
Implementing Reading to Learn (R2L) Pedagogy to Help Indonesian Junior High School Students Generate News Report Text

Yulianeta¹, Mutiara Dini Isfaizal¹, Kirana Anjani Ariella Lugijana¹,

Rika Seftiana², Dessy Damayanti²

¹Universitas Pendidikan Indonesia, Bandung, Indonesia

²Junior High School Labschool UPI, Bandung, Indonesia

ABSTRACT

The Reading to Learn (R2L) pedagogy, which requires preparing for reading, detailed reading, joint construction, and independent construction steps, was invented in Australia to assist Australian indigenous secondary school students in reading texts and finding useful information inside the texts. This one group pre-test and post-test design was aimed at unfolding the effectiveness of R2L pedagogy in helping the students in constructing well-structured news report texts. A total of 51 ninth-grade students from a junior high school, Bandung, Indonesia participated in the research. The students received the R2L pedagogy in four meetings within a month, excluding the pre-test and post-test.

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1. Introduction

Acevedo, C., & Rose, 2007; Rose, 2006a & Rose, 2007; Martin & Rose, 2007; Rose, 2011 stated that the invention of the Reading to Learn (R2L) pedagogy serves the purpose of assisting Australian indigenous students to read texts and to use the information they find inside the text to write proper genre texts (Rose, 1999 in Rose, 2004). The study modelled by Acevedo and Rose (2007) reported that using high quality, challenging, age-appropriate texts that reflect the curriculum will greatly serve the purpose of assisting students in reading and writing.

The R2L pedagogy is invented in the desire for enacting equality inside the classroom in which closing the gap between 'at risk' students and high achieving ones are the major problem (Rose, 2006a; 2006b; 2014; Acevedo & Rose, 2007). Rose (2006a) argued that R2L pedagogy is aiming to make the process of re-teaching how to read to be the focus inside the classroom. The entire process of the program would end in students producing well-written genre texts, as writing is a mode where students would often be evaluated with, through the sequence of reading and writing activities (Rose, 2006a; Acevedo & Rose, 2007; Martin & Rose, 2007; Rose, 2011).

The concept of Reading to Learn, which was originally known as Learning to Read, Reading to Learn (LRRL), involves a series of activities derived from the Rothery's cycle which assists students in their critical reading through scaffolding interactions (Martin & Rose, 2005). This Rothery cycle is derived from the theory of Genre Based Approach (GBA) which was introduced in the language teaching curriculum of Indonesia in 2004 (Emilia, 2011).

The theory of genre-based approach is derived from Systemic Functional Linguistic theory in relation to language as text in social context (Halliday & Matthiessen, 2014). Hyland (2007) argues that genre-based approach is vital to avoid writing problems such as gathering ideas and structuring ideas as genre sort texts based on their types and each type of texts with their own set of conventional structures and language features.

¹* E-mail addresses: yaneta@upi.edu

GBA involves several steps, namely building knowledge of the field, modeling, joint construction, and independent construction (Emilia, 2011). These steps are highly teacher-supported activities where teachers and students closely interact inside the classroom (Hyland, 2004). These teacher-supporting environments are known as scaffolding in an educational context (Syarifah & Gunawan, 2015). In scaffolding, teachers aim to guide students from their current ability and give them an easy entry to achieve their potential ability (Hyland, 2004).

There are six principles of scaffolding proposed by van Lier (2004), namely, the principle of contextual support; the principle of continuity; the principle of inter-subjectivity; the principle of flow; the principle of contingency; and the principle of handover. There are also two categories of scaffolding which are Macro-level scaffolding and Micro-level scaffolding (Hammond, 2001). In the Macro-level, teachers usually would decide the learning goals and the selection of tasks that are going to be done in the classroom. Meanwhile, Micro-level scaffolding revolves around the teachers' support inside the classroom discourse. The mentioned steps, principles, and categories of scaffolding in GBA would also retain its existence in R2L Pedagogy.

