

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology used in this study, including research designs, sites and participants, research procedures, and data analyzing.

3.1 Research Design

Since this research requires in-depth and comprehensive answers to the implementation of Reading to Learn (R2L) pedagogy on helping reading comprehension of EFL learners, this research therefore employed a qualitative method. In addition, the research design used in this study is a case study. The consideration of using a case study is that this research design will be able to solve problems in detail on a special phenomenon experienced by individuals or groups in natural conditions by utilizing a variety of data for analysis (Creswell & Poth, 2018). Moreover, a case study could additionally provide a holistic and rich explanation in a descriptive and effective way to enlighten someone about this phenomenon (Merriam, 1998 as cited in Harrison et al., 2017). Therefore, a case study is appropriate to answer this research question.

Specifically, a single case study was employed in this present study. The reason is that a single case study happened during one specific period and needed to be looked at further. As in this study the case relied on EFL learners in a lower secondary school in Bandung needing an effective strategy to help them comprehend academic English text. Thus, considering the need, this study used a single case study that explored the use of Reading to Learn (R2L) Pedagogy for EFL learners' reading comprehension.

3.2 Site and Participant

This present study explores the utilization of Reading to Learn (R2L) pedagogy in teaching reading comprehension for EFL learners. In this present study, I acted as a researcher and a teacher. This research position was similar to a study conducted by Leung (2002) which successfully explored the process of extensive reading in supporting one participant's Japanese vocabulary and

comprehension. This study was conducted at a lower secondary school in Bandung, West Java. I conducted this research in this school due to one of the obligations of the undergraduate program that I must take part in a pre-service teaching program. It must be carried out in secondary school, whether lower or upper level. Therefore, this school was suitable for me to conduct this research. Furthermore, the participants in this study were thirty-seven 7th-grade students in their second semester. The consideration of choosing this participant was because the descriptive text is one of the materials for them to learn, and this class has different English language skills, from beginner to intermediate.

3.3 Research Procedure

The research procedure in this study is divided into three stages, namely preparation, implementation which contains data collection observation by using field notes and also data analysis. The section below explains all the procedures of this research.

3.3.1 Preparation

a. Designing Lesson Plan

Designing lesson plans is the first step in conducting this research. The lesson plan was constructed regarding students' needs and learning cycle of Reading to Learn (R2L) pedagogy. Since this study focused on teaching reading comprehension, thus the learning cycle of Reading to Learn (R2L) pedagogy only involved two phases namely the preparing for reading and detailed reading phase. Besides that, reading aloud was also applied in this study as an additional approach to assist learners in comprehending texts in the preparing for reading phase.

The lesson was carried out for six meetings, with the presumption that the Reading to Learn (R2L) pedagogy approach would run optimally. It was also the result of a recommendation from the previous research on R2L that has been conducted by Lestari (2022) and Becerra et al. (2020), which noted that one of the obstacles experienced by them during their study is due to the time for conducting this approach is too short, which hinders them from witnessing more in-depth outcomes. Lestari (2022) implemented this R2L approach for five meetings, while Becerra et al. (2020) carried out this approach in three weeks with 2 hours per week.

Siti Fathinurrahmah, 2023

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

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Therefore, the researcher conducted this research in six meeting lessons. Moreover the duration in each meeting was 40 minutes. This duration is in accordance with the time provided for English lessons at the lower secondary school level in Indonesia. The summary of the lesson plan could be followed in the table below.

