

Reading to Learn Strategy in Teaching and Learning Writing for the Students of Sundanese Language Education Department

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Abstract—The success of Reading to Learn (R2L) in improving literacy skills in several countries in the world encourages teachers in Indonesia to implement it. In accordance with the national literacy movement program developed by the government, this strategy will greatly assist the ability to read and to write of Indonesian students, not only for foreign language learning but can also be applied to local language learning. For this reason, this study aims to study to what extent the reading to learn the strategy (R2L) helps the students of Sundanese Language Education at UPI in improving their writing skills. This study employed action research by using data recording techniques and documentation. The results revealed that there are difficulties faced by students in Sundanese language writing as the result of an incorrect understanding of concepts in learning at primary, secondary, and high school levels. However, after implementing the R2L strategy it turns out that the effect is quite good as it is seen from the students writing improvement exposed in each cycle. It can be concluded that the R2L strategy implementation is very helpful for students both in writing appropriate Sundanese language and understanding the reading text. This strategy can also be implemented in local language teaching and learning at each level.

Keywords: *national literacy movement, Reading to Learn (R2L), Sundanese language writing*

I. INTRODUCTION

Reading to learn (R2L) developed by Rose (2016), is part of a genre approach known as genre-based approach (GBA) in Indonesia (Emilia, 2011; Ningsih, 2019). R2L has been widely developed in various countries in the world, as well as in Indonesia. In Indonesia, this approach is applied in learning foreign languages, but in this study, the R2L strategy is applied in learning local languages (Sundanese). In R2L the teacher's job is to guide and support students. The teacher prepares assignments for students. The main focus in R2L is reading, writing success can be achieved if you understand the reading well. The teacher must teach reading academic texts with understanding, and use that information for writing purposes. Teachers in Indonesia must apply the R2L strategy, by teaching them how to read well, of course, it will not be too difficult when they have to collect various references to write. R2L strategies start with meaning and all the parts of language flow from understanding meanings.

The classic problem of low reading interest in Indonesia undoubtedly affects people writing productivity. Writing activities among students are also still relatively low in line with these problems writing difficulties occur to students of Sundanese Language Education Department caused by their daily communication that often intersects with Indonesia language, lack of reading Sundanese literature and having wrong concepts of understanding about the text learned at the previous level of Education.

There are many strategies, models, and even media that support the ability to read and write for students to become better, many have been tested, but to choose a variety of teaching approaches requires careful scrutiny, by examining the success of the strategies applied, experts who develop these strategies, scientific clusters which was built, and its worldwide implementation. The strategy pursuant to these criteria was implemented by researchers to overcome DPBS students writing difficulty in UPI i.e. reading to learn (R2L) which aim at students' skills improvement both in writing and comprehending the reading texts. Widyastuti (2016) mentions that with the help of genre approach students became more systematic in writing, know how to construct paragraphs, make correct Sundanese sentences, which are in accordance with their social and cultural context. In another research, Damayanti (2016) states that in teaching and learning English narrative texts, R2L implementation contributes greatly, its findings shows that student writing is getting better. Furthermore, other studies show that R2L contribute to children academic literacy in Africa (Wildsmith-Cromarty & Steinke, 2014). Ningsih (2019) states that the R2L strategy has the potential to become a pedagogical breakthrough in teaching local languages. The researcher expects the same condition can be realized while learning Sundanese, since Sundanese for some students is no longer positioned as the first language, therefore by developing the R2L strategy in learning to write in Sundanese, the students are expected to have a better understanding in Sundanese writing which in accordance with the language rules. By implementing the R2L strategy, hopefully, the implementation of the teaching and learning activities of Sundanese writing will become more structured. The procedural text was chosen to be studied by using the R2L strategy, the selection of the procedure text was

motivated by the misconception in understanding the genre of text at the primary level which is often referred to as exposition text (cf. Sundanese textbook Rancagé Diajar Basa Sunda class V), therefore the purpose of this research is to analyze the difficulties faced by DPBS students in writing procedure texts and the extent to which the reading to learn (R2L) strategy helps Sundanese language education students of UPI to improve their ability to write procedural texts.

