

**INCORPORATING RCRR (READ, COVER, REMEMBER, RETELL)  
STRATEGY AND SMALL GROUP DISCUSSION TO ENHANCE  
STUDENTS' READING COMPREHENSION**

**A Thesis**

**By:**

**Dwi Rahmadiani**



**MASTER OF ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY  
OF LAMPUNG  
2025**

## **ABSTRACT**

### **INCORPORATING RCRR (READ, COVER, REMEMBER, RETELL) STRATEGY AND SMALL GROUP DISCUSSION TO ENHANCE STUDENTS' READING COMPREHENSION**

**By  
Dwi Rahmadiani**

Reading is an essential skill that enables individuals to acquire information, communicate, and enhance their literacy. This study aimed to find out why students' reading comprehension has significant improvement after being taught through the original RCRR (Read, Cover, Remember, Retell) Strategy and those who are taught with an incorporated RCRR (Read, Cover, Remember, Retell) strategy with Small Group Discussion. It also aimed to identify which aspect of comprehension improves most and how does this incorporating strategy contribute to enhancing students' perception in comprehension from literal comprehension to interpretative comprehension.

This study used a mixed method, quantitative with quasi-experimental design and qualitative. The research was conducted at the first grade of SMA N 10 Bandar Lampung. The researcher used two classes, experimental and control class which in experimental class used the incorporation of RCRR strategy and Small Group Discussion while the control class used the original RCRR (Read, Cover, Remember, Retell) Strategy. The result of independent sample t-test showed that there was a statistically significant improvement of students' reading comprehension achievement between the experimental and control classes with the significant level on both classes is below 0.05. the mean score of experimental class (85.99) is higher than control class (76.53). It also revealed t-value (3.501) is higher than t-table (1.997). In addition, the incorporation of RCRR (Read, Cover, Remember, Retell) Strategy and Small Group Discussion also had a statistically significant effect of five aspects of reading comprehension especially on detail information aspect. It is revealed from the gain from the mean of pre-test and post-test with the significance levels of less than 0.05.

Furthermore, the findings indicate that the incorporating RCRR (Read, Cover, Remember, Retell) significantly enhances students' ability to comprehend the text. Therefore, it is recommended that educators adopt this strategy to improve reading comprehension in a collaborative learning environment.

***Keywords:* RCRR Strategy, Small Group Discussion, Reading Comprehension**

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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

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## **CURRICULUM VITAE**

The researcher's name is Dwi Rahmadiani, S.Pd. She was born on November 16, 2000, in Bandar Lampung. She is the second daughter of Dedy Yuwono and Rima Rachmat, S.E. She has an older sister, Alya Amara, S.T., and a younger brother, Muhammad Radityo.

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## **DEDICATION**

All praise and gratitude are solely for Allah SWT, whose infinite mercy and countless blessings continue to guide and strengthen His servant. I proudly dedicate this thesis to the following:

- ❖ My deepest gratitude goes to my parents, Dedy Yuwono and Rima Rachmat, S.E., whose unwavering support, love, and encouragement have been the foundation of my journey. Your belief in me has given me the strength to keep moving forward.
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## MOTTO

*"Allah does not burden, but rather prepares ease."*

—*Surah Al-Baqarah: 286*

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The writer acknowledges the limitations within this study and welcomes constructive input and suggestions for improvements that can guide future research.

**Bandar Lampung,**  
**The writer**

**Dwi Rahmadianti**



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## **I. INTRODUCTION**

This chapter covers multiple key aspects, including an introduction that outlines the background of the issue, the formulation of research questions, the study's objectives, the research scope, the significance of the study, and the definition of essential terms, which are elaborated on below.

### **1.1 Background of the Problem**

Reading is part of how people use language in their daily lives to gather information, communicate with others, and enjoy themselves (Stephenson and Harold, 2009). This skill is crucial since literacy abilities play a fundamental role in reading. Reading holds great significance as it enables individuals to gain extensive knowledge by understanding the content they engage with. Reading always takes place within a context, meaning that what individuals read is connected to a larger situation or a longer text (Hood, Soloman, and Burns, 2002). Reading can make someone smarter, help them gain more knowledge, and assist them in understanding Details extracted from written content. Through reading, students are exposed to grammar rules naturally. They also become more aware of language structure and grammar while expanding their vocabulary (Harmer, 2007). Therefore, reading is an essential skill that not only allows individuals to gather information and communicate but also enhances their understanding, vocabulary, grammar, and overall literacy, making them more knowledgeable and better writers.

The purpose of reading cannot be achieved without comprehension, and understanding means determining the intended meaning of written and verbal communication (Richards & Schmidt, 2002). This indicates that students can become skilled readers if they have strong comprehension skills. The purpose of reading cannot be achieved without understanding, and understanding requires intellectual skills and determining the intended meaning to interpret a text. In reading comprehension assessments, students are required to thoroughly read the passage, grasp the meaning of the questions, and respond accordingly. Without careful reading, they may struggle to provide accurate answers.

Additionally, English teachers must guide students in reading and understanding texts effectively. There are some issues during reading activities in class, often due to the classroom situation during the learning process. For example, students often find it hard to stay focused for long periods. Another problem is students' limited vocabulary, which prevents them from understanding the meaning of the text or the questions posed. Inadequate teaching methods also hinder students' capacity to understand the content they read. According to a study, educating and introducing reading comprehension procedures to learners raises their reading comprehension levels (Alharbi, 2015).

There are two types of factors that influence students' comprehension of the text: Influences that come from within the students themselves and external elements associated with the teacher's instructional approaches. Internal factors include age, learning motivation, and learning style. The students' difficulties identified by English teachers include limited vocabulary, lack of comprehension with complex texts, and challenges in identifying main ideas and detailed information. This means

that students struggle with reading comprehension due to difficulties in identifying the main idea and details, limited text understanding, and insufficient vocabulary. Teachers are expected to identify these learning difficulties and help students by offering effective techniques to enhance their ability to understand texts.

Regarding the problems above, they can be resolved by using the trainer's resource, which involves the application of proper teaching techniques to improve the understanding process (Evangelou, 2023). As stated by Pang et al. (2003), teachers can help students understand a text by applying reading comprehension strategies. One alternative way to address students' problems in reading is the RCRR Strategy. The Read, Cover, Remember, and Retell (RCRR) strategy encourages readers to pause regularly and reflect on the meaning of the text (Hoyt, 1999). This strategy has helped many children read more attentively and take responsibility for actively remembering information from the text (Hoyt, 2002). According to Macceca (2014), the RCRR strategy is effective in helping readers understand the meaning of texts they read through the reading process. This indicates that by applying this approach, students can grasp, summarize, and restate the content of the texts they read through a systematic reading process.

According to Suseno et al. (2023), the RCRR strategy helps students increase their vocabulary, which in turn improves their overall reading comprehension. Regular engagement with texts and practice in retelling help students acquire more vocabulary, enhancing their understanding of texts. Wati (2020) also states that this strategy positively impacts students' reading comprehension, including various aspects such as finding the main idea, making inferences, understanding vocabulary, and determining references.

Some previous studies have been conducted. For instance, Agus et al. (2022) investigate the experimental application of the RCRR Strategy and find that it significantly improves students' reading ability. Maryansyah & Ramadhani (2021) explore the effect of the RCRR Strategy and report that it significantly enhances students' reading comprehension skills. Similarly, Dahler et al. (2019) investigate the use of the RCRR Strategy in teaching reading and find positive effects on students' comprehension of recount texts at the second grade of SMPN 16 Pekanbaru. Wati (2020) also examines the use of the RCRR Strategy and concludes that it improves students' reading comprehension overall and in various specific aspects.

Based on the studies above, it is concluded that the RCRR Strategy significantly enhances students' ability to comprehend texts. The strategy also makes reading comprehension easier, enabling students to grasp the meaning of texts more effectively. However, the RCRR Strategy has some weaknesses, such as being time-consuming, causing difficulties for students at the beginning, depending on text complexity, and sometimes failing to ensure deep understanding of the text (Marpaung & Sinaga, 2019).

To address these weaknesses, another suitable learning strategy for improving reading comprehension is Small Group Discussion. Dosbon (1981) suggests that small-group discussions can be scheduled for classes with more than three students. This strategy allows students to build their comprehension collaboratively, making the classroom environment more effective.

Small group discussions can address the weaknesses of the RCRR Strategy by using teamwork to make reading more engaging. They save time by sharing the reading

workload among students, enabling them to clear up confusion and summarize key points quickly. When students support each other with challenging texts, those who struggle receive immediate help, making comprehension easier. Grouping students based on reading levels allows them to handle texts suitable for their abilities. Discussing texts in small groups helps students understand them better by encouraging questioning, making inferences, and connecting the content to prior knowledge. This teamwork improves reading comprehension by creating a supportive learning environment.

Meanwhile, small group discussion is also a technique for fostering a sense of community among students. It provides opportunities for students to share and refine their ideas and encourages motivation to engage in discussions beyond the classroom (Arends, 1997). Small group discussions stimulate students to actively construct knowledge (Wu, 2008), remove time constraints, and promote participation. According to experts, this technique is suitable for helping students comprehend reading material, focusing on peer learning within groups, which makes the process more effective.

Incorporating Vygotsky's (1978) Zone of Proximal Development (ZPD) theory, small group discussions allow students to work within their ZPD by collaborating with peers to tackle tasks they cannot complete independently. This peer support provides the necessary scaffolding, accelerating learning and helping students internalize new concepts. Considering the difficulties students encounter in learning and the limitations of the RCRR Strategy, the researcher believes that integrating the RCRR Strategy with Small Group Discussion can effectively strengthen students' reading comprehension. Teachers can use small group discussions to

actively engage students, enhance comprehension skills, foster critical thinking, and promote peer interaction. By combining these two strategies, the researcher believes it not only addresses students' challenges in reading comprehension but also encourages them to become active learners.

