

## ASSISTING STUDENTS' WRITING IMPROVEMENT THROUGH READING TO LEARN (R2L) PROGRAM: A REVIEW OF STUDIES

**Noviarti Rahayu**

*Department of Linguistics, Faculty of Language and Culture, Universitas Indonesia,  
Depok, Indonesia*

Email: noviarti.rahayu@gmail.com

**Harni Kartika-Ningsih**

*Department of Linguistics, Faculty of Language and Culture, Universitas Indonesia,  
Depok, Indonesia*

Email: harni.kartika@ui.ac.id

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**Abstract:** This paper aims to survey the implementation and the implication of Reading to Learn (R2L) for improving students' writing to inform future teaching practices. Reading to Learn (R2L) is a teaching methodology based on a language theory, Systemic Functional Linguistics (SFL), which has been reported as a successful program to improve students' literacy in different classroom contexts across the globe. This paper systematically reviews 14 studies on the implementation of R2L and its implications on students' writing development from 2012 to 2023. This review indicates several key findings: 1) Most studies on R2L applied R2L to teach writing an argumentative genre, given that this genre is widely considered the most formidable genre for students; 2) The implementation of R2L exhibited various modifying strategies from the R2L cycles. Most studies modify the first layer of the cycles; 3) The final result shows the impact on students' writing development. Thirteen out of the fourteen studies reviewed reported an increase in students' textual organization, written literacy skills, students' engagement in the classroom, and critical thinking.

**Keywords:** *genre-based approach; genre pedagogy; Reading to Learn; Systemic Functional Linguistics; writing development.*

### INTRODUCTION

Genre-based approach (GBA) or the Sydney School genre pedagogy is a prominent pedagogical approach that has been applied to teach writing skills (Rose & Martin, 2012). This approach is based on a language-based theory of learning, Systemic Functional Linguistics (SFL), a linguistic framework developed by MAK Halliday (1993). SFL is centralized on functions of language, which are manifested through meaning potentials or linguistic system (Cheng, 2023). This framework also examines language as a system related to the context of culture and its social context (Rose & Martin, 2012). SFL provides valuable insights into understanding and analyzing the structure and function of language within the context of its use. The functional model of language can be observed through four perspectives: 1) Twin function of language; 2) Social contexts of language use; 3) Structural organization of language; and 4) Language system in actual text (Martin & Rose, 2008; Rose & Martin, 2012). The illustration of the interpretation of language in social and cultural contexts is presented in Figure 1.

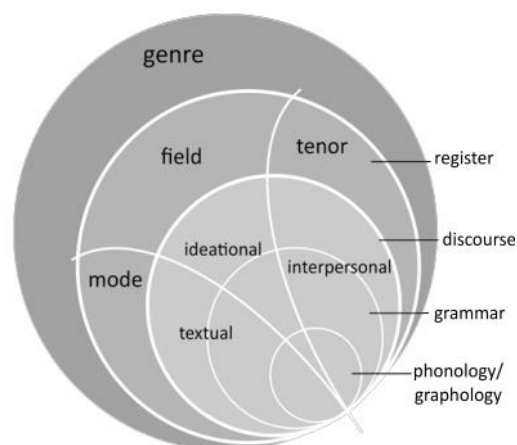


Figure 1. *The relation of language to social and cultural context (Rose & Martin, 2012, p.271)*

Initially, when we use language to communicate, we are doing two things at the same time: we are interacting with the audience, and we are interacting about something (Halliday & Matthiessen, 2014). The dual functions of language serve as a medium to enable speakers and writers to communicate and convey their thoughts or experiences effectively. In SFL, language has

two metafunctions: an interpersonal metafunction (enacting the relationship between speaker and audience), an ideational metafunction (interpreting the speaker's thoughts or experiences). When the speaker relates the message to the context of speaking, then this meaning is known as textual metafunction.

