

# THE USE OF READ COVER REMEMBER RETELL IN IMPROVING THE EIGHT GRADE STUDENTS READING COMPREHENSION AT MTs NURUL HUDA MANGUNSARI LUMAJANG IN THE 2017/2018 ACADEMIC

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## Abstracts

*The purpose of this research is to know the improvement of teaching reading comprehension by using read cover remember retell at MTs Nurul Huda Mangunsari in the 2017/2018 Academic Year. The method of this research is classroom action research (CAR) which was done in two cycle that consisted of planning of action, implementing of action, observing of action and reflecting of the action in each cycle. The subject of this research is in eight grade students of MTs Nurul Huda Mangunsari with 26 students. The research instruments used reading test and observation checklist. Based on the result of data which was students' improve the reading comprehension. The research was done in two cycles. The second cycle is better than the first cycle.*

**Keywords:** reading comprehension, read cover remember retell

*Tujuan penelitian ini untuk mengetahui perbaikan mengajar tentang pemahaman membaca dengan menggunakan read cover remember retell di MTs Nurul Huda Mangunsari pada tahun 2017/2018. Metode pada penelitian ini menggunakan tindakan kelas yang mana telah selesai pada dua siklus yang terdiri dengan rencana, mengimplementasikan, observasi dan refleksi pada setiap siklus. Subjek pada penelitian ini yaitu siswa kelas delapan di MTs Nurul Huda Mangunsari dengan 26 siswa. Dan instrumen pada penelitian ini menggunakan tes membaca dan observasi checklist. Menurut hasil data yang telah di dapatkan yang mana siswa memperbaiki kemampuan membaca. Pada penelitian ini telah selesai pada siklus ke dua. Siklus kedua lebih baik dari siklus pertama.*

**Kata Kunci:** pemahaman membaca, , read cover remember retell

## Introduction

Reading is an activity to get information from the text. In learning English, students have to deal with four basic language skills which are listening, speaking, reading and writing. However, reading is very important cause to get the information and the meaning, students should be understood the text that they have read. Based on (Ricard

1998 : 12) Reading comprehension is a learning process to understand information and meaning in the text by students. In addition, Brassel and Rasinski (2008 : 18) reading comprehension is the ability to take information from written text. It can be conclude that reading comprehension is a process by students to understand and improving background knowledge about information in the text.

There are many kind of text type that has to be mastered by students especially on junior high school. Kinds of text are recount text, narrative text at.al. This research is about narrative text to improve students reading ability.

Based on preliminary study and observation at MTs Nurul Huda Mangunsari Lumajang, it was found that the eight grade of MTs Nurul Huda Mangunsari has low reading score. The results of information show that students have difficulties in comprehending reading. They cannot get the point or information when they read the text. It was proven that only 46% score of 26 students' 75 which was the minimum score for all English skills set by English teacher. This score is based on the score of general English from English teacher.

Based on the preliminary study above, there is strategy to solve the problem at MTs Nurul Huda Mangunsari which is read cover remember retell (RCRR) helped the students reading comprehension. According to Hoyt (2002 : 147) Read cover remember retell is an effective approach to help readers at all grade level who thing that good reading is reading quickly and as result do not understand what they have read. Its mean that this strategy can help the students effectively at all grades to improve their reading comprehension and make the students easily to remember what they read. This strategy is modeled for students during whole class instruction

period, and conducted with students who work as a partner. In other words, Hoyt (1999 : 23) in Paulau Saine at.al RCRR is to help gain better understanding of the text. It can make the students get more information from the text. The researcher concludes that read cover remember retell gives stimulus to the students become active learning. The students are also motivated to share the information and they can express by their own words to each other's. Besides read cover remember retell strategy is also appropriate to apply when teacher teach narrative text. When the comprehension problems are determining importance of information, sequence, details, elements of plot, locating information, one of the recommended strategy is read cover remember retell strategy. So, it is clear that read cover remember retell is suitable for narrative text.

### **Research Method**

This research is conducted with classroom action research (CAR) to improve students reading comprehension. According to Arikunto, 2010:130) Classroom Action Research itself is a research conducted by teacher to an activity that is intentionally planned, applied in a class and accurately observed the result. It means that classroom action research is conducted by teacher which has the activity been planned before and applied in class to get the result On the other hand Ary (2006: 514) Classroom Action Research (CAR) is a process to improve education by incorporating change and

involves educators working together to improve their own practice. It means that classroom action research is the process to improve education's students with involves educators working by themselves.

Based on the explanations above, it can be concluded that classroom action research is one of the strategies which can improve and increase the practice of learning teaching learning process. It can be achieved by doing reflection in order to diagnose condition and try it systematically as an alternative way to solve the problems which can give contribution to other teachers and students.

