READING TO LEARN (R2L): TEACHER'S IMPLEMENTATION IN THE TEACHING OF HORTATORY EXPOSITION TEXT IN THE CONTEXT OF MIDDLE SCHOOL IN INDONESIA
(A Case Study in a Middle School in Cimahi)

A Thesis

Submitted in a Partial Fulfillment of the Requirements for the Master's Degree in English Education

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Reading to Learn (R2L): Teacher's Implementation in the Teaching of Hortatory Exposition Text in the Context of Middle School in Indonesia (A Case Study in a Middle School in Cimahi)

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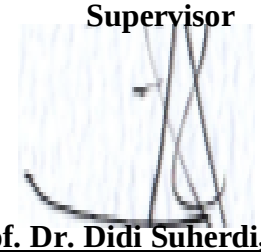

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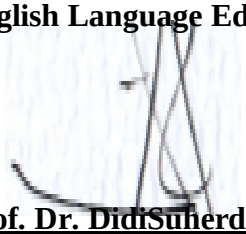

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ABSTRACT

Related to genre pedagogy which is currently adopted in Indonesian curriculum, argumentative text is considered relatively difficult to write for students. Meanwhile, Reading to Learn as a developed program of genre based approach to some degrees has proved effective in facilitating students to read and write successfully in Australia. Using Reading to Learn (R2L) to teach students hortatory exposition text in a middle school in Cimahi, this study attempts to find out how the program is implemented and what improvements can be identified as a result of the implementation. Qualitative case study design is employed in this study and the result shows that R2L is carried out through four stages covering Preparing for Reading, Detailed Reading, Joint Rewriting, and Joint Construction. Each stage promotes the strategies along with learning cycle and interactions as the key points of this program. In term of students' improvements, significant enhancements are in the scope of context and discourse skills while fair enhancements are to do with grammar and graphic features. It is expected that this study can be one of alternatives to more effective genre based teaching particularly in the context of middle school in Indonesia.

Keywords: Reading to Learn (R2L), hortatory exposition text, writing

ABSTRAK

Berkaitan dengan pengajaran berbasis teks yang saat ini digunakan oleh kurikulum Indonesia, teks argumentasi dianggap relatif sulit untuk ditulis oleh para siswa. Sementara itu, *Reading to Learn (R2L)* sebagai program pengembangan dari pendekatan berbasis teks atau *genre-based approach* sejauh tertentu telah terbukti efektif dalam membantu para siswa untuk membaca dan menulis secara efektif di Australia. Menggunakan *R2L* untuk mengajarkan teks eksposisi hortatorik kepada para siswa di sebuah sekolah menengah di Cimahi, penelitian ini berusaha untuk menyelidiki bagaimana program tersebut diimplementasikan dan peningkatan apa yang dapat diidentifikasi sebagai dampak dari penerapan program tersebut. Metode penelitian kualitatif studi kasus digunakan dan hasilnya menunjukkan bahwa *R2L* dilaksanakan melalui empat tahap meliputi *Preparing for Reading, Detailed Reading, Joint Rewriting,* dan *Joint Construction*. Setiap tahap memiliki strategi, siklus belajar, dan interakasi sebagai kunci dari program ini. Dalam hal kemajuan siswa, kemajuan yang signifikan berada pada cakupan kemampuan konteks dan tulisan sementara kemajuan yang menengah berkaitan dengan kemampuan tata bahasa dan kejelasan penulisan. Penelitian ini diharapkan dapat menjadi salah satu alternatif bagi pengajaran berbasis teks yang lebih efektif, khususnya dalam konteks sekolah menengah di Indonesia.

