

THE USE OF RCRR (READ, COVER, REMEMBER, RETELL) STRATEGY TO HELP TENTH GRADERS IN COMPREHENDING NARRATIVE READING TEXT

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Abstrak

Strategi *Read, Cover, Remember, Retell* (RCRR) adalah strategi pembelajaran yang memiliki konsep yang sangat baik untuk mengajar siswa dalam memahami teks bacaan. Selain itu, penelitian ini bertujuan untuk mengetahui penggunaan strategi RCRR dalam mengajar bacaan teks naratif yang dilakukan oleh guru di kelas virtual. Penelitian ini juga mencoba untuk mengetahui pemahaman membaca siswa setelah mempraktikkan strategi RCRR dalam proses belajar mengajar. Basis penelitian ini menggunakan deskriptif kualitatif sebagai desain penelitian melalui observasi. Selanjutnya, catatan lapangan digunakan untuk mengumpulkan informasi mengenai proses belajar mengajar dengan menggunakan penggunaan strategi RCRR. Dalam tiga pertemuan, guru mengimplementasikan tahapan strategi RCRR mulai dari *read, cover, remember*, dan *retell* secara berurutan. Penelitian ini menemukan bahwa guru menerapkan semua tahapan strategi RCRR dan implementasinya dalam proses belajar mengajar dan dapat membantu siswa dalam memahami teks membaca naratif dengan baik.

Kata Kunci: strategi RCRR, *read, cover, remember, retell*, pemahaman membaca, teks naratif.

Abstract

Read, Cover, Remember, Retell (RCRR) strategy is a learning strategy with an excellent concept to teach the students to comprehend a reading text. Moreover, this study is aimed to find out the use of the Read, Cover, Remember, Retell (RCRR) strategy in teaching narrative reading text done by the teacher in the virtual classroom. This study also tried to determine the students' reading comprehension after practicing the RCRR strategy in the teaching and learning process. The base of this study was using descriptive qualitative as the research design through an observation. Furthermore, the field notes used to collect the data during the teaching and learning process using the RCRR strategy. In three meetings, the teacher implemented the RCRR strategy stages starting from reading, covering, remembering, and retelling sequentially. This study found that the teacher applied all of those RCRR strategy stages in the teaching-learning process and can help the students comprehend narrative reading text well.

Keywords: RCRR strategy, read, cover, remember, retell, reading comprehension, narrative text.

INTRODUCTION

Reading is a crucial skill for language learners, especially for EFL Learners. By reading, EFL learners get more information or entertainment from the text. Harmer (2007) states that reading also significantly influences students' writing ability, spelling, and vocabulary knowledge. Students can enrich their vocabularies by reading. Pardede (2017) also accentuated that reading is undoubtedly essential in each individual's personal, mental, intellectual growth, and career. It is also the primary tool to enhance the learner's mastery of other aspects of language learning. Shancez (2010) states that reading comprehension explores both the author's ability to write and the reader's ability to apply their prior knowledge and cognitive skills in understanding the text.

However, comprehension is the main challenge for students in reading skills. Especially, EFL learners in Indonesia have difficulty reading comprehensively. They have difficulty interpreting the context of the text and cannot rely on the text, and they also have difficulty understanding the text. This reality has been shown by Aruan and Vera (2012) in their study that the low performance of students to learn is attributed to the fact that they cannot comprehend the reading passage. They are often incapable of answering questions relevant to the reading passage. In line with the statement, Brashdi in Seyabi & Tuzlukova (2015) points out that when students read a passage, they cannot comprehend the text well. In reading, most students may find certain unfamiliar words, so the teacher must develop an exercise to maximize students' ability to understand the information from the text and increase students' vocabulary.

In line with the problems previously explained, the teacher needs a good strategy to assist the students in understanding the text and enjoy the learning process. The teacher has to apply various strategies, techniques, methods, and approaches in teaching English in the classroom, such as note-taking, think pair share, RCRR (read, cover, remember, retell), summarizing, speed reading, etc. Moreover, Yumariza (2013) claims that the RCRR strategy can improve students' motivation for learning English and can help them increase their critical thinking to comprehend the text.

Read, Cover, Remember, Retell (RCRR) Strategy is a collaborative strategy for increasing the reader's knowledge and comprehension. This statement ensures that students may gain the capacity to understand the text. RCRR Strategy is one of the strategies for studying in a cooperative learning setting. The students will work in a small group to motivate them to understand the text. Therefore, the benefits of applying the RCRR strategy can entirely achieve if the teacher involves its stages in order. If the strategy is not done sequentially, both teachers and students will not achieve the strategy's main aim.

Based on the 2013 Curriculum, certain types of texts have been learned by the tenth graders of senior high school. Those are narrative text, descriptive text, recount text, and announcement. In this study, the researcher mainly focuses on the narrative text in several aspects of language features, generic structure and, social functions, which must be comprehended by the tenth graders of senior high school. The researcher chooses this text because the narrative text is strongly connected to the stages of the RCRR strategy. Most of the students usually retell narrative text to their friends, and also, the narrative text is interesting to learn for tenth graders. This research will use a fictional narrative as the primary material to promote students' comprehension of narrative text, including its content, social function, language features, and generic structure.

