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Enhancing Reading Comprehension Through The Read Cover Remember Retell (RCRR) Method: An Experimental Study

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Abstract

Based on the competency of national curriculum Merdeka, the students at second grade of SMA Negeri 10 OKU should be able to have reading comprehension on descriptive text. In this research, the researcher used Read Cover Remember Retell (RCRR) to teaching reading comprehension descriptive text at second grade of SMA negeri 10 OKU. This research aimed to find out the differences between the students taught by Read Cover Remember Retell (RCRR) strategy and the students taught without using Read Cover Remember Retell (RCRR) strategy in terms of reading comprehension descriptive text. Reading is crucial skill in learning English, as it facilitates students' overall language comprehension. This study aims to investigate the effectiveness of the Read Cover Remember Retell (RCRR) strategy in enhancing student' reading comprehension. The research was conducted with eleventh-grade at SMA Negeri 10 OKU, who are divided into to two groups: an experimental group taught using the RCRR strategy and a control group taught through conventional methods. A quantitative research method with an experimental design was employed, employing pre-test and post-test to measure improvement in reading comprehension. The findings provide valuable insight into the impact of the RCRR strategy on students' reading abilities, with implications for English language teaching practices.

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

Introduction

As an international language, English plays a crucial role and must be understood by individual worldwide. However, in Indonesia, where English is not the first language, students often face challenges in mastering it by (Katemba, 2019).Highlights that Indonesian students struggle with English due to differences

in structure, pronunciation, and vocabulary compared to Bahasa Indonesia. Mastery English requires proficiency in four key skills: reading, listening, writing, and speaking. Among these, reading is vital for understanding texts, expanding vocabulary, and gaining knowledge in various disciplines. In today's modern era, student are required to read extensively to keep up with scientific developments and achieve academic and social success (Marpaung & Sinaga).

Reading is one of the essential skills that is important to be learned and mastered by students. Reading is a process of deriving meaning from printed material and applying the right interpretation to gain the information. Learning reading is something crucial for the student, because it is usually assumed that the success of students in learning indirectly depends on their ability to read understand the text in source books (Afshari, 2023)

Harmer emphasizes the importance of reading in learning, stating that it enables individuals to access a wealth of information both inside and outside the classroom (Harmer J. , 2007). It is meant reading is not only about books, magazine, journal, articles, but also many other. Reading is one of the essential points in a language and is part of written communication. Reading is one of the major skill that must be mastered by every people in this world. Not only that Reading is an interactive process between the reader, the text, and the context in which the text is presented. The most important component here is the reader. So, the reader shows to action on process interactive reading between the text and the context have read for learning of the reading from school (Aripovna, 2020).

Nystrand stated understanding the effects of readers on writing development requires prior conceptualization of the relationship between writers and reader (Nystrand, 2019). In addition, reading one way to help connection each other's such as written and also reader. Reading is the ability to make sense of printed symbols to guide information recovery and construct a plausible interpretation of the written message. Despite its importance, reading remains a challenging skill for many is students. This truth was stated through (Dahler et al., 2019) observed that students often read without comprehending the text's meaning, structure, or moral value, making activity unengaging. Reading Comprehension is ability of the students to comprehend the next and then understand the meaning.

Reading difficulties become a problem when reader cannot absorb the meaning from a text (Katemba & Samuel, 2017). In addition the Information transfer technique can be used in teaching English especially in teaching reading, information transfer technique made students interest in facing reading activity, it is proved that there was a significant influence of Information Transfer Technique towards students' reading comprehension (Aryanika, 2015) To address this, learning to read effectively is a journey toward ever-increasing ability to comprehend texts, then teachers are the tour guides, ensuring that students stay on course (Samuels et al., 2011). From that the research can see the students needed a strategies in teaching

Based on the problem above the research was found in eleventh grade in the second semester at SMA Negeri 10 OKU, there are: 1). The students are still confused about how to comprehend to the content of the text. 2). the students have difficulty identifying information in generic structures and lack of vocabulary. 3). The students do not know the meaning of the vocabulary. There are many strategies teaching reading for student who are active in doing comprehension and to help improve their reading comprehension ability will give good effect to the students. One of them is Read, Cover, Remember, Retell (RCRR) strategy.

The students have an opportunity for giving mutual support and stimulation and students are also motivated to share their information or express their each other stories. It means that reading with this strategy will be able to read quickly followed by good results from the understanding of what they have read. Then, reading comprehension by using This strategy is believed could improve students' reading abilities. (Yulimariza N. , 2013) stated that Read, Cover, Remember, retell strategy can increase students' motivation in learning English, especially reading and it can make them think more active and critical in understanding the text.

