

## RCRR STRATEGY: IS IT EFFECTIVE TO IMPROVE STUDENTS' READING COMPREHENSION ACHIEVEMENT?

Eny Erianti 1), Merie Agustiani 2), Mila Arizah 3)

[yantienny2218@gmail.com](mailto:yantienny2218@gmail.com)  
[merie\\_piecerv@fkip.unbara.ac.id](mailto:merie_piecerv@fkip.unbara.ac.id)  
[milaarizah1984@gmail.com](mailto:milaarizah1984@gmail.com)

Baturaja University

### ABSTRACT

This study aimed at improving the tenth grade students' reading comprehension achievement by using RCRR Strategy. The design of this study was quasi experimental research. The tenth grade students from X TKJ 1 and X TKJ 2 which consisted of 72 students were taken as the sample in this study through purposive sampling. The data were collected using 20 multiple-choice questions of reading comprehension test. The data analyzed by statistic formula of T-test. Based on findings, the students' pre test mean score in experimental class was 55,83 and after that the students' post test mean score was 82,64. The testing of hypotheses also proved that RCRR strategy gave significant effect on students' reading comprehension on the sig (2 tailed) value was 0,025 (<0.005). From the result it can be concluded that there was a significance different on tenth grade students' reading comprehension achievement on experimental and control class of SMK Negeri 1 OKU.

*Keywords : Reading Comprehension, RCRR Strategy*

### INTRODUCTION

Based on the Curriculum 2013 expects that the students were capable to understand the short functional texts which include recount, narrative, descriptive, analytical exposition, and procedure text in the everyday context. Therefore, the goals of learning English in SMK Negeri 1 OKU were to understand and recognize reading text. In relation with the researcher experience in Teaching Practice (Program Pengalaman Lapangan Kependidikan/PPLK) at SMK Negeri 1 OKU, many students cannot recognize reading text properly. In the teaching-learning process, some troubles make students have lack reading comprehension of Descriptive text. First, they were difficulties to understand English words/phrases/sentences they never know before. Another trouble was most of the students do not understand the definition, the typical structures, and the language characteristic in a descriptive text. Thus they cannot answer questions correctly associated with the text. The last factor was time allocations for learning in SMK Negeri 1 OKU was reduced from 45 minutes to 30 minutes, especially during the Covid-19 pandemic, student learning was greatly reduced.

The Students' reading problem issues can be solved by applying different types of reading strategies. Many teaching reading strategies need to be used to make the students active in doing reading comprehension activity and a suitable strategy was needed to assist them to overcome the issues of the student. Anggeraini et.al (2018) found out that collaborative reading strategic can improve students' reading comprehension because it used comprehension

strategies while working cooperatively. Read, Cover, remember, Retell (RCRR) strategy is one of the strategies that facilitate students to work in pairs. Read, Cover, Remember, Retell (RCRR) strategy was an adequate strategy to help readers at all levels who think good reading was just reading quickly and unable to comprehend what they've read as a consequence (Trwasha & Macceca, 2018). During a full class training period, it was 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 were also inspired to share what they have read with each other. It implies students were 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 was believed to foster students' understanding. This was supported by the research finding of Anita (2013) state that conclude that Read, Cover, Remember, Retell (RCRR) strategy more effective to helping students understand and remember what they read in the text. It was 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 was more effective to make students can understand and remember what they read in the text.

### **Concept of Reading**

According to Miculecky in Mentari, et al (2018) Reading was 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. Therefore reading was one of crucial skill that should be mastered by the students in learning English after listening, speaking, and writing. So, It builds a communication between the reader and writer in understanding a printed material or text. Through reading, readers can get many knowledges and information.

### **Concept of Reading Comprehension**

The bottom line in any interaction with the text was comprehension. without understanding, a text has not been read; it was only words spoken or viewed. (Shea & Roberts, 2016 p. 19). Comprehension was a process of negotiating to understand between the reader and the writer. The writer and the reader have to build the same ideas to comprehend or to get the same perception which was they read of information.