Table 3. 1 *Summary of a Lesson Plan*

Meeting	Detail
1st Meeting (Preparing for reading phase)	<p>Objectives: Students would be able to identify new vocabulary and expressions which would appear in the text.</p> <p>Vocabulary: study room, desk, book, schedule, flashcard, and mind map.</p> <p>Expression: have a place to study, make flashcards, have a study buddy, keep everything organized, take notes.</p>
2nd Meeting (Reading activity)	<p>Objectives:</p> <ul style="list-style-type: none"> - Students would be able to read the 1st descriptive text with correct pronunciation. - Students would be able to understand the whole text.
3rd Meeting (Detailed reading phase)	<p>Objectives:</p> <ul style="list-style-type: none"> - Students would be able to comprehend the text in more detail. - Students would be able to understand the genre and structure of the text.
4th Meeting (Preparing for reading phase and Reading activity)	<p>Objectives: Students would be able to identify new vocabulary and expressions which would appear in the text.</p> <p>Vocabulary: assignment, to-do list, study goals, screen time, study plan, reminder, develop.</p> <p>Expression: set reminders, break down assignments, write</p>

	down homework, limit screen time, plan a specific time for studying, set study goals.
5th Meeting (Detailed Reading)	<p>Objectives:</p> <ul style="list-style-type: none"> - Students would be able to read the 2st descriptive text with correct pronunciation. - Students would be able to understand the whole text.
6th Meeting (Detailed reading)	<p>Objectives:</p> <ul style="list-style-type: none"> - Students would be able to comprehend the 2nd descriptive text in more detail. - Students would be able to understand the genre and structure of the text.

The details of this lesson plan could be seen in the appendix section which presents at the end of this paper.

b. Preparing Learning Materials

The use of Reading to Learn (R2L) pedagogy in this present study was expected to give a great result on developing learners' reading comprehension, especially in descriptive texts. This type of text is one of the targets of English lessons for 7th grade lower secondary school students in Indonesia. Two descriptive texts from the textbook of English for Nusantara (EfN) as the main sources in teaching and learning English based on Merdeka Curriculum were the focus material of this research. The first text was titled *My Study Habit*, and the second text was *Andre, My Study Buddy*. Through these texts students were expected to be able to identify some great study habits that were described in the text and they also expected to implement those habits in their daily life. The whole text of these descriptive texts could be seen in the appendix section at the end of this paper.

Furthermore, in conducting this lesson the researcher also prepared powerpoint slides which were presented in each meeting to engage students' interest in the learning process. Through the powerpoint slides the researcher explained the objective of each meeting lesson, meeting's agenda, and also lesson review. The

details of the powerpoint slides could be seen in the appendix section which was presented at the end of this paper. Moreover, the researcher also prepared some worksheets which were used to assess students' reading comprehension. All the worksheets were taken from English for Nusantara's students textbook. Those worksheets could facilitate the learners in developing their reading comprehension skills namely literal, inferential and evaluative. The example of the worksheet could be seen in the appendix section which was displayed at the end of this paper.

c. Designing Pre and Post Reading Questions

Discussion activity was implemented before and after reading stages. It was implemented through open-ended questions. This activity aimed to stimulate learners' reading comprehension ability. Furthermore, the questions were designed based on cognitive level according to Bloom's Taxonomy which is divided into two aspects namely lower-order thinking level and higher-order thinking level. In this present study, this theory was also used as the indicator to measure learners' reading comprehension level, namely literal, inferential, and evaluative. The detailed questions could be seen on the table below.

Table 3. 2 *Questions of the Pre-reading Discussion*

Level of comprehension	Questions
Remembering (C1) and Understanding (C1). Literal and Inferential.	Text 1 1. What picture is this? 2. What can you see from this picture? 3. What is the meaning of a study room? 4. So based on this description, what is Monita doing? 5. What items are displayed in this worksheet? 6. What activity does Monita do with this flashcard image? 7. What will this text talk about?
Remembering (C1), Understanding (C2) and Evaluating (C5). Interpretive and	Text 2 1. Who is Andre? 2. What is the meaning of a study plan? 3. Based on this picture, how many study habits does Andre have? 4. Which one is similar to your study habit? 5. What will this text talk about?

