Improving Students' Reading Comprehension through RCRR (Read, Cover, Remember, Retell) Strategy at the Eight Grade of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan in 2022/2023

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Abstrak

Pemahaman membaca adalah proses pikiran pembaca dalam mengkonstruksi makna dari apa yang telah dibaca. Pada kenyataannya, siswa Kelas VIII SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan memiliki masalah pemahaman bacaan. Ada juga masalah yang dihadapi oleh siswa: yaitu Siswa tidak memahami arti kata-kata dalam teks, Siswa tidak dapat menemukan gagasan utama dalam teks, Siswa lupa dengan teks yang telah mereka baca. Berdasarkan permasalahan tersebut, penelitian ini bertujuan untuk mengatasi permasalahan yang dihadapi siswa dan meningkatkan kemampuan siswa dalam membaca pemahaman dengan menggunakan Strategi RCRR (Read, Cover, Remember, Retell) pada siswa kelas VIII-B SMP Negeri 2 Dharma Caraka di 2022/2023. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang terdiri dari Perencanaan, Tindakan, Observasi, dan Refleksi. Penelitian ini dilaksanakan dalam dua siklus yang terdiri dari dua kali pertemuan pada setiap siklusnya. Hasil penelitian pada siklus I menunjukkan bahwa terdapat 18 siswa yang tidak menuntaskan PKS dari 32 siswa dan nilai rata-rata siswa adalah 63,12. Nilai terendah 40 dan tertinggi 80. Pada siklus II semua siswa lulus KKM dengan rata-rata nilai siswa 91,25 dengan nilai terendah 70 dan nilai tertinggi 100. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa RCRR (Baca, Cover, Remember, Retell) meningkatkan kosa kata siswa dan mengatasi masalah siswa dalam penelitian ini.

Kata Kunci: *Pemahaman membaca, Teks Descriptive, dan RCRR strategi (membaca, mengcover, mengingat, menceritakan.*

Instructions for Preparing Manuscript for Jurnal Edumaspul (2019 Template Version) ← 13 TNR Bold Italic 12 Words

Abstract

Reading comprehension is the process of the reader's mind in constructing meaning of what has been read. In the reality, the students Strategy at the Eighth Grade of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan have reading comprehension problems. There are also problems faced by students: Students do not understand the meaning of the words in the text, Students cannot find the main ideas in the text, Students forget the text they have read. Based on these problems, this study aims to overcome the problems faced by students and improve students' abilities in reading comprehension by using the RCRR Strategy (Read, Cover, Remember, Retell) in class VIII-B students of SMP Negeri 2 Dharma Caraka in 2022/2023. This research uses Classroom Action Research (CAR) which consists of Planning, Action, Observation, and Reflection. This research was conducted in two cycles consisting of two meetings in each cycle. The results of the research in cycle I showed that there were 18 students who did

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not complete the MCC out of 32 students and the average student score was 63.12. The lowest score is 40 and the highest is 80. In cycle II all students pass MCC with an average student score of 91.25 with the lowest score 70 and the highest score 100. Based on the research results, the researchers concluded that RCRR (Read, Cover, Remember, Retell) improved students' vocabulary and overcome the students' problem in this research.

Introduction

Reading is one of the key skills in learning English, along with other skills such as speaking, listening and writing. There are a wide variety of reading materials that provide specific information, such as magazines, books and newspapers. Therefore, students must master reading because it can help students get information, improve or expand their knowledge to understand everything that is happening around them. According to Brown (2004) citedin Yuliana (2020), reading is also a skill that teachers simply expect from students when learning a foreign language. By reading, students get new ideas, get the information they need, look for ideas to support their arguments, and broaden their interests. However, a lot of kids only read, not understanding what they are reading.

Reading comprehension, as defined by Jarmianik (2012) cited inAstiantih (2022), is the ability to drive meaning from written material. Readers are considered successful when they understand the meaning intended by the writer. Students or readers not only read the text, but they also need to understand what is written, because the purpose of reading is to understand the text. Through understanding, they can deeply understand the context of the event. On the contrary, without comprehension the text, readers and students cannot get any information from the text they are reading. From the above discussion, the researcher can conclude that in reading comprehension, the reader must understand the information in the text clearly and accurately to construct the meaning so that he can develop his knowledge. According to Klingner et al.,

(2007) citedin Hafis (2020), "teaching reading comprehension is a set of scientifically validated techniques and activities that move from assessing reading comprehension to teaching students to use it flexibly and effectively.multiple comprehension strategies." From the previous statement, it can be concluded that teaching is an activity that allows students to learn flexibly and effectively use multiple comprehension strategies and evaluate reading comprehension strategies.