Reading comprehension was the primary purpose for reading (though this was something overlooked when students were asked to read overly difficult text), rising students' awareness of the main idea in a text was essential for good comprehension. It means that reading comprehension have the purpose to make the reader find meaning from the text which they were reading. Based on ideas above, the researcher can conclude that reading comprehension was a process of extracting and constructing meaning simultaneously through interaction with written language.

## 1. Types of Reading

There were two kinds of reading according to an expert:

### a. Intensive Reading

According to Patel and Jain (2018), intensive reading was related to further processes in language learning under the teachers' guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading can be increasing learners' knowledge of language feature and their control of reading strategies. This activity was likely more emphasize the accuracy activity involving reading for detail. It was used to gain a deep understanding of a text, which was important for the reader. The classic procedure of intensive reading was the grammar-translation approach where the teacher uses the first language to explain the meaning of the text, sentence by sentence. The use of translation was to analyze features of language that they learned and to make sure the learners' comprehension.

### b. Extensive Reading

According to Richards (2012), the characteristics of extensive reading were that the students read as much as possible, they can also read inside and outside the classroom, they have the freedom to select what they want to read, and feel free to stop reading materials that fail to interest them. In extensive reading the aim was to understand in general what the book says, usually, extensive reading vocabulary was easy or vocabulary that usually uses the reader only a few difficult bites. Thus, readers become connoisseurs of what they read. And, they have a fantastic passion to finish it and try to read more books

## 2. The Purpose of Reading

Reading was a variant skill in which different types of reading skills correspond to the many different purposes we have for reading. (Ricard 2012) classifies the purposed of reading based on the personal reasons as follows:

### a. Reading for survival

Almost literary a matter of life and death. For example a stop sign for a motorist.

### b. Reading for learning

It was expect to be exclusively school-relate. Reading was intend to support learning. The readers need to translate the text metaphorically, learn vocabulary, identify useful structure or collocations, to use a text as a model for writing and practicing pronunciation. For example, one reads a text loudly, then analyzes it and makes the same kind of text.

### c. Reading for pleasure

Reading for pleasure was reading to get happiness. It was done for its sake-readers do not have to do it. The text being read was written originally to offer enjoyment.

Meanwhile, Grabe and Stoller (2002,p.5) also divided the purpose of reading as follows: a) Reading to search information; b)Reading to skim quickly; c)Reading to learn from the text; d)Reading to get information; e)Reading to write; f)Reading to critique text; g)Reading to comprehension

## 3. Concept of Descriptive Text

Descriptive text was a text that gives information about particular person place, or thing. Wardani states that descriptive text was a kind of text with a purpose

to give information (Wardani, et. al., 2014) & (Siregar and Dongoran 2020). The context of this kind of text was description of thing, animal, person and others. In relation with Etfita (2014) a descriptive text was used to describe something, someone, or place. In other word, descriptive text was the text with function to describe particular person, things or place with the aim to give information to the reader.

Descriptive text was a kind of text that can occur as stand alone text. It was often part of a longer text, such as the description of a character or setting in a story or biography (Adam, 2017). It means that descriptive text was to describe the character or setting from the text. The purpose of descriptive text was to describe and reveal a particular person, place, ore thing in detail or specific to make the readers were able to vwasualize the description. In conclusion descriptive text was a text which describes everything which was seen by the writer. A good descriptive text was able to make the readers imagine what particular thing, person, or place which was described by the writer either objectively or subjectively.

### **Concept of Read, Cover, Remember, Retell (RCRR) Strategy**

Based on Gusdinarti (2013) research, state that The Read Cover Remember Retell (RCRR) strategy was an effective approach to help readers at all grade levels who think that good reading was reading quickly and as a result do not understand what they have read. RCRR strategy was a vehicle for increasing the knowledge and understanding of the participant in a collaborative context. It means the students can get their comprehension through this strategy. So, the students can improve their ability in comprehending the text.