The second perspective of language in functional theory is the social context of the language. It can be examined from three distinct angles: the relationship formed through language, the experiences it conveys, and its role within a given context. These three aspects of social context are referred to as the tenor of social relation (identifying involved parties), the field of experience (defining topics or activities discussed), and the mode of communication (spoken or written). Collectively, field, tenor, and mode constitute a text's register. Beyond register lies a text's general social purpose, known as genre. The specific social purpose of the text determines its genre; for example, explaining cause-and-effect sequences produces an explanation, classifying and describing an object produces a report, and narrating events results in a narrative. The field, tenor, and mode converge at the genre level.

Based on the perspective of language as a structural organization, patterns of meaning occur at different linguistic levels: discourse is the term at text level, grammar at the clause level, and phonology or graphology at the level of sounds or letters. The interconnection between these three levels is denoted as realization.

The fourth perspective is the relation between the language system and the actual text used. It reveals how the abstract language system translates into practical communication.

In the scope of SFL, GBA often employs the term 'genre', often overlapped with the concept of 'text type.' Therefore, the GBA curriculum is designed to teach various types of texts at each level, and the topics of each unit are named based on the type of text they focus on. This approach ensures that students develop students' ability to compose text that aligns with their intended contexts of use.

In the teaching of writing at various school levels, the competence to compose texts in English while considering the context of use emerges as a critical ability for students to acquire. This competence is exercised through the systematic implementation of methodologies rooted in the systemic functional linguistics genre-based approach.

One of the latest generations of SFL-GBA, which has been implemented in the classroom worldwide, is 'Reading to Learn' (R2L). R2L applies the principles of genre pedagogy to integrate the teaching of reading and writing in the curriculum across all levels of Education (Rose & Martin, 2012). Reading to Learn functions as a scaffolding tool within the context of a reading program, with primary emphasis on building comprehensive understanding of a text before starting to read the text. The R2L pedagogical approach provides a learning experience that scaffold students to be independent learners (Becerra, et al. 2020). Therefore, R2L involves a carefully designed teacher-learner interaction plan to obtain maximum outcomes during the learning process.

In general, the implementation of Reading to Learn is underpinned by a set of nine strategies (Rose & Martin, 2012). These strategies are strategically designed to provide support for reading and writing activities, tailored to three distinct levels of proficiency:

Table 1. *Levels of proficiency*

Level 1	Preparing for Reading	Join Construction	Individual Construction
Level 2	Detailed Reading	Joint Rewriting	Individual Rewriting
Level 3	Sentence Making	Spelling	Sentence Writing

Reading to Learn (R2L) serves as a comprehensive framework for imparting effective writing instruction within educational context. R2L combines reading and writing instruction, ensuring that students are well-prepared to produce text in English.

Figure 2 shows a set of nine strategies as options for integrating reading and writing into the language teaching curriculum.

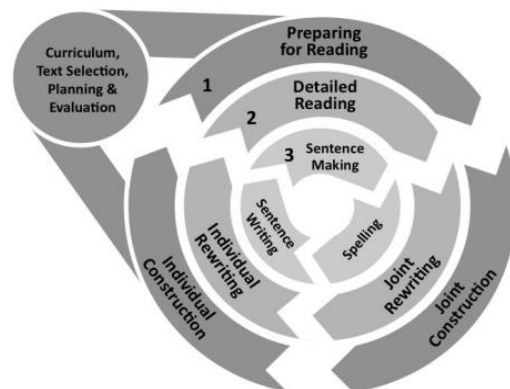


Figure 2. *Three levels of strategies in Reading to Learn (Rose & Martin, 2012, p.127)*

The Reading to Learn approach structured as a cycle consisting of three distinct levels, serving as a scaffolding framework to support reading and writing activities, enabling students to engage independently with various types of texts. In the initial level, the emphasis lies on the entire text, achieved through reading preparation, joint construction, and independent construction activities. The second level focuses on key elements within the text, involving detailed reading, joint rewriting, and individual rewriting lead to an understanding of how sentences are structured to convey meaning. The third level addresses sentence making, spelling, and sentence rewriting strategies to help students gain textual understanding at the word and sentence level. The implementation of Reading to Learn allows for adaptations and modifications of the stages within these three levels of Reading to Learn cycle to suit specific instructional needs. The teaching practices through the mentioned stages involve student-teacher exchanges which are promoting effective teaching practice (Rose, 2018).