According to the researcher's observation that reading comprehension is important for students, this research focuses on the problem of students' reading comprehension. Furthermore, based on tests conducted by researchers, it turns out that many students have difficulty understanding topic sentences and references in descriptive texts. This is based on the results of tests conducted by researchers on 20 students in class VIII SMP Negeri 2 Dharma Caraka whose results were unsatisfactory.

From the test results, it was found that the students' weaknesses were in not knowing the topic sentence and reference from the reading text given by the researcher. This is due to the lack of student vocabulary and ineffectiveness in school lessons so that students only read the text but do not understand the contents of the text as a whole. based on the problems above, the researcher is looking for a solution to solve the problem by using the RCRR strategy (Read, Cover, Retell, Remember)

Based on the previous explanation, the researcher wants to solve text comprehension problems of the students using the RCRR (Read, Cover, Retell,

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Remember) strategy. Brummer and Macceca (2008) cited in Marlin Steffi Marpaung (2019)suggested that the strategy of reading, covering, remembering and retelling is an effective strategy to help readers at all levels who consider speed reading to be good reading. This is supported by Yulimariza's (2013)cited in Marlin Steffi Marpaung (2019) research finding that the Read, Cover, Remember, Retell (RCRR) strategy helps students better understand and remember what they read in a text. And then Anita (2013)cited in Marlin Steffi Marpaung (2019) concludes that reading comprehension can also be improved with this strategy. Using the Read, Cover, Remember, Relate (RCRR) strategy is known to improve students' reading comprehension and has beneficial effects. Therefore, this strategy was considered to be effective in making students understand and remember what they read in the text.

Based on the explanation above, the researcher conducted a class action research (CAR).According to Suyanto&Sukarnyana (2001) cited in Rukminingsih et, al (2020) action research class is one strategy to improve quality education through more effective classroom activities.Therefore a teacher or lecturer conducts classroom action research to solve problems found in class.So research classroom action is research conducted by the teacher inside his own class through self-reflection, with a view to improve their performance as a teacher, so that student learning outcomes be increasing. Therefore, researchers to improve students' reading skills at SMP Negeri 2 Dharma CarakaGunungsitoli Selatan by using the RCRR strategy and conducting research through Classroom Action Research (CAR).

From all the explanations above, the researcher drew a research title "Improving Students' Reading Comprehension through RCRR (Read, Cover, Remember, Retell) Strategy at the Eighth Grade of SMP Negeri 2 Dharma CarakaGunungsitoli Selatan in 2022/2023"

Method

This research was be conducted to improve students' reading comprehension, so the researchers conducted classroom action research. Classroom Action Research (CAR) is a research method conducted in classrooms or schools with the aim of improving the quality of learning and the performance of students and teachers. According to Hopkins in Asrori (2020), classroom action research is a combination of substantive action research, an action carried out in an inquiry discipline or individual effort to understand what is going on, while being involved in a process of improvement and change.

This study uses Kemiss& Taggart research model which consists of 4 stages, namely: Planning, action, observing, and reflection.
1) Planning, Is a plan of action that will be carried out to improve, improve or change behavior and attitudes as a problem solving suggestion. The plan is made after analyzing the problem and finding the cause or root of the problem.
2) Action, Is what is done by the teacher as an effort to improve, improve or change desired. The actions taken are the implementation of the plans that have been prepared.
3) Observation, Is an activity of observing the actions carried out or introduced to students. In general, observations are made when teaching and learning activities are in progress.
4) Reflection, It is an activity to study, see and consider the process carried out in relation to the results or impact of the action. Based on the results of this reflection, the teacher can make improvements to the original plan.

The classroom action research carried out consisted of cycles depending on the level of success of the actions taken. In this study, each cycle consisted of two meetings.

The location of this research was SMP Negeri 2 Dharma Caraka. The subjects of this study were students of class VIII-B SMP Negeri 2 Dharma Caraka. In this study, researchers was conduct research in class 8B

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with a total of 32 people. The research variable is the object or focus that is examined by the researcher. In this study there are two variables, namely the independent variable and the dependent variable. The variables used were RCRR Stategy as the independent variable (X) and students' reading comprehension as the dependent variable (Y).