Based on the previously discussed background, this research seeks to investigate whether implementing the RCRR Strategy alongside Small Group Discussion in reading instruction can improve students' reading performance. Moreover, it aims to identify which aspects of reading comprehension exhibit the greatest improvement following the application of this combined method.

## **1.2. Research Questions**

Based on the background of the problem above, the researcher formulates the research question as follows:

1. Is there any significant difference on students reading comprehension between students who are taught through Original RCRR (Read, Cover, Remember, Retell) Strategy and RCRR (Read, Cover, Remember, Retell) Strategy that incorporates Small Group Discussion?
2. Which aspect of reading comprehension improves the most after the students are being taught through RCRR (Read, Cover, Remember, Retell) Strategy that incorporates Small Group Discussion?
3. How do students perceive the incorporation of the RCRR Strategy and Small Group Discussion in improving their comprehension from literal comprehension to interpretative comprehension?



### **1.3. Objectives**

In line with the research questions, the researcher outlines the objectives of this study as follows:

1. To find out whether there is a significant improvement in reading comprehension achievement of students who are taught through the Original RCRR Strategy and the RCRR Strategy that incorporates Small Group Discussion.
2. To investigate which aspects of students' reading comprehension improve the most after they are taught through the RCRR Strategy that incorporates Small Group Discussion.
3. To explore students' perceptions of how the incorporation of the RCRR Strategy and Small Group Discussion process enhances students' comprehension to a higher level.

### **1.4. Uses**

The results of this study are anticipated to be valuable both in theoretical and practical contexts.

1. Theoretically, the findings of this research are expected to be useful in supporting previous studies about the RCRR Strategy and Small Group Discussion for improving reading comprehension. In psychology, this strategy is often used as a model to study how summarizing a text can help students use their memory more effectively.

2. Practically, the findings of this study are expected to provide teachers with new insights that can, in the future, be used as guidelines for teaching and improving students' reading comprehension. This study is expected to help students find a suitable and interesting reading strategy that makes it easier for them to comprehend texts, enhance vocabulary retention, and summarize texts. Additionally, this study is expected to serve as a reference and assist those conducting research on a similar topic.

### **1.5. Scope**

This research concerns investigating students' reading comprehension as the result of the Original RCRR Strategy and the incorporation of the RCRR Strategy with Small Group Discussion. The materials used in the treatments are aligned with the high school syllabus, which focuses on comprehending descriptive texts.

The scope of this study is confined to the implementation of specific techniques of the Original RCRR Strategy and the incorporation of the RCRR Strategy with Small Group Discussion. The RCRR Strategy is applied by giving students a text to read, asking them to read only a portion of it, then cover the text with their hands, remember what they have read, and retell what they remember in front of the class. When combining the RCRR Strategy with Small Group Discussion, students must record notes on the details they extract from the text, share their individual findings within groups, and appoint one representative to summarize their group's discussion for the class. Furthermore, the researcher evaluates students' reading comprehension based on several aspects, such as vocabulary, inference, main idea, detail information, and reference.

Additionally, to understand how the incorporation of the RCRR Strategy and Small Group Discussion process enhances students' comprehension to a higher level, the research aims to examine the effect of this incorporation on promoting a deeper understanding of the texts. This investigation explores how the combination of individual reading tasks with collaborative discussions helps students overcome comprehension challenges, clarify their understanding, and actively construct knowledge, ultimately raising their level of comprehension.

### **1.6. Definition of Terms**

To avoid any confusion, the primary terms employed in this study are clarified as follows:

1. Incorporating means including or integrating something as part of a whole, it involves adding new elements into an existing system or structure while ensuring they work together harmoniously.
2. Reading is an activity carried out to transfer meaning from the mind and transfer messages from the author to the reader.
3. Reading comprehension is defined as the process of using previous knowledge to understand and link the concepts conveyed in the text.
4. RCRR (Read, Cover, Remember, Retell) strategy is a reading technique that helps students understand and retain information from the text more effectively.
5. Small group discussion refers to an instructional approach where learners collaborate in small teams to deliberate on a particular topic or task.

6. Descriptive text is a genre of writing intended to provide a detailed portrayal of a person, location, object, or event.

This chapter discusses the background of the problem, research questions, objectives, uses, scope, and definition of terms. Further elaboration on the concept is discussed in the next chapter.

## **II. LITERATURE RIVIEW**

This chapter explains some theories related to the topic of this research, such as the concept of reading, the concept of reading comprehension, descriptive text, the concept of the RCRR (Read, Cover, Remember, Retell) Strategy, the concept of Small Group Discussion, incorporating the RCRR (Read, Cover, Remember, Retell) Strategy with Small Group Discussion, advantages and disadvantages, theoretical assumptions, previous studies, and hypotheses.

### **2.1. Concept of Reading**

Reading is a connection between our eyes and the text that allows us to obtain information from written sources (Rayner, 1998). Reading is one of the language skills that English as a Foreign Language students have to develop while learning English (Brown, 2007). Reading is an activity to understand the meaning of the written text, and through reading, people can gain advantages such as new meaningful information and entertainment from reading a text (Krashen, 2004). Consequently, reading is a vital component of language acquisition that students must master to communicate effectively and navigate the English language.

Reading is very important because, through reading, readers can gain a lot of information by comprehending what they read (Krashen, 2004). In the reading process, the reader is actively responsible for making sense of the text (Erni, 2019). Essentially, reading acts as a channel for transferring ideas from the author's mind

to the reader, who actively interprets the content during the process. Reading is a process of taking and interpreting information in language from the medium of print (Grabe, 2009). In other words, reading is the means by which individuals extract information from written material. Also, reading is the process of interpreting written symbols (Romero, 2008). Furthermore, according to Brown (2004), the purpose of teaching reading is to make students become effective and efficient readers. To reach these goals, educators must employ targeted strategies for teaching reading.

Reading is a fluent process for readers to combine the information from the text with their background knowledge to create meaning (Nunan, 2003). This indicates that reading involves combining new information with existing knowledge to interpret the text's meaning and expand one's understanding.

According to Rayner (1998), reading is a tool to gain information. Furthermore, reading can take place not only within the classroom but also in any setting where new concepts can be learned. Reading is important because it allows students to improve their acquisition of the target language, become more comfortable with written English, and learn new things such as contextual vocabulary, knowledge, ideas, and information about the text (Krashen, 2004). Reading serves two primary functions: one for communication and another for educational advancement. Reading is essential for EFL students to improve their language comprehension skills as well as their knowledge (Nunan, 2015). Additionally, strong reading skills significantly increase students' chances of academic success.

Overall, reading is indispensable for enhancing students' proficiency in the target language, increasing comfort with written English, and acquiring new concepts,



vocabulary, and insights. It serves both communicative and educational purposes, contributing significantly to students' academic success and overall language competence.

### *2.1.1. Purpose of Reading*

The most common purpose in first language settings is for general comprehension (whether for information or for pleasure), to be entertained, or to use the information for a particular purpose (Grabe and Stoller, 2013). According to Grabe and Stoller (2013), reading purposes can be classified into seven main headings, including:

- a. Reading to search for simple information: This reading objective focuses on locating straightforward information from the text finding specific information in a text, such as dates, names, and places. This type of reading is often used when looking up information in a dictionary, encyclopaedia, or other reference material.
- b. Reading to skim quickly: This approach involves rapidly glancing through the material to capture its general theme, often serving as an initial review to determine if the content meets the reader's needs.
- c. Reading to learn from the text: This aim centers on acquiring fresh knowledge and understanding from the text, a method commonly employed when preparing for tests or delving into a new topic.
- d. Reading to incorporate information, write, and critique text: This purpose is about extracting new concepts and deep comprehension from the material. This

type of reading is often used when writing research papers or other types of academic writing.

- e. Reading for general comprehension: This purpose of reading involves comprehending the overall meaning of a text. This type of reading is often used when reading for pleasure or when reading news articles or other types of non-fictions.

These different purposes of reading highlight the multifaceted nature of this skill. Depending on the reader's goals and the nature of the text, individuals might employ different reading strategies to extract the needed information, gain insights, or enjoy the content for various reasons. Understanding these purposes provides readers with a versatile set of skills applicable in academic, professional, and personal contexts.

### *2.1.2. Processes of Teaching Reading*

According to Brown (2007), there are three stages of reading in the strategy of teaching reading: the pre-reading stage, while-reading stage, and post-reading stage.

- a. Pre-Reading stage: It is mentioned that brainstorming is one of the most favored activities. In this action, learners are encouraged to come up with words, information, and experiences that are applicable to the text, important language, and assumed meanings. In this stage, there are also activities such as generating text types or text structures. The teacher can empower learners to involve a dictionary in the pre-while stage.
- b. While-Reading stage: Instructors can design effective methods to assist students in grasping the text's meaning. There are two sorts of reading aloud;

reading aloud to learners can be used as a chance to bring learners into mainstream culture, and reading aloud by learners to one another can help foster class attachment and support learners in understanding the text. In this stage, the teacher can encourage silent reading.

- c. Post-Reading stage: In this context, teachers may organize exercises such as scanning for questions, summarizing content, addressing learners' objectives, and conducting follow-up activities. Additionally, techniques like posing questions, clarifying ideas, summarizing key points, tracking understanding, and validating comprehension can be employed in classroom practices to bolster reading comprehension.

