FOSTERING STUDENTS' READING COMPREHENSION SKILL TROUGH *RCRR* STRATEGY AT UNIVERSITY OF MUHAMMADIYAH OF BENGKULU

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ABSTRACT

Reading comprehension skill seems to be a complecated subject for students time to time. Teachers as the one who must train students to master the skill, keep struggling to utter the problem. This condition need teachers to find out probable solutions. One possible solution is by using specific strategy in taching, like the one called Read, Cover, Remember, Retell (RCRR). The purpose of this research is to determine the effect of using Read, Cover, RCRR Strategy on students' reading comprehension skill. The study is designed in quasi experimental method. The subjects of this research were students of English study program of Muhammadiyah University of Bengkulu. In collecting data, researchers used a test. Result of the study shows that there was an increasing scores on students' reading comprehension skill who were taught by using RCRR. Based on the study done by researchers, RCRR has brought positive effect on students reading comprehension skill. Therefore, the strategy is recommended to be used to teach reading comprehension in classes.

Keywords: *Reading, Reading Comprehension, RCRR.*

I. Introduction

In learning *English*, students are expected to master four English skills, listening, speaking, writing, and reading. Reading is a skill that combines background knowledge and thinking to understand a particular text. It means that when someone is going to master certain knowledge, the first thing he must do is to be able to read. Linse (2005) states that in order for the reader to read the text

logically and understand the meaning of words in text, a skill that requires knowledge and vocabulary is needed, namely reading skills.

Reading comprehension is the process in reading activity to understand the meaning of texts. It begins from understanding the meaning of words, sentences, paragraphs, and texts. According to Duke (2002) comprehension is when the readers understand a meaning of the text through their knowledge and experience, the information contained in the text, and the reader's view.

In learning reading it is very important for students to quickly understand the purpose of text they are reading, but in reality there are still many students who are not. Many students get low grades in reading because of their lack of understanding and it make them can not guess meaning from vocabularies. So thats why at the end, they did not have comprehensive understandin on texts they are reading. The problem also occurs at Muhammadiyah University of Bengkulu. Especially in reading classes, many students have difficulty to understand texts. It happened because they did not understand how to be comprehensively understood the text. This is the reason of importace to find out appropriate strategy in teaching reading.

Read, Cover, Remember, Retell (RCRR) Strategy is a a strategy that may help students to read quickly and may help students to understand what they are reading. With this strategy students will read a text and discover unfamiliar words in the text and replace them with easier words. The process is done to ease understanding and comprehension. Afterward, students close the text and try to remember what they have read before. At last, students retell their partner what they remember about the text before. After all, RCRR needs to be examine its significance on reading comprehension teaching practices. Further, the significance of the strategy will probably ease students in understanding text.

II. Literature Review

Reading comprehension has multiple definitions and explanations. According to Kirby (2007), reading comprehension is the process the readers reading the text and what the readers get from the text. Bojovic (2010) notes that reading comprehension is a way of obtaining meaning from and bringing meaning to a text.. It can be concluded that reading comprehension is ability to getting meaning from the text by analyze and interpret what the writer try to convey. Reading comprehension is the process by what the meaning of the text that have been read. It supported by Woolley (2011) by saying that reading comprehension is an activity when the reader's understanding what the meaning from the text they have read. It also clarified by Mckee (2012) by stating that the ability to understand a text, to analyze the information, and to interpret what the writer is telling properly is reading comprehension.

In context of process of understanding a text, Klinger (1999) states that to understand a text content the reader needs to understand four things, which are vocabulary as understanding the meaning of words in context, decoding the words as analyzing each letter and word in the text, fluency as fluency, speed, and accuracy of students in reading, and world knowledge as sufficient knowledge to benefit from reading texts. Reading comprehension depends on the ability to understand words fast. The learners use too much of their processing ability to read individual words that disrupt with their ability to comprehend what is read if

word understanding is hard. Brown (2003) mentions several activities done by a reader while reading, they are recognizing topic and main idea of a text, pouring and understanding the meaning of words and sentences of a text, discussing factual information from the text, as well as searching for the meaning of vocabulary words, synonyms and antonyms, text inference, looking for generic structures, identifying social functions of text type, and deciding a way of reading that will help the reader better in the conversation of the text being read.

All prior statements on reading comprehension mentioned that reading comprehension is a chalanging process, so that reading comprehension teachers need to deliver as efficient teaching as possible. In order to make teaching and learning of reading comprehension runs smoothly for both teachers and students, they need a good and benefitial teaching strategy. This is the point that a teaching strategy like RCRR is highly required.

According to Brummer and Macceca (2008), RCRR is an effective strategy to helps readers in understanding meaning of the text they have read through the speed reading process. It means with this strategy, students will be able to understand, conclude, and re-explain the contents of text they have read. The strategy will make students stops after reading a small part of the text and retell the most talked part in the text. Many students will continue to read even if they don't understand what they read and just keep reading. So, this strategy is enough to help students understand what they are read and then after that they can retell what the text means. This is also mentioned by Hoyt in Lestari (2018) by saying that the RCRR is a technique that is used by teacher to make students pause when they are read the small part of the text and ask them to retell the text that they have read before with their own language.

According to Dahler and Zaim (2019) there are some steps in conducting RCRR, they are:
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. Fourth 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 next and what important things they got from it. The students can tell her or his partner what she or he just read.

