

Reading to Learn (R2L) Model to Activate Students on Reconstruction Short Story

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Abstract

Reading to learn (R2L) is developed by D. Rose and J.R. Martin for a teacher to guide students to read and to write a text. R2L model has four stages: preparing for reading, detailed reading, note-making, and joint construction. This article describes the implementation of the R2L model for students to reconstruct a short story in Bahasa Indonesia subject. A teacher and third-year students of Junior High School are involved in the study. The processes of teaching and learning for four meetings are recorded by a video camera. The data are presented for each meeting. The result depicts that by R2L with the inclusion of skimming, scanning, reading preparation, read in detail the students are able to identify the keywords, paraphrase, and reconstruct a new short story.

Keywords

reading to learn (R2L); short story; model to activate students



I. Introduction

Writing is one of the most important language skills. A person's writing ability is influenced by several factors, both internal and external. Writing is the ability to express ideas, opinions, and feelings to other parties through written language (Saragih, 2019). Writing skills are very important to learn because writing skills are very important in supporting student success (Kristyanawati, 2019). Still, the thought of writing in a second language hinders their creativity (Sari, 2020). Writing skill (Mahirah al-kitabah/writing skill) is the ability to describe or express the contents of the mind in the category of writing skills (Nahar, 2021). In the context of learning at school, students' writing skills are heavily influenced by the role of the teacher. Creative and innovative teacher will be able to direct their students to be able to write well. For this, teacher needs to carefully determine the appropriate learning model in teaching writing skills that involve student activity. One model for teaching writing that involves student activity is 'Reading to Learn (R2L)'. Rose and Martin (2012) states that the R2L learning model focuses on how teacher and students interact to build knowledge, in this case, writing skills. This R2L model can be applied following the steps as: preparation for reading a text model, detailed reading the text model by skimming and scanning, identification of the text model for note-making keywords, paraphrase keywords from the text model into sentences, and reconstruct the sentences into a new short story text.

Some researchers have proved that using Reading to Learn (R2L) can be benefit for learners' achievement. Vencesla (2021) depicts that applying R2L for teaching EFL reading and writing can improve the students' purpose; staging and phases; and attitude.

Becera, Herazo, Garcia, Sagre, and Diaz (2020) discover that R2L can advance low achievement of EFL learners' reading comprehension and can intensify their meaning-making potential, and can develop their ability to understand written texts.

Another study by Damayanti (2017) exposes that there is a shift in students' abilities from writing and speaking which were split like language to written narratives that are more literate. Meanwhile, Shum, Tai and Shi (2016) show that through integration of reading and writing, the R2L pedagogy provides students with abundant support in language input and output, and the students have shown great improvements in writing.

There are several topics for writing skills in junior high school both factual texts and story texts. In this study, the writing topic focuses on the story text, namely the short story text. Based on the observations, the phenomena that occur to students are difficulties in determining the plot of the short story, students also have difficulty in using language styles, and students have difficulty in determining the point of view of the short story text that is read or heard. Then, students also have difficulty finding keywords in the short story text so that students have difficulty in constructing sentences that will later become a short story text.

Thus, the argument is that by applying the R2L model, it is expected that it can help students understand the original short story text more easily, in the identification of the elements of the text, the note-making of keywords, the paraphrase of keywords into sentences, before the reconstruction of sentences into a short story.

Notosusanto in Kusmayadi (2010) stresses that short stories are not determined by the number of pages to realize the story or the few characters play the role in the story but rather due to the scope of the problem to be conveyed by the form of the literary work.

Sumardjo (2007) states that short stories are stories or narratives (not analysis) that are fictitious (not really happened but can happen anywhere and anytime) and short relatively. However, by only looking at short fiction, people cannot determine that a short story is a short story. In addition to the characteristic, namely the short story, and another basic characteristic is the fictional nature.

Nurgiyantoro (2013) argues that the intrinsic elements are the elements that build the literary work itself. Meanwhile, extrinsic elements are elements that are outside in the literary work, but indirectly affect the building or organism system of the literary work. Meanwhile, Sayuti (2000) explains roughly the plot structure can be divided into three parts, namely the beginning, middle, and end. Another element is character that Wiyatmi (2006) states that in fiction characters are the actors who are the author's creations, although they can be depictions of people who live in the real world.