The extensive research on R2L has been conducted on the implementation and its implication in students' reading and writing abilities. Genre-based and R2L pedagogy effective in enhancing the reading performance of EFL Students (Beccera, et al. 2020), improving critical reading (Benitez, et al. 2018), simplifying text comprehension (Daniarti et al, 2019), resolving challenges related to distinguishing language functions (Ariyanfar & Mitchell, 2020), comprehending textual content, mastering vocabulary, summarizing texts, and creating more cohesive and coherent written pieces (Millin & Millin, 2018; Millin, et al. 2020).

While the connection between reading and writing is evident, more research is needed to understand how different writing genres may be influenced by Reading to Learn strategy. Although the effectiveness of Genre-based and Reading to Learn (R2L) pedagogies in enhancing students' writing has been widely recognized for over a decade (Tardy, et al; 2018, Shum, et al. 2018; Wen, et al. 2022), it is important to recognize that the effectiveness of the strategies may vary depending on the genre. Furthermore, studies focusing on examining how R2L impacts on students' writing development are scarce. This gap underscores the need for further exploration and investigation in this particular area of study. In particular, this review aims to investigate the types of modification on R2L strategies which have been applied for teaching writing. The questions guiding

this review are as follows. (1) What genres have been employed through the application R2L? (2) How were the studies applied R2L to teach writing? (3) What is the impact of the R2L application to students' writing?

## METHOD

This study undertook a comprehensive examination of 14 distinct studies on the implementation of R2L as the primary data. All studies shared a common objective, i.e., applying R2L in classroom contexts to help improve students' writing. The selection process for this study followed a systematic process (Pacheco, et al. 2021). This process encompassed six specific inclusion criteria established to identify studies eligible for inclusion as follows: (1) Peer-reviewed articles published between 2012 and August 2023 sharing original findings were included. This review focused on the publications during the past decade since the latest literature could be more directly connected to the present situation and offer deeper insight (Xiao & Watson, 2019). Unpublished theses or dissertations were excluded. (1) Articles are written in English. (2) Studies focused on the improvement of students' writing. This study specifically prioritized those that primarily investigated the impact on students' writing. (3) Studies focused on the implementation of R2L in English language educational context, spanning various educational levels from the primary to tertiary educational level. (4) Studies reported the implementation of R2L stages. The modification of R2L strategies was observed through the selection of R2L strategies. (5) Studies needed to report the results of students' writing after the R2L teaching. This was critical in determining the effectiveness of R2L in improving students' writing.

The search terms used for this review included "Reading to Learn," "R2L","RtL," "Systemic Functional Linguistics," "SFL," "Genre-based Approach," "GBA," and "Genre Pedagogy." Reading to Learn (R2L, RtL) is developed based on "systemic functional linguistics (SFL)" and "genre-based approach (GBA)" or often called "genre pedagogy". Therefore, "systemic functional linguistic", "genre-based approach", and "genre pedagogy" were used as supplementary search terms.

The literature search was carried out using Google Scholar and ResearchGate, the accessible databases frequently used by researchers. The process of searching and filtering articles consisted of three sequential stages. Initially, a thorough

database search was conducted to identify relevant journal articles. The search terms were combined with specific terms and phrases such as "students writing" or "writing," aligning with this paper's central objective of reviewing research in students' writing through the implementation of R2L.

Subsequently, a screening of full-text articles was performed. The full texts of these articles were skimmed to further determine their relevance and eligibility. Some articles were excluded from the review since they predominantly focused on SFL and did not incorporate R2L. Articles which did not aim to examine students' writing development were ruled out.

Lastly, a thorough search was executed to trace backward and forward references, ensuring a

comprehensive coverage of relevant literature. This multi-stage approach was employed to ensure the thoroughness and comprehensiveness of the literature review process in this paper. As a result of this selection process, 14 articles following the predefined qualifications formed the basis of this review.

