

## Using Read, Cover, Remember, Retell (RCRR) Teaching Strategy Toward Reading Comprehension Achievemen

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### Abstract

The objective of this study is to determine whether a noteworthy disparity exists between students instructed using the One effective strategy for improving reading comprehension is the Read, Cover, Remember, Retell (RCRR) approach. Comparatively, conventional teaching methods are also utilized to teach reading comprehension achievement. This study was quantitative, utilizing an experimental method and employing an actual experimental design. Cluster random sampling was utilized for the sampling process in collecting the data. The population is 94 students, and the sample is 61 students. The data was acquired through Independent t-test analysis via SPSS 16, comparing the post-test results of the experimental and control groups results. The researcher's statistical analysis involved utilizing an independent t-test within SPSS 16 and concluded that the Sig (2-tailed) (0,001 < 0,05). It indicates that there were no substantial differences between the experimental and control groups. So, the null hypothesis (Ho) was rejected, and the alternative idea (Ha) was accepted. The read, Cover, Remember, Retell (RCRR) strategy was significantly influenced in teaching reading comprehension achievement.

**Keywords:** Read, Cover, Remember, Retell (RCRR) Strategy; Reading, Comprehension,; Teaching English.

### Abstrak

Tujuan dari studi ini adalah untuk menentukan apakah terdapat perbedaan signifikan antara pencapaian pemahaman bacaan siswa yang diajari menggunakan pendekatan Read, Cover, Remember, Retell (RCRR) dibandingkan dengan metode pengajaran konvensional. Studi kuantitatif ini menggunakan desain eksperimental dan menerapkan pengambilan sampel acak kelompok untuk mengumpulkan data dari populasi 94 siswa, dengan sampel sebanyak 61 siswa. Analisis data dilakukan dengan menggunakan uji Independent t-test dalam SPSS 16, membandingkan hasil post-test antara kelompok eksperimen dan kelompok kontrol. Hasil analisis statistik menunjukkan bahwa Sig (2-tailed) (0,001 < 0,05), yang menunjukkan tidak ada perbedaan yang signifikan antara kelompok eksperimen dan kontrol. Sebagai hasilnya, hipotesis nol (Ho) ditolak, dan hipotesis alternatif (Ha) diterima, menandakan bahwa penerapan strategi RCRR secara signifikan memengaruhi peningkatan pencapaian pemahaman bacaan

**Kata kunci:** Strategi Baca, Sampul, Ingat, Ceritakan Kembali (RCRR); Pemahaman membaca, Mengajar bahasa Inggris.

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## INTRODUCTION

Reading is one of the essential points in a language and is part of written communication. Written communication is obtained from symbols of language sounds, converted into written characters in letters (Harianto, 2020). In addition, reading is a skill that students must master. Reading is the ability to make sense of printed symbols to guide information recovery and construct a plausible interpretation of the written message (Oktavia & Afnita, 2022). Reading is essential in English teaching and learning because many English learning materials are written; the student must be able to read to achieve what they want (Pambudiyatno et al., 2021). The student must improve their reading comprehension potential to get a message from the writing form. Reading comprehension is a process

where students can understand and add background knowledge about text details (Papatga & Ersoy, 2016). Reading serves multiple purposes, including aiding language learners. In any form, exposure to English is beneficial for individuals seeking to improve their language skills.

It is related to Agustina's article entitled ". Her research found that in our society (middle and lower level), there are sources of information consumption other than reading (Agustina, 2015). Indonesian people have a common interest in reading. Furthermore, some research findings indicate that Indonesian people spend their time engaged in the act. According to recent data, most individuals spend their leisure time watching television (85.9%), followed by listening to the radio (40.3%). Reading newspapers is less prevalent, with only 23.5% of individuals engaging in this activity. It is because people have difficulties accessing reading Material; in some cases, the center service the library is only in the city, their economy is still minimal, and there is a lack of references and cultural acts from our ancestors where they were not endowed with read or written text but more than telling a story and watching.

Based on the problem of writers, some problems occur in class VIII of SMP Muhammadiyah 2 Karang Tengah. The researcher identified specific issues regarding the process of teaching and learning. They are: 1) the student needs more motivation in reading the text, and 2) the student needs more vocabulary to understand the meaning of the text. Then, when the students were given comprehension questions, only a few could answer correctly, while the others claimed they needed clarification about what they should answer. It is actually because of their disability in understanding the content of the text. This is related to the fact that the student's average score is still so far from the target in the study.

