

# Improving Reading Comprehension Of Tenth Grade Students Of SMA Negeri 1 Sojol Using Read-Cover-Remember-Retell (RCRR) Strategy

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## Abstract

The research aims to find out whether or not the use Read-Cover-Remember-Retell (RCRR) can improve students' reading comprehension of the tenth grade students of SMA Negeri 1 Sojol. The researcher used quasi-experimental research design which involved two groups namely experimental group and control group. The population was 166 students in grade tenth. The samples were 67 students, selected by using the purposive sampling technique. The instrument of collecting the data was test. The test consisted of pre-test and post-test. The data were analyzed statistically using, 0.05 level of significance and 60 degree of freedom. Based on the data analysis, it was found that the students' mean score of experimental groups post-test was 64.38 greater than the control groups mean score, 47.12. Comparison the two tests of scale describes that  $t_{counted}$  value = 10.18 >  $t_{table}$  value = 1.659 which indicates that the research hypothesis is accepted. In other words, the reading comprehension of the tenth grade students of SMA Negeri 1 Sojol can be improved by using the Read-Cover-Remember-Retell (RCRR) Strategy.

**Keywords:** *Improving, Reading Comprehension, Read-Cover-Remember-Retell (RCRR) Strategy*

## Introduction

Reading is a skill that is actually not as easy as people think. Especially in this era reading activities are needed because there is a lot of information that must be shared.. The purpose of reading is to understand the idea of written text, Brevik (2019). Reading helps students learn to think. Then, it is a good way to find out new ideas, fact and experiences, Sinaga et al., (2020). By reading, students can increase their knowledge, improve their vocabulary, writing and speaking skills. Then, students are not only expected to read the text but also to understand or comprehend what they have read. As Andrés (2020) following statement that reading is one of the most important skills in any language class because it is not only a source of information and a pleasurable activity but also a means of consolidating and extending personal knowledge of the language. It means that importance of reading can help students to develop their literacy.

Reading comprehension is a skill or ability to understand what we read. This activity encourages students to examine reading material more carefully, so that they can assess the situation, value, function and effect of reading. Mertosono, Erniwati, Hastini, & Arid. (2020) define reading as "a process of communication between writers and readers. Reading is not about spelling later in a text, but it is also about understanding its

meaning to get a message across expressed by the writer.” In the Merdeka curriculum mandates that the students are able to analyze the social function, text structure and linguistic elements in reading a text. In general, the aim of teaching reading is typically to enable students to read text effectively. In addition, the students are not only supposed to understand the structure but also comprehend the meaning of the text. Consequently, the students are able to understand the readings they have read.

However, it should be noted that reading remains a problem when conducting preliminary research through observation of class X students of SMA Negeri 1 Sojol. It is found that the students had some problems related to the process of teaching and learning English in reading. First, students have a lack of vocabulary. Second, students have difficulty understanding the text. They only read the text without knowing the content of the text, especially narrative text. Last, the students feel bored because they do not provide other interesting activities in the teaching and learning process.

To overcome this problem, researchers are interested in using a strategy to improve reading comprehension by using the RCRR strategy. Dahler et al., (2019), states that RCRR is an effective approach to help readers at all grades levels who think that good reading is reading quickly and as a result do not understand what they have read. Brummer and Macceca (2008) also stated that RCRR is a comprehension strategy that builds students’ prior knowledge before they read a text. In the RCRR strategy, the researcher begins the treatment by giving a variety of simple narrative texts, instructs a student to start reading a small part of the text silently. Students use their hands to determine how much information they have read. Then, students can better understand the chronology of the story in narrative text easily. Students are also given the opportunity to help and encourage one another using the RCRR strategy, and they are also inspired to share what they have read with one another. That is, students can read quickly with this strategy followed by good results from awareness of what they have read. Then, understanding reading using this strategy was believed to foster students’ understanding.

