

THE APPLICATION OF RCRR (READ, COVER, REMEMBER, RETELL) TECHNIQUE IN TEACHING READING AT JUNIOR HIGH SCHOOL

Ifna Nifriza¹ Sri Mures Walef²

STKIP Yayasan Abdi Pendidikan Payakumbuh

Submit, 27-06-2023

Accepted, 29-06-2023

Publish, 30-06-2023

ABSTRACT

This research was *experimental research*. The population of this research was the VIII grade students of SMPN 2 Kec. Luak Payakumbuh. There were four classes of the eight grade students, total population was 88 students. The sample of this research had chosen by using cluster sampling. The experimental class was VIII.3 that had taught by using *Read, Cover, Remember, Retell (RCRR)* strategy and the control class was VIII.4 had taught by using conventional class in teaching reading. The instrument of this research was reading test in multiple choice test form. It was valid because the students have learnt the material. Then, the instrument was reliable because the result of split-half was 0.65 gave positive association. To get the data, the researcher used the t-test formula that suggested by Gay and Airasian. The result of the research was analyzed by t_{test} formula and the researcher got t-calculated was 8.38. After that, the researcher compared to t_{table} was 2.021. Where the level of significant was 0.05 with degree of freedom was 43. After analyzing the data, the researcher got t-count higher than t-table. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. It means there was a significant effect of teaching reading by using *Read, Cover, Remember, Retell (RCRR)* strategy at the eight grade students of SMPN 2 Kec. Luak.

Keywords : RCRR, Teaching Reading, The Application.

INTRODUCTION

Reading is one of important skill in the learning English. Reading is a process to get information. By reading, student can get new idea or information from text which they read. Reading is useful for adding knowledge of the students. Reading activity can be well if student have many of vocabulary, so they can get the meaning of the text. Reading

is not simple in process to get meaning, they should understand about written material. The student success in learning reading depends on how the teacher teach in the class. There are many definitions of reading that have been defined by experts. Firstly, Nunan (2003 : 68), defines that “ Reading is fluent process of reader combining information from a text and their own background knowledge to build meaning “. It means that, the readers ability to convey the meaning of the text and their background knowledge are needed when they a to success in the getting the meaning of the text.

Secondly, Linse (2005 : 77), states “ Reading is set of skill that involves making sense and derriving meaning from the printed word “. In order to area, we must be able to decode (sound out) the printed word also comprehend what we read. It means after reading the student be able to get meaning and printed words and comprehend each word. Furthermore, Nunan (2003 : 69) states that reading is an essential skill for learners of English as a second language. Reading is very important to improve knowledge. It means Reading is essential skill for learner and every aspect.

In addition, Brown (2010 : 185) “ reading is skill that is taken for granted, in foreign language learning, reading is a skill that teacher simply expect learners to acquire. It means, reading is one of skill that is important in English.

Teaching reading is a process that related to give information from the teacher to the students to increase the student ability and comprehension in reading text. The teacher must give good ways to make student interest in reading. Teaching reading should be applied by the teacher by using interesting strategy, because from the teaching reading, the students can improve their ability in reading some text. Teaching reading is something that important that must teacher do to make the students can comprehend reading skill. Nunan (2003 : 68) explains that teaching reading usually has at least two aspect. The first,

it can refer of teaching learners who are learning to read for the first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. It means from Nunan, there are two aspects in teaching reading, it is how to teach reading for the first time and second, how they use the lesson to be their language.

Then, Linse (2005:71) teaching reading is how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process. It means that in teaching reading teacher must derive meaning what they read to the student in learning process.

Next, according to Patel and Jain (2008:123), teaching reading is very important skill because this is the stage where the knowledge of learners starts to fight. The selection of reading material should be authentic. The teachers can make their teaching reading effective by 1) Teacher should talk about the topic first to the learners. He should motivate student. Teacher should not read first but he should allow the student to read the text; 2) Teacher should not allow the student to mumming while reading; 3) The subject matter should be interested and affective and selected from the reading material developed for it; 4) Eclectic approach can be used by teacher for better comprehension and understanding.