Besides, related to this present study, there are some researches investigating RCRR strategy and reading comprehension. Djunaedi (2014), in his analysis of the implementation of RCRR Strategy in teaching, reading descriptive text to the eighth-grade students of State Junior High School 50 Palembang found that the RCRR applied in the class was successful. A study on implementing the RCRR strategy by Amira (2018) also reveals that the student grades have increased following the RCRR strategy implementation. In addition, as it helps students to grasp the reading text, it is recommended that English teachers should use the RCRR Strategy to teach reading comprehension in the classrooms.

Regarding the fact that the researcher gets, therefore, it leads the researcher to investigate the use of RCRR

Strategy to help tenth graders in comprehending narrative reading text. The other researchers used all reading texts such as recount, report, and narrative in the previous studies. In this research, the researcher only focuses on narrative reading text, especially about legends. Moreover, other studies investigated this strategy through offline class in the classroom, but in this study, the implementation of this strategy was in virtual meeting class using Google Meet. Besides, it is necessary to research this because the teacher needs a good strategy to stimulate the student to become an active learner and motivate them to read English text in the virtual meeting class. So that this study also tried to answer the following questions:

1. How does the use of the read stage help tenth graders in comprehending narrative reading text?
2. How does the use of the cover stage help tenth graders in comprehending narrative reading text?
3. How does the use of the remember stage help tenth graders in comprehending narrative reading text?
4. How does the use of the retell stage help tenth graders in comprehending narrative reading text?

METHOD

Descriptive qualitative research used in this study since the researcher needs to describe the study's result in words and descriptions. The data was obtained through observation. The researcher observed the teachers' and students' verbal and non-verbal actions, interactions, expressions, and statements during the class, starting from the opening until the closing. Furthermore, the field notes used to collect the class's teaching and learning process while applying the RCRR Strategy stages. Besides, to know the students' reading comprehension, the data was obtained from the students' retelling. This study was also conducted in the tenth-grade classroom in one of the state senior high schools in Surabaya. After the data has been collected, the researcher analyzed the data by using the method from Ary et al. (2010). There are three stages in analyzing the data for qualitative research: a) familiarizing and organizing, b) coding and reducing, and c) interpreting and representing. Thus, the three stages applied to find out the results of the research questions.

RESULTS AND DISCUSSIONS

The virtual class meeting situation

The students were tenth graders from one of the state senior high schools in Surabaya. They consist of thirty-six students, who were sixteen males and twenty females. The

synchronous meeting class was using Google meet, and the asynchronous meeting was using Google Classroom and Whatsapp Group.

Teacher's pre-teaching activities

The researchers conducted the observation in three meetings. The researcher found that the teacher started the synchronous meeting in the Google Meet by greeting the students. In this virtual meeting, all of the students have to turn on their cameras. The teacher then stimulated the students by giving a picture and explored the students' background knowledge by asking them several questions. After that, the teacher explained the material that they are going to learn. In pre-teaching activities, the teacher spent around ten minutes.

On the first observation in the virtual session, the teacher started the meeting by greeting and reminding the students about the health protocol (1). Then, the teacher gave an idea about the content by providing a picture of *Sura* and *Baya*. After that, the teacher also asked several questions about legend stories that they ever read to recall their background knowledge. Last, the teacher explained the learning objectives (2). These can be seen from the teacher and students' verbal interaction during the teaching and learning process.

(1) T: Good Morning, everyone. How are you today?

S: Fine, thank you, ma'am. How about you?

T: I am fine too, thank you. I hope all of you are staying healthy and do not forget to obey the health protocols. *Oh ya*, please turn on the camera.

T: Ok, good. Before we start our synchronous meeting today, let us pray together.

T: Done.

(2) T: Ok, last week, we already learned about recount text. Today we are going to move to the new material. First, I want to ask you about this picture. (The teacher showed the picture of *Sura* and *Baya*). Do you know the story of this picture?

S4: *Legenda Sura sama Buaya bertengkar lalu jadi kota Surabaya*.

T: in English, please.

S4: The Legend of Surabaya City, ma'am.

T: Ok, good. Students, do you ever read legend stories?

S: Yes, ma'am.

T: Ok, please mention some titles of the legend stories you have ever read?

S13: Sangkuriang and the Legend of Surabaya, ma'am.

T: Good answer. Maybe other students want to give the example of other legend stories?

S1: Saya, ma'am. I ever read the story of Candi Prambanan.

T: Wow, interesting. Now, based on the picture and your friends' answer. Can you guess what we are going to learn today?

S: *Teks* narrative, ma'am.

T: Excellent. Today we will learn about the narrative text, and by the end of the lesson, you are

expected to mention the social function, language features, and generic structure of the narrative text.