## Method

In this study, the researcher implemented quantitative approach by using quasi-experimental design which consists of experimental group and control group. Both groups would give pre-test and post-test. The experimental groups are taught by using Read-Cover-Remember-Retell strategy while control group are taught without strategy. It means that the treatment was given only to the experimental group. The researchers use written test as the research instrument to collect or obtained data, those are pre-test and post-test. However, both groups are received the same assessment on the tests. The following is the design of the research as suggested by Cohen, et al., (2007:283):

Experimental	O1	X	O2
Control	O3		O4

Notations:

O1: Pre-test for experimental group

O2: Post-test for experimental group

X: Treatment

O3: Pre-test for control group

O4: Post-test for control group

The population of this research is all of the tenth-grade students of SMA Negeri 1 Sojol. It consisted of 5 classes which are, X MIPA 1, X MIPA 2, X MIPA 3, X IIS 1, & X IIS 2.

**Table 1 Distribution of Population**

No.	Class	Number of Students
1	X MIPA 1	33
2	X MIPA 2	33
3	X MIPA 3	34
4	X IIS 1	32
5	X IIS 2	33
	<b>Total</b>	<b>165</b>

The researcher was use purposive sampling technique to choose the sample and the sample was being class X MIPA I as the experimental class with number of students is 33 and X MIPA III as the control class with number of students is 34. The total of the sample is 67. As a research tool, the researcher used test items consisted of 20 multiple choice and 5 essay tests.

This study provided two variables that are based on the topic. The first variable, in this case the RCRR strategy as the independent variable. The second variable is the dependent variable, or reading comprehension.

## Results

This research was conducted on 20<sup>th</sup> January 2024 until 03<sup>rd</sup> February 2024 in SMA Negeri 1 Sojol. The pre-test was conducted on both classes before the students received the treatment on 20<sup>th</sup> January 2024, and the post-test was given to the experimental class on 30<sup>th</sup> January 2024, and to the control class on 03<sup>rd</sup> February 2024. The result of pre-test and post-test of both clses were analyzed and described in the table as follows:

Table 2. The Score of Experimental Class (X-MIPA 1)

No	Initials	Score			
		Pre-Test ( $X_1$ )	Post-Test ( $X_2$ )	Deviation (d)	Square Deviation ( $d^2$ )
1	AI	42.22	88.89	46.67	2178.09
2	AL	28.89	66.67	37.78	1427.33
3	AS	33.33	51.11	17.78	316.13
4	AN	40	57.78	17.78	316.13
5	AR	28.89	53.33	24.44	597.31
6	AP	26.67	62.22	35.55	1263.80
7	BS	26.67	53.33	26.66	710.76
8	CL	22.22	60	37.78	1427.33
9	EW	35.56	60	24.44	597.31
10	FA	35.56	60	24.44	597.31
11	HL	37.78	71.11	33.33	1110.89
12	HA	55.56	75.56	20	400.00
13	IR	62.22	77.78	15.56	242.11
14	MDS	26.67	60	33.33	1110.89
15	MH	42.22	86.67	44.45	1975.80
16	MA	31.11	57.78	26.67	711.29
17	MR	33.33	51.11	17.78	316.13
18	MSR	28.89	71.11	42.22	1782.53

19	MAF	46.67	64.44	17.77	315.77
20	ML	28.89	60	31.11	967.83
21	NS	35.56	48.89	13.33	177.69
22	NR	28.89	80	51.11	2612.23
23	NA	22.22	66.67	44.45	1975.80
24	NF	48.89	60	11.11	123.43
25	NH	35.56	73.33	37.77	1426.57
26	PS	37.78	68.89	31.11	967.83
27	RA	28.89	68.89	40	1600.00
28	RJ	26.67	57.78	31.11	967.83
29	SB	44.44	71.11	26.67	711.29
30	SS	33.33	62.22	28.89	834.63
31	SC	24.44	57.78	33.34	1111.56
32	SA	33.33	51.11	17.78	316.13
33	VRM	26.67	68.89	42.22	1782.53
Total		1140.02	2124.45	984.43	32972.26
		Mean Deviation			29.83

Based on the table above, the pre-test highest score in experimental class in 62.22, while the lowest is 22.22. The post-test highest score is 88.89, while the lowest score is 48.89. It means that, there is improvement of students reading comprehension after they had given treatment.

