

STATEMENT OF AUTHORIZATION

I hereby declare that this thesis entitled **Implementing *Reading to Learn (R2L)* to Scaffold the Teaching of Writing Analytical Exposition Text for Disadvantaged Students** is totally my own work. To the best of my knowledge and belief, it contains no element of plagiarism. Therefore, I confirm that I will be ready to respond to any risks that can be imposed on me if later there will be any violations of educational research ethics in this work.

Bandung, 30 January 2019

Author,

Hasna Parida
Std. No. 1605598

ACKNOWLEDGEMENTS

This thesis can be written because the helps from Alloh the Most Beneficent and Most Merciful. Because of His endless blessing, I always have the courage to stay on the track and continue to write. Blessing of Alloh be upon Muhammad and his family and his companions for being the constant source of guidance.

First of all, I would like to express my heartfelt thanks to Prof. Dr. Didi Suherdi, M. Ed and Wawan Gunawan, M. Ed., Ph.D. as the supervisors of my thesis. Thank you for all supports, advices and suggestions. Their expertise helped me to sharpen the focus of my research. Their helps were invaluable as they develop my knowledge both as teacher and researcher. I am also thankful to Prof. Bachrudin Mustafa, M.A., Ph.D. and Dr. Fazri Nur Yusuf, M.Pd for the generous support and assistance. Your suggestions strengthen the focus of my study.

My gratitude goes to LPDP (Indonesia Endowment Fund for Education) for providing financial support for my Master opportunity.

To all my students who participated on this research, I really appreciate your hard work and enthusiasm. Your contributions were invaluable and made it possible for me to write this thesis.

To all my classmates, *Kece*, thank you for being wonderful friends. It's been a great pleasure to be with you all. You all made this graduate journey full of laughter and great memories.

Finally, this thesis rests on my family; my husband, my mother, my father, my sisters and my brothers. Thank you for always keeping me in your prayers. Thank you for all the supports. To my heavenly son; Sinan, thank you for always be a sweet memory. To my children; Pijar and Bagja, thank you for your patience when I need to go to campus and elsewhere and always warmly welcome me, whenever I am coming home.

ABSTRACT

One of the mandated basic competencies for vocational high school is to write analytical exposition text. It has been observed that many students with disadvantaged background have difficulties in coping with the competencies due to limited access to linguistic and academic resources. These disadvantaged students are less prepared to write academically valued texts. Rapid growth of research about *Reading to Learn* and scaffolding in international contexts show promising results that this approach could accelerate disadvantaged students' literacy development. This study is aimed at figuring out how the implementation of R2L can scaffold the mandated basic competencies for disadvantaged students and how they improve students' writing competency. The data were gained from six focal students at a vocational high school through qualitative case study design. The analysis shows that *Reading to Learn* in the context of this study shows its affordability in scaffolding the teaching of writing analytical exposition text on macro and micro skills and improved students competency depicted from the 14 R2L's descriptors. The analysis shows some challenges and opportunities for future research direction in Indonesian contexts.

Keywords: R2L, scaffolding, analytical exposition text, disadvantaged students.

TABLE OF CONTENTS

APPROVAL PAGE	i
STATEMENT OF AUTHORIZATION	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURE	ix
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Questions	5
1.3 Objectives of the Research	6
1.4 Scope of the Study	6
1.5 Research Significance	7
1.6 Clarification of Terms	7
1.7 Organization of Paper	9
CHAPTER II THEORITICCAL FOUNDATION	10
2.1 Reading to Learn (R2L)	10
2.1.1 Definition of R2L	10
2.1.2 A Historical Overview of R2L	11
2.1.3 Principles of R2L	14
2.1.4 The R2L Pedagogy Cycle	15
2.1.4.1 Preparing before reading stage	16
2.1.4.2 Detailed reading stage	16
2.1.4.3 Joint construction stage	18
2.1.4.4 Independent writing stage	18
2.2 Scaffolding	19
2.2.1 Definitions of Scaffolding	19
2.2.3 Types of Scaffolding	20
2.3 Mandated Basic Competencies	21
2.4 Previous Related Research	23

