Jurnal Studi Guru dan Pembelajaran, Vol. 3, No. 1, March 2020

# Applying Read, Cover, Remember, Retell (RCRR) Strategy to Foster Students' Reading Comprehension of Descriptive Text

**Enggar Relawati [1], Didin Nuruddin Hidayat [2*], Atiq Susilo [3]**

[1, 2, 3] UIN Syarif Hidayatullah, Jakarta, Indonesia

[1] enggarrelaw@gmail.com [2*] didin.nuruddin@uinjkt.ac.id [3] atiqsusilo@yahoo.com

**Abstract**

The aim of this study was to obtain the empirical evidence of the Effect of applying Read, Cover, Remember, Retell (RCRR) Strategy on Students' Reading Comprehension of Descriptive Text at the Tenth-Grade students of SMA Muhammadiyah 8 Ciputat in Academic Year 2018/2019. The population sample of this study was 54 students selected by purposive sampling technique and was divided into two classes; X IPS 3 as the experimental class, was treated using RCRR strategy and X IPS 2 as the controlled class, was treated without using RCRR strategy. The method that was used in the study was a quantitative method using quasi-experimental design. The data was analyzed by using t-test. The results obtained from this study showed the heterogeneity of student performance in reading comprehension of descriptive text after applying *RCRR strategy* and without applying the strategy. The result showed a post-test score p-value of 0.001 with a meaning rate of 0.05 (5%). In other terms, the p-value (0.001) < sig α= 0.05 (5%) is provided. Therefore, the outcome of the effect size was 1.47. It proved that using the RCRR strategy was effective to use at a strong level on students' reading understanding of descriptive text at the tenth-grade students of SMA Muhammadiyah 8 Ciputat at a strong level.

**Keywords:** *Reading Comprehension, Read, Cover, Remember, Retell (RCRR) Strategy, Descriptive Text*

## Introduction

Reading is one of the most significant abilities for English learners who study English as a foreign language in particular. They can get information in many ways through reading, such as reading books, newspapers, journals, magazines, and comics. Reading is a component that cannot be separated in human beings as it considered an important aspect for students in general because it offers a lot of useful information. According to Miculecky in Mentari, Sukirlan, & Nurweni (2018) Reading is a dynamic conscious and unconscious mental process in which the reader uses a variety of strategies to interpret the context believed to be intended by the writer based on data from the text and previous knowledge of the reader. As a role in learning and one of the foremost common ways to get information, reading can be developed inside and outside the classroom. Also by reading, students' can get the meaning of a text easily if they have good comprehend in a text. Comprehend a text is very crucial in reading. Husna (2010) says that comprehension is automatic word processing, powerful general meaning abilities, main ideas representation and it requires very rapid processes. It means the students can be good readers if they have good comprehension.

The competency of National Curriculum (2013) preferred of reading for Senior High School of curriculum 2013 expects that the students are capable to understand the short functional

https://doi.org/10.30605/jsgp.3.1.2020.241

texts which include recount, narrative, descriptive, analytical exposition and procedure text in the everyday context.

Based on Curriculum, the goals of learning English in Senior High School, especially reading that is Descriptive text. In fact, there had been many students nevertheless have low potential in comprehending descriptive text. As an example, when the researcher was in Real Teaching Practice (Pengenalan Lapangan Persekolahan: PLP) at SMA Muhammadiyah 8 Ciputat, the researcher found some problems of the students in reading comprehension. The first, students have low vocabulary. They just read without knowing the meaning. It makes the students got difficulty comprehending the main idea of the text. Then, the students were lazy to open their dictionary to find the meaning of the word. Second, the students think that reading was a boring activity, because of reading a longer text. When the teacher asked the students orally to answer certain questions based on the text, most of them were unable to provide the right responses.

