

STUDENTS' EMOTIONAL ENGAGEMENT IN READING COMPREHENSION THROUGH READ, COVER, REMEMBER AND RETELL (RCRR) STRATEGY

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ABSTRACT

This research purposes are to find out how the student's emotional engagement towards in the use of read, cover, remember and retell strategy in Reading comprehension This student uses qualitative research with design case study. In this study researcher conduct research at Indonesia public junior high school in a town in west java. the participant 6 student in one class for collecting data researcher used observation and interview. This research carries four main findings, they are: 1) RCRR strategy crates student interest in reading comprehension in reading comprehension; 2) RCRR strategy creates a positive emotions and enjoyable learning. these findings substantiate the notion that the RCRR strategy not only enhances reading comprehension outcomes but also enriches the emotional dimension of learning. By fostering interest, engagement, and positive emotions, the strategy emerges as a valuable approach in promoting holistic and effective learning experiences within the realm of reading comprehension. As educators seek to optimize instructional methods, the RCRR strategy offers a promising avenue to elevate both student engagement and comprehension outcomes.

Keywords: *Cover, Read, Reading Comprehension, Remember and Retell (RCRR) Strategy, Student emotional Engagement*

INTRODUCTION

Reading comprehension is a fundamental skill that forms the bedrock of effective learning and academic success. as explained by Tierny in Mahdavi (2005) Reading stands as a fundamental goal for students, allowing them to gain insight into the world and their own perspectives. In recent years, the educational landscape has seen a shift from traditional passive learning models to more interactive and student-centered approaches. Central to this evolution is the recognition of the vital role that emotional engagement plays in promoting deeper understanding and lasting knowledge retention.

Emotional engagement, often referred to as affective engagement, encompasses the emotional and motivational components of the learning process. When students are

emotionally engaged, they form personal connections with the subject matter, which leads to increased curiosity, motivation, and a positive attitude towards learning. Integrating emotional engagement strategies into reading comprehension instruction has gained traction due to its potential to enhance not only academic achievement but also the overall learning experience. Emotional engagement is important for sustaining students' motivation and persistence in English language learning (Skinner, Furrer, Marchand, & Kindermann, 2008).

Despite the significance of reading. Many students struggle with reading comprehension, finding it challenging to extract meaning from texts, leading to decreased motivation and academic performance (Garcia & Martinez, 2020). This decline in engagement not only hampers their academic progress but also affects their overall intellectual development and future success. In response to the reading learning problem, educators and researchers have explored various strategies to enhance student engagement in reading comprehension. The Read Cover Remember and Retell (RCRR) is one of potential reading strategies to engage student in reading comprehension

According Enggar (2020) Read, Cover, Remember, Retell Strategy is a tool for enhancing the participant's knowledge and understanding in reading comprehension. The RCRR strategy involves students reading a passage, covering it up, and then trying to remember and retell what they have read. This strategy encourages active engagement with the text and helps students develop key comprehension skills such as identifying main ideas, making inferences, and summarizing information. Additionally, the RCRR strategy can be adapted for students at different levels of reading ability, making it a versatile tool for teachers.

In RCRR strategy Students are going to study in pairs or a small group. It allows students to share their interpretation of the text and According to Johnson and Keier (2019), RCRR is a well-established reading comprehension strategy that focuses on four main steps: read, cover, remember, and retell. In the first step, students read the text, and in the second step they cover the text and try to recall what they have read. In the third step, they remember the main ideas and details of the text, and in the final step, they retell what they have read in their own words. The goal of RCRR is to help students comprehend and remember what they have read by actively engaging with the text.

Previous research has shown that using the RCRR strategy can lead to improved

comprehension skills in students. In a study conducted by Regita (2021) the use of the RCRR to help students understand narrative reading texts was successful. The teacher diligently follows the sequential stages of the RCRR strategy which includes Read, Cover, Remember, and Retell (RCRR). By implementing this strategy, teachers empower students to understand narrative texts effectively and take a central role in the learning process. Similarly, in a study by Shih and Huang (2018), it was discovered that the RCRR strategy is effective for teaching reading Descriptive Text. This approach led to increased enjoyment, fun, and ease of understanding the text in the classroom. Additionally, the students showed more courage and self-confidence. The research findings indicate a notable enhancement in the students' ability to read Descriptive Text through the utilization of the RCRR (Read, Cover, Remember, Retell) strategy. According Enggar (2020) with Read, Cover, Remember, Retell strategy Students have the opportunity to help and encourage one another using this RCRR strategy, and students are also inspired to share what they are have read each other

However, there is still little research on students' emotional Engagement in this reading strategy. so the researcher aims to explore secondary students' engagement of RCRR strategies in reading classes. By gaining a better understanding of student emotional engagement, this research can inform teacher about how to optimize strategies for maximum effectiveness in the reading classroom.