The research instrument is a tool used in collecting data in research. In this study, the researcher used the instrument of research as, Observation, Field notes, Evaluation sheet. In this research, data collecting techniques used by the research were observation and test.

Furthermore, the researcher analyzed the data based on the kinds of data. The qualitative data was analyzed through reduction of data, explanation of data, and conclusion.

Analyze and evaluate the data through formula asArikunto inAsrori (2020):

$$P = \frac{F}{N} \times 100$$

In which:
P = Percentage of student learning activity level
F = Total value of the level of student learning activity
N = Total value of the ideal student learning activity level

Furthermore, classify the level of achievement of the action in the form of a scale (%):

Table 1. Classification of Action Achievement

Percentage (%)	Classification
92-100	Very well
75-91	Good
50-74	Pretty good
25-49	Not good
0-24	Not enough

Analyzing quantitative data is analyzing students' reading. The data obtained from the evaluation sheet. The

evaluation sheet will be analyzing and evaluates by scoring the result of students' works by using formula proposed by Arikunto in Asrori (2020), as follows:

$$P = \frac{F}{N} \times 100$$

In which:
P = Score
F = Obtained score
N = Maximum scores

The research was classify the students' score using a scale as the students' achievement criteria, as follows:

Table 2. Classification of students' score

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very Poor

Result and Discussion

Cycle I was done in two meetings, Meeting I and Meeting II. Meeting I was held on Friday , 26th May 2023, and Meeting II was held on Thursday , 30th May, 2023. The researcher did this cycle in 2 x 40 minutes. Meanwhile, the researcher did the research at the VIII-B grade with the total of the students was 32 students, and all of them were present. In this cycle, the researcher prepared one material or topic for two meetings, in order that the students could think and get the continuation of the last material that they had learnt. To make it clear, the researcher gave the explanation of the activities that were done by the researcher in each meeting in Cycle I, as follows:

1. **First Meeting**

Meeting I was done on Friday , 26th May, 2023 which needed the time 2x40

minutes. The title of the material that the researcher taught to the students was descriptive text. The procedures of the first meeting:

a. Planning, In planning, the researcher did some activities such as: the researcher arranged the lesson plan, prepared the material, prepared observation paper, and the researcher prepared camera digital.

b. Action, After all the needs was provided in conducting research, the researcher takes action in the classroom. The researcher starts the action by entering the class. The researcher greeted and asked the students' condition. All students responded well to the researcher's greeting and said that their condition was fine. Then, the researcher introduced herself to the students, the students listened to the researcher when the researcher introduced herself. After that the researcher checked the student attendance list by calling students' names one by one, student responses when the researcher checked the student attendance list. All students at the first meeting were present. before explaining the material, the researcher also gave motivation to students where this motivation is expected to be an encouragement for students in learning

Furthermore, the researcher continued the action by introducing and explaining the topic of teaching material and the objectives of the lesson. The researcher asked students questions about what they knew about reading comprehension, especially in descriptive text material. Then the researcher explained the material regarding descriptive text and gave examples so that students could understand it more easily. The researcher begins to explain the strategy that will be used in the learning process, namely the RCRR(Read, Cover, Remember, Retell) strategy. The researcher formed groups and divided the students into several groups, each group consisting of 4 students. Then the researcher distributes text to students about descriptive text, students receive text from the researcher.

The next activity is that the researcher begins to apply the RCRR strategy, which starts with the researcher and the students reading the descriptive text that has been distributed together and repeatedly. This was so that students can better

understand what is being read. After reading the researcher and students both discussed the text

that was read. The researcher asked the students to understand the text by using the RCRR (Read, Cover, Remember, Retell) strategy. After discussing the researcher gave instructions to the research students and applied the second procedure of the RCRR strategy where students were asked to find important points in descriptive texts. After the students covered everything, the researcher continued the third procedure of the RCRR strategy, namely the researcher asked the students to cover the text by hand and the students were asked to recall the text that was read, discussed, and important points that wasfound without looking back at the text. and came to the last treatment on the RCRR strategy, namely the researcher asked students to retell the text they had read. In this position the researcher also controls the class so that it

remains conducive. The researcher also gave questions and time to students regarding the difficulties they experienced during the learning process. Then before ending the class the researcher drew conclusions regarding the material that was learned today and asked one of the students to pray and finally the researcher closed the meeting by greeting and leaving the class

c. Observation, During the observation carried out by the teacher-collaborator while the researcher carried out the action in class. Collaborator teachers observe all activities that occur in the teaching and learning process, including the activities of researchers and students. Observation results to see the weaknesses and strengths of an implementation and action.