II. METHOD

The method used in this research was action research (Davison, Martinsons & Kock, 2004) through recording, documentation, and test techniques. The recording technique was implemented during the learning process, to see the situation of the students during the learning process, while the documentation technique is a collection of researchers' notes during the study as a reflective material in each cycle. Test techniques are used to test students' understanding of writing recipes in Sundanese. The research was conducted for six months. The subjects of this study were the 2019 DPBS students totalling 110 students. One cycle of action research consists of four steps: (1) planning, (2) implementation, (3) observation, (4) reflection. This research was conducted in four cycles with a learning cycle that included preparing for a reading, detailed reading, note-making, and joint construction.

III. FINDINGS AND DISCUSSION

The difficulties faced by DPBS students in writing include a) misconception of understanding the text genre. In some Sundanese textbooks (cf. Rancagé Sundanese language textbooks taught for class V), especially in the procedural text associated with the exposition text where making handicrafts is included into exposition genre whereas in the genre-based learning that text is a procedural text, since it explains the stages of making a craft. In Sundanese textbooks for both students and teachers, each genre of the text is not detailed explained, therefore students are confused when they are assigned to create a text genre of A or B. The circumstances continue up till they study in higher education. Many students feel difficulty when having to write in Sundanese with a different genre; b) Remain to leave aside the text structure. Each text has its own structure, starting from understanding the text genre, then the structure of the text will play an important role in building a text. Not all students understand the structure of the text, so when given an assignment, students will do it only based on their current understanding. See the students' writing in Figure 1.

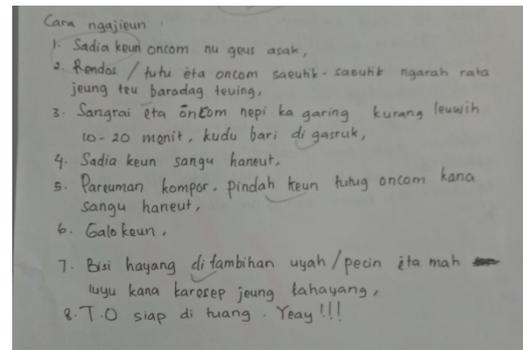


Fig. 1. Students' text

The student writing above is the initial assignment when the teacher gave the task of writing a recipe, written without a title, with some spelling errors, incorrect sentence structure, and less detailed stages of the procedure; and c) Used Malayness sentence structure (kamalayan), the facts show that seen DPBS students often think in Indonesia language while writing in Sundanese language, even though both Indonesia and Sundanese languages have different language rules. It can be seen from the above text that the way of thinking and the structure of the language used by students is Indonesia language.

TABLE I. WAY OF THINKING AND THE STRUCTURE OF THE LANGUAGE USED BY STUDENTS

Sundanese language in students' text	Proper Sundanese language	Indonesia language
<i>Pindahkeun tutug oncom kana sangu haneut</i>	<i>Tutug oncom digakoleun sangu haneut</i>	<i>Masakan yang sudah dihancurkan, aduk rata dengan nasi hangat</i> [Put the crushed oncom, stir well with warm rice]
<i>Réndos éta oncom</i>	<i>Oncom diréndos kasar</i>	<i>Gerus oncom tersebut</i> [Grid oncom (permanted soybean)]

Translating language requires an understanding of the sentence meaning contained in it. In bilingual societies, master two languages and often use the two languages in their daily communication, often resulting in language disorder. Therefore, when the R2L strategy is implemented, deconstruction and reconstruction of texts should be understood by students, then errors as in Text 1 can be minimized.

In using the R2L strategy, the researcher first looked for a proper and correct Sundanese original text model especially the procedural text that has been analyzed for authenticity and then compared it with other texts that are in Indonesia language and English. From the three texts they read, and after getting an explanation from the instructor, the students can distinguish the differences of those 3 language rules. This step

will help the students to write in Sundanese language pursuant to the language rules, see Table II.

