

## CHAPTER 5

### CONCLUSIONS AND SUGGESTIONS

#### Conclusions

The inception of this study happened in the *English-124* course offered at the Entrepreneurship Faculty of Universitas Katolik Widya Mandala Surabaya in the Odd Semester (August-December) of the 2018-2019 academic year. It was found that these students experienced significant difficulty writing in English. From the different approaches to writing instruction, I considered the R2L Pedagogy as a potential solution to this challenge. The theoretical framework of this research is the R2L Pedagogy which is the latest development of the Sydney School approach to genre-based writing instruction. The Sydney School in its turn is based on Halliday's Systemic Functional Linguistics. A Classroom Action Research in the form of an R2L class (treatment) was designed to test this pedagogy out. Upon finishing the English-124 course, I offered the R2L class to the students. Three of them volunteered to participate. The CAR included three cycles of three weeks each, and was conducted from March 12 to May 17, 2019. The genre selected for this R2L class was the exposition genre.

Based on the analysis of the pre-tests and post-tests written by the participants, the following conclusions can be drawn from the present study. First, the three participants improved in terms of Context. They wrote a post-test with the correct Purpose of an exposition, which is to claim for one's point of view. Their post-test also included the correct Stages of an exposition, which are Thesis, Arguments, and Restatement. Likewise, they wrote the correct exposition Phases in their post-tests: Position Statement, Preview of Arguments, Topic, Elaboration, Review of Arguments, and Position Restatement. Secondly, they also showed improvement in terms of Attitude, specifically in terms of Attitude. First, they wrote more variety of attitudinal resources in their post-test. Secondly, they also wrote more field specific attitudinal resources. Third, they better supported their arguments with attitudinal resources.

#### Suggestions

The present study provides evidence with respect to the effectiveness of the R2L Pedagogy as a genre-based approach to EFL writing instruction at the Entrepreneurship Faculty of Universitas Katolik Widya Mandala Surabaya. However, with only three participants, caution must be applied, as the findings might not be transferable to other Entrepreneurship Faculties in Indonesia. It is recommended that future research involves more participants. It would be very interesting for future research to have participants from different English proficiency levels in order to provide further evidence of the potential of R2L to close the gap between

faster and slower achieving students. Another limitation of the present study is the nine week length of the treatment. Future research could investigate the effects of longer R2L treatment.

This study, unlike previous quantitative studies, reports a detailed description of the texts' Purpose, Stages, Phases, and Attitude. It is suggested that future studies also present this sort of description because it offers a richer insight into the effects of R2L on the students' texts. A thorough presentation of the participants' texts offers more information regarding the participants' writing skills improvement than scores do.

The present study focuses on Purpose, Staging, Phases, and Attitude. I decided to analyze Attitude because of its importance for writing exposition texts. In addition, previous studies like Kartika-Ningsih (2015) do not report an analysis of Attitude. I decided to analyze Purpose, Staging, and Phases because they are essential to the concept of genre. As a genre-based writing instruction approach, an R2L treatment should give much importance to those four concepts: Purpose, Staging, and Phases. It is recommended that future research analyzes Register (Field, Tenor, and Mode), Discourse (Ideation, Conjunction, and Identification), Grammar, and Graphic Features.