The setting is the environment that surrounds an event in the story, the universe that interacts with ongoing events. Broadly speaking, Sayuti (2000) emphasizes that the description of the fictional setting can be categorized into three parts, namely place, time, and social settings.

The theme is the main idea on which the story is based. What do we want to convey in the story and the message are reflected in the story (Aksan, 2015). Another element is view point which is in a work of fiction questions who is telling the story, or from which position (who) the events and actions are seen (Nurgiyantoro, 2013). The last element is mandate, that it is the message the author wants to convey in the story text (Kusmayadi, 2009).

II. Research Methods

This descriptive qualitative study describes the implementation of the R2L model of a teacher to activate students on the reconstruction of a short story. This model is chosen for overcoming the students' problem concerning a short story construction. This model is applied to third-year students of junior high school from September until October 2021 for four meetings. The teaching and learning processes of the R2L model cover four stages: preparing for text reading, detailed reading by skimming and scanning to find keywords, note-making the keywords, paraphrasing the keywords into single sentences, and joint reconstruction the sentences into a new generated text. This steps will lead students individually to construct a text. These activities are recorded by a camera. Then, the recorded data are transcribed and analyzed based on the categories of the stages.

III. Discussion

The result of the R2L process of the teaching and learning activities of both teachers' four meetings are described in the stages of preparing for reading, detailed reading, note-making, paraphrase, and joint construction in the following.

3.1 Meeting 1

In the first meeting, the topic concerned the elements of a short story. At this phase, the questions and answers between the teacher and students. They began the learning with an effort to build the students' knowledge of the topic to learn (Building Knowledge of the Text/BKOT), which was the first stage of the Genre-based Approach (GBA), which aimed at directing them towards understanding the text which would be discussed.

The activities were still focused on the first strategy, preparing for reading. The teacher started the class about the learning objectives for that day regarding Short Story Text through PowerPoint. Next, the teacher continued by stimulation the students through PowerPoint a picture of a school bus with some students inside, two students on the ground, two trees, two cumuli, and a whiteboard. They prepared the students by question and answer to get ready for reading. The question was about the available objects in the slide. The students' responses covered "a bus, trees, kindergarteners, kids playing in the yard, and a whiteboard". These were confirmed by the teacher that the students had different perspectives. Then, they informed that the collection of objects could be generated into a short story text.

After that, the teacher displayed and explained the material through the slide. They asked students questions about short stories that began with information whether the students had read short stories. This was done to relate the students' information to what would be learned about the elements of short story text. This stimulus was useful to provoke stimulation and raises the spirit of learning in students. Then, they conveyed the indicators and learning objectives through slides related to the element construction of a literary work, such as short stories, namely intrinsic and extrinsic elements.

Moreover, the teacher invited the students to share the characteristics of the short stories that they have read. Among the responses were "as the author tells, and there is a conflict that does not affect fate." Then, the teacher tried to explore students' knowledge about the characteristics of short stories that were not appropriate. However, the teacher did not discuss it because they only wanted to know the prior knowledge of the students.

The teacher continued the slide about the definition of a short story which was read by a student. The teacher gave an explanation of the definition and asked students about it for clarification. After asking some students, the teacher showed the next slide about the

characteristics of the short story. They read and tried to understand it. Then, a student was asked to read the elements of the short story text. After explaining about the elements, the teacher asked the students to sit in group to do the task about short story “Keduanya Satu” by Johannes Louis.

For example, the first teacher BM made the students into five groups of four. Then, the teacher guided and let the students choose their groups’ names. The students proposed names of flowers, they were Lotus, Bougainville, Orchid, Lily, and Jasmine. Next, the teacher assigned different task to each group concerning the element of the short story and where the information was stated in the short story. The task was that Lotus was about theme, character, and role; Bougainvillea was about point of view; Orchid focused on message; Lily was the setting; and Jasmine was the plot of the short story. They did it for ten minutes.