This matter leads the writers to find an appropriate solution to overcome. Writers will provide students with activities that enhance their text comprehension ability, which would be advantageous by using strategy in the teaching and learning process. In addition, teachers' reading strategy dramatically influences the student's vocabulary and reading comprehension achievement. One of the reading strategies that can used to improve the student's ability to comprehend a text is The RCRR technique, which comprises four steps: Read, Cover, Remember, and Retell.

## **METHOD**

The research methodology employed for this study is actual experimental design. The primary objective is to evaluate whether a significant variance exists in the reading comprehension proficiency of students instructed with the RCRR technique compared to those through conventional methods.

Two groups were used as research samples: experimental and control groups. Every group was provided with the same material regarding the topic. The experimental group received instruction by implementing the Read, Cover, Remember, Retell (RCRR) strategy, whereas the control group taught using conventional methods. Before the treatment, a pretest will be given first to measure the student's initial abilities. Then, when students have been given treatment, they are given a posttest. The

objective is to contrast pupils' capabilities in the experimental and control groups so that the writers can see whether the strategies implemented produce good results in class. The writer's subjects were class VIII students of SMP Muhammadiyah 2 Karang Tengah for the 2022/2023 academic year.

Data for this research was collected by the test, which comprised 25 (twenty-five) multiple-choice test questions, and four choices were given. To determine significant differences between students taught via conventional strategies and taught using the Read, Cover, Remember, Retell (RCRR) strategy, the independent t-test analysis was conducted on their reading scores, and this research uses SPSS 16.

**RESULT AND DISCUSSION**

**Result**

After providing test data to the experimental and control classes, a reading comprehension test was given to evaluate their understanding of the material. This research was conducted on eighth-grade students at SMP Muhammadiyah 2 Karang Tengah, and research data was collected from pre-test and post-test scores. The following description outlines the research results obtained from these scores and presented to research participants.

Table 1. Descriptive Statistic of Pre-Test and Post-Test Experimental Group

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis			
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std Error	Statistic	Statistic	Statistic	Std Error	Statistic	Std Error
Pretest score experimental group	30	32	36	68	1608,00	53,60	1,74	9,55	91,145	-,462	,427	-,787	,833
Posttest score experimental group	30	28	56	84	2052,00	64,40	1,21	6,673	44,523	,213	,427	-,349	,833
Valid N (listwise)	31												

Based on the data presented in Table 1, the range of pretest scores in the experimental group was 32, with the lowest score being 36 and the highest score being 68. The sum of the scores was 1608.00, the variance was 91.145, the skewness was -0.462, and the kurtosis was -0.787. Similarly, the range of posttest scores in the experimental group was 28, with the lowest score being 56 and the highest score being 84. The sum of the posttest scores was 2052.00, the variance was 44.524, the skewness was 0.213, and the kurtosis was -0.349.

Table 2. Descriptive Statistic of Pre-Test and Post-Test Control Group

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis			
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic			
Pretest score control group	31	36	36	72	1620,00	52,26	1,94	1,08	117,26	-.073	.421	-.126	.821
Posttest score control group	31	28	52	80	1956,00	63,09	1,44	8,04	64,75	.383	.421	-.827	.821
Valid N (listwise)	31												

Based on the data presented in Table 2, we can deduce that the range of pretest scores in the control group was from 36 to 72. The sum of the scores was 1620.00, variance was 117.26, skewness was -0.073, and kurtosis was -0.126. Additionally, the range of posttest scores in the control group was from 52 to 80, with a sum of the scores being 1956.00, variance of 64.75, skewness of 383, and kurtosis of -827. The descriptive analysis outcomes to this study indicate that the mean score of the experimental group in the post-test phase surpasses that of the control group. The chart below illustrates the distribution of skewness and kurtosis of the experimental group.