By incorporating these three stages pre-reading, while-reading, and post-reading, teachers provide a comprehensive approach to teaching reading comprehension. Each stage serves a distinct purpose in preparing learners, actively engaging them with the text, and reinforcing comprehension through summarizing activities.

## **2.2. Concept of Reading Comprehension**

Reading is the ability to comprehend written English as it appears in textbooks, newspapers, magazines, and similar mediums. Reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately (Grabe and Stoller, 2013). General comprehension refers to the aptitude for extracting and accurately interpreting information from a text. In connection with that, reading comprehension is not just reading aloud but reading to establish the meaning of words, sentences, and paragraphs while sensing the relationship among the ideas (Hornby, 2005). Consequently, if students merely go

through the text without truly grasping its meaning, it indicates a failure in comprehension.

Because reading is not just an activity of reading something but reading for comprehending the passage they read, reading comprehension is specifically the basic goal for ESL/EFL students to gain an understanding of the world and of themselves, enabling them to think about and react to what they read (Mahdavi, 2012). Reading comprehension means understanding what is read, and it is an active thinking process that depends not only on comprehension skills but also on the students' experience and prior knowledge, understanding vocabulary, seeing the relationship among words and concepts, making judgments, and evaluating (Kustaryo, 1988).

Based on the above explanations, one can deduce that reading is not just about recognizing words in a text, but rather about understanding the information within it. Reading for comprehension means using prior knowledge to grasp and connect the ideas presented in the text. If someone reads without truly understanding, it indicates a failure in the overall reading process. Therefore, the primary goal for students learning English as a second or foreign language is to thoroughly understand the texts they encounter, thereby developing critical thinking skills and enabling them to engage with the material effectively.

### *2.2.1. Levels of Reading Comprehension*

According to Davis (1968), identify the following reading comprehension skill levels:

a. Literal Comprehension

Literal comprehension is the basic level of reading. At this level, students need to focus on ideas and information explicitly stated in the text. The purposes for reading can range from simple to complex, encouraging the recognition and recall of simple or detailed facts. The abilities of literal comprehension include four main aspects. First, knowing the meanings of words. Second, recalling details that are directly stated or paraphrased in one's own words. Third, understanding grammatical clues such as subjects, verbs, pronouns, conjunctions, and so forth. Lastly, recalling the main idea explicitly stated and knowing the sequence of information presented in the passage.

b. Interpretative Comprehension

Interpretative comprehension involves understanding ideas and information that are not explicitly stated in the passage. This ability includes three main aspects. First, using the presented information to understand the author's purpose. Second, inferring factual information, main ideas, comparisons, and cause-effect relationships that are not explicitly stated in the passage. Third, summarizing the story content.

c. Critical Comprehension

Critical comprehension involves analyzing, evaluating, and personally reacting to the information presented in a reading. This ability includes two main aspects. First, the reader personally reacts to the information they read by demonstrating its meaning to them. Second, the reader analyzes and evaluates the quality of the written information based on certain standards.

In short, these levels of comprehension help students read more challenging texts. They improve in understanding the main ideas of the text, making connections between different parts, and critically evaluating the information. By practicing these skills, students develop into more proficient readers who can grasp complex concepts and engage deeply with what they read.

### *2.2.2. Aspects of Reading Comprehension*

A study by Davis (1968) was generally regarded as the significant attempt to delineate separate comprehension skills. His analysis pinpointed five key skills:

- a. Recalling word meanings (vocabulary knowledge)
- b. Drawing inferences from content (inference)
- c. Following the structure of a passage (main idea)
- d. Recognizing a writer's purpose (reference)
- e. Finding answers to questions answered explicitly or in paraphrase (detail information)

It can say that to comprehend texts effectively, students need several essential abilities. They should be adept at vocabulary, able to draw conclusions from the text, follow paragraph structure, understand the author's intentions and feelings, and locate answers to questions directly or by summarizing. By practicing these aspects, students can better understand texts and become proficient readers across various subjects.



### *2.2.3. Models of Teaching Reading Comprehension*

According to Nunan (2003), the models are divided into three categories: bottom-up models, top-down models, and interactive models.

- a. Bottom-up models typically consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. The order of achieving comprehension is letters, letter clusters, words, phrases, sentences, longer texts, and finally meaning.
- b. Top-down models begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading, the teacher focuses on meaning-generating activities rather than on mastery of word recognition.
- c. Interactive models are accepted as the most comprehensive description of the reading process. An interactive approach to reading includes aspects of both intensive and extensive reading. Teachers provide learners with shorter passages to teach specific reading skills and strategies explicitly. They also encourage learners to read longer texts without an emphasis on testing their skills. Extensive reading provides opportunities to practice strategies introduced during intensive reading instruction.

Shortly, the reading process can be understood through three approaches: bottom-up, top-down, and an interactive model aim to comprehend a text. The RCRR strategy aligns with the interactive model. It combines intensive reading, where specific skills and strategies are explicitly taught, with extensive reading, where students engage with longer texts to practice these strategies. This dual focus helps build foundational skills and develop higher-level comprehension abilities, making the RCRR strategy a well-rounded approach to reading instruction within the interactive model framework.

### **2.3. Descriptive Text**

Descriptive text is a type of text that is used by the writer or speaker to describe a particular thing, person, animal, place, and/or event to the readers or hearers (Gerot, 1994). According to Anderson (2003), descriptive text describes a specific thing, which can be a person, a place, or a thing. This implies that a descriptive text is crafted to portray a specific individual, location, or object. They also state that it talks about the topic, describing it without including personal opinions.

Describing involves systematically organizing features by first identifying them, then grouping them, and finally discussing their attributes, behaviors, and functions. This method enables readers or listeners to vividly visualize what the writer is depicting, almost as if they were witnessing it firsthand. Additionally, it is essential for educators to make the learning process more engaging.

### 2.3.1. *Types of Descriptive Text*

In all forms of writing, description is used to create a realistic image of a person, location, or object. Anderson & Anderson (1998) group descriptive texts based on what is being described. The main types include:

a. Descriptions of a specific person

Focuses on physical appearance, personality traits, habits, and behaviors.

Example: A description of a best friend, a famous figure, or a teacher.

b. Descriptions of a particular place

Focuses on what the place looks like, its atmosphere, location, and sometimes its function or significance. Example: A description of a beach, a classroom, or a city.

c. Descriptions of a particular things

Focuses on physical characteristics, usage, value, or uniqueness. Example: A description of a smartphone, an ancient artifact, or a musical instrument.

d. Descriptions of a particular building

Focuses of a particular building, such as a school, hospital, palace, museum, or historical building.

In conclusion, descriptive texts can be classified into several types based on what is being described, such as a person, a place, or a thing. Each type serves the same purpose to give readers a clear and vivid picture of the subject while highlighting different details depending on the focus. By understanding the types of descriptive text and their characteristics, students can improve their ability to express ideas clearly and imaginatively in written form.

### 2.3.2. *Generic Structure of Descriptive Text*

This subchapter discusses the structure of descriptive text.

- a. Identification, identification introduces the text in descriptive writing, such as character recognition and the topic, presenting the introduction of a person, place, animal, or object to be described.
- b. Description, it functions to describe or detail a thing vividly, including its color, shape, features, and more.
- c. Conclusion, in descriptive text, there are two choices: whether to include a conclusion or not. This does not affect the form or function of the descriptive text itself.

In brief, mastering this structure helps students understand and organize information effectively while improving their ability to present ideas clearly. Teachers should emphasize these elements to support students in navigating and comprehending various reading materials.

### 2.3.3. *Grammatical Features of Descriptive Text*

According to Anderson & Anderson (1998) descriptive text usually include the following grammatical features:

- a. Verbs in present tense
- b. Adjectives to describe the features of the subject
- c. Topic sentences to begin paragraphs and organise the various aspects of the descriptions.

In summary, understanding the grammar of descriptive texts helps students create clear and interesting descriptions. By learning these rules, students can write better and make their descriptions easier to understand. This skill helps them connect with readers and improve their writing.

#### **2.4. Concept of RCRR (Read, Cover, Remember, Retell) Strategy**

The RCRR strategy is first developed by Hoyt in 1999, who states that the Read Cover Remember and Retell process supports readers by stopping them frequently to think about the meaning (Hoyt, 1999). Since then, the RCRR strategy assists many children in reading more carefully and taking responsibility for consciously focusing on remembering information in the text (Hoyt, 2002). This means that students gain understanding through this strategy. In line with Serravallo (2015), It is noted that the RCRR strategy deliberately slows down the reading pace, compelling children to focus on retaining the passage's details. Additionally, this method enables them to enhance their understanding of the text.

According to Yulimariza (2013), it is stated that the RCRR strategy increases students' motivation in learning English, especially reading, and it makes them think more actively and critically in understanding the text. The conclusion is that this approach further elevates students' reading comprehension abilities. It is known that using the RCRR (Read, Cover, Remember, Retell) strategy in improving students' reading comprehension ability has good effects on the students (Anita, 2013).

The primary aim of this strategy is to bolster students' capacity to think critically and discuss the material, which is vital for comprehension. Engaging in structured conversations with clear steps helps learners process the text effectively. Having

conversations with predictable steps allows students' ability to process the text well. Therefore, this approach is particularly effective for training students to develop their understanding, summarize, and re-explain. In summarizing the text, students need to remember the important elements of the text effectively, such as the most important ideas or main idea, and mention some supporting details.