Table 3. The Result of Deviation Score Control Class (X MIPA 3)

No	Initials	Score		Deviation (d)	Square Deviation (d <sup>2</sup> )
		Pre-Test (X <sub>1</sub> )	Post-Test (X <sub>2</sub> )		
1	ADB	28.89	35.56	6.67	44.49
2	ADA	15.56	40	24.44	597.31
3	AH	37.78	44.44	6.66	44.36
4	AS	46.67	53.33	6.66	44.36
5	APR	42.22	51.11	8.89	79.03
6	ARL	24.44	33.33	8.89	79.03
7	ARF	26.67	35.56	8.89	79.03
8	AYI	31.11	51.11	20	400.00
9	AA	48.89	51.11	2.22	4.93
10	BTR	42.22	44.44	2.22	4.93
11	DRS	31.11	46.67	15.56	242.11
12	ED	46.67	53.33	6.66	44.36
13	FRM	37.78	48.89	11.11	123.43
14	FDR	53.33	62.22	8.89	79.03
15	IDL	55.56	57.78	2.22	4.93
16	JW	40	46.67	6.67	44.49
17	KS	44.44	62.22	17.78	316.13
18	MFN	33.33	48.89	15.56	242.11
19	MRA	66.67	68.89	2.22	4.93

20	MAH	33.33	42.22	8.89	79.03
21	MYA	28.89	44.44	15.55	241.80
22	MZN	24.44	26.67	2.23	4.97
23	MSL	33.33	46.67	13.34	177.96
24	NAR	42.22	44.44	2.22	4.93
25	NFH	31.11	42.22	11.11	123.43
26	NRS	42.22	48.89	6.67	44.49
27	PAR	24.44	51.11	26.67	711.29
28	RD	20	35.56	15.56	242.11
29	SSB	48.89	53.33	4.44	19.71
30	SL	26.67	31.11	4.44	19.71
31	SRI	46.67	51.11	4.44	19.71
32	SNA	51.11	53.33	2.22	4.93
33	WA	17.78	40	22.22	493.73
34	MSI	48.89	55.56	6.67	44.49
Total		1273.33	1602.21	328.88	4711.28
		Mean Deviation			9.67

Based on the table above, the pre-test highest score in control class is 66.67, while the lowest is 15.56. The post-test highest score is 68.89, while the lowest is 26.67. When the result of control class compared to the experimental class, it can be seen that the control class is relatively low. It was concluded that the strategy can improve students reading comprehension.

The researcher then calculates the sum of squared deviation using the formula by Arikunto (2013) as follows:

1. Experimental Class

$$\begin{aligned} \sum x^2 &= \sum x^2 - \frac{(\sum x)^2}{N} \\ \sum x^2 &= 32972.26 - \frac{(984.43)^2}{33} \\ \sum x^2 &= 32972.26 - \frac{969102.42}{33} \\ \sum x^2 &= 32972.26 - 29366.74 \\ \sum x^2 &= 3605.52 \end{aligned}$$

The sum of square deviation of the experimental class is 3605.52

2. Control Class

$$\begin{aligned} \sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{N} \\ \sum x^2 &= 4711.28 - \frac{(328.88)^2}{34} \\ \sum x^2 &= 4711.28 - \frac{108162.05}{34} \\ \sum x^2 &= 4711.28 - 3181.23 \\ \sum x^2 &= 1530.05 \end{aligned}$$

The sum of square deviation of the control class is 1530.05

### T-Counted

$$\begin{aligned}
 t &= \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}} \\
 t &= \frac{29.83 - 9.67}{\sqrt{\left(\frac{3605.52 + 1530.05}{33 + 34 - 2}\right) \left(\frac{1}{33}\right) + \left(\frac{1}{34}\right)}} \\
 t &= \frac{20,16}{\sqrt{\left(\frac{5135,57}{65}\right) \left(\frac{67}{1122}\right)}} \\
 t &= \frac{20,16}{\sqrt{(79.00) (0.05)}} \\
 t &= \frac{20,16}{\sqrt{3.95}} \\
 t &= \frac{20,16}{1.98} \\
 t &= 10.18
 \end{aligned}$$

By getting the result of the calculation, the  $t_{counted}$  was 10.18. Afterward, the  $t_{counted}$  was compared to the  $t_{table}$  in the testing hypothesis.

