

## **The Effects of Reading to Learn Pedagogy on Students' Skills in Writing Recount Texts**

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### **ABSTRACT**

This study investigated the effects of Reading to Learn pedagogy on students' skills in writing recount texts and identified challenges encountered during its implementation. The study was conducted because many English as a Foreign Language students experienced difficulties in organizing ideas, controlling grammar, and constructing coherent recount texts. A pre-experimental design with one-group pre-test and post-test was employed involving 29 eighth-grade students at SMP Negeri 7 Pekalongan, Central Java. Quantitative data were collected through writing tests administered before and after the implementation of Reading to Learn pedagogy, while observational data were used to identify challenges during the teaching and learning process. The quantitative data were analysed using descriptive statistics, normality testing, and paired-sample t-test analysis. The findings revealed that the students' mean score improved from 67.0345 in the pre-test to 84.8276 in the post-test. The paired-sample t-test showed a statistically significant difference between the pre-test and post-test results with a significance value lower than 0.05, indicating that Reading to Learn pedagogy effectively improved students' recount writing skills. The observational findings further revealed several challenges, including limited instructional time, students' difficulties in grammar and vocabulary control, and students' dependence on teacher scaffolding during independent writing activities. Overall, the study concluded that Reading to Learn pedagogy effectively improved students' recount writing skills through structured and scaffolded literacy instruction.

**Key words:** Reading to Learn Pedagogy; Writing; Recount Text; Effect; Challenges.

### **INTRODUCTION**

Writing is widely regarded as one of the most demanding language skills for English as a Foreign Language (EFL) learners because it requires the integration of linguistic competence, genre knowledge, and cognitive processing. In the Indonesian junior high school context, students are expected to master several genres, including recount texts, which function to retell past experiences in a chronological and meaningful manner. However, recount writing remains challenging for many EFL students because they are required not only to generate

and organize ideas coherently but also to apply appropriate grammatical features, vocabulary, and text structure simultaneously. Unlike speaking, writing demands greater accuracy and conscious language control, which often becomes difficult for learners with limited English proficiency. In recount writing specifically, students must understand the generic structure of orientation, events, and reorientation while maintaining chronological order and coherence throughout the text. Many students also struggle to transform personal experiences into meaningful written narratives due to limited vocabulary, inadequate mastery of past tense forms, and difficulties in developing supporting details (Siska et al., 2025; Yulianeta et al., 2022). As a result, students frequently produce texts that are fragmented, repetitive, and grammatically inaccurate.

Previous studies have consistently reported these persistent difficulties. Suryati et al. (2021) and Yulianeta et al. (2022) found that junior high school students experienced problems in organizing events logically, applying appropriate grammatical features, and developing coherent paragraphs in recount texts. Similarly, Siska et al. (2025) identified several major challenges encountered by EFL students in recount writing, including difficulties in generating ideas, organizing text structure, limited vocabulary mastery, grammatical inaccuracies, and mechanical errors such as spelling and punctuation. These difficulties indicate that students often lack sufficient linguistic resources and strategic support during the writing process. Furthermore, Rahayu & Ningsih (2023) explained that traditional writing instruction in EFL classrooms tends to emphasize the final product rather than the writing process itself, resulting in limited scaffolding during classroom activities. Consequently, students are often asked to produce texts independently without receiving adequate guidance in understanding model texts, identifying language features, organizing ideas, or revising their drafts. This instructional condition makes recount writing even more difficult, particularly for junior high school students who are still developing their basic English literacy skills. Without proper intervention, these challenges may hinder students' academic achievement and slow the development of their English literacy. Therefore, students require explicit guidance and systematic scaffolding to support them in organizing ideas, understanding genre structure, and applying appropriate linguistic features in recount writing.

Reading to Learn (R2L) has been introduced as a structured literacy approach rooted in Systemic Functional Linguistics (SFL) to address these instructional challenges. Husein et al. (2022) stated that R2L guides students through carefully sequenced stages, including preparing for reading, detailed reading, note-making, joint construction, and independent construction, enabling learners to move gradually from supported reading to independent writing. Vencesla (2021) further emphasized that R2L explicitly teaches how language resources are used to achieve particular social purposes within texts, making it especially effective for genre-based writing instruction. Recent international studies have also highlighted the effectiveness of R2L pedagogy across various educational contexts. Millin et al. (2020) found that R2L improved the academic writing performance of linguistically

marginalized learners by reducing cognitive load through structured scaffolding. Similarly, Mataka et al. (2023) reported that R2L significantly enhanced literacy development among secondary school students in South Africa and contributed to more equitable classroom practices. Furthermore, Mgqwashu & Khohliso (2024) argued that R2L supports curriculum praxis by shifting instructional focus from teaching what to learn toward teaching how to learn. In the Indonesian context, Listyani (2018) also demonstrated that R2L effectively improved students' academic writing skills and promoted collaborative learning practices in writing classrooms.