The RCRR strategy also has some advantages. This strategy helps students increase their vocabulary, which, in turn, improves their overall reading comprehension. By regularly engaging with texts and practicing retelling, the more vocabulary students acquire, the better their understanding of texts (Suseno, et al., 2023). Wati (2020) also states that this strategy affects students' reading comprehension in various aspects of reading comprehension, such as finding the main idea, making inferences, understanding vocabulary, and determining references. Overall, the RCRR strategy promotes better academic performance and fosters essential reading skills. By using the RCRR strategy in the curriculum, By employing these techniques, educators can foster a more dynamic and interactive classroom environment that promotes superior reading comprehension.

#### *2.4.1. Teaching Procedure of RCRR (Read, Cover, Remember, Retell) Strategy*

Teaching reading through the RCRR strategy is an effective approach to help readers at all levels who think good reading is fast reading and who therefore do not understand what they have read (Macecca, 2014). This approach encourages students to become engaged, self-driven learners while also inspiring them to exchange ideas and share their personal experiences. As a result, a more effective and dynamic teaching environment is established in the classroom. Additionally, engaging in structured, step-by-step discussions enhances their capacity to process



and understand the text. According to Hoyt (1999), there are steps in teaching by using the RCRR strategy, namely.

- a. Read only as much as your hand can cover

When using this strategy, the students should read only as much of the text as they can cover with their hand.

- b. Cover the words with your hand.

After reading the text, students should cover that piece of text with their hand.

- c. Remember what you just read.

Then, they should take a moment to remember what they read by thinking about it. If they can't remember the information, they can go back and take another look at the text.

- d. Retell what you just read in your own words.

Finally, students retell the information they just read with their own words in front of the class.

Briefly, the RCRR strategy effectively enhances students' reading comprehension by promoting active learning and increasing students' vocabulary. Research indicates significant improvements in reading skills and retention across educational levels. While it has some weaknesses, incorporating cooperative methods like Small Group Discussion further enhances its effectiveness.

#### 2.4.2. *Advantages and Disadvantages of RCRR (Read, Cover, Remember, Retell) Strategy*

Suseno, et al. (2023) stated that the use of the RCRR Strategy brought some benefits, such as:

- a. Improvement in reading comprehension, the RCRR strategy has been shown to significantly improve students' comprehension of texts.
- b. Ease of understanding, this approach assists students in easily grasping and retaining the material they read. It breaks down the reading process into manageable steps, which helps students focus and recall information more effectively
- c. Increase in students' vocabulary, which in turn improves their overall reading comprehension. By regularly engaging with texts and practicing retelling, the more vocabulary students acquire, the better their understanding of texts.

Additionally, Wati (2020) also stated that this strategy affected students' reading comprehension in various aspects of reading comprehension, namely finding the main idea, making inferences, understanding vocabulary, and determining references.

According to Marpaung and Sinaga (2019), there were some disadvantages of the RCRR (Read, Cover, Remember, Retell) strategy, such as:

- a. Being time-consuming, the RCRR strategy can be time-consuming as it requires students to go through multiple steps (reading, covering, remembering, and retelling) for each section of the text. This process might take longer than more

straightforward reading methods, especially in large classes where individual attention is required.

- b. Students having difficulty reading the text at the beginning, students who are not proficient readers or who struggle with the language may find it challenging to engage with the text initially. The strategy assumes a certain level of reading proficiency that not all students may possess, leading to difficulties at the start of the reading process.
- c. Dependence on the text complexity, the effectiveness of the RCRR strategy can be heavily influenced by the complexity of the text. If the text is too complex or contains too much unfamiliar vocabulary, students may struggle to comprehend and retell the content accurately, which could hinder the learning process.
- d. Students might not understand the text deeply, while the RCRR strategy encourages active engagement with the text, there is a risk that students may focus more on the mechanics of the process rather than developing a deep understanding of the text. They might be able to remember and retell the content superficially without truly grasping the underlying meanings and concepts.

These points highlight that while the RCRR strategy can be beneficial, it also has limitations that teachers need to consider and address to ensure effective reading comprehension instruction.

## **2.5. Concept of Small Group Discussion**

Small group is a technique used to gather students in one community. Discussion gives students public opportunities to talk about and explore their own ideas,

providing motivation to engage in discourse beyond the classroom (Arends, 1997). It is supported by the idea that small group discussion stimulates students to be involved in the active process of constructing knowledge (Wu, 2008).

According to Dosbon (1981), if there are more than three students, it is convenient to schedule small-group discussions from time to time. The technique provides students with active participation in the learning process, removing time constraints. Furthermore, during group discussions, students learn from each other, whether consciously or unconsciously. Their confidence grows little by little as they successfully share ideas and experiences while working together.

Small group discussions encourage students to think profoundly and express their plans to others (Rusmiati, 2015). Small group discussion is a useful method that helps students in the reading process and gives them a clear understanding of what they read, assisting them in comprehending texts (Ningsi, et al., 2021). Within the group, students are free to discuss answers to questions or problems collaboratively.

Briefly, small group discussion allows students to engage in active knowledge construction, share ideas, and build confidence in expressing themselves. This method is particularly useful in large classes, as it provides students with opportunities to speak English and share their thoughts, encourages critical thinking, and helps them comprehend texts more effectively. Overall, small group discussions are a valuable tool for fostering deeper understanding and improving students' academic achievement, especially in reading comprehension.

### *2.5.1. Teaching Procedure of Small Group Discussion*

Dosbon (1981) explains that the discussion technique for use in small group discussions is outlined as follows:

- a. First, the class is divided into small groups of three to four students each. Each group is given a different discussion topic that necessitates outlining several important points. One student in each group is assigned to write down these points as they emerge from the discussion by group members.
- b. Second, the groups are allowed to discuss their respective topics for at least 10 minutes. When group members finish their discussion, they elect a spokesman who reports the group's collective thoughts to the entire class.
- c. Third, the spokesman of one of the groups is called on. After the spokesman gives a short presentation (five minutes or so), class members ask questions to the group regarding the viewpoints expressed. General discussion is facilitated by addressing additional questions to members of the group.

The teacher uses short and interesting reading texts to be shared with each group. After the group members read the text (ensuring each student has their own copy), they note the main ideas and discuss whether they agree or disagree with the views expressed in the text. Then, a spokesperson explains the summary of the text and the group's reaction to the whole class. At that point, students start a further discussion on the topic by asking for views from other group members.

### *2.5.2. Advantages and Disadvantages of Small Group Discussion*

According to Kendall & Khuon (2006), teaching small group strategies to English

language learners offers some advantages, such as:

- a. It fosters a low-anxiety environment where students feel more at ease and less intimidated, promoting greater engagement and participation.
- b. Small groups also enhance interaction opportunities between teachers and students, allowing for more individualized guidance and support.
- c. This environment encourages guided interactions among students, improving their collaborative learning and communication skills.
- d. Additionally, small groups promote task-appropriate behavior, as students tend to be more focused and less distracted.
- e. Teachers can more readily assess students' understanding, ensuring that each student comprehends the material.
- f. Lastly, the small group setting allows teachers to monitor and adjust their instruction effectively, personalizing their approach to meet the specific needs of students.

On the other hand, Jones (2007) suggests two disadvantages of small group discussion as follows:

- a. The situation in the classroom is noisy when the students form groups.
- b. The students speak in their native language.

Overall, small group discussions for English language learners offer significant advantages by creating a comfortable and engaging environment that enhances participation and interaction. They allow for individualized guidance and better

assessment of students' understanding. However, the approach leads to a noisy classroom and the use of native languages. Despite these drawbacks, the overall benefits in fostering effective and personalized learning make small group discussions a valuable strategy.

## **2.6. RCRR (Read, Cover, Remember, Retell) Strategy Incorporates Small Group Discussion Learning Reading**

Understanding reading is a complex task, requiring various skills and cognitive abilities such as prior knowledge, deep interest in reading, and effective strategic reading skills. One study proves that the 40 students using the RCRR strategy show positive results or improvements in teaching students' reading comprehension (Dahler, et al., 2018). Besides that, the RCRR strategy also has its weaknesses, such as being time-consuming, students struggling to read the text at the beginning, dependence on the text complexity, and students possibly not understanding the text deeply. In line with Kondo's (2010) theory, which states that group work activities provide positive responses, it is also revealed that group work helps students, reduces individual workloads, and encourages participation in these activities.

Thus, to overcome the weaknesses, the group work activities of most students have a positive impact on the learning process because group work helps students complete the tasks given by the teacher quickly, improves student communication, and develops teamwork skills. If students use group work activities in class, they can understand how to express their ideas, opinions, and help each other solve problems in learning (Ningsi, et al., 2021). The group process in the classroom serves as an intermediary scaffold to enable students to build and deepen their

knowledge before demonstrating their understanding individually. According to Vygotsky's Social Constructivism theory (1978), this collaboration fosters learning within the zone of proximal development (ZPD), where students can achieve more with peer support than they can independently. By working together in small groups, students are able to tackle more complex aspects of the reading material and refine their understanding through interaction, discussion, and mutual support, thereby reaching higher levels of comprehension.

Additionally, the absence of interaction with peers might limit the depth of comprehension and hinder the opportunity for collaborative learning. Vygotsky emphasizes that learning is most effective when students are engaged in social interactions that allow them to construct knowledge collectively. This collaborative environment within small group discussions helps students bridge the gap between their current understanding and their potential capabilities, as they are guided by their peers toward deeper comprehension.

