

ABSTRACT

Tatin Yuliani (2020): Students' Responses toward the Implementation of Read, Reread, List, Compose (RRLC) Strategy in Enhancing Paraphrasing Skill: A Case Study in Higher Education Level in Indonesia. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

Paraphrasing is one of important skills in making an academic writing. However, some students are still struggling in making a good paraphrase. Therefore, introducing the paraphrasing strategy to the students will be very helpful for them in improving their paraphrasing skill. This study is aimed to explore the implementation of Read, Reread, List, Compose (RRLC) strategy and students' responses toward the implementation of RRLC strategy.

This study uses case study design of qualitative method. A case study was implemented because this study wants to understand a phenomenon which is students' and responses toward the implementation of RRLC strategy. This study was conducted with 9 students of English Education department in UIN Sunan Gunung Djati Bandung. To gain the data, the researcher conducted observation and interview.

The study found that all stages in RRLC strategy including Read, Reread, List, and Compose steps can be implemented in the learning activity. The study also found that the better students' academic writing achievement is, the better paraphrasing performance using this strategy is. Moreover, the research found the following responses from the students toward the implementation of RRLC strategy: 1) The students thought that the activity is beneficial and helpful for them, 2) The students felt positively toward the instructor and the course, 3) The students participated well during the course and gave their best to do the task, and 4) The students rated this activity as a worthwhile and recommended strategy in paraphrasing.

In conclusion, RRLC strategy can be applied in teaching and learning paraphrasing skill. Moreover, this activity is recommended for teacher to be implemented in academic writing class.