Based on observations, the results for student activities in cycle 1 meeting 1:
1). Done activities : 536 (70%) of 768 activities
2). Undone Activities : 232 (30%) of 768 activities
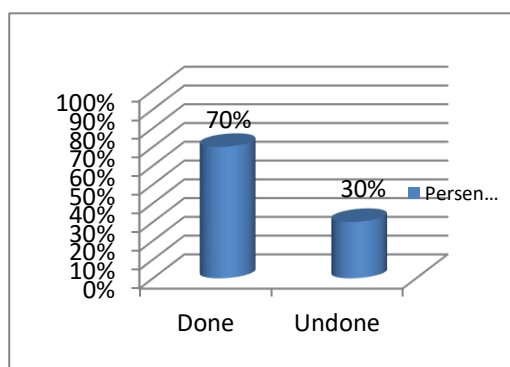
Graphic 4.1
Students activities in cycle I, meeting 1

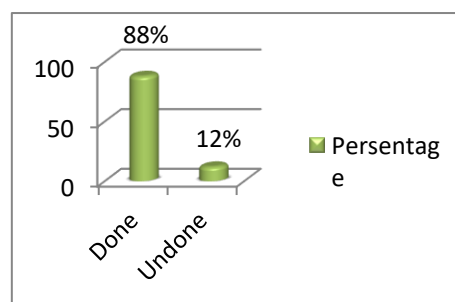Based on observations found weaknesses and strengths during activities on students :
a) Strengths of students' activities

1. Students are more active during learning
2. Students are able and dare to ask questions during the learning process
b) Weaknessesof students' activities
1. Students cannot understand the meaning of words in the text
2. Some students cannot be proficient in reading the text that has been distributed
3. Some students cannot were unable to find the main idea in the text

Based on observations, the results for Researcher activities in cycle 1 meeting 1:
1). Done activities   : 21 (88%) of 24 activities
2). Undone Activities : 3 (12%) of 24activitiee

In addition, the percentage of the researcher's activities that was done and undone in Cycle I meeting 1 could be narrated as follows :

Graphic 4.2
Researcher activities in cycle I, meeting 1
Based on observations found strengths and weaknesses during researcher activities namely :
a) Strengths of Researcher activities
1. Researcher can apply the RCRR strategy to students until completion
2. Researcher can mingle with students so that the learning process can take place well
b) Weaknesses of Researcher' activities
1. Researchers have not carried out prayer activities before starting class

2. Researcher did not control the class properly during the learning process
3. Researcher did not ask students about the difficulties they experienced during the learning process

d). Reflection

In the first meeting of Cycle I, the researcher noted and analyzed the result of observation sheet of the researcher and the students. Then, the weaknesses in this meeting would be overcome by doing some improvements as follows.

1. The researcher invites students to read the text repeatedly, and use a dictionary at the next meeting
2. The researcher The researcher invites students to read the entire text, pay close attention, look at keywords, and reread the text.
3. Before starting class the researcher asked one of the students to lead a prayer before the learning process began
4. The researcher controls the class by giving warnings and going around next to the students so that the learning process remains conducive
5. Before ending the class the teacher asked the students what difficulties they experienced during the learning process

2. Second Meeting

In the second meeting, the researcher continued the activities from the first meeting. It was held on on Thursday, 30th May, 2023. The time allocation used in the second meeting was 2x40 minutes. The procedures of the research in the second meeting, as follows :

a) Planning, In this stage, the researcher prepared lesson plan, observation sheet of the researcher and the students, evaluation sheet, field notes, and the students' attendance list.

b) Action, At the action stage, the researcher begins the action by entering the teaching room. The researcher greeted the students and the students responded well to the researcher's greeting. Before starting the lesson the researcher asked one of the students to lead a prayer. Then the researcher checked the student attendance list by calling students' names one by one, students listened to their names. All students attended this meeting. after that the researcher gave motivation to students so that students were more enthusiastic in learning. Then, the researcher reviews and reminds students what they have learned in the previous meeting. Some students gave opinions about the last teaching material. before carrying out the test the researcher explained again about the previous text material and re-applied the RCRR strategy, starting from the researcher and students re-reading this text repeatedly so that students understood better, then the researcher and students discussed the text so that students understood further to find out the meaning of the text that is read the researcher asks students to use a dictionary to look for words that are not understood, then the researcher asks students to find important things in the reading text. after the students have begun to understand, then the researcher evaluates the students while distributing evaluation sheets. Then students take the test seriously. After students answered the questions on the evaluation sheet, students handed them over to the researcher. before ending class the researcher gave time to students to ask about the difficulties they experienced during the learning process at this second meeting. several students gave their opinions. Finally the researcher ended the teaching and learning activities by praying and greeting the students and leaving the class.

