

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter presents the result and discussion of the research. The data collected from an observation, interview, and documentation which are discussed based on theory and concept from the previous chapter. This chapter is presented on the research problem stated in the first chapter.

A. Finding of Research

In this section, the researcher will explain about the result of an observation and interview dealing with the use of Read, Cover, Remember, and Retell (RCRR) strategy in teaching reading comprehension at the second grade of MA Al-Azhar Panaan Palengaan Pamekasan.

There are two research focuses that will be explained by researcher. They are how the teacher uses of Read, Cover, Remember, and Retell (RCRR) strategy in teaching reading comprehension at the Second Grade of MA Al-Azhar Panaan Palengaan Pamekasan and what are students' responses to the use of Read, Cover, Remember, and Retell (RCRR) strategy in teaching reading comprehension at the Second Grade of MA Al-Azhar Panaan Palengaan Pamekasan.

In order to obtain the data related to the English teacher use of RCRR strategy at the second grade of MA Al-Azhar Panaan Palengaan Pamekasan, the researcher observed teaching learning process at the second grade of MA Al-Azhar Panaan Palengaan Pamekasan, especially in the

second grade of MA Al-Azhar Panaan, Palengaan, Pamekasan. The researcher conducted the research started on 15 September 2020 to 6 October 2020. It was conducted during fourth meeting, the first meeting was conducted on 15 September 2020, the second meeting was conducted on 22 September 2020, the third meeting was conducted on 29 September 2020, and the fourth meeting was conducted on 06 October 2020.

1. The Use of Read, Cover, Remember, and Retell (RCRR) Strategy in Teaching Reading Comprehension at The Second Grade of MA Al-Azhar Panaan, Palengaan, Pamekasan.

In this part, the researcher is going to present the finding that dealing with the use of Read, Cover, Remember, and Retell (RCRR) strategy in teaching reading comprehension at the second grade of MA Al-Azhar Panaan Palengaan Pamekasan, the data are obtained from an observation, interview, and documentation. The researcher had gathered the data from the observation and documentation on teaching reading at MA Al-Azhar Panaan Palengaan which used Read, Cover, Remember, and Retell (RCRR) strategy. From the result of the observation, the researcher described the teacher's activity in the class. After doing observation while taking picture as documentation, the researcher interviewed the teacher who teaches at the second grade of MA Al-Azhar and the purpose of the interview is to make the data which gotten from observation clearer and deeper.

The first observation was conducted on 15th September 2020, the researcher came to the class in order to observe how the teacher use

RCRR strategy on teaching reading comprehension at the second grade of MA Al-Azhar Panaan Palengaan Pamekasan. The observation began at 7:30 A.M. The researcher came to the classroom, and the researcher became a passive observer who just observed the activity in the class. Based on the result of observation, there are many steps on teaching reading comprehension by using RCRR strategy, it can be simplified into three major steps of teaching namely Pre-teaching, Whilst teaching, and post teaching. Here are the complete steps:

1. The First Meeting (15 September 2020)

a. Pre-teaching

- 1) Saying *Salam*
- 2) Greeting and praying together before starting the class.
- 3) Check student attendance as a disciplinary attitude
- 4) The teacher reminds the material by asking students a question.

b. Whilst teaching

- 1) The teacher writes the text in the white board and order students to read the text.
- 2) After reading the text for many times, the teacher erases part of text in the white board or covers the text in the white then order the students re-read all the text.
- 3) The teacher order the students remember what they have read.
- 4) The teacher order the students to retell they have remember

by using their own language.

c. Post teaching

- 1) Teacher orders students to make a resume about the core points of the material.
- 2) The teacher gives motivation.
- 3) The teacher invites the students to pray together.
- 4) The teacher closes the lesson by saying.

