

ENHANCING STUDENTS' READING COMPREHENSION BY USING RCRR (READ, COVER, REMEMBER AND RETELL)

Yayu Sri Rahayu

ayurahayu0910@gmail.com

Enindra Gina Sri Kania

enindraginasrikania1702@gmail.com

ABSTRACT

This research paper entitled "Enhancing Students' Reading Comprehension by Using RCRR (Read, Cover, Remember and Retell)". This study is a Pre-experiment research conducted on seventh grade students of SMP KP Baros. This study aims to determine whether the RCRR (Read, Cover, Remember and Retell) technique is effective or not to improve students' reading comprehension of descriptive text at SMP KP Baros. The sample of this study was 38 students of class VII C. The instruments used were pre test, post test and questionnaire. The pre test was given to determine students' reading ability before being given treatment and the post test was given to students to measure whether there was progress in reading comprehension. The results showed that the use of the RCRR technique (Read, Cover, Remember and Retell) showed positive results. This is evidenced by the calculation of the t-test, the results of the calculation, with $df = N-1 = 38-1 = 37$, at $p = .05$ with two sides (two tailed), the critical value of t is 2.026, because the obtained t of 13.2 is greater or higher than the critical value of t table of 2.026 ($13.2 > 2.026$). Therefore (H_a) is accepted and (H_o) is rejected. This means, the use of RCRR (Read, Cover, Remember and Retell) technique is effective to improve students' reading comprehension in the first grade of SMP KP Baros. Then, from the result of questionnaire students showed a positive response to the use of the RCRR (Read, Cover, Remember and Retell) technique. It means students enjoyed their learning using RCRR (Read, Cover, Remember and Retell) and it made them understand the context easily.

Keywords: Reading, Descriptive Text, RCRR Technique.

ABSTRAK

Penelitian ini berjudul "Meningkatkan Pemahaman Membaca Siswa dengan Menggunakan RCRR (Read, Cover, Remember and Retell)". Penelitian ini merupakan penelitian Pra-eksperimen yang dilakukan pada siswa kelas VII SMP KP Baros. Penelitian ini bertujuan untuk mengetahui apakah teknik RCRR (Read, Cover, Remember and Retell) efektif atau tidak untuk meningkatkan pemahaman membaca siswa terhadap teks deskriptif di SMP KP Baros. Sampel dari penelitian ini adalah 38 siswa kelas VII C. Instrumen yang digunakan adalah pre-test, post-test dan kuesioner. Pre-test diberikan untuk mengetahui kemampuan membaca siswa sebelum diberikan perlakuan dan post-test diberikan kepada siswa untuk mengukur apakah ada kemajuan dalam membaca pemahaman. Hasil penelitian menunjukkan bahwa penggunaan teknik RCRR (Read, Cover, Remember and Retell) menunjukkan hasil yang positif. Hal ini dibuktikan dengan perhitungan uji-t, hasil perhitungan, dengan $df = N-1 = 38-1 = 37$, pada $p = .05$ dengan dua sisi (two tailed) diperoleh nilai kritis t sebesar 2,026, karena t yang diperoleh sebesar 13.2 lebih besar atau lebih tinggi dari nilai kritis t tabel sebesar 2.026 ($13.2 > 2.026$). Oleh karena itu (H_a) diterima dan (H_o) ditolak. Hal ini berarti, penggunaan teknik RCRR (Read, Cover, Remember and Retell) efektif untuk meningkatkan pemahaman bacaan siswa kelas VII SMP KP Baros. Kemudian, dari hasil angket siswa menunjukkan respon positif terhadap penggunaan teknik RCRR (Read, Cover, Remember and Retell). Artinya, siswa menikmati pembelajaran dengan menggunakan teknik RCRR (Read, Cover, Remember and Retell) dan membuat mereka memahami konteks dengan mudah.

Kata kunci: Membaca, Teks Deskriptif, Teknik RCRR.

INTRODUCTION

English is the most widely spoken language in the world. Nowadays many people learn English as a second language after their mother tongue. The popularity of English is indeed global because it is used by almost 85 percent of countries around the world. The popularity of English is also because almost all global information sources in various aspects of life use English. Thus, it is very important to master English in able to communicate globally.

To master English we should learn four skill, such as Reading, Listening, Speaking and Writing. Reading is one skill that should be learned, because Reading is a very important activity in learning something. According to Kusnandar & Rohima (2019) reading has an important role to help students understand the text they read. It means, that reading is a process carried out by the reader to unite all the ideas contained in the text through the ability to build meaning with the knowledge they have. However, in Indonesia there are still many younger generations, especially students, who have no interest in reading.

The problems faced by students were difficulties in understanding the meaning behind words, phrases other texts, other difficulty is lack of vocabulary, background knowledge, time and learning strategies. At school students can only learn English approximately twice a week with no more than 40 to 80 minutes of study time per meeting.