In fact, the researcher had found some problems in reading when the practice teaching in SMP N 02 Kec.Luak. First it is from teachers. The teacher can not develop his or her ability and creativity to use various strategy. The teacher still do not use the interesting strategy in teaching reading, and also the classroom management still low when they teach. If the teacher use the interesting strategy, the students will be interest to learning reading. The students will have motivations in reading. Second, it from the

students. They can not read the text with good spelling. Then, when they read, they do not know how to get the meaning from the text. The students also do not interested in reading it is because they lack of vocabulary and grammar. These strategies can improve students' reading ability and student comprehension. According to Crawford et al (2005 : 22) stated some strategies in teaching reading. There are 1) Know/Want to know/learn (KWL) Strategy, the KWL activity can be used to structure a whole lesson, raise question about it, and find answers to those questions; 2) Paired reading/ Paired Summarizing, paired reading/ Paired Summarizing is a technique for having pairs of students read a text closely for understandings; 3) Question Board, a Question Board is simply a site for posting questions that grow from class discussion. It might be a section of the chalk board, or it could be newsprint that students would be free to write on when a question comes to mind. Its purpose is to be available for students to write any questions they have as they: participate in class discussions, do independent or assigned reading, write, experiment, engage in other class activities.

Next, according to Tovani (2009) state some strategy such as:

Asking “So What?” Reading Strategy

Asking “So What?” is a generally effective classroom questioning technique that works best with the reading of analytical prose, magazine articles, and textbook passages.

Lay it Out

Lay it Out is This strategy involves keeping track of the key points in a text and the reasons and/or evidence given to support them.

Questions Game

The Questions Game is used to motivate students to ask important questions of their reading. This helps students make connections, think deeply, and question texts they read.

Asking and Answering Questions

Questioning is a very important strategy when reading. Very good readers ask questions continually as they read. When readers ask questions, their comprehension improves. Students benefit from prompts to help them generate their own questions and teachers' modeling to show how it is done.

Read, Cover, Remember, Retell (RCRR) Strategy

This strategy allows students to read a small chunk of challenging text and then stop to be sure that they have understood what they read, by retelling it to a partner.

Related from the problems above there are many strategies that can be applied by the teacher to the students. One of them is RCRR (Read, Cover, Remember, Retell) strategy. According to Hoyt (2002:147) Read, Cover, Remember, Retell (RCRR) Strategy is an effective approach to help readers at all grade levels who think that good reading is reading quickly and as a result do not understand what they have read. This strategy the students can develop their ability in speaking and they can get the meaning from the text that they have read. According to Hoyt (1999:147), Read, Cover, Remember, Retell (RCRR) is an effective strategy to help readers at all grade levels who think that good reading is reading quickly and as a result do not understand what they have read. However, according Andrea and Royes (2014:53), "Read, Cover, Remember, and Retell" is an instructional strategy that help students stop after reading small portions of a text and retell what the section entails.

Then, according to Hoyt in addition Saine (2016:23), "Read, Cover, Remember, Retell strategy is to help gain a better understanding of the text. During Read – Cover - Remember – Retell, student will stop frequently to think about meaning making.

Next, according to Jane (2000:12) Read-Cover-Remember-Retell (RCRR) is a reading strategy useful for dividing up texts and checking understanding before you move on.

According to Hoyt (2002:147) the step of Read, Cover, Remember, Retell (RCRR) Strategy as follows: 1) Place students in Pairs and assign a selection of text for them to read; 2) Instruct both students to begin reading a small portion of the text silently, using the size of the hand to determine how much information to read; 3) After reading, the student covers the text, turns to the partner, and tries to retell it using his or her own words; 4) The partner should then evaluate the quality of the retelling and fill any missing information; 5) Student switch roles for the next section of reading; 6) When the partners have completed the reading, they can write a summary of the entire reading selection and share them with the class.

According to Heinemann (2002) explains the procedures of Read, Cover, Remember, Retell (RCRR) strategy as follows: 1) Find a partner; 2) Read about as much as you think you can cover with your hand; 3) Cover the text with your hand; 4) Consciously focus on remembering what you read, this is a quiet moment for thinking; 5) Tell your partner what you remember. It's okay to peek back at the text if you need to; 6) Read some more and follow the steps again.

Then, according to Saine (2016:23) the steps of Read cover, Remember, Retell (RCRR) Strategy such as: 1) The students read (aloud or silently) only as much as their hand can cover; 2) Making sure they understand big ideas and remember important facts; 3) Then they cover the words with their hand; 4) And remember what they read in their own words (Looking back is acceptable)

Next, According to Routman (2000) the step of Read, Cover, Remember, Retell (RCRR)

Strategy as follow: 1) Read only as much as your hand can cover; 2) Use your hand to cover up the part of the story that you just read; 3) Take time to think about what you just read; 4) Tell your partner what you just read

RESEARCH METHOD

The design of this research was experimental research. Then, the researcher used the post-test control class design. There's no pre-test because the research will do the homogeneity test to the population of this research.