TABLE II. SUNDANESE LANGUAGE PURSUANT

Sundanese language	Indonesia Language
Hayam 1 Kg	1 Kg Ayam [1 Kg of Chiken]
Hayam digoréng nepi ka konéng	Goreng ayam sampai kecoklatan [Fry the chicken until it gets brown]

When introducing the material in Sundanese language, nouns will precede quantity (cf. Sudaryat, Prawirasumantri, & Yudibrata, 2009); and procedure texts in Sundanese are mostly arranged in passive voice, so when the activity of writing is done together and deconstructing text, these rules differences can be comprehended and applied by DPBS students; and d) Spelling errors, in fact, this phenomenon commonly occurs, but because in the stages of learning activities carried out through *ngawangun jeung nulis teks babarengan* (joint construction) the spelling errors can be corrected together. This helps students in individual writing activities. They become more cautious in doing the writing.

The implementation of R2L is carried out in the following Figure 2.

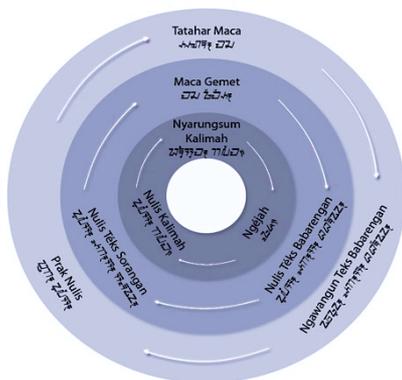


Fig. 2. The implementation of R2L

(Rose, translated into Sundanese, Kartika, 2019)

1. Preparing for reading and detailed reading (Tatahar Maca and Maca Gemet)

The lecturer prepares the reading text that will be used as a model, and the selected text is the procedure text taken from a collection of Sundanese recipes in 1951 published by Balai Pustaka. The researcher compared one Sundanese procedure text with another Sundanese recipe. The purpose of Preparing for reading (tatahar maca) is to prepare students before entering into the implementation of detailed reading. The first step of preparing for reading is the lecturer’s explanation about the genre of the procedure, the structure/stages of the recipe in the procedure text, and the general content of the recipe discussed. followed by text reading by the lecturer and students listen carefully and focus on the text. The text distributed to students is the Sundanese recipe text, Indonesian recipe, and a complete English recipe, but the discussion is not

analyzed and discussed as a whole, given the short learning time and preventing the burnout. The recipe text was read aloud by the lecturer.

The purpose of the detailed reading activity is to explore the recipe text, what are the steps of the cooking text, keywords, wording, and spelling. In this activity, students and lecturers interact, lecturers give questions to students about the keywords in each sentence. In this process, students are very active and enthusiastic about the questions given by the lecturer.

2. Note making and Joint construction (Ngawangun Teks and Nulis Teks Babarengan)

In Note making activities, the text reconstruction is carried out on the three recipe texts discussed. The Sundanese recipe text is done by joint note making (collaborative note-making) while the other two recipe texts i.e. Indonesian recipe text and English recipe text reconstruction are done by Joint construction. For Sundanese text, joint note-making aims to maintain the organizational structure of the text, including how to arrange sentences through different text recipes. As presented in Table III.