On the second observation in the virtual meeting, after greeting and praying, the teacher asked several questions about previous material to check the students' understanding. The teacher asked about the moral value of Malin Kundang's story and the purpose of the narrative text. The teacher also informed the students about the story that retold on that day (3).

(3) T: Ok, last week, we already learned about the narrative text. Do you still remember what the story that we know last week was?

S: Malin kundang, the Legend of Toba Lake, and Timun Mas ma'am.

T: Good. Do you still remember the moral value from Malin Kundang story? *Hayo siapa yang masih ingat coba raise hand*.

T: *Kalau tidak ada yang jawab saya tunjuk ya*. Zaura *coba jawab*.

S36: Maybe from the story, we learn to appreciate and love our parents although we are already successful. Furthermore, do not be arrogant.

T: Excellent, thanks. Another question, do you still remember, what is the social function of narrative text? Bagas, please.

S27: *Loh saya*, ma'am.

T: *Iya ayo dijawab*.

S27: *Untuk memberi hiburan kepada pembaca*.

T: In English, please.

S27: To entertain the reader, ma'am.

T: Ok, good.

On the third observation in the virtual meeting, the teacher explored the students' understanding of previous material. The teacher asked about the character in the Sangkuriang story and the Legend of Prambanan Temple (4).

(4) T: Ok, last week we have already learned about several legend stories. Do you still remember the stories that we learned last week?

S: The legend of Surabaya, Sangkuriang and Prambanan Temple ma'am.

T: Good. Do you still remember how many characters in the Sangkuriang story? Who are they? Daisy, want to answer?

S11: Yes, ma'am. *Kalau tidak salah*, there are two characters. Dayang Sumbi and Sangkuriang.

T: Good, Desy. *Tapi masih ada lagi, coba diingat ingat*.

S11: *Oh ya*, ma'am. Three characters, there are Tumang, Sangkuriang and Dayang Sumbi.

T: *Nah*, good answer, Desy. Ok, next question, do you still remember the moral value of the legend of Prambanan Temple? Wayan raise hand, *silahkan*.

S20: Do not cheat and always honest.

T: Exactly, thanks, Wayan. In the previous meeting, we have learned the Legend of Surabaya, Sangkuriang, and the Legend of Prambanan Temple. So today, we are going to learn about the Legend of Banyuwangi, Lake Batur and Rawa

Pening. We still use RCRR Strategy *seperti minggu minggu sebelumnya*.

The teacher was hosting the virtual meeting class based on the observation conducted in three meetings, which recorded into field notes about the teachers' and students' interaction in pre-teaching activity. During this implementation, the students joined Google Meet on time. The students seemed very excited and enjoyed the learning process. It can be seen when the students were able to answer the teacher's questions. If the students made mistakes to answer the question, the teacher was not judging them, but the teacher motivated them to answer correctly.

The implementation of rcrr strategy in teaching narrative reading text

This part described the implementation of the RCRR strategy in the teaching and learning process, especially in teaching narrative reading text. It will answer four research questions of this study. Moreover, there were four parts: the teacher implemented the read, cover, remember, and retell stage.

Also, this part focused on the student's reading comprehension after applying the stages of the RCRR strategy in the teaching and learning process.

The extent of reading stage in helping the students in comprehending narrative reading text

After explaining the stages of the RCRR Strategy on the first observation (5), the teacher started the first stage, which read. The teacher asked them to join Google Meet Breakout Room. In the form of observation, the researcher found that the teacher applied the read stage to build the students' understanding of the narrative text. It means that on the read stage, the students should find the information in the text. It can be determined by the teacher's verbal during the teaching and learning process. The teacher provided some stories through Whatsapp as the teaching tool.

(5) T: If there is no question. Now I want you to work in the group. *Kelompoknya bisa dilihat di whatsapp group ya*. Today we are going to learn narrative text using RCRR Strategy.

S7: *Maaf* ma'am *apa itu* RCRR ma'am?

T: RCRR Strategy stands for Reading, Cover, Remember and Retell. *Dengerin baik baik ya akan saya jelasin step nya*. First, I will put you in the Google Meet Breakout Room. You have to work in groups. I give you seven minutes to read the text, and then after reading the text, you have to cover it, and then I give you a maximum of seven minutes to remember the text you can take notes. Last you have to retell the story to your friends around seven until ten minutes using your own words. *Pada tahap retell nanti tiap anggota*

di group ada yang bagian menceritakan part orientation, complication, resolution, and coda. Jadi kalian diskusikan sekarang dengan kelompok kalian buat pembagiannya. Hari ini dimulai dari kelompok satu sampai tiga. Yang kelompok lain yang belum waktunya maju harus tetap prepare ya karena nanti ada pertanyaan buat kelompok lain. Do you have any questions?

S9: *Jadi kita waktu remembering gaboleh ngintip bacaan yang ditutup ya* ma'am?

T: True. You have to remember the text and you can take a note. *Jadi sambil diingat ingat sambil ditulis di kertas kecil tidak perlu panjang panjang hanya poinnya saja. Gaboleh ngintip karena kan ditutup bacaannya. Paham ya?*

S9: *Iya* ma'am.