Evaluative	
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Table 3.3 *Questions of the Post-reading Discussion*

Level of comprehension	Questions
Remembering (C1). Literal	<p>Text 1</p> <ol style="list-style-type: none"> 1. Does Monita have a place for studying? 2. Where is Monita's study area? 3. Does Monita have a computer? 4. Who will help Monita when she studies? 5. Is Monita's study buddy good at studying? 6. What does Monita give to herself after studying? 7. How many study tips does Monita have? And what are they? <p>Text 2</p> <ol style="list-style-type: none"> 1. Who loves studying? 2. How many study tips does Andre have? And what are they? 3. What does Andre do to achieve his goals? 4. Why does Andre make a schedule and use a weekly to do list?
Understanding (C2). Literal	<p>Text 1</p> <ol style="list-style-type: none"> 1. Who is the text talking about? 2. What will Monita tell us about? 3. "I" refer to whom? <p>Text 2</p> <ol style="list-style-type: none"> 1. Does Andre not do his homework? 2. Does Andre always feel sleepy in the class? 3. Do you know gadgets? What are they? 4. The word "My" refers to whom?
Applying (C3). Inferential	<p>Text 1</p> <ol style="list-style-type: none"> 1. Do you do the same thing as Monita, when you finish studying you put the books back on the shelf? 2. Who has ever given yourself a reward after studying? What was your reward? 3. Do you have a place to study? Where is it? 4. Who ever made flashcards?
Analyzing (C4). Inferential	<p>Text 1</p> <ol style="list-style-type: none"> 1. Do you think Monita is a lazy person? 2. My desk is neat. Does it mean that Monita

	<p>never studies?</p> <p>Text 2</p> <ol style="list-style-type: none"> 1. What are the differences between Monita and Andre's study habits? 2. What do you think, if those habits (Andre's study habits) are implemented by all students here? 3. Do you think, if all of you implied Andre's study habits, your time would be reduced? Why?
<p>Evaluating (C5). Evaluative</p>	<p>Text 1</p> <ol style="list-style-type: none"> 1. What do you think about Monita's study habits? Is that positive or negative? 2. Do you like your study place? 3. Who here is an organized person? <p>Text 2</p> <ol style="list-style-type: none"> 1. What do you think about Andre? 2. Who wants to be like Andre? 3. Will you follow Andre's study habit?
<p>Creating (C6). Evaluative</p>	<p>Text 1</p> <ol style="list-style-type: none"> 1. What will you do after reading this text? <p>Text 2</p> <ol style="list-style-type: none"> 1. What will you do after reading this text?

Those questions were constructed based on Bloom's taxonomy as the indicator to measure learner's comprehension. Through these questions the learner's comprehension of literal, inferential, and evaluative levels was also trained. Furthermore, after the lesson plan has been designed and the teaching materials and discussion questions are ready to use, the next procedure is implementation. The implementation of the Reading to Learn (R2L) pedagogy approach was carried out as explained in the next sub-chapter.

3.3.2 Implementation

Before conducting the study, learners had been informed that they would be involved in this study to be the participants. They agreed to be involved in this study. This study was implemented based on the lesson plan which was described

in the previous subchapter. The implementation of this study was divided into three main stages namely pre-reading discussion, reading activity, and post-reading discussion. These stages were designed according to the learning cycle of Reading to Learn (R2L) pedagogy. The more comprehensive explanation of each stage could be discovered below.

a. Pre-reading discussion activity

Through this stage, students were directed to recognize situations appearing in the text by introducing new vocabulary and expressions. Apart from that, at this stage, students were expected to be able to build their background knowledge and connect it to their previous knowledge. The activities were delivered to students by observing the pictures which were provided in the EfN students' text book and identifying some items that would appear in the text. Moreover, students were also expected to be able to predict what topics would be discussed in the text and what activities were related to those items. After recognizing and understanding the vocabulary, situations, and expressions that would appear in the text, students were asked to do the worksheets provided at the end of this stage. It aimed to test students' literal abilities in remembering and understanding and tested their evaluative skills in making predictions.

