

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

A Thesis

Presented to Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirement for
the Degree of Master in Teaching English as a Foreign Language



By:

**Juan Gabriel Vencesla Morales
8212717010**

**English Education Department
Graduate School
Widya Mandala Catholic University
Surabaya
2019**

ADVISOR'S APPROVAL SHEET

This thesis entitled “Applying the Reading to Learn Pedagogy to Improve Entrepreneurship Students’ Exposition Writing” prepared and submitted by Juan Gabriel Vencesla Morales (821271701) has been approved to be examined by the Thesis Board of Examiners.


A handwritten signature in black ink, appearing to read 'Wuri Soedjatmiko', with a horizontal line underneath it.

Prof. Dr. Wuri Soedjatmiko

Date: November 5, 2019

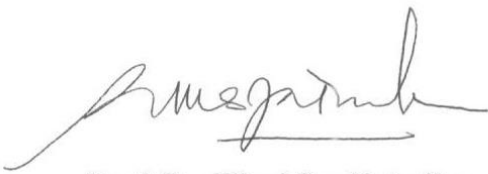
APPROVAL SHEET

This thesis entitled "*Applying the Reading to Learn Pedagogy to Improve Entrepreneurship Students' Exposition Writing*" conducted and submitted by Juan Gabriel Vencesla Morales (821271701) has been approved and examined by the Thesis Board of Examiners on November 13, 2019:



Prof. Dr. A. Ngadiman

Chair



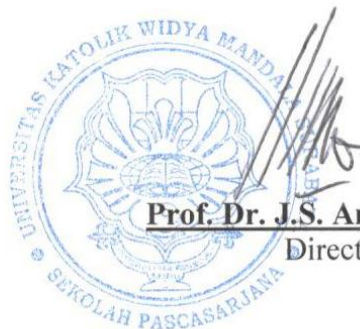
Prof. Dr. Wuri Soedjatmiko

Secretary



Mateus Yumarnanto, Pd.D

Member



Prof. Dr. J.S. Ami Soewandi

Director

STATEMENTS OF AUTHENTICITY

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



Juan Gabriel Vencesla
8212717010

ACKNOWLEDGEMENTS

This thesis represents not only the writer's work at the keyboard. It represents the lessons learned at the Graduate School of Widya Mandala Catholic University and specifically in the Magister Pendidikan Bahasa Inggris. Undertaking this thesis has been a truly life-changing experience for me.

I would like to express my deepest gratitude and appreciation to my thesis advisor, Prof. Dr. Wuri Soedjatmiko for her guidance and immense knowledge. I also would like to express my gratitude to all the staff of the Graduate School of Widya Mandala Catholic University who have supported me during my study at the department. These years will surely be very memorable.

In addition, I would like to express my gratitude to the Dean of the Faculty of Entrepreneurship of Widya Mandala Catholic University, Dr. Dyah Tulipa, SE., MM., for allowing me to implement the R2L Pedagogy at her Faculty. I also would like to say thank you to Dr. Arwin Vibar, PhD. for offering me the apprenticeship at the English-124 course. I also wish to express my deepest gratitude to the Entrepreneurship students who participated in this study.

November 25, 2019

Juan Gabriel Vencesla

TABLE OF CONTENTS

Cover	ii
Advisor's Approval Sheet.....	iii
Approval Sheet.....	iv
Statements of Authenticity	v
Acknowledgements	vi
Table of Contents	vii
Abstract.....	xii
Chapter 1	1
Background of the Study.....	1
Statement of the Problem	3
The Purpose of the Study	3
Theoretical Framework.....	4
Significance of the Study	4
Scope and Limitations	4
Definition of Key Terms	6
Chapter 2	7
Approaches to Second Language Writing	7
Genre-based approach to writing instruction.	9
ESP (English for Specific Purposes).....	9
RGS (Rhetorical Genre Studies School).	11
The Sidney school.....	11
Reading to Learn (R2L) Pedagogy	13
Knowledge genres.	13
Curriculum genres.	16
Chapter 3	23
The Participants.....	23
The Design	23
Planning	24
Pilot Study.....	24
Materials preparation.....	25
Action	25
Observation	26
Instruments for data collection.....	26
Data collection procedure.....	27

