IMPROVING STUDENTS' READING COMPREHENSION THROUGH READ, COVER, REMEMBER, RETELL (RCRR) AT THE TENTH GRADE STUDENTS OF SMA NEGERI 16 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2022/2023

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Abstract: This research aimed to improve the students' reading comprehension through Read, Cover, Remember, Retell (RCRR) at the tenth grade students of SMA Negeri 16 Bandar Lampung in the academic year 2022/2023. The subject of this research was 34 students of X.5 class. This research used Classroom Action Research with two cycles where each cycle consisted of three meetings. In each cycles consist of planning, Action, Observation, and Reflecting. The data were analyzed by using descriptive statistics and quantitative data. The result showed that use of Read, Cover, Remember, Retell (RCRR) improved the students' reading comprehension. From quantitative data, the result showed that the mean score of each cycle was increased from post-test of cycle 1 to cycle 2. The first cycle was 66.58 there were 18 students or 52.94% who passed Minimum Mastery Criterion, then the second cycle was 86.00 there were 26 students or 76.47% who passed Minimum Mastery Criterion. The improvement can also be seen from qualitative data the result of students' observation sheet students' learning activity from cycle 1 to cycle 2. The mean score of first cycle was 7.01, then in second cycle was 7.66. As from the result, it improved in each cycle which stated the implementation of Read, Cover, Remember, Retell (RCRR) can improve students' learning activities and reading comprehension.

Keywords: *Reading comprehension, RCRR, Classroom Action Research*

INTRODUCTION

Reading is a component that cannot be separated in human beings as it considered an important aspect for students in general because it offers a lot of useful information. Reading has a very vital role in contributing to the golden generation that bring progress, of course we agree that reading will increase intelligence and knowledge. Reading is one of the most significant abilities for English learners who study English as a foreign language in particular. They can get information in many ways through reading, such as reading books, newspapers, journals, magazines, and comics. In

general, reading can be interpreted as an activity in reciting, spelling, sounding symbols, the alphabet to become words to sentences that have meaning. "Reading can also be defined as a process in which readers learn something from what they read and are involved in the academic context as part of education (Grabe, 2009:5)".

Reading is one of the skills contained in the English curriculum that must be possessed mastered by students. Besides being able to develop skills, reading books can add insight into vocabulary. The students have a variety of new words to express something. The superior reading competence of the 2013 high school curriculum expects students to be able to understand short functional texts which include recount, narrative,descriptive analytical exposition texts and procedures in everyday contexts.This means that students must understand the type of text that contains definitions,frequent system and language features of the text, but in fact after doing the pre-research there are still many students who have limited potential in understand texts.

Based on Preliminary research at SMA Negeri 16 Bandar Lampung, the writer found several problems that faced by the students in reading comprehension. The problems such as, students have limited vocabulary, and limited interest in reading. They just read without knowing the meaning. This causes students have difficulty in understanding the main idea of the text. Then, the students tend to be lazy to find the meaning of the word because reading takes longer texts, this makes it difficult for students to understand English texts. As a result they do not understand the contents of the texts they read.The needs of students that make them less enthusiastic and less motivation in reading a text, students also become passive because reading activities still depend on the teacher's explanation.

These problems can be solved through the learning process by teachers, like using the right teaching strategy. There are many teaching reading strategies for students who are active in comprehension activities and an appropriate strategy is needed to help them solve problems. One of them is the Read, Cover, Remember, Retell (RCRR) strategy. In addition to Brummer and Macceca (2008:102), Read, Cover, Remember, the Retell strategy is an effective approach to help readers who are good at reading read quickly and as a result, they do not understand what they are reading. It is modeled for students during the entire class instruction period and then undertaken with students working as partners to read the same text. The students have opportunities for mutual support and stimulation and students are also motivated to share information or reveal their

information to each other's stories. This means that reading with this strategy will be able to read quickly followed by a good result of understanding what they have read.

Based on the problem above, the writer interested to improve students reading comprehension by using RCRR. The writer proposes research entitles: "Improving Students' Reading Comprehension Through Read, Cover, Remember, Retell (Rcrr) At The Tenth Grade Students Of Sma Negeri 16 Bandar Lampung In The Academic Year 2022/2023".

The formualtion of problem in this research can be formulated as follows:
1. Can RCRR improve students' learning activities in learning reading?
2. Can RCRR strategy improve students' reading comprehension?

This research was conducted to found out:
1. Read Cover Remember Retell (RCRR) Strategy can improve students' learning activities.
2. Read Cover Remember Retell (RCRR) Strategy can improve students' reading comprehension.

Teaching Procedure

Nova Yulimariza (2013:5), provides some procedures for Read, Cover, Remember, Retell (RCRR) strategy as follows:
1) The teacher may separate the students into several groups/pair
2) Students choose a small amount of text on a page that their hand can cover.
3) The subject of the text is determined by teachers or students.
4) The students read just as much text silently as they can cover words with one hand.
5) Ask each group to read the text they receive and discuss it.
6) Ask them to cover the text with their hand again after reading and think about what they're read.
7) Remember what you've just read.
8) The students silently or with a partner tell the section of the text they just read.

RESEARCH METHOD

In this research, the writer used Classroom Action Research (CAR) as a method to improve students' reading comprehension. Classroom action research is the systematic collection of information that is designed to bring about social change (Bogdan & Biklen 1992: 223). In accordance with that Allwright and Bailey (1991: 2) mention that is a research centers on the classroom, and simply tries to investigate what actually happens inside the classroom. It treats classroom interaction as virtually the only object worthy of investigation.