b. Reading activity

Through this stage, the reading-aloud technique was applied. This technique is considered to have numerous benefits for students, as research conducted by Forrin and MacLeod (2017) found a positive impact of reading-aloud activities on memory. The results of this study indicated that people consistently remember words and texts better with the reading-aloud method than with silent reading. It happened because reading-aloud activities are very different and prominent, so it can strengthen memory ability. Moreover, reading aloud activities can help anxiety students practice speaking skills (Gibson, 2008). Reading aloud is probably one of the activities that they can accept during the lesson. Reading aloud is an imitative activity that can make students feel safe enough to say something. Therefore reading aloud can help students who are shy or anxious by practicing speaking for a while until they feel ready to speak more spontaneously. Gibson (2008) also explains

another benefit of reading aloud in language learning. This activity can help students improve pronunciation skills. Based on those benefits, the reading-aloud technique was implemented in this study.

The teacher first exemplified the reading-aloud activity, and the students did a silent reading. After the teacher confirmed that all students knew how to read the sentences in the text correctly, the teacher asked students to read the text loudly per paragraph. When one paragraph was finished reading, the teacher invited students to translate sentences in each paragraph. This activity was carried out to ensure students comprehend the text being read. In addition, through translation activity, the teacher also directed students to understand the main ideas contained in each paragraph. This study conducted reading activities at meetings 2, 3, 5, and 6. At these meetings, students were expected to be able to know how to read properly and be able to read English texts aloud. And if there is a pronunciation error, the teacher is ready to help students give the right example.

c. Post-reading discussion activity

This activity was carried out with the aim that students were able to understand the text in more detail. Through this discussion post-reading activity, students were expected to show their three comprehension skills, especially inferential and evaluation skills. Where students can grasp the implied meaning contained in the text and students can assess the information contained in the text based on personal experiences and opinions. At this stage, students are given a number of questions that have been designed by the teacher based on Bloom's taxonomy. This activity took place in the form of discussions between students and teachers. This activity was also expected to stimulate students' abilities, especially in higher-order thinking skills of the text they read.

In this study, the three stages above were applied twice. It was adjusted to the focus of the text being taught which is two descriptive texts.

3.4 Data Analysis

This study utilized classroom observation and analysis documents in the form of field notes and student worksheets as data collections. The use of those

types of data were compared to determine the validity of the results of this study. The details were explained further below.

3.4.1 Classroom Observation

According to Millman and Hammond in 1990 as cited in (Martinez et al., 2016) classroom observation is an efficient tool to observe a class practice without barriers. It also encourages researchers to grasp how teachers teach in realistic contexts (Putnam & Borko, 2000 as cited in Martinez et al., 2016). Furthermore, classroom observation also allows the researchers monitoring the process of reversing roles between the researcher and teacher during the learning process (Creswell & Creswell, 2018). Those represented reasons why classroom observation was chosen as a tool to see directly how the teacher as well as the researcher in this study implemented Reading to Learn (R2L) pedagogy in teaching reading comprehension for EFL learners directly in the classroom.

The present study utilized field notes in the form of reflective notes as the research instrument. Reflective notes contain all aspects considered important by the researcher during the lesson was conducting (Johnson & Christensen, 2014). It was also used as data to record interactions between students and teachers during the teaching-learning process, especially in observing student progress in aspects of reading comprehension. Each meeting was recorded to monitor the impact of Reading to Lean (R2L) pedagogy on learners' reading comprehension and make the shifting position possible. The recorded videos were transcribed only on the important aspects related to the focus of this research using an observation instrument. As stated by Creswell and Poth (2018, p. 232), the observation instrument was used concerning the impossibility of taking notes and all interactions made by the teacher and the participants during the lesson due to the researcher's position. Therefore, this study used an observational reflective note to observe participants' ability to comprehend the text based on cognitive levels, write additional notes about the strategy implemented during the lesson, and write suggestions for future research. Furthermore, taking notes during the lesson was also done. However, it was very limited considering the conductibility. Therefore, detailed information was seen through the reflective notes below.

