THE INFLUENCE OF USING RCRR (READ, COVER, REMEMBER, RETELL) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF MA NURUL ISLAM AIR BAKOMAN TANGGAMUS IN THE ACADEMIC YEAR 2021/2022

A Thesis

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By :
MASFUPAH
NPM. 1811040248

Study Program : English Education
Advisor : Prof. Dr. Idham Khalid, M.Ag
Co-Advisor : Satria Adi Pradana, M.Pd

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
1443 H/2022 M

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CHAPTER I
INTRODUCTION

A. Title Confirmation

In this part, the researcher explained the purpose of the thesis, thus not causing misunderstanding for the reader. This thesis entitled "The Influence of Using RCRR (Read, Cover, Remember, Retell) Strategy Towards Students' Reading Comprehension In Narrative Text At the Second Semester of the Tenth Grade of MA Nurul Islam Air Bakoman Tanggamus In The Academic Year 2021/2022" As for the terms that need to be clarified there were :

1. Reading

According to David "reading is a fluent process of readers combining information from a text and their background knowledge to build meaning.[1] Reading is part of the learning process in English. Reading is also one of the language communication tools poured through writing and is an efficient way to obtain information from various aspects, including science. Reading is the same as understanding written texts, complex activities that involve thinking and perception. By reading, people can receive information about the messages in reading.

2. Comprehension

Based on elizabeth comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking reasoning. Therefore comprehension is not a passive process but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from a writer's words and expressions to communicate information, ideas, and viewpoint.

3. Strategy

According to Trianto, describing "strategy, in general, has the understanding of an outline of the direction to act to achieve predetermined targets, & associated with teaching and learning, strategies can be interpreted as general patterns of teacher and student activities in the realization of learning activities. Teaching to achieve the goals that have been outlined".[2]

Meanwhile, Sutiyono in Trianto, defines "learning strategies as special actions taken by someone to make it easier, faster, more enjoyable, easier to understand directly, more effectively and more easily transferred into new situations".[3]

4. RCRR (Read, Cover, Remember Retell)

This strategy is aimed to increasing the knowledge and understanding of the participant in a collaborative context.[4] Brummer and macceca, state "RCRR (Read, Cover, Remember, Retell) is one of the effective strategies used, to help every reader at all grade levels, from the lowest level to the highest level. RCRR is described as a vehicle that can improve students' understanding and knowledge of a text in reading".[5]

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[1] David Nunan, "Practical English Language Teaching," *McGraw-Hill Education, International Edition*, First Edition, 2003, 69.

[2] Trianto, *Mendesain Model Pembelajaran Inovatif Progresif* (Jakarta: Kencana Prenada Media Group, t.t.), 139.

[3] Trianto, 139.

[4] Maliqul Hafis, Citra Kusumaningsih, dan Novrisal Wadi, "The Effectiveness of Read, Cover, Remember, Retell (RCRR) Strategy for Teaching Reading Comprehension," *Journal of English Language Teaching And Education* Vol. 1 No. 1 2020 (2020): 3.

[5] Trisha Brummer dan Stephanie Macceca, *Reading Strategies for Mathematics*, Second Edition (Shell Education t.t.), 177.

5. Narrative text

Narrative text is a type of genre whose series of events or plots from time to time and is explained from the order of beginning, middle and end. The purposes of narrative text is to entertain the listener or the reader.[6]

B. Background of the Problem

Reading is essential to every learning; reading could understand the meaning of each statement or text. In English, besides reading, there were several other skills, such as listening, writing, and speaking. By reading, a student would know some of the new vocabulary they encounter in a text and be able to remember or comprehend each point of the text conveyed.

According to Harmer, "reading has an important role in learning, by reading, we can get much information and develop inside and outside the classroom".[7] Everyone who reads, especially students, gets a lot of information and insight. Reading is not only about books, but it can also be through reading magazines, newspapers, journals, articles, and many others. Reading becomes an essential component in everything besides adding insight into the information. Everyone could develop their imagination and enlarge their knowledge through the reading activity.

Aydogan and Akbarov, "reading can help build vocabulary that helps listening comprehension at the later stages, particularly. Writing is a productive skill in the written mode. It, too, is more complicated than it seems at first and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way".[8] According to Snow, "Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement using written language".[9]

Based on the 2013 curriculum at the tenth grade in senior high school to analyze social functions, text structure, and elements in the text as for the various texts taught in English, as follows descriptive, narrative procedure, recount, and explanation. Then the researcher will a focus on the narrative text.[10] It means that the students should understand the components in each text to answer question.