Method

This research investigates the effectiveness of RCRR (read cover remember retell) strategy in teaching reading comprehension of descriptive text to eleventh-grade students. Specifically, the study aims to determine whether the RCRR strategy significantly improve students' reading comprehension compared to conventional teaching methods. This research methodology used quasi experimental method that test about a procedure or practice to determine whether it influence the results of the dependent variable, design referring to the theory presented by (Creswell J. D., 2019) the experimental class was taught by RCRR (Read Cover Remember Retell) Strategy, while the control class was taught by (the Conventional Method).

Two groups were used as research samples: experimental and control groups. Every group was provided with the same material regarding the topic about traditional place. The experimental group received instruction by implementing the Read, Cover, Remember, Retell (RCRR) strategy. The design of the research was illustrated in the following table:

Table 1. Design of the research

Sampel	Pre-Test	Treatment	Post-Test
Random Cluster	O_1	X	O_2
Random Cluster	O_3		O_4

Based on the Table Above, the research has carried out the treatment 3 (three times), Data for this research was collected by the test. The test is divided into two types; pre-test and post-test. The last treatment is post-test and post-test is provided before treatment. which comprised 20 (twenty) multiple-choice test questions, and five choices were given. 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 differences between students taught via conventional strategies and taught using the Read, Cover, Remember, retell (RCRR) Strategy, the research's subjects were class XI students of SMA Negeri 10 Oku for the 2024/2025 academic year.

Result and Discussion

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 eleventh grade students at SMA Negeri 10 OKU, 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 2. Descriptive Statistic of Pre-Test and Post-Test of Experimental and control group

Descriptive Statistics

	N	Minimum	Maximum	Mean	
	Statistic	Statistic	Statistic	Statistic	Std. Error
Pre-Test Experimental	22	56	77	67.77	1.350
Post-Test Experimental	22	80	92	85.82	.797
Pre-Test Control	22	55	81	67.32	1.619
Post-Test Control	22	67	89	76.73	1.358
Valid N (listwise)	22				

According to data presented in table 2, the lowest score being 56 and the highest score being 77. Similarly, the lowest of post-test scores in the experimental group was 80 and the highest score being 92.

Table 3. Descriptive Statistic of Pre-Test, Post-Test Experimental Group and Control Group
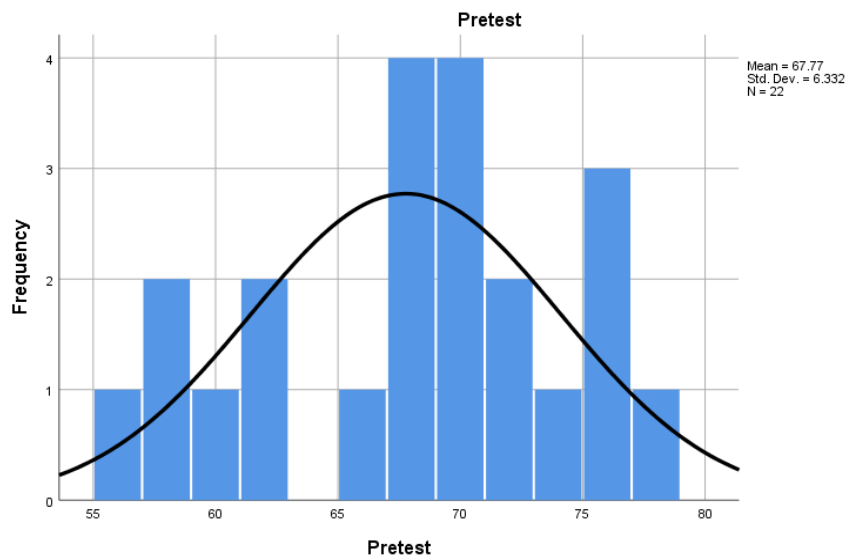
Descriptive Statistics

	N	Range	Sum	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pre-Test Experimental	22	21	1491	6.332	40.089	-.369	.491	-.888	.953
Post-Test Experimental	22	12	1888	3.737	13.965	-.090	.491	-.918	.953
Pre-Test Control	22	26	1481	7.593	57.656	-.214	.491	-.640	.953
Post-Test Control	22	22	1688	6.371	40.589	.082	.491	-.180	.953
Valid N (listwise)	22								