**RESULTS AND DISCUSSION**

In this section, the findings of the literature review are reported under three categories based on the research questions raised in the previous section. Table 2 provides an overview of the review indicating the variations of the R2L stages and their implication on students' writing development.

*Table 2. The implementation and the implication of R2L on students' writing development*

Relevant Research	Genre Focus	Students' Level	Description of R2L implementation	Research findings/ implication
HyGill & Janjua (2020)	Argumentative Exposition text	Tertiary level	the modification of R2L stages: 1) deconstruction; 2) joint construction; 3) individual construction	R2L effectively improves the thematic ability of learners in organizing argumentative text writing
Listyani (2018)		Tertiary level	5 stages of R2L: 1) preparing before reading; 2) Detailed Reading; 3) Preparing for writing; 4) Joint rewriting; 5) Individual rewriting.	R2L improves learners' writing
Millin & Millin (2014)		Secondary level	6 stages of R2L: 1) preparing before reading; 2) Detailed Reading; 3) Preparing before writing; 4) Joint construction; 5) Individual reconstruction; 6) Independent writing	R2L intervention showed a statistically improvement in students' written literacy development.
Millin & Millin (2018)		Secondary level	6 stages of R2L: 1) preparing before reading; 2) Detailed Reading; 3) Preparing before writing; 4) Joint construction; 5) Individual reconstruction; 6) Independent writing  additional intervention in the form feedback in individual reconstruction stage as the insight for the students to enhance the independent writing stage.	R2L intervention showed a statistically improvement in students' written literacy development.
Ramos (2015)		Secondary level	4 stages R2L: 1) preparing to read; 2) detailed reading; 3) joint construction; 4) individual construction.	R2L improves learners' ability to write argumentative persuasive texts academically
Samanhudi & Sugiarti (2013)		Tertiary Level	5 stages of R2L: 1) preparing before reading; 2) Detailed Reading; 3) Preparing for writing; 4) Joint rewriting; 5) Individual rewriting.	The findings revealed that students' ability to write exposition text in English is better, indicated by the ability to explain details information clearly and explicitly. It also improves students' critical thinking

Vencesla (2021)		Secondary level	3 stages of R2L: 1) detailed reading; 2) joint rewriting; 3) joint construction	The finding shows students improvement in terms of purpose, staging & phases, and attitude
Mamac & Bangga (2023)	Discussion Text	Tertiary Level	5 stages of R2L: 1) preparing for reading; 2) detailed reading; 3) Sentence making; 4) joint construction; 5) independent construction	Findings show the development of pre-service students' writing, indicated by the higher-level language features used in post-R2L discussion texts written by the students.
Damayanti (2016)	Narrative Text	Secondary level	4 R2L stages: 1) preparing before reading; 2) detailed reading; 3) joint rewriting; 4) individual rewriting.	The findings indicate that there is a shift in student's ability from writing fragmented and spoken-like language to more literate written narratives.
Hermansson, et al. (2018)		Primary level	4 stages R2L: 1) preparing for reading & modelling; 2) deconstructing; 3) joint construction; 4) individual construction	there was no significant difference in improving the quality of writing and the length of the learner's text.
Millin & Millin (2018)		Secondary level	6 stages of R2L: 1) preparing before reading; 2) Detailed Reading; 3) Preparing before writing; 4) Joint construction; 5) Individual reconstruction; 6) Independent writing.  additional intervention in the form of feedback in individual reconstruction stage as the insight for the students to enhance the independent writing stage.	R2L intervention showed a statistically improvement in students' written literacy development.
Widianingsih (2012)		Secondary level	6 stages of R2L: 1) Preparing before reading, 2) detailed reading, 3) Preparing for writing, 4) Joint rewriting, 5) Individual rewriting, 6) Independent writing	The findings show that students had been able to write a new text without scaffolding from the teachers. Besides, the texts show that the student had made some improvements in writing. However, almost all of the students still need intensive support in: sentence making, spelling and sentence writing.
Nurlaelawati, et al. (2022)	Recount text	Secondary level	5 stages of R2L: 1) Preparing for reading; 2) sentence making; 3) spelling; 4) sentence writing; 5) joint rewriting  R2L was applied by the pre-service teacher in stages: written L1 text, note dictation in L1, bilingual discussion for re-instantiation in L2 lexis form, further discussion to write the text in L2 (individual construction).	R2L improves writing development and learner participation in class. R2L effectively increases the independence and abilities of learners to write science texts in L2.