c) Observation, During the observation carried out by the teacher-collaborator while the researcher carried out the action in class. Collaborator teachers observe all activities that occur in the teaching and learning process, including the activities of researchers and students. Observation results to see the weaknesses and strengths of an implementation and action.

Based on observations, the results for student activities in cycle 1 meeting 2:

1). Done activities : 488 (77%) of 640 activities

2). Undone Activities : 152 (23%) of 640 activities
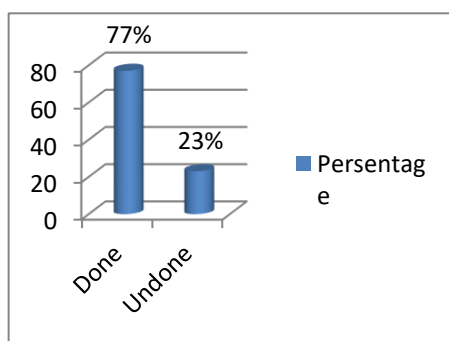
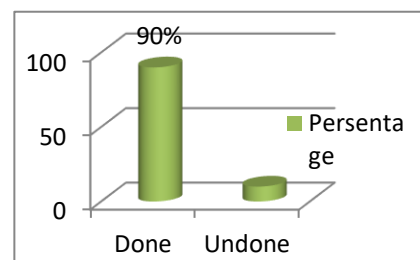**Graphic 4.3**
Students activities in cycle I, meeting 2

Based on observations found weaknesses and strengths during activities on students :
 a) Strengths of students' activities
    1. Students can complete and answer the questions given by researchers
    2. Students are more enthusiastic in the learning process
    3. Students can understand the meaning of the words in the text
    4. Some students have started proficient in reading the text that has been distributed
b) Weaknessesof students' activities
    1. Some students copy the work of their friends
    2. Some students are not serious in doing the test

Based on observations, the results for Researcher activities in cycle 1 meeting 2:

1). Done activities : 18 (90%) of 20 activities

2). Undone Activities : 2 (10%) of 20 activitiee

In addition, the percentage of the researcher's activities that was done and undone in Cycle I meeting 2 could be narrated as follows :

Graphic 4.4
Researcher activities in cycle I, meeting 2

Based on observations found strengths and weaknesses during researcher activities namely :
  a) Strengths of Researcher activities
    1. Researchers can fully apply the RCRR strategy
    2. Most students begin to understand every word in the text, because they often read.
    3. Most of the students start to read the text fluently and begin to be able to answer the questions given by the researcher.
  b) Weaknesses of Researcher' activities
    1. Researcher did not ask students condition in learning process
    2. Researchers have not carried out one stage in the RCRR strategy, namely asking students to retell the text they have read
d). Reflection
    In reflection stage, the researcher noted and analyzed the result of observation sheet of the researcher and the students. Then, the researcher continued to analyze and evaluated the students' answers sheet. After all the research data had been analyzed, the researcher concluded it. Based on evaluation the students' test sheet, the students' mark

could be elaborated through table in the below :

Table 4.1
THE STUDENTS' ABILITY IN READING COMPREHENSION BY USING RCRR STRATEGY AT THE EIGHTH GRADE OF SMP NEGERI 2 DHARMA CARAKA IN CYCLE I

No.	Score Level	Scoring	Frequency	Percentage (%)
1.	Excellent	96-100	-	-
2.	Very Good	86-95	-	-
3.	Good	76-85	5	16%
4.	Fairly Good	66-75	9	28%
5.	Enough	56-65	11	34%
6.	Pour	36-55	7	22%
7.	Very pour	0-35	-	-
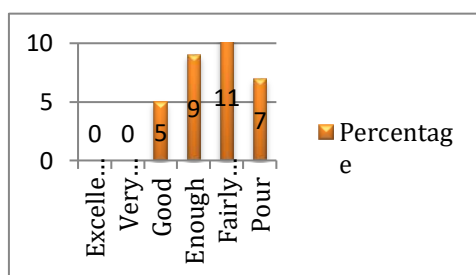
Graphic 4.5
The Ability of Students Reading Comprehension by Using RCRR Strategy in Cycle I