2. The second meeting (22 September 2020)

a. Pre-teaching

- 1) Saying *Salam*
- 2) Greeting and praying together before starting the class.
- 3) Check student attendance as a disciplinary attitude.
- 4) The teacher reminds the material by asking to the students.

b. Whilst teaching

- 1) The teacher writes the text in the white board and orders the student to read the text for many times.
- 2) The teacher erases part of text in the white board and orders the students re-read complete text.
- 3) The teacher orders student to remember what they have read.
- 4) The teacher orders the students to retell to their friends by using their own language.

c. Post teaching

- 1) Students make a resume about the core points of the material.

- 2) The teacher gives students motivation and brief talk.
- 3) The teacher invites students to pray together.
- 4) The teacher closes the lesson by saying *Salam*.

3. The Third Meeting (29 September 2020)

a. Pre-teaching

- 1) Saying *Salam*
- 2) Greeting and praying together before starting the learning.
- 3) Check students attendance as a disciplinary attitude
- 4) The teacher reminds the material by asking students about what they have learned in the previous meeting.

b. Whilst Teaching

- 1) The teacher writes the text in the white board and orders the student to read the text.
- 2) The teacher erases part of text in the white board and orders the students reread the complete text.
- 3) The teacher orders student to remember what they have read.
- 4) The teacher orders the students to retell to their friends by using their own language.

c. Post Teaching

- 1) Teacher orders students to make a resume dealing with the core points of the material.
- 2) The teacher gives motivation.
- 3) The teacher invites the students to pray together.
- 4) The teacher closes the lesson by saying *Salam*.

4. The Fourth Meeting (06 October 2020)

a. Pre-Teaching

- 1) Saying Salam.
- 2) Greeting and praying together before starting the learning.
- 3) Check student attendance as a disciplinary attitude.
- 4) The teacher reminds the material by asking students what they have learned at the previous meeting.

b. Whilst Teaching

- 1) The teacher writes the text on the white board and orders the student to read the text.
- 2) The teacher erases part of text in the white board and orders the students reread all whole the text.
- 3) The teacher orders student to remember what they have read.
- 4) The teacher orders the students retell to their friends by using their own language.

c. Post Teaching

- 1) Students make a resume about the core points of the material.
- 2) The teacher gives motivation and brief talk.
- 3) The teacher invites the students to pray together.
- 4) The teacher closes the lesson by saying Salam.

Based on the result of observation above that Read, Cover, Remember, and Retell (RCRR) strategy is the strategy that used by teacher in teaching reading comprehension at the second grade of MA Al-Azhar Panaan Palengaan Pamekasan. This strategy has some steps: the teacher

writes the paragraph or text that exist in the book, then teacher guides students to read together for many times. After that, the teacher covers part of the sentences or words by erasing them then order students to re-read entirely text including the text which has been erased while instruct students to remember. The last step of this strategy is retelling the message of the text to other students by using their own language.

The result of the observation above supported by the result of interview with teacher at MA Al-Azhar Panaan Palengaan Pamekasan that can be described below:

“memanggil salam sebelum masuk kelas. Sebelum memulai materi membaca doa bersama setelah itu saya mengabsen siswa. Memulai materi, dengan memberikan teks atau menulis di papan beberapa paragraph kemudian menyuruh siswa membacanya. Setelah itu saya menyuruh siswa menutup teksnya dengan satu tangan dengan jari renggang. Setelah itu, di suruh mengingat kembali apa yang telah di bacakan tadi. Setelah itu, menceritakan kembali ke temannya atau menjelaskan kembali ke temannya. terkadang saya membentuk kelompok yang beranggotakan dua orang tapi itu jarang saya lakukan itu. Penerapan RCRR di kelas XI sudah dilaksanakan dengan baik. RCRR membantu siswa untuk mengingat kosa kata dengan percakapannya di kelas”.