Those conditions stated that the students have little comprehension of a text. Another reality was stated by Desmawati (2013) that based on her experience when she was teaching practice many students in the seventh grade of Junior high school could not recognize reading text properly. In the teaching-learning process, there are some troubles that make students have lack reading comprehension of Descriptive text. Which one is unappropriated with the students' level. Another trouble is most of the students did not understand the definition, the typical structures and the language characteristic in a narrative text. This truth was stated through Afriana & Aruan (2014) within the effects in their studies, the low capability of students to study is because they may be less capable of understanding the text. Thus they can't answer questions correctly associated with the text.

Any other reality that proves to study the capability of Senior high school is low thru the research done by Programme for International Student Assesment OECD (2015) based totally on a survey of studying literacy in Senior high school age students (15-16 years), it was stated that Indonesia is ranked forty-five out of 45 participating nations. these realities of students' analyzing capacity showed that the students' potential of senior high school in reading comprehension was very low.

The Students' reading problem issues can be solved by applying different types of reading strategies. There are many teaching reading strategies that need to be used to make the students active in doing reading comprehension activity and a suitable strategy is needed to assist them overcome the issues of the student. One of them is Read, Cover, Remember, Retell (RCRR) strategy. Read, Cover, Remember, Retell (RCRR) strategy is an adequate strategy to help readers at all levels who think good reading is just reading quickly and unable to comprehend what they've read as a consequence (Trisha & Macceca, 2018). During a full-class training period, it is designed for students and then performed with other students working as partners to read the same text. The students had a chance to give mutual assistance and encouragement by using this RCRR strategy, and the students are also inspired to share what they have read with each other. It implies students will be able to read rapidly with this strategy followed by good outcomes from an awareness of what they have read. Then, understanding reading using this strategy is believed to foster students' understanding. This is supported by the research finding of Yulimariza (2013) states that Read, Cover, Remember, Retell (RCRR) strategy is more effective in helping students understand and remember what they read in the text. And then, Anita (2013) concludes that reading comprehension can also be enhanced by this strategy. It is recognized that the use of

Read, Cover, Remember, Retell (RCRR) strategy can improve the understanding of students' reading provides a useful impact. Thus, it was believed that this strategy is more effective to make students can understand and remember what they read in the text.

# Method

## Design

The design of this study used a quasi-experimental research design to determine the impact of using Read, Cover, Remember, Retell (RCRR) strategy. In particular, a quasi-experimental design was used. By using quantitative method, the data are called a statistical or hypothesis using mathematical procedure. the experiment is to test an idea (practice or procedure) to determine whether it influences an outcome or dependent variable (Creswell, 2012).

In conducting quasi-experimental research, the researcher assigned the experimental and control treatments to groups, using pre-test and post-test to both groups, performing experimental treatment activities only with the experimental class. In this research, the researcher used two classes. The first class was used as an experimental class which was taught by RCRR strategy and another one was used as a control class which was taught by regular technique.

## Instrument

The instrument used to acquire the data from the students was a test. It was split into two test types: pre-test and post-test. The last treatment is post-test and pre-test is provided before treatment. Multiple choices were the type of test. The responses from the text were four options A, B, C, D, and E. The text type was the descriptive text. There were 30 items in each pre-test and post-test.

Until conducting the test for the study, the test instrument of both pre-test and post-test had been tested for its validity and reliability. The test was offered to a different class of non-sample students at the same educational level and the same educational curriculum. The test organized consists of some reading passages based on the school curriculum and syllabus with 95 multiple-choice items. After the scores were collected, it was analyzed using Anates-V4 program. The analyzed data showed 60 valid and reliable questions and is therefore used in this research as the test instrument.

# Results

After providing the data in the experimental and control class about the descriptive text, the test is conducted to evaluate the reading understanding of descriptive text by the students. Research data were drawn from the SMA Muhammadiyah 8 Ciputat by pre-test and post-test scores of tenth-grade students. The description below shows the research outcomes based on pre-test and post-test scores provided to research participants.

