

## READ, COVER, REMEMBER, RETELL (RCRR): A PRACTICAL APPROACH TO ENHANCE READING COMPREHENSION IN JUNIOR SECONDARY EDUCATION

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### ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui apakah penerapan strategi Read, Cover, Remember, Retell (RCRR) efektif dalam meningkatkan pemahaman membaca siswa kelas VIII di SMP Negeri 1 Parigi. Dengan menggunakan desain pra-eksperimen dengan model pre-test dan post-test satu kelompok, penelitian ini menilai pemahaman membaca siswa sebelum dan setelah penerapan strategi Read, Cover, Remember, Retell. Populasi penelitian ini adalah siswa kelas VIII di SMP Negeri 1 Parigi, dan sampel penelitian ini adalah siswa kelas VIII D yang dipilih menggunakan teknik purposive sampling. Uji Wilcoxon Signed-Rank digunakan karena distribusi data tidak normal, seperti yang diidentifikasi melalui uji Shapiro-Wilk. Hasil analisis data menunjukkan bahwa terdapat perbedaan yang signifikan antara pencapaian siswa pada pre-test dan post-test. Nilai rata-rata siswa pada pre-test meningkat dari 68,57 menjadi 76,67 pada post-test. Uji Wilcoxon Signed-Rank Test mengkonfirmasi bahwa skor pre-test dan post-test mengalami peningkatan yang signifikan ( $Z = -3.349$ ,  $p = 0.001$ ). Hal ini menunjukkan bahwa hipotesis penelitian diterima. Dengan demikian, penerapan strategi Read, Cover, Remember, Retell (RCRR) efektif dalam meningkatkan pemahaman membaca siswa kelas VIII SMP Negeri 1 Parigi.

**Kata Kunci:** Strategi Read, Cover, Remember, Retell (Rcrr), Pemahaman Membaca.

### ABSTRACT

*The objective of the research is to find out whether or not the implementation of Read, Cover, Remember, Retell (RCRR) strategy is effective in improve the reading comprehension of eighth-grade students at SMP Negeri 1 Parigi. Utilizing a pre-experimental design with a one-group pre-test and post-test model, the study assesses students' reading comprehension before and after the implementation of the Read, Cover, Remember, Retell (RCRR) strategy. The population is the eighth-grade students at SMP Negeri 1 Parigi, and the samples are Class VIII D, selected using the purposive sampling technique. The Wilcoxon Signed-Rank Test applies due to the non-normal distribution of the data, as identified through the Shapiro-Wilk test. The results of data analysis shows that there is significant difference between the students' achievement on pre-test and post-test. The students' means score on the pre-test increase from 68.57 to 76.67 on the post test. The Wilcoxon Signed-Rank Test confirms that the pre-test and post-test score have a significant improvement ( $Z = -3.349$ ,  $p = 0.001$ ). It indicates that the research hypothesis is accepted. Thus, the application of Read, Cover, Remember, Retell (RCRR) strategy is effective in improving reading comprehension of eighth-grade students at SMP Negeri 1 Parigi.*

**Keywords:** Read, Cover, Remember, Retell (Rcrr) Strategy, Reading Comprehension.

### INTRODUCTION

English is a language that can be used as a communication tool by everyone. English had a very important role in people's lives, particularly in the domain of education, where it serves as a medium of international communication. In English teaching, there were four language skills that students had to master, namely speaking, listening, writing, and reading. Reading is defined as the process of comprehending and obtaining information from written text. The development of reading skills can offer numerous advantages to students. Students are expected to not only read texts but also to understand or comprehend what they have read.

Reading comprehension is the ability to understand and obtain meaning from written text. Reading comprehension includes the ability to identify the main idea, locate factual information, comprehend vocabulary, make inferences, and identify references. This ability entails several processes that facilitate students' understanding of text composed of letters, words, and sentences. Reading comprehension fosters students' comprehension of texts, enabling them to access additional information, knowledge, enjoyment, and problem-solving skills. Consequently, it is imperative for students to develop their reading comprehension skills.

Reading was identified as a critical skill in the merdeka curriculum, with students expected to demonstrate mastery. Ozensoy (2021), state that critical reading is defined as the process of reading written materials carefully and reflectively, analysing the text, and formulating logical conclusions from the text. It also involves active analysis and recognition of the evidence in the text. In accordance with the merdeka curriculum, students were expected to demonstrate proficiency in reading, responding to, and comprehending the content of a variety of English texts, including descriptive, narrative, and report texts, among others. Students were expected to evaluate the main idea and specific information in the text. Furthermore, students were expected to identify the text's purpose and draw conclusions from the text through reading.

