THE APPLICATION OF RCRR (READ, COVER, REMEMBER, RETELL) STRATEGY IN TEACHING READING DESCRIPTIVE TEXT TO THE EIGHTH GRADE STUDENTS OF STATE JUNIOR HIGH SCHOOL 50 PALEMBANG

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Abstract: The main problem of this research was, -is it effective to apply RCRR (Read, Cover, Remember, Retell) Strategy in teaching reading descriptive text to the eighth grade students of state Junior High School 50 of Palembang? This study was conducted to find out whether or not is it effective to apply RCRR strategy in teaching reading descriptive text entitle Borobudur Temple and Lake Toba to the eighth grade students of state Junior High School 50 of Palembang. This research was pre-experimental method with one group pretest-postetst design. The Population and sample of this research was eighth grade students at State Junior High School 50 of Palembang which consisted of 35 students. It was taken by using cluster random sampling method. The data were collected by using written test. The results of this research reveals, the average of the students'in pre-test was 59.85 while the students' average score in the post-test was 78,14. The result of matched t-test calculation was 9.8 and it was higher than 1.691 as the critical value with 0.05 % significance level one tailed testing with df 34. It could be concluded that the application of RCRR (Read, Cover, Remember, Retell) Strategy to the eighth grade students of Junior High School 50 of Palembang was effective.

Keywords : *Teaching, reading, descriptive text, RCRR Strategy*

I. INTRODUCTION

English is one of compulsory subject in the school from elementary school until university as a foreign language in Indonesia. According to

Richard (2010: 196),‖ someone who learns English in a formal classroom setting, with limited or no opportunities for use outside the classroom, in a country in which English does not play an important role in internal communication, is said to be learning English as a foreign language.‖ In order to master English, actually there are four language skills in English which should be mastered by the students. They are listening, speaking, writing and reading.

Jaya (2017) Reading is one of language skills which was listed as one of the standard competencein national curriculum for junior high school. In junior high school curriculum, reading is taught by giving five kinds of text types, for examples : descriptive, recount, narrative, procedure and report text. Eight graders have descriptive and recount as the main texts for reading comprehension in the odd semester and narrative for the even semester. Duffy (2009: 39), state that reading is not a random process. It is a system: a set of conventions we use to interpret and make sense of text. Through reading you can understand the story you have read and focus on your material. In reading, you remember every detail of the plot in order to understand the material. In the process, your concentration and memorization skill is enhanced.

Even though reading is the basic skill to be taught to the students, many students stil l have problems in reading. Such as, difficult to get the main point of the text, and the lacked of students interest from them selves to read a book. The writer found students' difficulties in reading comprehension especially reading descriptive text. Such as difficult to comprehend the text to get the main point of the text, to find general information and specific information on the descriptive text. The impact of all students' difficulties are the low of students' scores in reading.

Therefore, in order to make the students understand and overcome their difficulties in reading, there are many effective strategy for teaching reading. One of them is RCRR (Read, Cover, Remember, Retell) strategy. In RCRR strategy, students focusing on remembering what they have read. According to Hoyt (2009:174), Read, cover, remember, retell is an instructional strategy that is applied to help students stop after reading small portions of the text and retell what the section was mostly about.

II. PROBLEM OF THE STUDY

The problem of this study is most of students are difficult to get the main

point, difficult to find general information, and specific information of the text. The limitation of this study is focused on the application of RCRR (Read, Cover, Remember, Retell) in teaching reading descriptive text entitled ‖Borobudur Temple and Lake Toba‖ to the eighth grade students of state Junior High School of 50 Palembang.

III. THE CONCEPT OF TEACHING

According to Martinez (2011:113) Teaching is an intensely personal commitment to the well-being of others. That commitment is enacted in relationships that can give rise to learning environments that support the development of the learning community and are developed in the context of a learning community.

Based on the statement above teaching is an activity of transferring knowledge to students or others who are expected to produce the learning outcomes, it is not only more than a set of strategies, there are some teaching methods that should be part of every creative teacher's repertoire.

IV. THE CONCEPT OF READING

According to Moreillon (2009:10) ‖Reading is an active process that requires a great deal of practice and skill. Based on the explain above, the reading

is an activity that thoroughly requires a lot of practice and conducted regularly to get a skill or comprehension, reading is not an activity that can be done once or twice but must be done regularly and real. Duffy (2009:36) adds that ― reading is not a random process. It is a system: a set of conventions we use to interpret and make sense of text‖.

Based on the statement above reading is a positive activity which a reader interacts with the text to get the meaning of the text that, this activity must be done regularly and can not do just one or two times only.Requires alot of practice tomake a personaware of the contentof text andapply a meaningderivedfrom the text.

V. THE CONCEPT OF READING COMPREHENSION

Woolley (2011:15) writes that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. The other definition explained by Moreillon (2009:18) The goal of teaching reading comprehension strategies is to give readers the tools they need to be effective readers and independent learners.

