Applying the Reading to Learn Pedagogy to Improve Entrepreneurship Students' Exposition Texts

A Thesis

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I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly idea or work from others dishonestly. I also declare that all the cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled "*Applying the Reading to Learn Pedagogy to Improve Entrepreneurship Students' Exposition Writing*" to Widya Mandala Catholic University library and fully understand that it will be made available via internet and other online media.

Surabaya, 25 November 2019

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ABSTRACT

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Keywords: Reading to Learn (R2L), Genre-Based Approach, EFL Writing

This study investigates the implementation of the Reading to Learn (R2L) Pedagogy to teach EFL writing to three students from the Entrepreneurship Faculty of Universitas Katolik Widya Mandala Surabaya. The theoretical framework used is the Sydney School genre-based approach to writing instruction. The design of this research is Classroom Action Research (CAR) consisting of three cycles of planning, action, observation, and reflection. The action component was conducted in the form of an R2L treatment of nine weeks, which incorporated the following curriculum genres: Preparing for Reading, Detailed Reading, Joint Rewriting, and Joint Construction. The effects of the R2L Pedagogy on the exposition writing skills of the students were measured by comparing a pre-test and a post-test. The findings of this study were: (1) the three students improved in terms of Purpose, Staging, and Phases); and (2) the three students improved in terms of Attitude. Thus, this study serves as further evidence of the effectiveness of the R2L Pedagogy to teach English writing in EFL contexts like Indonesia.