Table 3. 4 Reflective Notes**Reflective Notes**

Date:

Meeting:

Code	Checklist on Classroom Observation Data	Checklist on Sample Work Data
Defining the literal meaning of the keywords (DIM)		
Pointing out literal information in the text (PII)		
Reciting some information from the text (RsI)		
Recognizing grammatical words of class or systems of the text (RwS)		
Identifying the relationship between sentence to sentence or sentence with paragraph (Ir)		
Summarizing main topics from the text (SmT)		
Providing evidence in the comment (PeC)		
Solving comprehension questions (ScQ)		
Implementing the information through learners' daily life (IiL)		
Figuring out the exact meaning of words/phrases based on context (FeM)		
Comparing text with learners' perspective (CtP)		
Criticizing information from the text (CiT)		
Predicting implicit relationships from the text (PiR)		
Explaining personal comments toward the text (EpC)		
Mixing the language (MI)		
Spelling the word (Sw)		
Chunking (Ch)		
Switching language (SI)		
Translating (TI)		
Repeating (Rp)		

Explanation and evidences:

Siti Fathinurrahmah, 2023

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

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In this present study, there were two phases of classroom observation namely pre and post observation. In the pre-classroom observation, all the interactions that happened between the teacher and the participants were observed. The important information from the recorded videos was then transcribed and written on the provided reflective notes. Furthermore, participants' answers in pre-reading discussion activity were observed and transcribed to see their comprehension development before entering the detailed reading phase. Meanwhile, in the post-reading activity which was conducted after the detailed phase was observed. In this observation phase, all participants' answers toward the questions were transcribed to then be analyzed using content analysis.

3.4.2 The Learners' Sample Work

In this study, learners sample work in the form of worksheets were given to monitor participants' reading comprehension progress. It served as a medium to support learners understanding the concepts being and have been studied (Yerizon, 2018). Therefore, the worksheet was analyzed to measure learners' reading comprehension skills based on their background knowledge, outcomes, process and progress of learning. To be more specific, the worksheets were used in this study to witness the progress of reading comprehension of the learners during the implementation of a Reading to Learn (R2L) pedagogy from the three level of comprehension; literal, inferential, and evaluative which integrated with the cognitive level based on Bloom's taxonomy.

3.5 Analyzing the Data

In the present study, data was gained through classroom observation and learners' sample work which were analyzed through content analysis based on Krippendorff (2004). The process of this analysis could be followed in the picture below.

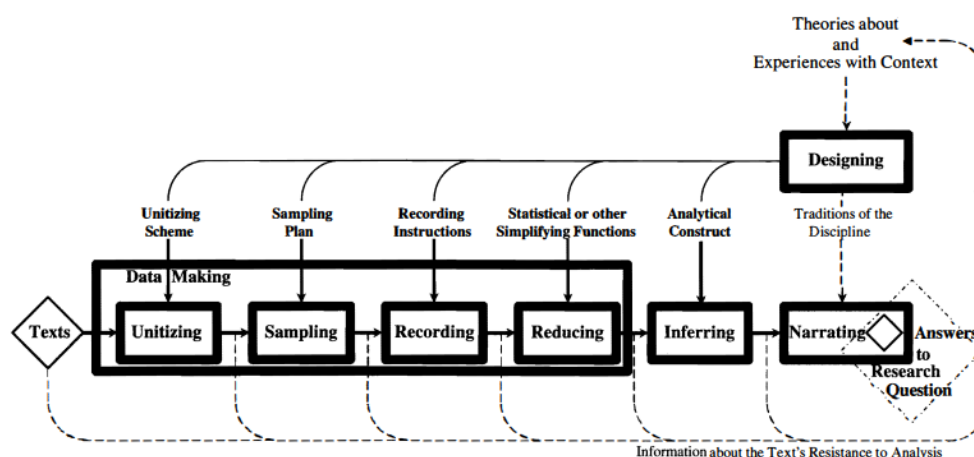


Figure 3. 1 Content Analysis by Krippendorff (2004)