## REFERENCES

- Acevedo, C., & Löfstedt, A.-C. (2014). *Sweden Project Outputs, Teacher Learning for European Literacy Education*.
- Bailey, K. M. (1995). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. In *Readings on second language acquisition* (pp. 163–205). Englewood Cliffs, NJ: Prentice Hall Regents.
- Bawarshi, A., & Reiff, M. (2010). *Genre: An Introduction to History, Theory, Research, and Pedagogy*. West Lafayette, Ind: Parlor Press.
- Berkenkotter, C., & Huckin, T. N. (1995). *Genre knowledge in disciplinary communication: Cognition/culture/power*. Hillsdale, NJ: Lawrence Erlbaum.
- Bhatia, Vijay K. (1993). *Genre: Language Use in Professional Settings*. Longman Group UK Limited.
- Bhatia, Vijay Kumar. (2004). *Worlds of written discourse: A genre-based view*. Bloomsbury Publishing.
- Blecua Sánchez, I. B., & Sánchez Garrido, C. (2017). Cambios de enseñanza-aprendizaje tras la implementación del modelo Reading to Learn/Leer para Aprender en las aulas de educación secundaria de un Centro bilingüe. *Lenguaje y Textos*, (46), 55–68.
- Burns, A. (2009). Action Research. In *Qualitative Research in Applied Linguistics: A Practical Introduction* (pp. 112–134). London: Palgrave Macmillan.
- Damayanti, I. L. (2017). From storytelling to story writing: The implementation of reading to learn (r2l) pedagogy to teach English as a foreign language in Indonesia. *Indonesian Journal of Applied Linguistics*, 6(2), 232–245.
- Dudley-Evans, T. (1999). The dissertation: A case of neglect. *Issues in EAP Writing Research and Instruction*, 28–36.
- Emilia, E. (2005). *A critical genre-based approach to teaching academic writing in a tertiary EFL context in Indonesia*. Retrieved from [https://minerva-access.unimelb.edu.au/bitstream/handle/11343/39548/81416\\_1234.pdf?sequence=1](https://minerva-access.unimelb.edu.au/bitstream/handle/11343/39548/81416_1234.pdf?sequence=1)
- Expository Essay Samples*. (n.d.).  
<https://academichelp.net/samples/academics/essays/expository/>.
- Flower, L. (1989). Cognition, context, and theory building. *College Composition and Communication*, 40(3), 282–311.
- Gouveia, C. (2014). Teacher learning for European literacy education: Project outputs from Portugal. *Lisbon: ILTEC*.

- Griffiee, D. T. (2012). An introduction to second language research methods: Design and data. *TESL-EJ Publications, Berkeley*.
- Hyland, K. (2002). Authority and invisibility: Authorial identity in academic writing. *Journal of Pragmatics*, 34(8), 1091–1112.
- Hyland, K. (2003). *Second language writing*. Cambridge: Cambridge University Press.
- Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL Quarterly*, 30(4), 693–722.
- Johns, A. M. (1986). The ESL student and the revision process: Some insights from schema theory. *Journal of Basic Writing*, 5(2), 70–80.
- Johns, A. M. (2013a). Rhetorical Genre Studies (RGS) and the Teaching of EFL reading and Writing—or Genre is Much More Than Text Structure. *CELC Symposium Bridging Research and Pedagogy*. Retrieved from [http://www.nus.edu.sg/celc/research/books/4th%20Symposium%20proceedings/1\).%20Ann%20Johns.pdf](http://www.nus.edu.sg/celc/research/books/4th%20Symposium%20proceedings/1).%20Ann%20Johns.pdf)
- Johns, A. M. (2013b). The history of English for specific purposes research. *The Handbook of English for Specific Purposes*, 5, 30.
- Kartika-Ningsih, H. (2015). *Multilingual re-instantiation: Genre pedagogy in Indonesian classrooms*.
- Kemmis, S., & McTaggart, R. (1986). *The action research planner*. Geelong, Victoria: Deakin University Press.
- Listyani. (2018). Enhancing Academic Writing Skills through “Reading to Learn” Strategy. *Arab World English Journal*, 9(1), 268–280.
- Listyani, L. (2017). Academic Writing Students’ Affective Reactions towards Joint Reconstruction Phase of Reading to Learn. *Celt: A Journal of Culture, English Language Teaching & Literature*, 17(2), 250–269.
- Martin, J. R. (1984). Language, register and genre. *Children Writing: Reader*, 1, 984.
- Martin, J. R. (1992). *English text: System and structure*. John Benjamins Publishing.
- Martin, J. R., & Rose, D. (2007). *Working with discourse: Meaning beyond the clause*. Bloomsbury Publishing.
- Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. Equinox.
- Martin, J. R., & White, P. (2005). *The Language of Evaluation: Appraisal in English*. Hampshire (UK) & New York (USA): Palgrave Macmillan.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.

