THE USE OF READ, COVER, REMEMBER, RETELL (RCRR) TO IMPROVE STUDENTS READING COMPREHENSION

PENGGUNAAN READ, COVER, REMEMBER, RETELL (RCRR) UNTUK MENINGKATKAN PEMAHAMAN MEMBACA SISWA

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Abstract

This study evaluates the effectiveness of the Read, Cover, Remember, Retell (RCRR) strategy in improving students' reading comprehension skills among seventh-grade students at SMPN 10 Cimahi. Using a quantitative approach with an experimental design, students were divided into an experimental group taught using the RCRR strategy and a control group receiving conventional instruction. Data were collected through pre-tests, post-tests, and questionnaires to measure reading comprehension and students' perceptions of the RCRR strategy. The results showed a significant increase in reading comprehension in the experimental group, with average scores rising from 40.27 in the pre-test to 73.47 in the post-test. Additionally, 68% of students responded positively to the RCRR strategy, highlighting its acceptance and effectiveness. These findings indicate that the RCRR strategy is not only effective in enhancing students' reading comprehension but is also well-received by students, making it a valuable teaching tool for educators.

Keywords: reading comprehension, RCRR, teaching strategy

Abstrak

Penelitian ini mengevaluasi efektivitas strategi Read, Cover, Remember, Retell (RCRR) dalam meningkatkan keterampilan pemahaman membaca siswa kelas tujuh di SMPN 10 Cimahi. Menggunakan pendekatan kuantitatif dengan desain eksperimental, siswa dibagi menjadi kelompok eksperimen yang diajarkan menggunakan strategi RCRR dan kelompok kontrol yang menerima pengajaran konvensional. Data dikumpulkan melalui pre-test, post-test, dan angket untuk mengukur pemahaman membaca dan persepsi siswa terhadap strategi RCRR. Hasil penelitian menunjukkan peningkatan signifikan dalam pemahaman membaca pada kelompok eksperimen, dengan skor rata-rata naik dari 40,27 pada pre-test menjadi 73,47 pada post-test. Selain itu, 68% siswa memberikan tanggapan positif terhadap strategi RCRR, menyoroti penerimaan dan efektivitasnya. Temuan ini mengindikasikan bahwa strategi RCRR tidak hanya efektif dalam meningkatkan pemahaman membaca siswa, tetapi juga diterima dengan baik oleh siswa, menjadikannya alat pengajaran yang berharga bagi pendidik.

Kata Kunci: pemahaman membaca, RCRR, strategi pengajaran

INTRODUCTION

Language plays a crucial role in communication as it serves as the primary tool used to convey thoughts, ideas, feelings, and information between individuals or groups. As an international language, it serves not only as a tool but also as a vessel for shaping identity and culture, a learning medium, and a problem-solving tool in everyday life to communicate differences of opinion, reach agreements, and hone skills in human relations.

In English, there are four essential skills that are important to master, namely reading, writing, listening, and speaking. In this regard, we will discuss the skill of reading in the English language. The ability to read effectively is vital for individuals learning English as a second language. It's a fundamental aspect of language acquisition, allowing learners to comprehend written texts, expand vocabulary, and develop overall language proficiency supported by M.S Marpaung & R.Sinaga (2019).

Shanahan (2006) describes reading comprehension as understanding and making sense of the information in a text. Scott and Steven (2005) add that it involves recognizing connections between different parts of a text and what the reader already knows. Many students struggle with reading comprehension because their teachers don't explain clearly how to understand and make sense of what they read. Reading comprehension is when readers understand what they read. It involves using logical thinking to make sense of the letters, words, and sentences in the text. Snow (2002) suggests that reading comprehension is about both understanding and creating meaning by interacting with written language.

The importance of reading comprehension lies in its ability to empower individuals beyond mere language imitation, enabling them to extract meaning According to Klingner, Vaughn, and Boardman (2007), teaching reading comprehension involves employing scientifically validated instructional techniques and activities, transitioning from assessing comprehension to equipping students with the ability to employ various comprehension strategies flexibly and effectively. In essence, teaching aims to facilitate students' mastery of multiple comprehension strategies and the assessment there of.