Each group discussed by skimming and scanning the short story "Keduanya Satu" (Both is One). After finished discussing, they were invited to present the result. The results of the discussion are presented in Table 1.

Table 1. Result of Skimming and Scanning of "Keduanya Satu"

Group	Result
Lotus	The theme is someone who is afraid of two-dimensional life. The characters of the story are Aleta, Alita, Jack, Aunt Mary, and the old man. The character of Aleta has the character of a protagonist, Jack the protagonist, Aunt Mary and the old man are supporting actress and actor. They are found in paragraphs 2-3
Bougainvillea	the point of view of the short story uses the first person "I". There are in paragraphs one and three, namely I, Alita as well as Aleta.; such as, “I’m two different people with one personality living in two dimensions.” In paragraph three: “I have an older brother.”, “As far as I know he has started a new life in Heaven”, and “But I don’t care. I prefer myself.”
Orchid	The message is found in paragraphs 13 and 24. The message is that we must have the courage to fight avarice, greed, deceit, and adultery. We must also uphold justice which if left unchecked will destroy the dimensional world. We also have to be confident against fear in order for us to survive.
Lily	The setting is cold and humid atmosphere background. It is found in paragraph three. The setting of the place is at home, in the room, and on the street, which are stated in the third, fourth, and seventh paragraphs.
Jasmine	The plot is forward and a backward because in the short story there are stories about the future and the past.

Then, the teacher confirmed and reinforced each group’s report. She emphasized that all students had done the task appropriately through skimming and scanning to find the information. It reflected that the first stage in R2L i.e. preparing for reading was done suitably by the teacher to lead the students to identify and get the intended information.

3.2 Meeting 2

The teacher started the activity by reviewing last week's material before introducing a new sub-chapter of the elements of the short story text. Next, the teacher discussed the new learning material about concluding the elements of the short story text by asking students. This stimulation activated the students ready for the session of doing a new text analysis using the R2L model. The teacher also emphasized skimming and scanning reading techniques before applying the R2L learning model. After that, the teacher distributed a short story extracts entitled "Arti Kejujuran" (Meaning of Honesty). The excerpt of the original text was typed in a column of a Table. The title of note-making, paraphrase and joint construction were also typed in the Table. Next, the students were asked to read the short story. The students were seated in group. They were required to highlight the keywords of each paragraph by detailed reading. Moreover, they were instructed to note-make and to paraphrase the previous sentences using the key words, and to reconstruct a text. All of which were typed in the Table. The results are excerpted in Table 2.

Table 2. Excerpt of Reconstructed Text of “Arti Kejujuran”

<i>Teks Asli</i> (Original Text)	Note-making	Paraphrase	Joint Construction
<p><i>Pada saat itu, aku masih belum percaya buah dari sebuah kejujuran. Aku akan mencontek jika menghadapi ujian matematika, fisika hingga kimia, karena aku kurang begitu suka dengan angka</i></p> <p>(At that time, I still didn't believe in the result of honesty. I will cheat when facing math, physics to chemistry exams, because I don't really like numbers)</p>	<p>- percaya - kejujuran - mencontek</p> <p>- believe - honesty - cheat</p>	<p>- Saat itu Rey masih belum percaya yang namanya hal-hal yang tidak dimasukkan nya ke dalam akal sehatnya.</p> <p>- Salah satu hal itu adalah buah kejujuran.</p> <p>- Dia akan mencontek bila ada ujian yang memuat angka.</p> <p>- At that time Rey still couldn't believe the things he didn't put into his mind.</p> <p>- One of those things is the fruit of honesty.</p> <p>- He will cheat if there is a test that contains numbers.</p>	<p><i>Saat itu Rey masih belum percaya yang namanya hal-hal yang tidak dimasukkan nya ke dalam akal sehatnya. Salah satu hal itu adalah buah kejujuran. Dia akan mencontek bila ada ujian yang memuat angka.</i></p> <p>(At that time Rey still couldn't believe the things he didn't put into his mind. One of those things is the fruit of honesty. He will cheat if there is a test that contains numbers.)</p>

The result in Table 2 shows that the students starting from skimming and scanning, and detailed reading gradually learn how to identify keywords by highlighting them. Then, they put them into the note-making. By the guidance of the teacher they tried to paraphrase the text using the keywords. They made them into sentences. At last, they reconstructed the sentences into a new paragraph of short story.

