THE USE OF READ, COVER, REMEMBER, AND RETELL (RCRR) STRATEGY TO IMPROVE STUDENTS READING COMPREHENSION AT UPTD SMP NEGERI 4 PAREPARE

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WE ONLY LIVE ONCE DON’T BE OLDER WITHOUT MEANING

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Nildasari

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ABSTRACT

Nildasari, 2022. The use of Read, Cover, Remember, and Retell (RCRR) Strategy to Improve Students Reading comprehension at UPTD SMP Negeri 4 Parepare, supervised by Patahuddin and Nasrullah A.

Reading is a skill that must be mastered by students learning English. Reading means not only seeing or reading what is written but also understanding the contents of the reading so that the reader gains knowledge and information from the reading. But in reality, not many students like to read. Many students find reading difficult and boring. They just read the text without understanding the meaning, so they don't have vocabulary and have difficulty understanding the text. It has become a concern for researcher to conduct this research since making observations at UPTD SMP Negeri 4 Parepare, because students are encouraged to show weakness in understanding the text. In this research, the researcher tries to overcome the students' lack of reading comprehension by applying a different learning strategy, namely the Read, Cover, Remember, and Retell (RCRR) strategy. Furthermore, the purpose of this study was to find out whether the use of strategy (RCRR) could improve the reading comprehension of eighth graders at UPTD SMPN 4 Parepare.

This research uses a quantitative method with a quasi-experimental design. Then the data collection process uses pre-test and post-test. The test used is a reading test relating to the descriptive text about *Sragen and Yogyakarta kembali monument* that consists of 10 items for multiple choices. Then the sample was selected using random sampling, consisting of 56 students from two classes, taken from the population of class VIII UPTD SMPN 4 Parepare. The total population is 140 students. This research was conducted from January to February.

The results of the data analysis showed that the students' reading comprehension had improved significantly. This was indicated by the comparison of the results of the pre-test and post-test. The average score of students' reading comprehension using the Read, Cover, Remember, and Retell (RCRR) Strategy is greater than the average reading ability score of students using the Think-Pair-Share (TPS) Strategy. This shows that the reading ability of students at UPTD SMP Negeri 4 Parepare has progressed in teaching learning using the Read, Cover, Remember, and Retell (RCRR) Strategy.

Keywords, *Improvement, Reading Comprehension, Read, Cover, Remember, and Retell (RCRR) Strategy*

ABSTRAK

Nildasari, 2022. Penggunaan Strategi Read, Cover, Remember, and Retell (RCRR) untuk Meningkatkan Pemahaman Membaca Siswa di UPTD SMP Negeri 4 Parepare, dibimbing oleh Patahuddin dan Nasrullah A

Membaca merupakan keterampilan yang harus dikuasai oleh siswa dalam belajar bahasa inggris. Membaca tidak hanya melihat atau membaca apa yang tertulis namun juga memahami isi bacaan sehingga pembaca memperoleh ilmu serta informasi dari bacaan tersebut. Namun pada kenyataannya tidak banyak siswa yang gemar membaca. Banyak siswa yang menganggap membaca itu sulit dan membosankan. Mereka hanya membaca teks tanpa memahami makna sehingga mereka tidak memiliki kosakata dan kesulitan dalam memahami teks. Hal itu menjadi perhatian peneliti untuk mengadakan penelitian ini sejak melakukan observasi di UPTD SMP Negeri 4 Parepare, karena siswa menunjukkan pencapaian yang lemah dalam memahami isi teks. Dalam hal ini peneliti mencoba untuk mengatasi kurangnnya pemahaman membaca siswa dengan menerapakan salah satu strategy pembelajaran yang berbeda yaitu Read, Cover, Remember, and Retell (RCRR) strategy. Selanjutnya, tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan (RCRR) strategy dapat meningkatkan pemahaman membaca siswa kelas delapan di UPTD SMPN 4 Parepare.

Penelitian ini menggunakan metode kuantitatif dengan desain kuasi-experimen. Kemudian proses pengumpulan data mnggunakan pre-test dan post-test. Test yang digunakan adalah tes membaca berkaitan dengan teks deskriptif tentang sragen dan Jogja kembali monumen yang terdiri dari 10 butir soal untuk pilihan ganda. selanjutnya sample dipilih dengan menggunakan random sampling yang terdiri dari 56 siswa dari dua kelas yang diambil dari populasi siswa kelas VIII di UPTD SMPN 4 Parepare. Jumlah keseluran populasi adalah 140 siswa. Penelitian ini dilaksanakan dari Januari sampai February.

Hasil analisis data menunjukkan bahwa kemampuan reading siswa meningkat secara signifikan hal ini ditunjukkan dengan perbandingan hasil pre-test dan post-test. Skor rata-rata kemampuan membaca siswa yang menggunakan Read, Cover, Remember, and Retell (RCRR) Strategy lebih besar daripada skor rata-rata kemampuan membaca siswa yang menggunakan Think-Pair-Share (TPS) Strategy. Hal ini menunjukkan bahwa kemampuan membaca siswa di UPTD SMP Negeri 4 Parepare mengalami kemajuan dalam pengajaran pembelajaran menggunakan Read, Cover, Remember, and Retell (RCRR) Strategy.

Kata kunci: Peningkatan, Pemahaman Membaca, *Membaca, Mengcover, Mengingat, dan Menceritakan kembali (RCRR) Strategy*