An increasing number of empirical studies has demonstrated the effectiveness of R2L pedagogy in improving students' writing skills. Previous studies consistently reported that R2L pedagogy improves students' writing performance, genre awareness, textual organization, and classroom engagement (Suryati et al., 2021; Rahayu & Ningsih, 2023; Hayati et al., 2025). However, several limitations remain evident in the existing literature. Husein et al. (2022) and Yulianeta et al. (2022) noted that most R2L studies have focused on genres such as short stories, news reports, argumentative texts, and narratives, while studies specifically examining recount writing skills remain limited. In addition, Nurlaelawati et al. (2022) and Hibino & Matruglio (2024) observed that many previous studies employed qualitative or case study designs, which provide rich insights but offer limited statistical evidence regarding the effectiveness of R2L pedagogy.

In response to these gaps, this study investigated the effects of R2L pedagogy on students' skills in writing recount texts by employing a pre-experimental quantitative design in a junior high school EFL context. This study focuses specifically on recount writing as a less-explored genre and applies statistical analysis to provide more robust empirical evidence regarding the effectiveness of R2L pedagogy. Furthermore, this study also examined the challenges encountered during the implementation of R2L pedagogy in classroom practice. Therefore, this study seeks to answer the following research questions: (1) Does the implementation of R2L pedagogy have significant effects on students' skills in writing recount texts? and (2) What challenges are encountered in implementing R2L pedagogy in teaching writing recount texts?

## **LITERATURE REVIEW**

### **Reading to Learn Pedagogy (R2L)**

Rose & Martin (2012) describe R2L pedagogy as a genre-based instructional approach grounded in Systemic Functional Linguistics that explicitly integrates reading and writing through systematic teacher scaffolding. R2L pedagogy makes textual structures and language features visible to learners through sequenced stages of preparing for reading, detailed reading, joint construction, and independent construction. In this study, R2L conceptualized as an instructional framework that guides students from supported reading toward independent genre-based writing,

directly addressing the objective by hypothesizing that such scaffolding improves recount writing skills.

Rose (2018) and Acevedo (2023) emphasize that R2L's strength lies in explicit instruction, which helps EFL learners overcome difficulties in vocabulary, grammar, and text organization. Empirical studies in Indonesian and international EFL contexts indicate that R2L pedagogy contributes to improvements in students' reading comprehension and writing performance (e.g., Suryati et al. (2021); Nurlaelawati et al. (2022); Mamac & Bangga (2023); Hayati et al. (2025)). However, limitations are also noted: Hibino & Matruglio (2024) report that teachers perceive R2L as time-intensive and challenging to implement in large classes or constrained curricula, while Rahayu & Ningsih (2023) highlight that variations in implementation quality may influence learning outcomes. These findings connect directly to the objective of this study, which seeks to identify challenges in applying R2L pedagogy in classroom practice.

### **Recount Texts**

Faradina & Emilia (2024) define recount text as a genre that retells past events in chronological order for the purpose of informing or sharing experiences. Within genre-based pedagogy, recount text emphasizes the reconstruction of events based on real or imagined experiences, making it one of the foundational genres taught in Indonesian secondary schools. In this study, recount text viewed not only as a writing product but also as a pedagogical genre that supports students' language development through structured meaning-making. In terms of generic structure, recount text consists of three main stages: orientation, which introduces participants, time, and place; series of events, which presents events in chronological sequence; and re-orientation, which provides a closing statement or comment (Faradina & Emilia, 2024). Linguistically, recount texts typically employ past tense verbs, temporal conjunctions, specific participants, and circumstances of time and place. These features require students to manage grammatical accuracy, cohesion, and logical sequencing, which are essential components of effective writing.

Recount texts can be categorized into several types, including personal recounts, which retell personal experiences; factual recounts, which report events such as historical incidents or experiments; and imaginative recounts, which reconstruct events creatively while maintaining chronological structure (Faradina & Emilia, 2024). Among these types, personal recounts are particularly suitable for junior high school learners because they draw on students' own experiences while still requiring control of genre structure and language features. However, previous studies indicate that students often struggle with organizing events coherently and applying appropriate language features without explicit scaffolding, supporting the objective of this study to identify challenges encountered during R2L implementation.

### **Writing**

Writing is widely recognized as a complex activity involving cognitive, linguistic, and social processes. Brown & Abeywickrama (2018) describe writing as requiring integration of idea generation, organization, language use, and mechanics. Hayes (2012) reconceptualizes writing as a recursive cognitive process involving planning, translating, and reviewing, with greater emphasis on executive control and self-regulation. This perspective underscores the dynamic and non-linear nature of writing, particularly challenging in EFL contexts where learners must manage both content and language simultaneously.