3.3 Meeting 3

The teacher invited the students to review the previous material before discussing a new analysis of a new short story through reading and rewriting using R2L: note-making, paraphrasing, and joint construction.

The teacher introduced a new short story “Kemarau” (Drought) and then they discussed it classically using the R2L model covering note-making, paraphrase, and joint construction. Next, students were seated in groups and got the short story which was typed in a Table and the blank spaces of note-making, paraphrase and joint construction. Next, the students discussed the task for fifteen minutes. Moreover, they worked on it using the R2L model.

After each group’s discussion, the teacher commented on the text about the keywords, conjunctions, choice of word, and paraphrase. Having made some corrections, each group presented the result. The example of the result is extracted in Table 3.

Table 3. Extract of Reconstructed Text of ”Kemarau”

<i>Teks Asli</i> (Original Text)	Note-making	Paraphrase	Joint Construction
<p>Kekeringan di musim kemarau dan banjir-banjir kecil di musim hujan tidak lagi asing. Para penduduk tidak menyerah. Alam harus ditaklukan. Kipas angin dan kulkas menjadi kebutuhan di musim kemarau. Bendungan-bendungan kecil dibangun untuk menanggulangi musim hujan. Tiba-tiba saya merasa bahwa persahabatan dengan alam menghilang dari kamus kampung saya.</p> <p>(Drought in the dry season and small floods in the rainy season are no longer strange. The residents did not give up. Nature must be conquered. Fans and</p>	<ul style="list-style-type: none"> - kekeringan - banjir-banjir - penduduk - kipas angin - bendungan 	<p>- Kekeringan dan banjir-banjir kecil di musim hujan dan kemarau bukanlah hal yang asing lagi.</p> <p>- Warga setempat mengungsi ke tempat lebih tinggi namun merasa sangat panas karena tidak ada penyejuk udara, juga empang yang penuh dengan air yang naik.</p> <p>- Droughts and minor floods in the rainy and dry</p>	<p>Kekeringan dan banjir-banjir kecil di musim hujan dan kemarau bukanlah hal yang asing lagi. warga setempat mengungsi ke tempat lebih tinggi namun merasa sangat panas karena tidak ada penyejuk udara, juga empang yang penuh dengan air yang naik.</p> <p>(Droughts and minor floods in the rainy and dry seasons are not</p>

refrigerators are a necessity in the dry season. Small dams were built to cope with the rainy season. I suddenly felt that friendship with nature had disappeared from my hometown dictionary.)	<ul style="list-style-type: none"> - drought - floods - residents - fan - dam 	seasons are not uncommon. - Local residents fled to higher ground but felt very hot because there was no air conditioning, and the pond was full of rising water.	uncommon. Local residents fled to higher ground but felt very hot because there was no air conditioning, and the pond was full of rising water.)
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In this meeting 3, the students started to get used to do how to reconstruct an original text into a new one. Although they still did it together in group. Right after the teacher gave the worksheet to each group, they started to skim and scan to determine the keywords and highlight them. Then, they paraphrased the text using the keywords into sentences. Lastly, they reconstructed the sentences into a new paragraph.

3.4 Meeting 4

The class was initiated by a review of the last week's material for a continuation of a new sub-chapter on the R2L model. Then, the students were given a short story text entitled 'Desaku (My Hometown)', and they discussed it classically. The emphasis was to make sure of the students' understanding for doing the next activity of individual construction of the short story. After a short instruction, the students were given worksheet consisting of the original text, note-making, paraphrasing, and joint construction columns.

They read the text by skimming and scanning strategy, and then highlighted keywords in the text. They identified the keywords and wrote them into the column of note-making. After that, using the keywords they paraphrased the original text into sentence by sentence. Then, the sentences of each paragraph were reconstructed into paragraph. Finally, some students were invited to read the text by in front of the class. An excerpt of a reconstructed text is depicted in Table 4.

