

## Enhancing Academic Writing Skills through “Reading to Learn” Strategy

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### Abstract

Writing in a second language is different from writing in one’s mother tongue. Writing in a second or foreign language is undeniably more difficult than writing in the first language. Therefore, it is imperative for teachers to understand that there are many differences between first language (L1) and second language (L2) writing. Second language writing is complexified by the addition of new resources and norms (new structural elements of the new language, new rhetorical conventions, and some other things). On that ground, teachers should select the most appropriate teaching methods and strategies in their writing classes, one strategy that teachers can apply in their academic writing class is Reading to Learn strategy. This study presented information on a teaching strategy named Reading to Learn applied to one group of Academic Writing class. One group was taught using *Reading to Learn* teaching strategy, with the hope of helping students improve in both their reading and writing skills. This study was conducted in a writing course consisting of 20 students. *Academic Writing* is the highest writing class before students go to thesis proposal writing at the English Department of UKSW Indonesia. One central question to be answered is: *How effective is Reading to Learn strategy when it is used to teach Academic Writing students?* Instruments used were pre-test, post-test, direct as well as video-recorded observations, weekly journals, and interviews. In Indonesia, not many studies dealing with Reading to Learn have been done. One study was conducted by Samanhudi and Sugiarti (2013). This study reports the effectiveness of using *Reading to Learn* program in teaching critical writing to teacher candidates in English Language Teaching Department, Sampoerna School of Education, Jakarta. From the statistical analysis as well as from students’ perceptions, several conclusions can be drawn. First, Reading to Learn is effective to teach Academic Writing. Secondly, not all tertiary students like working cooperatively. Some prefer working individually. The next conclusion is students perceive peer review as an important part of their essay writing.

*Key words:* Academic writing course, effective; Reading to Learn, writing competence

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**Introduction**

Writing is not an easy thing to do. Writing activity involves a number of things to be mastered, like lexical and grammatical knowledge, which can be very complex, coherence, cohesion, and mechanics. Writers also have to think about ideas as well as the logical organization of ideas. Writing is the result of employing strategies to manage the composing process. Dollahite and Haun (2012) mention that writing starts not with a pen and a piece of paper, nor does it start with a computer. It all starts with thinking, reading, and discussing about a topic. This shows us that to write, writers really need great energy to think; the analogy is like farmers who are working hard to plough their field. Tribble (2012) adds that learning to write is not a question of developing a set of mechanical orthographic skills: it also involves learning a new set of cognitive and social relations. Tribble further states:

for a variety of practical reasons, it is through the mastery of writing that the individual comes to be fully effective in intellectual organization, not only in the management of everyday affairs, but also in the expression of ideas and arguments (p.12).

Hyland (2002) also strengthens this idea, stating that writing is not taught; instead, it is learnt. Writing is a developmental process. Teachers' role is as facilitator who help writers with space to find their own meaning. Interference should be made minimum.

From the statements above, it can be concluded that that writing can be powerful, and writing can be associated with the control of information, as well as people, as Hedge states in his book, *Writing* Hedge, 2012). In writing activity, precision is one requirement that must be fulfilled. Hedge (2003) states that, “One of the most important facts about composing process...is that the process that creates precision is itself messy.” (p.302) Writing in native language is of course different from writing in a second or foreign language. Hedge further states that writing in a second language is more complicated and difficult.

Since writing in a second or foreign language is more difficult than writing in the first language or mother tongue, it is necessary for teachers to understand that there are many differences between first language (L1) and second language (L2) writing (Brown, 2001, p. 339). Kern (2000) explains that L2 writing is complexified by the addition of new resources and norms (new structural elements of the new language, new rhetorical conventions, and some other things). Writing in second language will be more difficult or less effective than writing in native language, if learner is less familiar with these new resources and less confident in the use (Kern, 2000, p.177).

Dealing with writing in a second language, Babauta (2008) claims that every writer reads his or her own stuff, and puts their stuff to use in their own way. There are two ways to become a better writer in general: write a lot, and read a lot. There are no other steps. Beyond reading for pleasure, a good writer also reads with an eye for the writing. What we learn as readers, we use as writers. So, it can be said that over time, our writing becomes in some ways a compilation of all the things we have learned as readers, blended together in our own unique recipe.