CHAPTER III RESEARCH METHODOLOGY	25
3.1 Research Design	25
3.2 Research Site	26
3.3 Participants	28
3.3.1 Participant observer	28
3.3.2 Focal Students	28
3.4 Research Procedure	30
3.5 Data Collection	31
3.5.1 Teaching Observation	31
3.5.2 Collection of Focal Students' Analytical Exposition Text	33
3.5.3 Follow-up Interview	33
3.6 Data Analysis	34
3.6.1 Analysis of Observation	34
3.6.2 Analysis of Students' Analytical Exposition Text	34
3.6.3 Analysis of Interview Data	35
3.7 Concluding Remark	35
CHAPTER IV	36
FINDINGS AND DISCUSSION	36
4.1 General Findings	36
4.2 The Scaffolding Process in R2L	37
4.2.1 Macro Scaffolding	38
4.2.1.1 Preparing before Reading	39
4.2.1.2 Detailed Reading	43
4.2.1.3 Joint Construction	46
4.2.1.4 Independent Writing	47
4.2.2 Micro Scaffolding	48
4.2.2.1 Preparing before Reading	48
4.2.2.2 Detailed Reading	49
4.2.2.3 Joint Construction	50
4.3 Skills Improved in the Writing of Analytical Exposition Text	50
4.3.1 The Improvement of Context skills in the writing of Analytical Exposition Text	53

4.3.1.1 Genre	53
4.3.1.2 Stages	57
4.3.1.3 Phases	61
4.3.1.4 Field	64
4.3.1.5 Tenor	66
4.3.1.6 Mode	69
4.3.2 The Improvement of discourse skills in the writing of Analytical Exposition Text	70
4.3.2.1 Lexis	70
4.3.2.2 Appraisal	72
4.3.2.3 Conjunction	74
4.3.2.4 Reference	75
4.3.3 The Improvement of Graphic Features skills in the writing of Ana- lytical Exposition Text	75
4.3.3.1 Spelling	76
4.3.3.2 Punctuation	76
4.3.3.3 Presentation	77
4.3.4 The Improvement of Grammar skills in the writing of Analytical Exposition Text	78
4.4 Discussion	80
4.5 Concluding Remarks	81
CHAPTER V CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS	82
5.1 Conclusions	82
5.2 Limitations of the Study	83
5.3 Recommendations for Further Research	84
REFERENCES	
APPENDICES	

LIST OF TABLE

Table 2.1 R2L strategies.....	15
Table 2.4 Indonesian EFL curriculum development.....	21
Table 3.1 Research schedule and timeline.....	30
Table 4.1 Example of text model.....	41
Table 4.2 Available Rubric of Indonesian EFL curriculum.....	52
Table 4.3 R2L descriptors for argument genre.....	53
Summary of students' improvement on context skills	
Table 4.4 Summary of students' improvement on genre.....	58
Table 4.6 Summary of students' improvement on stages.....	61
Table 4.7 Summary of students' improvement on phases.....	64
Table 4.8 Summary of students' improvement on fields.....	67
Table 4.9 Summary of students' improvement on tenor.....	69
Table 4.10 Summary of students' improvement on mode.....	70
Summary of students' improvement on discourse skills	
Table 4.11 Summary of students' improvement on lexis.....	72
Table 4.12 Summary of students' improvement on appraisal.....	75
Table 4.13 Summary of students' improvement on conjunction.....	76
Table 4.14 Summary of students' improvement on reference.....	77
Summary of students' improvement on graphic feature skills	
Table 4.15 Summary of students' improvement on spelling.....	78
Table 4.16 Summary of students' improvement on punctuation.....	79
Table 4.17 Summary of students' improvement on presentation.....	80
Summary of students' improvement on grammar skills	
Table 4.18 Summary of students' improvement on grammar.....	81

LIST OF FIGURE

Figure 2.1 Rothery's cycle.....	12
Figure 2.2 R2L pedagogy cycle.....	14
Figure 2.3 R2L learning cycles.....	17
Figure 2.4 R2L joint construction cycles.....	18
Figure 4.1 Romi's diagnostic writing.....	55
Figure 4.2 Romi's post-instructional intervention writing	56
Figure 4.3 Valery's diagnostic writing.....	59
Figure 4.4 Valery's post-instructional intervention writing.....	60
Figure 4.5 Ifdan's diagnostic writing.....	62
Figure 4.6 Ifdan's post-instructional intervention writing	63
Figure 4.7 Dyandra's diagnostic writing.....	65
Figure 4.8 Dyandra's post-instructional intervention writing.....	66
Figure 4.9 Rizki's diagnostic writing.....	68
Figure 4.10 Rizki's post-instructional writing.....	69
Figure 4.11 Romi's diagnostic writing on discourse skill.....	72
Figure 4.12 Romi's post-instructional writing on discourse skill.....	72
Figure 4.13 Piku's diagnostic writing.....	74
Figure 4.14 Piku's post-instructional writing.....	74