Kartika-Ningsih (2023)	Descriptive Report Text	Secondary level	R2L is applied through 3 stages: 1) Preparing for reading; 2) detailed reading; 3) Joint construction. The stages were repeated in 4 interaction phases. Interaction phase 1: preparing for reading in L1. Interaction phase 2: detailed reading begins with the use of L1 and followed by L2. Interaction phase 3: detailed reading begins with L2 and followed by L1 (only when needed) Interaction phase 4: final joint construction stage use L2.	R2L effectively improve students writing in term of the length of the text, the use of high level vocabulary, and the use of more complex grammatical structures.	
Yulianeta, et al (2022)	News Text	Report Text	Secondary level	R2L is applied in four stages: 1) preparing for reading; 2) detailed reading; 3) joint construction; 4) individual construction	R2L improves students' writing in the matter of sequencing and students' awareness of crucial text devices.

Table 2 illustrates the pattern of adaptation and modifications in R2L implementation, followed by its impact on students' writing development. One of the studies, conducted by Millin & Millin (2018), is included into two genre foci since there are two genres were employed in the research. In general, the fourteen articles uniformly begin the application of R2L with the "preparing for Reading" stage, subsequently incorporating various adjustments to different stages within the R2L cycle. This approach aligns with R2L's objective of integrating reading and writing instruction as a scaffolding tool within reading programs, with emphasis on establishing a comprehensive understanding of a text before commencing reading. Additionally, most of the studies show that R2L has a significant impact on students' writing development.

*Genre focus*

The findings highlight that investigations pertaining to the implementation of R2L in writing instruction have encompassed a wide range of text genres. These studies had investigated various text types, including:

Argumentative exposition text. Researchers employed R2L in writing argumentative exposition text as shown in the studies by HyGill & Janjua (2020), Ramos (2015), Millin & Millin (2018), Listyani (2018), Millin & Millin (2014), Vencesla (2021), and Samanhudi & Sugiarti (2013). In this paper, most of the reviewed studies on the implementation of R2L conducted in teaching the writing of argumentative exposition genre for most of students found it was challenging to transfer their thoughts into written form. The study

conducted by Mamac & Bangga (2023) applied R2L to teach discussion text to improve pre-teachers writing. R2L was implemented to teach pre-teachers so that, as a future teacher, they can apply this approach.

Narrative texts. The studies conducted by Hermanson (2018), Damayanti (2016), Millin & Millin (2018), and Widyaningsih (2012), applied R2L as the scaffolding for students in constructing narrative genre. Narrative writing was chosen for it is a difficult genre for the students to master. Most of the low achievement students had trouble in using the structural framework of narratives. Besides, narrative genre is a common text type used in school curriculum as the use of story supports the development of literacy in English.

Recount text. The studies done by Nurlaelawati, et al. (2022), applied R2L in teaching recount text. In EFL context, model text of recount might be a major problem due to adjustment to students' level of proficiency and consideration of students' accessibility to text (Nurlaelawati, et al., 2022). This study demonstrated how teachers selected and adjusted the model text in the preparation of text stage.

Descriptive report text. The study conducted by Kartika-Ningsih (2023) focused on the implementation of R2L in a bilingual context to teach descriptive recount text. The bilingual program was designed to use L1 and L2 systematically to enable the development of knowledge about the topic and the English language. Kartika-Ningsih (2023) used Descriptive report texts related to natural science to familiarize students with the topic and also to improve students' writing.

News report text. Yulianeta, et al. (2022), investigating the implementation of R2L in teaching the writing of news report text.