From the data on the previous table, it was obtained that there was classified in "Good" level, there were 5 students classified in " Fairly Good" level, there were 9 students classified in "Enough" level, and there was 11 student, and the last classified in "Pour" level, there were 7 students

Based on the previous narration data, the total students whose value ≥ Minimum Competence Criterion (MCC) consisted of 25 students. While the students whose value < MCC consisted of 7 students. Based on the test result in Cycle I, it can be concluded that the students' ability in reading comprehension still could not achieve MCC that has been specified was 65. Thereby, the research would be performed in Cycle II by doing some improvements, as follows the researcher invites students to be more serious in reading and find important points in the reading

a. Cycle II

Cycle II was done in two meetings, meeting I and Meeting II meeting. Researcher was held on Friday , 9th June 2023, and Meeting II was held on Tuesday, 13rd June 2023. The researcher did this cycle in 2x40 minutes. Meanwhile, the researcher did the research at the VIII-B grade wit

the total of the students was 32 students, and all of them were present. In this cycle, the researcher prepared one material or topic for two meetings, in order that the students could think and get the continuation of the last material that they had learnt. To make it clear, the researcher gave the explanation of the activities that were done by the researcher in each meeting in Cycle II, as follows:

1. First Meeting

Meeting I was done on Saturday, 10th June, 2023 which needed the time 2x40 minutes. The title of the material that the researcher taught to the students was descriptive text. The procedures of the first meeting:

a) Planning, In planning, the researcher did some activities such as: the researcher arranged the lesson plan, prepared the material, prepared observation paper, and the researcher prepared camera digital.

b) Action, After all the needs have been provided in conducting research, the researcher takes action in the classroom. The researcher starts the action by entering the class. The researcher greeted and asked the students' condition. All students responded well to the researcher's greeting and said that their condition was fine. the researcher asked one of the students to lead a prayer before the teaching and learning activities

were carried out. After that the researcher checked the student attendance list by calling the students' names one by one, student responses when the researcher checked the student attendance list. All students at the first meeting were present. before explaining the material the researcher also provided motivation to students where this motivation is expected to be an encouragement for students in learning.

Furthermore, the researcher continued the action by explaining the topic of teaching materials and learning objectives. the researcher asks students questions about what they know about reading comprehension, especially in descriptive text material. then the researcher explains the material regarding descriptive text and provides examples so that students understand it more easily. the researcher began to explain the strategy to be used in the learning process, namely the RCRR strategy. Then the researcher distributed the text to the students about descriptive text, the students received the text from the researcher.

The next activity is that the researcher begins to apply the RCRR strategy which begins with the students reading the descriptive text that the researcher has shared together and repeatedly. This is done so that students can better understand what is being read. after reading the researcher and students both discussed the text that had been read. the researcher asked the students to understand the text by using the RCRR strategy. After discussing the researcher gave instructions to research students and applied the second procedure of the RCRR strategy where students were asked to find important points in a descriptive text. After students cover everything, the third procedure of the RCRR strategy is continued, namely students are asked to cover the text by hand and students are asked to recall the text that the researcher has read, discussed, and the important points found without looking back at the text. and up to the last treatment on the RCRR strategy, namely the researcher asks students to retell the text they have read. In this position the researcher also controls the class to keep it conducive. then the researcher gave time to the students to ask about the material that had been studied today, and two students asked about the material that had been studied. then the researcher gives time to students to express the difficulties experienced during the learning process. Then before ending the lesson the researcher asked the students to return to their original positions, drew conclusions regarding the material that had been studied today and asked one of the students to pray. Finally, the researcher closed the meeting by greeting and leaving the class.

c) Observation, During the observation carried out by the teacher-collaborator while the researcher carried out the action in class. Collaborator teachers observe all activities that occur in the teaching and learning process, including the activities of researchers and students. Observation results to see the weaknesses and strengths of an implementation and action.