Due to these problems, many methods and techniques have been researched by many previous researchers. In reading comprehension, there is one technique that has been researched which overall produces effective results in improving students' reading

comprehension is Read, Cover, Remember and Retell (RCRR) technique. Reading, Cover, Remember and Retell (RCRR) is a learning technique used to make learning easier for students. According to Macceca (2007) Read Cover Remember Retell (RCRR) is an effective approach to help readers at all grade levels that think that good reading is reading quickly and consequently not understanding what they have read. So that means most students misinterpret the meaning of reading comprehension, they tend to read quickly without knowing the content of the meaning in the reading they have read and with this RCRR technique helps students in learning well in reading comprehension.

RESEARCH DESIGN

Research design is a type of research in which researcher design learning materials for a topic and at the same time build theory about the learning process of the topic. According to Sugiyono (2013) Research design are scientific ways of obtaining data with specific purposes and uses.

In this research, researcher uses the quantitatif method. According to Sugiyono (2013) Quantitative methods are scientific methods because they have fulfilled rules such as objective, measurable, rational and systematic. Quantitative method is a method that contains research data in the form of numbers and analysis.

In this research, researcher used a pre-experimental design with a One-Group Pretest-posttest design. According to Sugiyono (2013) by using pre-experimental design with the form of One-Group Pretest-posttest design the results of the treatment will be more accurate. So researcher conducted research using reading tests in the form of Pre-test, Post-test.

So, in this study researcher used quantitative methods with pre-experimental design, where researcher conduct experiments on one group to identify the effectiveness of using RCRR (Read, Cover, Remember and Retell) to improve students' reading comprehension.

LITERARY RIVIEW

1. Reading

Reading is a very important skill. Reading skills are needed in academic achievement and in society. Reading ability can be used as a source of information. According to Nurrizal & Juriah (2020), Reading ability is an important skill that students need to have because by reading, students gain new knowledge and open their minds because reading serves as an important source of input to develop other skills. So, Reading ability is very important for students to have as a basic thing in learning English.

Meanwhile, according to Rahayu & Nurmila (2023), reading is one of the language skills that students must have. For most English language learners around the world, reading is the most valuable skill. That means, reading is not an ability that can be ignored by students, reading must be truly mastered by students as a valuable skill.

Based on the above understanding, it can be concluded that reading is a very important skill. Reading is a very valuable skill because by reading students gain new knowledge and reading can help in academic achievement in society. So the ability to read must be mastered by students.

According to Grabe & Stoller (2011) there are several purposes of reading as below:

1. Reading to search for simple information

Reading to search for simple information is a skill that usually involves scanning a text for specific information. So reading in this section is specialized in looking for certain information contained in the text, for example we read a text about animals to find out how physical characteristics and what they eat.

2. Reading to skim quickly

Reading to skim quickly is reading that is only done by sampling segments of text or guessing which parts contain information in the text to get a common understanding.

3. Reading to learn from texts

Reading to learn from texts Reading for learning is usually done at a slightly slower reading speed than typical comprehension reading, mainly due to rereading and reflection strategies to help recall information. Because of the focus on reading to learn with the strategies used in this section reading comprehension becomes less of a delay in comprehension.

4. Reading to integrate information, write, critique texts.

Reading to integrate information involves additional judgments about the importance of information that complements, supports, or contradicts each other. This skill requires critical evaluation of the information read so that the reader can decide what information to integrate and how to integrate it for the reader's purposes.

In the discussion of reading comprehension in general is the last order in this discussion because there are two reasons, namely:

- First, it is the most basic of reading purposes that underlies and supports most reading purposes.
- Second, general reading comprehension is inherently more complex than is generally perceived.

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In this paper, the reading purpose is focused on the Reading for learning part, because in this study the researcher uses strategies or techniques in learning that will be applied to students.

2. Reading Comprehension

Reading comprehension is the process of understanding what has been read. According to Pang (2003) Reading is understanding written text. It is a complex activity involving perception and thinking. and Comprehension is the process of deriving meaning from connected text. So reading comprehension is the process of understanding to understand what is meant or the information contained in the text that has been read.

Based on Yulianingsih (2014), reading comprehension is an important part of English evaluation because it is a widely accepted fact that the answers given by students in reading comprehension tests help testers evaluate students' understanding the most. So it can be mentioned that reading comprehension is a very reliable ability in conducting a test. Reading Comprehension becomes an ability that must be further thought about how to use good ways and strategies to improve reading comprehension.

The many objectives of a reading comprehension course according to Shanahan (2010) include the following:

1. Improving students' application of reading comprehension strategies
2. Building their knowledge of specific genres, structures and texts
3. Developing their ability to participate in high-level discussions about texts

Based on the description above of the learning objectives of reading comprehension, the objectives in this paper are similar, which is to improve students' reading comprehension by applying strategies, to build their understanding of the text in reading which in this paper is focused on descriptive text and develop their ability to engage in high-level discussions about the text.