The reality was different from expectations. After conducting a pre-observation of eighth-grade students at SMP Negeri 1 Parigi, students exhibited several difficulties related to the English teaching and learning process in reading. First, the students exhibited a deficiency in vocabulary, which hindered their comprehension of the reading text. Secondly, they encountered difficulties in comprehending the text's content, they only read the text without knowing the meaning. Thirdly, the teacher only uses conventional method that focus on textbooks in the learning and teaching process. During the learning and teaching process, the teacher rarely explains and concentrates only on giving tasks to the students. Additionally, the students expressed feelings of boredom due to the perceived monotony of the instructional approach, which lacked engaging activities.

Based on the phenomena described in the previous paragraph, the researcher determined that the implementation of the RCRR as a strategy to improve students' reading comprehension. RCRR is a language teaching and learning strategy that fostered an enjoyable and comfortable reading process by encouraging students to remain active and engaged throughout the reading activity. Initially, students engaged in reading without the pressure to memorize; subsequently, they summarize the information they have gleaned from the text; and finally, they review their comprehension. These steps facilitate a more straightforward and enjoyable reading experience. RCRR is a reading strategy which is meant to improve comprehension and absorption of text. This strategy is particularly useful for helping students actively engage with what they read and monitor their own comprehension. Erianti, Agustiani & Arizah., (2022), mentions that the implementation of the RCRR strategy can enhance students' comprehension of reading material, thereby facilitating a more profound understanding. In RCRR strategy, the researcher begins the treatment by providing some simple reading texts, instructing one student to read parts of the text by focusing on the ideas and details in the text. After that, students use their hands to cover the text so that they can concentrate more on remembering what they read. Then, retell what information they got from the text to their classmates in their own language.

## **METHODS**

The researcher used a pre-experimental design in conducting this research, employing a one-group pre-test and post-test. In the pre-experimental research, the researcher focused

on one group of students, conducting a pre-test before the treatment and a post-test after the treatment. The aim was to determine the students' effectiveness in improving reading comprehension using the RCRR strategy.

Table 1. Research Design

Pre-test	Treatment	Post-test
T <sub>1</sub>	X	T <sub>2</sub>

(Hatch and Farhady, 1982:20)

T1 = Pre-test

T2 = Post-test

X = Treatment

## Population and Sample

### Population

The population was the entire group of individuals to which the researcher generalized the study findings. Sukmawati, Salmia, and Sudarmin (2023), mentioned that the term population is not merely an enumeration of objects or subjects; rather, it encompasses all the characteristics possessed by these objects or subjects. The population in this research consisted of the eighth-grade students at SMP Negeri 1 Parigi, which comprised six classes. Each class consisted of 27-30 students. The total number of the population was 167 students.

Table 2. Population of the Research

No	Classes	Number of students
1	VIII A	30
2	VIII B	29
3	VIII C	26
4	VIII D	28
5	VIII E	27
6	VIII F	27
Total		167

### Sample

A sample was a small group that was observed in a study. According to Sukmawati et al., (2023), the sample was a small part of the number and characteristics of the population. The sample of this research was the eighth-grade students at SMP Negeri 1 Parigi. In selecting the sample for this research, the researcher used a purposive sampling technique. The researcher focused on grade VIII D. The class was chosen based on the recommendation of the English teacher at SMP Negeri 1 Parigi because the class had problems in learning reading comprehension.

### Research Variables

This research involved two variables, namely the independent and dependent variables. The researcher used the Read, Cover, Remember, Retell (RCRR) strategy as the independent variable and reading comprehension as the dependent variable.

### Research Instrument

In conducting this research, the researcher used tests as the research instruments, namely the pre-test and post-test. The pre-test was given to the class before the treatment to measure students' reading comprehension ability, while the post-test was given after the treatment to measure students' progress.

### Techniques of Data Collection

The researcher used tests as instruments to collect the data. Instruments were the tools the researcher used to obtain the data, specifically the pre-test and post-test administered in the class.