T: *Saya sudah share text untuk kelompok satu, dua dan tiga melalui perwakilan kelompok yang kemarin saya suruh print, sudah di print?*

S: *Sudah* ma'am.

S23: Ma'am *mau tanya*, retell *nya pake bahasa inggris ya?*

T: Of course in English *tapi bahasanya menggunakan bahasa kalian sendiri tidak boleh persis bacannya*. Do you understand?

S: Yes, ma'am.

T: I give you five minutes to prepare and discuss with your group *untuk pembagian bagian retellnya ya sama kelompok kalian ya*.

On the first observation in the virtual meeting, Group One would retell the story entitled Malin Kundang. Group Two would retell the Legend of Toba Lake, and Group Three would retell the tale entitled Timun Mas. The teacher gave various titles of legend stories to make them more excited to learn narrative text, and the students could get a better understanding of the content. The teacher demanded the students to read entirely to comprehend the text. The teacher asked them to prepare the text, a piece of paper, and a pen. After all of the students got their text, the teacher asked them to read the text immediately (6). The virtual meeting atmosphere became serious since the students paid much attention to the text they hold.

(6) T: Ok, done. Group One, Two, Three, please join link Breakout Room *yang sudah saya share di group and another group, please stay in this room*.

T: Group One, Two, and Three, prepare the text, the paper, and pen. Can we start now?

S: Yes, ma'am.

T: seven minutes to read the text started now. Seven minutes later.

T: Finish.

On the second observation in the virtual meeting, the teacher still used RCRR Strategy. Group Four would retell the story entitled the Legend of Surabaya. Group Five would retell the tale entitled Sangkuriang, and Group Six would retell the Legend of Prambanan Temple. After Group Four, Five, and Six were ready with their texts. The teacher asked them to read the text (7).

(7) T: Seven minutes to read the text started now.

Seven minutes later.

T: Finish.

On the third virtual meeting, the teacher was still using RCRR Strategy. Group Seven retold the Legend of Banyuwangi, Group Eight retold the Legend of Lake Batur, and Group Nine retold the story entitled the Legend of Rawa Pening (8).

(8) T: Reading for seven minutes started now.

Seven minutes later.

T: Finish.

From the observations, the teacher divided the students into nine groups, and each group consists of four students. The teacher divided the groups based on the attendance list. Each group read different stories to learn many legend stories, and it would be suitable for their reading comprehension. All of the students turned on their cameras so the teacher and the researcher could observe them. It can be seen that the atmosphere in the virtual meeting looked serious since the students paid much attention to the text they hold. The students tried to get detailed information about the text. Here, the teacher gave the students seven minutes to read.

On the first observation, student number four could not turn on the camera for three minutes because of the internet connection problem, but it could handle. Also, student number eight had an internet connection problem, but it just happened for a while, then she could back to the meeting. On the second observation, student number twenty-one had a connection problem, so that she was late to join in Google Meet Breakout room for three minutes. On the third observation, all the processes went well. All of the students joined on time and no problems due to their internet connections.

In short, the students looked serious while practicing the read stage. The students also had good responses to the teacher. It means that the teacher was great and successful while applying this reading stage. Furthermore, it is in line with the theory that comes from Amira (2018), who said that the students should be extracting the meaning of the text to get the point in the reading activity.

The extent of cover stage in helping the students in comprehending narrative reading text

In the observation, the researcher found that the teacher applied the cover stage to ask the students to close the text using their hand, turning back the paper, or putting on their chests. The teachers' verbal behavior can determine it during the teaching and learning process.

After seven minutes of reading the text, the teacher asked the students to cover the text. They can put the paper in their chest or turn back the paper. This stage spent less than one minute.

On the first observation in the virtual meeting, Group One, Two, and Three covered the text immediately when the teacher asked them to cover the text. Some of them covered by turning the paper. Some of them put the paper on their chest(9).

(9) T: Ok, done. After you read the text, please cover up your text now.

On the second observation in the virtual meeting, Group Four, Five, and Six immediately closed the text when the teacher asked them to cover the text. Some of them cover by putting the paper on their chest. Some of them covered by turning the paper(10).

(10) T: Now cover your text.

On the third observation in the virtual meeting, Group Seven, Eight, and Nine covered the text when the teacher asked them. They covered the text by turning the paper.

(11) T: After reading the story, please cover up now.

Based on the observation, all of the students were cooperative during this cover stage to do this stage. It means that all of the students were not cheating at this stage. They covered the text by putting the text in their chest or turning back the text.

In conclusion, the students looked focus while practicing the cover stage. It can be showed from their behavior during the Google meet. Furthermore, the teacher was successful in applying this stage.

The extent of remember stage in helping the students in comprehending narrative reading text

In the form of observation, the researcher found that the teacher applied the remember stage to recall information in detail extracted from the reading text. It can be determined by the teacher's and students' verbal behavior during the teaching and learning process.