### Testing Hypothesis

Testing hypothesis was done to know whether the treatment conducted was successful or not. If t-counted is higher than t-table, it means that hypothesis is accepted or there is significant influence in teaching proses. In other words, the use of RCRR Strategy was effective to improve students' reading comprehension of the tenth grade students of SMA Negeri 1 Sojol, especially in reading narrative text. Otherwise, if  $t_{counted}$  is lower than  $t_{counted}$ , it means the hypothesis is rejected or there is no significant influence to the students' achievement in reading narrative text.

The researcher applied interpolation formula because the degree of freedom (df) 65 ( $Nx + Ny - 2$ ) with the level significance of

Degree of freedom (df)	= $Nx - Ny - 2$
	= $33 + 34 - 2$
	= 65 (between 60-120)
Level of Significance	= 0.05
	60 = 1.671
	120 = 1.658

Where:

$$a = 120 - 65 = 55$$

$$b = 120 - 60 = 60$$

$$c = 1.671 - 1.658 = 0.013$$

**The formula:**  $\frac{a}{b} \times c = \frac{55}{60} \times 0.013 = 0.0119$

$$\begin{aligned}
 \mathbf{df} (65) &= \mathbf{df} (60) - I \\
 &= 1.671 - 0.0119
 \end{aligned}$$

$$t_{table} = 1.659$$

To make the formula clear, the researcher provides the following explanation:

a = The subtraction of degree of freedom obtained from the students' number in a sample and the degree of freedom whose figure precede right before the df obtained on the table values of students' distribution.

b = The subtraction of two degree of freedom whose precedes and comes after the degree of freedom on the table of critical values of the students' distribution.

c = The subtraction of values of degree of freedom in b.

The result of data analysis showed that  $t_{counted}$  was 10.18. By applying 0.05 level of significant with the degree of freedom (df)  $N_x + N_y - 2 = 65$  the researcher found that  $t_{counted}$  (10.18) was higher than  $t_{table}$  (1.659). It means that the research hypothesis was accepted. In other words, the use of RCRR Strategy was effective to improve students' reading comprehension of the tenth grade students of SMA Negeri 1 Sojol.

## Discussion

Based on the result of this research, there are significant differences in the experimental class and control class after using RCRR (Read, Cover, Remember and Retell). From the results of the sum of the squared deviations obtained by students in the control class it was 1530.05 and students in the experimental group was 3605.52. It can be concluded that the RCRR strategy can improve students' reading comprehension.

The data from the experimental class and control class data showing that students' reading comprehension has increased, this can be seen from the mean of pre-test score for the experimental class which is 34.55 and 37.45 for control and the mean of post-test score was 64.38 for the experimental class and 47.11 for the control class. The researcher found that the treatment worked well for students to improve their reading comprehension. The students from both classes really enjoyed the learning process even though they found some difficulties. However, almost all the students really aimed to be able to read English so they can achieve their goals even though there are many difficult words that they do not understand but they still read to the end of the passage. In addition, the researcher also tried to do the best in teaching reading through fun ways and helped when the students when they were asking the meaning of some difficult words.

## Conclusion

Data analysis indicates that the reading comprehension of tenth grade students of SMA Negeri 1 Sojol can be improved by using the Read-Cover-Remember-Retell (RCRR) Strategy. The conclusion is supported by the result of the post-test within the experimental and control group. This is also reinforced by the t-counted (10.18) which is higher higher than the t-table (1.659). It means that the hypothesis of the researcher is accepted.

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