

THE USE OF READ, COVER, REMEMBER, RETELL (RCRR) IN IMPROVING STUDENTS' READING COMPREHENSION AT SMA NEGERI 1 TONDANO

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Abstract: This research focus on the use of Read, Cover, Remember, Retell (RCRR) in improving students' reading comprehension at SMA Negeri 1 Tondano. The research sample consisted of 31 students at class XI IPA 6. A quantitative research method was used, employing a Pre-Experimental Design form of one group pre-test and post-test design. The instrument used in this research was a multiple-choice test consisting of 25 items. Data were analyzed using mean score formula to see significant differences between the pre-test and post-test scores. The results showed that there was a significant difference between pretest and posttest scores. The result of students' pre-test was 41,48 and the post-test was 71,61. The different score between pre-test and post-test was 30,13. The result of this research is indicate that mean score of post-test was higher 30,13% more than pre-test. This shows that the use of the RCRR method is effective in improving students' reading comprehension at SMA Negeri 1 Tondano. In addition, students report that the RCRR helps them to focus more and understand the text better. In conclusion, this research recommends that the RCRR method be used as an alternative learning in teaching reading especially reading comprehension in schools.

Keywords: *RCRR, reading, comprehension, improving*

INTRODUCTION

A language is an expression that conveys a message to others (Liando & Tatipang, 2023). The language used by the speaker can convey what the speaker intends to convey to the listener or interlocutor (Liando et al., 2023). Using language as a means of expressing oneself, communicating, and controlling society,

Hampp (2019:1) explains that Language is the means by which humans express their opinions, thoughts, and feelings.

Many people around the world speak English as an international language. In order to communicate with others living abroad, many people expect to master English. As an international means of communication, English should be learned by people living in a country that uses English as a foreign language. According to Hampp et al., (2019) English is an international language and is often used in every country. As a result, it has emerged as an important subject in Indonesian education.

Speaking, listening, reading, and writing are the four important aspects of learning English (Kumayas & Lengkoan, 2023). Each of these four important skills plays a part and interacts with the others in a way that helps the other develop a great language. Reading is important because it's a method for obtaining messages or information (Andries et al., 2019). Reading is helpful for more than just gathering information; it's also good for comprehending all of the text's material so that it can provide science for the reader's future, help one relax, and broaden one's thinking. The reading text must be understood in its entirety by students in order for them to fully absorb the material.

According to Ricard (1998:12), pupils learn to understand the information and meaning in the text through the process of reading comprehension. The capacity to extract information from written texts is another aspect of reading comprehension, according to Brassel and Rasinski (2008:18). As a result, the ability to absorb information from a book and discern the meaning or purpose that the text is conveying can be used to define reading comprehension.

Read, Cover, Remember, Retell (RCRR), in accordance with Hyot (2002:147), is a successful strategy for assisting readers at all grade levels. To put it another way, this method can help students in all classrooms increase their reading comprehension and make it easier for them to remember what they have read.

Based on PPL 2 at SMA Negeri 1 Tondano, the writer found a problem where students found it difficult to understand the reading text. When the teacher gives a reading text to be understood, students only read and do not understand the meaning or meaning of the given reading. To overcome this problem, an appropriate and interesting strategy is needed, which can improve students' reading

comprehension. One of the strategies that researchers used in this study is Read, Cover, Remember, Retell (RCRR).

Read, Cover, Remember, Retell (RCRR)

Students learn more and grasp more because to the teaching techniques Read, Cover, Remember, and Retell. As a result, students' understanding of the subject matter can be improved. According to Hoyt in Djunaidi, Novita, and Oktariani, the implementation of the teaching strategy Read, Cover, Remember, Retell (RCRR) encourages students to pause after reading quick passages of a text and recap what they studied. Furthermore, Hoyt and Macceca claim that the Read, Cover, Remember, Retell strategy is an effective way to help readers of all skill levels who believe that reading quickly equates to reading well. Conclusion: This method is more effective at assisting pupils in understanding and remembering what they read in the book.

Reading Comprehension

Reading comprehension means the understanding, evaluating, utilizing of information and idea gained through interaction between reader and author (Smith and Robinson, 1980: 205). The reader can apply the author's ideas and meaning to his own goals by understanding what he is reading. Pressley (2002) writes that understanding is the process of acquiring meaning from a connected text. In addition to thinking and reasoning, it requires word knowledge. As a result, understanding is an active process rather than a passive one. Comprehend is reading means understand what is being read (Lendo et al, 2021). The aim of reading is not only read but also to enable readers constructed the meaning in reading comprehension.