This is strengthened by Simon, et al. (2009) who mention that it is intuitively obvious, that one cannot learn to write until one has learnt to read. Kress (2004, in Grainger, 2004, p. 77-78) also claims that reading is a means of engaging with the world. We transform the world as we ‘take in’ it. In the process of transformation in reading, we all form signs in a constant way. Inside the signs, there are internal representation. Kress (2004) further states that reading is a central component of the formation of who we are and who we can be. The sign-making process in reading in a way is similar to the sign-making process in writing. The social difference is that writing is a process of sign-making externally, while reading is an internal one. Reading and writing are thus always socially interrelated.

Hedge (2014, p.13) also claims that it will be beneficial for students to be exposed to models of different text types, so that they can develop awareness of what makes a good writing. “Reading”, Hedge explains, “is necessary and valuable.” However, this is not enough. To be a good writer, a student needs to read a lot, too.

Inferring the thoughts above, it can be said that to write, we need to read. What we read may be unlimited. We may read and write about relationships, assumptions, conventions, as well as acts. As Faulkner says, we should read everything, and it is up to us as readers, to keep what we have read, or to discard what we do not need. This study reveals the implementation of Reading to Learn strategy in Academic Writing class in Semester II/ 2016-2017 Academic Year. Further elaboration on the theories, methodology, as well as discussion, are presented in the later sections.

### **Theoretical Foundation**

In Indonesia, not many studies have been conducted on *Reading to Learn* strategy, and its relationship with learning styles, personality types, and writing competence. One study was conducted by Samanhudi and Sugiarti (2013). This study reports the effectiveness of using *Reading to Learn* program in teaching critical writing to teacher candidates in English Language Teaching Department, Sampoerna School of Education, Jakarta. Critical writing is high-level writing involving arguments. Writers have to weigh up others’ evidences and arguments. They also have to contribute their own ideas. One of the characteristics of critical writing is there should be a clear presentation of the writer’s arguments and evidences, which lead to specific conclusions (Student Learning Development, 2018).

*The Reading to Learn* program implemented in that study allowed the researchers to employ principles from other theories of critical thinking and critical literacy. Embracing the characteristics of a case study and to some extent a program evaluation research design, the researchers obtained data from classroom observations, collection of samples of students’ texts in various stages of the teaching program, and students’ journals written after each teaching session and interviews with the students. From Samanhudi and Sugiharti’s (2013) study, results revealed that students’ ability to write an English text was better than before. This is indicated by their ability to clearly and explicitly explain details of information in the text they write, which surely fulfill the standard outlined in the critical thinking theory used in that study.

Looking at the urgency of new strategies to be applied in Academic Writing, the need to conduct research on *Reading to Learn* is thus unavoidable. This is also to cover the scarcity of

research on this particular teaching strategy in Indonesia. The nobleness of this research is that there have been no studies before which dealt with learners’ personality types, learning styles, and Reading to Learn strategy to teach Academic Writing class.

### ***Academic writing***

Academic writing refers to all writing which is created for the purpose of study (Chin et al. 2012). All university students will be especially evaluated based on their writing, so writing skills are essential for students’ academic success. Chan (2013) strengthens this idea, saying that when we write argumentative essays, our goal is to persuade others to adopt our view. We do that not by twisting the audience’s arms, absolutely, but by putting forward convincing evidence, sensible reasoning, and effective rebuttals.

There are many students who do not like academic writing, because they think that it is very difficult. However, whether we like it or not, and whether we realize it or not, in our daily life, we are all involved in some form of persuasion, both the routine or accidental ones. In academic writing, students will learn about the fundamentals or a good argument. They learn how to find mistakes, fallacies, or inconsistencies in others’ arguments, so that you will not be easily deceived. They will also learn how to formulate their own argument and influence or persuade others to agree with their opinions. Clear ideas in analysis, synthesis, and evaluation will students to stay in a good, strong stance with consistency and good reasoning. Elements graded in the pretests as well as posttests are focus of the essay, organization, structure, development, supports, elaboration, critical thinking, style, and mechanics.