The teacher began this stage by asking the students to remember the text that they have read. Students were also allowed to note a piece of paper, but they cannot open the text they have covered. Here, the teacher gave the students seven minutes to finish this stage. The virtual classroom atmosphere became serious since the students paid much attention to remember the text.

On the first observation in the virtual meeting, Group One, Two, and Three focused on taking notes (12). There were no problems due to the internet connection. All the students were turning on their cameras so the teacher could supervise them.

(12) T: Everyone has covered up the text?

S: Yes, ma'am.

T: Now start remembering about the story. *Sambil mengingat boleh sambil menulis tapi jangan membuka teksnya ya.*

S: Yes, ma'am.

T: Remember the text for seven minutes, start from now.

On the second observation in the virtual meeting, Group Four, Five, and Six were taking note (13). No one cheating at this stage. There were no problems in this meeting. All the students looked focus, and the teacher focused on supervising them.

(13) T: I want to make sure everyone has covered the text. Do not cheat.

S: Yes, ma'am

T: Ok, please start remembering the story. You can take a note. Seven minutes started from now.

On the third observation in the virtual meeting, Group Seven, Eight, and Nine focused on noting (14). All the students were turning on their cameras so the teacher could monitor them at this stage. In this meeting, S26 had a problem with his camera. It was blurred, but the teacher still could see him.

(14) T: Everyone has covered the text? Do not cheat.

S: Yes, ma'am.

T: Start remembering now, and you can take a note. Seven minutes started from now.

From the observation, it can be seen that the atmosphere in the Google meet became serious since the students focused on taking notes. In other words, they were trying to recall their memories about the text and write down the information of the text that they still remember. Here, the teacher gave the students seven minutes to remember the text.

In short, the students could express their understanding using their own words. They could take notes while remembering the story that they have read. They looked focus while practicing the remembering stage. They cooperated and did not cheat in this stage. The students also had an excellent response to the teacher. Moreover, it means that the teacher was great and successful in applying this remember stage. It is in line with the theory from Lestari (2018), who said that the students must remember what they read and prepare the words for telling the part of the story.

The extent of retell stage in helping the students in comprehending narrative reading text

In the form of observation, the researcher found that the teacher applied to retell stage to know the students' comprehension of the legend story they have read. It could see from how they retell the information in detail extracted from the reading text. It can be determined by the teacher's and student's verbal interaction during the teaching and learning process.

At this stage, the teacher asked the students to retell the story alternately. Each group consisted of four members, and each member could choose to retell one generic structure. For example, Group One consisted of students number one, two, three, and four. Student number four only retold the orientation, student number three only retell

the complication, and so on. The teacher used this strategy because it could save time during the virtual meeting, and the students could comprehend the text by reading all parts of the text. However, all of the students have to pay attention while another group was retelling the story because the teacher would give several questions to the students.

On the first observation in the virtual meeting, the teacher began this stage by asking group one to retell the story alternately (15). Group one retold the story entitled *Malin Kundang*. S4 retold the orientation, S1 retold the complication, S2 retold the resolution, and S3 retold the coda. Here, group one spent eight minutes retelling the story. Then, the teacher asked about *Malin Kundang*, the purpose of the text, and the origin of the story. S18, S29, and S14 answered the questions correctly.

Group Two retold the story entitled the *Legend of Toba Lake*. S5 retold the orientation, S7 retold the complication, S8 retold the resolution, and S6 retold the coda. Here, group two spent seven minutes retelling the text. Then, the teacher asked about the place in *Sahala* lived, the characteristic of *Sahala*, and *Sahala* did when his wife was angry. S24, S3, and S32 answered the questions correctly.

The last group, On the first observation was group three. Group three retold the story entitled *Timun Mas*. S12 retold the orientation, S10 retold the complication, S11 retold the resolution, and S9 retold the coda. Group three spent around seven minutes retelling the story. Then, the teacher asked about *Mbok Sirni* do when she wanted a baby, the contents of four little bags, and the giant's characteristics. S28, S26, and S5 answered the questions correctly. Although S26 felt doubt to answer, he can answer it with a bit of precision.

(15) T: Done. Everyone put your pen and paper. Please, back to the main room. Now we move to the next step. Retell the story.

T: Started from group one. I will give you a maximum of ten minutes to retell the story. Who will retell first?

S4: Me, ma'am. I am going to retell the orientation.

T: Ok, please.

On the second observation in the virtual meeting, the teacher began this stage by asking Group Four to retell the *Legend of Surabaya's story*. S16 retold the orientation, S13 retold the complication, S15 retold the resolution, and S14 retold the coda. Here, Group Four spent around six minutes retelling the story. Then, the teacher asked why *Sura* and *Baya* fight every day, who lived in the water, and why *Baya* was angry with *Sura*. S1 and S32 answered the questions correctly. S35 made a mistake while answering the question, but the teacher still appreciated her courage to answer the question and gave her a chance to answer correctly.

