

The Use Of Read, Cover, Remember And Retell

Strategy On Students' English Reading Comprehension

Wieke Wido Wati

wiekemy@gmail.com

Bengkulu University, Indonesia

Abstract

This research was aimed to find out whether there was significant effect of using read, cover, remember and retell (RCRR) strategy on students' English reading comprehension. The design was a quasi-experimental research. The sample consisted of 60 students; 30 students for experiment group and 30 students for control group. The instrument was reading test which comprised 30 multiple choice (4 options) question with $r=0,86$. The research finding were as follows; 1). RCRR strategy affected students' reading comprehension in whole reading comprehension RCRR strategy affected students' reading comprehension in various aspect of reading comprehension, 2). RCRR strategy affected the students' reading comprehension in the aspect of finding main idea, 3). RCRR strategy affected the students' reading comprehension in the aspect of making inference, 4). RCRR strategy affected the students' reading comprehension in the aspect of understanding vocabulary and determining reference. However, RCRR strategy did not affect the students' reading comprehension in the aspect of identifying specific information. Further study is recommended for medical school.

Key Words: Reading Comprehension, RCRR Strategy

Introduction

Reading is one representative of important skill in education. It can not be separated from other skills of language learning besides writing, speaking and listening. Brindley (2005) states that reading plays as particularly important role in education. Not only does our education system demand a lot of reading in the process of learning, it also tends to use the capacity to read fluently as an indicator of more general intellectual ability. This tendency to assess intellect through reading is misplaced but prevalent and therefore cannot be ignored. It is part of the function ascribed to literacy, albeit one we need to resist and reform. According to Duffy in Djunaidi (2009) states that reading is not a random process. It is a system a set of

conventions we use to interpret and make sense of text. Through reading you can understand the information you have read.

Reading is a tool to get information. It can be done not only in classroom but also outside, as far as we can get new concept. Harmer (2010) states that there are two kinds of reading: extensive (involve reading for pleasure) and intensive reading (takes place usually in classrooms). According to Romero (2008), reading is the process of interpreting the written symbols. On the other hand, if the students have a good ability in reading, they will have a better chance to succeed in their study. Because reading is not just an activity read something but reading for comprehending the passage we read, according to Tierny in Mahdavi (2005) reading comprehension is specifically the basic goal of ESL/EFL students to gain an understanding of the world and of themselves, enabling them to think about and react to what they read.

The target intermediate reading level in the second semester are the students can find main idea, identify specific information, make inference and understand vocabulary and determine reference. For those all targets intermediate reading level the result cannot achieve yet better. Looking to the class and the characteristics of that class itself some previous studies offered that RCRR is one of strategy can achieve various aspects in reading, RCRR strategy can help students understand about the text by stopping while reading each part of text, therefore the students can understand what the text about well. Meanwhile, RCRR has disadvantage, some of students make noisy in the class and the teacher spend more time for preparing class setting.

In this research the researcher used RCRR strategy as one of the reading strategy, which is the abbreviation of Read, Cover, Remember and Retell. According to Hoyt in Noviati (2009) RCRR is an instructional strategy that is applied to help students stop after reading small portions of the text and retell what the section was mostly about. RCRR 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. It is modeled for students during a whole class instruction period, and then conducted with students who work as partner to read the same text.

Some previous studies were conducted such as by Poppy (2018) investigates experiment research entitle the effect of RCRR strategy on students' reading recount text achievement, the result showed that RCRR gave significant effect on students' reading on recount text achievement. Moreover, Akhmaliah (2019) investigates the implementation of RCRR (read, cover, remember, Retell) strategy to improve the eight grade students ability at reading descriptive text at MTS Al Ittihadiyah Lau Dendang Medan, and the result is students were looking active and interested in reading. It means that the Implementation of RCRR strategy through descriptive text are suitable for the eighth grade students of MTS Al Ittihadiyah Lau Dendang and it was improve the students' reading ability. In contrary, Dahler et.al (2018) investigates using Read Cover Remember Retell (RCRR) in teaching reading comprehension at second grade of SMPN 16 Pekanbaru, then it showed a positive effect of using Read Cover Remember Retell (RCRR) strategy on students reading comprehension of recount text at the second grade of SMPN 16 Pekanbaru.

