

ABSTRACT

Khomaidi, 2020, The Use Of Read, Cover, Remember, Retell, (RCRR) Strategy To The Student's Reading Comprehension at The Second Grade Of Ma Al-Azhar Panaan, Palengaan, Pamekasan. Thesis, Tarbiyah Department, English Teaching Learning Program (TBI), State Islamic Institute Of Madura (IAIN Madura), Advisor, Wahab Syakhirul Alim. M.Pd.

Keywords: RCRR, Read, Reading, Comprehension.

In the process of teaching, teacher needs to understand to the strategies that relevant to students especially in English lesson. The teacher has to understand the class condition especially the English teacher at MA Al-Azhar Panaan Palengaan Pamekasan. Using RCRR strategy in process teaching learning reading comprehension is very important for the student in the class because students feel effort and feel no bored when teaching learning process of reading comprehension

This focus of research is on how the use of RCRR strategy in teaching learning process on reading comprehension and how the students respond of the use RCRR strategy the learning process. The purpose of this research is to describe how the teacher use RCRR strategy in learning reading comprehension and the second is to describe the students' responses of the use RCRR strategy in reading comprehension.

This research is conduct to describe on how the teacher use RCRR strategy in reading comprehension and to find out the student respond of the use RCRR strategy in reading comprehension. This research uses descriptive qualitative design. The researcher use three was in collecting data namely observation, interview, and documentation. Meanwhile, the subject of this research is teacher and students at the second grade MA Al-Azhar Panaan Palengaan Pamekasan.

The result of this research can be concluded that use RCRR strategy is sequence of activity in skill development on teaching reading comprehension and speaking at the second grade MA Al-Azhar Panaan Palengaan Pamekasan with the purpose is to increase students' reading quality. RCRR strategy has advantages and disadvantages namely: students have an opportunity for giving mutual support and stimulation. Students more active, student are moriva3ed o share information and express their stories each other. Disadvantages, the teacher need more time to manage the classroom and students are not conducive in the class.