RESEARCH METHOD

In order to conduct quantitative research for this study, the writer used a Pre-Experimental Design form. The writer employed this approach since the study lacked a control group. The pre-experimental design used is a one group pre-test and post-test design. This method involves administering a pre-test before treatment in order to compare the results with the pre-treatment scenario and give

a more accurate picture of the treatment results. The subject of the research is class XI IPA 6 consist of 31 students at SMA Negeri 1 Tondano.

Data Analysis

In analyzing the data, the writer used Mean Score formula as follows:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

- \bar{x} = The mean score
- $\sum x$ = The total of students score
- n = The total number of students

Hatch and Farhady, (1982:30)

FINDINGS AND DISCUSSION

The data from the research that had been carried out were taken from one class, consisted of 31 students in class XI IPA 6 at SMA Negeri 1 Tondano. This research used quantitative research through Pre-Experimental design with one group pre-test and post-test design. The data taken was collected based on a test given with a number of 25 numbered multiple choice questions.

Table 4.1 The computation of the pre-test mean score

| Number of Students | T1 |
|--------------------|----|
| 1 | 68 |
| 2 | 40 |
| 3 | 38 |
| 4 | 36 |
| 5 | 40 |
| 6 | 36 |
| 7 | 28 |
| 8 | 68 |
| 9 | 38 |
| 10 | 28 |
| 11 | 28 |
| 12 | 40 |
| 13 | 52 |
| 14 | 32 |
| 15 | 32 |
| 16 | 38 |

| | |
|--------------|--------------|
| 17 | 52 |
| 18 | 36 |
| 19 | 36 |
| 20 | 52 |
| 21 | 40 |
| 22 | 52 |
| 23 | 36 |
| 24 | 28 |
| 25 | 40 |
| 26 | 64 |
| 27 | 64 |
| 28 | 32 |
| 29 | 38 |
| 30 | 38 |
| 31 | 36 |
| Total | 1.286 |

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1.286}{31}$$

$$\bar{x} = 41,48$$

The mean score of pre-test was 41,48. The achievement in the pre-test showed that from 31 students who took part in the pre-test (T1), the highest score was 68 and the lowest score was 28. It showed students' achievement in pre-test was lower.

Table 4.2 The computation of post-test mean score

| Number of Students | T2 |
|---------------------------|-----------|
| 1 | 80 |
| 2 | 84 |
| 3 | 48 |
| 4 | 92 |
| 5 | 80 |
| 6 | 60 |
| 7 | 52 |
| 8 | 76 |
| 9 | 52 |
| 10 | 92 |
| 11 | 52 |
| 12 | 52 |
| 13 | 72 |

| | |
|--------------|--------------|
| 14 | 60 |
| 15 | 60 |
| 16 | 92 |
| 17 | 72 |
| 18 | 52 |
| 19 | 48 |
| 20 | 80 |
| 21 | 60 |
| 22 | 80 |
| 23 | 76 |
| 24 | 92 |
| 25 | 84 |
| 26 | 72 |
| 27 | 84 |
| 28 | 84 |
| 29 | 76 |
| 30 | 76 |
| 31 | 80 |
| Total | 2.220 |

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{2.220}{31}$$

$$\bar{x} = 71,61$$

The mean score of post-test was 71,61. The highest score was 92 and the lowest score was 48. It showed that students achievement was improved.

Table 4.3 Matrix of Pre-test and Post-test

| Number of Students | Pre-test | Post-test |
|--------------------|----------|-----------|
| 1 | 68 | 80 |
| 2 | 40 | 84 |
| 3 | 38 | 48 |
| 4 | 36 | 92 |
| 5 | 40 | 80 |
| 6 | 36 | 60 |
| 7 | 28 | 52 |
| 8 | 68 | 76 |
| 9 | 38 | 52 |
| 10 | 28 | 92 |
| 11 | 28 | 52 |
| 12 | 40 | 52 |
| 13 | 52 | 72 |

| | | |
|--------------|--------------|--------------|
| 14 | 32 | 60 |
| 15 | 32 | 60 |
| 16 | 38 | 92 |
| 17 | 52 | 72 |
| 18 | 36 | 52 |
| 19 | 36 | 48 |
| 20 | 52 | 80 |
| 21 | 40 | 60 |
| 22 | 52 | 80 |
| 23 | 36 | 76 |
| 24 | 28 | 92 |
| 25 | 40 | 84 |
| 26 | 64 | 72 |
| 27 | 64 | 84 |
| 28 | 32 | 84 |
| 29 | 38 | 76 |
| 30 | 38 | 76 |
| 31 | 36 | 80 |
| Total | 1.286 | 2.220 |

The results of this research show that the use of RCRR strategy is effective to improve students' reading comprehension. The value of the post-test is higher than the value of the pre-test. In other words, the use of RCRR strategy can improve students' reading comprehension.