Besides that Liana (2019) investigated the effect of read, cover, remember, retell (RCRR) strategy toward students reading comprehension at MA Darul Muhajirin Praya in academic year 2018/2019, the result showed that there is any effect of Read, Cover, Remember, Retell (RCRR) strategy toward students reading comprehension. Thus, it can be concluded that RCRR strategy can be used in teaching reading help the students more active in class, give them the opportunities to participate in discussion with their friend, it also help them understand and comprehend the indicator of reading itself.

On the other hand, Djunaidi et.al (2019) investigated the application of RCRR (read, cover, remember, retell) Strategy in teaching reading descriptive text to the eighth Grade students of state junior high school 50 Palembang, the research showed that application of RCRR (Read, Cover, Remember, Retell) Strategy to the eighth grade students of Junior High School 50 of Palembang was effective. Anita (2013) also investigates the effect of using read, cover, remember, retell Strategy toward reading comprehension of Second year students at senior high School Sukaramai tapung hulu Kampar Regency, word, the resut showed that there was

significant effect of using the read, cover, remember, retell strategy toward reading comprehension of the second year students at Senior High School Sukaramai Tapung Hulu Kampar Regency.

From those researchers above, they proved that RCRR is suitable strategy which can be applied in classroom. Therefore, the researcher conducted a research to know whether there is any significant effect of students' reading comprehension before being taught by using RCRR strategy and after being taught using RCRR strategy.

Theoretical Studies

Reading Comprehension Strategies

a) RCRR Strategy

RCRR strategy is vehicle for increasing the knowledge and understanding of the participant in a collaborative context. It means the students can get their comprehension through this strategy. So, the students can improve their ability in comprehending the text.

According to Serravallo (2015), the RCRR strategy slows down the reading process and forces children to focus on remembering the content of the passage. In addition according to Macecca (2014) the "RCRR activity is an effective approach to help readers at all grade levels who think that good reading is reading quickly and as result do not understand what they have read".

RCRR Strategy is one of strategy to learn in a cooperative learning environment. The students will study in pairs or small group. It motivates the students to express their comprehension of the text.

There are some effective RCRR strategy involve alternating between understanding and summarizing or explaining. This strategy can reduce the opportunity that one participant is simply a passive recipient seem likely to be better for both motivation and learning. The success of students assigned to learner-teacher will then be a measure for evaluating the success of learner-teacher. It will make the learners responsible for both teaching to and learning each other.

1. Procedure of Teaching Reading By Using RCRR Strategy

In this research, the researcher use this following steps in teaching learning of reading comprehension activity in the classroom, they are read, cover, remember, and retell as follows;

a. First step

Read. This step asks a reader to read only as much as her or his hand can cover about a certain topic.

b. Second steps

Cover. The reader tries to use her or his hand to cover up the part of story that you just read. This step will help reader in next step.

c. Third step

Remember. In this step a reader need to take time to think about what he or she just read.

d. Four steps

Retell. What information students would get after reading a certain topic. In this step students are required to retell what they just read of learned from the text and what important things they got from it. The student can tell her or his partner what she or he just read.

2. Advantage and Disadvantage

Mita (2019) states the use of RCRR strategy brings so many benefits, such as;

- a) Make students comfort in learning and enjoy with the material because the students must discussion about the material with other student and can exchange their ideas and make it easy to find solution and understand.
- b) Can reduce the opportunity that one participant is simply a passive recipient seem likely to be better for both motivation and learning (gives stimulus to the students to become active learning).
- c) Students will read with a different level of attention and concentration knowing that they will have to say back what they learned without reading it from the text.

- d) Interaction with a peer; making the students has an opportunity for giving mutual support and stimulation.
- e) The students are also motivated to share the information or express their story each others.

Mita (2019) states the Disadvantages of RCRR Strategy:

- a) Teacher should be spend more time to prepare class setting by RCRR method.
- b) Some of students make noisy in the classroom and disturb other students.

b) Selective Highlighting

Selective Highlighting/Underlining is used to help students organize what they have read by selecting what is important. This strategy teaches students to highlight/underline only the key words, phrases, vocabulary, and ideas that are central to understanding the reading Jones (2006).

Bouchard (2006) states the purpose of highlighting (in this case by underlining) is to enable students to differentiate between important information and less significant details. The benefits of highlighting; when students highlight text, they are actively engaged in decision-making process. For ELLs who may come to the learning situation with prior knowledge of a subject, highlighting text helps determine important versus subordinate information and the relationship to the content. Highlighting also helps ELLs break large amounts of information into manageable units that are easily located within the text.