There are some studies done on RCRR teaching strategy. First was done by Anita in 2013. She studied the effect of the strategy on students reading comprehension skill at second year students at Senior High School of Sukaramai Tapung Hulu Kampar Regency. The instrument used was a test. The result of this research indicated that RCRR has a positive effect on reading comprehension at

the place of the study. Furthermore, Marpaung and Sinaga (2019) also conducted the same study on RCRR. The result of their study also mentioned the effect of RCRR on students' reading comprehension. The last study is the one done by Dahler and Zaim (2019). Their study examined the effect of RCRR on students reading comprehension on recount reading text. The result of the study indicate that RCRR has a positive effect on the subject of the study. In this current study, researchers also conducted a typical study with a different setting

III. Research Method

In this research, the researchers apllied pre-test post-test quasi experimental method. The aims of experimental research is to determine causal relationship and to study the relationship between one variable and another (Fraenkel, Wallen & Hyun, 2012). In the current study researchers conducted pre-test and post-test on both control and experimental class.

Table.1.research design.

Sample	Pre-test	Treatment	Post-test
C1	O	X1	O
C2	O		O

Remark:
C1   : Experimental Classs
C2   : Control Group
X1   : Treatment (RCRR)
O   : Reading Comprehension Test.

The population of the study was 80 students of third semester of English study program of Muhammadiyah University of Bengkulu. In drawing sample of the study, researchers given a test on reading. In order to determine sample, researchers then reviewed their scores. At last, there were 64 students whose scores was in range of 60 to 65. The students were divided into two groups, which were control and experimental groups. There were 34 students for control group and 34 students for experimental group.

The instrument of this research consisted of a set of reading comprehension test used for pre-test and post-test. The test was a multiple choice reading comprehension test consisted of 20 questions. Pre-test was the first step before delivering treaments. At the first meeting the researchers gave same pre-test to both control and experimental groups. The purpose of giving pre-test was to identify prior skill of students on reading comprehension skill, as well as prior data for analysis needs. Post-test on the other hand was given at the end of the research. In addition, researchers also provided a field note as additional instrument for this research. The fieldnote was used to record specific and important occurring phenomenon while the treatment was being conducted. It was set in date, occurring events, and researchers comments.

There were two classes involved in this study, control group dan experimental group. Control group was taught by using conventional teaching strategy, while experimental group was taught through RCRR. The procedures used in giving treatment in experimental group was based on the steps of conducting RCRR as

has been stated priorly where students read, cover, remember and retell. The treatments on experimental group have been done in 5 meetings. Then, both of the classes were given a post-test. After obtaining data from the post-test, researchers conducted an analysis on data by using t-test. The data from fieldnote was also discriptively analyzed to support finding on the primary analysis.

IV. Discussion

After giving the whole treatments, the researchers gave post-test. Based on the post-test result, the researcher found out that there was a significance different between the students' score in experimental group and control group. However, after applying computation, the obtained t-count was lower than t-table ($1.1904 < 1.70562$). In addition, the total score was 590 and the mean score was 84.28 for experimental group, it was higher than the total score in the control group, which was 555 with the mean score of 79.28. This value has proven that RCRR Strategy gave positive effect on students reading comprehension skill. This teaching strategy is supportive for students in helping them to change unfamiliar words to easier words in text and made them easier to understand meaning of the text.

Table 2. Post test result

Value	Class	N	Mean score
Post Test	Experimental	34	**84.28**
	Control	34	**79.28**

The current study's result seemed to be in line with what have been mentioned by Brummer and Macceca (2008) that RCRR Strategy is an effective strategy to help the readers in understanding meaning of the text they have read. It means that with this strategy, students will be easier to understand, conclude, and re-explain the contents of the text that they have read. The condition of being able to understand, take conclusion, and being able to review a content of text, all lead to a condition of a comprehension.

The result of this study also in line with two previous studies. First is the one has been conducted by Anita (2010). Her study was a study conducted in same issue of reading comprehension questioning the effect of RCRR strategy. However, the study was conducted in the level of Senior High School students. Eventhough the study was conducted in a different level of education, it was still similar to the current study in term of how to increase learners skill on reading comprehension. The result of this study indicates that there was a positive effect of RCRR. The second study is a study conducted by Marpaung and Sinaga (2019). It also discused the effect of RCRR strategy on reading comprehension. The result of this research shows a significant difference on students reading comprehension between the students who were taught using RCRR and students who were taught by a general and conventional teaching strategies. Likewise. Dahler and Zaim (2019) also conducted study in the same field. They studied the effect of RCRR on Junior High School in Pekan Baru, Indonesia. This study was one that has conducted in the lower level. At the end of their study, they also found out that RCRR has significant effect on students' reading comprehension.

Inspite of the similarity between the trhee studies mentioned above with the one conducted by researchers in the current study, they all have a clear

different regarding the subject of the study. The three studies have been conducted on the level of school students. In contrary, this current study investigated the effect of RCRR in the level of university students. University students, perhaps had different characteristics from school students. That is the reason researchers need to add instruments using field note.

As an instrument that enabled researchers to gain meaning and an understanding of the culture, social situation or phenomenon being studied, a field note, as Webb (1991) mention, was really benefitial in context of this study. As researchers recorded in the fieldnote, there two phenomenons has occurred during the treatments. First, students in the class seemed to be enjoyable in enrolling the class. This can be seen from the way they follow the class. Most of the students were energetic and lively. The second is the participation of students was high. The students frequently rose their hand eagering to answer when teacher ask a question related to the meaning of a word. Both phenomenons are good to create good athmosphere of the class and also good to make students motivated in learning reading comprehension.

V. Conclusion

To sum up, the result of the current study is specific on the subject of students of English department students. By noticing the results of all study has been done, it may be indication of a state where the RCRR is really significant in teaching reading. Hence, the strategy is able to make students motivated and make classroom atmosphere more lively.

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