According to Serravallo (2015, p.39), the RCRR strategy slows down the reading process and forces children to focus on remembering the content of the passage. And in addition according to Mecca (2014, p. 147), the RCRR activity was an effective approach to help readers at all grade levels who think that good reading was reading quickly and as result do not understand what they have read.

RCRR Strategy was one of strategy to learn in a cooperative learning environment. The students was study in pairs or small groups. It motivates the students to express their comprehension of the text. Some effective RCRR strategies involve alternating between understanding and summarizing or explaining. Thwas strategy can reduce the opportunity that one participant was simply a passive recipient seem likely to be better for both motivation and learning. The success of students assigned to learner-teacher was then be a measure for evaluating the success of learner-teacher. It was make the learners responsible for both teachings to and learning each other.

#### **a. The Advantages and Disadvantages of RCRR Strategy**

According to Liana (2019) research, state that RCRR Strategy have some advantages and dwasavantages as folliteralows:

##### **1. The Advantages of RCRR Strategy:**

- a) Make students comfortable in learning and enjoy the material because the students must discussion about the material with other students and can exchange their ideas and make it easy to find a solution and understand.
- b) Students will read with a different level of attention and concentration knowing that they will have to say back what they learned without reading it from the text.

- c) Interaction with a peer; making the students has an opportunity for giving mutual support and stimulation.
  - d) The students were also motivated to shwere the information or express their story each other.
2. The Disadvantages of RCRR Strategy
- a) The teacher should be spending more time preparing class settings by the RCRR method.
  - b) Some of the students make nowase in the classroom and disturb other students.

**b. The Teaching Procedures of RCRR Strategy**

Yulimariza (2013), provides some procedure for Read, Cover, Remember, Retell (RCRR) Strategy as follows:

1. The teacher may separate the students into several groups/pair
2. Students choose a small amount of text on a page that their hand can cover.
3. The subject of the text was determined by teachers or students.
4. The students read just as much text loudly as they can cover words with one hand.
5. Ask each group to read the text they receive and dwascuss it.
6. Ask them to cover the text with their hand again after reading and think about what they're read.
7. Remember what you have just read.
8. The students loudly or with a partner tell the section of the text they just read.

**Previous Related Study**

To make this research become stronger, the researcher tried to find out the other research that related to thwas research. Some research have been conducted to see the use of the RCRR strategy on students' reading comprehension. The first research conducted by Marpaung and Sinaga (2012), they focused on "The Use of Read, Cover, Remember, Retell (RCRR) Strategy in Improving Students' Reading Comprehension Ability". The purpose of the research was find out there was a significant difference in students' reading comprehension through Read, Cover, Remember and Retell (RCRR) Strategy. The research design was quantitative research method and experimental design with pre-test and post-test. They found that the mean score pre-test was 40.27 and the mean score of post-test was 73.47. It indicated that students had positive responses to RCRR Strategy. The similarities between this research and the previous one Marpaung & Sinaga (2012) were both of them was used the RCRR strategy and using quantitative research, while the differences were the previous research was used an experimental design and was conducted at the seven-grade student of junior high school and this research was used quasi-experimental design at the tenth-grade student on SMK Negeri 1 OKU.

The second research related to literature came from Dahler, at. al. (2018). This research aimed to find out the differences between the students taught by the RCRR strategy and the students taught without using the RCRR strategy of reading comprehensions. This research was conducted by using quasi-experimental research. The similarities between this research were both of them used the RCRR strategy and quasi-experimental.

The similarity between this research and the previous one was both of them used the same strategy which was RCRR strategy and descriptive text, and the

difference was the previous one was conducted by CAR design, while this research was conducted by Quasi-experimental design in two groups.

Related to the explanation above, so the research question of this research as follow :

1. Is there any significant difference on tenth grade students' reading comprehension achievement of SMK Negeri 1 OKU after being taught by using RCRR strategy?
2. Is there any significant difference between tenth grade students reading comprehension achievement on the experimental class and the control class of SMK Negeri 1 OKU?