Conventional teaching methods often are not effective enough in helping students improve their reading comprehension. Therefore, it is important for us to seek and implement new and effective learning strategies to enhance students' reading abilities. Hence, to address the issues in students' reading comprehension, we agreed to choose the research method titled "The use Read, Cover, Remember, Retell (RCRR) To improving The Students Reading Comprehension"

According to Baiq Mita Putri Liana (2019), RCRR strategy is vehicle for increasing the knowledge and understanding of the participant in a collaborative context. The RCRR strategy, which stands for "Read, Cover, Remember, and Retell," functions as a tool for learners to deepen their understanding of texts within a group environment. Through this collaborative process, participants engage in active reading by initially absorbing the content, then covering it to recall key points, remembering what they've learned, and finally retelling the information to others. By actively participating in each step of the RCRR strategy, students not only comprehend the text more effectively but also enhance their overall ability to grasp and interpret written material. This method fosters critical thinking skills and encourages students to engage with the material in a meaningful way, leading to improved comprehension and retention of information.

The RCRR Strategy, as described by Brummer and Macecca (2020) referenced by Relawati, involves a structured approach to reading comprehension. By breaking down the process into manageable steps, students can effectively engage with the text, cover key information, retain it in memory, and then articulate their understanding in their own words. This method facilitates deeper comprehension and helps learners develop essential reading and summarization skills. The various advantages of implementing the RCRR strategy, emphasizing its interactive nature and positive impact on student engagement and comprehension. By actively involving students in summarizing, explaining, and sharing information, this strategy enhances motivation, stimulates learning, and encourages collaborative learning environments. Furthermore, the emphasis on reading aloud aids in improving comprehension skill this supported by Brummer and Macecca referenced by Nurhalimatussakdiah, et al. (2024). Thus, dopting the RCRR strategy can significantly benefit students' reading comprehension abilities.

RESEARCH METHODS

This study employed a quantitative approach with an experimental design to investigate the effectiveness of the Read, Cover, Remember, Retell (RCRR) strategy in enhancing students' reading comprehension. The participants were seventh-grade students at SMPN 10 Cimahi, divided into two groups: an experimental group that received instruction using the RCRR strategy and a control group that received conventional teaching methods.

RESULTS AND DISCUSSION

The researcher utilized RCRR strategy as a treatment to evaluate the effectiveness of the Read,Cover, Remember, and Retell (RCRR) strategy in improving the reading comprehension. The

treatment process was adapted from seventh-grade students at SMPN 10 Cimahi a study by M.S Marpaung & R.Sinaga (2019), divided into two groups: an experimental group and a control group. The experimental group was taught using the Read, Cover, Remember, and Retell (RCRR) strategy, while the control group received instruction through conventional methods.

Using a quantitative approach and experimental design, the researcher compared the pre-test and post-test results between the experimental group and the control group. The first question addressed by this study was whether the students in both groups had the same initial level of ability before the treatment. This is crucial to ensure that any differences observed after the treatment can be attributed to the teaching strategy used, rather than differences in initial abilities. The second question explored whether there was a significant difference in reading comprehension achievement between the experimental group and the control group after the treatment. It was hypothesized that the experimental group, taught using the RCRR strategy, would show greater improvement in reading comprehension compared to the control group. The third question focused on the students' responses to the RCRR strategy. Understanding these responses is important to determine whether students feel comfortable with and accept the strategy, which can influence the successful implementation of the RCRR strategy in the classroom.

The instruments used in this study were reading comprehension tests and questionnaires. The reading comprehension tests were used to measure the level of comprehension before and after the treatment, while the questionnaires were used to assess students' perceptions of the RCRR strategy. The analysis of data from these two instruments provided insights into the effectiveness and acceptance of the RCRR strategy in the context of reading comprehension instruction.

The findings of this study indicate a significant difference in students' reading comprehension achievement, with an average pre-test score of 40.27 and an average post-test score of 73.47. Additionally, the questionnaire results showed that 68% of the students had a positive response to the RCRR strategy. This suggests that students have a favorable perception of the RCRR strategy.

CONCLUSION

The results of this research demonstrate that the Read, Cover, Remember, and Retell (RCRR) strategy effectively improves reading comprehension among seventh-grade students at SMPN 10 Cimahi. The significant increase in test scores from pre-test to post-test confirms the effectiveness of the RCRR strategy. Furthermore, the positive feedback from students indicates

their acceptance and comfort with the strategy, highlighting its potential for successful implementation in the classroom.

Based on these findings, it is recommended that English teachers consider incorporating the RCRR strategy into their teaching methods for reading comprehension. The use of this strategy can lead to substantial improvements in students' reading comprehension abilities and foster a more engaging and effective learning environment.

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