In the R2L Pedagogy, the teaching learning cycle is divided into three tiers as shown in Figure 1. The outer tier cycle revolves around the highest language strata of genre and field of the text. The activities consist of Preparing for Reading, Joint Construction, and Individual Construction. These activities revolve around the goal of unpacking and repacking information. The second tier cycle activities consist of Detailed Reading, Joint Rewriting, and Individual Rewriting. Compared to the first outer cycle, these steps provide students with more detailed support; a lower language stratum is in the focus, namely grammar, register, and discourse semantics. The last inner cycle activities consist of Sentence Making, Spelling, and Sentence Writing. As seen in the activities, these steps try to assist students in terms of technicality with spelling and how a proper sentence structure should be.

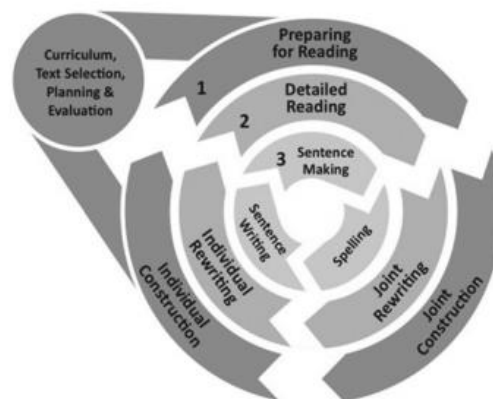


Figure 1. R2L three-tier cycle (Rose, 2016)

The steps in R2L, as shown in Figure 1, are essential but fully optional. Teachers can select the steps relevant to their students' current performance or start with each step that targets every language stratum to help students throughout the process. This pedagogy aims to help the at-risk students, so the more steps involved, the better it would be for everyone in the classroom to get the experience they need for their process of "re-learning how to read" to write.

There have been previous attempts to assist students in EFL classroom in writing using R2L pedagogy in Indonesia. Kartika-Ningsih (2019) attempted to implement R2L in an Indonesian junior high school Bilingual Program where an L1 text was deployed and acted as an introduction to the target genre. The combination of using L1 and L2 during classroom interaction helps students to build L2 repertoire through rehearsing. Another attempt made by Damayanti (2017) aimed to assist students in producing L2 narrative texts. However, this study added an oral story retelling process inbetween detailed reading and preparing for reading. The study argued that the oral story retelling was made as an adjustment to suit Indonesian teaching and learning context.

Another study in an entirely different population was done by Vencesla (2021) with the attempt to deploy R2L pedagogy to assist university students in the Faculty of Entrepreneurship. The study claimed that R2L pedagogy also serves the purpose of assisting students in L2 writing not only in the middle school years but also in higher education. Similarly, Widyastuti et al. (2020) attempted to implement the model of R2L pedagogy to assist students in genre writing in the local language of West Java, Sundanese, for university students majoring

in Sundanese Language Education. Similarly, this study also claimed that R2L pedagogy has tremendously helped university students in writing procedural texts in their local language.

However, there are currently no studies made in Indonesia related to R2L that attempted to assist students' writing in the very national language of Indonesia, Bahasa Indonesia. Therefore, by implementing Acevedo & Rose's (2007) model, this study aims to investigate how R2L can be utilized to help students in constructing report texts, as a part of genre texts, in their first language. R2L pedagogy is expected to not only assist students in genre writing inside the classroom but also to find useful information inside genre-specific texts to enhance their language-based HOTS Literacy skills. Furthermore, and specifically, the main goal of this R2L pedagogy project is to re-teaching students how to read and make reading enjoyable for them, enhancing the nature of being used to reading for them.

2. Methods

This study is a part of the Ministry of Education, Culture, Research, and Technology major project on enhancing teachers' and teacher students' HOTS Literacy to implement in their current and future classroom. Specifically, for those working in the field of language education, the R2L pedagogy was introduced in a 5-days workshop where lecturers from Universitas Pendidikan Indonesia, equipped with prior training of R2L, are mentoring teachers and teacher students to create a teaching model using the R2L design.