Table 3. The scoring system of the Test

No	Kind of Test	Number of items	Correct	Incorrect	Blank	Maximum Score
1.	Multiple choice	20	1	0	0	20
2.	Essay	5	3	1	0	15
Total						35

(Adopted from Arifin, 2019)

Table 4. Distribution of Essay Test

Test Types	Score	Explanation
Essay	0	The students do not answer the question.
	1	The students answer the question but the answer is not correct.
	2	The students answer the question with the correct answer but not grammatically.
	3	The students answer the question with correct answer and grammatically.

(Adopted from Arifin, 2019)

### Pre-test

The pre-test was given to students before the treatment to measure their reading ability using the RCRR strategy. In this research, students were given an English text comprising both literal and inferential reading comprehension questions. The test consisted of 20 multiple-choice questions and 5 essay questions in English. Students were required to read the text carefully and provide the correct responses.

### Post-test

The post-test was given at the end of the sessions. The researcher administered post-test questions to determine whether the RCRR strategy was effective in improving students' reading comprehension. In this research, students were given an English text comprising both literal and inferential reading comprehension questions. The test consisted of 20 multiple-choice questions and 5 essay questions in English.

### Treatment

The treatment was carried out over 6 meetings, excluding the pre-test and post-test. The treatment occurred after the implementation of the pre-test, during which the researcher provided instruction to the students using the RCRR strategy.

### Technique of Data Analysis

In analyzing the data, the researcher followed several systematic steps to determine the effectiveness of the Read, Cover, Remember, Retell (RCRR) strategy on students' reading comprehension. The researcher first applied descriptive statistical analysis to summarize the data. This involved calculating the means, median, standard deviation, and range of the pre-test and post-test scores to observe overall performance trends. According to Creswell (2015), descriptive statistics provide a simple summary of the sample and the measures, helping to highlight patterns or differences in the data.

To determine whether the data were normally distributed, the researcher applied the Kolmogorov-Smirnov test or Shapiro Wilk test. This test is suitable for larger sample sizes and helps detect deviations from normal distribution Ghasemi and Zahediasl (2012).

- If the p-value  $> 0.05$ , the data were considered normally distributed.
- If the p-value  $\leq 0.05$ , the data were considered not normally distributed.

Since the normality test indicated that the data were not normally distributed, the researcher employed the Wilcoxon signed-rank test to compare the pre-test and post-test scores. According to Field (2024), the Wilcoxon signed-rank test is a non-parametric alternative to the paired t-test and is appropriate when the data do not meet normality assumptions. It assesses whether the median differences between paired observations are

statistically significant.

## RESULTS AND DISCUSSION

### Results of the Research

The results of the research prove the result of the data that was analyzed statistically. The research compared the results of the students' pre-test and post-test scores, the result is based on descriptive statistics namely a frequency distribution, the means score, and the standard deviation and inferential statistics namely a normality test and Wilcoxon signed-rank test.

### Pre-Test

The researcher gave the pre-test to the class VIII D on November 7<sup>th</sup> 2024. The pre-test was conducted to assess students' reading comprehension before the treatment. The assessment comprised 20 multiple-choice questions and 5 essay questions, all presented in English. The results of this pre-test are presented in the table 5.

Table 5. The Result of the Pre-test

No	INITIAL	Score		Obtained Score	Max. Score	Standard Score
		MC	Essay			
1	ACH	14	12	26	35	74
2	AA	14	13	27	35	77
3	AMN	13	12	25	35	71
4	BAI	13	12	25	35	71
5	FZKL	15	12	27	35	77
6	F	12	12	24	35	69
7	G	16	7	23	35	66
8	HH	11	13	24	35	69
9	K	14	12	26	35	74
10	MAR	11	13	24	35	69
11	MRR	7	8	15	35	43
12	MZ	5	9	14	35	40
13	MA	8	8	16	35	46
14	MA	9	8	17	35	49
15	MR	8	11	19	35	54
16	MTR	13	13	26	35	74
17	M	13	13	26	35	74
18	MM	18	12	30	35	86
19	NA	15	13	28	35	80
20	PF	16	14	30	35	86
21	PZK	11	12	23	35	66
22	RPN	15	13	28	35	80
23	S	11	12	23	35	66
24	S	11	6	17	35	49
25	SW	11	12	23	35	66
26	SNR	19	12	31	35	89
27	T	12	12	24	35	69
28	YN	16	14	30	35	86
TOTAL						1920
MEANS						68.57

Based on the table 5, it can be seen that the highest score of pre-test is 89 while the lowest score is 40. The raw score is determined to be 1920, with the total number of subjects being 28 students, and the average score is 68.57 before the treatment, this average reflects the overall reading comprehension ability of the students before they received any treatment, where it can be concluded that students' reading comprehension ability is still low and need to be improved.