Table 1. Descriptive Statistic of Pre-Test and Post-Test Score

| Value | Class | N | Test of Descriptive Text | | | Average |
|---|---|---|---|---|---|---|
| | | | Ideal Score | Min Score | Max Score | |
| Pre-Test | Experimental | 27 | 100 | 43 | 80 | 56,77 |
| | Control | 27 | 100 | 36 | 80 | 58,51 |
| Post-Test | Experimental | 27 | 100 | 66 | 90 | 77,03 |
| | Control | 27 | 100 | 36 | 83 | 62,48 |

Table 1 data showed the distinctions between the pre-test score and the post-test score. The pre-test's highest score is 80, with the lowest score being 43. Meanwhile, the highest post-test score is 90, with the lowest score being 66. The pre-test's mean score is 56.78, whereas the post-test score is 77.03. The data stated that the post-test mean score was improved compared to the pre-test mean score. It stated that after implementing Read, Cover, Remember, Retell (RCRR) strategy, students accomplished a better output in reading understanding of descriptive text.

The data in Table. 1 showed the variety of the outcome of the pre-test and post-test scores of the control class that not taught by the RCRR strategy. The highest score in the pre-test is 80, with the lowest score is 36. The mean score of the pre-test is 58.51, while the post-test mean score is 62.48. In conclusion, there is no significant improvement in the pre-test and post-test scores of the controlled class.

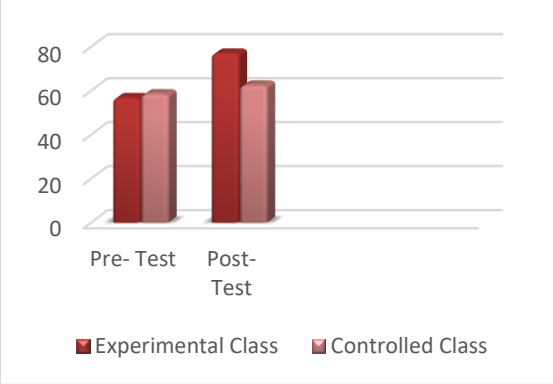


Figure 1. The Difference between Students' Score of Experimental Class and Controlled Class

Based on the data in Figure 1, students in the experimental class achieved greater ratings in understanding descriptive text. It happened after the experimental class was taught using RCRR strategy and the control class students were instructed using conventional learning methods. In conclussion, the RCRR strategy is efficient in reading the understanding of descriptive text for students.

Table 2. Normality Test of Pre-test and Post-test of Experimental Class and Controlled Class

**Tests of Normality**

| | Class | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | Df | Sig. | Statistic | df | Sig. |
| PreTest | Experimental Class | ,121 | 27 | ,200* | ,969 | 27 | ,569 |
| | Control Class | ,125 | 27 | ,200* | ,943 | 27 | ,147 |
| PostTest | Experimental Class | ,134 | 27 | ,200* | ,952 | 27 | ,240 |
| | Control Class | ,182 | 27 | ,133* | ,945 | 27 | ,165 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

It can be seen in the Kolmogorov-Smirnov rows of the two classes from Table 4.3, Significance (Sign.) is 0.05. The experimental class was 0.200 and the controlled class was 0.133. The writer found on the basis of the consequence that the importance of the data in the experimental class and the controlled class is above 0.05. This implies that study information is normally distributed and that Read, Cover, Remember, Retell (RCRR) Strategy is effective for learning descriptive text understanding.

Table 3. Homogeneity Test of Pre-test and Post-test of Experimental Class

**Test of Homogeneity of Variances**

| | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|
| PreTest | 2,157 | 1 | 52 | ,148 |
| PostTest | 7,805 | 1 | 52 | ,744 |

As mentioned in Table 3, the results of the data showed that the significance of the experimental and controller class pre-test is 0.148. It implies 0.148 above 0.05. The information from both classes was therefore homogeneous. The findings of the data showed that sign in Table 3. The post-test score value was 0.744. Since the data is greater than the meaning point (0.744 > 0.05), it was found that the post-test data was homogeneous.