According to this content analysis scheme, data must first be collected and organized before entering into the analysis process. Data in the form of field notes made at each meeting, the responses from pre and post-reading comprehension discussions, and learners' sample work were collected to be analyzed. The following stage was to read all the data sets obtained during the research. Then, unitizing or defining the unit (s) which distinguish the segment of all data. In this study the units of analysis were filed notes, responses of pre- and post-reading discussions, and learners' sample work which was collected in each meeting. The next stage was sampling. This stage allowed the researcher to economize on research effort by limiting observation to a manageable concept. Thus, in this study levels of comprehension: literal, inferential and evaluative which indicated by Bloom's taxonomy cognitive levels were the samples of this research. The next stage was recording or coding all data. These codes could be seen on this table below.

Table 3. 5 List of Code in the Field Note

Detail	Code
Defining the literal meaning of the keywords	DIM
Pointing out literal information in the text	PII
Reciting some information from the text	RsI

Recognizing grammatical words of class or systems of the text	RwS
Identifying the relationship between sentence to sentence or sentence with paragraph.	Ir
Summarizing main topics from the text	SmT
Providing evidence in the comment	PeC
Solving comprehension questions	ScQ
Implementing the information through learners' daily life	IiL
Figuring out the exact meaning of words/phrases based on context	FeM
Comparing text with learners' perspective	CtP
Criticizing information from the text	CiT
Predicting implicit relationships from the text	PiR
Explaining personal comments toward the text	EpC
Mixing the language	MI
Spelling the word	Sw
Chunking	Ch
Switching the language	S1
Translating	T1
Repeating	Rp

Once coding was complete the next stage was reduced. This stage aimed to serve researcher's need for efficient representation of the data. At this stage researchers reduced unimportant or unnecessary data that have no correlation to the sample and unites. The next stage was inferring. It bridges the gap between descriptive accounts of data and what they mean, refer to, entail, provoke, or cause. The sample result of the coding process in the inferring stage could be identified in the next table below.

Table 3. 6 List of Codes and Example

Level of Comprehension	Codes	Example	
		Preparing for Reading	Detailed Reading
Literal	Defining the literal meaning of the keywords (DIM)	<p>T: <i>Lihat gambar pada nomor 2, apa ini namanya?</i></p> <p>Ss: <i>Book.</i></p> <p>(1st Meeting)</p>	<p>T: What is the meaning of limit? Limit screen time.</p> <p>Ss: <i>Membatasi</i></p> <p>T: Yes. <i>Membatasi</i>. So. limit his screen time <i>artinya dia membatasi waktu melihat layar.</i></p> <p>(5th Meeting)</p>
	Pointing out literal information in the text (PII)	<p>T: Based on the previous meeting, what is there in Monita's study room?</p> <p>Ss: Schedule, Desk, Lamp, Laptop, Mind map.</p> <p>(2nd Meeting)</p>	<p>T: So, does Monita have a place for study?</p> <p>Ss: Yes.</p> <p>T: Where?</p> <p>Ss: In the corner of her bedroom.</p> <p>(2nd Meeting)</p>
	Reciting some information from the text (RsI)	-	<p>T: How many study tips does Monita have?</p> <p>Ss: 4.</p> <p>T: What are they?</p> <p>Ss: First, she has a place for studying. Second</p> <p>(3rd Meeting)</p>
	Recognizing grammatical words of class or systems of the text (RwS)	-	<p>T: Can you see this? <i>Baca sama-sama.</i></p> <p>Ss: First, I have a place to study.</p> <p>T: Next sentence, please!</p> <p>Ss: It doesn't have to be big.</p> <p>T: Alright, 'It' <i>di sana maksudnya apa?</i></p> <p>Ss: <i>Ruangan</i></p> <p>T: <i>Ruanga</i>, Good Job! It <i>disana</i> adalah kata ganti untuk Monita's</p>

