

THE EFFECT OF THE READ-COVER-REMEMBER-RETELL (RCRR) STRATEGY ON THE READING COMPREHENSION OF EIGHTH-GRADE STUDENTS AT SMP NEGERI 2 LUBUKLINGGAU

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Abstract. This research aimed to determine whether teaching reading comprehension of recount texts using the Read-Cover-Remember-Retell (RCRR) strategy was significantly effective for eighth-grade students at SMP Negeri 2 Lubuklinggau. This research employed a pre-experimental design with a one-group pre-test and post-test. The population consisted of 412 eighth-grade students. A simple random sampling technique was used to select the sample, which consisted of the students of class VIII.2. The instrument used to collect the data was a multiple-choice reading comprehension test. The results showed a significant difference between the students' mean scores on the pre-test and post-test. The mean score increased from 63.94 on the pre-test to 73.15 on the post-test. The obtained t-value was 7.54, which was higher than the t-table value of 1.688 at the 0.05 significance level. Therefore, the findings indicated that teaching reading comprehension of recount texts using the Read-Cover-Remember-Retell (RCRR) strategy was effective for eighth-grade students at SMP Negeri 2 Lubuklinggau. Thus, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected.

Keywords: *Recount text, Reading Comprehension, RCRR Strategy.*

INTRODUCTION

Language is a symbol system in the form of sounds that can be used to convey ideas, feelings, or identify something meaning and purpose between one speaker and another speaker. Language in everyday life is a process of communication in socializing. According to Hariyanti et al., (2024) language is plays a crucial role in communication as it serves as the primary tool used to convey thoughts, ideas, feelings, and information between individuals or group.

In addition to Ahmad (2016) communication is a sharing of feelings, ideas and opinions with others. In other hand, language is not only a means of communication, but also a tool for building a deeper understanding of the world and forming individuals who are globally competent. In the midst of the development of globalization and digitalization, language skills, especially international knowledge languages such as English, are fundamental skills for accessing global, understanding other cultures, and adapting to changing times.

English is a language used as a means of communication and as an international language used to interact with others. According to Dewantara et al., (2021) English is one of the international languages that should be learned and understand for students because English taught from in elementary school until university, it as evident that English is important to learn in Indonesia. As an international language, English plays an important role and must be understood by everyone to facilitate interaction. In addition, Kurniasih (2011) stated that English subject was taught for the students to use it as a communication tools, the program needs to focus on four language skills; listening, speaking, reading and writing. Reading is a tool to increase knowledge and information. According to Rizki et al., (2013) reading as a tool for the students to get a comprehension about what they have read and helps the students to can do reading activities in order to gain information and read for enjoyment to refresh their ideas. Furthermore, Lustyantie (2015) stated that reading comprehension is aimed to understand the content of a text and the search of information in a text. It means the students can be good readers if they have good reading comprehension. However, in the fact that there

are many students is still low ability in reading comprehension. A study was conducted by Sari et al. (2020). In addition, the researcher got from English teacher at SMP Negeri 2 Lubuklinggau that the students ability in reading comprehension is low.

Based on the results of interview with English teacher at SMP N 2 Lubuklinggau on Wednesday January 22nd 2025, the researcher found that there were some problems faced by students in reading comprehension. The first, some students had lack ability in reading comprehension, especially in getting in main idea. The second, students had difficulty in understanding the text because lack of vocabulary in English. The third, students had difficulty in understanding the text because they do not know the meaning of the words.

Given the various difficulties experienced by students at SMP N 2 Lubuklinggau in comprehending reading material hoped that learning methods or strategies can help them more easily comprehend English texts. With the help of appropriate strategies, students can be better equipped to find main ideas, expand their vocabulary, and understand the meaning of words in the text. This will improve their reading skills and reduce the difficulties they experience when learning to read in English.

Related from the problems above there were many strategies that can be applied by the teacher to the students in teaching reading comprehension. One of them is RCRR (Read, Cover, Remember, Retell) strategy. According to Nifriza & Walef (2023) Read, cover, remember, retell strategy is 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. This strategy can help students to develop critical thinking skills by going through the process of remembering and retelling helping students analyze and understand the essence of the text, not just reading passively. And provide opportunities for students to help each other. According to Hamdan & Syaprizal, (2020) A good learning strategy must be appropriate to the material, place and time so that learning can be more effective.

