

READING TO LEARN (R2L): TEACHING READING COMPREHENSION TO A
YOUNG ENGLISH LANGUAGE LEARNER

A Research Paper

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TO A YOUNG ENGLISH LANGUAGE LEARNER

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STATEMENT OF AUTHORIZATION

I, Tita Lestari, acknowledge that this research paper entitled “Reading to Learn (R2L): Teaching Reading Comprehension to a Young English Language Learner” is originally my work. I am fully aware that as an attempt to support this paper statements, I cited several ideas from other sources. However, all statements and ideas from other sources are properly acknowledged.

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ABSTRACT

Reading to Learn (R2L) pedagogy is a child-friendly approach which aims to minimize the literacy gap among learners. R2L pedagogy is applicable in every level of education with the use of various text types. Considering lots of significant aspects of R2L, this approach could be used in Indonesia to help learners fulfilling the high demand of *Kurikulum Merdeka* at primary school and junior high school. However, the research that used R2L pedagogy in primary school, especially in Indonesia, was little to be found. Therefore, this research is intended to discover how R2L pedagogy supports a young English language learner's reading comprehension. Using a case study methodology, the researcher implemented (1) preparing for reading and (2) detailed reading phases which were adapted from Rose and Martin (2012). Moreover, the researcher used videotapes observation, pre and post reading comprehension discussion, and worksheets in collecting the data. In analyzing the data, the researcher used thematic analysis by Creswell and Creswell (2018, p. 269) and categorized the data into selected codes and themes which is expected to show how R2L pedagogy supports a young English language learner's reading comprehension.

Key words: EFL classroom, *Kurikulum Medeka*, Reading to Learn (R2L) pedagogy, Reading comprehension, Young learners.

ABSTRAK

Reading to Learn (R2L) pedagogi adalah pendekatan ramah anak yang bertujuan untuk meminimalisir kesenjangan literasi di antara peserta didik. *Reading to Learn (R2L)* pedagogi dapat diterapkan di setiap jenjang pendidikan dengan penggunaan berbagai jenis teks. Mengingat banyak aspek penting dari R2L, pendekatan ini dapat digunakan di Indonesia untuk membantu siswa memenuhi tuntutan Kurikulum Merdeka yang tinggi di jenjang Sekolah Dasar dan Sekolah Menengah Pertama. Namun, penelitian yang menggunakan *Reading to Learn (R2L)* pedagogi di sekolah dasar, khususnya di Indonesia, masih sedikit ditemukan. Oleh karena itu, penelitian ini dimaksudkan untuk mengetahui bagaimana *Reading to Learn (R2L)* pedagogi mendukung pemahaman membaca pembelajar bahasa Inggris muda. Dengan menggunakan metodologi studi kasus, peneliti menerapkan (1) *preparing for reading* dan (2) *detailed reading* yang diadaptasi dari Rose dan Martin (2012). Selain itu, peneliti menggunakan observasi kelas, diskusi pemahaman bacaan sebelum dan sesudah, dan lembar kerja dalam mengumpulkan data. Dalam menganalisis data, peneliti menggunakan analisis tematik oleh Creswell dan Creswell (2018, p. 269) dan mengkategorikan data ke dalam kode dan tema terpilih yang diharapkan dapat menunjukkan bagaimana *Reading to Learn (R2L)* pedagogi mendukung pemahaman membaca pelajar bahasa Inggris muda.

Kata kunci: *EFL classroom*, Kurikulum Medeka, *Reading to Learn (R2L) pedagogy*, Pemahaman Membaca, Pelajar Muda.

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