THE EFFECT OF READ COVER REMEMBER RETELL (RCRR) STRATEGY ON STUDENTS' READING COMPREHENSION FOR VOCATIONAL SCHOOL

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Abstract

This study aims to determine whether or not the Read, Cover, Remember, Retell (RCRR) strategy has a significant effect on students' reading comprehension at SMK Negeri 1 Talawi in the academic year 2022/2023. Research method applied is experimental research (quantitative approach). The research instrument is a test. It is divided into two types of test, Pretest and post-test. The pretest is given before using the strategy and the post-test is given after using the strategy. The type of test is multiple choice consisting of 20 questions. The population of this research is the first grade students of SMK Negeri 1 Talawi. The samples of this study was X-APAT and X-APHPI were comprises 36 students for each class. The students of X-APAT were as the experimental class and X-APHPI as the control class. The data analyzed by statistic formula of T-test. The formula was used as a test to demonstrate that the experimental group's mean was greater than the control group's. In order to determine if the test's results were acceptable or not, a hypothesis was tested. After putting the data through a formula to analyze it, the results showed that the experimental group's mean was 53.5 while the control group's mean was 52.3. This means that the experimental group's mean was higher than the control group's mean $53.5 > 52.3$.

Keywords: Read Cover Remember Retell Strategy, Narrative Text, Reading Comprehension.

Introduction

English is use as a medium for the exchange of information on science, technology, and culture as well as an introduction language at international events. Since we live in a developing nation, we should make an effort to learn English so that we can communicate with other nations and learn about their science, technology, and cultures. In order to compete in the modern world. It is simpler for us to establish positive relationships with other nations when we are proficient in English.

Reading is one of those abilities that is considerably more difficult than folks understand. Additionally, there is a need for reading in this day and age because there is so much knowledge that needs to be conveyed.Reading is a complicated task that involves many different independent actions.In fact, this is the basic objective of learning at a university or in a classroom. The process of learning revolves around reading. People may learn crucial information from reading activities that the teacher does not impart in the classroom.

The lack of instructional materials that can assist students' in learning English and increasing their reading abilities is the other issue. This is one of the key reasons the researcher is so keen to conduct a study on the effect of Read, Cover, Remember, Retell in increasing student reading.

The method encourages reading comprehension and summarizing by pausing readers regularly to consider the meaning before going on to the next section of the text. Once they master this technique, students can orally recount sections of the text. A summary of the selection can be written by the teacher using the summary sentences that the students are encouraged to write for each segment.

Findings from interviews with instructors and students indicate that a number of significant problems interfere with reading comprehension instruction at Smk Negeri 1 Talawi. First, some students find reading tedious because they lack the vocabulary and comprehension techniques needed for fluent reading. Second, a problem that keeps students' from understanding texts is their low level of expertise. Third, the teacher only implements conventional teaching techniques, which are notoriously dull and give students the sense that they are passively learning, especially when it comes to reading comprehension.

Review of Related Literature

Definition of Reading

Reading helped students' increase their vocabulary.Johnson (2008) offers three definitions of reading in contrast. To begin with, reading is a procedure used to interpret the text. It is possible to draw the conclusion that a reading process will take place if meaning cannot be created. Second, reading is a talent that is always evolving. Reading is a talent that may be improved by practice. On the other hand, if we do not practice, we will not improve and our talents may even decline.Thirdly, reading is a method for fusing visual and nonvisual data. When you read, the nonvisual information in your thoughts and the visual information on the page come together to produce meaning. In this way, the process of making meaning involves both the content on the page and the content in your thoughts.

Reading Comprehension

One of the most challenging tasks that people may perform is reading comprehension (Kendeou, McMaster, & Christ, 2016). The creation of a thorough theory that can accurately anticipate across readers, texts, and discourse situations is hampered by its complexity (Kendeou & O'Brien, 2014; Perfetti & Stafura, 2014). As a result, researchers have developed models of reading comprehension that concentrate on a small number of its elements and processes. Process models will be discussed next, and then components models.

Narrative Text

"Narrative describes a sequence of the events or tell a story, in other words, narrative describes an experience," claim Smalley and Ruetten (1986). The narrative's logical organization of ideas and words is

chronological according to time order. The definition of narrative, according to Morever and Anderson (1997), is "text that tells a tale and in doing so, entertains or instructs the reader or listener." It signifies that a narrative is a piece of writing that tells a story for the reader, listener, or viewer in order to enlighten, amuse, or entertain them.