In improving the students' reading comprehension the researcher used action research which consists of four steps, they are as follow: (1) the planning of the action, (2) the implementation of the action, (3) observation of the action and (4) reflection of the action. The subject of this Classroom Action Research is the eight grade students at MTs Nurul Huda Mangunsari.

The criteria of success are used to find out whether the goal of the action is achieved. This research is supposed to be successful if the average score is 75. However, if the requirement above could not be achieved in Cycle I, the action will be continued to Cycle 2. The research instrument used in this study are reading test and observation checklist. Reading test is used to collect the data. According to Arikunto (2010: 150) test is a set of question, exercise or other instruments which are used to measure skill, knowledge

by the individual person or group. Reading test is used as media for students to get the information about student's reading comprehension after RCRR given on student's reading.

In addition, Hughes (1996:9) also states there are four types of the test, namely: proficiency test, diagnostic test, achievement test, and placement test. In this action research, achievement test is used since the purpose of achievement test to know how successful the individual students have a achieved goal of the teaching learning process of reading. Observation is used to record the activities in learning process in the class. The researcher use observation checklist to write down the activities during teaching learning process. According to Arikunto (2010: 272) claims that the most effective way I observation is by using a blank or observation checklist as the instrument. It is conducted to know the students activities and responses during the implementation of the action.

## **Result and Discussion**

From the result of reading test showed which is from 26 students who got score >75 in cycle 1 was 61.53%. students got a problem on reading such as: (1) the students still got difficulties use read cover remember retell strategy. (2) the implementation of RCRR not maximum yet. (3) the students need more time to comprehending the meaning of word,

paragraph, and sentence. It can be concluded that cycle 1 was not successful. The data showed which is the students still confused to understand the text and the new strategy in reading comprehension. From the reasons above, the action in the first cycle needs to be improved by giving more practice and clearly explaining. Besides that, the researcher planned some different activities between cycle 1 and cycle 2. In cycle 2 the researcher gave explanation more about narrative text and RCRR. And asked the students to bring dictionary every learning English. And the researcher also makes a small group among students who got good score with the students who got poor score. By adding time to comprehending the meaning of word, paragraph and sentence. Therefore, the students are able to understand narrative text than before.

According to Hoyt (1999: 23) Read Cover Remember Retell is to help gain better understanding of the text. In addition, Hoyt (2002 : 147) state that read cover remember retell is an effective approach to helps reader at all grade level who thing that good reading is reading quickly and as result do not understand what they have read. It means that the students can get more understanding to comprehend the text that they read. During read cover remember retell students will stop

frequently to thing about meaning making, also this strategy can help the students effectively at all grade to improve their reading comprehension and can make them remember what they read. Read over remember retell has some advantages of interaction with a peer, making the students has an opportunity for n mutual support and simulation. The researcher concludes that read cover remember retell strategy gives stimulus to the students to become active learning. The students are also motivated to share the information or express their story to each other's. It's means the effective learning and teaching will be easy to create in the class.

In cycle 2 the students' reading comprehension was improved. The score of reading test in cycle 2 who got score >75 was 84.61%. 22 of 26 students got >75 and 4 of 26 students got <75 in reading test. Its mean read cover remember retell is able to improve the students reading comprehension.

By considering the result above, it could be said that read cover remember retell can improve students reading comprehension

in narrative text.. The result of the action research in cycle 2 had verified by action hypothesis that the use of read cover remember retell can improve the eight grade B students reading comprehension at MTs Nurul Huda Mangunsari. in the academic year 2017/2018.

### **Conclusion**

Based on the result of improving students' reading comprehension by using read cover remember retell which were done in cycle 1 and cycle 2, the use of read cover remember retell could improve the eight B grade students reading comprehension at MTs Nurul Huda Mangunsari in 2017/2018 academic year, by giving read cover remember retell strategy, and asked the students to read narrative text and understand the meaning. The improvement can be seen from the students' reading test. And the suggestion which is considering the results of the research, some suggestions are given to the English teacher, the students and the other reseacher. (1) for the English teacher is expected to apply read cover remember retell for teaching reading comprehension because

it can improve both the students reading comprehension and the students participant in the teaching learning process. (2) for the students read cover remember retell is good technique. The students are able to motivate to learn English and the students are suggested to be actively involved in the teaching and learning process of reading by using read cover remember retell since the use of read cover remember retell could improve their reading.(3) Other researcher can be valuable information for the future researchers in conducting further research by applying read cover remember retell in other research, for example “ the effect of read cover remember retell (RCRR in reading”

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