### ***Reading to Learn***

Reading to Learn is designed to enable all learners at all levels of education to read and write successfully, at levels appropriate to their age, grade, and area of study. These strategies have been independently evaluated to consistently accelerate the learning of all students at twice to more than four times expected rates, across all schools and classes, and among students from all backgrounds and ability ranges, including students at tertiary level. The cycle is described as follows with the elaboration of each step (Listyani, 2015).

#### ***A. Preparing before Reading***

Reading to Learn Cycle consists of six stages (Rose, 2005). The first stage is *Preparing before Reading*. The first stage of R2L cycle was initially designed for Aboriginal learners. It is called *Preparing before Reading*, in which a story or part of it is read aloud with the class, but learners have been prepared before to follow the words with understanding. These students have been guided to understand the word meanings. They are given the background knowledge that they need to know. The teacher then tells them what the story is about, and summarizes the sequence of the story.

Learners’ understanding of the overall meanings of a text will provide a good context for recognizing more detailed meanings within each sentence. This will be discussed further in the next stage named *Detailed Reading* stage. Besides stories, this first stage, *Preparing before Reading*, may also include more extensive exploration of the overall field. The text should be relevant to the curriculum topic. Again, the teacher summarizes the topic of the text and the

sequence of the story. This is done in words that all learners understand. Some of the terms in the text are also used to as it is read aloud. During and after reading, key terms and concepts are also briefly explained.

### ***B. Detailed Reading***

Rose (2005, p.159) further states that general understanding of the text will provide a foundation for the key stage of *Detailed Reading*. Here learners must read the wordings themselves. This task is made easy by reading a short passage sentence-by-sentence, with the support of meaning cues provided by the teacher. These cues enable learners to be able to identify actively wordings from their meanings. They will also be able to apply what they learn to other texts. *Detailed Reading* enables all learners to read the passage with full comprehension and accuracy. This phase also becomes the foundation for the third stage of *Preparing before Writing*. In my perspective, this phase is ideal to be done in small groups. When grouping students for comprehension, Serravallo (2010, p. 60) reminds teachers that it is useful to make sure that students are working on the same or about the same level of proficiency within a skill.

### ***C. Preparation before Writing***

In the next stage, *Preparation before Writing*, students are given the general framework of the genre and field in which they will rewrite the text. The teacher prepares students to imagine new texts. This is done by drawing attention to notes, suggesting alternative wordings, and discussing the field further. Now instead of identifying literate wordings from common sense cues, students select more common-sense paraphrases for the literate wordings in the notes. Then the teacher can help to elaborate by rephrasing the selection, supporting them to check issues such as grammar, letter cases, punctuation or spelling, and encouraging critical discussion of the way the original author constructed the field, and how they may reconstruct it. This high-level critical analysis is possible, in Rose’s opinion (2005) because of the supported practice in deconstructing and reconstructing meanings at all levels of the text.

This stage, *preparing before writing*, varies with the type of text and level of schooling: with story texts in primary years, it may involve *manipulating sentences* on cardboard strips, followed by *practice in spelling and fluent writing*; with factual texts at all levels, it involves *making notes* from the text, in which spelling can also be practiced. The movement through these three stages is thus ‘top-down’, from overall meanings in the text, through wordings in sentences, to letter patterns in words.

The next stage involves reconstructing the text patterns of the passage used for *Detailed Reading*, with new events, characters, settings and so on. This *Text Patterning* begins with the whole class as a joint activity before moving to independent writing. The first step is to read the whole passage again and reiterate the discussion of its global structures and key features. The class then brainstorms new story elements, the teacher scribes all ideas on the board or paper sheets for later use, and the class votes on which ideas will be used for the joint story.