Table 4. The Result of T-test Calculation

**Group Statistics**

| | Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| PreTest | Experimental Class | 27 | 56,78 | 10,956 | 2,108 |
| | Control Class | 27 | 58,52 | 13,169 | 2,534 |
| PostTest | Experimental Class | 27 | 77,04 | 6,711 | 1,292 |
| Control Class | 27 | 62,48 | 13,090 | | 2,519 |

Table 4 information showed a significant distinction between the experimental class standard deviation pre-test and post-test score. The standard deviation in the experimental class decreased from 10,956 to 6,711 based on both tables. Furthermore, both classes' pre- and post-test score increases considerably. In other words, the comprehension of teaching reading through RCRR strategy is implemented successfully in the classroom and all students have shown together their progression.

## Discussion

The calculated outcome of this research showed that the strategy of Read, Cover, Remember, Retell (RCRR) is efficient for the tenth-grade students' reading comprehension understanding of descriptive text in SMA Muhammadiyah 8 Ciputat. The researcher discovered that the autonomous t-test stated that the RCRR strategy was statistically efficient. From post-test data analysis, this can be seen as the p-value or sig (2-tailed) = 0.000 < sig a = 0.05. It found from the outcomes that the alternative hypothesis (Ha) was approved and that the null hypothesis (Ho) was dismissed. It is also confirmed, the effect size test outcome is 1.47.

Also by comparing the results of this research between the experimental class were treated by the RCRR strategy and the Control class were not treated equally. Then reading tests between both classes produces contrasting achievements. By the data in Table 4.1 showed the growing mean score from the experimental class in the descriptive statistics following the implementation of the RCRR strategy from 56.77 to 77.03. Meanwhile, the control class rating also enhanced significantly, although the strategy that emerged in Table 4.2 was not applied. It's 58,51 has grown to 62,48. Only a slight difference of 4 points was reported in the control class.

It shows, however, that the experimental class did not perform as well as the control class in the pre-test. The experimental class that received the treatment was noted to create interesting changes in their ability to understanding reading comprehension of descriptive text. This is indicated by a significant change in the average post-test scores of those who gained 20.26 points, compared to the control class who only gained 3.97 points from the pre-test average score. This generally means through this finding, it is proven that after the treatment of the RCRR strategy, students in the experimental class make improvements, unlike the control class who are not trained with the same treatment.

As mentioned earlier, students will study in pairs or in a small group. In this situation, RCRR Strategy can decrease the opportunity of one participants that is simply passive recipient to be better for both motivation and learning. This RCRR procedures is proven to help students with their comprehension difficulties especially for the students that have struggled to understand a longer text at once because with pair work they will just read a tiny portion of a text or rational chucking, cover it by their hand, remember it then they will retell by their own words to catch the main idea of the text. If they leave out any information, their partner can fill in the missing details, building on the information provided by other student. They then switch roles to read the next section. Therefore, this strategy can improve students' reading comprehension.

This finding is also in line with the previous research study from Dahler, Putra, Zaim & Fauzan (2019) who explained in their result about pair work and rational chucking in this strategy was proven to improve students' reading comprehension. They described that when the researcher asked students to sit in pairs so that the students concentrated only on their pair and did not interrupt pairs of another. This made it easier for them to comprehend the text. Also by chucking the reading task rationally helps students to read more carefully and focus on remembering the details. This strategy also helps students improve their vocabulary ability because it provides opportunities for students not only to read but also to remember the essence of the text they have read.

Moreover, the results of this study certainly support the previously thought related research and show that the RCRR strategy is efficient for students in understanding the text. It also showed that teaching reading comprehension of descriptive text using RCRR strategy made students become active and also inspired to share about what the have read or communicated their stories among themselves. This finding is in line with the previous research by Lestari (2018) who explained in their outcome that RCRR Strategy gives a stimulus for active learning to the students. Students are also motivated to share information or tell each other their stories

In conclusion, the study outcome showed that the RCRR strategy is effective on students' reading comprehension of descriptive text fotenth-grade of SMA Muhammadiyah 8 Ciputat in the academic year 2019/2020.