TABLE III. HOW TO ARRANGE SENTENCES THROUGH DIFFERENT TEXT RECIPES

Soto Hayam	Angeun Sop[Soup]
<p><i>Bahan: hayam – endog hayam – kumeli – kacang kadelé</i></p> <p><i>Sambara: uyah – pedes – cuka – kecap – bawang beureum – bawang daun – salédri</i></p> <p><i>Prakprakan: hayam - sasap - kumbah – beresih - bawang beureum - bawang daun - salédri siksik – pedes - réndos</i></p> <p><i>Ngolah:</i></p> <ul style="list-style-type: none"> • hayam - kulub – hipu – terus - suit – abrus – panguluban - brus – salédri - bawang daun, -kumeli – pedes – uyah – kécap – cuka – golak - asak bawang • bawang beureum - goreng – konéng - kacang – goreng - endog - kulub - pesék – siksik [...] 	<p><i>Bahan: hayam sakilo, engkol saparapat, wortel saparapat, kentang saons.</i></p> <p><i>Bahan: 1 kg Ayam, ¼ kol, ¼ wortel, 1 ons kentang.</i></p> <p>[Ingredients: 1 kg of chicken, ¼ kg of cabbage, ¼ kg of carrot, 1 ounce of potatoes.]</p> <p><i>Sambara: uyah saséndok teh, pedes sacukupna.</i></p> <p><i>Bumbu: 1 sdt garam, lada secukupnya.</i></p> <p>[Seasoning: 1 teaspoon salt, pepper to taste.]</p> <p><i>Prakprakan</i></p> <p><i>Hayam dikumbah nepi ka beresih, bawang beureum, bawang daun jeung salédri siksikan.</i></p> <p><i>Persiapan sebelum memasak</i></p> <p><i>Cuci ayam hingga bersih, iris bawang merah, bawang daun, dan seledri.</i></p> <p>[Cooking Preparation: Wash chicken thoroughly, slice onion, leeks, and celery.</p> <p><i>Ngolah</i></p> <p><i>Hayam dikulub cing hipu, tuluy abruskeun kentang, wortel, engkol, saledri kana panguluban. [...]</i></p> <p><i>Cara memasak</i></p> <p><i>Rebus ayam sampai lunak, lalu masukan kentang, wortel, kol, seledri ke dalam panci</i></p> <p>[How to cook:</p> <p>Boil the chicken until tender, then add the potatoes, carrots, cabbage, celery to the pan]</p>

(Ningsih, 2019)

The left side is the important words identified in detailed reading. Students are able to make another recipe text by following the pattern on the left. The identification of important words on the left helps students to remember the cooking steps of Soto Hayam (chicken soup), so when making other recipes, students easily remember the organizational structure of the procedure text and make sentences in correct Sundanese. As shown in Table IV.

TABLE IV. INDONESIA LANGUAGE RECIPE JOINT CONSTRUCTION (SPICY AND SOUR SOUP)

Bahan: [Ingredients:] 1- ekor (±900 g) ayam [1 chicken(900 gram)] 250 - g kol [cabbage 250 - g] 12 - buah belimbing sayur [12 - star fruit...] Bumbu yang dihaluskan[ground seasoning]: 1 - butir bawang merah [red onion 1] 5 - buah cabai merah [red chillies 5] 6 - siung bawang putih [6 cloves of garlic...]	<i>Bahanna Hayam - 900 gr Engkol - 1/4 kg Balimbing sayur - 12 siki</i>	<i>Bahanna Hayam 900 gr Engkol 1/4 kg Balimbing sayur 12 siki</i>
	<i>Sambarana Cabé beureum - 5 siki Bawang beureum - 12 guruntul Bawang bodas - 6 sihung [...]</i>	<i>Sambarana Cabé beureum 5 siki Bawang beureum 12 guruntul Bawang bodas 6 sihung [...]</i>
<i>Cara membuat: 1) Potong- potong - ayam - 20- 24 bagian 2) Iris - kol - ukuran 2 ½ x 2 ½ cm 3) Belimbing - belah - dua -cabai - iris - 1 cm 4) Panas - minyak goreng - tumis - bumbu halus - masuk- serai - daun jeruk - gula [...]</i>	<i>Prakprakanana 1) Engkol- siksik. 2) Balimbing waluh - beulah dua.</i>	<i>Prakprakanana 1) Engkol disiksikan. 2) Balimbing waluh dibeulah dua.</i>
<i>How to make: 1) Cut into pieces - chicken - 20-24 parts 2) Cut - cabbage - size 2 ½ x 2 ½ cm 3) Star fruit - split - two- chilli - sliced - 1 cm 4) Heat - cooking oil - stir fry - ground spices - put inside- lemongrass - orange leaves - sugar]</i>	<i>Ngolahanana 1) Minyak - panas- asup - bungbu - lembut - oséng. 2) Brus - séréh - daun jeruk, - gula - seungit - Brus - asup hayam. 3) Hayam- galo - asak ungkeb - 10 menit - panci - tutup. 4) [...]</i>	<i>Ngolahanana 1) Minyak dipanaskeun tuluy asupkeun bungbu nu dilembutkeun téa tuluy oséng. 2) Brus séréh, daun jeruk, jeung gula sanggeus seungit tuluy brus asupkeun hayamna. 3) Hayamna digalokeun nepi ka asak ungkeb salila 10 menit bari pancina ditutupan. 4) [...]</i>