Therefore, by combining the RCRR strategy and small group discussion, it is expected to help reduce these weaknesses and improve students' reading comprehension by encouraging the creation of a collaborative environment where participants can share insights, clear up confusion, and benefit from various perspectives, ultimately improving the overall learning experience. As stated earlier, it should be noted that the RCRR strategy still has weaknesses. Given the weaknesses of the RCRR strategy that are identified, incorporating small group discussion might resolve them, in line with Vygotsky's belief that peer interactions facilitate cognitive development and foster deeper understanding.



## **2.7. Procedure of RCRR (Read, Cover, Remember, Retell) Strategy**

### **Incorporates Small Group Discussion in Learning Reading**

Teaching reading through the RCRR strategy with the incorporation of small group discussions is an instructional approach that recognizes the limitations of purely individual study methods and leverages the benefits of collaborative learning. This modification is grounded in several compelling reasons that collectively contribute to a more effective learning engagement, enrich the reading comprehension experience for students, and provide peer interaction among the students.

In conclusion, incorporating the RCRR strategy with small group discussions capitalizes on the social and cognitive benefits of collaborative learning. It transforms the reading comprehension process into a dynamic and interactive experience, where students not only absorb information individually but also actively contribute to the construction of knowledge through shared dialogue and exploration. This approach recognizes the multifaceted nature of learning and seeks to optimize the educational experience for students by incorporating individual study with the power of collaborative engagement. Teaching reading using the RCRR strategy along with small group discussions proves to be an effective strategy to improve reading comprehension. Here is the procedure.

**Table 2.1. The Comparison between the procedure of Original RCRR strategy, Incorporating RCRR strategy with Small Group Discussion, and Original Small Group Discussion**

Original RCRR Strategy (Hoyt, 1999)	Incorporating RCRR Strategy with Small Group Discussion	Original Small Group Discussion (Dosbon, 1981)
	The transition to small group discussions consisted of 5 members per group.	The class was divided into small groups of three to four students each.
The teacher gave a kind of descriptive text, and the students were instructed to read only as much of the text as they could cover with their hand.	The teacher gave a kind of descriptive text with a different topic to each group. Then, the teacher asked the students to divide the text into several parts to be read by each member. The students were instructed to read only as much of the text as they could cover with their hand.	Each group was given a different discussion topic that required outlining several important points.
After reading the text, the students covered that piece of text with their hand.	After reading the text individually, the students covered the text and remembered what they had read. Then, they took notes, which included drawing conclusions from the text (inferences), identifying the writer's purpose (references), analyzing the structure of a passage (main idea), and noting explicit information from the text (detail information).	One student in each group was assigned to write down these points as they emerged from the discussion among group members.
Then, they took a moment to remember what they had read by thinking about it.		
	The students shared their notes one by one with their group members, which encouraged their active recall to strengthen their individual	The groups were allowed to discuss their respective topics for at

	comprehension.	least 10 minutes.
Finally, after remembering the text, the students retold the information they had just read in their own words in front of the class.	After the discussion, the students chose one spokesperson from each group to explain their group's discussion results about the text to the class. This reinforced students' understanding and allowed for peer feedback and input.	When the group members had finished their discussion, they elected a spokesman to report on the group's collective thoughts to the entire class. Then, the spokesman of one of the groups was called on to present. Afterward, he gave a short presentation (about five minutes).
	The teacher concluded with a reflection session by asking students to share their thoughts about the difficulties, challenges, or interesting parts. Thus, the students improved their shortcomings in understanding the text.	

Overall, incorporating the RCRR strategy with small group discussions makes learning to read more effective and enjoyable. This method combines the benefits of reading alone and discussing with classmates, helping students understand the text better. By moving from individual reading to group discussions and ending with a reflection session, students are able to remember more, receive feedback from peers, and share their thoughts. This approach not only improves reading skills but also boosts critical thinking, communication, and self-awareness, making the learning process more engaging and beneficial for everyone.

## **2.8. Advantages and Disadvantages in Incorporating RCRR (Read, Cover, Remember, Retell) Strategy and Small Group Discussion**

Incorporating the RCRR strategy and small group discussion method contributes to the improvement of students' reading comprehension skills in several ways:

- a. **Enhancing Comprehension:** The RCRR strategy helps students better understand and remember the material by engaging them in a cycle of reading, recalling, and retelling.
- b. **Encouraging Active Engagement:** The combination of RCRR and small group discussions makes students actively interact with the text and their peers, making learning more dynamic.
- c. **Peer Interaction:** Small group discussions allow students to exchange perspectives, gain new insights, and improve their overall comprehension through collaboration.

In short, incorporating the RCRR strategy with small group discussions is a powerful approach to enhancing reading comprehension and promoting active learning. However, there are some disadvantages to incorporating both strategies; managing multiple small groups is challenging, and teachers need to ensure that each group stays on task and that everyone has an opportunity to participate. Balancing the effective participation of students in their group requires good skills, as there is a risk of some students dominating the conversation while others remain passive. Therefore, teachers need to actively manage participation to ensure equity.

## 2.9. Review of Previous Studies

Several studies have investigated the effectiveness of both the RCRR (Read, Cover, Remember, Retell) Strategy and Small Group Discussion (SGD) in improving students' reading comprehension. Agus et al. (2022) found that students in the experimental class who used the RCRR strategy showed a significant improvement, with post-test scores (78.50) much higher than pre-test scores (52.25). This result indicated that the RCRR strategy made a valuable contribution to teaching reading, especially narrative texts. Furthermore, Maryansyah and Ramadhani (2021) also observed an increase in students' scores, with the experimental class (using the RCRR strategy) achieving a total score of 590 and a mean score of 84.28, compared to 555 and 79.28 in the control class. This suggested that RCRR had a positive effect on students' reading comprehension, particularly in helping them grasp the meaning of texts more easily.

In addition, Dahler et al. (2018) compared students taught using the RCRR strategy with those who were not. The results revealed a higher n-gain average score for the experimental class (0.526) compared to the control class (0.335), demonstrating that the RCRR strategy significantly improved students' reading comprehension of recount texts. Moreover, Wati (2020) found a significant difference in students' reading comprehension after applying the RCRR strategy. This strategy improved various aspects of reading comprehension, such as identifying the main idea, making inferences, understanding vocabulary, and determining references. Next, Marpaung and Sinaga (2019) also reported a significant increase in reading comprehension scores, with pre-test scores of 40.27 and post-test scores of 73.47. This indicated that students had a positive response toward the RCRR strategy.

However, they noted some weaknesses of the RCRR strategy, such as being time-consuming, difficult for students to read the text initially, and dependent on text complexity. Despite these challenges, they recommended using the RCRR strategy to improve reading comprehension.

On the other hand, Rusmiati et al. (2021) found that Small Group Discussion (SGD) had a positive impact on reading comprehension. The study revealed that the mean score for the experimental class improved from 46 (pre-test) to 66.5 (post-test), while the control class's mean scores only increased from 45 to 53. The t-test analysis showed a t-score of 5.25, which was higher than the t-table value of 1.9, confirming that SGD significantly enhanced students' reading comprehension. Based on these findings, it is recommended that SGD be incorporated into teaching practices to improve students' reading comprehension skills.

Similarly, Ningsi et al. (2021) conducted a study with eighth-grade students at SMP Muhammadiyah Camba and found significant improvements in reading comprehension after using SGD. The pre-test average was 49.25, and the post-test average was 82.75, with a t-test value of 8.152, which was greater than the t-table value of 2.093, confirming the effectiveness of SGD. Arisman and Haryanti (2019) also reported a significant difference in reading achievement between students taught using SGD and those taught using conventional methods. The study, conducted with eighth-grade students at SMP Negeri 2 Pasarwajo, found that the SGD method significantly improved students' reading achievement.

Lastly, Siswanti et al. (2012) conducted action research to explore the strengths and weaknesses of using SGD in teaching reading comprehension. The study was carried out in two cycles with ninth-grade students at SMP Negeri 1 Wuryantoro.

Each cycle followed the steps of planning, action, observation, and reflection. The research collected both qualitative and quantitative data, including observations, questionnaires, interviews, field notes, and documents for qualitative data, and pre-test and post-test results for quantitative data. The findings indicated that SGD improved students' reading comprehension and the classroom atmosphere.

In addition to those studies, Wulandari, Munifatullah, and Yufrizal (2022) examined the effect of integrating the Flipped Classroom Model with the Jigsaw IV technique in teaching reading comprehension. Their study involved 65 senior high school students divided into experimental and control groups. The experimental group, which engaged in pre-class learning (text and video) followed by in-class collaborative learning (Jigsaw IV), showed significantly higher post-test scores than the control group using the original flipped model. The results revealed a significant difference ( $p < 0.05$ ) in reading comprehension achievements, indicating that the modified flipped classroom model led to deeper comprehension. The authors emphasized that integrating interactive, cooperative techniques such as Jigsaw IV created a more active and student-centered environment that enhanced critical thinking and comprehension.

To address the limitations of the RCRR strategy, incorporating Small Group Discussion as an alternative cooperative learning approach is suggested. Moreover, integrating active learning models such as the flipped classroom with collaborative techniques can further enhance comprehension outcomes. By combining the RCRR strategy with other reading comprehension strategies, educators can create a more comprehensive and adaptable framework to better meet the diverse needs of students. This combined approach aims to overcome the challenges of the RCRR

strategy, enhancing the overall effectiveness of reading comprehension instruction.

### **2.10. Theoretical Assumption**

Reading comprehension is a crucial language skill, but many students face challenges in understanding texts. These challenges often arise from limited vocabulary and difficulties in interpreting and extracting relevant information from texts. The absence of effective learning strategies to address these issues contributes to students' struggles. Therefore, an effective learning strategy is needed to improve students' reading comprehension.