Group Five retold the story entitled *Sangkuriang*. S19 retold the orientation, S20 retold the complication, S18

retold the resolution, and S17 retold the coda. Group Five spent around eight minutes retelling the story. Then, the teacher asked why Sangkuriang was angry with Tumang, why Dayang Sumbi cannot marry Sangkuriang, and why Dayang Sumbi asked Sangkuriang if he wants to marry her. S9, S15, and S33 answered the questions correctly.

The last group on the second observation was Group Six. Group Six retold the story entitled the Legend of Prambanan Temple. S23 retold the orientation, S24 retold the complication, S21 retold the resolution, and S22 retold the coda. Group Six spent around nine minutes retelling the story. Then, the teacher asked about the name of the king's Prambanan daughter, what Roro Jonggrang asked Bandung Bondowoso if he wants to marry her, and why all the genies stop their work. Some students hesitated to answer, but S7, S13, and S26 answered the questions correctly. Although student number 26 had an internet connection problem, he left the meeting for a while, but he still responded to the question. The teacher motivated the students by encouraging them to answer the question.

On the third meeting, the teacher began this stage by asking Group Seven to retell the Legend of Banyuwangi. S27 retold the orientation, S26 retold the complication, S28 retold the resolution, and S25 retold the coda. Group Seven spent around seven minutes retelling the story. Then, the teacher asked about Prabu Menak Prakoso's son, Agus Bagus Mantra, and the name of land around the fragrant river in East Java. The teacher chose S5, S30, and S16 to answer the questions, and they could answer correctly.

Group Eight retold the story entitled the Legend of Lake Batur, S30 retold the orientation, S29 retold the complication, S31 retold the resolution, and S32 retold the coda. Group Eight spent around eight minutes retelling the story. Then, the teacher asked what Balinese people say about Kebo Iwa, why Kebo Iwa became angry and wild, and the story's moral value. S3, S12, and S34 answered the questions correctly.

The last group on the third observation was group Nine. Group Nine retold the story entitled the Legend of Rawa Pening. S33 retold the orientation, S36 retold the complication, S34 retold the resolution, and S35 retold the coda. Group nine spent around eight minutes retelling the story. Then, the teacher asked about what the poor boy gave to the older woman, why the poor boy was angry, and the older woman used to survive from the flood. S22, S19, and S10 answered the questions correctly

From the observation, the teacher guided the students by giving clear instructions and making sure that they feel comfortable retelling the story. In retelling the story, the students looked enthusiastic and excited. Most of them used their own words and did not rely on the note while retelling the stories. It can see that during this retell stage,

most of the students participated, and they were confident enough in delivering the story. Therefore, from this observation, it said that the level of students' understanding of the narrative text is quite good considering that they could retell the story from the text that they have read.

In conclusion, most students could deliver their ideas about the legend story they have read during the retelling stage. The students learned how to be more active in the teaching-learning activities by asking several questions about the legend story that other groups have retold.

The students' narrative story retelling was analyzed using Narrative Story Retelling Rubric adapted from Douglas Fisher, Nancy Frey, and John Hattie (2017). Moreover, the components that the researcher analyzed were character and setting, problem, solution, and coda. Here, the researcher chose the student's retelling performance by group one that consists of S1, S2, S3, and S4, as the representation (16).

(16) S4: Once upon a time, a woman and her baby named Malin Kundang lived in a small village near a beach in West Sumatra. Malin and his mother had to suffer hard life because when he was a boy, his father passed away. Malin was a strong and smart boy. He was usually fishing in the sea. He was carrying the fish to his mother or selling the fish in the town.

S1: One day, when Malin was sailing, he saw a merchant's ship which pirates attacked. Malin beat the pirates bravely. Then, to thank the favor, the merchant asked Malin to sail with him, and Malin agreed. Many years back, Malin became rich and had a beautiful wife. His ship landed on a beach. The villagers talked to Malin's mother and then ran away to the beach to greet and hug her beloved son. When the mother arrived, Malin admitted to seeing his mother. Her mother screamed at him three times. Then, Malin said that his mother is dirty and ugly. Then he asked his crews to set sail.

S2: Finally, her mother was furious, and she cursed Malin, that if he did not apologize, he would become a stone. Suddenly, in the calm bay, a thunderstorm arrived. His giant ship disappeared, and Malin was too late to apologize. He was thrown off by a wave from his boat, landed on a tiny island, and immediately become a stone.

S3: From the story, we can learn that although we are already wealthy or successful, we still love our parents, especially our mother. Because of their prayers and efforts, we can be successful. Especially our mother has giving birth to us. She is risking her life for us, so we must give respect to her. Furthermore, do not be an arrogant person.

The theme of this story is the rebellious son.
Sudah ma'am, thank you.

Firstly, dealing with retelling character and setting by S4, the narrative story retelling result above was included in the proficient category because characterization and setting emerge through the description, actions, and speech. He was so fluent in retelling the story. He used his word in sequence and rarely looked at the note while retelling. He was also able to develop ideas about The Legend of Malin Kundang in detail. It can be seen when he explained the characteristic of Malin Kundang and detailed the place that Malin Kundang and his mother lived.