“Penerapan RCRR dalam kegiatan di kelas terutama dalam pembelajaran reading comprehension sangat membantu siswa untuk meningkatkan kemampuannya dalam bahasa Inggris. Siswa dapat menyimpan banyak kosa kata dalam pikiran mereka, memperkaya kosa kata mereka dan membuat mereka lebih mudah untuk berkomunikasi dengan orang lain dengan menggunakan bahasa Inggris. Metode RCRR sangat cocok untuk siswa dimana siswa membutuh kan beberapa perbaikan dalam mempelajari bahasa asing”,¹

¹ Interview Madi Teacher in MA Al-Azhar on 15 September 2020

2. The Students' Responses Use of Read, Cover, Remember, Retell (RCRR) Strategy in Teaching Reading Comprehension at The Second Grade of MA Al-Azhar Panaan, Palengaan, Pamekasan.

In this section, the researcher would like to present the result of interview with some students in the second grade of MA Al-Azhar. It aims to know the students' responses about the using Read, Cover, Remember, Retell (RCRR) strategy in teaching reading comprehension at the second grade of MA Al-Azhar Panaan, Palengaan, Pamekasan. The researcher conducted an interview on Tuesday 15th September 2020 when students went home from school. The interview also conducted on 22th September, and 29th September 2020 at Pondok Pesantren Miftahul Amin Gudang Panaan Palengaan Pamekasan.

Based on the result of interview which were conducted in Pondok Pesantren Miftahul Amin Gudang Panaan Palengaan Pamekasan, students gave various responses based on what they felt after studying reading comprehension by using RCRR strategy. Learning reading comprehension by using RCRR strategy helps students to increase their thinking sharpness. RCRR strategy could be made a game and it engage students' interest in studying English. Here the result of interview:

“Pembelajaran reading menggunakan RCRR merupakan salah satu metode yang paling effective yang pernah saya temui. Dengan metode ini, dapat membantu saya untuk meningkatkan kualitas IQ karena di metode RCRR kita

diharuskan mampu mengingat kalimat yang sudah di hapus kemudian menceritakannya kembali, hal ini bukanlah pekerjaan yang mudah. Metode RCRR dapat dijadikan game dan hal ini sungguh sangat menyenangkan”.²

The statement above is supported by interview with other student in the second grade at MA Al-Azhar Panaan Palengaan Pamekasan:

“Guru menulis teks di papan kemudian siswa membacanya berkali-kali, lalu guru menghapus sebagian teks tersebut kemudian siswa yang di anggap bisa disuruh menceritakan kembali teks yang sudah di tulis. Metode RCRR sangat baik untuk proses pembelajaran, metode RCRR sangat menyenangkan karena ia dapat membantu saya untuk lebih memahami isi teks bahasa inggris”.³

Ach Zawawi Imron states that RCRR strategy could increase students’ concentration, this strategy also assist students to understand the lesson, here is the quotation:

“Menurut pendapat saya, strategi ini sangat baik bagi siswa karena bisa meningkatkan pengetahuan dan meningkatkan pola fikir. Penerapan metode ini membuat siswa bisa lebih konsentrasi dalam menyimak pemaparan dari guru. Respon teman-teman juga demikian, mereka bisa cepat memahami dan saling membantu ketika ada kesulitan”.⁴

Baihaqi as student at the second grade in MA Al-Azhar said that RCRR strategy makes me fluent in speaking English. The other students give various responses, some of them stated that RCRR strategy makes them difficult to understand the lesson but some of them stated that the

² Interview Irus student in MA Al-Azhar on 29 September 2020

³ Interview Habib student in MA Al-Azhar on 22 September 2020

⁴ Interview Ach Zawawi Imron Student in MA Al-Azhar on 06 October 2020

majority of students understand the lesson because they memorize a lot of vocabularies. It is caused by this strategy, this is Baihaqi's statement:

“Menurut saya strategi ini sangat bagus karena strategi ini membuat saya bisa memahami apa yang sudah di jelaskan oleh guru. Alhamdulillah dengan penerapan RCRR bisa membuat saya lancar dalam berbicara bahasa Inggris. Respon temen-teman sebagian ada yang tidak paham terhadap materinya tapi mayoritas siswa itu paham terhadap materi yang di sampaikan oleh guru karena teman-teman banyak hafal kosa kata, hal ini didapat dengan strategi yang diterapkan oleh guru”.⁵

Based on the result of interview, it can be concluded that Read, Cover, Remember, and Retell (RCRR) strategy could increase students' critical thinking or thinking sharpness, it occurs because students who learn reading comprehension should remember the core point of the text. Students read the paragraph guided by the teacher and the teacher definitely read the text by using good pronunciation, it helps students to improve their speaking skill and expedite it. At the last step, the teacher orders students to retell the message of message. Students could retell the core point of the text because they have to read the text for many times, then remember it strongly.