Unlike Sundanese language recipe texts writing, in Indonesia language and English recipe texts, students have to translate them into Sundanese language. Similar to Sundanese

text, Garang Asam recipe text is reconstructed and adjusted to the organizational structure of Sundanese procedure text, so on the left you can see the cooking steps in Garang Asam recipe only consists of two parts i.e. ingredients and ways to make, but students are required to translate it and adjusting into the Sundanese procedure text consisting of four parts i.e. the ingredients, seasoning, implementation and how to process. In this activity, students are trained to translate and arrange good and proper Sundanese sentences. The need to discuss English recipes aims at finding out the organizational structure of the text and the rules of the language used, hence students can distinguish them.

3. Students' Average Score

The research was carried out in three cycles following the stages of planning, implementing, observing, and reflecting. The following is the average scores of procedure text writing for DPBS students in each cycle in Table V.

TABLE V. AVERAGES SCORE

Cycle 1	Cycle 2	Cycle 3
60	75	86

At the first cycle, during which the students are still in the early stages, they take no notice of the organizational structure of the text, mention the ingredients (recipes) randomly, pay less attention to spelling, do not mention the proportion when write the ingredients in the recipe, unconcern about the conjunctions, and weak diction choices.

At the second cycle the progress came up. The students began to write based on the organizational structure of the procedure text, students begin to detail well the ingredients used in the recipe, and linguistically the use of the conjunction has begun to be neat, though some students do not.

At the third cycle, most students are already able to comprehend the procedure text well, so that they are able to write the organizational structure precisely. The ingredients, the proportion, and the process are written clearly, and the linguistic elements are neatly arranged.

The research of R2L is not only successfully applied in English learning (Damayanti, 2016) but also in learning Sundanese. R2L also proved to be successful in improving Sundanese procedure text writing ability. In Ningsih (2019), it states that the R2L strategy has the potential to become a pedagogical breakthrough in teaching local languages. The R2L strategy can assist students in using language and text structure in accordance with the rules (Rose, 2016), so this strategy will continue to be applied in learning to write Sundanese, besides that researchers will continue to test this strategy so that it can be well socialized to every level of education.

IV. CONCLUSION

Every lecturer is required to innovate in finding a good learning strategy to improve the quality of literate graduates. The R2L strategy that was successfully applied in various countries in the world turned out to be directly proportional to this research. The R2L strategy that was applied to DPBS

students in writing procedure texts proved to be successful and obtained enhancement in each cycle (when students still leave aside organizational structure and linguistic elements, until students really comprehended the organizational structure of procedure text well). However, the students still face some difficulties such as spelling errors and diction choices. Indeed, this situation requires continuous training. No matter how well the strategy is implemented, consistent training will certainly be needed. Undoubtedly, educators are required to continue to guide students in order to make them remain enthusiastic in writing activity. It should be noted that the R2L strategy is very possible to be applied in Sundanese language learning at every level of education starting from the basic level of education. However, to make the implementation of this strategy is more measurable and reliable more reviews and researches are needed.

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