Generic Structure of Narrative Text

According to the curriculum above, generic structure is structure in text which usually used by learners in target language. Generic structure is divided into five element, they are:

Orientation : The beginning of the story
Complication: The problem faced by the main character.
Resolution : The problem is resolved.
Re-orientation : The moral value of the story
Evaluation : Evolution tells about the time and place

The Language Elements of Narrativetext

According Otong Setiawan Djuharie, nouns, specific participants, the past tense, conjunctions, action verbs, and saying verbs are the language elements used in constructing narrative paragraphs :

1. Nouns are words that are used to identify a person, place, or thing

2. Spesific participant refers to a subject who actively participates in a scenario or a particular subject's narrative. such as the tales of Snow White,and Malin Kundang

3. Past TensThe simple past used to describe an entire action that took place at one particular point in time in the past. "Simple Past Tense is used to describe about activities or circumstances that began and finished at a particular moment in the past," says Betty Schrampfer Azar.

In the meantime, a verb is employed to convey that an action was finished in the simple past tense, according to Jayanthi Dakshina Murthy. Therefore, the employment of verbs and adverbs in sentences can be seen in the simple past tense of a sentence or story

4. Conjuction is a term that connects one word to another or one sentence to another. There are two differentsubordinating conjunction in a conjunction Conjunctions are words that are used to join words, a set of words, or a phrase, according to Slamet Riyanto. Therefore, the word conjunction serves to join words or sentences

5. Action Verb There are two variations of the action verb: (a) A regular verb is one that usually adds "ed" or "d" to the infinitive or has a typical inflection, (b) An irregular verb is one that lacks the usual inflection or the "ed" or "d" that is often added to the infinitive form

6. Saying verb It concerns verbs like "said", "told" ."promised", "thought" ,and "understand" that are used to demonstrate reports or statements. The word "verb" is used to denote activities, a state of being, or ownership, according to Jayanthi Dakshina Murthy. Examples include: *saved, handed, lent, played, promised, showed, sing, made, told, sent, sold, and got.*

Read,Cover,Remember,Retell (RCRR) Strategy

The RCRR approach is a tool for helping participants in a collaborative setting gain more information and comprehension. This indicates that by using this method to

understand the text, students can gain better comprehension.

The location of the research

The location of the research will be conducted in SMK Negeri 1 Talawi. This located at Mesjid Lama, Kec Talawi, Kabupaten Batu Bara, North Sumatra, Perintis Kemerdekaan Street No. 72.

Research Sample

The Sample will bw taken in this study are 2 class in class X SMK N1 Talawi. The sample will be taken using a purposive sampling technique which is a determination from the school. The sample will be taken as many 2 class, including class X-APAT with 36 students as an experimental class which will be using the Read, Cover, Remember, Retell Strategy (RCRR) and X-APHPI as many 36 students as control class which is taught with the teacher learning model.

Tabel 3.2 Sample of the reserch

Class	Number of Student
Class XI-APHPI(Control)	30
Class XI-APAT(Experimental)	30

Instrument Collecting Data

A tool used to collect data or information that is helpful in attemp to adress research problem is refered to as a instrumen of collecting data. A reading comprehension multiple choice test is the research instrument. Brfore after treatment the test was given to both the experimental and control grups which multiple choice test with 20 items for the pre-test and 20 items for the post-test in terms of reading comprehension was untilize inthis study. The students check out the answer that they felt the most accurate on the pre-test and post-test by crossing a,b,c,d,and e. The question of the test based on the levels of reading comprehension.

Table 3.5 Rubric Assesment of Test

No	TypesofQuestion	Question'sNumber	SumofQuestion
1	Main Idea/Topic(identifying mind idea/topic of paragraph)	1,2,10	1,2,10
2	Understanding Vocabulary (identifying variation of sentences structure in narrative text)	6,12	6,12
3	Identifyng References (Identifying the noun to which a pronoun or other exspression the passage)	5,8,14	5,8,14
4	Reference (Identifying the noun to which pronoun or other expression expresses the text)	3,4,9,15	3,4,9,15

5	Detail Information (Identifying	6,7,11,13,16	6,7,11,13,16
	supporting detail of the text)	17,18,19,20	17,18,19,20
	Total		**20**

Validity and Reliability of the Research

Validity of the Test

The level of validity or reliability of an instrument is determined by that level. Scarvia B. Anderson stated in (Arikunto, 2018) that a test is regarded as valid if it accurately measures the variable that it was intended to measure. In this study, the product moment, a statistical method, is employed to evaluate the measurement's validity.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2 (N \sum Y^2 - (\sum Y)^2)}}$$

(Arikunto,2018)

Where:

r_{xy} : The correlation between two variables

N: Total of the Data

X   : The mark in the pre-test

Y   : The mark in the post-test

XY : Sum of multiplication X dan Y

X^2: Square of X

Y^2 : Square of Y

Reliability of the Test

In focused on a test's accuracy as the same measuring tool, one can draw the conclusion that realibility is related to measurement consistency. Are liability measure,a ccording to Scarvia B. Andersonin (Arikunto,2018) is one that gives are liable and consistent indication of the characteristic of study.

