

CHAPTER I

INTRODUCTION

1.1. Background of the Research

Reading comprehension refers to the ability of readers to construct meaning from written texts by actively interacting with the information presented. Rather than simply recognizing words, it involves a psycholinguistic and cognitive process in which readers interpret the writer's ideas and integrate them with their own knowledge and experiences (Kusumarasdyati, 2023; Snow, 2002). This indicates that comprehension is an active process because readers continuously connect textual information with their prior knowledge to build meaningful understanding (Kusumarasdyati, 2023). In addition, successful reading comprehension is achieved when readers understand the overall message conveyed by a text instead of focusing solely on individual words or isolated sentences (Woolley, 2011). Therefore, reading comprehension can be understood as an active meaning-construction process that requires readers to integrate textual information with their cognitive abilities and background knowledge in order to comprehend a text effectively.

Since reading comprehension is essentially a process of constructing meaning, students may achieve different levels of understanding when they read a text. As a result, they often encounter difficulties in several aspects of reading comprehension, including identifying the main idea, understanding vocabulary, making inferences, and locating detailed information (Larasati, 2019). These challenges indicate that

students require appropriate instructional support and effective reading strategies to help them comprehend texts more successfully.

These difficulties indicate that comprehension does not occur in a single step but rather progresses through stages that reflect how deeply readers process and interpret the text. To explain these stages, According to Brassell et al. (2008), there are three categories of activity in their three-level taxonomy of reading comprehension, consisting of literal, inferential, and critical levels. The literal comprehension level involves recognizing and remembering explicit information directly stated in the text, while the inferential level requires readers to interpreting implied meanings and making logical connections using both textual information and prior knowledge. while the critical level involves evaluating the accuracy, quality, and value of the text based on personal judgment and reasoning.

Based on a preliminary observation conducted with an English teacher of the eleventh grade at SMAN 2 Tanjungpinang, it was found that students demonstrated different levels of reading comprehension. While some students were able to understand the content of narrative texts effectively, others still experienced difficulties in comprehending the texts. According to the teacher, the most common problems encountered by students included limited vocabulary knowledge, difficulty identifying the main idea, locating detailed information, and making inferences from the text. These findings indicate that reading comprehension remains a challenge that requires greater attention through the implementation of appropriate and effective instructional strategies to support students in comprehending narrative texts.

During the preliminary observation, SMAN 2 Tanjungpinang had implemented the Deep Learning Curriculum, which emphasizes student-centered learning through meaningful learning experiences and critical thinking. Bachtiar et al. (2025) state that this curriculum encourages deeper cognitive engagement, while Warta et al. (2025) highlight that it promotes students' competencies through mindful, meaningful, and joyful learning. In this curriculum, Grade 11 students learn various text types, including narrative texts, which require them to understand story elements such as characters, settings, plots, and moral values.

Therefore, in line with the principles of the Deep Learning Curriculum, teachers are expected to implement reading strategies that support meaningful and student-centered learning. One of the strategies is the Read, Cover, Remember, Retell (RCRR) strategy. During the preliminary observation, the English teacher of Grade 11 at SMAN 2 Tanjungpinang stated that the strategy had been used in classroom instruction. However, its effectiveness in students' reading comprehension has not yet been formally examined.

This situation reveals a practical research gap because the RCRR strategy has been implemented in classroom instruction without empirical evidence regarding its effectiveness at SMAN 2 Tanjungpinang. According to Hoyt (2009), the Read, Cover, Remember, Retell (RCRR) strategy is an instructional strategy that encourages students to pause after reading short sections of a text and recall the main ideas of each section. The strategy consists of four stages: reading a section of the text (Read), covering the text (Cover), recalling the important information

(Remember), and retelling the content in their own words (Retell) (Brummer & Macceca, 2014; Hoyt, 2009).

The RCRR strategy encourages students to read more carefully by focusing on understanding and recalling the content of a text instead of reading only for speed. This strategy offers several advantages in the reading process. It allows students to support and motivate one another while promoting active engagement with the text. In addition, students are encouraged to make connections between ideas, organize the sequence of events, and identify cause-and-effect relationships within the text (Akhmaliah, 2018). Furthermore, the strategy facilitates students' comprehension and retention of information. Therefore, the RCRR strategy is considered appropriate for supporting students' reading comprehension, particularly in understanding narrative texts.