Based on the preliminary research that the researcher did in MA Nurul Islam air bakoman tanggamus kecamatan pulau panggung kabupaten tanggamus. Namely, students still have difficulty understanding English lessons, especially in comprehending a text; the most significant problem that students often face is the presence of new vocabulary that makes students confused when understanding a text, the students difficulty in making a text, and the students' low pronunciation when reading a text.

The researcher took the data from an English teacher at MA Nurul Islam Air Bakoman Kecamatan Pulau Panggung Kabupaten Tanggamus, "Miss Mirna Ismaya" she said the problems that students often face are difficulties when understanding the text, difficulty in finding the main

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[6] Riswanto dan Kasmaini, *"Text Type In The Frame of Genre Approach"* Vol. 10 No. 1 (1 Juni 2017): 37.

[7] Jeremy Harmer, *"The Practice of English Language,"* New Jersey Cambridge Longman, 1991, 101.

[8] Aydogan dan Akbarov, "Four Basic Skill Proficiency Based on Students' Persepstion in Hospitality," *Bunda Mulia University*, 2018, 130.

[9] Snow, Catherine E., "Reading for Understanding Toward A Research Development Program In Reading Comprehension," *Pitburgh*, 2002.

[10] Ninik Kristiani dkk., *Modul Manajemen Implementasi Kurikulum 2013*, edisi ke 1 (Kementerian Pendidikan dan Kebudayaan Republik Indonesia: Direktorat Jenderal Guru dan Tenaga Kependidikan, 2018), 17,https://www.google.com/search?client=firefox-b d&q=modul+manajemen+implementasi+kurikulum+2013+jenjang+SMA.

idea of the text. They did not know the meaning of the text. [11] To strengthen the data above, and the researcher presented the following data:

Table 1.1
Preliminary Research Data of the Tenth Grade of MA Nurul Islam Air Bakoman Tanggamus

No.	Class	Score <70	Score ≥70	Total Students
1.	X IPS 1	19 students	9 Students	28 students
2.	X IPS 2	14 students	14 students	28 students
3.	X IPS 3	17 students	13 students	30 students

Source : English Teacher of MA Nurul Islam Air Bakoman Tanggamus.

The table above shows that the average score (KKM) in English subjects at MA Nurul Islam is 70. Class X IPS 1 (with a total of 28 students, 19 students get scores below the average and 9 students under the average). In X IPS 2 (14 Students get scores below the average and 14 students above the average). In X IPS 3 (17 students got a score below the average, and 13 students got under the average). It means that some of the students at MA Nurul Islam Air Bakoman Tanggamus, especially in class X IPS, still have a score under the KKM.

The fact problem that students find is difficulty understanding a text. There are still many of them who have a low vocabulary and low pronunciation when they are reading a text. Therefore, there was a need for follow-up from the teacher to overcome these problems by using effective strategies or approaches.

There are many approaches or strategies for teaching reading to achieve learning. To solve the problems in the X IPS MA Nurul Islam, the researcher offers the RCRR strategy. RCRR (Read, Cover, Remember, Retell) strategy is a vehicle for increasing the knowledge and understanding of the participant in a collaborative context. It means that the student could improve and get their comprehension through this strategy in comprehending the text, especially narrative text. The uniqueness of this strategy could help every student find the narrative text's main idea and then restate the main idea using their own words.

In line with Brummer and Macceca, "RCRR (Read, Cover, Remember, Retell) strategy is an effective approach to help readers who are good at reading is reading quickly, and as a result, they do not understand what they have read. It is model for students during a whole-class instruction period and then is conducted with students who work as partners to read the same text. The students have an opportunity for mutual support and stimulation. They are also motivated to share their information or express their each other stories".[12] Using this strategy would improve everyone's reading ability, especially students. Then, this strategy would be able to read quickly, followed by good results based on understanding what they read. The advantages were contained in the RCRR strategy (Read, Cover, Remember, Retell), according to Brummer and Macceca, as follows :

1. RCRR strategy could reduce the chances of students appearing passive and generate motivation and learning.
2. RCRR provided opportunities for students to provide mutual support and motivation.
3. RCRR strategy could build a good stimulus for students; thus, the class becomes active during teaching and learning.
4. RCRR strategy, each student could reveal the content of information or stories to each other.
5. RCRR strategy is appropriate when the teacher teaches about narrative texts

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[11] Mirna Ismaya, "The Data of Tenth Grade of MA Nurul Islam Air Bakoman Tanggamus," 2020.
[12] Brummer dan Macceca, *Reading Strategies for Mathematics*, 177.

6. The RCRR strategy also reads aloud; thus that students would focus more on understanding a text's content.[13]

It could be concluded that this strategy is an alternative for the teachers to increase students' learning motivation in learning English, primarily in narrative texts. With the RCRR (Read, Cover, Remember, Retell) strategy, students would actively think critically and understand the text's content.