- Miller, J. N. (1984). Genre as social action. *Quarterly Journal of Speech*, 70, 151–167.
- Millin, T. (2011). *Scaffolding Academic Literacy with Undergraduate Social Science Students at the University of KwaZulu-Natal using the Reading to Learn Intervention Strategy: An Evaluative Study* (PhD Thesis). MSc Dissertation, The University of Edinburgh Moray House School of Education.
- Paltridge, B. (2013). Genre and English for specific purposes. *The Handbook of English for Specific Purposes*, 347–366.
- Paltridge, B. (2014). Genre and second language academic writing. *Language Teaching*, 47, 303–318.
- Pedrosa, B. (2017). Implementación del modelo Leer para aprender en un contexto plurilingüe. *Lenguaje y Textos*, (46), 41–54.
- Raimes, A. (1992). *Exploring through writing: A process approach to ESL composition*. Cambridge University Press.
- Richards, K. (2009). Interviews. In *Qualitative research in applied linguistics: A practical introduction* (pp. 182–199). Hampshire: Palgrave Macmillan.
- Rose, D. (2011). Genre in the Sidney School. In J. P. Gee & M. Handford, *The Routledge Handbook of Discourse Analysis* (pp. 209–225). London: Routledge.
- Rose, D. (2015a). Building a pedagogic metalanguage II: Knowledge genres. *Applicable Linguistics and Academic Discourse*. Shanghai Jiao Tong University.
- Rose, D. (2015b). Genre, knowledge and pedagogy in the Sydney School. *Genre Studies around the Globe. Beyond the Three Traditions*, 299–338.
- Rose, D. (2015c). New developments in genre-based literacy pedagogy. *Handbook of Writing Research*.
- Rose, D. (2015d). *Reading to Learn: Accelerating learning and closing the gap. Teacher training books and DVDs*. Sydney: Reading to Learn.
- Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney School*. Equinox Sheffield.
- Rose, D., & Martin, J. R. (2014). Intervening in contexts of schooling. *Discourse in Context: Contemporary Applied Linguistics*, 273–300.
- Rothery, J., & M. (1994). Exploring literacy in school English (Write it right resources for literacy and learning). Sydney: Metropolitan East Disadvantaged Schools Program.
- Samanhudi, U., & Sugiarti, S. (2013). Reading to Learn Program to Teaching Critical Writing in English for Academic Purpose Class. *LEKSIKA*, 7(2).

- Silva, T. (1990). Second language composition instruction: Developments, issues, and directions in ESL. *Second Language Writing: Research Insights for the Classroom*, 11–23.
- Swales, J. M. (1981). *Aspects of article introductions*. University of Michigan Press.
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- Swales, J. M. (1993). *Genre and engagement*.
- Swales, J. M. (2012). A text and its commentaries: Toward a reception history of "Genre in three traditions. *Iberica*, 24.
- Tardy, C. M. (2006). Researching first and second language genre learning: A comparative review and a look ahead. *Journal of Second Language Writing*, 15(2), 79–101.
- Thompson, P. (1999). Exploring the contexts of writing: Interviews with PhD supervisors. *Issues in EAP Writing Research and Instruction*, 37–54.
- Whittaker, R. (2014). *Teacher learning for European literacy education (TeL4ELE) Final report Spain*.
- Whittaker, R., & García Parejo, I. (2018). Teacher Learning for European Literacy Education (TeL4ELE): Genre-based pedagogy in five European countries. *European Journal of Applied Linguistics*, 6(1), 31–57. <https://doi.org/10.1515/eujal-2017-0021>
- Wildsmith-Cromarty, R., & Steinke, K. (2014). The write approach: Can R2L help at tertiary level? *Per Linguam: A Journal of Language Learning*, 30(1), 38–54.