Based on observations, the results for student activities in cycle II meeting 1:
1). Done activities   : 493 (81%) of 608 activities
2). Undone Activities : 115 (19%) of 768 activities
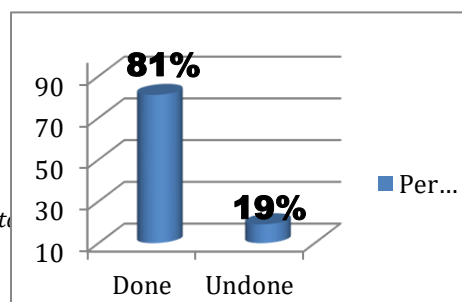
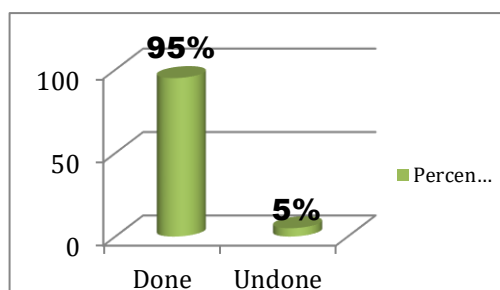**Graphic 4.6**
Students activities in cycle II, meeting 1

Based on observations found weaknesses and strengths during activities on students :
  a) Strengths of students' activities
    1. Most of the students could comprehend the text.
    2. Most students were able and dared to ask questions during the learning process
    3. Most of the students are able to interact with their friends and can read the text fluently.
    4. Most of the students could discussed the relation sentences in every paragraph to the researcher.
  b) Weaknesses of students' activities
    1. The students do not remember important things that have been read
    2. Some students do not want to join their friends in a group

Based on observations, the results for Researcher activities in cycle II meeting 1:
1). Done activities   : 19 (95%) of 20 activities
2). Undone Activities : 1 (5%) of 20 activitiee

In addition, the percentage of the researcher's activities that was done and undone in Cycle II meeting 1 could be narrated as follows :

Graphic 4.7
Researcher activities in cycle II, meeting 1

Based on observations found strengths and weaknesses during researcher activities namely :

a) Strengths of Researcher activities
  1. The researcher explained the material until it was finished,
  2. The researcher carried out activities based on the lesson plan
  3. The researcher became more familiar and mingled with the students

b) Weaknesses of Researcher' activities
    Researcher did not applay RCRR strategy based on procedure

c) Reflection
    In the first meeting of Cycle II, the researcher noted and analyzed the result of observation sheet of the researcher and the students. Then, the weaknesses in this meeting would be overcome by doing some improvements as follows :
  1. The researcher applies the complete RCRR strategy
  2. The researcher pays attention to students who are unable to remember learning
  3. The researcher invites students to find important things in the text and write them down

1. **Second Meeting**
    In the second meeting, the researcher continued the activities from the first meeting because of the limitation of time in the first meeting. It was held on on Thursday, 13rd June, 2023. The time allocation used in the second meeting was 2 x 40 minutes. The procedures of the research in the second meeting, as follows :
  a) Planning, In this stage, the researcher prepared lesson plan, observation sheet of the researcher and the students, evaluation sheet, field notes, and the students' attendance list.
  b) Action, In action stage, the researcher began the action by going into the teaching room. The researcher greeted the students and

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asked their condition. The students responded the researcher's greeting well. Then, the researcher checked the students' attendance list by calling the students' name one by one, the students listen their name. The whole students were present in this meeting. before starting the class the researcher chose one of the students to lead the prayer. Then, the researcher reviewed and reminded the last teaching. Some of the students gave opinion about the last teaching material. The researcher re-applied the RCRR strategy and asked students to read the text that had been studied in previous friendships. students read and discuss the text. After that the researcher asked the students to find important points from the text they read and wrote them down and the researcher asked students to tell briefly about the contents of the text they had studied and read

Furthermore, researcher conducted the evaluation to the students and distributed the evaluation sheet at once Then the students did the test seriously. After the students have answered the questions in the evaluation sheet, the students submitted it to the researcher. And the researcher returns the students to their previous position, At the last, the researcher concludes the teaching material and ended the teaching-learning activity by pray and greeting the students.
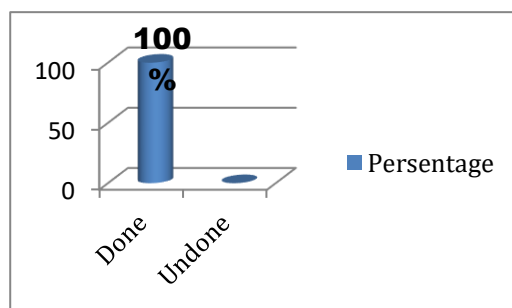
c) Observation

In observation step, the teacher-collaborator helped the researcher to observe the students' and researcher's activities during the teaching learning process. The teacher-collaborator noted how many students who had done and undone the activities. Then, the teacher-collaborator noted how many aspects of the researcher's activities that had been done and undone.