Reading comprehension goal is to

make someone understand the whole of the content and also can be a tool to make someone become a critical reader and able to apply the content of the text without anyone help.

VI. THE CONCEPT OF DESCRIPTIVE TEXT

According to Kane (2000:351), Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Descriptive text is a kind of text that a student in junior high school be learn. descriptive text is the text that describes the events that occur or shape of an object. many things that fall within the scope of descriptive text in addition to describe the events, objects, descriptive text may also explain about personal experiences or describe how the person's appearance or look like.

According to Pardiyono (2007:36), there are some generic structures of descriptive text :

1. Identification
    - The form of statements that describe the object to be described.
    - The statements should

be interesting, capable of provoking readers to be interested to read the description completely.

- The use of adjectives or degree of comparison.

2. Description
    - Given picture of the object viewed from several aspects: location, means of transport, people, weather, size, etc.
    - Gramatical patterns:
    a. Simple present tense, present perfect tense
    b. Verb: be (am, is, are)
    c. the use of the adjectives used to describe or illustrate the condition of the object.

VII. THE CONCEPT OF RCRR (READ, COVER, REMEMBER, RETELL) STRATEGY

Read, cover, remember, retell is an instructional strategy that is used to help students stop after reading small portions of the text and retell what the section was mostly about. Many learners will continue reading a selection even if they don't understand what they have just read. This process supports both understanding of text and summarizing by stopping readers

frequently to think about the meaning before moving on to the next section of the text. After students become adept at using this strategy to orally retell portions of the text, the teacher can encourage students to write a summary sentence of each section and then use these sentences to write an overall summary of the selection (Hoyt,1999).

VIII. THE STEP OF READ, COVER, REMEMBER, RETELL

READ	
	Read only as much as your hand can cover.
COVER	
Use your hand to cover up **the par story that youjust read.**	
REMEMBER	
	Take time to think about what you just read.
RETELL	
	Tell your partner what you already read.

PROCEDURE TO APPLY RCRR (READ, COVER, REMEMBER, RETELL) STRATEGY IN TEACHING READING DESCRIPTIVE TEXT

According to Saleh (1997:58), teaching and learning activities always proceed through a format which consists of three major components, they are: (1) pre-activity, (2) during- activity and (3) post-activity. The application of RCRR (Read, Cover, Remember, Retell) strategy in teaching reading descriptive text to the eighth Grade Students of junior high school 50 of Palembang is carried in three stages. They are pre-activity, during-activity and post- activity, As follow:

A. Pre Activities

1. The teacher greets students while saying "good morning / hello"

2. The teacher checks the student's attendance list and calling their name one by one.

3. The teacher gives warming up by giving simple question to the students about descriptive text. Give the simple question such as ask the students have their ever come and see the temple of Borobudur, ask students to describe how Borobudur look like or contained on Borobudur temple.

4. The teacher asks the students to share their ideas of what they already known about descriptive text. Maybe, students can be explained or mentioned definition, the general structure of descriptive text or another example of descriptive text in addition to Borobudur temple story.

B. Whilst Activity

1. The teacher gives the text and explains about RCRR (Read, Cover, Remember, Retell) strategy. Here the teacher will distribute one copy of the text that contains descriptive text entitled Borobudur and Lake Toba to each students. Then teacher will explain what is RCRR, what are the advantages of this strategy and tell the steps how to apply this strategy.

2. The teacher explains the topic in detail and give an example of descriptive text. In pre-activity the teacher already asked the students to share their ideas about descriptive text, in this stage teacher will explain in detail the

definition of descriptive text, generic structure of descriptive text and another example of descriptive text about beside Borobudur temple.

3. The teacher asks the students to find them partner. After explain the topic, teacher guide the students to apply the strategy by ask the students to find their partner.

4. The teacher asks the students read as much as they think they can cover with their hand. Cover means stop reading, and cover the text.

5. The teacher gives time to the students to consciously focusing on remembering what they have read. Give time to the students around 5 minutes to make them really considering what they have just read. It's ok for them to peek back of the text for help.

6. The teacher asks the students to tell the partner what their remember from the text, then switch roles for the next section of the text. If the student already tell to their partner what their

remember from the text, then teacher can ask students to read the next section by using the same steps until all of the sentences in the text have been read and understood by the students.

7. After doing all the step, teacher will ask the students to make summarizing about the text completely by using their own word and retell in front of the class to make sure the students already got the point of the text.

C. **Post-Activity**

1. The teacher and students summarize about Borobudur temple story. After asking students to summarize the story by using their own word, then teacher also explained and straighten the summary results that already made by the students based on the content of Borobudur temple story.

2. The teacher gives the assignment to students to do exercises about the story. To determine whether students have understood the content and get the main point of the text. The teacher gives some exercises be in the form of

multiple choice questions and true or false question about Borobudur temple.