1. The Procedure of Teaching by Using Highlighting Strategy

Here are the procedure in highlighting strategy (Lapp, Flood, & Farnan:1996) in Bouchard;

a). First Step

Copy the content selection (one per student) and make an overhead transparency for your own use.

b). Second Step

Read the selection aloud and highlight main ideas and important that you want students to learn. Use “think aloud” technique to demonstrate how you are deciding

which information is important. Students should underline their copies as you explain.

c). Third Step

As you underline, develop basic guidelines with the students for selectively highlighting selections. These can be helpful when students are working independently.

C). The Five Rs of Note-Taking

Pauk (1989) states that the five Rs consist of Record, Reduce, Recite, Reflect and Review;

Record: During the lecture, write all meaningful information legibly.

Reduce: After the lecture, write a summary of the ideas and facts using key words as cue words. Summarizing as you study helps to:

Clarify meanings and relationships of ideas

Reinforce continuity

Strengthen memory retention

Prepare for exams in advance

Recite: To study properly, you must recite all the information in your own words without looking at our notes or the text.

Reflect: Think about your own opinions and ideas as you read over your notes. Raise questions, then try to answer them creatively. Record original ideas in your notebook and review them regularly. Use your creative ideas when answering exam questions, in classroom discussions, and when writing papers.

Review: Before reading or studying new material, take ten minutes to quickly review your older notes. Skim over the main ideas and details. Review enhances your retention of old material while adding new material to your memory.

D. PQRSST Strategy

PQRSST is one of strategies that can lead the students reading comprehension. PQRSST is one of strategies that can lead the students reading comprehension. It is suggested by Thomas and Robinson (1982) cited in Malia as an instructional strategy, PQRSST strategy helps students to cope their problem in reading

comprehension by using five steps. They are previewing, questioning, reading, summarizing, and testing.

Preview

Preview, or view in advance, the reading title and any subheadings (smaller titles within the reading) or art (photographs, drawing, etc.) that accompany the reading. Read the glossary, a list of specialized words and their definitions, if one is provided. When you preview a chapter you develop a framework to fill in as you read. Previewing allows you to assess how difficult a chapter is. So you can allot an appropriate amount of time for studying it. Previewing also encourages you to read actively. By asking questions, predicting textbook content, and hypothesizing about the main idea, you are participating in a conversation with the author. As an example of how questioning can enhance and direct your reading, complete the following exercise.

Question

Question is asking what you already know about the subject and what you need to find out, then turn headings into questions and you predict the answer to your question.

Read

Read means asking and answering the questions you develop in the preview and question stage, and relating the text information to what you already know as you are reading. In this step, you think and link new information to your existing knowledge or experience. This helps new information transfer into your long term memory.

The used of reading are (1) Recognizing topics, finding main ideas and supporting details, and recognizing organizational patterns are part of the reading essentials. (2) Developing critical thinking skills such as making predictions, drawing conclusions and contrasting fact vs. opinion are also addressed.

State

State is means use whatever format suits you to summarize and make notes. Creativity in making a notes is useful to make your study time more enjoyable and

keep your mind engaged, therefore increasing the effectiveness of the reading session. Here are the steps to make the notes: 1) Write answers to your questions. 2) Make a structured list of your key points. 3) Make a mind map. 4) Put the main points into your own words.

Test is a variety of methods to test yourself on the new material. This step is used to measure the understanding of the readers by giving a test. It is a challenge for the English teachers to teach reading comprehensively. It is not an easy job. The teacher should consider an appropriate technique to be applied to support their students in learning reading comprehension.

E. SQ4R Strategy

This strategy provides an opportunity for students to study systematically, effectively and efficiently. According to Wong (2013) that SQ4R is a six-step system for reading and comprehending textbook chapters: survey, question, read, record, recite, and review. SQ4R is based on SQ3R; a fourth “R” has been added to the system to remind students to take notes. As with any approach, skipping anyone step weakens the system. To gain the most benefit from this system, use all six steps shown;

- 1) Survey the chapter to get an overview.
- 2) Write Questions for each heading and subheading.
- 3) Read the information, one paragraph at a time.
- 4) Select a form of note taking to Record information.
- 5) Recite the important information from the paragraph.
- 6) Review the information learned in the chapter

Research Methodology

In this study, the researcher used the quasi-experimental research design specially chose non-equivalent group pre-test - post-test design. There were two groups as experimental group and control group. Creswell (2005) states that “an experimental design is done when we want to establish possible cause and effect of independent on influence of dependent variables.”