2.1 Research Design

The bigger goal of the program is to promote the nature of being used to reading for students so that they can find useful information inside the text they are reading. This one group pretest-posttest design was done in a junior high school in Bandung to see whether R2L pedagogy can serve its nature of assisting students in generating news report text in their first language.

It is important to account that in the intervention, the teacher is assisted by pre-service teacher students that were also present during their first introduction to the R2L pedagogy in the workshop. The whole process was also mentored by a lecturer from Universitas Pendidikan Indonesia who acted as instructors during the workshop and had given prior training of R2L pedagogy. There are 51 students involved in the study divided into two classrooms. It is also important to account that the study was done during the COVID-19 outbreak with a blended learning system where half of them were studying from home and the other half were present in the classroom. Some of the processes were also done fully online due to policy restrictions. Ethic approval was obtained through oral consent by all participants during the study process.

Before the treatment, students are introduced to the commencing program that involves them in a series of learning activities that covers all three teaching-learning cycles of R2L. The activities inside the teaching strategy of R2L are mentioned directly as the teachers explain to the students the timeline of the project. The whole process took five meetings to complete, with each meeting consisting of two hours of either blended or online learning, including the pre-test and post-test.

2.2 Data Collection

The data obtained from this study include pre and post treatment documents in the form of news report texts, documents from each meeting consisting of students notes on note taking and individual rewriting cycle, and video recordings for each meeting. It is also important to take into account that although all of the participants received the same treatment at the same time, some of the participants are receiving it at home, through a video conferencing portal. The environmental and technical differences might contribute to the score.

3. Results and Discussion

As mentioned above, the tree-tier learning cycle of R2L is fully optional. In the study, teachers and teacher students considered the students to be familiar with the news report text as they have encountered the genre before. According to the curriculum constructed by the school, news report text is given to 8th graders, which means that every participant received similar material a year prior to the study. However, during the pre-test, most of the students acknowledge their unfamiliarity with the language and text features of news report texts.

Prior to the pre-test, students were told about the project and the goal of the project. They were also introduced to the steps they were going to do in the classroom by explicitly mentioning that the process is a

research project on implementing R2L pedagogy. They were later given a topic with a pre-face introduction to build up classroom interaction. The result of their pre-test is marked individually to be taken as one of the comparing variables below.

3.1 *Preparing for Reading*

Preparing for Reading is the first step in the three-tier learning cycle (Rose, 2016). In this part of the teaching, students are exposed to an illustration relevant to the text they are going to read. The teacher introduced the concept of the topic that they were going to read. They also interacted with students' personal experience related to the topic. This step is considered one of the crucial steps that marks how the teacher wanted the class to be: interactive and student-centered. Students' experience is not only orally obtained but also collected by utilizing interactive survey, question and answer, quiz, and word cloud platform to suit their learning style and make the learning activity fun.

3.2 *Detailed Reading*

In Detailed Reading, the teacher used the reading aloud method while going through each paragraph. The students took turns reading the specific paragraph that they were going to scaffold in detail. The reading aloud method is used so that students who were learning inside the classroom and those present in the online meeting platform could participate and maximize the two-ways interaction and prevent them from zoning out of the process. In this part, the text was scaffold by going through important keywords and highlighting them for the students to use on the later steps.

It is important to note that making the whole class participate is very challenging to do. Teachers and student teachers chose the reading aloud method to minimize learning lost inside the process to keep holding true the nature of the R2L pedagogy which aims to serve everyone in the classroom so that they could have the same learning experience as everyone else does.

3.3 *Joint Construction*

Before the teachers went straight into the outer cycle of Joint Construction, they brought the class into the second tier of the cycle, Joint Rewriting. In Joint Rewriting, students were asked to reconstruct the text they read using the highlighted keywords they found during the detailed reading process. Students were asked to reconstruct sentences by combining some of the keywords that they obtained earlier.

