (2002: 114) which states reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The statement emphasizes that reading comprehension is not only about how you read well that includes accurate pronunciation and loud voice. However, reading comprehension is an activity to extracting and constructing an understanding of the meaning of a text which can then be translated by students and through students' language.

Furthermore, such an understanding can be useful to others. Without reading comprehension, students can only imitate a person's language and read a text without understanding the meaning. Through reading comprehension, someone can get more information, knowledge, enjoyment and even a problem solution. So, reading comprehension was very important for the students to have in understanding the written language well. According to Klingner, Vaughn, and Boardman (2007: viii), "teaching reading comprehension is instructional

techniques and activities that are scientifically validated, moving from how to assess reading comprehension to teaching students how to flexibly and effectively use multiple comprehension strategies". From the statement above it can concluding that teaching is an activity to help students to learn how to flexibly and effectively use multiple comprehension strategies and assess reading comprehension strategies.

Many different strategies can be used by teachers in teaching reading comprehension. One of the strategies that can be applied in teaching reading comprehension is Read, Cover, Remember and Retell (RCRR) Strategy, the student can be easy in learning reading because they are was be fun. Read, Cover, Remember, Retell (RCRR) Strategy is aimed at increasing the knowledge and understanding of the participant in a collaborative context. Hoyt (2008: 174) stated is designed to help readers of an informational text to slow down and read for meaning. Besides, Macceca (2014: 176), stated that Read, Cover, Remember, 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

Based on the explanation above, it is important to explore Read, Cover, Remember, Retell (RCRR) because it can fulfill the expectation of reading comprehension. Despite differences they may hold, they all emphasize that language teaching should interact with learning to create genuine use of the language.

English syllabus of school-based Curriculum (K13) provides reading as one of the language skills that must be taught and learned in junior high school. Where the students are demanded to be able to perform good reading ability which is taught through the teaching of various kinds of texts such as narrative, descriptive, procedure and recount text.

The reality is different from expectation as students advance to the next level their reading comprehension is stuck in a mediocre state. This issue can be seen from junior high school students which are found to have a lack of comprehension to understand the text that they have read. Additionally, the researcher also found this issue while doing taught at SMPS Harapan Ananda. After teaching some of the classes in that school and also briefly interviewing the senior English teacher there; the researcher found that most students are not able to comprehend their reading.

Based on the explanation above, the researcher conducted pre-experimental research. The researcher wanted to know the effectiveness of RCRR as the independent variable for teaching students' reading comprehension as the dependent variable. The reason for conducting this study was the researcher wanted to try and found Read, Cover, Remember, Retell (RCRR) Strategy is effective or not in teaching reading comprehension to the Eighth Grade Students of SMPS Harapan Ananda Sungai Raya.

### **RESEARCH METHODOLOGY**

In this research, the researcher used one class to know the students' reading comprehension. The researcher gave the pre-test before giving treatment and after that, the researcher gave the treatment for students to know the effectiveness of the RCRR strategy for teaching reading comprehension. Afterward, the researcher gave a post-test to the students to know the result before and after giving treatment.

**Table 3.1**  
**One group pre-test and post-test**

Pre –test	Treatment	Post-test
O1	X	O2

*Taken from Ary et al (2010:304)*

In experimental research design, according to Ary *et al.* (2010: 303) the one-group pre-test and post-test design involves three steps: (1) Administering the Pre-test (O1) to measuring the dependent variable before the treatment given. (2) Applying the experimental treatment (X) to the subject. The treatment in this research is Read, Cover, Remember, and Retell Strategy. (3) Administering post-test (O2), to measure the effect of treatment that applied. The researcher gave the same test on the pre-test and post test that in the post test the question is randomly.

A population is a group of individuals or items that share one or more characteristics from which data can be gather and analysis. According to Singh (2007:88), "a population is a group of individuals, objects, or items from among which samples are taken for measurement". The population in this research is all of the eleventh grade students of SMPS Harapan Ananda. The total populations are 89 students divided into two classes. The classed are VIII A and VIII B.

Sample is the small group that is observed and a portion of population (Ary *et al.* 2010: 148). Fraenkel *et al.*, (2012:91) also state that sample is the group on which information is obtained. To be detailed, table 3.2 are presented below:

**Table 3.3. The sample of Study**

<b>NO</b>	<b>Class</b>	<b>Total Number</b>
<b>1.</b>	<b>VIII A</b>	<b>44</b>

(Source: *SMPS Harapan Ananda in the academic years 2018/2019*)

In sampling the population, the researcher used cluster random sampling. Cluster random sampling is similar to simple random sampling. Cluster random sampling and simple random sampling select the sample randomly. The difference is simple random sampling selects the sample by individual, while cluster random sampling selects the sample by group (Fraenkel *et al.* 2012: 96). The researcher used cluster random sampling because all member of the population have the same probability to be choosed as a sample. Cluster random sampling easier to implement in school and less time-consuming (Fraenkel *et al.* 2012: 96). In applied cluster random sampling, the researcher wrote the names of the classes on small pieces of paper, rolling them up and took one piece of paper randomly. The researcher got one class, it was VIII A.