Table 4.4 Students Gaining Scores

| Number of Students | Pre-test | Post-test | Gained Scores |
|---------------------------|-----------------|------------------|----------------------|
| 1 | 68 | 80 | 12 |
| 2 | 40 | 84 | 44 |
| 3 | 38 | 48 | 10 |
| 4 | 36 | 92 | 56 |
| 5 | 40 | 80 | 40 |
| 6 | 36 | 60 | 24 |
| 7 | 28 | 52 | 24 |
| 8 | 68 | 76 | 8 |
| 9 | 38 | 52 | 14 |
| 10 | 28 | 92 | 64 |
| 11 | 28 | 52 | 24 |
| 12 | 40 | 52 | 12 |
| 13 | 52 | 72 | 20 |
| 14 | 32 | 60 | 28 |
| 15 | 32 | 60 | 28 |
| 16 | 38 | 92 | 54 |
| 17 | 52 | 72 | 20 |
| 18 | 36 | 52 | 16 |

| | | | |
|--------------|--------------|--------------|------------|
| 19 | 36 | 48 | 12 |
| 20 | 52 | 80 | 28 |
| 21 | 40 | 60 | 20 |
| 22 | 52 | 80 | 28 |
| 23 | 36 | 76 | 40 |
| 24 | 28 | 92 | 64 |
| 25 | 40 | 84 | 44 |
| 26 | 64 | 72 | 8 |
| 27 | 64 | 84 | 20 |
| 28 | 32 | 84 | 52 |
| 29 | 38 | 76 | 38 |
| 30 | 38 | 76 | 38 |
| 31 | 36 | 80 | 44 |
| Total | 1.286 | 2.220 | 934 |

According to Table 4.4, 31 students participated in the test, with a total pre-test score of 1.286, a total post-test score of 2.220, and a total acquired score of 934. Then, the lowest and highest pre-test scores were 28 and 68, respectively. The post-test result ranged from 48 to 92, with 48 being the lowest score and 92 being the best. while the pre-test mean was 41,48, and the post-test mean was 71,61. These results were acquired using the RCRR technique, which was employed to help students' reading comprehension. The achievement and outcomes of the pre-test and post-test can therefore be seen to differ significantly.

Table 4.5 Frequency distribution matrix of pre-test

| Scores | Tally | Frequency | Frequency % | Cumulative Proportion | Cumulative Percentage % |
|--------|---------|-----------|-------------|-----------------------|-------------------------|
| 68 | II | 2 | 6% | 31 | 100% |
| 64 | II | 2 | 6% | 29 | 94% |
| 52 | IIII | 4 | 13% | 27 | 88% |
| 40 | IIIII | 5 | 16% | 23 | 75% |
| 38 | IIIII | 5 | 16% | 18 | 59% |
| 36 | IIIII I | 6 | 20% | 13 | 43% |
| 32 | III | 3 | 10% | 7 | 23% |
| 28 | IIII | 4 | 13% | 4 | 13% |

Table 4.5 showed that, there were 2 students got 68 or 6%, 2 students got 64 or 6%, 4 students got 52 or 13%, 5 students got 40 or 16%, 5 students got 38 or 16%, 6 students got 36 or 20%, 3 students got 32 or 10%, 4 students got 28 or 13%.

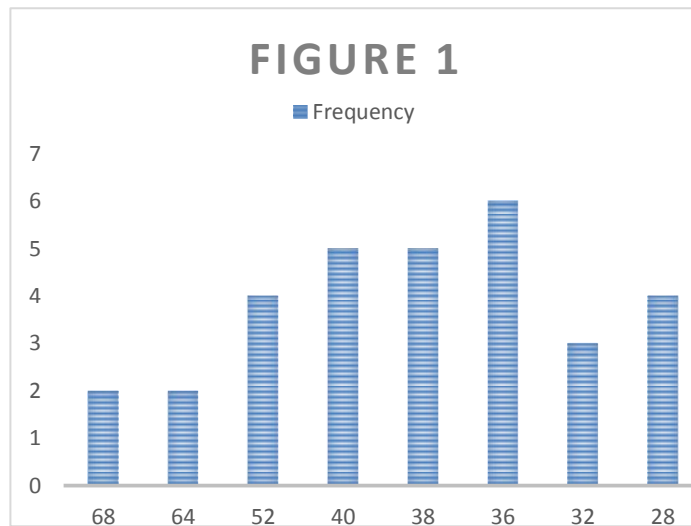


Figure 1. Result of Student's Pre-Test Score Frequency.