## Conclusion

Based on the data analysis, it can be concluded that RCRR strategy was successful for teaching reading comprehension of descriptive text to the tenth-grade students of SMA Muhammadiyah 8 Ciputat. In addition, the outcome of Cohen's d's effect size test is 1.47. It suggested that this research's scope impact is strong. Moreover, it can be concluded that the strategy has significantly improved the students' scores. It also can be proven by the test result and the differences in pre-test and post-test between the two means of score. The pre-

test average score was 56.77. The post-test average score was 77.03. In other words, the implementation of RCRR in the teaching of reading descriptive text would increase the ability of students to read descriptive text and the score of students in reading descriptive text.

It was found that the outcome of the standard deviation from the pre-test of both classes is lower than the post-test; there were 10.956 and 13.169 became 6.711 and 13.090. This means that RCRR strategy is implemented effectively in the classroom and all students demonstrated together their progress. The null hypothesis (Ho) has therefore been dismissed and the alternative hypothesis (Ha) has been accepted. In other words, the implementation of the RCRR (Read, Cover, Recall, Retell) strategy to the tenth-grade students of SMA Muhammadiyah 8 Ciputat was successful in teaching reading descriptive text.

## References

Afriana, S. V., & Aruan, R. (2014). Using Three Stay One Stray Strategy to Increase the Ability of the First Year SMA Nurul Falah Students in Comprehending Narrative Text. *Jurnal Nuances, 5 (1)*, 1-11.

Anita. (2013). *The Effect of Using Read, Cover, Remember, Retell Strategy Toward Reading Comprehension of Second Year Students at Senior High School Sukaramai Tampung Hulu Kampar Regency.* Riau: UIN SUSKA .

Creswell, J. W. (2012). *Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition.* Boston: Pearson Education.

Dahler, Putra, R. J., Zaim, M., & Fauzan, A. (2019). Using Read Cover Remember Retell (RCRR) in Teaching Reading Comprehension. *Atlantis Press: In International Conference on Islamic Education (ICoIE)*, 211-216.

Desmawati. (2013). Teaching Reading Comprehension of Descriptive Text by Combining Shared Reading And Fat And Skinny Question Strategies At Seventh Grade of Junior High School. *Journal of STKIP PGRI Sumatera Barat*, 1-8.

Harison, C. (2004). *Understanding Reading Development.* London: SAGE Publications.

Husna, N. (2010). *Step by Step to Reading Skill.* Jakarta: English Education Department UIN Syarif Hidayatullah Jakarta.

Jackson, H., & Stockwell, P. (2011). *An Introduction to The Nature and Functions of Language.* London: A&C Black.

Lestari, P. D. (2018). *The Effect of Read, Cover, Remember, Retell (RCRR) Strategy On Students' reading Recount Text Achievement.* Medan: University of Muhammadiyah Sumatera Utara.

Macceca, S. (2013). *Reading Strategies For Social Studies.* Huntington Beach: Teacher Created Materials.

Martin, D. (1993). *How to be a successful student.* California: Marin Trials Publishing.

Mentari, R., Sukirlan, M., & Nurweni, A. (2018). The Implementation of Rap Strategy To Improve Students' Reading Comprehension. *Journal of FKIP UNILA, 7*(2), 1-9.

Murphy, D. (2003). *You Can't Just Say It Louder.* Huntington Beach: SHELL Education.

Nasional, D. P. (2013). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 70 Tahun 2013.* Jakarta: Permendikbud.

Nell, K., & Pearson, D. (2009). Effective Practices for Developing Reading Comprehension. *Jornal of Education, 189*, 107-122.

OECD. (2015, November 18). *Reading performance (PISA)*. Dipetik November 23, 2018, dari OECD DATA: https://data.oecd.org/pisa/reading-performance-pisa.htm

Snow, C. (2002). *Reading for Understanding: Towards a R&D program in reading comprehension.* Washington DC: RAND Reading Study Group.

Trisha, B., & Macceca, S. (2018). *Reading Strategies for Mathematics.* Oceanus Dr Huntington Beach: SHELL Education.

Yudhantoro, E. (2010). *Rangkuman Bahasa Inggris SMA.* Jakarta: Gagas Media.