This study hypothesizes that there is a significant difference in students' reading comprehension outcomes between those taught with the Original RCRR Strategy and those taught with the Incorporated RCRR strategy combined with Small Group Discussion. The Original RCRR strategy focuses on individual cognitive processes where students read, cover the text, remember the main points, and retell the information. This method aims to enhance individual comprehension and memory retention through repetitive reading and recall. In contrast, the Incorporated RCRR strategy with Small Group Discussion incorporates a collaborative learning dimension. Small group discussions allow students to express their understanding, listen to diverse perspectives, and engage in peer learning. This collaboration enhances comprehension by promoting social interaction, providing immediate feedback, and offering a chance to clarify misunderstandings in a supportive group setting.

The second hypothesis proposes that the aspect of reading comprehension that improves the most through the strategy combining RCRR with Small Group



Discussion is detailed information. In this approach, students are encouraged to develop deeper comprehension skills, moving beyond simple recall of explicit information. Small group discussions promote higher-order thinking, enabling students to analyze texts more thoroughly, recall word meanings, draw inferences, understand the structure of the text, and identify the author's purpose. As a result, the combination of RCRR and Small Group Discussion is expected to significantly improve reading comprehension, particularly in terms of understanding detailed information.

The third research question suggests that the incorporation of the RCRR Strategy with Small Group Discussion enhances learning by encouraging students to work together and actively engage with the material. By combining RCRR, which focuses on remembering and retelling information, with small group discussions, students have the opportunity to talk about the text, ask questions, and share ideas. This collaborative process helps students move beyond literal comprehension understanding only the explicit information in the text to interpretative comprehension, where they analyze meaning, infer ideas, and draw conclusions. As they interact with peers and explore the deeper layers of the text, students gain a more meaningful and comprehensive understanding of the material.

In conclusion, the study supports the theoretical assumption that students taught using the Incorporated RCRR strategy with Small Group Discussion show significant improvements in reading comprehension compared to those using the Original RCRR strategy. While the Original RCRR strategy primarily focuses on individual memory retention and literal comprehension through repetition, the Incorporated RCRR strategy with Small Group Discussion adds a collaborative

element. This approach fosters a deeper understanding of the text through social interaction, peer feedback, and group discussion. The study also emphasizes that learning is more effective when students work together and actively engage with the material.

By incorporating Small Group Discussions into the RCRR strategy, students are able to analyze, discuss, and solve problems collectively, leading to a more comprehensive enhancement of their reading comprehension skills. Therefore, the incorporation of Small Group Discussions into the RCRR strategy provides a more holistic approach to improving students' reading comprehension.

### **2.11. Hypotheses**

The hypotheses are used to propose answers to the stated research questions by using statistical formulas, as follows:

- a. For the first research question, the hypotheses are:
  - a) There is a significant improvement in students' reading comprehension achievement between students taught through the original RCRR Strategy and the RCRR Strategy that is incorporated with Small Group Discussion
  - b) There is no significant improvement in students' reading comprehension achievement between students taught through the original RCRR Strategy and the RCRR Strategy that is incorporated with Small Group Discussion.
- b. For the second research question, the hypotheses are:
  - a) The aspects of reading comprehension that improve the most after the implementation of the RCRR Strategy, which is incorporated with Small Group Discussion, are finding answers to questions answered explicitly,

in paraphrase, or with detailed information.

Briefly, these are the explanations about this chapter that are related to the concept of reading, the concept of reading comprehension, descriptive text, the concept of the RCRR Strategy, teaching reading through the RCRR Strategy, the concept of Small Group Discussion, the procedure of teaching reading through the RCRR Strategy, the procedure of teaching reading through the RCRR Strategy with Small Group Discussion, the advantages and disadvantages of incorporating the RCRR Strategy with Small Group Discussion, theoretical assumption, and hypotheses.

### **III. METHODS**

This chapter explains the research methods, including the research design, variables, population and sample, data sources, data collection instruments, data collection procedures, data analysis, data treatment, and hypothesis testing.

#### **3.1. Research Design**

This study employed a mixed-methods approach, integrating quantitative and qualitative methods. Following Gay et al. (2012), the quantitative phase identified differences in reading comprehension achievement between an experimental and a control class. Using a quasi-experimental design (Hatch & Farhady, 1982), the experimental class received the RCRR Strategy incorporates Small Group Discussion, while the control class used the original RCRR Strategy.

The study compared two groups: the experimental class, which used the RCRR Strategy combined with Small Group Discussion, and the control class, which used the original RCRR Strategy. An Independent Sample T-test analyzed differences between the two groups for the first research question, while a Paired T-test assessed changes in comprehension levels in the experimental class after implementing the incorporate strategy. A Pre-test and Post-test Design was used to measure the instructional strategy impact. The research design was presented as follows:

**G1: T1 X T2**

**G2: T1 O T2**

(Setiyadi, 2018)

Notes:

G1 : Experimental class

G2 : Control class

T1 : Pretest

T2 : Posttest

X : Treatments (RCRR Strategy incorporates Small Group Discussion)

O : Treatments (Original RCRR Strategy)

The qualitative aspect of the study addressed the third research question. The researcher, actively involved in the study, gathered data through observations of all students during the implementation of the incorporated strategy and interviews to assess their comprehension. The data were analyzed using coding to develop interpretations, conceptual categories, and assumptions.

### **3.2. Data (Variables)**

The variables of this research were divided into independent and dependent variables. These were explained as follows:

#### **a. Independent Variable (X)**

The independent variable in this study was the RCRR strategy incorporated with small group discussion, which was expected to influence and enhance students' reading comprehension achievement. This strategy was applied to the

experimental class.

b. Dependent Variable (Y)

The dependent variable in this study was students' reading comprehension of descriptive texts, which was affected by the implementation of the RCRR strategy combined with small group discussion.

### **3.3. Population and Sample**

The population of this study included all tenth-grade students at SMAN 10 Bandar Lampung during the 2024/2025 academic year. Two classes, X1 and X2, were selected as samples using the purposive sampling method.

### **3.4. Data Source**

The study focused on tenth-grade students at SMAN 10 Bandar Lampung, specifically classes X1, X2, and X5, chosen due to their reading comprehension challenges. Class X1, with 33 students, served as the control class; X2, with 35 students, was the experimental class; and X5, with 36 students, was used as the try-out class.

### **3.5. Treatment of the Research**

This section outlined the steps and procedures implemented during the research to examine the effectiveness of the original RCRR Strategy in the control class and the incorporated RCRR Strategy with Small Group Discussion in the experimental class on students' reading comprehension.

### *3.5.1. The Process of Teaching in Control Class*

The treatment was conducted over several sessions and included structured activities designed to engage students individual learning processes. In the control class, the researcher applied the RCRR strategy in its original form. In the first meeting, the session began with a group prayer, followed by a brief explanation of the learning objectives for the day. The researcher then started the lesson by posing several trigger questions related to the descriptive text to help students recall their prior knowledge of the material.

After the students were able to recall their knowledge, the researcher provided an example of a descriptive text about "Maudy Ayunda" and together analyzed it in class based on the five reading aspects. Once the students understood the five reading aspects, the researcher distributed a descriptive text titled "Luciano Pavarotti" to each student and asked them to read it independently.

After finishing the reading, the students were asked to close the text and recall the information they had just read. The researcher then asked the students to be ready to retell what they remembered from the text. The researcher called on three students with varying reading abilities (low, medium, and high categories) to come to the front of the class and retell the content of the text.

After the three students finished sharing their recollections, the researcher distributed a student worksheet containing a new descriptive text and five multiple-choice questions. The worksheet aimed to enrich the students' understanding based on the lesson they had just completed. After completing the lesson in the first meeting, the students were expected to have understood the five reading aspects

and be able to independently retell the content of the descriptive text. This lesson served as the foundation for continuing to the second meeting, which introduced a new theme: places.

In the second and third meetings, the treatment followed the same process as the first, but with different themes. The second meeting focused on "places," with texts about "Singapore" and "The Great Wall of China." The third meeting focused on "animals," with texts about "Eagles" and "The African Lion." In both meetings, students analyzed, recalled, and retold the texts, followed by completing worksheets for enrichment. The aim was to deepen students' understanding of descriptive texts.

### *3.5.2. The Process of Teaching in Experimental Class*

In the first meeting of the experimental class, the researcher began the learning activity by leading a group prayer and explaining the learning objectives for the next three meetings. After that, the students were divided into seven groups, with each group consisting of five students. The group composition was arranged heterogeneously, including students with high, medium, and low abilities.

The lesson focused on descriptive texts. To activate the students' prior knowledge without explicitly explaining it, the researcher posed trigger questions related to "person." After the students recalled the material on descriptive texts, the researcher provided an example of a descriptive text about "Maudy Ayunda." This example was used to explain and analyze the five aspects of reading comprehension, namely vocabulary, inference, main idea, reference, and detail information. Thus, the students understood these aspects before proceeding with the learning activities.



The researcher then distributed different descriptive texts to each group. Group one read a text about "Luciano Pavarotti," group two about "Jennifer Lopez," group three about "David Beckham," group four about "Cleopatra," group five about "Florence Nightingale," group six about "William Lyon Mackenzie," and group seven about "Robert Moog." Each group divided the text they received among their members, so each member read a different part of the text. After reading their respective parts, the students were asked to recall the information they had read.