Reflection	28
Chapter 4	30
The Process of Teaching R2L	30
Cycle 1.	30
Cycle 2.	35
Cycle 3.	39
Semi-Structured Interviews of the Participants.....	43
Discussion of the Process Teaching R2L.....	45
The Results of Teaching R2L.....	47
Context assessment of the participants' texts.....	47
Attitude assessment.....	55
Discussion of the Participant's Texts	66
Chapter 5	69
Conclusions.....	69
Suggestions.....	69
References.....	71
Appendices.....	75
Appendix A: Pre-test written by Participant 1	75
Appendix B: Post-test written by Participant 1	76
Appendix C: Pre-test written by Participant 2	77
Appendix D: Post-test written by Participant 2	78
Appendix E: Pre-test written by Participant 3.....	79
Appendix F: Post-test written by Participant 3	80

LIST OF TABLES

Table 1. Classroom Action Research schedule.....	26
Table 2. Data collection instruments.	27
Table 3. Reflection data code	33
Table 4. Abbreviations used to refer to the Stages and Phases	47
Table 5. Pre-test written by Participant 1 (A facsimile of the original text is found in Appendix A).....	48
Table 6. Post-test written by Participant 1 (A facsimile of the original text is found in Appendix B).....	49
Table 7. Pre-test written by Participant 2 (A facsimile of the original text is found in Appendix C).....	50
Table 8. Post-test written by Participant 2 (A facsimile of the original text is found in Appendix D).....	51
Table 9. Pre-test written by Participant 3 (A facsimile of the original text is found in Appendix E).....	52
Table 10. Post-test written by Participant 3 (A facsimile of the original text is found in Appendix F)	54
Table 11. Abbreviations used to present the analysis of Attitude.	55
Table 12. Attitude analysis of the pre-test written by Participant 1	56
Table 13. Attitude analysis of the post-test written by Participant 1.....	58
Table 14. Attitude analysis of the pre-test written by Participant 2	60
Table 15. Attitude analysis of the post-test written by Participant 2.....	61
Table 16. Attitude analysis of the pre-test written by Participant 3	63
Table 17. Attitude analysis of the post-test written by Participant 3.....	65

LIST OF FIGURES

Figure 1. A stratified model of language in social context (Rose, 2015c, p. 2)	13
Figure 2. Types of knowledge genres (Rose, 2015a, p. 12)	14
Figure 3. Knowledge Genes (Rose & Martin, 2012, p. 112)	16
Figure 4. Phases of Pedagogic Activities (Rose, 2015b, p. 10).....	17
Figure 5. Sequencing options for R2L curriculum genres (Rose and Martin, 2014. P. 7)	18
Figure 6. Language levels of the R2L Curriculum genres (Rose, 2015b, p. 22)	19
Figure 7. Writing assessment criteria (Rose and Martin, 2012, p. 282).....	29
Figure 8. The transfer of knowledge from the R2L Pedagogy into writing.	46

LIST OF APPENDICES

Appendix A: Pre-test written by Participant 1	75
Appendix B: Post-test written by Participant 1	76
Appendix C: Pre-test written by Participant 2	77
Appendix D: Post-test written by Participant 2	78
Appendix E: Pre-test written by Participant 3.....	79
Appendix F: Post-test written by Participant 3	80

ABSTRACT

Vencesla, Juan Gabriel (2019). *Applying the Reading to Learn Pedagogy to Improve Entrepreneurship Students' Exposition Texts*. Master Thesis. Graduate Program Master in Teaching English as a Foreign Language Widya Mandala Catholic University Surabaya.

Advisor: Prof. Dr. Wuri Soedjarmiko

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.