The effectiveness of Read, Cover, Remember, Retell strategy in teaching reading comprehension has also been found by several researchers (Hafis et al. 2020: Dahler et al. 2019: Liana, 2019). For instance, Hafis et al. (2020), revealed that Read, Cover, Remember, Retell strategy is an effective strategy in teaching reading comprehension to grade VIII students. Then Dahler et al. (2019) stated that Read, Cover, Remember, Retell (RCRR) strategy is effective in reading comprehension recount text. Furthermore, Liana (2017) also stated that Read, Cover, Remember, Retell strategy is effective to improve reading comprehension.

Based on the explanation above, the researcher interested in conducted a research entitled was “Teaching Reading Comprehension by Using Read-Cover-Remember-Retell (RCRR) Strategy to the Eighth Grade Students of SMP N 2 Lubuklinggau”.

METHODOLOGY

This research, the researcher used a quantitative approach. In general, quantitative research method will be divided into two types, namely experimental and non-experimental. This research used one type namely experimental design. The experimental research is divided into several forms, namely Pre-Experimental Design, True Experimental Design, Factorial Design, and Quasi Experimental Design. In this research, the researcher used pre-experimental design in one group pre-test and post-test, where the same group of students were tested before and after treatment to measure students' reading comprehension abilities through the Read-Cover-Remember-Retell (RCRR) strategy.

Research Design

This research used One Group Pre-test and Post-test Design as illustrated below:

Table 1. The One-Group Pre-test & Post-test Design

O	X	O
Pre-test	Treatment	Post-test

(Fraenkel et al. 2012)

The table above shows the flow of the pre-experimental research design, where in the first steps by the researcher was conducted a pre-test (O) by filling in the 20 items of questions on reading text in the form of multiple choices. Then, the researcher conducted four times treatments (X) in recount text materials and applied the Read-Cover-Remember-Retell strategy. Finally the researcher conducted a post-test (O) to seen the final score after the strategy treatments was applied.

Research Subject

The subject of this research class VIII.2 of SMP N 2 Lubuklinggau at Air Kuti, kec. Lubuklinggau Timur 1, (located on Jl. Letkol Sukirno), Lubuklinggau city, South Sumatera province. Consisted 38 students, where there were 18 male and 20 female.

Data Collecting

The research data collected was used test as an instrument to measured reading comprehension in form multiple choices consisted 20 questions on recount text, included *Traveling, A trip to zoo, Holiday, How to Make Donuts, Youngest Child*.

Data Analysis

The data analysis technique of this research used individual score, normality test and matched t-test formula.

1. Individual score: $S = \frac{R}{n} \times 100$ Where S: Student's Individual Score R: Total

Number of Student's Correct Answer n : Number of Test Items

2. Normality Test (Chi-Square)

To assess whether the data were normally distributed using standard deviation and mean formulas.

3. Matched t-Test

Used to determine whether the difference between the pre-test and post-test means was statistically significant.

RESEARCH RESULT

This research aimed to determine the effect of the Read-Cover-Remember-Retell (RCRR) strategy in improving reading comprehension of eighth-grade students at SMP N 2 Lubuklinggau. This research was conducted used single-group pre-test and post-test design. The instrument used consisted of 20 questions in form multiple-choice on recount text. The participants were 38 students.

1. Students' Score in the Pre-Test

Pre-test was conducted on may 13th 2025 in class VIII.2 students of SMP N 2 Lubuklinggau in academic year of 2024/2025 before the treatments. The pre-test was involved by the 38 students consisted of 20 questions of test in the form multiple choice. Based on the results of the pre-test calculation, the highest score was 85 obtained by 1 student and the lowest score was 35 obtained by 1 student. The average of the students' score in the pre-test was 63.94.