RESEARCH RESULT

The researcher described the result of the study about teaching reading by using RCRR (Read, Cover, Remember, Retell) Strategy at the eighth grade students of SMPN 2 kec. Luak. The researcher used two classes as the sample of the study, an experiment class (VIII₃) which taught by using RCRR (Read, Cover, Remember, Retell) Strategy and a control class (VIII₄) which taught without RCRR (Read, Cover, Remember, Retell) Strategy. There were 23 students in an experimental class and 22 students in control class. Both of the classes taught by the same material curriculum and time allocation. After that, the calculation results of the students' score of both groups were presented in the following table.

Table 1
The Result of the Students' Post test

No	Result of the Research	Teaching Reading
----	------------------------	------------------

		Experimental Class	Control Class
1.	Total Score	1855	1385
2.	Mean (\bar{x})	80.65	62.95
3.	X^2	151615	89473
4.	Sum of Square (ss)	869.74	2380.96
5.	Size of Sample (n)	23	22

$$\text{Degree of freedom (df)} = 23 + 22 - 2 = 43$$

$$t_{\text{calculated}} = 8.38$$

$$t_{\text{table}} = 2.021$$

From the table above, it can be explained that both of the classes have the different students, which were 23 students in experimental class and 22 students in control class. Then, it was found that the total score of experimental class was 1855, while the control class was 1385. After that, the mean score of experimental class was and control class was the data was analyzed by using t-test formula. Then, based on the data, researcher got 8.38 for $t_{\text{calculated}}$ where t_{table} was 2.021 So, it can be concluded that $t_{\text{calculated}}$ was higher than t_{table} or it can be said that there was significant effect of using RCRR (Read, Cover, Remember, Retell) Strategy in teaching reading. It means that alternative Hypotheses (H_1) was accepted.

The purpose of data analysis is to see the effectiveness of teaching reading by using RCRR (Read, Cover, Remember, Retell) Strategy. After the researcher taught for eight meetings for each class and did the posttest for both of experiment and control classes, the researcher found that the $t_{\text{calculated}}$ was higher than the t_{table} . So, the strategy was effective. It means that the teaching reading by using RCRR (Read, Cover, Remember, Retell) Strategy was effective for the eighth grade students of SMPN 2 kec. Luak.

The researcher can explain that the total score of the posttest in the experimental class was 1855 and mean score was 80.65 with the sum square was 869.74 while the total score of the posttest in the control class was 1385 and mean score was 62.95 with the sum square 2380.96 The degree freedom (df) 43 in significance level 0,05 and t-table was 2.021 The $t_{\text{calculated}}$ of the data got by the students' score of both classes was 8.38. It can said the $t_{\text{calculated}}$ higher than the t_{table} .

After calculating the data, it found that the experimental class mean score was 80.65, meanwhile the control class mean score was 62.95 So, the mean score of experimental class was higher than control class. Furthermore, it was tested again by t-test formula, in which the value of $t_{\text{calculated}}$ was 8.38 which was higher than the value of t_{table} was 2.021 at the level of significant 0,05 and degree of freedom was 43.

It means the alternative hypothesis (H_1) is accepted. In other words there was significant effect of teaching reading by using (Read, cover, Remember, Retell) Strategy at the eighth grade students of SMPN 2 kec. Luak.

DISCUSSION

After doing the research eight meetings for each class, the researcher found that alternative hypothesis in this reseach was accepted. It means that H_1 was accepted. It was proven by comparing $t_{\text{calculated}}$ (8.38) and t_{table} (2.021). So, it can be said that teaching reading by using (Read, cover, Remember, Retell) Strategy at the eight grade students of SMPN 2 kec. Luak in 2016/2017 academic year was effective, because this strategy could make the students more active and keep their interest in classroom than using conventional strategy at the students in control class.

Based on the explanation above and also Hoyt (1999:147), RCRR (Read, Cover, Remember, Retell) strategy is an effective strategy to help readers at all grade levels who think that good reading is reading quickly and as a result do not understand what they have read.