			study room. (3rd Meeting)
	Identifying the relationship between sentence to sentence or sentence with paragraph (Ir)	-	-
	Summarizing main topics from the text (SmT)	-	<p>T: <i>Jadi teks ini tentang apa?</i></p> <p>Ss: <i>Tentang belajar. Tips belajar Monita.</i></p> <p>T: <i>Ada berapa tips belajar Monita pada teks ini?</i></p> <p>Ss: <i>Lima</i></p> <p>T: <i>Apa itu tips yang pertama?</i></p> <p>Ss: <i>I have a place to study.</i></p> <p>(2nd Meeting)</p>
	Providing evidence in the comment (PeC)	-	<p>T: <i>Apakah Andre always feels sleepy di kelas?</i></p> <p><i>Apakah Andre selalu merasa ngantuk di kelas?</i></p> <p>Ss: <i>Tidak</i></p> <p>T: <i>Kenapa?</i></p> <p>Ss: <i>Karena dia punya waktu yang cukup untuk tidur.</i></p> <p>T: <i>Good job!</i></p> <p>(5th Meeting)</p>
Interpretive	Solving comprehensi on questions	-	T: <i>Where is Monita's study place?</i>

	(ScQ)		Ss: in the corner of her bedroom. (3rd Meeting)
	Implementing the information through learners' daily life (IiL)	-	T: And then, <i>biasanya Monita kalau sudah belajar, ngasih apa ke dirinya sendiri?</i> Ss: Rewards. T: <i>Siapa yang pernah memberi rewards ke diri sendiri setelah belajar?</i> Ss: <i>Aku</i> T: <i>Apa reward-nya?</i> Ss: Ice cream, playing games, sleeping. (3rd Meeting)
	Figuring out the exact meaning of words/phrases based on context (FeM)	-	T: Now, <i>lihat kalimat pertama!</i> <i>“Andre loves studying.”</i> Apa artinya? Ss: Andre sayang... T: Jadi, <i>love</i> itu artinya tergantung ya, <i>love</i> itu bisa artinya sayang, cinta, atau suka. Nah, kalau disini arti <i>love-nya</i> kira-kira yang mana? Ss: Suka (4th Meeting)
	Comparing text with learners' perspective (CtP)	-	T: <i>What do you think, if those habits applied by all students in this class?</i> Ss: <i>Semua siswa bakal makin rajin, pintar, waktu kita semakin berguna.</i> T: <i>Nah betul, jadi kalau kita menerapkan kebiasaan seperti Andre</i>

			<i>kita tentu bisa menggunakan waktu dengan segala sesuatu yang berguna.</i> (6th Meeting)
Evaluative	Criticizing information from the text (CiT)	T: <i>Disini, ada yang sama tips belajarnya dengan Monita?</i> Ss: <i>Engga, Ada.</i> T: <i>Ibra, yang mana tips belajar Monita yang sama dengan tips belajar kamu?</i> S: <i>yang no 4. Have a study buddy, Miss.</i> (2nd Meeting)	T: What do you think about Andre? Ss: <i>Andre adalah anak yang rajin. Disiplin. Pintar mengatur waktu. Ambis.</i> T: Do you want to be like Andre? Ss: <i>Aku.</i> (6th Meeting)
	Predicting implicit relationships from the text (PiR)	T: <i>Lihat, seperti nomor 1.</i> <i>“Have a place to study”</i> <i>Kira-kira nomor 2, kegiatannya apa yang berhubungan dengan flashcards?</i> Ss: <i>Menulis, menghafal, mencatat</i> T: <i>Kira-kira kalau flashcards, itu di catat atau di buat?</i> Ss: <i>dibuat</i> T: <i>Jadi, kegiatan apa yang dilakukan Monita dengan flashcards?</i> Ss: <i>Membuat flashcards</i> (in bahasa Indonesia) (1st Meeting)	-
	Explaining personal comments toward the text (EpC)	-	T: Will you follow Andre’s habits? Ss: No. Yes. T: Why? Ss: <i>Karena, mau tetap menjadi diri sendiri.</i> T: Okay, <i>bagaimana cara belajar kamu?</i> Ss: <i>Biasanya saya</i>