B. Discussion

Teaching which is implied in the first definition of learning. May be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know understand.⁶ The term of teaching could not be separated

⁵ Interview Baihaki student in MA Al-Azhar on 06 October 2020

⁶Brown, Teaching by Principles an Interactive Approach to Language Pedagogy,7.

with the term of learning because the teaching is the process of assisting someone to learn, the teaching activity can be done in the school or formal place or in informal place or outside school. In this research, the researcher only focuses with teaching where it can be done in the school namely teaching reading comprehension.

The process of teaching is not an easy way because the activity can be called as teaching when accommodates at least providing knowledge and guiding someone to understand so that the students can make a sense from what they have learned. The teacher is one who conveys knowledge should master it before teaching to the students and also the teacher as the guider of the learner should study and understand something should know with what kind of the strategies that wants to use in teaching learning process, it is called as the way or strategy which be used by the teacher to guide the students in order to study something.

In teaching learning process, the strategy which is used by teacher plays an important role to make students in good and high progress because the strategy is interpreted as steps or procedures used to achieve certain goal.⁷ In this case, the English teacher uses the strategy which is compatible with students' volition in order to achieve the goal namely to make students' proficiency in English particularly on reading better and better. The strategy which implemented determines the goal and output of teaching.

⁷Syifa S.Mukrima, *53 Metode Belajar Dan Pembelajaran* (Bandung: Bumi Siliwangi, 2014), p45.

In this section, the researcher would like to give a detail discussion about the use of Read, Cover, Remember, and Retell (RCRR) strategy in teaching reading comprehension in the second grade of MA Al-Azhar Panaan Palengaan Pamekasan. The researcher had conducted a research by doing observation, interview with the English teachers and English students and also taking pictures as documentation. In this case the researcher will explain the use of Read, Cover, Remember, and Retell (RCRR) strategy in teaching reading comprehension in the second grade of MA Al-Azhar Panaan Palengaan Pamekasan and the students' responses on the use of Read, Cover, Remember, and Retell (RCRR) strategy in teaching reading comprehension in the second grade of MA Al-Azhar Panaan Palengaan Pamekasan. These two core point will be discussed by the researcher in detail.

1. The Use of Read, Cover, Remember, and Retell (RCRR) Strategy in Teaching Reading Comprehension in the Second Grade of MA Al-Azhar Panaan Palengaan Pamekasan

The suitable strategy determines the goal of teaching learning process and achieves the students' expectation. So, as the teacher must choose a good strategy in order to help the students on developing their skill both in language and skill outside the language. Strategy could be called as a good one when it gives a significant impact to the students' development which it causes development to be experienced by students. In teaching English, the teacher has various ways and strategy which can be implemented in teaching learning process. Those have the same

purpose that is to assist students so that they can achieve their expectation in teaching learning process.

In teaching reading comprehension, the teacher has some strategies to make students understand the lesson. One of them is Read, Cover, Remember, and Retell (RCRR) strategy which is used in the second grade of MA Al-Azhar Panaan Palengaan Pamekasan. Teacher uses this strategy to teach students reading comprehension, this strategy used in order to help students better in understanding the text. Then, students could convey the core message of the text to the partner and other students in the classroom.

