

ABSTRAK

Aprilya, Rara Cahya. 2026. *The Effectiveness of Read, Cover, Remember, Retell (RCRR) Strategy on Students' Reading Comprehension of Narrative Text at SMAN 2 Tanjungpinang*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing I: Assist. Prof. Gatot Subroto, S.S., M.Pd., MCE. Pembimbing II: Assist. Prof. Rona Elfiza, S.Pd., M.Pd.

Kata Kunci: RCRR Strategy, Pemahaman Membaca, Teks Naratif

Penelitian ini bertujuan untuk mengetahui efektivitas strategi Read, Cover, Remember, Retell (RCRR) terhadap pemahaman membaca siswa pada teks naratif di SMAN 2 Tanjungpinang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-experimental non-equivalent control group design. Sampel penelitian terdiri atas 72 siswa kelas XI yang dipilih menggunakan convenience sampling, dengan kelas XI.4 sebagai kelas eksperimen yang diajarkan menggunakan strategi RCRR dan kelas XI.8 sebagai kelas kontrol yang diajarkan menggunakan strategi Generating Interactions between Schemata and Text (GIST). Data dikumpulkan melalui pre-test dan post-test yang mengukur kemampuan siswa dalam menentukan ide pokok, memahami kosakata, menemukan informasi rinci, dan membuat inferensi pada teks naratif. Data dianalisis menggunakan SPSS. Hasil uji normalitas menunjukkan bahwa data tidak berdistribusi normal (Sig. < 0,05), sehingga analisis dilanjutkan menggunakan uji nonparametrik, yaitu Wilcoxon Signed Rank Test dan Mann-Whitney U Test. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen meningkat dari 69,89 menjadi 91,56, sedangkan kelas kontrol meningkat dari 67,89 menjadi 83,89. Hasil Mann-Whitney U Test menunjukkan adanya perbedaan yang signifikan antara kedua kelompok setelah perlakuan. Dengan demikian, dapat disimpulkan bahwa strategi RCRR lebih efektif dibandingkan strategi GIST dalam pemahaman membaca siswa pada teks naratif di SMAN 2 Tanjungpinang.

ABSTRACT

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Keywords: RCRR Strategy, Reading Comprehension, Narrative Text

This study aims to determine the effectiveness of the Read, Cover, Remember, Retell (RCRR) strategy on students' reading comprehension of narrative texts at SMAN 2 Tanjungpinang. This study used a quantitative approach with a quasi-experimental non-equivalent control group design. The sample consisted of 72 eleventh-grade students selected using convenience sampling, with class XI.4 as the experimental class taught using the RCRR strategy and class XI.8 as the control class taught using the Generating Interactions between Schemata and Text (GIST) strategy. Data were collected through pre-tests and post-tests that measured students' ability to identify main ideas, understand vocabulary, find detailed information, and make inferences in narrative texts. The data were analyzed using SPSS. The results of the normality test indicated that the data were not normally distributed ($\text{Sig.} < 0.05$); therefore, the analysis proceeded using nonparametric tests, namely the Wilcoxon Signed Rank Test and the Mann-Whitney U Test. The research results showed that the mean score of the experimental class increased from 69.89 to 91.56, while that of the control class increased from 67.89 to 83.89. The results of the Mann-Whitney U Test indicated a significant difference between the two groups after the treatment. Thus, it can be concluded that the RCRR strategy is more effective than the GIST strategy in students' reading comprehension of narrative texts at SMAN 2 Tanjungpinang.