## **RESEARCH METHODOLOGY**

This research used the quasi-experimental design to determine the impact of using RCRR strategy. In particular, a quasi-experimental design was used. By using quantitative method, the data were called a statistical or hypothesis using mathematical procedure. The experiment was to test an idea (practice or procedure) to determine whether it influences an outcome or dependent variable. In conducting quasi-experimental, the researcher was assigned treated to the experimental group and providing control group as a comparison.

The researcher chose quasi-experimental design, because this research was in the form of educational research which uses humans as research subjects. Humans do not exist same and unstable. Therefore, foreign variables that affect treated cannot be strictly controlled as desired in the pure experimental type of research.

### **Population and Sample of Study**

The population of this research was conducted to the tenth grade students of SMK Negeri 1 OKU which consist nine classes, then the researcher chose these two classes for 2 reasons, firstly, the students' reading comprehension value in this class were relatively weak and the teacher also suggested researching this class. So the total of sample were 72 students

## **FINDING AND DISCUSSION**

The data of students' reading comprehension who were taught by using RCRR strategy was obtained from X TKJ 1 as experimental class and the data of students' reading comprehension who were not taught by using RCRR strategy was obtained from X TKJ 2 as control class. Each class consists of 36 students'. Therefore there were 72 students' of population in this research. it was found that the total number of each class was 36 students. The data showed the distinctions between the pre-test score and the post-test score. The pre-test's highest score was 100, with the lowest score was 10. Meanwhile, the highest post-test score is 10, with the lowest score being 60. The pre-test's mean score is 55,83, whereas the post-test score is 82,64. 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 strategy, students accomplished a better output in reading comprehension.

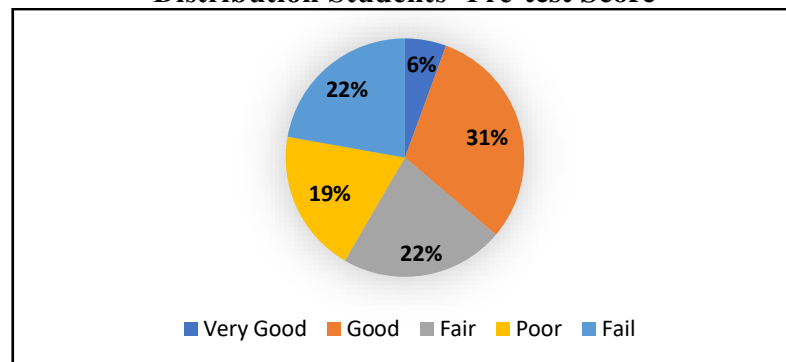
The data in above showed the variety of the outcome of the pre-test and post-test scores of the control class that not taught by the RCRR strategy. The

highest score in the pre-test was 80, with the lowest score was 30. The mean score of the pre-test was 60,14, while the post-test mean score is 76,81. In conclusion, there is no significant improvement in the pre-test and post-test scores of the controlled class.

### The Result of Pre Test of Experimental Class

The data of students pre test score of experimental class were obtained before the researcher giving the treatment to the students. The purpose of pre test was to see the students ability in reading comprehension. The sum of pre-test score is 2010 with the mean of pretest 55,83. The maximum score on pre-test is 100 and the minimum is 10. So pre-test score there were 2 students (5,6%) in very good criteria, 11 students (30,6%) in good criteria, 8 students (22,2%) in fair criteria, 7 students (19,4%) in poor criteria and 8 students (22,2%) in fail criteria. It can be seen that almost of the class X TKJ 1 students' reading comprehension was low. The score distribution as follow:

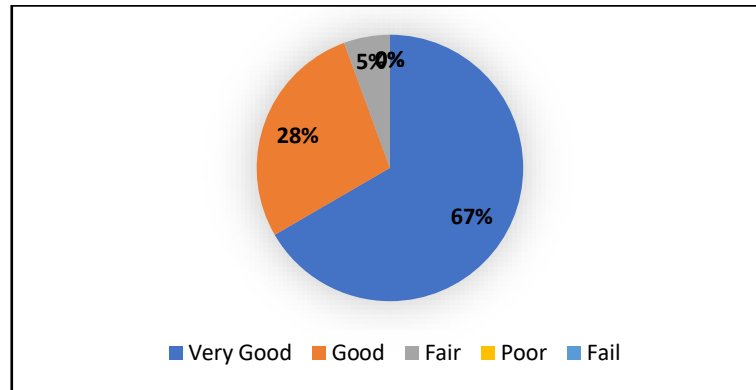
**Diagram**  
**Distribution Students' Pre-test Score**



### The Result of Post Test of Experimental Class

The post-test had done after treatment. The researcher presented the data of the research consist of result post-test was an improvement of students' score after giving treatment by using RCRR Strategy, The sum of post-test score is 2975 with the mean of post-test 82,64. The maximum score on post-test is 100 and the minimum is 60. So there were 24(66,7%) students in very good criteria, 10(27,7%) students in good criteria, 2(5,6%) students in fair criteria, 0(0%) students in poor criteria and 0(0,0%) student in fail criteria. It can concluded, there was improvement of reading comprehension achievement after the treatment which used RCRR Strategy by researcher. The distribution score could seen into diagram below:

**Diagram 4.2**  
**Distribution Students Score Post Test**

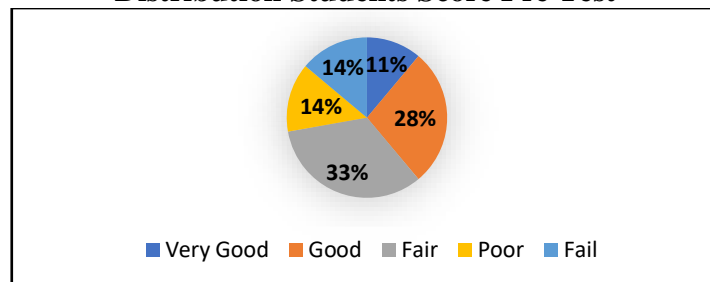


### The Result of Pre Test of Control Class

The data of students' pre test score of control class were 2165 with the mean 60,14. While the minimum on pre-test score is 30 and the maximum is 80.

Based on the data, there were 4(11,1%) students in very good criteria, 10(27,8%) in good criteria, 12(33,3%) students in fair criteria, 5(13,9) in poor criteria and 5(13,9%) in fail criteria. It means that the students' reading comprehension relatively low. Distribution students score as follow.

**Diagram 4.3**  
**Distribution Students Score Pre Test**



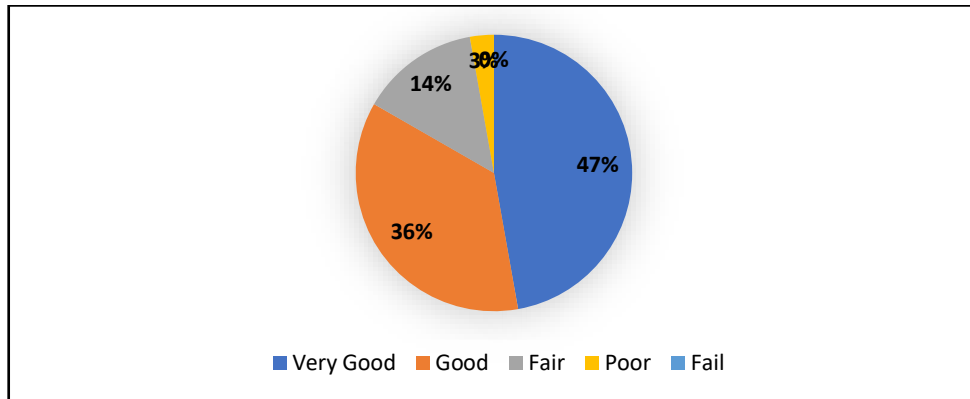
### The Result of Post Test of Control Class

The data of students' post test score of control class were 2765 with the mean 76,81. While the minimum on post-test score is 50 and the maximum is 100. It can be seen that the gain score of post-test score was higher than pre-test.