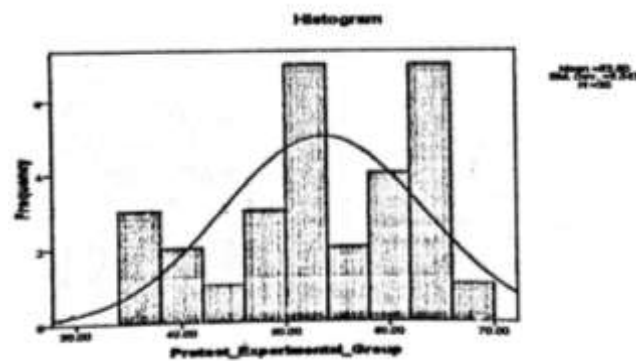


Chart 1. Pretest Score Experimental Group

According to Chart 1, the mean pretest score in the experimental group was 53.60, with a standard deviation of 9.55.

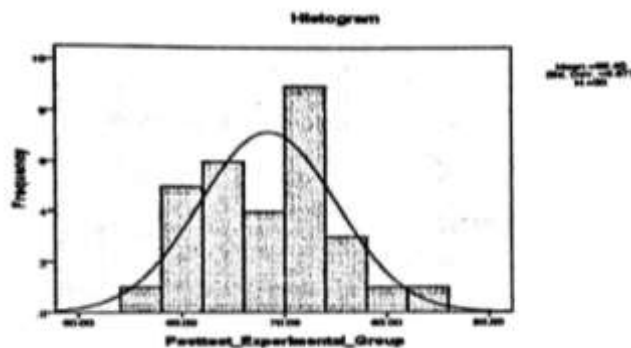


Chart 2. Posttest Score Experimental Group

Furthermore, Chart 2 illustrates the distribution of posttest results within the experimental group. Based on the chart, the mean score was 64.40 with a standard deviation of 6.67.

So it can be written in the form of the following chart;

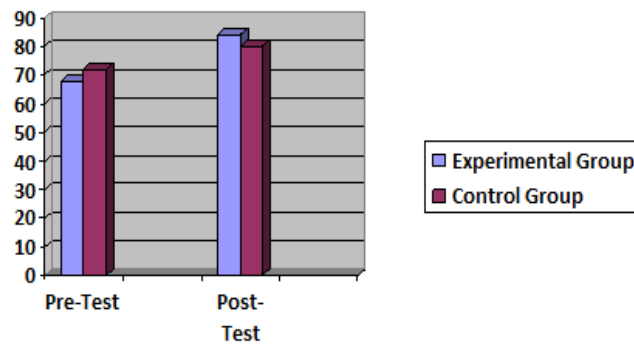


Figure 1. Differences in experimental class and control class scores

According to the data presented in Figure 1, students in the experimental class outperformed their peers in the control group in their ability to understand descriptive text. This difference in performance could be caused by the implementation of the RCRR strategy in the experimental class compared to the conventional learning method used in the control group. These findings indicate that the RCRR strategy is a practical approach to improving reading comprehension skills among students. The data from the post-test of both experimental and control classes are subjected to normality and homogeneity tests. A T-test was employed for further analysis if the data showed normal and homogenous distribution. In this study, a normality test was conducted to examine the data distribution, which determined the next course of action.

Table 3. Normality Test of Pre-test and Post-test of Experimental group and Control Group

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Post-Test	Experimental Group	,103	30	,200	,962	30	,342
	Control Group	,159	31	,200	,874	31	,071

### *Liliefors Significance Correction*

After analyzing the statistics, the normality test showed that the significant value of the Reading Comprehension RCRR Strategy was higher than the 0.05 level, with a value of 0.200. This indicates that the distribution of data in the Reading Comprehension\_RCRR Strategy was normal. Similarly, the significant value of Reading Comprehension Conventional was also higher than 0.05, with a value of 0.200, indicating that the distribution of the data in Reading Comprehension Conventional was also normal

Tabel 4. Homogeneity Test Variance

	Levene Statistic	df1	df2	Sig.
Post-Test	2,141	1	59	,149

As per Table 3, the Levene Statistic calculation was executed using SPSS 16, and the resulting sig value was found to be 0.149, higher than the specified threshold of 0.05. Consequently, it can be inferred that the experimental and control groups' samples were homogeneous.

In order to distinguish between the two groups, an independent t-test was employed by the writers. The experimental group was educated through the utilization of the RCRR strategy, while the control group was instructed using conventional means. The outcomes of the independent t-test are depicted in the following table.