Table 2. Learning Objective Achievement Criteria (KKTP) of the pre-test

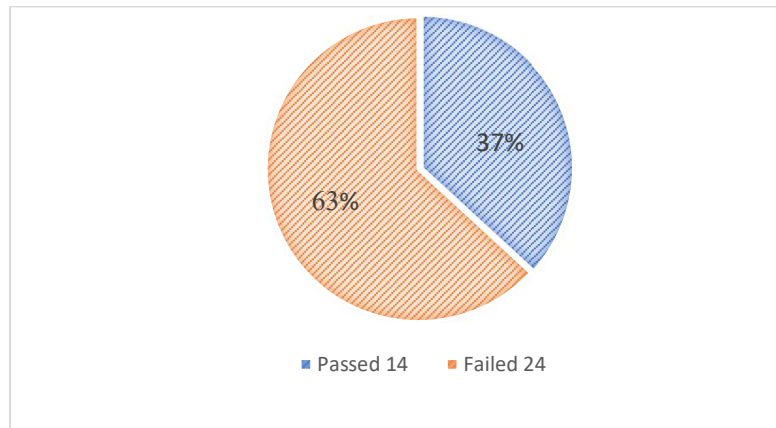
Interval	Qualification	The number of students
≥ 70	Passed	14
< 70	Failed	24
Total	38 Students	

(SMP N 2 Lubuklinggau academic year 2024/2025)

From the table above, that there were 14 students' who "passed" with score of ≥ 70 . While there were 24 students' who "failed" with score of < 70 . The students' score in pre-test.

Below the chart of students' criteria percentage in pre-test. The result were presented in the chart 1.

Chart 1.
The Percentage of the Students Score in the Pre-test



Based on the chart above, that there were 14 students' "passed" qualification in percentage (37%). Furthermore, there were 24 students' "failed" qualification in percentage (63%). So, that can be interpreted the number of students who answered the questions about recount text incorrectly was higher than who answered correctly.

2. The Students Percentage Score in the Post-test

Post-test conducted on may 27th 2025 in class VIII.2 students of SMP N 2 Lubuklinggau in academic year of 2024/2025 after treatments with the implementation of the Read-Cover-Remember-Retell (RCRR) strategy. The post-test was involved by the 38 students consisted of 20 questions of test in the form multiple choice. Based on the results of the post-test calculation, the highest score was 90 obtained by 2 students' and the lowest score was 45 obtained by 1 student. The average of the students' score in the post-test was 73.15.

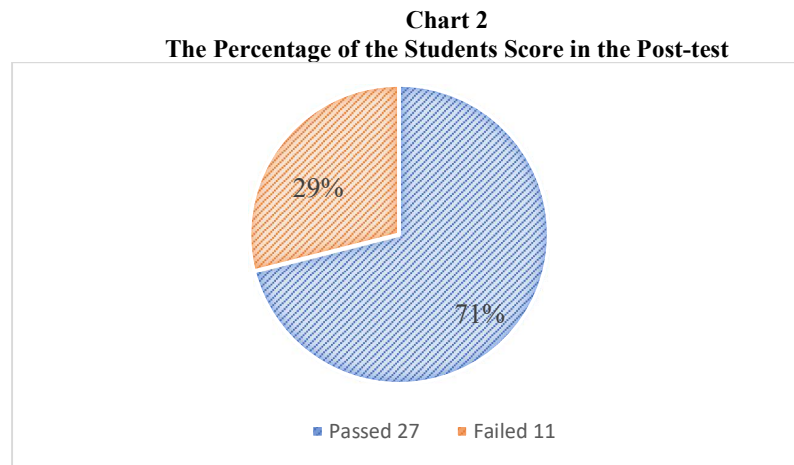
Table 3. Learning Objective Achievement Criteria (KKTP) of the post-test

Interval	Qualification	The number of students
≥ 70	Passed	27
< 70	Failed	11

Total	38 Students
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From the table above, that there were 27 students who “passed” with score of ≥ 70 . While there were 11 students who “failed” with score of < 70 . The students’ score in post-test.

Below the chart of students’ criteria percentage in pre-test. The result were presented in the chart 2.



Based on the chart above, that there were 27 students’ “passed” qualification in percentage (71%). Furthermore, there were 11 students’ “failed” qualification in percentage (29%). So, that can be interpreted the number of students who answered the question about recount text incorrectly was higher than who answered correctly.