These findings underscore the applicability of Reading to Learn approach, demonstrating its implementation across a wide range of text genres. Reverting to Basic Genre in school by Rose & Martin (2012), table 3 describes the mapping of genre in the reviewed studies. Most of the studies being analysed (n=8), implemented R2L to teach argumentative genre. Least of the studies (n=2) were conducted to teach writing on factual text.

Table 3. *The mapping of genre in the reviewed studies*

Reviewed studies	Curriculum Genre	Genre
N = 14	stories	narrative: n=3 recount: n=1
	factual text	descriptive report: n=1 news report: n=1
	Arguments	argumentative: n=6 discussion: n=1
	stories & arguments	n=1

In SFL, the understanding and abilities to write a text in context indicated by the ability to choose the appropriate field, tenor, and mode align with the appropriate language features used in the text. The present study reveals that the implementation of R2L in each genre had raise students' textual awareness and grammatical competence. Additionally, eight out of fourteen studies were conducted within the context of English as a Foreign Language (EFL) instruction Indonesia, aligning with the Indonesian English teaching curriculum rooted in Systemic Functional Linguistic genre-based approach. These studies include the research of Lityaningsih (2018), Vencesla (2021), Samanhudi & Sugiarti (2013), Damayanti (2016), Widyaningsih (2012), Nurlaelawati (2020), Yulianeta, et al. (2022), Kartika-Ningsih (2023). This concentration of research in the Indonesian EFL context reflects a significant commitment to exploring the efficacy of R2L within a specific educational framework, offering valuable insights into its applicability and effectiveness for English Language instruction in Indonesia.

#### *The implementation of R2L*

The selected R2L programs are classified into two categories: the education level of the students and

the modification of R2L strategies within three levels. Firstly, the findings of this review demonstrate the application of R2L from primary to tertiary levels. Specifically, one study was conducted in a primary level, 9 of the studies were conducted in a secondary level, and three studies were conducted in a tertiary level. While all studies in secondary and tertiary levels reported a significant result on students' writing development, the study conducted in the primary level showed insignificant result.

The research by Hermansson, et al. (2018), a quasi-experimental study, conducted on 90 elementary school students in Sweden, focused on joint construction stages in writing narrative texts. This study shows insignificant results on improving students' writing quality and the length of the student's written text. Despite the strength of the research in terms of substantial sample size, rigorous comparison of experimental and control groups, ecological validity, and fairness of tight control and analysis contexts, this study claims several concerns. These concerns included the relatively small scope of the second set of analyses, the exclusion of gender and teacher-related aspects from the analysis, as well as the absence of observation of participants during pre- and post-test measurements in the intervention stage. In addition, researchers also did not make observations during the intervention stage so these limitations could potentially allow biases in the results of the study.

Secondly, R2L methodology offers excellent potential to be modified and adjusted to suit specific objectives, educational levels and contexts of teaching and learning activities. In the earlier section, this paper initially presented a comprehensive cycle of nine R2L strategy tools across three levels of support. These tools function as scaffolding that supports students in independently engaging with a wide range of text types, a framework proposed by Rose & Martin (2012).

Table 2, within the study, serves as a repository of various modifications to teaching-learning activities that have been employed in the context of teaching writing through the R2L approach. In designing teaching activities, teachers can adjust and choose what activities will be used as scaffolding by using nine sets of R2L strategies as a guiding reference. It is essential to highlight that the stages of R2L implementation are not fixed. They exhibit considerable variation depending on several factors, including the lessons' learning

goals, the genre of the model text, and the students' level of proficiency.

The major similarity among the studies is that all studies employed Preparing for Reading as the first stage. In the scaffolding process, the modification varied from the R2L Strategies within three levels. Several articles reported modifying R2L cycles in three stages, others report in four, five, and six stages. As the final stage, reports tend to vary from joint construction, individual construction, and individual rewriting stages. However, Ramos (2015), Hermanson (2018), and Yulianeta (2022) shared a similarity in terms of the modified stages. These studies employed R2L strategies in four stages: 1) preparing for reading; 2) deconstruction; 3) joint construction; and 4) individual construction. These different selections of R2L stages serve as proof of R2L adaptability of R2L in different teaching learning contexts.