Kata kunci: *R2L*, teks eksposisi hortatorik, menulis

TABLE OF CONTENTS

APPROVAL PAGE i
STATEMENT OF AUTHORIZATION ii
ACKNOWLEDGEMENTS iii
ABSTRACT vi
TABLE OF CONTENTS v
LIST OF TABLES viii
LIST OF FIGURES x
CHAPTER 1 INTRODUCTION 1
1.1 Background of the Study 1
1.2 Research Questions 3
1.3 Purposes of the Study 3
1.4 Significance of the Study 4
1.5 Clarification of Terms 4
CHAPTER II LITERATURE REVIEW 5
2.1 Reading to Learn (R2L) 5
2.1.1 Definition of R2L 5
2.1.2 Historical Overview of R2L 5
2.1.3 Learning Cycle 6
2.1.4 The Stages of R2L in the Teaching Writing of Hortatory Exposition Text 8
2.1.4.1 Preparing for Reading 8
2.1.4.2 Detailed Reading 8
2.1.4.3 Joint Rewriting 9
2.1.4.4 Joint Construction 9
2.1.5 Writing Assessment of R2L 10
2.2 Argumentative Genre: Hortatory Exposition Text 11
2.3 Systemic Functional Linguistics 13
2.3.1 Context of Genre 14
2.3.2 Context of Situation 15
2.3.2.1 Ideational Metafunction 15

2.3.2.2 Interpersonal Metafunction 16
2.3.2.3 Textual Metafunction 17
2.4 Previous Related Studies 19
2.5 Synthesis 20
CHAPTER III RESEARCH METHOD 21
3.1 Research Design 21
3.2 Research Site 22
3.3 Participants 22
3.3.1 Participant Observer 22
3.3.2 Student Participants 23
3.4 Data Collection Techniques 23
3.4.1 Teaching Observation 24
3.4.2 Students' Hortatory Exposition Texts 26
3.4.3 Interview 26
3.5 Data Analysis Techniques 27
3.5.1 Analysis of Teaching Observation 27
3.5.2 Analysis of Students' Hortatory Exposition Texts 27
3.5.3 Analysis of Interview 27
CHAPTER IV FINDINGS AND DISCUSSION 29
4.1 Teaching Hortatory Exposition Text Using R2L Pedagogy 29
4.1.1 Analyzing Students' Diagnostic Test 29
4.1.1.1 Analyzing Students' Diagnostic Tests in the Scope of Context 30
4.1.1.2 Analyzing Students' Diagnostic Tests in the Scope of Discourse 39
4.1.1.3 Analyzing Students' Diagnostic Tests in the Scope of Grammar 41
4.1.1.4 Analyzing Students' Diagnostic Tests in the Scope of Graphic Feature 42
4.1.2 Concluding Remark on the Students' Diagnostic Writing 44
4.1.3 Implementing the Stages of R2L 45
4.1.3.1 Preparing for Reading 45

4.1.3.2 Detailed Reading 51
4.1.3.3 Joint Rewriting 56
4.1.3.4 Joint Construction 59
4.2 The Students' Improvements in Writing Exposition Text 60
4.2.1 The Students' Improvements in Preparing for Reading Stage 60
4.2.2 The Students' Improvements in Detailed Reading Stage 63
4.2.2.1 The Students' Improvements in the Discourse Skills 63
4.2.2.2 The Students' Improvements in the Grammar Skills 68
4.2.2.3 The Students' Improvements in the Context Skills 70
4.2.3 The Students' Improvements in Joint Rewriting 77
4.2.3.1 The Students' Improvements in the Context Skills 77
4.2.3.2 The Students' Improvements on Graphic Feature 83
4.3 Concluding Remark on the Students' Improvements 85
4.4 Discussions 86
CHAPTER V CONCLUSION AND RECOMMENDATION 89
5.1 Conclusion 89
5.2 Recommendation 91
REFERENCES
APPENDICES

