THE USE OF READING TO LEARN (R2L) PEDAGOGY IN TEACHING READING COMPREHENSION FOR EFL LEARNERS

A Research Paper

Submitted to the English Language Education Study Program as a Partial Fulfillment of the Requirement to Accomplish *Sarjana Pendidikan* degree

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BANDUNG
2023

THE USE OF READING TO LEARN (R2L) PEDAGOGY IN TEACHING READING COMPREHENSION FOR EFL LEARNERS

Oleh

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Sebuah skripsi yang diajukan sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris Fakultas Pendidikan Bahasa dan Sastra

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Agustus 2023

PAGE OF APPROVAL

THE USE OF READING TO LEARN (R2L) PEDAGOGY IN
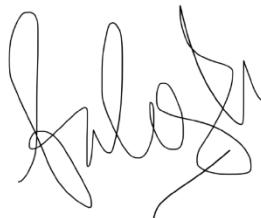TEACHING READING COMPREHENSION FOR EFL LEARNERS

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STATEMENT OF AUTHORIZATION

I hereby certify that this research entitled "The Use of Reading to Learn (R2L) Pedagogy in Teaching Reading Comprehension for EFL Learners" is my own work. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

Bandung, August 2023

Siti Fathinurrahmah

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most Merciful. Alhamdulillah, all praises to Allah for the strengths and His blessing in completing this undergraduate thesis. Special appreciation goes to my supervisor, Ibu Ika Lestari Damayanti, M.A., Ph.D., for her supervision and constant support and encouragement. Her invaluable help of constructive comments and suggestions throughout the experimental and thesis works have contributed to the success of this research.

Sincere thanks to all my beloved friends especially Sifa, Rara and all Mahasantri buddies, Fighter till Jannah buddies, A1 PBI 2019 and others for their kindness and moral support during my study. Also not forgetting pupils of seventh J grade, for your willingness to learn with me during the lesson. Thanks for the friendships and memories.

Last but not least, my deepest gratitude goes to my beloved parents; Siti Imas Masitoh and H. Ilyas Surahmansyah and also to my beloved siblings; Ceuceu Kabir, Ceu Ulfah, Ghaida, Arini, Nazwa and Sulthan for their endless love, prayers, support and encouragement. To those who indirectly contributed to this research, your kindness means a lot to me. Thank you very much.

Bandung, August 2023

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ABSTRACT

Reading comprehension is a skill that every learner should master. Research has shown that many learners worldwide need help in comprehending texts. Therefore, a practical approach is demanded to tackle this issue. This article reports the use of Reading to Learn (R2L) pedagogy approach in a lower secondary school in Bandung, Indonesia, to support EFL learners' reading comprehension. Data was gained through classroom observation and worksheets of 37 seventh-grade students. The data collected were analyzed using content analysis. The results indicate that EFL learners' reading comprehension abilities at literal, inferential, and evaluative levels were constructed and continue to develop properly through the preparing for reading and detailed reading phases of the Reading to Learn (R2L) pedagogy approach. Further research is needed to discover more in-depth results on implementing R2L pedagogy on learners' reading comprehension by conducting this approach in longer meetings.

Key words: *Reading to Learn (R2L) pedagogy, reading comprehension, EFL learners.*

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