Table 4. Excerpt of Reconstructed Text of "Desaku"

Original Text	Note-making	Paraphrase	Joint Construction
<i>Bagi anak-anak, sawah adalah tempat yang paling banyak memberikan kenangan. Kami mandi sore di pancuran sawah. Setiap sore, kecuali hari Jumat, anak-anak belajar mengaji di masjid. Kakek awalnya mengajar, tetapi akhirnya diteruskan oleh Kang Hasim. Saya menjadi anak</i>	<ul style="list-style-type: none"> - sawah - kenangan - sore - pancuran - hari jumat - mengaji 	<ul style="list-style-type: none"> - Sawah adalah tempat yang begitu banyak kesan. - Kami mandi pada saat petang di aliran sawah. - Saya menjadi anak kesayangan 	<i>Sawah adalah hal yang begitu banyak kesan. Kami mandi pada saat petang di alirannya. Saya disengangi oleh guru mengaji saya yaitu Kang Hasim. Setiap subuh kakek mengajarkan saya</i>

<p><i>emas</i> apabila Kang Hasim mengajar. Selain dari Kang Hasim, saya belajar mengaji dari Kakek, bagi saya mengaji bukan hal baru. Sebelum <i>sekolah</i>, setiap <i>malam</i> Kakek <i>mengajar</i> saya. Maka pelajaran yang diberikan Kang Hasim kepada anak-anak lain sering <i>merupakan</i> hal yang sudah saya <i>hafal</i> betul.</p> <p>For children, rice fields are the most memorable places. We took a shower in the afternoon in the rice fields. Every afternoon, except Friday, the children study the Koran in the mosque. Grandfather initially taught, but was eventually passed on by Kang Hasim. I became a favorite student when Kang Hasim taught. Apart from Kang Hasim, I learned the Koran from Grandpa, for me the Koran is not something new. Before school, Grandpa taught me every night. So the lessons that Kang Hasim gave to other children were often things I had memorized well.</p>	<ul style="list-style-type: none"> - masjid - anak emas - sekolah - malam - hafal - ricefield - memory - afternoon - shower - Friday - recite - mosque - favourite - school 	<p>apabila Kang Hasim mengajar.</p> <ul style="list-style-type: none"> - Sebelum sekolah, setiap malam kakek mengajar saya. - Pelajaran yang diberikan oleh Kang Hasim ke anak-anak selalu membuat hal yang sudah saya ingat betul. - Rice field is the thing that so much impression. - We bathe in the evening in the stream. - I was loved by my Koran teacher, Kang Hasim. - Every morning my grandfather taught me the Koran. - I will remember the knowledge that Kang Hasim gave me. 	<p>mengaji. Ilmu yang diberikan Kang Hasim akan saya ingat betul.</p> <p>(Rice field is the thing that so much impression. We bathe in the evening in the stream. I was loved by my Koran teacher, Kang Hasim. Every morning my grandfather taught me the Koran. I will remember the knowledge that Kang Hasim gave me.)</p>
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	- night - memorize		
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Evidently, the students' reconstructed short stories were commonly good with some minor suggestions. By following the steps of the R2L model, the expectation was that the students were motivated to write a short story by themselves.

The result showed that the students were step by step actuated from meeting 1 up to meeting 4 to reconstruct a short story by applying the stage and phase of R2L by Rose and Martin (2012). The findings supported the previous study of Vencesla (2021). The findings also proved that the students gradually exposed their comprehension through making sense of the ideas stated in the original text and rewrite them into a new text (Becera, Herazo, Garcia, Sagre, and Diaz, 2020), and the connection between reading and writing (Shum, Tai and Shi, 2016). The result was also in line with Damayanti' research (2017) which discovers shift from writing and speaking into narrative texts.

IV. Conclusion

Reading to Learn (R2L) is a model that can be applied through genre-based approach for a short story construction. In this article, the implementation of the model by the teacher intensively can be beneficial for the students to overcome their problem of a short story writing. The R2L model was executed through some steps: make preparation to read an original short story, skim and scan, read the details of the short story, make notes of the keywords from the short story, paraphrase the keywords into clauses, reconstruct the clauses into a paragraph(s) of a new short story, and finally the students individually can construct a new short story.

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