### Post-Test

The researcher gave the post-test to class VIII D on November 28<sup>th</sup> 2024. The post-test was conducted to assess students' reading comprehension after the treatment. The assessment comprised 20 multiple-choice questions and 5 essay questions, all presented in English. The results of this post-test are outlined in table 6.

Table 6. The Result of the Post-test

No	INITIAL	Score		Obtained Score	Max. Score	Standard Score
		MC	Essay			
1	ACH	13	13	26	35	74
2	AA	20	14	34	35	97
3	AMN	12	10	22	35	63
4	BAI	13	12	25	35	71
5	FZKL	17	14	31	35	89
6	F	17	13	30	35	86
7	G	12	11	23	35	66
8	HH	15	14	29	35	83
9	K	14	13	27	35	77
10	MAR	15	12	27	35	77
11	MRR	11	11	22	35	63
12	MZ	11	12	23	35	66
13	MA	13	11	24	35	69
14	MA	11	12	23	35	66
15	MR	11	12	23	35	66
16	MTR	11	13	24	35	69
17	M	12	11	23	35	66
18	MM	20	14	34	35	97
19	NA	14	11	25	35	71
20	PF	20	14	34	35	97
21	PZK	15	14	29	35	83
22	RPN	12	13	25	35	71
23	S	14	14	28	35	80
24	S	15	12	27	35	77
25	SW	12	11	23	35	66
26	SNR	18	14	32	35	91
27	T	12	12	24	35	69
28	YN	20	14	34	35	97
TOTAL						2147
MEANS						76.67

Based on table 6, it can be seen that the highest score of post-test is 97 while the lowest score is 63. The raw score is determined to be 2147, with the total number of subjects being

28 students, and the average score is 76.67 which shows that there is an improvement in students' scores after the treatment.

After calculating the obtained scores from the students' pre-test and post-test, the researcher acquires the means score in the descriptive statistics below.

Table 7. Descriptive Statistics

	N	Means	Std. Deviation
	Statistic	Statistic	Std. Error
Pretest	28	68.5714	2.53203
Posttest	28	76.6786	2.15967
Valid N (listwise)	28		

Based on table, after comparing the results of the pre-test and post-test, there is a difference of means score, the means score for the pre-test is 68.5714, indicating that the students' reading comprehension skills are on average substandard. Furthermore, the results demonstrate that the means score for the post-test is 76.6786, indicating an improvement in students reading comprehension after the treatment. The standard error for the pre-test is 2.53203, and for the post-test is 2.15967, suggesting greater confidence in the post-test means estimate. Additionally, the standard deviation, which measures the spread of scores, is 13.39825 for the pre-test and 11.42789 for the post-test. The decline in standard deviation indicates that post-test scores are more consistent, suggesting a positive effect of the treatment on performance, as evidenced by the increase in means score and the reduction in score variability.

#### Normality Test

The normality test is a statistical procedure used to determine the distribution of data. This study used the Shapiro-Wilk test because the research sample consisted of 28 students which is less than 100. As stated in the previous chapter, the data was deemed to be normally distributed if the significance value was greater than 0.05. Conversely, if the significance value was less than 0.05, the data was considered to be not normally distributed. The normality test can be shown below.

Table 8. Test of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.210	28	.003	.922	28	.038
Posttest	.190	28	.011	.878	28	.004

a. Lilliefors Significance Correction

Based on Table 8, the significance of the data in each students' learning outcomes in pre-test is 0.038 and post-test is 0.004 which means the data was not normal distributed because the significance value less than 0.05.

#### Testing Hypothesis

This research should be justified by testing the hypothesis to decide whether it is accepted or not. In testing the hypothesis, the Wilcoxon Signed-Rank Test was carried out by the researcher. This table presents the results of a Wilcoxon Signed-Rank Test, which is a non-parametric test used to compare two related (paired) samples, such as pre-test and post-test scores. The researcher uses SPSS version 24.