### ***D. Joint Construction (Collaborative writing)***

The next three stages then move back up to construct patterns of meaning in new texts. Rose (2005) clarifies that the fourth stage is *Joint Reconstruction* of the text. Here, the teacher

guides the class to write a new text, with all learners taking turns to scribe on the class board. With story texts, *Joint Reconstruction* uses the same literate language patterns as the original passage, with new content – events, characters, settings and so on. This supports learners to use the literary resources of the accomplished author they have learned to read and apply them to a new story. With factual texts, *Joint Reconstruction* uses the same content as the original text, via the notes scribed from it, but the new text is written in wordings that are closer to what the learners might use themselves in assignments.

Following the *whole class joint construction*, the text can be erased and students can practice writing their own text from the same notes, in groups and individually, as a step towards independent research. In the *joint writing process*, learners take turns to scribe, but the whole class thinks of what to write and how to say it, closely following the original text patterns. This activity supports all learners to use the literate language of the accomplished author they have been reading, at the same time as creating a new story.

#### ***E. Individual Reconstruction***

In the fifth stage *Individual Reconstruction*, learners use the text patterns or notes they have practiced using with the class to write a text of their own. Again with stories, this involves the same text patterns with new content, while factual texts involve the same content with new wordings. Skills developed through each of these supportive stages then lead to the final stage, *Independent Writing* task on which learners can be assessed (Rose, 2005).

#### ***F. Independent Writing***

*Independent writing* then involves using the same text patterns again, but with individual stories, using and expanding ideas discussed with the class. As with all other stages of the curriculum cycle, some students will be able to do this activity more independently, enabling the teacher to provide support for weaker writers in the class. Techniques for reading and writing factual texts can be used at any level, from primary to tertiary study, in any curriculum area. They support learners to develop skills in reading texts with understanding, identifying key information, selecting information for notes, and using it to write texts of their own. Along the way, they also develop skills in interpreting and critiquing both the content of texts and how they are constructed (Rose, 2005, p. 158)

These writing activities flowing from detailed reading extend and intensify the approach of genre-based writing pedagogies (Rose, 2005, as cited in Cope & Kalantzis, 1993; Macken-Horarik, 2002; Martin, 1993, 1999; Martin & Painter, 1986; Martin & Rose, 2005; Rothery, 1989, 1996). This six-stage curriculum cycle is schematized in the figure shown in Figure 1.

According to Rose (2005), techniques for reading and writing stories in primary and junior secondary school support learners to read with engagement and enjoyment, to develop identities as readers, and to recognize and use literate language patterns in their own writing.

