THE USE OF RCRR TO IMPROVING THE STUDENT READING SKILL TROUGH DESCRIPTIVE TEXT

Mike Tri Utami[1], Rica Piranita[2], Argo Alfanza[3], Kurnia Febianti[4]
miketriutami9@gmail.com[1], ricapiranita@gmail.com[2], argoargo1233@gmail.com[3],
adam75936@gmail.com[4]
STKIP Muhammadiyah Pagaralam

ABSTRACT

This study aimed to, describe RCRR method in enchanching students' reading skill through review experts' opinions and results of previous research on the definition and benefits of RCRR. The finding of study show that, RCRR was effective media, and the media that could enchanching students' writing achievement regarding their motivation, literacy, creativity, and critical thinking. RCRR also can be used in developing students creativity in reading comprehend, especially to support students reading. The students should increase their knowledge about vocabulary, grammar, and another aspects of reading. The study was conducted as library research that relies on the results of previous studies and experts' opinions for answering the present study's research questions.
Kata Kunci: RCRR; teacing method; reading skill.

Introduction

English like many other languages consist of four skills, listening, speaking, reading, and writing. Among the four skills, reading is one of the most important. Richards and Revandya (2003) said that many foreign language students often have readings as one of their most important goals. Reading in foreign language learning at the present time focuses on the attitude and the aspects of language holistically, it is providing guidance for the students in developing their skill in reading, mainly led them to direct comprehension of the text. Hibbard and Wagner (2013) said that reading is complex behavior including decoding words, developing fluency, and improving comprehension. According to Khand (2004) Reading is a receptive language process. It is the process of recognition, interpretation, and perception of written of printed materials.

Reading important for students because their success in learning depends on reading ability, while reading a process for readers to find information from books or texts. Reading is the process of getting meaning from text. Tarigan (2008) said that "Reading is a process carried out and used by readers to get the message the writer wants to convey through the medium of written language words." Furthermore, Hill (2000) said that reading is a process of communication and is used by readers to convey the message the writer wants to convey through messages or written language.

Reading is a process of seeking information, knowledge, and messages from texts. A process that requires that a group of words which constitute a unit can be show at a glance and the meaning of each word is known. If this is not fulfilled, then the explicit or implied message will not be caught or understood, and the reading process will not be carried out properly.

According to Bryan and Bryan (in Abdurrahman, 2009: 204), helping to learn to read is a syndrome of difficulty in learning the components of words and sentences, integrating the components of words and sentences, and in learning everything related to time, direction and period.

Based on the Students' reading problem issues can be solved by applying different types of reading strategies. There are many teaching reading strategies that need to be used

to make the students active in doing reading comprehension activity and a suitable strategy is needed to assist them overcome the issues of the student.

The Read, Cover, Remember, Retell (RCRR) strategy is a learning strategy that has an excellent concept for teaching students to understand reading texts. In addition, this research aims to determine the use of the RCRR strategy in teaching narrative text reading carried out by teachers in virtual classes.

According to Serravallo (2015), the RCRR strategy slows down the reading process and forces children to focus on remembering the content of the passage."And in addition according to Macecca (2008), the "RCRR activity I s 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.

Srivann (2019) using RCRR (Read, Cover, Remember, Retell) Strategy is method in teaching reading descriptive text. The strategy is simple and easy to be applied. It can be used and understood quickly by the students. By the strategy, the students were more active and confidence to read the reading text especially Descriptive Text. The students enjoy the study because they can do reading with reading aloud.

Dealing with the explanation above, the writer is interested to explanet the use of RCRR in improve reading skills.

Based on the explanation above, the writers is interested in conducting classroom Action research with the title "THE USE OF RCRR TO IMPROVING THE STUDENT READING SKILL TROUGH DESCRIPTIVE TEXT

METHOD

This research was conducted as library research, following George's library research model which relies on the results of previous studies and expert opinions to answer the research questions of this study. This research was conducted through online databases, such as Google Scholar, the teacher and learning study journal, the Langkat almaksum STKIP journal, English education, and the Al-lugh ah journal, as library research. From this database, relevant sources such as books, journal articles and website articles are taken. The keywords used to retrieve these books and articles are, the use of the RCRR method in reading ability achievement, the RCRR method, and SO on. Arguments, research findings, discussions and recommendations from these sources are used as data sources to answer this research's research questions regarding the procedures and benefits of using the RCRR method.

However, considering the important of reviewing the relevance of the RCRR in the current context, this research includes articles published from 2018 to 2022. There were five articles selected from this process to be included inclusion/exclusion in process the that included the relevance of the RCRR. sources to answer the research questions of this study. Following an inclusion/exclusion process, five articles were determined as data sources for this study, with five articles published from 2018 to 2022.

FINDING AND DISCUSSION

RCRR as of strategy teaching reading is effectiveness study in improving students reading skill this student about apply RCRR. This value has proven that RCRR Strategy gave positive effect on students reading comprehension skill. 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. Although the study is carried out at different educational levels, it is still similar to current research in regard to improving student reading ability. This study has shown that the RCRR is a positive influence. The Scond from Marpaung and Sinaga (2019),lt 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. And then there is from 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. 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 beneficial in context of . this study. Wieke Wido Wati (2020) "The use of Read, Cover, Remember, Retell Strategy on Student English Reading Comprehension" 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.

CONCLUSION

Based in the data analysis, it can be concluded that application of RCRR (Read, Cover, Remember, Retell) RCRR as of strategy teaching reading is effectiveness study in improving students reading skill Srivann (2019) using RCRR (Read, Cover, Remember, Retell) Strategy is method in teaching reading descriptive text. The strategy is simple and easy to be applied. It can be used and understood quickly by the students.

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