$$r_{11} = \frac{2 r_{\frac{11}{22}}}{\left(1 + r_{\frac{11}{22}}\right)}$$

(Arikunto,2018)

Where :

r_{11} = The Reability

$r_{1/2\frac{1}{2}}$ = Correlation between the two halves

Technique of Data Analysis

To compare the scores achieved before and after the use of the formula, the data gathered after giving pupils the pre- and post-tests must be evaluated. This study is being undertaken to determine the impact of the Read, Cover, Remember, Retell strategy on reading comprehension when reading narrative literature. This is done by comparing the averages of the experimental group and control group. The following is the thet-test formula:

$$t=\frac{Mx-My}{\sqrt{\left[\frac{X2+Y2}{N1+N2-2}\right]+\left[\frac{1}{N1}+\frac{1}{N2}\right]}}$$

Where:

N_1= total of data of Experimental Group

N_2= total of data of Control Group

M_X= mean of Experimental Group

M_Y= mean of Control Group

X^2= standard devition of Experimental Group

Y^2= standard divition of Control Group

This research must first identify each group and the standard deviation before evaluating the data using Suharsimi Arikunto's t-test formula. Only then can this research complete its t-test analysis of the data. The mean formula is as follows:

$$M=\frac{\sum X}{N}$$

$$\sum X = mean each Group$$

N= total of the data each Group

Formula of standard devition:

$$SD_X=\sqrt{\frac{\sum X_2}{N}}$$

$\sum X_2 = multipliation\ mean\ each\ Group$

N   = total of the data each Group

(Arikunto,2013)

Hypothesis Test

The formula was used as a test to demonstrate that the experimental group's mean was greater than the control group's. In order to determine if the test's results were acceptable or not, a hypothesis was tested.

After putting the data through a formula to analyze it, the results showed that the experimental group's mean was 53.5 while the control group's mean was 52.3. This means that the experimental group's mean was higher than the control group's mean $53.5 > 52.3$.

So, the researcher had been successfully, Ha was accepted and it means that there was significance effect, it revealed that hypothesis Read, Cover, Remember, Retell Strategy on students' reading comprehension was effective because reading comprehension by Read, Cover, Remember, Retell Strategy get higher score than without Read, Cover, Remember, Retell Strategy.

Discussion

According to the study of the skips, that occur different results that were made through research were made. The research discovered that the Read Cover Remember Retell Strategy had an effect on students reading comprehension skills.

The questions that students were given to answer included elements of reading comprehension. The following are these elements: Identifying the central concept in questions 1, 2, and 10. What is the text's objective in relation to questions 17, 18, etc. Specifying information, as in question number 7, 13. Using inferences to answer questions on the numbers 3, 4, 8, 9, 11, 12, 14, 15, 16, 19, and 20 identifying difficult vocabulary and identifying references, as in questions 5, 6, 8, 12, and 14.

The research used 20 multiple-choice questions, and the class X students were given narrative texts as part of the questions. With 30 students in each class, class X-APHPI was used as the control group using conventional learning and class X-APAT used as the experimental group using Read Cover Remember Retell Strategy. Both groups conducted pre- and post-tests to determine the impact of the Read Cover Remember Retell Strategy Keep in mind the Retell Strategy used in Class X - APAT.

Before there was intervention in the teaching and learning process for reading comprehension, students' scores were very low. Students made numerous errors when drawing conclusions, making educated guesses, or predicting the future, as in questions 1, 2, 7, 10, and 12. Some students were unable to identify the main idea, as in question 1, and others made errors when interpreting the meaning of the word from the underlined question.

After the use of the Read Cover Remember Retell Strategy, the students' scores rose above the KKM score because they were able to identify the significant concept of the text and respond to questions regarding what lessons could be inferred from text.

Additionally, the findings indicated that the average post-test score for the experimental group was greater than for the control group (53,5>52,3), indicating that the Read Cover Remember Retell Strategy was

utilized or not. It follows that the technique for improving students' reading comprehension knowledge has a significant effect.

Conclusion

It indicates that the Read Cover Remember Retell Strategy has a significant impact on increasing students' reading comprehension of narrative texts. The Read Cover Remember Retell Strategy can be used to teach reading comprehension in narrative texts, it can be inferred from the results.

As a result, the research was successful, Ha accepted it, which indicates that there was a significant effect. It also demonstrated that the Read Cover Remember Retell Strategy's effect on students' reading comprehension at grade X of SMK Negeri 1 Talawi at the 2022–2023 academic year was successful, as reading comprehension scores using the strategy were higher than scores obtained without it.

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