Read, Cover, Remember, and Retell (RCRR) strategy has some steps where each step come to be order from the first step to the last step. The steps are: The first, teacher writes the text on the white board (sometimes teacher gives a student a printed text) then read it for many times. The second, the teacher erases some words while the students remember the covered word, if any text, students cover the words by their hand. The third, the teachers instructs students to remember whole the text that they have read, the process of remembering occurs when students read while covering the words. The fourth, the teacher orders students to retell what they have remembered by using their own word.

Those four steps of using Read, Cover, Remember, and Retell (RCRR) strategy takes the same steps with what stated by Brummer and Macceca, they explain that Read, Cover, Remember, and Retell (RCRR) strategy has four steps. The first, Read only as much as your hand can cover. The second, Cover the words with your hand. The third, Remember

what you have just read. The fourth, Retell what you have just read in your own words.⁸ So, in this strategy the teacher can teach students to restate their own words that the most important point based on the text or paragraph they have read. And the students can improve their understanding and remember what they have learned. At the pre-teaching of using Read, Cover, Remember, and Retell (RCRR) strategy, the teacher invites students to pray together as the opening the material, it aims to make the lesson that will study get useful so that it brings the teacher and students to better life. The teacher also repeats the lesson at the previous meeting by explaining it briefly or giving simple question, it aims to strengthen students' remembrance with lesson. The repeating of previous lesson done by teacher in the second grade of MA Al-Azhar in order to invites students to connect the lesson at the previous meeting to the lesson will be studying

In the post- teaching of using Read, Cover, Remember, and Retell (RCRR) strategy, the teacher gives students a task to make summary about what they have learned in the class. The teacher can help students in gaining knowledge by giving facilities such as tasks.⁹ By giving these tasks, the teacher lets students to study by themselves, the task given by teacher in order to unearth what they studied in the class, its task also given to ascertain the students' understanding. Students should write the summary by using their own words. It may be the same with what they

⁸ Brummer Trisha and Macceca Stephanie. *Reading Strategies for Mathematics*. (Shell Education: McREL, 2008). P. 128

⁹ Brown, *Principle of Language Learning and Teaching 4th Edition*, (San Francisco: Addison Wesley Longman, Inc). page, 140

have told to the friends in the class. The summary can be easily made by students if they join the lesson seriously. The summary should be done by using words in accordance with what they have caught in the class. After the teacher gives a task, he also gives students motivation in order to omit students' bad perspective that doing task make them oppressed and this perspective gives bad impact to students, such this impact causes other activities couldn't be brought about as they planned.

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something.¹⁰ Motivation given by teacher before closing the class, motivation is the way in order to keep going students' spirit in learning. Motivation as an internal drive which pushes someone to do something and it becomes factor that determines the success or failure. Teacher in the second grade of MA Al-Azhar always gives motivation to his students because he knows that motivation determines the success of teaching learning process.

The teacher sometimes uses Read, Cover, Remember, and Retell (RCRR) strategy as a game which offer students a pleasure. Teacher thinks that it is impossible if in every meeting he should be focused on the use of Read, Cover, Remember, and Retell (RCRR) strategy, the teacher and students need a fresh mind and it also aims to transfer knowledge. A game is a solution when the class looks tiresome but the teaching learning process should be going on and the process of transferring information should become prime aim. The role plays of the game which is adopted

¹⁰Jeremy Harmer, *The Practice of English language Teaching Third Edition* (England: Person Longman), page. 51.

from Read, Cover, Remember, and Retell (RCRR) strategy formed in various ways but it is done by teacher in the second grade of MA Al-Azhar by giving students a question. The form of question is that the teacher ask for students the words which has been covered or erased, it can be done in pairs or individual and the aims of this game is to assist students to remember the words including erased or covered word.

2. The Students' Responses Use of Read, Cover, Remember, Retell (RCRR) Strategy in Teaching Reading Comprehension in The Second Grade of MA Al-Azhar Panaan, Palengaan, Pamekasan.