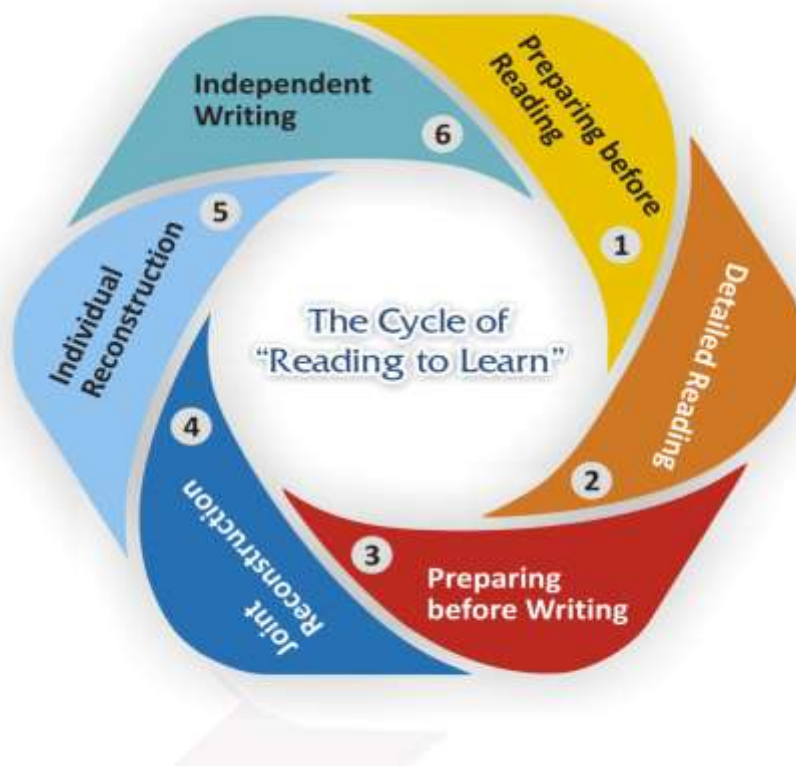


Figure 1 The Cycle of Reading to Learn

### Research Methodology

This study is quantitative in nature. To be specific, the design is “the One-Group Pretest-Posttest Design” (Tuckman, 1978, p. 129); Cohen, Manion & Morrison (2000, p. 212); Ary, Jacobs, & Ravazieh (2002, p. 316); Gall, Gall, & Borg (2007); Cresswell (2009). In this kind of model, the pretest provides some information about the selected students’ initial state or condition, while the posttest describes the condition after the treatment. The diagram can be described as follows:

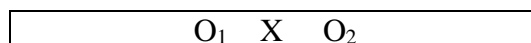


Figure 2 The Research Design

O<sub>1</sub> refers to the initial condition of the students, while X the treatment or manipulation given, can be a teaching method or perhaps interest which is aroused by a curriculum innovation, or another reveal that the researcher manipulates to a certain dependent group. O<sub>2</sub> refers to the condition after the treatment; that is, after the researcher re-measures the group’s attitudes, interest, or condition. Afterwards, the researcher moves on to compare the pretest and posttest scores.

The case when a researcher has double roles both as the researcher as well as the teacher of both classes is possible to happen. The same case took place in this research. In order to avoid

subjectivity, all the teaching-learning processes were video-recorded and reviewed right after the classes took place. A second way to avoid subjectivity is by having two inter-raters whose task was to score students' pre-tests and post-tests. These two inter-raters were lecturers of writing courses at the English Department of Universitas Kristen Satya Wacana (UKSW) Salatiga, Indonesia.

In this study there was one group of Academic Writing class, consisting of 20 students. The course was worth four (4) credits, and offered for the fourth semester students at the English Language Study Program, Faculty of Language and Literature, UKSW Salatiga.

These students were taught using a teaching strategy called *Reading to Learn*. Seen from the numerical quantities and data, as Grix (2004) mentions, this study is mainly quantitative. About the relationship of data and evaluation, Nunan (1992, p. 185) says that “*Data resulting from evaluation assist us (the researchers) to decide whether a course needs to be modified or altered in any way so that objectives may be achieved more effectively.*” Nunan then explains that if some learners cannot achieve the goals and objectives set for the course, it is necessary to define the cause(s). Researchers may have some ideas about what measures might be taken in order to remedy any shortcomings. “*Evaluation,*” he claims, “*is not simply a process of obtaining information, but also a decision-making process*” (Nunan, 1992, as cited in Nunan, 1988, p.185).

In order to obtain data, some instruments were used. The main instruments were pretest and posttest. They were given in order to get the scores on the students' writing. Pretest was given at the beginning of the semester, in the first meeting; while posttest was given at the end of the semester, in the last meeting. Besides pretests and posttest, journals, observation, documentation, and interviews were also applied with the purpose of data triangulation and to give clearer pictures of the students' answers. During the Teaching Learning Process (TLP), video-recording was also done in Micro Teaching Room, in E Building of UKSW Salatiga Indonesia.

### Findings and Discussions

In this section, findings and discussion will be discussed. In the first part, the distribution of the sample was tested using One-Sample Kolmogorov-Smirnov Test. Data needed for this test are Pre-test and posttest scores from the whole class. There are two hypotheses proposed: Null Hypothesis – If the samples have normal distribution and Alternative Hypothesis, if the samples do not have the normal distribution. For the significance level,  $\alpha = 0.05$  is used, and the statistics used is Kosmogorov-Smirnov. The Null Hypothesis will be rejected if p-value is less than ( $<$ ) 0.05. On the other hand, if it is more than ( $>$ ) 0.05, the Null Hypothesis will be accepted (Huck, 2012).