The next stage was the group discussion. Each group member shared information from the part of the text they had read, so all members of the group gained a shared understanding of the text's content. After sharing information, the groups discussed the five aspects of reading comprehension from the text. They also discussed the main point, implicit information not directly mentioned in the text, and created a summary of the text they had read.

After the discussion was completed, each group selected one member to act as a spokesperson and present their group's discussion results in front of the class. After all the groups presented their findings, the researcher facilitated a class discussion to clarify and provide feedback on their discussions. The researcher also asked if the students encountered any difficulties during the learning process.

As a closing activity, the researcher distributed student worksheets to each group. The worksheets were used to evaluate the students' abilities after they received the treatment of the combined RCRR strategy with small group discussion. The students worked on the worksheet in groups to measure how effective their learning had been in improving their reading comprehension.

In the second and third meetings, the treatment followed the same procedure as the first, but with different themes. In the second meeting, the focus was on descriptive texts about "places," while in the third meeting, the theme shifted to "animals." In both meetings, the researcher divided students into groups, provided descriptive texts for analysis, and used group discussions to explore the five aspects of reading comprehension. After the discussions, each group presented their findings, followed by a class discussion. Worksheets were distributed at the end to assess students' understanding, aiming to enhance their comprehension of descriptive texts.

### **3.6. Data Collection Instruments**

#### *3.6.1. Validity of The Reading Comprehension Test*

In other words, a test is considered valid if it accurately evaluates what it is intended to assess. According to Hatch and Farhady (1982), a test can be deemed valid if it measures the intended object and aligns with the required criteria. This study examined the test for content, construct, and item validity to determine its accuracy. To assess test validity, the researcher utilized an expert judgment validation form before conducting the try-out. The criteria for good validity are as follows:

##### **a. Content Validity**

The validation process of the reading comprehension test instrument focused on both content and construct validity to ensure its alignment with the theoretical framework and its effectiveness in measuring the intended aspects of reading comprehension. Content validity referred to the test's ability to measure appropriate content, ensuring that the test represented the material to be taught

(Setiyadi, 2018). This was determined by aligning the test material with the senior high school curriculum and *Capaian Pembelajaran Fase E*. The reading test was developed based on the school's current module for senior high school, ensuring that it was relevant and suitable for students' learning objectives. The validation process involved three experts who reviewed the test's content, confirming that the texts used in the test consisted of descriptive texts and that the indicators covered all aspects intended to be measured. Their unanimous agreement resulted in full approval of the content validity, achieving a 100% agreement.

#### b. Construct Validity

The validation process of the reading comprehension test instrument focused on both content and construct validity to ensure its alignment with the theoretical framework and its ability to measure the intended aspects of reading comprehension. Construct validity emphasized whether the test aligned with the theory of reading comprehension, ensuring that the assessment accurately measured the intended concepts. The test was based on five reading comprehension aspects adapted from Davis's theories: vocabulary, inference, main idea, reference, and detail information. To assess construct validity, the researcher used expert judgment to confirm that the test items effectively evaluated students' mastery of the reading text based on these aspects.

The validation involved three experts who reviewed the instrument in detail. The experts confirmed that the test effectively measured the five components of reading comprehension, highlighting its strengths, such as clear instructions and relevant items. They also provided minor suggestions for revisions to improve

precision and alignment. Their feedback showed strong agreement, indicating that the instrument met validity criteria. Based on their assessment, all three experts unanimously gave a "Yes" response to all validation items.

In terms of construct validity, the test consisted of five reading comprehension aspects: vocabulary (20%), inference (8%), main idea (22%), reference (12%), and detail information (24%). All experts confirmed that the test items were appropriately distributed and aligned with these aspects, ensuring that the test accurately measured students' reading comprehension abilities. The distribution of questions showed a balanced focus, with detail information having the highest proportion (24%) and inference the lowest (8%).

Overall, the validation results indicate that the reading comprehension test possesses a high level of validity in both content and construct aspects. This strong agreement among the experts confirms that the test was well-designed to evaluate students' reading comprehension abilities in alignment with Davis's theoretical framework. The results, including expert feedback and minor revisions, further strengthen the validity and reliability of the instrument in appendix 13. See table specification of try out test items in appendix 3.

### *3.6.2. Reliability of The Reading Comprehension Test*

According to Hatch & Farhady (1982), reliability is defined as the extent to which a test produces consistent results, measuring the consistency, dependability, or fairness of scores. This research used SPSS version 26.0 to analyze the items quickly, easily, and accurately. The reliability of the data was calculated based on established reliability standards, with a specification of pre-test and post-test

items provided in the appendix 6 and appendix 9.

The reliability analysis using the split-half method (odd-even group) and the Pearson Product-Moment Correlation Coefficient shows a strong positive correlation of 0.782 between the odd and even numbered items. This indicates high consistency in measuring the same construct. The p-value ( $< 0.001$ ) confirms that this correlation is statistically significant at the 0.01 level (2-tailed), ensuring that the reliability is not due to chance. With a coefficient above 0.700, the test demonstrates high reliability, indicating strong internal consistency. Therefore, the calculation using the Pearson Product-Moment formula further confirms that the instrument is reliable for assessing students' reading comprehension, demonstrating strong internal consistency and dependability.

0.800 - 1.000	Very High Reliability
0.600 - 0.800	High Reliability
0.400 - 0.600	Fair Reliability
0.200 - 0.400	Low Reliability
0.000 - 0.200	Very Low Reliability

### 3.6.3. *Validity for Interview Questions*

The data for this study were gathered through observations and interviews with students, following ethical and appropriate methods to ensure relevance to the research topic (Gay et al., 2012). The interviews aimed to capture the students' opinions, feelings, and descriptions. The interview questions were designed by the researcher and validated by three experts. These questions were intended for both

fast learners and slow learners, ensuring comprehensive coverage of the research topic.

The validation results showed full agreement from the three experts. All 10 interview questions received an “agree” response, resulting in a total agreement of 30 out of 30 possible answers, achieving 100% agreement. In terms of Content Validity, 5 questions received 15 "agree" responses out of a maximum of 15, indicating 100% agreement. Similarly, in the category of Construct Validity, 5 questions received 15 "agree" responses, also reaching 100% agreement. This indicates that the questions effectively covered important aspects of the research topic, see in appendix 17.

Despite the high level of agreement, some minor revisions were recommended by the experts to enhance the clarity and specificity of the questions. Overall, the interview questions were deemed valid and appropriate for gathering detailed and accurate data on students' perspectives. This validation process ensures the interview instrument is well-suited for the investigation and meets the necessary criteria for the study.

### **3.7. Level of Difficulty**

The level of difficulty was used to classify the test items into difficult items and easy ones, see in appendix 4. Here were the classifications.

- a. An item with  $LD\ 0.00 - 0.30 = \text{Difficult}$
- b. An item with  $LD\ 0.31 - 0.70 = \text{Medium (good item)}$
- c. An item with  $LD\ 0.71 - 1.00 = \text{Easy}$

(Shohamy, 1985)

**Table 3.2. Difficulty Level of Try-Out Items**

Easy	Medium	Difficult
15, 16, 17, 18, 19, 22, 25.	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 21, 20, 21, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 38, 39, 40, 44, 45, 46, 47, 50.	0

### 3.8. Discrimination Power

Discrimination power referred to the ability of test items to distinguish between high and low-level students. Along with difficulty level, it was essential for determining the quality of items. Discrimination power was used to differentiate between students with high and low abilities, see in appendix 4. The criteria for assessing discrimination power were applied accordingly.

- a.  $DP = 0.00 - 0.20$  = Poor Items
- b.  $DP = 0.21 - 0.40$  = Enough Items
- c.  $DP = 0.41 - 0.70$  = Good Items
- d.  $DP = 0.71 - 1.00$  = Excellent Items
- e.  $DP = (\text{Negative})$  = Bad Items (should be omitted)

(Shohamy, 1985)

**Table 3.3. Discrimination Power of Try-Out Items**

Poor	Enough	Good	Excellent
10, 11, 23, 37, 41, 43, 48, 49	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 30, 31, 32, 33, 34, 35, 36, 39, 42, 44, 45, 46, 47, 50	27, 28, 29, 38, 40	0

### **3.9. Data Collection Procedures**

Data collection played a vital role in this study, with a test used to evaluate students' reading comprehension. The test was designed to collect data on students' reading comprehension achievement before and after the treatment. This instrument was administered to both the experimental and control classes, following a structured data collection procedure.

a. Designing instruments of the research:

The research instruments included reading tests and interview questions. Both classes received the same instruments during the study. The reading test consisted of 50 multiple-choice questions, while the interview included 10 questions.

b. Trying out the test:

Before conducting the pre-test and post-test, the test was tried out to assess its accuracy and effectiveness. The trial was conducted on September 24th, 2024, with a class different from the control and experimental groups. Afterward, the test items were evaluated to determine their validity and reliability.

c. Administering Pre-Test:

Before the treatment, a pre-test was administered to the experimental and control classes on October 9th, 2024, to assess the students' initial reading comprehension abilities. The test consisted of 50 multiple-choice questions about descriptive texts with 5 alternative options. The pre-test results were used to calculate the score gain after the post-test.



#### d. Conducting the Treatment

The treatments were conducted over three meetings, each lasting 90 minutes, from October 16th to October 30th, 2024. The control class received the original RCRR strategy, while the experimental class used the RCRR strategy incorporated with small group discussions. Throughout the treatment process, the researcher observed and recorded the class activities to assess how the incorporation of small group discussions with the RCRR strategy affected students' understanding.