3. The teacher reviews the important material and make conclusion. The important material such as the definition, generic structure, example of descriptive text and how to apply RCRR (Read, Cover, Remember, Retell) strategy.

4. The teacher says leave taking with a friendly greeting while saying "Goodbye and see you next meeting" and remind them to continue to practice using these strategies at home.

METHOD OF RESEARCH

The method in this research wasused pre-experimental design with one group pre-test and post-test design. According to Fraenkel, Wallen. (2012: 269) In the one-group pretest- posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before.

XI. THE STUDENTS' SCORE IN THE PRE-TEST

The pre-test was given to the sample students consisting of 35 students before the treatment with the total number of the test items were 40. The correct

answers of the students were summed up. The writer found ranking of the students in the pre-test from the highest score until the lowest score. The highest score was 82.5 achieved by 2 students, and the student's lowest score was 45 achieved by 1 student. The total score of the students' correct answer in the pre-test was 2095, to get average score in the pre-test, the writer divided the total score of the students by the number of students and the result of this calculation was 59.85.

THE RESULT OF MATCHED T-TEST

Matched t-test was used to know the significant different between students' reading descriptive text in the pre-test and post-test and also to find out whether or not RCRR (Read, Cover, Remember, Retell) strategy is effective in increasing students' reading descriptive text. Table 6 shows the comparison scores between pre-test and post-test.

The result of matched t-test calculation it was found that the value of 9.8 and its critical value of 1.691. This indicated that the hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that it was effective applying RCRR (Read, Cover, Remember, Retell) strategy in teaching reading descriptive text to the eighth grade students of State Junior High School 50

Palembang.

INTERPRETATION

Based on the finding above, it could be interpreted that after doing the research by applying RCRR (Read, Cover, Remember, Retell) strategy in teaching reading descriptive text to the eighth grade students of State Junior High School 50 Palembang, the students made a few progress in their reading descriptive text, it enable the students to get better score. It showed that there was a significant difference between the two means scores of the students in the pre-test and post-test.

Based on calculation the writer obtained the result of pre-test, a test that was given before the treatment showed the ranking of the student's score in the pre-test from the highest score until the lowest score. The highest score was 82.5 achieved by 2 students, and the student's lowest score was 45 achieved by 1 student. The average score of the correct answers in the pre-test was 59.85, it shows that their ability is in enough category even though some of students still difficult to get the main point, difficult to find general information, and specific information of the text.

After given a treatment, the writer found a few progress from the students, it shows from the student's achievement.The

highest score in post-test was 95 achieved by 3 students, and the student's lowest score was 62.5 achieved by 1 student. The average score of the correct answers in the post-test was 78.14.

From the result of gained _t' it was found the value of _t' was 9.8, where the value of t- table is 1,684 at the significant levels of 0,05% with df 34, therefore _t' was higher than t- table. In other words, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. it means the application of RCRR (Read, Cover, Remember, Retell) strategy in teaching reading descriptive text to the eighth grade students of State Junior High School 50 Palembang was effective.

CONCLUSION

Based on the data analysis, it can be concluded that the application of RCRR (Read, Cover, Remember, Retell) strategy in teaching reading descriptive text to the eighth grade students of State Junior High School 50 Palembang was effective. It can be proved by the result of the test and the differences between the two means of score in pre-test and post-test. The average score in pre-test was 59.85. The average score in the post-test was 78.14. the students got the better score after the writer taught them by the treatments, so in other word the

application of RCRR in teaching reading descriptive text could increase the students' ability and students' score in reading descriptive text.

Based on the score in the pre-test and the post-test, it was found out that the result of matched t-test was 9.8. Meanwhile the critical value of t-table at 0,05% at the significant level one-tailed testing with df 34 was 1.691. It means, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In other word the application of RCRR (Read, Cover, Remember, Retell) strategy in teaching reading descriptive text to the eighth grade students of State Junior High School 50 Palembang was effective.

SUGGESTION

In conducting this study, the writer applied RCRR (Read, Cover, Remember, Retell) strategy in teaching reading descriptive text. The writer would like to present some suggestions. It was proposed to the teachers of English, the students, and the other researchers.

Teachers of English

The teachers of English are suggested as follows.

1) The teacher of English interest and motivation to apply this strategy.

2) The teacher of English should apply

this strategy as one of the strategies that can used full in teaching reading process.

3) The teacher of English should apply RCRR (Read, Cover, Remember, Retell) strategy for reading skill. In order to make the students active and interesting during learning reading process.

4) The application of RCRR (Read, Cover, Remember, Retell) strategy can be used to increase students ability in reading especially to find out the main idea, specific information and general information from a text.

The Students

To get a better achievement, the students are suggested to do following things.

1) The students should be active in learning activity.

2) The students should have good and big motivation to study English seriously.

3) The students should pay more attention to the teacher's explanation about the material and participate actively in the classroom.

4) The students should try to memorize the lesson that has been taught befo

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