From the statistical calculation, it is found that the *p-value* for pretest and posttest of this group respectively are 0.912 and 0.998. It means that all the *p-values* are more than 0.05. It means that the sample has normal distribution.

Next, to see whether there was an increase in the post-test of this group after the treatment, paired-sample test was used. It will be found out whether or not the averages of the Pre-test and Post-test of this group are the same or not. In other words, it will be found out whether there is a significant difference or increase from the pretest to the posttest.



To answer this question, there are two hypotheses used. The first is The Null Hypothesis (H<sub>0</sub>): the average of the Pre-test is equal to the Post-test ( $\mu_{Pre} = \mu_{Post}$ ). The second hypothesis is Alternative Hypothesis, or H<sub>1</sub>: the average of the Pre-test is not equal to the Post-test ( $\mu_{Pre} \neq \mu_{Post}$ ).

For the significance level,  $\alpha = 0.05$  is used. For the statistics, t-test for dependent sample is used. The Null Hypothesis (H<sub>0</sub>) is rejected if the *p-value* is  $< 0.05$ , and if the other way around happens,  $p \geq 0.05$ , then the Null Hypothesis is accepted.

From Table 1, it is clearly seen that the *p-value* is 0.048, which is smaller than 0.05, the H<sub>0</sub> hypothesis is rejected. Table 1 and 2 show the statistical results.

Table 1. *The Difference in Averages of Pre-Test and Post-Test of the R2L Group*

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE1E - POST1E	-8.91381	7.26076	1.58443	-12.21887	-5.60875	-5.626	20	.000

Table 2. *The Average of Pre-Test and Post-Test of the R2L Group*

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE1E	58.0062	21	8.23183	1.79633
	POST1E	66.9200	21	8.78833	1.91777

From Table 1, it can be seen that the *p-value* is  $p = 0.000$ , which means the *p* value is 0 (zero) or approaching 0. Therefore, the *p-value* is smaller than 0.05. The Null Hypothesis is then rejected. As a result, the average of the Pre-test is significantly different from the Post-test of the R2L Group. The average of the Pre-test is 58.01, while the average of the Post-test is 66.92. A conclusion can be drawn, that is, the learning process in R2L Group increased the students' writing competence.

### Discussion

From the statistical analyses above, a conclusion can be drawn. Reading to Learn teaching strategy is effective to teach Academic Writing students at tertiary or university level. To be more specific, it is effective to teach Academic Writing students of the third semester. However, there are other factors that determine the effectiveness of a teaching strategy and in turn, the success of learning.

Finney (2002) explains that learning ultimately depends on the interaction between the teacher and the learners in the classroom, also the teaching approaches, activities, materials, and

procedures employed by the teacher. Finney (2002, p. 77) further states that there is “a need for flexibility and openness to change and influences from the broader perspective of general educational theory.” About language teaching, Finney (2002) mentions:

The language teaching profession has yet to embrace curriculum development as an overall approach to the planning of teaching and learning. Our profession has evolved a considerable body of educational techniques, but little in the way of an integrated systematic approach to language curriculum processes. Such an approach may be crucial, however, if we are to develop a more rigorous basis for our educational practices. (p. 77)

Finney’s opinions above seem to be true, that all these things are interrelated: teacher and learners’ interaction, approaches, materials, activities, and procedures. It is lecturers that know best the situation of the class. Flexibility and openness to change things are needed in order to get the best teaching learning process in the class. Teachers’ readiness to teach longer academic writing also becomes an important that contributes to learners’ success. In a national survey conducted by Kiura, Graham, and Hawken (2009), it is found that in high school level, writing assignment that requires students to write longer than a single paragraph occurs less than once in a month, and it happens to almost half of the classes. Students are rarely asked to write long essay involving critical analysis and interpretation. Applebee and Langer (2006) found a similar result. Kiura et al found that about 60% of writing teachers were unprepared to teach writing (in Graham and Hebert, 2010).