Table 9. Wilcoxon Signed-Rank Test

		N	Means Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	5 <sup>a</sup>	5.60	28.00
	Positive Ranks	18 <sup>b</sup>	13.78	248.00
	Ties	5 <sup>c</sup>		
	Total	28		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Based on Table 9, the Wilcoxon Signed-Rank Test, the means rank is 13.78 suggests that students who improved experienced progress at moderate to high levels. The sum of ranks 248.00 reflects the total improvements recorded across the 18 students who showed positive progress. The presence of 5 negative ranks, with a sum of ranks of 28.00, indicates that a small number of students performed worse on the post-test. The 5 ties demonstrate that some students maintained the same performance level before and after the intervention.

The findings suggest that the use of the Read, Cover, Remember, Retell (RCRR) strategy in reading comprehension had a generally positive effect on students' learning progress. To determine whether these improvements were statistically significant, further analysis was conducted using the Wilcoxon Signed-Rank Test statistics, which will be presented in the following section.

Table 10. Test Statistics

	Posttest - Pretest
Z	-3.349 <sup>b</sup>
Asymp. Sig. (2-tailed)	.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the Wilcoxon Signed-Rank Test, which is a non-parametric test, the researcher found that the significance value is lower than 0.05. This is shown from the Asymp. Sig. (2-tailed) value of 0.001, which is less than 0.05. Thus, it can be concluded that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.

### Discussion

This research focused on checking whether or not the Read, Cover, Remember, Retell (RCRR) strategy can improve students' reading comprehension. The assessment utilised an English test comprising twenty multiple-choice and five essay questions for the pre-test and post-test. Students were instructed to respond to the questions based on the provided text and their own knowledge.

This study examined the levels of literal and inferential comprehension. The research focused on the level of literal, the use of which is based on the school level, namely SMP Negeri 1 Parigi, where the level of literal is prioritised. It is the most basic level of reading comprehension, focusing on direct facts, details, and main ideas without requiring interpretation or inference. Considered to be a particularly appropriate resource for use in junior high school.

Base on the data analysis, the improvement was significant. The Wilcoxon Signed-Rank Test yielded a Z-score of -3.349 and a p-value of 0.001, which is less than 0.05. This indicates a significant difference between pre-test and post-test scores. As a result, the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted, confirming that the implementation of the Read, Cover, Remember, Retell (RCRR) strategy led to a



meaningful improvement in students' reading comprehension.

Examining the descriptive statistics, the means pre-test score was 68.57, while the means post-test score increased to 70.25. While the numerical increase appears modest, the statistical analysis confirms that the improvement was significant. The presence of 5 negative ranks indicates that a small portion of the class did not benefit from the Read, Cover, Remember, Retell (RCRR) strategy, highlighting that the strategy's effectiveness may vary among individuals.

Overall, the findings support the effectiveness of the RCRR strategy in improving students' reading comprehension, this aligns with previous research. A research by Ainun (2024), which suggests that the reading comprehension can be improved by using the RCRR strategy. The research by Agus et al., (2022) demonstrated that the utilisation of the Read, Cover, Remember, Retell (RCRR) strategy has been demonstrated to facilitate effective instruction and learning in the domain of reading, with a particular emphasis on narrative texts. Similarly, Rahayu et al., (2024) state that teaching reading comprehension of descriptive text by using RCRR strategy provides better results than using traditional strategy.

## CONCLUSION

The findings of this study indicate that the implementation of the Read, Cover, Remember, Retell (RCRR) strategy is an effective approach to enhancing the reading comprehension of eighth-grade students of SMP Negeri 1 Parigi. The p-value 0.001 is less than the significant level 0.05. It indicates that The null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted, confirming the significant improvement in students' reading comprehension through the RCRR strategy. It can be concluded that this research has a significant impact in reading comprehension through the Read, Cover, Remember, Retell (RCRR) strategy.

## Suggestion

On the basis of the results of this research, the researcher would like to make the following suggestions.

1. For future researchers, should expand the sample size and use mixed methods to generalize findings across different schools and grade levels, including student interviews and classroom observations, to better understand the impact of the RCRR strategy on reading comprehension.
2. For teachers, Teachers should tailor the Read, Cover, Remember, Retell (RCRR) strategy to their students' learning styles and needs, and integrate it with other reading comprehension techniques for maximum effectiveness.
3. For students, Active participation in the Read, Cover, Remember, Retell (RCRR) process is crucial for students, involving careful reading, covering for recall, and retelling in their own words. Regular practice with different texts reinforces comprehension skills and improves information retention. Teachers can provide assistance when needed.

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