Based on the data, there were 17(47,3%) students in very good criteria, 13(36,1%) in good criteria, 5(13,9%) students in fair criteria, 1(2,8%) in poor criteria and 0(0%) in very fail criteria. Distribution students score as follow:

**Diagram 4.4**  
**Distribution Students Score Post Test**





### Statistic Analysis

Based on Lilifors from sample (n) 36 with significance level  $\alpha=0,05$ , if the value (p) significant (Sig.)  $>0,05$  it means the data are normally distributed (Ho was accepted and Ha was rejected) and if it is the data are not normally distributed (Ho was rejected and Ha was accepted). Table 4.10 showed that pre test in experimental has sig.  $0.65 > 0,05$  it means data are normally distributed and post test has  $0,200 > 0,05$  also has a normal distribution.

In the other side, pre test in control class was  $0,072 > 0,05$ , it means the data was normally distributed. While the data post test in control class was  $0,287 > 0,05$ , It means the data was normally distributed. It can be concluded that the data of pre and post test in experiment and control class was normally distributed.

Based on mean the significance result of post test of experimental and control class was  $0,510$ . It can interpretation based on the criteria for acceptance or rejection of homogeneity test, If the value (p)  $>$  significant ( $\alpha=0,05$ ), the sample was homogenous and the result of post test was  $0,510 > 0,05$  therefore the data was homogenous and valid. It also means the students had the same characters on reading comprehension.

### Hyphothesis Test

The researcher used T-Test, Independent sample t-test would be used to determine the difference on students' reading comprehension post-test mean score between experimental and control class RCRR Strategy treatment obtained a significance value (2 tailed) of  $0.000$ . This shows that the significance level =  $0.05$  (5%). Sig (2-tailed)  $< 0.05$  so null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. So, it can be said that there was significance difference on tenth grade students' reading comprehension achievement of SMK N 1 OKU after taught by using RCRR Strategy.

The data shows that students' reading comprehension before and after receiving treatment obtained a significance value (2 tailed) of  $0,025$ . This shows that the significance level =  $0,05$  (5%). Sig (2 tailed)  $< 0,05$ . To sum up, the researcher found that alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. From those explanation, it means there was a significance different on tenth grade students' reading comprehension achievement on experimental and control class of SMK Negeri 1 OKU.

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## CONCLUSION

In this study, the researcher used quantitative study method. The kind of quantitative study was quasi experimental research intended to find out the effect of RCRR strategy on students' reading comprehension. After finishing the whole steps of the study finally the researcher comes to the conclusion about Improve Students' Reading Comprehension Achievement by Using RCRR Strategy on the Tenth Grade at SMK Negeri 1 OKU. The conclusion of the study is for the English teacher and further research in term of reading comprehension in descriptive text.

1. The result of students' reading comprehension who are taught by using RCRR strategy is on good category. It can be showed from the students' post test score in experimental class is higher than in control class. Before the researcher applied the strategy, the students' pre test score in experimental class was 55,89 and after that the students' post test score was improved from 55,89 into 82,64. On the other hand, the mean score of students' pre test in control class was 60,14 and in post test was 76,81. It means the gain score of experimental class was 26,80 and control class only 16,16. From the result it can concluded that there was significant effect of RCRR strategy toward students' reading comprehension.
2. The testing of hypotheses also proved that RCRR strategy gave significant effect on students' reading comprehension. On a significance value (2 tailed) of 0,025. This shows that the significance level = 0,05 (5%). Sig (2 tailed) < 0,05. Therefore  $H_0$  was rejected and  $H_a$  was accepted. Hence, it can be inferred that there was a significance difference on the tenth grade students' reading comprehensin achievement on experimental and control class of SMK N 1 OKU.

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