3. The Data Description of the Students Score

Table 4. Data Description of the Students Score

Number of Students	Test	Minimum Score	Maximum Score	Mean	Standard Deviation
38	Pre-test	35	85	63.94	11.22
	Post-test	45	90	73.15	11.47

Based on the table above, the minimum score on the pre-test was 35 while on the post-test was 45. Then the maximum score on the pre-test was 85 while on the post-test was 90. Furthermore, the average score on the pre-test was 63.94 while on the post-test was 73.15. Finally, the standard deviation on the pre-test was 11.22 while on the post-test was 11.47.

4. Normality Testing

Chi-Square tests were conducted to determine whether the data distribution in both pre-test and post-test scores was normal.

- a. Pre-Test: $X^2_{obtained} = -20.0037$ with degree freedom $(df - 2) = 36$. The level was 95% (0.05), so the $X^2_{table} = 50.998460$. The researcher concluded that $X^2_{obtained} < X^2_{table}$ so the data were normal.
- b. Post-test: $X^2_{obtained} = -80.8695$ with degree freedom $(df - 2) = 36$. The level was 95% (0.05), so the $X^2_{table} = 50.998460$. The researcher concluded that $X^2_{obtained} < X^2_{table}$ so the data were normal.

5. Matched t-Test Result

Matched t-test was conducted to determine whether the observed improvement in reading comprehension was statistically significant.

- a. The total difference $(\sum D) = 350$
- b. The squared difference $(\sum D^2) = 4550$
- c. Standard Deviation $(SD) = 7.53$
- d. Standard Error of Difference $(\overline{SD}) = 1.22$
- e. T-obtained = 7.54

f. $T\text{-table} = 1.688$ for a significance of 0.05 for $df=2$

The results of the matched t-test showed a $t\text{-obtained} (7.54) > t\text{-table} (1.688)$. This means the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. So, the used Read-Cover-Remember-Retell (RCRR) Strategy was significantly effective to teach reading comprehension of the eighth grade students at SMP N 2 Lubuklinggau in academic year 2024/2025.

The results demonstrated the effectiveness of the Read-Cover-Remember-Retell (RCRR) strategy in improving students' reading comprehension of recount texts. Before treatment, most students scored below the passing grade. After four times treatment sessions using the Read-Cover-Remember-Retell (RCRR) strategy with the topics holiday in Solo, Weekend with friends, Sandra Dewi fall sick at school a trip to the zoo, students showed interest and better comprehension. This finding are consistent with the research of Septiana (2020), the theory used by researcher in this research shows that the results of research can be stated that the way of implementation the Read-Cover-Remember-Retell (RCRR) strategy in learning reading comprehension of recount texts in SMP N 2 Lubuklinggau was going well in teach reading comprehension.

In addition, Liana (2017) stated that Read, Cover, Remember, Retell (RCRR) strategy was effective to improve reading comprehension narrative text at MA Darul Muhajirin Praya in academic year 2018/2019. This is in line with Dahler et al. (2018) finding showed that the Read, Cover, Remember, Retell (RCRR) strategy was effective in reading comprehension recount text in SMPN 16 Pekanbaru in academic year 2017/2018.

In summary, this strategy can make easier for students to find main ideas, increase the number of vocabulary they master, and understand the meaning of words in the text.

CONCLUSION

Based on the finding in the chapter IV, the researcher found a significantly effective in students reading comprehension scores before and after being got treatments by Read-Cover-Remember-Retell (RCRR) Strategy. The average score obtained by students in pre-test was 63.94 and the average score obtained by students in post-test was 73.15. Furthermore, from the result of average score in pre-test and post-test the researcher concluded that there were significant difference between students' achievement. Based on the result of the calculation in matched t-test on Appendix C (the calculation matched t-test), t-test obtained was 7.54 which exceeded the coefficient of t-table 1.688. So, this means that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. From the explanation above, the researcher concluded that the used Read-Cover-Remember-Retell (RCRR) Strategy was significantly effective to teach reading comprehension of the eighth grade students at SMP N 2 Lubuklinggau in academic year 2024/2025.

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