One example to further illustrate the adaptability of R2L is the study conducted by Millin & Millin (2018), which employed six stages of R2L cycle in teaching narrative and argumentative genres. The notable modification of the intervention was that of the detailed feedback given by the teacher during the individual reconstruction stage, offering valuable insights to enhance students' redrafting process during the individual writing stage. This intervention yielded tangible progress in students' written literacy, showcasing the efficacy of R2L in enhancing writing development.

In a bilingual context, Kartika-Ningsih's research in 2023 exhibited the adaptability and flexibility of R2L stages over four distinct phases, influenced by the language (L1 or L2) of instruction and interaction employed over the course of three iterations. In the initial iteration, L1 was predominantly used, followed by a gradual introduction of L2 at each stage. In the second iteration, each stage commenced with L1 but incorporated a more significant proportion of L2. Finally, in the third iteration, L2 became the dominant language of choice. The results of this study indicated a positive correlation between the increased use of L2 in each iteration and the enhancement of students' writing development. Eventually, this leads to the ability of students to produce longer text, use of high-level vocabulary, and use of more intricate grammatical structures.

Regarding the data analyzed in this study, variation shown from the gathered data as the results of R2L stages. First, the joint construction/rewriting stage, findings were drawn from multiple sources, including Vincesla (2021),

Nurlaelawati, et al. (2022), suggesting the effectiveness of R2L in collaborative writing and text reconstruction. Second, the results of the individual construction stage were obtained from a range of studies conducted by Gill & Janjua (2020), Ramos (2015), Hermanson, et al. (2018), Millin & Millin (2014), Millin & Millin (2018), Damayanti (2016), Kartika-Ningsih (2023), and Yulianeta (2022). The outcomes of these studies indicated how R2L has proven to be an effective approach for enhancing students' independent writing skills across various contexts and educational levels.

#### *The implication of R2L on students writing development*

Based on an extensive review of the literature study conducted, it is evident that thirteen studies have consistently identified a positive impact resulting from the implementation of the R2L approach on students' writing development. The positive impact manifest in several key dimension, enhancing students' abilities in four primary aspects.

Firstly, the improvement in students' textual awareness was obtained from the studies conducted by Gill & Janjua (2020), Vincesla (2021), Damayanti (2016), and Yulianeta (2022). The textual development of students explains how students have effectively organized experiential and interpersonal meanings in a linear and coherent manner (Gill & Janjua, 2020). These findings emphasize that the improvement of students' engagement and interactions will make explicit teaching and group discussions more effective before students start independent writing activities. Findings also indicated the progress of students' writing indicated by the ability to write longer text (Kartika-Ningsih, 2023), the shift from writing fragmented and spoken-like texts into more thorough and written-like texts (Damayanti, 2016), and the ability to produce sequence and details information clearly and explicitly (Samanhudi & Sugiarti, 2023; Yulianeta, et al. 2022).

Secondly, a specific result on students' grammatical competence was observed in the study by Kartika-Ningsih (2023). The study revealed that students exhibit a better mastery of English grammar, characterized by their ability to use more complex grammatical structures within their written text. This kind of progress underscores the positive impact of R2L in elevating students' grammatical proficiency.

Thirdly, the implementation of R2L encourages students' active participation in learning activities



as indicated by Nurlaelawati, et al. (2022). R2L increase a supportive learning environment that enables negotiating activities involving three-way communication among teacher, reciters and scribes. This collaborative approach ensures that every learner is actively engaged and adequately supported along the learning process, leading to improved outcomes (Kartika-Ningsih & Rose, 2021).

Fourthly, students' written literacy and critical thinking abilities are reported to increase. Through interviews conducted with students after the R2L intervention stage, it was revealed that students initially felt that the text was challenging to comprehend. However, after learning under R2L, involving highlighting key words and phrases, the students mentioned an increasing understanding of the content during the joint construction stage (Samanhudi & Sugiarti, 2013). This outcome indicated that R2L served to assist in developing students' critical thinking skills through a better understanding of complex texts.