Response is a reaction to a question, experience, or some other type of stimulus.¹¹ Generally, people will react to the question or experience or other types of stimulus in a form of written, oral or in action, people must give both positive and negative responses, it depends on question or experience passed through . Stimulus is something that incites to action or exertion or quickens action, feeling, thought. Stimulus has an impact to incite people to action and thought. Responses that are given by students at the second grade of MA A-Azhar which come from any types of stimulus is very important because it determines the success of the use Read, Cover, Remember, and Retell (RCRR) strategy on reading comprehension, the success of the use strategy is measured by how great the strategy implemented and how the students' responses on.

¹¹ <https://www.vocabulary.com/dictionary/response>, Pada Tanggal 17 October 2020 Pukul 2.37 AM

When students give good response after joining the activity especially in the class reading comprehension by using Read, Cover, Remember, and Retell (RCRR) strategy, it means that the students feel that the use of Read, Cover, Remember, and Retell (RCRR) strategy assists students to develop their competencies on understanding the text and the other related skills. Read, Cover, Remember, and Retell (RCRR) strategy should be kept ongoing and developed with the result that the use of Read, Cover, Remember, and Retell (RCRR) strategy becomes an excellent strategy and able to create better understanding with great proficiency so that Read, Cover, Remember, and Retell (RCRR) strategy is believed as an excellent activity is not only in the definition of its but also in the reality of level understanding the text, it is proven by good responses which are given students at the second grade of MA Al-Azhar Panaan Palengan Pamekasan. In this case, there are various responses are obtained from the students, this data are obtained by researcher from an interview with some students who are at the second grade of MA Al-Azhar Panaan Palengan Pamekasan. They are:

Read, Cover, Remember, Retell (RCRR) strategy is aimed for increasing the knowledge and understanding. This strategy helps students to be more on what the read, it make students easier to remember information in the text. Read Cover Remember Retell (RCRR) becomes a strategy that suitable to use in teaching reading comprehension because it consist the steps which bring the students in good level of understanding information or the core points of the text. It is suitable with what stated by

Hoyt, he stated that Read, Cover, Remember, Retell (RCRR) strategy has assisted many children in reading more carefully and taken responsibility for consciously focusing on remembering information in text.¹² The goal is to increase the students' ability to think and talk about what is being read that is essential to comprehension.

Read Cover Remember Retell (RCRR) strategy assists students to increase their concentration. The concentration level becomes the purpose why Read Cover Remember Retell (RCRR) strategy should be implemented on reading comprehension. Reading is about comprehending the text and take the message of the text is as the proof that the students understand the text, concentrating on remembering information in text is the third step of this strategy. Properly, it should be built since in the first step of reading but it takes at the third step. This statement is suitable with expert's opinion above that Read Cover Remember Retell (RCRR) strategy aims for consciously focusing on remembering information¹³

Read Cover Remember Retell (RCRR) strategy is an effective strategy that helps students to be good reader at all level. Read Cover Remember Retell (RCRR) strategy assists students to increase their knowledge and intelligence quotient because in teaching learning process which uses Read Cover Remember Retell (RCRR) strategy students pass through different process, while all steps are effective to engage to be good reader. It is suitable with what stated by Brummer and Macceca, he states

¹². Linda Hoyt, *Make It Real*, (United States of America: Heinemann Portsmouth, 2002). Page 78

¹³ Ibid,

that Read Cover Remember Retell (RCRR) strategy is an effective strategy to help readers at all levels who think that good reading is reading quickly¹⁴. The quick reader is the reader who understands and remembers information quickly.

In implementing Read Cover Remember Retell (RCRR) strategy in the second grade MA Al-Azhar Panaan Palengaan Pamekasan finds an obstacle such students are noise when the teacher order one of students to retell the message of the text, It also happens when students lose their concentration, the teacher takes an action to solve it by giving motivation which usually given by in the post teaching, or sometime teacher makes Read Cover Remember Retell (RCRR) strategy as a game.

¹⁴ Brummer Trisha and Macceca Stephanie. *Reading Strategies for Mathematics*. (Shell Education: McREL, 2008). 112