In a quasi experimental research, there are two variables use; they are independent and dependent variables. The researcher used two groups; experimental and control group. Experimental group was a group that uses RCRR strategy in teaching learning process, while control group using selective highlighting strategy. Before the treatment, a pretest for each group has given by the researcher in order to see the level of students' qualifications. After the treatment, a post test has given to both groups in order to know the students' reading comprehension scores. The design of experimental as follow:

Table 1 The Design of Experimental

Group	Pre test	Treatment	Post test
Experimental	01	X	02
Control	03	---	04

Where:

01 = Pre test of experimental group

02 = Post test of experimental group

03 = Pre test of control group

04 = Post test of control group

X = Treatment in experimental class

--- = The dashed line separating the parallel row in the diagram of the non equivalent control group indicates that experimental and control class have not been equated by randomization hence the term non-equivalent.

Results and Discussion

The Result of Research Question

There were six results of this research:

- a. RCRR strategy affected students' reading comprehension in whole reading comprehension

The result showed $t = 4.174$, $df = 58$, and $\text{sig.}(2\text{-tailed}) = 0.000 < 0.05$, indicating that H_0 was rejected. It means that there was a significant difference

between experiment and control class after the researcher did the treatment using RCRR strategy in reading class.

- b. RCRR strategy affected students' reading comprehension in the aspect of finding main idea

The result of post-test aspect 1 showed $t = -3.873$, $df = 58$, and $\text{sig.}(2\text{-tailed}) = 0.000 < 0.05$, indicating that H_0 was rejected. It means that there was a significant difference between experiment and control class after the researcher did the treatment using RCRR strategy in reading class on the aspect of finding main idea.

- c. RCRR strategy affected students' reading comprehension in the aspect of identifying specific information

The result of post-test aspect 2 showed $t = -3.041$, $df = 58$, and $\text{sig.}(2\text{-tailed}) = 0.004 < 0.05$, indicating that H_0 was rejected. It means that there was a significant difference between experiment and control class after the researcher did the treatment using RCRR strategy in reading class on the aspect of identifying specific information.

- d. RCRR strategy affected students' reading comprehension in the aspect of finding making inference

The result of post-test aspect 3 showed $t = -.281$, $df = 58$, and $\text{sig.}(2\text{-tailed}) = 0.867 > 0.05$, indicating that H_0 was accepted. It means that there was no a significant difference between experiment and control class after the researcher did the treatment using RCRR strategy in reading class on the aspect of making inference.

- e. RCRR strategy affected students' reading comprehension in the aspect of understanding vocabulary and determining reference

The result of post-test aspect 4 showed $t = -3.148$, $df = 58$, and $\text{sig.}(2\text{-tailed}) = 0.004 < 0.05$, indicated that H_0 was rejected. It means that there was a significant difference between experiment and control class after the researcher did the treatment using RCRR strategy in reading class on the aspect of understanding vocabulary and determining reference.

There was no difference in reading comprehension between experiment and control group before the treatment using RCRR strategy. However, there was a significant difference on students' reading comprehension after the use of RCRR strategy. In other words, the use of RCRR strategy was generally effective to improve students' reading comprehension at State Institute of Islamic Studies Bengkulu, English study program. Overall post-test result in three aspects of reading for finding main idea, making inference and understanding vocabulary and determining reference there was significant difference between the two classes. However, there was no significant difference for the aspect of identifying specific information. In addition reading comprehension by using RCRR is believed to improve students' reading abilities. Yulimariza (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. Anita (2013) concluded that strategy can also improve students reading comprehension. It is known that using Read, Cover, Remember, Retell strategy in improving students' reading comprehension ability will give good effects to the students.

Conclusion

There were two conclusion of this research, which was about the effectiveness of using RCRR (Read, Cover, Remember, Retell) at State Institute Of Islamic Studies Bengkulu.

- 1) RCRR strategy affected students' reading comprehension in whole reading comprehension
- 2) RCRR strategy affected students' reading comprehension in various aspect of reading comprehension, namely;
 - a) RCRR strategy affected the students' reading comprehension in the aspect of finding main idea.
 - b) RCRR strategy affected the students' reading comprehension in the aspect of making inference.
 - c) RCRR strategy affected the students' reading comprehension in the aspect of understanding vocabulary and determining reference.

However, RCRR strategy did not affect the students' reading comprehension in the aspect of identifying specific information

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