Several previous studies have demonstrated the effectiveness of the RCRR strategy in supporting students' reading comprehension. Hafis et al. (2020), Suryadi et al. (2019), Bansa et al. (2023), and Relawati et al. (2019) consistently reported positive results from the implementation of the RCRR strategy. However, several research gaps remain. Previous studies were conducted within the context of the 2013 Curriculum (K-13), and, to the researcher's knowledge, no study has examined the implementation of the RCRR strategy in the Deep Learning Curriculum. In addition, most studies compared RCRR with conventional teaching methods or other strategies, while only limited research has compared it with the Generating Interactions between Schemata and Text (GIST) strategy. Therefore, this study

compares the effectiveness of the RCRR and GIST strategies in supporting students' reading comprehension.

The novelty of this study lies in examining the implementation of the Read, Cover, Remember, Retell (RCRR) strategy within the Deep Learning Curriculum and comparing its effectiveness with the Generating Interactions between Schemata and Text (GIST) strategy. Therefore, this study is entitled “*The Effectiveness of the Read, Cover, Remember, Retell (RCRR) Strategy on Students’ Reading Comprehension of Narrative Texts at SMAN 2 Tanjungpinang*”.

1.2. Identification of the Problem

Based on the background of the study, several problems can be identified as follows:

1. Students experience difficulties in several aspects of reading comprehension, including identifying main ideas, understanding vocabulary, locating detailed information, and making inferences.
2. Students demonstrate different levels of reading comprehension, with some being able to understand narrative texts effectively while others still struggle to comprehend them.
3. Although RCRR strategy has been applied in classroom learning, its effectiveness has not been formally tested at SMAN 2 Tanjungpinang.
4. There is a need to investigate the effectiveness of the Read, Cover, Remember, Retell (RCRR) strategy on Grade 11 students' reading comprehension of narrative texts within the context of the Deep Learning Curriculum.

1.3. Problem Limitation

This research is limited to investigating the effectiveness of the RCRR strategy on students' reading comprehension of narrative texts. The study focuses on the 11th grade students of SMAN 2 Tanjungpinang within the framework of the Deep Learning Curriculum.

1.4. Research Question

The problem of this research is formulated as follows:

Is there any significant difference in students' reading comprehension of narrative texts between those taught using the RCRR strategy and those taught using the GIST strategy at SMAN 2 Tanjungpinang?

1.5. Research Objectives

The objective of this study is formulated as follows:

To determine whether there is a significant difference in students' reading comprehension of narrative texts between those taught using the RCRR strategy and those taught using the GIST strategy at SMAN 2 Tanjungpinang.

1.6. Significances of the Research

The findings of this research will be expected to be useful theoretically and practically.

1.6.1. Theoritically

The findings of this study will help readers better understand reading comprehension strategies, especially for use of the RCRR strategy.

1.6.2. Practically

1. Schools

Although the RCRR strategy has been used in classroom activities, its effectiveness has not yet been formally tested. Therefore, if this study confirms that the RCRR strategy is effective, schools especially SMAN 2 Tanjungpinang can use the research findings as a basis for strengthening and expanding the implementation of this strategy for students' on reading comprehension and overall English learning outcomes.

2. English Teachers

The results of this study are expected to provide English teachers with empirical evidence about the effectiveness of the RCRR strategy. This can help teachers decide whether the strategy should be applied more systematically in teaching narrative texts on reading comprehension, as well as guide them in teaching strategies to help students better understand and recall reading materials.

3. Academic Researcher

This study can serve as a useful reference for examining and developing further research related to reading comprehension strategies. It may also provide insights into the application of the RCRR strategy in different educational levels, text types, or learning contexts.

1.7. Definition of Key Terms

1. RCRR Strategy

Read, Cover, Remember, Retell (RCRR) is a reading strategy in which students read part of a text, then cover it, remember what they have read, and then retell it in their own words.

2. Reading Comprehension

Reading comprehension is students' ability to understand written texts. In this study, it is measured through identifying main ideas, Understanding vocabulary, details and inferences. These aspects support the learning goals for narrative texts, such as analyzing the content, characters, setting, and plot.

3. Narrative Text

Narrative text refers to a type of text that tells real-life stories or past events. It aims to entertain and provide moral values through the sequence of events, focusing on story elements such as characters, setting, plot, and resolution, as taught to 11th grade students at SMAN 2 Tanjungpinang.