## CONCLUSION

In response to the questions raised in the introductory section, this research synthesis has systematically examined recent scholarly literature on the application of Reading to Learn (R2L) to improve students' writing. Three guidelines emerge from this review, representing convergent different R2L applications in teaching writing. The integration of R2L into the teaching of writing is an effort to improve students' writing in the form of explicit teaching so that students can produce texts appropriate to the social context and its context of culture.

This review on R2L application across different types of genres underscores the adaptability of R2L, emphasizing its potential to be customized to meet specific educational objectives, accommodate varying academic levels of students, and contextual use of teaching and learning activities. This review also reveals a preference for employing R2L to teach argumentative genre (HyGill & Janjua, 2020; Ramos, 2015; Millin & Millin, 2018; Listyani, 2018; Millin & Millin, 2014; Vencesla, 2021; and Samanhudi & Sugiarti, 2013), while its application in teaching factual genre writing (Kartika-Ningsih, 2023; Yulianeta, 2022) may be relatively scarce.

The reviewed studies have been conducted across three different educational levels, ranging from primary to tertiary levels. Only one out of the fourteen studies were employed to primary-level students (Hermanson, et al. 2018). Modification of

teaching activities or strategies can be done by teachers by drawing upon the nine R2L strategies at three levels. All of the fourteen articles start the application of R2L with the Prepare for Reading stage, followed by various modifications and adaptation of stages within the R2L cycle. This is in line with the focus of R2L to integrate the teaching of reading and writing as a scaffolding tool within the context of a reading program, with a primary emphasis on building a comprehensive understanding of a text before starting to read the text.

All in all, it can be concluded that there is a significant impact of R2L on students' writing development. The examples provided from the study of Millin & Millin (2018) and the study of Kartika-Ningsih (2023) in a bilingual setting highlight how R2L can be flexibly applied to improve students' writing, showcasing its effectiveness across different genres and language contexts. The data collected from various studies further support the efficacy of R2L in collaborative writing and individual writing stages across a diverse range of educational settings.

The cumulative body of research strongly supports the beneficial impact on students' writing development across various aspects, including thematic understanding, grammatical competence, active participation in learning, and students' critical thinking skills. However, it is essential to acknowledge that while most studies reported positive effects of R2L implementation, there are instances, as found in the study by Hermanson et al. (2018), where the results diverge, highlighting the need for continuing research and a thorough consideration of potential limitations in interpreting the outcomes.

Recommendation for future research in R2L implementation to improve students writing are given on the basis of the findings of this review. First, the guidelines for R2L application: the study highlights three key guidelines for applying Reading to Learn (R2L) to enhance students' writing. These guidelines emphasize the importance of integrating R2L into writing instruction to explicitly teach students how to produce texts suitable for specific social and cultural contexts. Second, customization and adaptability: the research demonstrates the adaptability of R2L across different genres and academic levels. Future research can explore how R2L can be customized to meet specific educational objectives, accommodate diverse student levels, and adapt to various teaching and learning activities. Third, preference for

argumentative genre: the preference for using R2L in teaching argumentative genre writing is evident. Future research can delve into the reasons behind this preference and explore ways to apply R2L effectively to other genres, such as factual writing. Fourth, educational levels: the reviewed studies span different educational levels, from primary to tertiary education. Future research can further investigate the suitability and effectiveness of R2L at each of these levels and provide insights into any necessary modifications in teaching. Fifth, impact on writing development: the research findings suggest a significant positive impact of R2L on students' writing development. Future research can explore this impact in greater detail, examining how R2L influences various aspects, including thematic understanding, grammatical competence, active engagement in learning, and critical thinking skills.

In summary, the findings from this research synthesis provide valuable insights for both future research and teaching practices. They offer guidance on how to effectively apply R2L to enhance students' writing skills, encourage customization to fit specific contexts, and highlight the importance of ongoing research to refine and expand the understanding of R2L's impact.

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**Noviarti Rahayu & Harni Kartika-Ningsih**

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