



# The Effectiveness of Read, Cover, Remember, Retell Strategy towards Students' Reading Comprehension

Suryadi<sup>1</sup>, Rona Elfiza<sup>2</sup>, Nana Raihana Askurny<sup>3</sup>

<sup>1</sup>Student of English Language Education Study Program

<sup>2</sup>Lecturer of English Education Study Program

<sup>3</sup>Lecturer of English Education Study Program

\*Corresponding author: [sartikaistiqaomah@gmail.com](mailto:sartikaistiqaomah@gmail.com)

## Abstract

This research was conducted to find out whether using the Read, Cover, Remember, Retell strategy could have a significant effect on the reading comprehension of 11th grade students at SMK 3 Tanjungpinang. This research was conducted because the writer found several problems faced by students in SMK 3 Tanjungpinang. This research was a quasi-experimental design. The sample was 11th grade students in SMK N 3 Tanjungpinang. The class was divided into 2 classes, the experimental class and the control class, the experimental class was treated using the Read, Cover, Remember, Retell strategy and the control class was given treatment using the Grammar Translation Method. From the results of this study, it was found that teaching students using the Read, Cover, Remember, Retell strategy was more effective than using the Grammar Translation Method.

**Keywords:** *R.C.R.R. Strategy, Reading Comprehension, Quasi Experimental*

## INTRODUCTION

Teaching is the process of transferring knowledge involving students and teachers. Teaching process can be done at school, course, or even at the outdoor. Teacher provides the materials for studying and the students receive the materials. Reading is one of the important things in learning English. Reading is a difficult skill to be mastered by the students in learning English. For increasing communication in foreign language, reading comprehension needs to be researched. By reading they can gain information, entertainment, and also for their studies.

Nunan (2003), states that Reading is a process to find meaning by combining information from a text and readers' background knowledge. In addition, according to Moreillon (2009), Reading is an active process needing many practices and involving many other skills. By reading, the readers can get knowledge, informations, and entertainment. Therefore, reading is the basic skill to be taught for the students. However, many students have difficulties in doing it. Based on the writer's experience while doing teaching practice at SMK N 3 Tanjungpinang, the writer found that

students faced several problems like students just read without purpose, lack of vocabulary, and lack of reading comprehension

Lestari (2018) did a research having title "The Effect Of Read, Cover, Remember, Retell (RCRR) Strategies On Student's Reading Recount Text Achievement". She did the research at SMP N 3 Binjai, and the sample was students of VIII-4 and VIII-5. She found that the RCRR strategy gave a significant effect on the student's reading comprehension at recount text.

Akmaliah (2019) focused on "The Implementation Of RCRR (Read, Cover, Remember, Retell) Strategy To Improve The Eighth Grade Students Ability At Reading Descriptive Text At MTS Al Ittihadiyah Lau Dendang Medan". The purpose of her study was to improve students reading ability in descriptive text by using RCRR strategy The result was the implementation of RCRR in descriptive text was suitable and improved student's reading ability.

R.C.R.R. strategy is very easy to be implemented, the researcher gave a text to student, and the students read the text, cover it, remember it and try to retell it to their friends. Another similar research find out that this strategy was very effective it can be proved by the result of the

students summarize that indicates they understand the text. The point that makes this research is different from other that this research wants to find out is Read, Cover, Remember, and Retell (R.C.R.R.) strategy towards student's reading comprehension more effective or not.

**RESEARCH METHODOLOGY**

This research is a quasi experimental with nonequivalent control group design. This is a quantitative research. This reserach is located at SMN N 3 Tanjungpinang. The population of this reserach is all of 11th grade students on SMK N 3 Tanjungpinang with total of 337 students, the sample is 11 DPIB1 and 11 TEI with toal of 40 students. the instrument is an oral test that contains 10 questions related to analytical exposition text. the sampke is divided into experimental and control class and both of the class are given pretest before the treatment and posttest after the treatment. The experimental treated with RCRR strategy while the control class are treated by GTM (grammar translation method).

By given the instrument, the writer able to collect data from both of pretest and posttest. The score of instrument range from 1 to 4 which every number value 1=25, 2=50, 3=75, 4=100. It can be categorized with the following rubric below:

Indicators	4	3	2	1
Identifying main idea	Identification of main idea with extensive use of supporting details.	Identification of main idea with considerable use of supporting details.	Identification of main idea with adequate use of supporting details.	Partial identification of main idea with limited supporting detail.
Supporting detail	Answers are mostly complete, include many details.	Answers are usually complete and include several details.	Answers contains some detail.	Answers lack the required detail or are incomplete.
Vocabulary	Commandable demonstration of understanding	Effective demonstration of understanding	Suitable demonstration of understanding	Limited demonstration of understanding

Grammatical feature	vocabulary in given context.	vocabulary in given context.	ary in given context.	ary in given context.
Implied detail	There are almost no errors in grammar.	Some mistakes occur but do not affect the meaning.	A lot of mistakes occur and must reorder sentences.	The grammar is so bad that it cannot be understood.
	Answers are mostly correct and demonstrate excellent comprehension	Answers are often correct and demonstrate good comprehension	Answers are occasionally correct and demonstrate incomplete comprehension	Answers do not reflect accurate comprehension of the topic.

The data was processed and analyzed through SPSS 22.

**FINDINGS AND DISCUSSION**

*Findings*

After the data was collected, next is measure the data by using several test, such as normality test to find out if the data was distributed normally or not, homogeneity test to find out if the data is consistent or not, and T-test to decide is the hypothesis is accepted or rejected. All of the data is processed by SPSS ver. 22. The collected data is described with the SPSS ver. 22. And the result showed that RRRC strategy was more effective.

*Discussion*

Based from the result, we can see that RCRR strategy the positive result. By using this strategy the students started reading effectively like what Hoyt (2009) stated. The students became more active by memorizing and understanding and lastly they got more information by sharing or exchanging ideas with their friends. The students were also motivated to share the information or express their own story to each other. By using this strategy students was more active by sharing what they had just read and got new information about the text from sharing with

## **Suryadi, Elfiza, Askurny : The Effectiveness of Read, Cover, Remember, Retell Strategy towards Students' Reading Comprehension (5)**

their friends. From the improvement we can see that R.C.R.R. strategy did give a significant effect. It made the students more active and easier to comprehend the text

### **CONCLUSION**

Based on finding and the analysis from the previous chapter, the researcher can make the conclusion as follow: using Read, Cover, Remember, Retell has improved students' reading comprehension in SMKN 3 Tanjungpinang

### **REFERENCES**

- Akmaliah, S. (2019). The Implementation Of RCRR (Read, Cover, Remember, Retell) Strategy To Improve The Eight Grade Students Ability At Reading Descriptive Text At Mts Al Ittihadiyah Lau Dendang Medan. State Islamic University Of North Sumatera Medan.
- Brown, D. H. (2003). Language assesement and principles and Classroom Practices. longman.
- Hoyt, L. (2009). Revisit, Reflect, Retell Updated Edition Time-Tested Strategies For Teaching Reading Comprehension. Heinemann portsmouth, nh.
- Lestari, poppy dwi. (2018). The Effect Of Read, Cover, Remember, Retell (RCRR) Strategy On Students' reading Recount Text Achievement. University Of Muhammadiyah Sumatera Utara Medan.
- Macceca, S. (2007). Reading Strategies for Social Studies. Shell Education.
- Moreillon, J. (2009). Collaborative Strategies for Teaching Reading Comprehension. publishers.
- Nunan, D. (2003). Practical English Language Teaching. McGraw-Hill Companies Inc.