Secondly, the complication that was retold by S1 was proficient because the central problem of the story is identified, and he mentioned the character motivation of the story. It can be seen from his retelling "Many years back, Malin became rich and had a beautiful wife. His ship landed on a beach. The villagers talked to Malin's mother then his mother ran away to the beach to greet and hug her beloved son. When the mother arrived, Malin admitted to seeing his mother. Her mother screamed at him three times. Then, Malin said that his mother is dirty and ugly". He explained that the central problem was that Malin admitted to seeing his mother and yelled at his mother. Moreover, he retold the story using his own words succinctly and rarely looked at the note.

Then, the resolution that was retold by S2 was adequate because it included part of the ending, and she has not connected the retelling features to characteristics of characters. She told about how Malin's mother cursed him. She said, "Finally, her mother was furious, and she cursed Malin, that if he did not apologize, he would become a stone." Moreover, S2 retold the story in her own words, but she often looked at the note and not too fluent.

Finally, dealing with the coda, S3 was categorized as proficient because she identified the coda and included the story's moral and theme. She said that the story's moral value is not arrogant and respect for our parents. She also mentioned that the theme of this story is a rebellious son. Also, she used her own words, not relying on the note, and retold the story fluently.

In conclusion, during this retelling stage, it can conclude that the students were able to recall information in detail from the reading text by retelling the text using their own words. Brummer and Macceca (2008) stated that in retelling the story, the students have a mutually supportive environment and knowledge-sharing environment, encouraging sharing information and personal experience. It means the strategy gives students the ability to read speed followed by good understanding. At the end of the lesson, the students could answer several questions to comprehend the text. Moreover, it said that

most of the students succeed in understanding narrative reading text.

Teacher's post-teaching activities

In the form of observation, the researcher found that the teacher did post-teaching activities to ensure its comprehension of the material. At this stage, before the teaching and learning activities ended, both teacher and students reviewed the material. The teacher also gave assignments and told about the following week's material. Lastly, the teacher asked the students to pray together and greeted them.

At the first meeting, the teacher asked several questions about the material. Most of the students were very enthusiastic. They seemed to understand, although sometimes they still used Bahasa. The teacher also gave appreciation by giving appreciation words and giving additional scores every time they answered them. It makes them feel motivated to learn. The teacher gave them the assignment to explore their knowledge about today's material. Then, the teacher asked them to pray together before ending the lesson (17).

(17) T: Ok, before we end our virtual meeting today. I want to ask you, what we have learned today?

S: Narrative text, ma'am.

T: Ok, good. Lebih detail lagi, I want to ask you what the generic structure of the narrative text is?

S20: *Saya* ma'am. The generic structure is orientation, complication, resolution, and coda.

T: Good, Wayan. Can you mention the language features of narrative text?

S33: Language features *biasanya pakai* past tense *seperti* cooked, felt, ate *sama* time conjunction *seperti* once upon a time, one day.

T: Good, Shofi. *Ada satu lagi* language features *siapa yang bisa nambahin?*

S7: Me ma'am. *Selain itu ada* specific character *seperti* Timun Mas, Malin Kundang, Sangkuriang.

T: Good answer, Aulia. *Jadi* language feature *nya ada* past tense, time conjunction, and specific character *yang contohnya sudah disebutkan oleh* Shofi and Aulia.

T: So today, we have learned about the definition, purpose, types, generic structure, and language features of narrative text. We also learn about the legend story entitled Malin Kundang, the Legend of Toba Lake, and Timun Mas. Good job, students!

T: Did you find any difficulties in learning today's material?

S21: *Ada beberapa kata yang susah artinya jadi sedikit bingung.*

S16: *Iya* ma'am *gak tau artinya.*

T: It is ok. If you find any difficult words, write them down and see them in the dictionary. Try to

remember it. Practice makes perfect. Any other difficulties?

S: No, ma'am.

T: Ok, if you have already understood, check out the assignment that I have sent to you. Do the exercises and submitted them in Google Classroom, maximum at 4 p.m.

S: Yes, ma'am.

T: I will end our synchronous meeting today. Prepare yourself because next week, we will learn another legend story that will retell by Group Four, Five, and Six. Do not forget to do your assignment.

T: Ok, before we end our lesson, let pray. Now.

T: Done. Wassalamualaikum wr.wb. Stay healthy all. You can left the meeting.

S : Waalaikumsalam. Thank you ma'am.

On the second meeting, the teacher asked several questions about the material to know the students' understanding. The teacher also asked about their difficulties in learning the material, but they said they understood and enjoyed the learning process. The teacher also gave them assignments related to today's material. Moreover, in the end, the teacher gave a greeting and asked them to pray together (18).

(18)T: After looking at your friends' retelling performance and learning some legend stories. Do you have any questions?

S: No, ma'am.

T: Are you sure? Do you understand the material?

S: Yes, ma'am.

T: Ok, *coba deh saya tanya kalau sudah paham*. What we have learned today?

S: Legend stories.

T: *Hmm*, what are the title of legend stories that we have learned today? *Saya mau tanya Bagus coba*.