From the histogram above we can see that students score from 31 students was lower in pre-test (T1). The histogram showed that, 2 students got 68, 2 students got 64, 4 students got 52, 5 students got 40, 5 students got 38, 6 students got 36, 3 students got 32, 4 students got 28.

Table 4.6 Frequency distribution matrix of Post-Test

| Scores | Tally | Frequency | Frequency % | Cumulative Proportion | Cumulative Percentage % |
|--------|-------|-----------|-------------|-----------------------|-------------------------|
| 92 | IIII | 4 | 13% | 31 | 100% |
| 84 | IIIII | 5 | 16% | 27 | 87% |
| 80 | IIII | 4 | 13% | 22 | 71% |
| 76 | III | 3 | 10% | 18 | 58% |
| 72 | IIII | 4 | 13% | 15 | 48% |
| 60 | IIIII | 5 | 16% | 11 | 35% |
| 52 | IIII | 4 | 13% | 6 | 19% |
| 48 | II | 2 | 6% | 2 | 6% |

Table 4.6 showed that, there were 4 students got 92 or 13%, 5 students got 84 or 16%, 4 students got 80 or 13%, 3 students got 76 or 10%, 4 students got 72

or 13%, 5 students got 60 or 16%, 4 students got 52 or 13%, 2 students got 48 or 6%.

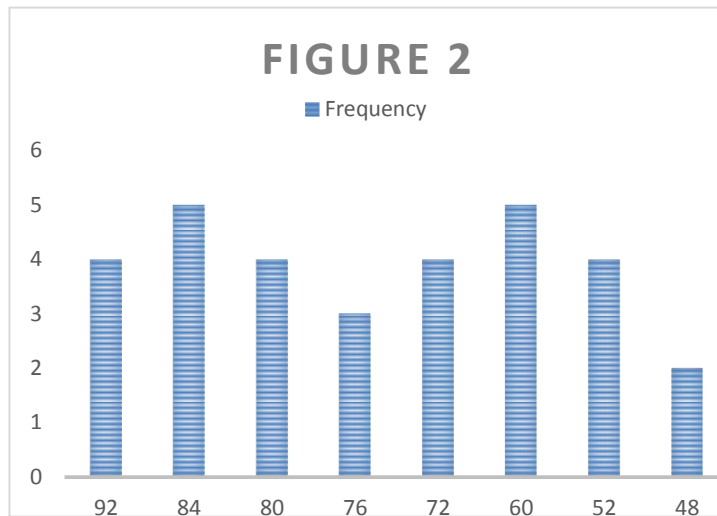


Figure 2. Result of Student's Post-Test Score Frequency.

From the histogram above we can see that students score from 31 students was improved in pre-test (T2). The histogram showed that, 4 students got 92, 5 students got 84, 4 students got 80, 3 students got 76, 4 students got 72, 5 students got 60, 4 students got 52, 2 students got 48.

Table 4.7 Recapitulation of Mean Scores of Pre-Test and Post-Test

| Test | Score |
|------|-------|
| T1 | 41,48 |
| T2 | 71,61 |

The information presented that, there were 31 students who took part of the test. From thirty one (31) students in pre-test, two students got 68 or 6%, two students got 64 or 6%, four students got 52 or 13%, five students got 40 or 16%, five students got 38 or 16%, six students got 36 or 20%, three students got 32 or 10%, four students got 28 or 13%. The result of Pre-test indicates that the students' reading comprehension was lower.

From 31 students who took part in post-test, four students got score 92 or 13%, five students got 84 or 16%, four students got 80 or 13%, three students got 76 or 10%, four students got 72 or 13%, five students got 60 or 16%, four students got 52 or 13% and two students got 48 or 6%. The result showed that the

students' reading comprehension was improved. The mean score of pre-test is 41,48 and in the post-test 71,61. It can be said that the result of the post-test is better than pre-test.

CONCLUSION

This study sought to ascertain whether RCRR significantly affects students' reading comprehension. The RCRR approach is one of the methods the instructor could use in English class to improve the students' reading comprehension. The four fundamental components of language are listening, speaking, reading, and writing. Students often struggle with reading comprehension because while they can understand each word on its own, they find it difficult to put word meanings together to form significant ideas and to understand the text as a whole. The reasons why students perform poorly in reading can vary.

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