RESEARCH METHOD

This study use qualitative research. to gain an in-depth understanding of student engagement in reading comprehension through the RCRR. According Cresswell (2004) Qualitative research allows for an in-depth exploration of a research topic. It seeks to understand phenomena in their natural settings, providing rich and detailed descriptions of participants' experiences, perspectives, and contexts. Design of this study is descriptive case study. A case study design allows for a detailed examination of a specific phenomenon within its real-life context, providing rich and contextualized data. With scientific discipline, A descriptive case study is a precise and concentrated study in which propositions and questions about a phenomenon are carefully examined and expressed at the outset

In this study researcher conduct research at Indonesian public junior high school in a town in west java. The participant of the study are the 7th grade of student. A Total

of 15 student in one class. Their range age between 13 and 14 years old. The school is the place where the researcher took the first internship. For participants, the researcher will select 5 students who will select based on their attitude during this activity for collect interview data. This study has also approved by the school principal. The researcher chose the site because the researcher has access to this school

For data collection, the researcher will use Observation and interview . The researcher only participate as an observer and also created observation checklist to reveal the occurrences, behaviors or actions while doing this research and field notes. For interview researcher will ask open-ended questions for investigate more specific details, and explore participants' perspectives, experiences, and insights related to the research topic. For the instrument in interview, the researcher will use the interview guide as set of questions that is designed to help the researcher gather the data they need to answer their research questions. The data analysis adopted thematic analysis by Braun and Clarke (2006). There are four main steps in analyzing the data; transcribe the data, coding, defining themes, and writing up (interpretation)

FINDINGS

1. RCRR strategy crates student interest in reading comprehension

The student Response on the interview use RCRR in reading comprehension were positive All of student in the class have an interest in using RCRR in reading comprehension.

Student 1

I am interested in using this strategy because it makes reading comprehension learning more different

Student 2

Of course it's quite interesting because it's fun, I think this strategy also makes me understand more about what I've read

Student 3

Yes, I'm quite interested in using RCRR for reading lessons, because this strategy makes me better understand the material provided by the teacher

Student indicates a positive response to the strategy. All three students expressed interest in using the RCRR strategy, attributing their interest to the strategy's ability to make reading comprehension learning more enjoyable and different. They also highlighted that

the strategy helped them understand the material better and improved their comprehension of the teacher-provided content. These consistent positive reactions suggest that the RCRR strategy creates student interest in reading comprehension.

To strengthen this data, there is some evidence that where their emotions are positive in this study. Based on the observation notes collected during the study, many students exhibited positive emotions during RCRR activities. Based on the students' facial expressions, it was evident that the three students who were interested in the Strategy displayed smiles and showed happiness during the reading, indicating their enjoyment of the strategy. The less other students appeared somewhat neutral, but they made an effort to follow along with the reading.

2. RCRR strategy can create positive emotions and enjoyable learning

The student vignette also suggests that the RCRR strategy can create positive emotions and enjoyable learning.

Student Vignette 6

I feel happy because learning using RCRR is quite fun because it encourages me to be creative. When I read, I can add my personal touch. It makes reading feel more enjoyable. (AR, 21 June 2023)

Student vignette 7

I feel happy because learning using RCRR is quite exciting because listening to friends retell what they have read. (JG, 21 June 2023)

Student vignette 8

Yes, I am happy using the RCRR strategy, I like that I can use my own words to retell (GS, 21 June 2023)

The students express happiness and enjoyment when using the strategy. They find it to be fun, helpful, and different from other reading strategies. One reason why the RCRR strategy may create positive emotions is that it allows students to be creative. When students retell what they have read, they can use their own words and ideas. This allows them to express their own understanding of the text and to make the retelling more personal and engaging.

DISCUSSION

The findings of this study also highlight the significant impact of the RCRR strategy in creating positive emotions and enjoyable learning experiences among students. Active participation, meaningful interactions with texts, and a supportive learning environment supported by the RCRR strategy contributed to the positive emotional responses shown by students. This findings is line with claim Srivinna (2019) this strategy is effective in teaching reading Descriptive Text. This method not only enhanced students' enjoyment and fun during the learning process but also facilitated their comprehension of the text as classroom material. Moreover, the RCRR strategy fostered greater bravery and self-confidence among the students. The results clearly demonstrated a significant improvement in the students' ability to read Descriptive Text after implementing the RCRR strategy. This highlights the suitability and benefits of using the RCRR strategy as a powerful tool for enhancing reading comprehension skills in the classroom. Emphasized by fredricks (2004) refers to students' affective responses and personal connections to the learning experience. In the context of reading comprehension, emotional engagement can be observed through students' enjoyment, interest, and motivation in the reading process. The findings suggest that the RCRR strategy promotes emotional engagement among students.

CONCLUSION

The findings of this study suggest that the RCRR strategy is an effective and enjoyable way to improve reading comprehension. Students who used the strategy expressed happiness and enjoyment, and they found it to be fun, helpful, and different from other reading strategies. One reason why the RCRR strategy may create positive emotions is that it allows students to be creative. When students retell what they have read, they can use their own words and ideas. This allows them to express their own understanding of the text and to make the retelling more personal and engaging. In addition to being enjoyable, the RCRR strategy also helped students to improve their reading comprehension. All three students expressed interest in using the strategy, attributing their interest to the strategy's ability to make reading comprehension learning more enjoyable and different. They also highlighted that the strategy helped them understand the material better and improved their comprehension of the teacher-provided

content. These consistent positive reactions suggest that the RCRR strategy can be an effective way to improve student interest in reading comprehension.

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