S27: Prambanan Temple, Sangkuriang, and the Legend of Surabaya.

T: Good. Which one is your favorite between those three stories?

S27: The Legend of Surabaya.

T: Why do you like it?

S27: Because I can know the legend of my city. It was from the fight between *Sura* and *Baya*.

T: Interesting, good. I want to ask fauzan. What is the moral value of the Sangkuriang story?

S25: Think before acting, and we have to control our emotions.

T: Good answer, Fauzan.

T: So today, we have learned about the Legend of Surabaya, Sangkuriang, and the Legend of Prambanan Temple. Did you find any difficulties in understanding today's material?

S: No, ma'am.

T: Do you enjoy it?

S: Yes, ma'am.

T: I have sent the work to Google Classroom, and you have to submit it at 4 p.m. Please check out the assignment and do it.

S: Yes, ma'am.

T: Ok, thanks for your participation. I will end our synchronous meeting. Next week we will learn another legend story that will be retell by group seven, eight, and nine.

T: Before we end our lesson, let us pray, starting from now.

T: Finish. Stay healthy everyone. Wassalamualaikum wr.wb.

S: Waalaikumsalam. Thank you ma'am.

On the third meeting, the teacher asked several questions about the material to know the students' understanding. The teacher also asked about their difficulties in learning the material, and they said that they still have difficulties in translating the difficult words. Then, the teacher motivated and gave some suggestions to them. The teacher also gave them assignments about today's material. After that, the teacher informed me about the test that will be held next week. In the end, the teacher gave a greeting and asked them to pray together (19).

(19)T: Ok, I will ask you if you have already understood the material. What have we learned today?

S: The Legend of Rawa Pening, the Legend of Lake Batur and the Legend of Banyuwangi.

T: Good. Which one is your favorite? Why do you like the story? Komang, please.

S18: The Legend of Banyuwangi. Because Banyuwangi is near Bali and Bali is my hometown. Usually, when I go on holiday to my hometown, I stay in Banyuwangi for a while. From the story, I can know the story behind that city.

T: Oh ya, that sounds interesting, Komang. If people want to go to Bali using land transportation, they have to go to Ketapang harbor first.

S18: *Hehe... Iya* ma'am.

T: Ok, how about you, Zaura? Which one is your favorite?

S36: The Legend of Rawa Pening ma'am because we can learn to appreciate people and not underestimate others.

T: Amazing. So we can learn from the moral value of Rawa Pening's story. We have to help others without seeing their physical appearance.

T: So today, we have learned about the Legend of Banyuwangi, the Legend of Lake Batur, and the Legend of Rawa Pening. Did you have difficulties?

S29: *Hanya beberapa saja* ma'am *tidak tau artinya*.

T: *Jadi masalahnya masih di vocabularies ya. Seperti saran saya minggu lalu*, if you find any difficult words, write it down and find it in the dictionary *lalu kalau lagi nganggur dibaca diingat lagi*. Practice from Books, articles, Youtube, *pokoknya harus rajin berlatih dan membaca ya*.

S: *Iya* ma'am.

T: After we learned about narrative text and nine different legend stories, do you enjoy it?

S: *Iya* ma'am *seru banget hehe*.

T: Alhamdulillah kalau kalian enjoy dengan pembelajaran meskipun dengan keterbatasan karena daring ini saya harap kalian masih tetap semangat untuk belajar ya.

S: Yes, ma'am thank you.

T: My pleasure. Oh ya, next week you will have the test in quizzes, so you have to prepare yourself.

S: Yes, ma'am.

T: For today's assignment, you can check in Google Classroom.

S: Yes, ma'am.

T: Ok, thank you for your participation. Before ending the synchronous meeting, let us pray together. Now.

T: Done. See you next week, do not forget to prepare for the test. Wassalamualaikum wr.wb.

S: Yes, ma'am. Thank you. Waalaikumsalam.

From the observation results, it can conclude that the implementation of the RCRR strategy in teaching narrative reading text ran well. Moreover, the classroom condition also supports the implementation of the RCRR strategy. According to Anita (2013), the RCRR Strategy helps the students' reading comprehension.

CONCLUSION

Based on the results and discussion presented in the previous section, it can be concluded that the implementation of the RCRR strategy to help students comprehend narrative reading text ran well. The teacher followed the stages of the RCRR strategy sequentially. The steps were Read (R), Cover (C), Remember (R), and Retell (R). The teacher implemented this strategy to help the students comprehend the narrative text and make them the learning center of the study. Furthermore, after the teacher implemented the RCRR strategy, the students could be more active and participate in the teaching and learning process.

Moreover, looking at the students' narrative retelling performance results, the researcher can conclude that the implementation of the RCRR strategy was significant. The students were able to retell the legend story using their own words. It can see from the results of the students' retelling performance that had been analyzed by the researcher using Narrative Retelling Rubric.

Future researchers can use text that is more complicated than narrative text, such as explanation text, news item, or analytical exposition text. The following researchers can also find something new to modify this strategy to impact the teaching and learning process positively.

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