Based on observations, the results for student activities in cycle II meeting 2:
1). Done activities   : 544 (100%) of 544 activities
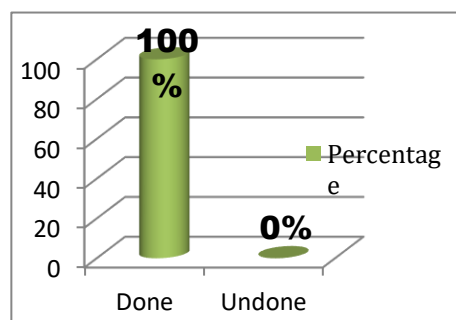2). Undone Activities : 0 (0%) of 544 activities

Graphic 4.8
Students activities in cycle II, meeting 2

Based on observations, the results for Researcher activities in cycle II meeting 2:
1). Done activities   : 17 (100%) of 17 activities
2). Undone Activities : 0 (0%) of 17 activitiee

In addition, the percentage of the researcher's activities that was done and undone in Cycle II meeting 2 could be narrated as follows :

Graphic 4.9
Researcher activities in cycle II, meeting 2

d) Reflection

(Florencia Zebua[1], Afore Tahir Harefa[2], Elwin Piarawan Zebua[3] Hasrat Sozanolo Harefa[4])

After applying the improvements in the second meeting of Cycle II, the researcher found that majority of the students did their activities well. During the teaching-learning process, the students had the high interest in learning reading comprehension through RCRR strategy. The result of the students' test in the second meeting of Cycle II could be seen in the table on the table in the below :

Table 4.2

THE STUDENTS' ABILITY IN READING COMPREHENSION BY USING RCRR STRATEGY AT THE EIGHTH GRADE OF SMP NEGERI 2 DHARMA CARAKA IN CYCLE II

No.	Score Level	Scoring	Frequency	Percentage (%)
1.	Excellent	96-100	15	46%
2.	Very Good	86-95	9	28%
3.	Good	76-85	6	19%
4.	Fairly Good	66-75	2	6%
5.	Enough	56-65	0	0
6.	Pour	36-55	0	0
7.	Very pour	0-35	0	-
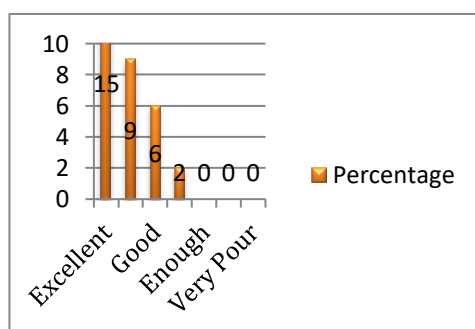
Graphic 4.10
The Ability of Students Reading Comprehension by Using RCRR Strategy in Cycle II

Based on the table above, it was obtained that there were 32 students classified in "Excellent" level, there were 15 students classified in "Very Good" level, there was not student 9 classified in "Good", here were 6 students and classified in "Fairly Good" level, there were 2 students

Based on the narration data above, the total students whose value $\geq$ Minimum Competence Criterion (MCC) consisted of 32 students and there was not students whose value $<$ MCC. Based on the test result in Cycle II, it can be concluded that application of RCRR strategy improve the students' ability in reading comprehension at the eighth grade of SMP Negeri 2 Dharma Caraka in 2022/2023

Simpulan (5%)

After analyzing the findings of the research, the researcher found that in Cycle I the percentage of the students who had done the activities was 70% and the percentage of the students who had undone the activities was 30%. Furthermore, In Cycle I the students are failed, the average of the students' ability was 63,12%, with the highest students' mark was 80 and the lowest students' mark was 40. In Cycle II, the percentage of the students who had done the activities was 100% the percentage of the students who had undone the activities was 0%. Then, In Cycle II all the students are successful passing the Minimum Competence Criterion, the average mark was 91,25, with the highest students' mark was 100 and the lowest students' mark was 70. Based on the research finding above, application of RCRR (Read, Cover, Remember, Retell) strategy improve the students' ability in reading comprehension at the eighth grade of SMP Negeri 2 Dharma Caraka in 2023/2022

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