Table 5. Independent T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean difference	Std. Error difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	2,141	,149	3,969	59	,001	7,84140	1,97580	3,88784	11,79496
	Equal variances not assumed			3,969	56,195	,001	7,84140	1,96739	3,90054	11,78226

The table above provides conclusive evidence that the t-obs score obtained from SPSS 16 shows that p-output is higher than p-output ( $0.001 < 0.05$ ). The post-test scores for both the experimental and control groups were analyzed, and the resulting data yielded a value of 3.969, with a significance level of  $\alpha = 0.05$  in the two-tailed test. The degrees of freedom were calculated to be  $(n - 2) - (61 - 2) = 59$ . At the same time, based on statistical analysis, the output of 0.001 is the value exceeds the designated significance level of 0.05.

### Discussions

The calculation results of this research show the use of the read, cover, remember, retell (RCRR) teaching strategy toward reading comprehension achievement in the eighth grade of SMP Muhammadiyah Karang Tengah. Researchers found that p-output is higher than p-output ( $0.001 < 0.05$ ). At a significance level of  $\alpha = 0.05$  in a two-tailed test with degrees of freedom of  $n - 2$  (59 in this case), the data obtained from post-test scores for both experimental and control groups were 3.969, with a sample size of 61. At the same time, based on statistical analysis, the output of 0.001 is the value that exceeds the designated significance level of 0.05. Thus, the Null Hypothesis ( $H_0$ ) rejects and accepts the Alternative Hypothesis ( $H_a$ ). The calculation results of this research show that using read, cover, remember

Researchers also compared a notable contrast between students instructed through the Read, Cover, Remember, Retell (RCRR) and conducted through conventional methods to enhance reading

comprehension achievement. According to the data presented in Table 1, implementing the RCRR strategy resulted in a noticeable increase in the mean score of the experimental class. Specifically, the mean score rose from 53.60 to 64.40, as indicated by the descriptive statistics. In the meantime, the control class rating has also shown significant improvement despite not applying the strategy outlined in Table 2. The rating has increased from 52.26 to 63.09, indicating a minor difference of only 11 points compared to the experimental class.

As discussed previously, students will study in small groups or pairs. In this case, the RCRR strategy can reduce the opportunities for students who are passive in class to become more active in understanding learning. This strategy is proven to be able to help students who experience difficulties in understanding knowledge, especially students who have difficulty understanding long texts because, in groups or pairs, they only need to read a small part of the text or store it in their brain, cover it with their hands, then remember it and explain again about it. Things that are read use his language to capture the text's point they have understood. Their group partner can fill in the gaps if they need to remember information. Then, they switch again in the next reading section. Therefore, the implementation of this strategy has the potential to enhance students' reading comprehension.

That is the same as research from (Dahler et al., 2019), where the study showed that RCRR explains pair cooperation and open exchange of ideas; in this case, this strategy has been proven to improve students' understanding of reading. That is useful for making it easier for students to understand a text. In addition, systematically approaching the reading task can assist students in reading more attentively and retaining pertinent details. This strategy fosters reading skills and enhances vocabulary retention among students. Students can improve their understanding and retention of new words and phrases by engaging with the text's core concepts.

Furthermore, the outcomes of this study corroborate previous research and demonstrate that the RCRR strategy effectively aids students' comprehension of the text. The study indicates that using the RCRR strategy to teach reading comprehension achievement encourages students to become active and share what they've read, facilitating communication amongst themselves. This discovery aligns with the preceding research (Lestari, 2018), which demonstrated that the RCRR strategy stimulates active student learning. This approach encourages students to share information and exchange personal experiences, fostering motivation and engagement.

In conclusion, the study results indicate the effectiveness of the RCRR strategy in enhancing the reading comprehension of eighth-grade students at SMP Muhammadiyah 2 Karang Tengah.

## **CONCLUSION**

Following the analysis and discourse, the authors concluded that there exist significant contrasts between pupils who were instructed with the Read, Cover, Remember, Retell (RCRR) methodology and those trained using the conventional technique in teaching Attaining proficiency in reading comprehension. The post-test scores for both the Experimental and Control groups underwent

Independent t-test analysis. Following the confirmation of the hypothesis that the p-value of 0.001 was lower than the predetermined significance level of 0.05, the null hypothesis was deemed invalid. Accordingly, the alternative hypothesis ( $H_a$ ) was accepted. Therefore, the author concludes that this strategy has the potential to resolve the issue of poor reading comprehension.

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