Based on the data presented in Table 3, the range of pretest scores in the experimental group was 21. The sum of the scores was 1491, the variance was 40.089, the skewness was -0.369, and the kurtosis was -0.888. Similarly, the range

of posttest scores in the experimental group was 12. The sum of the posttest score was 1888, the variance was 13.968, the skewness was -0.090, and the kurtosis was -0.928.
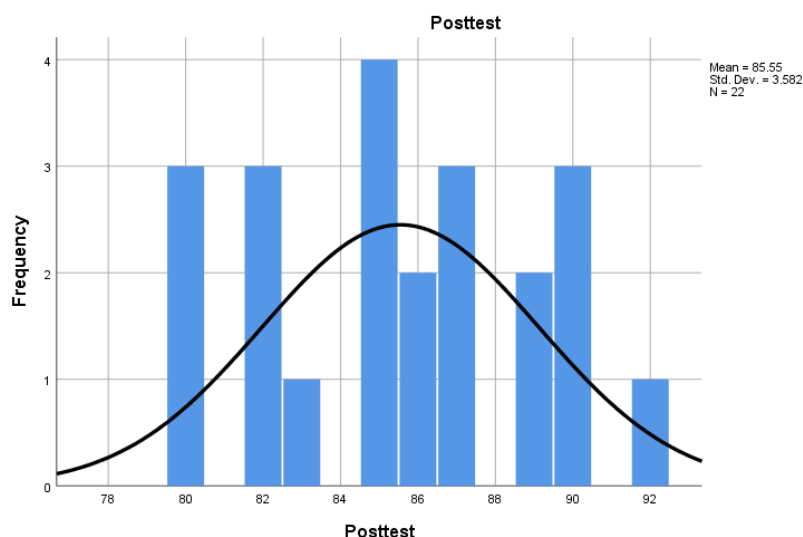
Furthermore, the research found in Table 3, we can deduce that the range of pretest scores in the control group was 26. The sum of the scores was 1481, variance was 57.656, skewness was -0.214, and kurtosis was -0.640. Additionally, the range of posttest scores in the control group was 22, with a sum of the scores being 1688, variance of 40.589, skewness of 082, and kurtosis of -180. 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. Pre-Test Score of Experimental Group

According to chart 1, the mean pretest score in the experimental group was 67.77, with a standard deviation of 6.332.

Chart 2. Post-Test Scores Experimental Group

Furthermore, Chart 2 illustrated the distribution of posttest result within the experimental group. Based on the chart, the mean score was 85.82 with a standard deviation of 3.737. 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 4 Normality Test of Pre-test and Post-test of Experimental group and Control group

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Post-Test Experimental (RCRR)	.121	22	.200[*]	.948	22	.291
	Post-Test Control (Conventional)	.166	22	.118	.955	22	.396

Table 5, Homogeneity Test Variance

	Levene Statistic	df1	df2	Sig.
Post-Test	1.038	1	42	.314

As per Table 5, the Levene Statistic calculation was executed using SPSS 16, and the resulting sig value was found to be 0.314, 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 6, Independent T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Dr	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	1.038	.314	5.813	42	.000	8.000	1.376	5.223	10.777
	Equal variances not assumed			5.813	36.602	.000	8.000	1.376	5.211	10.789

The table above provides conclusive evidence that the t-obs score obtained from SPSS 16 shows that p-output is higher than p-output (0.000<0.05). The post-test scores for both the experimental and control groups were analyzed, and the resulting data yielded a value of 5.813, with a significance level of a = 0.05 in the two-tailed test. The degrees of freedom were calculated to be (n 2) = 42. At the same time, based on statistical analysis, the output of 0.000 is the value exceeds the designated significance level of 0.05.

Discussion

The calculation results of this research show the use of the read, cover, remember, retell (RCRR) teaching strategy toward reading comprehension achievement in the eleventh grade of SMA Negeri 10 OKU. Researchers found that p-output is higher than p-output (0.000<0.005). At a significance level of a = 0.05 in a two-tailed test with degrees of freedom of n-2 (44 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 0.000 is the value that exceeds the designated significance level of 0.05. Thus, the null Hypothesis (Ho) rejects and accepts the alternative Hypothesis (Ha). he 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 2, implementing the RCRR strategy resulted in a noticeable increase in the mean score of the experimental class. Specifically, the mean score rose from 67.77 to 85.82, 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 67.32 to 76.73, indicating a minor difference of only 9 points compared to the experimental class.

As discussed previously, students will study in small groups or pairs. In this case, the RCCR 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., 2019b) where the study showed that RCCR 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 (Hadziq et al., 2024), 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 eleventh-grade students at SMA Negeri 10 OKU.

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 (Ha) was accepted. Therefore, the author concludes that this strategy has the potential to resolve the issue of poor reading comprehension.

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