3. DESCRIPTIVE TEXT

Descriptive text is text that describes something such as objects, people, animals and places, both in physical form and nature. According to Oshima & Hogue (1988) descriptions are things that follow a spatial order pattern. Spatial order is the sequential arrangement of objects based on space. Its mean, that how to arrange things in order according to stages. According to Rahayu &

Rosmawati (2019) Descriptive text is a text that describes a person, animal, object, or place with a complete explanation, so that the reader can see it for themselves.

So it can be deduced that descriptive text is a text that describes either people, animals, places, or objects in sequence or in detail so that others can feel as if they are seeing it themselves.

In all texts there is a generic structure as well as in descriptive texts. The generic structures in descriptive text are identification and description. Identification is introducing or identifying people, things, places, animals, and/or events. Description is describing their characteristics, appearance, personality, and habits or qualities (Butt, 2000).

4. The Use of Read, Cover, Remember and Retell (RCRR) as a Technique to Enhance Students' Reading Comprehension

Read, Cover, Remember and Retell is one of the techniques in learning. According to Macceca (2007) Read Cover Remember Retell (RCRR) is an effective approach to help readers at all grade levels that think that good reading is reading quickly and consequently not understanding what they have read. So that means most students misinterpret the meaning of reading comprehension, they tend to read quickly without knowing the content of the meaning in the reading they have read and with the RCRR technique it helps students learn well in reading comprehension.

The procedure of how the teaching process of efforts to enhance students' reading comprehension using the read, cover, remember and retell technique bases on Dahler (2018) is as follows:

Table Procedure of teaching Reading using RCRR

Read	Read in this technique only read the text with small portions and focus on what you read as part of the text.
Cover	Cover in this technique is to use your hand to cover the text read and try to remember what has been read.
Remember	Remember in this technique is to remember what was read and organize the words to tell part of the text.
Retell	Retell in this technique is to tell about the remembered part of the text in your own words.

So, the procedure that will be carried out in applying the RCCRR technique to students is where students must read the text given, then close the text and try to remember what they have read and then students must be able to retell what they have read.

FINDING

This research used tests and questionnaires as instruments to collect data. The tests and questionnaires used in this research were pretest and posttest. The test conducted was students reading descriptive text. In the research findings, the researcher showed descriptive data from the pre-test, post-test, t-test analysis, and questionnaire results.

This research was conducted at SMP KP BAROS on July 24th, 25th, 26th, 31st and August 2nd to 3rd. The researcher chose class VII C consisting of 38 students as the research sample. Then the researcher used the Pre-Experimental method to carry out the research. To obtain data, researcher used a one group pre-test and post-test design and a questionnaire as a research instrument.

DISCUSSION

Based on the results of research that has been conducted by researcher. The pre-test average is 41.973 and the post-test average is 79.605 with a KKM score of 75. That is, this study shows that the use of Read, Cover, Remember and Retell (RCRR) technique in teaching descriptive text can improve students' reading comprehension. And after calculating all the data, the researcher found that $t = 2.026$ [$13.2 > 2.026$]. Therefore (H_a) is accepted and (H_o) is rejected. The result showed that the use of Read, Cover, Remember and Retell (RCRR) technique for enhancing reading comprehension is effective. This means that, it is effective to use RCRR (Read, Cover, Remember and Retell) to enhance students' reading comprehension in first grade of SMP KP Baros.

Based on the results of the questionnaire, the majority of students gave a positive response to the use of the Read, Cover, Remember and Retell (RCRR) technique to improve reading comprehension of descriptive text. This can be

proven by the questionnaire results from a total of 38 students, 32 students liked learning descriptive text by using the Read, Cover, Remember and Retell (RCRR) technique, while 31 students said the Read, Cover, Remember and Retell (RCRR) technique helped them in overcoming difficulties in reading comprehension. And 34 students stated that the Read, Cover, Remember and Retell (RCRR) technique can be used in classroom learning. This statement shows that students respond positively to the use of Read, Cover, Remember and Retell (RCRR) technique in teaching reading comprehension of descriptive text.

CONCLUSION

After conducting the research, the researcher can describe that the Read, Cover, Remember and Retell (RCRR) technique is one of the techniques that can be used in an effort to improve students' reading comprehension. After completing this research, the researcher outlines the following conclusions :

The purpose of using Read, Cover, Remember and Retell (RCRR) technique in teaching reading comprehension of descriptive text is to find out whether this technique is effective in enhancing reading comprehension and how students respond to the application of this technique in learning. After the research was conducted, the use of Read, Cover, Remember and Retell (RCRR) technique was effective in enhancing students' comprehension ability and students gave positive responses to the application of this technique.

The conclusion obtained from the results of this study shows that teaching reading comprehension of descriptive text by using the Read, Cover, Remember and Retell (RCRR) technique provides better results. The data shows the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected. This means that

the Read, Cover, Remember and Retell (RCRR) technique is able to improve students' reading comprehension of descriptive text and the questionnaire results show that students gave positive responses to the use of Read, Cover, Remember and Retell (RCRR) technique in teaching reading comprehension of descriptive text. They agree that Read, Cover, Remember and Retell (RCRR) technique can improve their ability in reading descriptive text.

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