From the explanation above, it could be inferred that this researcher wants to know "The Influence of Using RCRR (Read, Cover, Remember, Retell) Strategy Towards student Reading Comprehension in Narrative Text At the Second Semester of the tenth Grade of MA Nurul Islam Air Bakoman Tanggamus in the Academic Year 2021/2022".

C. Identification and Limitation of the Problem

1. Identification of the Problem

Based on the background of the problem above, the identification of the problem as follows :

1. The students are still confused about how to comprehend the content of the text.
2. The student did not have much vocabularies.
3. The student does not know the meaning of vocabulary.

2. Limitation of the Problem

Based on the identification of the problem above, this research focused on teaching reading by using the RCRR (Read, Cover, Remember, Retell) Strategy Towards Student's Reading Comprehension In Narrative Text At Second Semester of the Tenth Grade of MA Nurul Islam Air Bakoman Tanggamus In the Academic Year 2021/2022.

D. Formulation of the Problem

Based of the limitation of the problem above, the problem formulated "is there any significance Influence of Using RCRR (Read, Cover, Remember, Retell) Strategy of Towards Student Reading Comprehension In Narrative Text At Second Semester of The Tenth Grade of MA Nurul Islam Air Bakoman Tanggamus In the Academic Year 2021/2022" ?

E. The Objective of the Research

Based on the formulation of the problem above, the objectives of the research are "To know whether there is any significant Influence of Using RCRR (Read, Cover, Remember, Retell) Strategy Towards Students' Reading Comprehension In Narrative Text At Second Semester of the Tenth Grade of MA Nurul Islam Air Bakoman Tanggamus In the Academic Year 2021/2022".

F. Significance of the Research

The Significance of the research would be as follow :

1. Theoretically

This research could enrich the theories about teaching reading in narrative text and use the RCRR (Read, Cover, Remember, Retell) strategy.

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[13] Brummer dan Macceca, 177.

2. Practically

a. For the English Teachers

The English teacher in school recommended developing and improving students reading comprehension using the RCRR strategy. It is because the RCRR strategy could encourage students to comprehend the text, assist them in finding the main idea of the text, and the students would share information about the text through their opinion. Then it makes the students more active and will get an easy way to improve their reading ability.

b. For the Students

On the other side, the students should pay more attention and focus on each stages in the RCRR strategy to make it easier for them to find the main idea in the narrative text.

c. For Further Researchers

When it comes to the remembering stages, it takes a long time. The next researcher should allocate more time in this stage compared to the other stages because the student has difficulty remembering.

G. Relevance of the Research

This research entitled "The Influence of Using RCRR (Read, Cover, Remember, Retell) Strategy Towards Student Reading Comprehension In Narrative Text At The Second Semester Of the Tenth Grade of MA Nurul Islam Air Bakoman Tanggamus In the Academic Year 2021/2022" was conducted by the researcher, the study is inspiring by some previous research such as:

Marlin Steffi Marpaung & Risnawaty Sinaga conducted a quantitative research study entitled "The Use of Read, Cover, Remember, Retell (RCRR) Strategy Improving Students' Reading Comprehension Ability" This research used a quantitative approach and experimental design by using quasi-experimental with pre-test and post-test. The population of this study was VII grade students of SMPN 10 Cimahi; the experimental class group was taught using the RCRR strategy, while the control class used the conventional method. This study showed significantly different student achievements in reading comprehension, with the mean score for the pre-test being 40.27 and the mean score for the post-test being 73.47.

Khusnul Fatimah conducted a study entitled, "The Use of Read Cover Remember Retell In Improving The Eight Grade Student Reading Comprehension At Mts Nurul Huda Mangunsari Lumajang In The 2017/2018 Academic" the purpose of this research to know the Improvement Of Teaching Reading Comprehension By Using Read, Cover, Remember, Retell Strategy. The method of this research Classroom Action Research (CAR) was done in two cycles: planning, implementing, observing, and reflecting on the action in each cycle. The subject f this research is an eighth-grade student of Mts Nurul Huda Mangunsari with 26 students. The research instruments used reading tests and observation checklists. Based on the result of the data, students improve their reading comprehension. The research was done in two cycles. The second cycle is better than the first cycle.

Wieke Wido Wati was done a study entitled "The Use of Read, Cover, Remember, And Retell Strategy On Students' English Reading Comprehension" this research aimed to determine whether there was a significant effect of using read, cover, remember, retell (RCRR) strategy on students' English reading comprehension. The design was quasi-experimental design research. The sample consisted of 60 students: 30 for the experimental group and 30 for the control group.