According to Kemmis and McTaigant in Burns (1999: 35)

there are four steps in the action research that are: planning, action, observation, and reflection.

a. Identifying problems and planning action.

b. Implementing the action and observing or monitoring the action.

c. Reflecting the result of the observation.

d. Revising the plan for the following step.

In this classroom action research, the researcher collected the data by using qualitative and quantitative method. Arikunto (2006:12) quantitative research is an approach wich must to use numbers, began from collecting data, interpretation of these data as well as the appearance of this result.

The researcher used 2 cycles in the classroom action research. Each cycle consisted of three meetings. The sample of this research is the students of X.5 class at SMA Negeri 16 Bandar Lampung. The instrument used in this classroom action research consisted of three assesment, such as students' observation sheet and fieldnotes to asses students' learning activities, and the reading test to asses students' learning result.

FINDING AND DISCUSSION
Research Findings

The reserach was conducted at the tenth grade students of SMA Negeri 16 Bandar Lampung, consisting of 34 students. The research implemented Read, Cover, Remember, Retell (RCRR) to improve students'reading comprehension. It was divided in two cycles. Before entering the cycle, the researcher did pre-cycle. The result of pre-cycle showed that students' reading comprehension and students' learning activities were still in very low category, and that should be improved. Every cycle was held in three meetings. Each cycle in this research consisted of series steps, namely: Planning, Action, Observing, and Reflecting. Result of the data from cycle 1 and cycle 2 of the students' learning can be seen in the table below:

Table 1. Students' Learning Result for Cycle 1 and Cycle 2 the Tenth Grade at SMA Negeri 16 Bandar Lampung

Cycle 1		Cycle 2	
Number of Student	Completeness (%)	Number of Student	Completeness (%)
18	52,94%	26	76,47%
16	47,05%	8	23,52%

Based on the table above, it can be seen that in the cycle 1, the students who passed the test were 18 students with the percentage of 52.94%. It increased in cycle 2, the students who passed the test were 26 students with the percentage of 76.47%. It can be conclude that the implementation of Read, Cover, Remember, Retell (RCRR) could improve students' reading comprehension.

Table 2. Students' Learning Activities of Cycle 1 and Cycle 2 of the Tenth Grade at SMA Negeri 16 Bandar Lampung

Cycle 1	Cycle 2	Improvement
Average Score	Average Score	0.65
7.01	7.66	

Based on the table of the table above, it can be seen that the mean score of total score in cycle 1 was 7.01 (mid), while in cycle 2 the mean score of total score was 7.66 (high). The improvement of students' learning activity from cycle 1 to cycle 2 was 0.65. Therefore, it can be conclude that the students' learning activity in the class was improved from cycle 1 to cycle 2.

DISCUSSION

Based on the observation of this research which had been done by the researcher, the researcher conclude the indicated that there was an improvement in the students' reading comprehension by using Read, Cover, Remember, Retell (RCRR). Based on the data that had obtained from the test and observation sheet, the researcher found a positive in learning process especially in reading by using Read, Cover, Remember, Retell (RCRR). Read, Cover, Remember, Retell (RCRR) could help students to understand the content and understand the meaning of the text they have read.

1). The result of students' reading test from two cycles showed that the implementation of Read, Cover, Remember, Retell (RCRR) could improve students' reading comprehension. It can be conclude by analyzing the students' mean score of each cycle. The mean score of the test in the cycle 1 was 66.58 it was low, the students who got >75 point only 18 students or 52.94% that passed the Minimum Mastery Criterion. While the mean score of the test in the cycle 2 was 86.00, it was higher than cycle 1, it meant that the students who get >75 point were 26 students or 76.47%. Based on the result of students' reading comprehension, the data showed that the students had the improvement.

2). The result of students' learning activity in the class could be seen that there was an improvement from cycle 1 to cycle 2. The mean score of cycle 1 was 7.01. Meanwhile, the mean score of the cycle 2 was 7.66. The improvement of students' learning activity from cycle 1 to

cycle 2 was 0.65. Based on the result of students' reading comprehension, the data showed that the students had the improvement in students' learning activity because it because it has exceeded the classical completeness of 75%. In addition, Brummer and Macceca (2013), stated that the read, cover, remember, retell activity 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. This was supported by Hoyt (2008:174-176) stated that Read, Cover, Remember, Retell (RCRR) is an instructional strategy that is applied to help students stop reading small portions of the text and retell what the sections was mostly about. It can be concluded that this strategy is more effective to make students can understand and remember what they read in the text.

CONCLUSION

After conducting the research of teaching English reading at Senior High School, the conclusion is that the implementation of Read, Cover, Remember, Retell (RCRR) can improve the students' reading comprehension at the tenth grade of SMA Negeri 16 Bandar Lampung. Read, Cover, Remember, Retell (RCRR) is very useful and interesting for teaching and learning activity. Students' individual score

increased and teaching and learning process became better.

Related to the students' behavior to the lesson, there were some positive progressions that supported them in teaching learning reading. Read, Cover, Remember, Retell (RCRR) could create more comfortable atmosphere during learning process. During the teaching and learning process, the students were more active, confidence and interested to take a part in the lesson. They were not shy nor afraid anymore.

RECOMMENDATION

From the conclusion above, there are some recommendation as in case of improving students' reading comprehension through Read, Cover, Remember, Retell (RCRR), as follows: 1) For the teacher, the teacher must understands students' weaknesses in reading comprehension, teacher can apply the RCRR strategy in teaching reading comprehension.
2) For further research, other researchers applied finding of the research as the basic conduction on the following research.

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