In Joint Construction, students were asked to make entirely new paragraphs. However, the topic that the students read in detailed reading retained its existence in joint construction. The topic given was reused in this part so that students can have enough information to construct newly complete paragraphs without suffering from the lack of information. Retaining the same method, teachers and teacher students asked students to take turns to include everyone participating in the classroom.

3.4 *Individual Construction*

After introducing students to the process of writing, students are later given another topic for them to construct into a whole different text. The process consisted of exposing students to a multimodal text that can be used as a source of information for them to generate their own news report text. The exposure to information is important in this step because the students are going to write a factual text in which validity of information is considered crucial.

In this individual construction, students are to write their own news report text and the text they have written are later marked individually as their post-test. The post-test was taken as another variable to complement the pre-test.

3.5 *Data Analysis*

After gathering the portfolios of 51 students, each student is marked according to a rubric. The marking of the documents was based on the National Assessment Program - Literacy and Numeracy (NAPLAN) 2012 (ACARA, 2012) scoring framework. This framework was chosen for its comprehensive descriptive nature of important points that define a well-constructed text, and it also provides a category description for the assessors to group the writing as well-written or poorly-written text. There are ten marking criteria for the rubric, as described in Table 1 below.

Table 1. News report marking guide developed from NAPLAN 2012 (ACARA, 2012)

Rubric	Description
Audience awareness	The writer's capacity to orient and engage the reader.
Text Structure	The organization of the components of news text (lead, body, and tail)
Ideas	The selection and elaboration of ideas.
Reporting Language and Direct quotation	The use of appropriate reporting verbs and relevant direct quotation (if any).
Vocabulary	The range and precision of contextually appropriate and neutral vocabulary choices, as to not show author's opinions or bias.
Cohesion	The coherence of ideas in the text from one to another.
Paragraphing	The sequencing of the ideas.
Sentence Structure	The production of grammatically correct and effective sentences.
Punctuation	The use of correct and appropriate punctuation.
Spelling	The accuracy of word spelling, including foreign words and acronyms.

Each rubric weighs the same amount of 10, which makes up a score of 100 to be given at the maximum. Each rubric is divided into 3 indicators as shown below in Table 2. The result of students' portfolio assessment was then run into a statistical program to see the significance of the treatment towards students' news report writing.

Table 2. News report text assessment grid developed from NAPLAN (ACARA, 2012)

Rubric	Description	Score
Audience awareness	- Targeted audience is non-existent or limited - Text contains simple written content	0-3
	- Shows an awareness of audience and catering their needs - Gives understanding of context towards readers	4-7
	- Establish a relationship with audience - Persuade reader through language choice	8-10
Text Structure	- No or limited evidence of news report text structural component	0-3
	- Some existing structural component with all and/or some of them being weak	4-7
	- Complete structural component with shows evidence of understanding of each component's purpose	8-10
Ideas	- Text is missing all or some component of 5W + 1H	0-3
	- Text shows evidence of existing 5W + 1H	4-7
	- 5W + 1H are elaborated with a coherent language choice	8-10
Reporting Language and Direct quotation	- No evidence of reporting language and/or direct quotation	0-3
	- Limited reporting language with limited language choice	4-7
	- Sustained and effective use of reporting language	8-10
Vocabulary	- Usage of vocabulary that shows personalized opinion and/or bias - Consists most of simple words	0-3
	- Limited use of neutral vocabularies - Contains more complex words	4-7
	- Usage of neutral vocabularies that does not reflect personalized opinion and/or bias - Effective usage of complex words	8-10
Cohesion	- Very short text	0-3
	- Longer text with some usage of cohesive devices	4-7
	- Neat usage of cohesive devices	8-10
Paragraphing	- No or limited correct use of paragraphing	0-3
	- Writing is organized on paragraphs which consists of similar ideas or one idea being broken into paragraphs	4-7
	- Paragraphs support the structural function of the text	8-10
Sentence Structure	- Text contains mostly of simple and/or compound sentences	0-3
	- Evidence of complex sentences with the presence of run-on sentences	4-7