Another study was conducted by Enggar Relawati entitled, "Applying Read, Cover, Remember, Retell *(RCRR)* Strategy To Foster Students' Reading Comprehension Of Descriptive Text." This study aimed to obtain empirical evidence of the effect of applying the read, cover, remember, retell (RCRR) strategy on students' reading comprehension of descriptive text at the tenth-grade SMA Muhammadiyah 8 Ciputat In the Academic Year 2019/2020. The population sample of this study was 54 students selected by purposive sampling technique and was divided into two classes; X IPS 3 as the experimental class treated using the RCRR strategy and X IPS 2 as the controlled class that was treated without using the RCRR strategy. The method used in the study was a quantitative method using a quasi-experimental design. The research instruments of this study were two reading tests given two times; a pretest at the beginning of the study and a post-test at the last meeting after the treatment using the RCRR strategy. The data was analyzed by using a t-test. The result obtained from this study showed a significant improvement in student performance in reading comprehension of descriptive text after applying the RCRR strategy.

All those studies have shown that the RCRR strategy could improve students' reading comprehension skills, grades, and location differences between their research and this research. In this research, the researcher discusses the influence of Using the RCRR (Read, Cover, Remember, Retell*)* Strategy Towards Student Reading Comprehensiondin Narrative Text text AtbSecondkSemestergof The tenth Grade of MA Nurul Islam Air Bakoman Tanggamus in The Academic Year 2021/2022."

H. Systematics of the Research

In the preparation of the research that the researcher did, there were (5) five chapters, as follows :

1. Chapter I

   It contains an introduction describing the general research about the problems that underlie this research. Chapter I describes the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the objective of the research and significance of the research, relevant of the research, and the last is systematic of the research.

2. Chapter II

   Describes the literature review and hypothesis used by the author; after the author has explained the introduction in chapter 1, the following steps are to strengthen the assumptions with the theory as the basis because a solid theoretical foundation will support this research process good research.

3. Chapter III

   After the assumptions that the researcher put forward with the theory reinforced in chapter 2 above, chapter 3 explains the research method that was used, describes the time and place of research, research design, population, sample, data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfillment of the assumption and hypotheses testing.

4. Chapter IV

   The next chapter finds and discusses the data obtained to produce research findings.

5. Chapter V

All the data has been found, and then it is decided to answer all the problems in chapter 1; besides that, the researcher provides recommendations based on conclusions in this closing chapter.

CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the results of research on "the influence of using RCRR (Read, Cover, Remember, Retell) strategy towards students reading comprehension in the narrative text at the second semester of the tenth grade of MA Nurul Islam Air Bakoman Tanggamus. Accordingly, the researchers drew the following conclusions.

In looking for the influence of using the RCRR strategy towards students' reading comprehension, it was carried out face-to-face (offline) with three meetings in April 2022. Based on the independent sample T-test, the pre-test and post-test data in the experimental class using the RCRR strategy obtained a *Sig*. value (2- tailed) of $0.001 < 0.05$. Thus, H_0 was rejected, and H_a was accepted because Sig.< 0.05. the result is influenced by the students' pre-test and post-test. The mean pre-test and post-test scores of the students were: pre-test (54.64). It means that the pre-test scores were still low. Then the researcher gave treatment using the RCRR strategy, and the students' post-test scores became (80.71). Teaching and learning activities using the RCRR strategy make the students interested and help them find and develop their ideas. Moreover, the teaching and learning process becomes effective using the RCRR strategy. Thus it could be concluded that there was a significant influence of using the RCRR (Read, Cover, Remember, Retell) strategy towards students reading comprehension in the narrative text at the second semester of the tenth grade of MA Nurul Islam Air Bakoman Tanggamus in the academic year 2021/2022.

B. Recommendation

Based on the results that have been stated and the advantages of the RCRR (Read, Cover, Remember, Retell) strategy of the tenth grade of MA Nurul Islam Air Bakoman Tanggamus in the academic year 2021/2022. Consequently, the researcher provided the suggestion proposed as follows:

1. For the English Teachers

The English teacher in school recommended developing and improving students reading comprehension using the RCRR strategy. It is because the RCRR strategy could encourage students to comprehend the text, assist them in finding the main idea of the text, and the students would share information about the text through their opinion. Then it makes the students more active and will get an easy way to improve their reading ability.

2. For the Students

On the other side, the students should pay more attention and focus on each stages in the RCRR strategy to make it easier for them to find the main idea in the narrative text.

3. For Further Researchers

When it comes to the remembering stages, it takes a long time. The next researcher should allocate more time in this stage compared to the other stages because the student has difficulty remembering.

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