Successes in schools applying Reading to Learn Strategy have been reported. Besides Samanhudi and Sugiarti’s study, there are some other research reports in this area. Cullican (2005) reported that in 2003, CEOM (Catholic Education Office Melbourne) conducted a two-year Literacy Intervention Research Project which was aimed at improving students’ literacy outcomes. These students were considered educationally disadvantaged in their middle school years. The Reading to Learn Project to help these students is known as Learning to Read, Reading to Learn. From the program, five-year students made greater progress than year six and seven students. Some students in junior secondary schools seemed to progress more rapidly. Factors like age, primary to secondary school transition, and complexity of school curriculum might contribute to this matter.

The Association for Education in Journalism and Mass Communication (AEJMC), a non-profit educational organization on journalism, also conducted research in 2010 on addressing the problems of compliance and developing higher level reading skills while creating guided opportunities for interpersonal and large group discussion. In their research, they applied Reading to Learn as ongoing interdisciplinary research effort which was designed to understand students’ behaviors and practices. These all are related to readings and classroom discussions through reading communities. In short, their research tried to investigate university students’ behaviors and attitudes towards reading and classroom discussions using reading communities. They also tried to find the answers of how reading communities influence students’ perceptions of overall learning.

Two questions were addressed in their research: *How are reading communities related to student course reading and discussion behaviors?* and *How are reading communities related to student perceptions of course texts and classroom discussion?* From their research, it was found that reading communities offer added value to university students’ experience. These communities promote active learning and critical thinking through course readings and classroom discussion. Another surprising fact about the relationship between reading and writing also came from Simo et al (2009). They observed that students who were academically weaker in their research seemed to be able to write code more successfully than they did when reading the code. Reading and writing seem to be interrelated and inseparable, one factor affecting the other in terms of second language learners’ writing products.

From the qualitative side of this study, that is, from students’ responses on the processes of Reading to Learn teaching strategy, it can be seen that their responses and opinions varied in a continuum from the positive to negative. In general, it can be seen that students had positive perspectives towards the stages of Reading to Learn teaching strategy. Things that made them have negative responses or perspectives mostly rooted from social factors like peer students’ lack of discipline, schedule clashes, and uncooperative friends who depended on other friends’ opinions. From academic point of view, some students complained of difficulty in interrelating ideas, this especially happened in the R2L Group.

From students’ journals on their opinions on every stage of Reading to Learn, all students, or 100% agreed that Stage 1, *Preparing before Reading* is important. Out of 21 students, 19 students gave positive responses towards Stage 2 and 3, *Detailed Reading* and *Preparing before Writing*; only two students did not give any specific opinions towards those two stages. Seventeen students responded positively towards Stage 4, and eight students showed negative perceptions towards Stage 4, which is *Joint Reconstruction*. The underlying reason behind this might be because not all students liked collaborative work. They preferred working individually to working collaboratively. Also, the competitive atmosphere of the college life pushed students to survive individually. From all students in Group E, seventeen students showed favor towards stage 5, *Individual Reconstruction*. The other three showed disfavor, while one student showed no specific opinion towards Stage 5 (Listyani, et al, 2017).

## Conclusion

Several conclusions can be drawn from this study. First, R2L or Reading to Learn can be applied to students of any level of education. However, lecturers or teachers have to adjust the level of difficulty and materials. In this study, for example, argumentative texts which suited the level of academic writing were given to the students. Secondly, Reading to Learn is good to promote cooperation and collaboration among students, increases soft skills as well. This can be seen from students’ journals. Most of the students in this group showed positive responses towards this teaching method. There are several phases in which students need to cooperate in this program, which need collaboration and cooperation among students. They are *Detailed Reading*, *Preparing before Writing*, and *Joint Reconstruction*. Here, students’ soft skills are sharpened as they have to go through lots of collaborative work with their peers in the group.

The next point to consider is collaborative learning is good to be done in writing classes, even in academic writing level at tertiary or university level. Of course, not all students will like this activity. There are students who do not like this cooperation. This is a good means for them to learn how to cooperate with others, how to build good teamwork, how to accept or reject someone’s idea in the right way. However, teachers or lecturers should listen to students’ voice about how they feel at every step of the whole program.

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