LIST OF TABLE

Table 2.1 Assessment Criteria of Argumentative Genre 10
Table 3.1 Summary of Teaching Observation.....25
Purpose Analysis of Students' Diagnostic Tests
Table 4.1 Yanuar's Diagnostic Test 31
Table 4.2 Adi's Diagnostic Test.....31
Table 4.3 Dewi's Diagnostic Test 32
Table 4.4 Zahrani's Diagnostic Test.....32
Table 4.5 Salsa's Diagnostic Test.....33
Table 4.6 Wenty's Diagnostic Test.....33
Stages Analysis of Students' Diagnostic Writing
Table 4.7 The Stages of Yanuar's Diagnostic Writing 34
Table 4.8 The Stages of Adi's Diagnostic Writing.....34
Table 4.9 The Stages of Zahrani's Diagnostic Writing 35
Field and Tenor Analysis of Students' Diagnostic Writing
Table 4.10 Scrap of Yanuar's Diagnostic Writing 36
Table 4.11 Scrap of Salsa's Diagnostic Writing.....36
Table 4.12 Scrap of Dewi's Diagnostic Writing 37
Discourse Analysis of Students' Diagnostic Writing
Table 4.13 Scrap of Wenty's Diagnostic Writing 38
Table 4.14 Scrap of Yanuar's Diagnostic Writing 40
Grammar Analysis of Students' Diagnostic Writing
Table 4.15 Scrap of Adi's Diagnostic Writing.....41
Table 4.16 Scrap of Zahrani's Diagnostic Writing.....41
Table 4.17 Scrap of Salsa's Diagnostic Writing.....42
Spelling Analysis of Students' Diagnostic Writing
Table 4.18 Scrap of Yanuar's Diagnostic Writing 43
Table 4.19 Scrap of Zahrani's Diagnostic Writing.....43
Table 4.20 Scrap of Wenty's Diagnostic Writing 43
Punctuation Analysis of Students' Diagnostic Writing
Table 4.21 Scrap of Yanuar's Diagnostic Writing 44

Table 4.22 Scrap of Zahrani's Diagnostic Writing.....44
Table 4.23 Scrap of Wenty's Diagnostic Writing 44

Implementing the Stages of Reading to Learn

Table 4.24 Making-Note Worksheet 51
Table 4.25 The Text Model Analyzed 52
Table 4.26 The Students' Worksheet of Joint Rewriting.....57

The Students' Improvements in Preparing for Reading Stage

Table 4.27 Adi's Improvement in the Scope of Field.....61
Table 4.28 Summary of the Students' Improvement on Field 62

The Students' Improvements in Detailed Stage

Table 4.29 Summary of the Students' Improvement on Lexis.....64
Table 4.30 Zahrani's Improvement in the Scope of Appraisal 64
Table 4.31 Dewi's Improvement in the Scope of Appraisal 65
Table 4.32 Summary of the Students' Improvement on Appraisal 66
Table 4.33 Examples of Students' Improvements in Using Conjunction.....67
Table 4.34 Summary of the Students' Improvement on Conjunction 67
Table 4.35 Examples of Students' Improvements on Grammar 68
Table 4.36 Summary of the Students' Improvement on Grammar 69
Table 4.37 Summary of the Students' Improvement on Staging 72
Table 4.38 Summary of the Students' Improvement on Phases.....74
Table 4.39 Summary of the Students' Improvement on Tenor.....77

The Students' Improvements in Joint Rewriting Stage

Table 4.40 Summary of the Students' Improvement on Purpose.....78
Table 4.41 Summary of the Students' Improvement on Mode 82
Table 4.42 Summary of the Students' Improvement on Spelling 83
Table 4.43 Examples of Students' Punctuation Use.....84
Table 4.44 Summary of the Students' Improvement on Punctuation.....85

LIST OF FIGURES

Figure 2.1 Learning Cycle of R2L 7
Figure 4.1 Dewi's Diagnostic Writing 71
Figure 4.2 Dewi's Post Instructional Intervention 72
Figure 4.3 Wenty's Diagnostic Writing 75
Figure 4.4 Wenty's Post Instructional Intervention 76
Figure 4.5 Adi's Diagnostic Writing 79
Figure 4.6 Adi's Post Instructional Intervention Writing 80
Figure 4.7 Salsa's Diagnostic Writing 81
Figure 4.8 Salsa's Post Instructional Intervention Writing 82

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