			<i>belajar melalui media sosial, menonton konten-konten pendidikan di media sosial.</i> (6th Meeting)
The learner's problem and R2L Strategy	Mixing the language (Ml)	T: Okay, <i>Miss Akan membacakan terlebih dahulu teksnya dengan metode Read aloud. Read aloud itu, Miss akan membacakan dengan keras dan nyaring.</i> <i>Pada saat Miss read aloud the text, kalian do the silent reading. Kalian membaca di dalam hati.</i> (2nd Meeting)	T: Now, for the last activity. We will do the worksheet. <i>Di bawah nya ada worksheet kan?</i> Ss: Ada. T: Now, <i>kalian baca teksnya lagi sendiri-sendiri then, complete these sentences.</i> (3rd Meeting)
	Switching the language (Sw)	T: Now, I will read aloud the text first, and you do silent reading. Miss, <i>akan membacakan secara nyaring teks nya lalu kalian membaca di dalam hati. Paham?</i> Ss: <i>Paham, Miss.</i> (2nd Meeting)	T: <i>Paragraf pertama kira-kira membahas apa?</i> What is the first paragraph talking about? Ss: <i>Monita's study room.</i> (3rd Meeting)
	Spelling the word (Sw)	T: <i>Siapa yang tahu, gimana cara nulisnya schedule?</i> Ss: <i>s-c-h-e-d-u-l-e (in bahasa indonesia)</i> T: <i>One person please!</i> Ss: <i>s-c-h-e-d-u-l-e (in bahasa Indonesia)</i> T: <i>That's right. Sekarang coba pake bahasa Inggris!</i> Ss: <i>es-c-....</i> T: <i>es-si-heich-i-di-yu-el-i</i>	-

		(1st Meeting)	
	Chunking (Ch)	-	<p>T: <i>Lanjut, baca</i> “He always.. 1,2,3” Ss: He always does homework right after school. T: Always <i>apa artinya?</i> Ss: <i>Selalu</i> (Bahasa Indonesia) T: He always, dia selalu. Does homework, <i>apa artinya?</i> Ss: <i>Mengerjakan tugas</i> (Bahasa Indonesia) T: Right after school, <i>apa artinya</i> right after school? Ss: <i>Tepat, setelah pulang dari sekolah.</i> (Bahasa Indonesia) T: Yes. <i>So, jadi kalimat ini artinya dia selalu mengerjakan tugas sepulang sekolah.</i> (4th Meeting)</p>
	Translating (TI)	<p>T: I am an organized person. So, what does organized mean? Ss: emm.. <i>Organisasi, Miss?</i> T: No, organized <i>itu kata sifat yang artinya terorganisir atau rapih.</i> (2nd Meeting)</p>	<p>T: “Andre loves studying.” <i>Apa artinya?</i> Ss: <i>Andre sayang...</i> (Bahasa Indonesia) T: <i>Jadi, love itu artinya tergantung pada konteks ya, love itu bisa artinya sayang, cinta, atau suka. Nah, kalau disini arti love-nya kira-kira yang mana?</i> Ss: Suka (4th Meeting)</p>
	Repeating (Rp)	T: So, the answer is making flashcards.	T: Next, <i>dibaca kalimat selanjutnya.</i>

		<p>Ss: <i>apa miss tadi jawabannya?</i> T: Making flashcards. (1st Meeting)</p>	<p>Ss: He doesn't like wasting time, so he limits his screen time too. T: Okay, so he doesn't like wasting time so he limits his screen time too.</p> <p>He doesn't like, <i>apa artinya?</i> (3rd Meeting)</p>
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The finishing stage of this process of analysis was narrating. This stage was explaining the practical significance of the findings or the contributions of the code was made to the available literature. In this study, the narrating process concerned on how Reading to Learn (R2L) pedagogy develops the learners' comprehension after reading the text with the help of some evidence based on the codes. The evidence in both English and Bahasa Indonesia was shown on the table with the use of gloss or translation for every statement that was produced in Bahasa Indonesia both by teacher and participants.