## **RESEARCH FINDINGS AND DISCUSSION**

### **a. Research Findings**

This chapter, the researcher calculated validity and reliability. After that the researcher calculated the students' individual score of pre-test and post-test to know the result of students' reading test, the students' mean score of pre-test - post-test, standard deviation of the score, normality test, to test the hypotheses, and to calculate the effect size with the help of Statistical Package for Social Science (SPSS) Statistic 17.0 with data rounded to two decimal places.

The students' individual score in pre-test and post-test obtained (appendix ix), the researcher analyzed the data by employing statistical package for social science (SPSS) version 17. The data calculation was displayed as follows:

#### **Descriptive Statistics of the Pre-Test and Post-Test**



Pair Pre Test	-18.525	6.808	1.026	-20.593	-16.453	-	43	.000
1 - Post Test						18.047		

ase

on the table paired samples above could be seen that the value of t-test was higher than t-table. The result shown that t-value score (18.047) was higher than t-table (2.021) at 5% with degree of freedom (df) = 43 (see t-table in appendix vii), or  $18.047 > 2.021$ , and supported with the significant (sig) value was .000 which was smaller than the  $\alpha$  (0.05) it means that alternative hypothesis ( $H_a$ ) was accepted, while null hypothesis ( $H_0$ ) was rejected. It can be concluded that RCRR strategy was effective to teach reading comprehension in descriptive text to the eighth grade students of SMPS Harapan Ananda in the academic year of 2019/2020.

### The Analysis of Effect Size

The next part was to find out the answers to second research question related on how is the effect of RCRR strategy answered by using effect size. Creswell (2012:188) explain that “effect size can be used to find out the strength in a population differences or relationship between variable that exist”. By the given information in table 4.1, the researcher calculated the effect size manually using the formula below:

$$ES = \frac{\bar{X}_2 - \bar{X}_1}{SD}$$

With:

Pre-test = 30.82

Post-test = 49.34

Pre-test SD = 9.933

Post-test SD = 8.768

$$ES = \frac{\bar{X}_2 - \bar{X}_1}{SD}$$

$$ES = \frac{49.34 - 30.82}{(9.933 + 8.768)} \quad ES = \frac{18.52}{18.701} \quad ES = 0.99$$

A Cohen's d Effect Size could be lie between 0 to 1 as followed:

<b>Effect Size</b>	<b>Qualification</b>
0 – 0.20	Weak Effect
0.21 – 0.50	Modest Effect
0.51 – 1.00	Moderate Effect
>1.00	Strong Effect

*Adopted from Cohen and Manion (2007:521)*

The result of the data was 0.99 by considering the interpretation above by Cohen et al, 0.99 was higher then 0.51 ( $0.99 > 0.51$ ) and there was written that  $>0.51$  indicated that the result treatment had moderate effect. Cohen and Manion (2007: 280) stated moderate level is performance in an examination a consequence of availability of resources. It could be concluded that the value of effect size was moderate effect to the students reading comprehension after treatment of RCRR strategy was applied to the eighth grade students of SMPS Harapan Ananda Sungai Raya in the academic years 2019/2020.

## **b. Discussion**

This section explained a discussion of the research finding based on the data gathered from the research. For the ease of reference, the researcher restated the research questions of this research:

1. The first research problem is the use of Read, Cover, Remember, Retell effective for teaching students reading comprehension to the eighth-grade students of SMPS Harapan Ananda Sungai Raya in the academic year of 2019/2020. Based on the research problem above, the researcher has calculated individual score, mean score, standar deviation, t-test, testing hypothesis. The result showed that  $H_a$  was accepted. So, there was effect of using RCRR for teaching reading comprehension. The finding of this research questions supported by Dahler *et al.* (2018), Using Read Cover Remember Retell (RCRR) in Teaching Reading Comprehension, *Advances in Social Science, Education and Humanities Research*, volume 178, 1st International Conference of Innovation in

Education (ICoIE 2018). They tried to compare between two classes that one of the class taught by RCRR and the other class did not. The result, Ha was accept, it mind RCRR strategy is effective for teaching reading comprehension. One class that taught by using RCRR has significant improvement.

2. How is the effectiveness of using Read, Cover, Remember, Retell for teaching students reading comprehension to the eighth-grade students of SMPS Harapan Ananda Sungai Raya in the academic year of 2019/2020. To found the result, the researcher used formula of effect size then calculated it used SPSS 17. The result of the data showed that there was moderate effect of RCRR strategy for teaching reading comprehension. Cohen and Manion (2007: 280) stated moderate level is performance in an examination a consequence of availability of resources. In a line with, Anita (2013) in her research showed that RCRR has the majority of students in this regard are the result of the students' reading comprehension who are taught by using read, cover, remember, retell strategy is good category. It mind RCRR strategy is effective for teaching reading comprehension.

The result of this research indicated that RCRR strategy give positive effect and moderate effect for teaching reading comprehension. In addition Dahler *et al* (2018) stated 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. It showed clearly that teaching by RCRR was better to encourage students' learning process.

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