So, the researcher concluded that there was a significant effect of teaching reading by at the eighth grade students of SMPN 2 kec. Luak in 2016/2017 academic year. This may be happened due to some factors; 1) The RCRR (Read, Cover, Remember, Retell) strategy make interactive class because require the students to increase their creativity; 2) The steps of RCRR (Read, Cover, Remember, Retell) strategy shows another skills of students, not only they read the text but also can improve their speaking, listening and writing during learning process. When they retell of the text that improved their speaking, also they listened to the partner' retelling; 3) The strategy can give good influence to the students in learning reading, because by using this strategy, students' score was higher than the students' that taught by conventional strategy which was mean score of students in experimental class $80.65 > 62.95$ in control class.

CONCLUSION

After doing the research about teaching rading by using RCRR (Read, Cover, Remember, Retell) strategy at the eighth-grade students of SMPN 2 kec. Luak in 2016/2017 academic year. So, the researcher can conclude that the result of post test shown that there was difference of the mean of post test score of both classes. It was found that the experimental class (80.65) was higher than control class (62.95). Moreover, it was tested by using t-test formula, in which the value of t-test (8.38) higher than the value of t-table (2.021) at the level significance (α) 0,05 and degree of freedom (df) was (23+22-

2=43). So, hypothesis of the research is accepted. It means that there is a significant effect of teaching reading by using RCRR (Read, Cover, Remember, Retell) strategy at the eighth grade students of SMPN 2 kec. Luak

REFERENCES

- Anita. 2013. *The Effect of Sing Read, Cover, Remember, Retell Strategy Toward Reading Comprehension of Second Year Students at Senior High School Sukaramaitapungulu Kampar Regency*
- Brownh.Douglas. 1994. *Teaching By Principles: An Interactive Approach to Language Pedagogy*. New York: Prentice-Hall Inc.
- Bungin, Burhan. 2005. *Metodepenelitiankuantitatif: Komunikasi ,Ekonomi, Dankebijakan Publiksertailmu-Ilmusosiallainnya*, Jakarta: Kencanaprenada Media Group.
- Crawford, Alan. et.al. 2005.*Teaching and Learning Strategies for the Thinking Classroom*. New York: The International Debate Education Association.
- Gay, L. R, Airasian and Mills Geoffrey M. 2011.*Educational Research.Competencies for Analysis And Application.Colombus :Meril Publishing Company*.
- Grounlund, Norman E. 1981. *Measurement and Evaluation in Teaching*. New York : Colliermacmilan Publisher
- Heinemann. 2002. *Louisiana Reading Association*. Catherine Guildbeau at Guilb77@Aol.Com.
- Hoyt, Linda. 2002. *Reading Strategies for Social Studies*. Shell Education: Mcrell
- Irayanti.2013. *The Effect of Using Say Something Strategy Toward Reading Comprehension of the Second Year Students at SMAN 1 Siak Hulu Kampar Regency*.
- Irianto, Agus. 2004. *Statistik Konsep Dasar dan Aplikasinya*. Jakarta: Kencana prenada Media Group
- Linse, Caroline T. 2005. *Partical English Language Young Learners*. New York: The Mcgraw Hill Companies
- Macecca, Stephanie 2007. *Reading Strategies for Social Studies*.Shell Education: Mcrel.
- Nelson, Andrea M and Royes 2014.*Success in School and Career: Common Core Standards In Language Arts K-5* Published by Rowman & Littlefield: United States Of America
- Nunan, David. 2003. *Practical English Language Teaching*. Mcgraw-Hill: New York

- Patel, M.F, Jain, Praveen M. 2008, *English Language Teaching: Method, Tools and Technique*. Jaipur: Sunrise Publisher & Distributors
- Routman, Regie, *Conversations*, Portsmouth, New Hampshire: Heinemann 2000
- Saine, Paula. 2016. *Common Core: Using Global Literature Ans Digital Technologies* Published by Rowman&Littlefield: United States of America
- Sartika. 2014. *An Experimental Study of Teaching Reading by Using that was then this is Now Strategy at Eight Grader Student of SMP N 1 KEC Situjuah Limo Nagari in 2013/2014 Academic Year*.
- Sri Wastuti. 2000. *The Effect of Collaborative Strategic Reading Toward the Second Year Student' Reading Comprehension Achivement at SLTP Negeri 20 Pekanbaru*
- Sudijono, Anas. 2009. *Pengantar Evaluasi Pendidikan*, Jakarta: PT Raja Grafindo Persada.
- Sudjana. 2005. *Metoda Statistika*. Bandung: Tarsito
- Tovani, Cris. 2009. *Instructional Strategies Guide*.