	- Avoid run-on sentences with effective use of complex sentences	8-10
	- Limited correct usage of punctuation and capitalized words	0-3
Punctuation	- Sentence level punctuation are correct and correct use of capitalization	4-7
	- All or mostly correct use of punctuation and capitalization	8-10
Spelling	- Many occurrences of misspelling complex words and/or evidence of simple words misspelling	0-3
	- Some misspelling of complex words	4-7
	- Correct spelling throughout the text	8-10

Convergence data triangulation model (Creswell, 1999) is employed in data analysis. In this method, two kinds of data from the same phenomenon are collected and converged, meaning to interpret the result, the data is being compared and contrasted (Creswell & Clark, 2017). This method is chosen to enrich our comprehension of the result and to see any connection between the quantitative and qualitative data which can further validate the findings.

Quantitative data consisting of 51 pre and post-test scores are analyzed using paired T-tests for both groups (E and F). The study determined two hypotheses to determine the qualitative significance of the treatment as the following:

- 1) H_0 = The treatment does not increase students' news report writing score
- 2) H_1 = The treatment increases students' news report writing score

The participants of this study took two tests: pre and post-test. There was a three-week interval between the two tests in which the R2L intervention was administered. The 51 participants took part in both tests, meaning the exact score pairing was obtained. Preliminary data analysis shows an abnormal score distribution, which is shown by the Std. Deviation values by 5.6 and 4.8 for groups E and F respectively. This data anomaly results in our choice of data analysis. The Wilcoxon Signed Rank test was employed to see students' writing improvement. The null hypothesis being rejected in both groups implies a significant difference in students' writing prior to and after the intervention.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between before intervention and after intervention equals 0.	Related-Samples Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Figure 2. Wilcoxon Signed Rank Test for group E

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between before intervention and after intervention equals 0.	Related-Samples Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Figure 3. Wilcoxon Signed Rank Test for group F

To corroborate the statistical result, 10 students' portfolio that showed major improvement based on the NAPLAN marking guide were chosen. It is evident that almost all pre-test writings in the sample are not well-sequenced, meaning that the whole text consists only of one packed paragraph. Post-intervention writing shows a stark improvement in the matter of sequencing. Although this matter (and the rest of marking points) was never explicitly instructed in the classroom, it is believed that two of the R2L cycles namely note taking and independent rewriting contribute strongly to the subject.

Another improvement worth mentioning is the existence of the title. Several students submitted the text putting the topic as their title or even not giving the text any title at all. Another noticeable difference is the

existence of the 5W + 1H. Most text written by students prior to the intervention does not contain any 5W + 1H but rather a series of definitions that make their text resemble a descriptive text. Though most of the language choices are very neutral since the beginning, there are some changes in language choices that are more suitable for news report text rather than the prior resemblance of descriptive text. Most students also became aware of crucial text devices that only exist in news report text and made major changes to cater to the language devices in their post-test text.

4. Conclusions

Based on the observation of the classroom dynamic, it is very important to account that making the learning process become student-centered is very challenging. Implementing R2L pedagogy in a situation where the COVID-19 outbreak is the main obstacle gets even more challenging as the very core value of R2L was to serve everyone inside the classroom to get the same amount of learning experience when they are not even in the same classroom. But it turned in our favor that even with the condition mentioned above, students showed significant development through the process of learning.

Supporting the past studies that mostly focused on either student's second, foreign, or local language, this study would also claim that R2L can still serve its purpose on assisting students in their first language. Along with the bigger aim of the project initiating this study, R2L can significantly make students being used to reading and gathering useful information from the text that they read reflected from the text that they produce after the intervention.

However, this study did not measure whether there is a difference in terms of students' performance based on how they received the intervention. Future studies might want to include the differences between students' who learn inside the classroom and those who learn from their home in terms of generating genre writing post-intervention.

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