#### d. Administering the Post-Test

The post-test was administered on November 6th, 2024, to assess students' reading comprehension achievement after the treatment. The test, consisting of 42 multiple-choice questions, was used to compare students' post-test results with their pre-test scores to measure improvement.

#### g. Conducting Interview

After the post-test on November 6th, 2024, the researcher conducted interviews with selected fast and slow learners to explore their comprehension. The interviews, consisting of 10 open-ended questions, aimed to complement the quantitative data from the pre-test and post-test, offering a deeper understanding of the impact of the learning strategies on students' comprehension levels.

### **3.10. Data Treatment**

There were some assumptions that needed to be fulfilled before analyzed the data, which were the normality test and the homogeneity test.

### 3.10.1. Normality Test

The normality test was used to assess whether the data had a normal distribution, allowing for the use of parametric tests. The researcher utilized the Shapiro-Wilk test in SPSS 26.0 to analyze the data's normality. The hypotheses for the normality test were formulated accordingly.

$H_1$  : The distribution of the data is normal.

$H_0$  : The distribution of the data is not normal.

The criteria for acceptance or rejection of the hypotheses as follows:

$H_1$  is accepted if  $\text{Sig.} > \alpha = 0.05$ .

$H_0$  is accepted if  $\text{Sig.} < \alpha = 0.05$ .

### 3.10.2. Homogeneity Test

The homogeneity test was used to determine whether the data from the sample had homogeneous variances. While homogeneity was not an absolute requirement, the researcher employed SPSS 26.0 for the analysis. The hypotheses for the homogeneity test were formulated accordingly.

$H_1$  : The variance of the data is homogeneous.

$H_0$  : The variance of the data is not homogeneous.

The criteria for acceptance or rejection of the hypotheses as follows:

$H_1$  is accepted if  $\text{Sig.} > \alpha = 0.05$ .

$H_0$  is accepted if  $\text{Sig.} < \alpha = 0.05$ .

### **3.11. Data Analysis**

This section presents a detailed analysis of the data collected in relation to the research questions, with a focus on the statistical and qualitative methods used to assess the impact of the RCRR strategy incorporated with Small Group Discussion on students' reading comprehension.

#### *3.11.1. Data Analysis of the First Research Question*

To answer the first research question, the data analysis was conducted through several steps. First, the pre-test and post-test scores of both the experimental and control classes were collected and organized into score intervals. Second, a statistical description of students' reading comprehension scores in both the control and experimental classes was conducted to determine the minimum, maximum, mean score, and standard deviation of the pre-test and post-test results. Third, a normality test using the Shapiro-Wilk test was performed to check whether the data were normally distributed. Fourth, a homogeneity test using Levene's test was conducted to determine whether the data from both groups had equal variances. Fifth, an Independent Sample t-test was carried out to analyze whether there was a significant improvement in students' reading comprehension achievement between the two groups. Finally, the results were interpreted by comparing the improvement in scores between the experimental and control classes to assess the effectiveness of the intervention.

### *3.11.2. Data Analysis of the Second Research Question*

To answer the second research question, the data analysis was conducted through several steps. First, the students' reading comprehension scores in each aspect vocabulary, inference, main idea, reference, and detail information were collected from the pre-test and post-test results of the experimental class. Second, a Paired Samples Test was performed to determine whether there were significant differences in students' reading comprehension achievement in each aspect after the implementation of the RCRR Strategy with Small Group Discussion. Third, the mean differences and p-values for each aspect were analyzed to assess the extent of improvement. Finally, the results were interpreted by identifying which aspect showed the most significant improvement and evaluating the overall effectiveness of the instructional approach in enhancing students' reading comprehension across different aspects.

### *3.11.3. Data Analysis of the Third Research Question*

The data analysis for answering the third research question from video observations and students' interviews followed a systematic approach that focused on tracking and understanding the improvement in students' comprehension. First, the video recordings of students' discussions were transcribed and reviewed to capture their interactions and engagement. A qualitative analysis was then conducted to track students' progression in comprehension throughout the sessions, identifying indicators such as summarizing, questioning, making connections, and engaging in discussions. These findings were interpreted in relation to existing theories, including those of Arends (1997), Wu (2008), and Dosbon (1981), to assess how small group discussions facilitated deeper understanding.

Similarly, the the students' interviews were transcribed to capture their responses accurately. The transcription was then reviewed to identify key themes related to the RCRR Strategy, Small Group Discussion and Interpretative Comprehension. The data were coded by identifying significant statements and insights that reflected students' comprehension improvements. The coded data were tabulated and organized, making it easier to identify trends and draw conclusions about the effectiveness of the intervention. By synthesizing both the video observation data and interview responses, the analysis provided a comprehensive understanding of how the RCRR Strategy, when combined with Small Group Discussion, impacted students' reading comprehension development.

### **3.12. Hypotheses Testing**

The first research question regarding the difference in reading comprehension achievement was formulated into a hypothesis. The hypotheses were drawn as follows:

$H_1$ : There is a significant improvement in students' reading achievement between students taught through the Original RCRR (Read, Cover, Remember, Retell) Strategy and RCRR (Read, Cover, Remember, Retell) Strategy that incorporated with Small Group Discussion.

$H_0$ : There is no significant improvement in students' reading achievement between students taught through the Original RCRR (Read, Cover, Remember, Retell) Strategy and RCRR (Read, Cover, Remember, Retell) Strategy that incorporated with Small Group Discussion.

The criteria for accepting or rejecting the hypotheses involved comparing the t-ratio from SPSS with the t-table. If the t-ratio was greater than the t-table,  $H_1$  was accepted, indicating significant improvement in students' reading comprehension. If the t-ratio was lower than the t-table,  $H_0$  was accepted, indicating no significant improvement.

The second research question investigated which aspects of reading comprehension showed improvement after implementing the RCRR Strategy with Small Group Discussion. This was analyzed using a Paired Sample t-test for aspects such as vocabulary, inference, main idea, reference, and detail information.

In short, this chapter explained the research design, variables, population, sample, data collection, and analysis procedures, along with hypotheses testing.

## **V. CONCLUSION AND SUGGESTIONS**

This chapter presents conclusions and offers suggestions based on the research findings and discussion. The suggestions are intended for teachers, students, and future researchers.

### **5.1. Conclusion**

The application of the Small Group Discussion strategy combined with RCRR showed significant improvement in students' reading comprehension. This strategy not only enhanced students' ability to understand texts deeply but also encouraged their active participation in the learning process. With this approach, students' level of understanding increased from literal comprehension, which involves recognizing specific details and important information, to interpretative comprehension, which includes analyzing, interpreting, and understanding deeper meanings in the text.

The incorporation of RCRR into Small Group Discussion gave students a structured way to understand texts. In the early stages, students were guided to comprehend the details of the text at a literal level by reading, covering the text, remembering the information, and retelling their understanding. This process continued with small group discussions, where students shared ideas, exchanged views, and connected the ideas in the text with their own experiences. These discussions enabled students to grasp main ideas and essential details while also helping them

uncover deeper meanings in the text, including the author's intent and moral messages.

Furthermore, this strategy enhanced multiple aspects of students' reading comprehension, such as vocabulary, inference, main idea, reference, and detailed informatio. Through collaborative exploration, students expanded their vocabulary, improved their ability to infer information that was not directly stated, better understood main ideas, recognized connections between parts of the text, and identified specific details more accurately. This learning process also encouraged the development of critical thinking skills, such as evaluating information, giving objective judgments, and linking information in the text to broader contexts.

Overall, the application of the Small Group Discussion strategy combined with RCRR proved effective in improving students' reading comprehension. This strategy not only encouraged their active participation but also increased their level of understanding from literal comprehension to interpretative comprehension, helping students achieve a deeper and more meaningful understanding of the text.

## **5.2. Suggestions**

There are some suggestions that the researcher of this study provide. Suggestions are provided for teachers and future researchers.

### **5.2.1. For the Teachers**

To address the difficulties encountered during the lesson, the teacher can consider the following suggestions. First, for students struggling with the concept of "summarizing," the teacher could provide clearer examples and perhaps use graphic organizers or guided questions to help students focus on the key points rather than



attempting to remember the entire text. For students who are still hesitant to "retell" in front of the class, creating a supportive and non-threatening environment, such as practicing in pairs or small groups before presenting, might help build their confidence.

In terms of classroom management, the teacher could implement strategies to keep students on task before group discussions, such as providing clear instructions and using time-management techniques to ensure that all students stay focused. To better manage group dynamics, the teacher could assign specific roles within each group, ensuring that every student is actively involved and that dominant students give others a chance to contribute. Additionally, given the diverse skill levels within each group (high, medium, and low), the teacher should tailor tasks to accommodate the different abilities, providing scaffolding where necessary so that all students can successfully complete the assignment.

### **5.2.2. For the Further Researchers**

For further research, it is suggested that future researchers conduct observations with the assistance of additional observers. Having more than one observer can help reduce individual bias, improve the accuracy and reliability of observational data, and provide multiple perspectives on students' behaviors and interactions during the implementation of the RCRR strategy incorporated with Small Group Discussion. This approach can enhance the objectivity of the findings and strengthen the overall validity of the study.

Additionally, future studies can explore other types of texts besides descriptive texts, such as argumentative or expository texts, which encourage students to

enhance their comprehension to higher levels, such as critical understanding. This can offer new insights into how the RCRR strategy combined with Small Group Discussion can be applied to various text types to develop students' critical thinking skills.

Therefore, these suggestions aim to enhance teaching practices and provide direction for future research in improving students' reading comprehension. By addressing current challenges and exploring new possibilities, teachers and researchers can contribute to more effective and impactful learning strategies.

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