Beyond cognition, Graham (2018) introduces the writer(s)-within-community model, emphasizing that writing is socially situated, shaped by both individual capacities and community contexts. Wijayatiningsih et al. (2022) further argue that writing development occurs through scaffolding and guided participation, while Hassen et al. (2023) provide empirical evidence that scaffolding strategies significantly enhance EFL students' writing achievement. These perspectives support this study objective of determining whether scaffolded R2L instruction can enhance students' recount writing skills by addressing both cognitive and social dimensions of writing.

### **Previous Related Study**

R2L pedagogy has been widely investigated in literacy and EFL research due to its systematic stages that integrate reading and writing instruction through explicit scaffolding. Previous studies have examined R2L pedagogy in diverse educational contexts and have focused on various language skills. Reviewing these studies is essential to establish a strong theoretical and empirical foundation for the present study, as well as to identify gaps that the present study intends to address.

First, Ramadhani (2023) conducted a qualitative case study at Al-Izhar Vocational High School Pekanbaru to explore the implementation of R2L strategy in teaching EFL reading comprehension. The study involved one English teacher and three students, with data collected through classroom observations and interviews. The findings showed that although the R2L stages were generally applied, several were not implemented optimally due to time constraints and limited cooperation. While this study provides a detailed description of R2L classroom practice, it differed from the present study in both research design and focus, as the current study quantitatively examined students' writing ability, particularly recount text writing.

Second, Suryati et al. (2021) carried out a quasi-experimental study at SMP N 1 Malang, East Java, to examine the impact of R2L pedagogy on students' writing skills and their perceptions of the pedagogy. The participants included 32 seventh graders and 54 ninth graders divided into experimental and control groups. Writing tests were used to measure students' writing performance, while questionnaires were administered to explore students' perceptions of R2L pedagogy. The findings indicated that R2L pedagogy significantly enhanced students' writing skills and was positively received. Although this study aligned with the present study in

examining writing outcomes, it differed in scope, as it involved multiple grade levels and included perceptual data.

Finally, Vencesla (2021) conducted a Classroom Action Research study at Universitas Katolik Widya Mandala Surabaya, to investigate the application of R2L pedagogy in improving EFL students' exposition text writing. The study involved entrepreneurship students enrolled in an English course and implemented R2L across three instructional cycles. Data were collected through observations, reflective journals, and pre-test and post-test writing tasks. The findings showed that students' writing improved in terms of purpose, staging, phases, and attitudinal resources, indicating the effectiveness of R2L pedagogy in enhancing genre-based writing ability. Despite providing strong evidence of R2L effectiveness in writing instruction, this study differed from the present study in terms of educational level, genre, and research design.

Overall, the reviewed studies demonstrate that R2L pedagogy has been implemented across various educational levels in Indonesia and consistently shows positive effects on students' literacy development. However, many existing studies focus on reading comprehension, writing genres other than recount texts, qualitative designs, or combine writing outcomes with perceptual data. In contrast, the present study focused on the effect of R2L pedagogy on students' recount writing skills and the challenges encountered during its implementation at SMP Negeri 7 Pekalongan, using a quantitative approach to provide more focused and context-specific evidence for junior high school EFL writing instruction.

## **METHOD**

### **Design and Samples**

This study adopted a quantitative approach, employing a pre-experimental design with a one-group pre-test–post-test design (Creswell, 2018), and it aimed to investigate the effect of R2L pedagogy on students' skills in writing recount texts. The independent variable of this study was R2L pedagogy, whereas the dependent variable was students' recount writing skills. The research was conducted at SMP Negeri 7 Pekalongan, Central Java, Indonesia, in April 2026. The population consisted of all eighth-grade students of SMP Negeri 7 Pekalongan, comprising six classes (8A–8F). The sample was selected through random sampling, so that each class had an equal opportunity to be chosen as the research sample. Based on the random sampling, class 8D was chosen as the sample, consisting of 29 students, including 13 male students and 16 female students. The participants were selected because they had learned recount texts as part of the English curriculum.

### **Instrument and Procedure**

The instruments used in this study were writing tests and observational notes. The writing tests consisted of a pre-test and a post-test administered to measure students' performance in writing recount texts before and after the implementation

of R2L pedagogy. The students' writing products were assessed using a genre-based scoring rubric covering four aspects, namely schematic structure, language features, vocabulary, and mechanics, with a maximum score of 100. The instrument was validated through content validity by aligning the test materials and assessment criteria with the characteristics of recount texts in the English curriculum. In addition, the reliability of the writing assessment was ensured through inter-rater scoring involving more than one assessor to maintain consistency and objectivity in scoring students' writing performance. Besides the writing tests, observational notes were also employed as a supporting instrument during the treatment sessions. The observational notes were used to record classroom situations, students' participation, and difficulties encountered during the implementation of R2L pedagogy in teaching recount writing. These qualitative data supported the interpretation of the quantitative findings by providing a deeper description of the challenges arising throughout the teaching and learning process.

The research procedure comprised three stages, namely pre-test, treatment, and post-test, which were conducted across three meetings in total, with each meeting lasting 90 minutes. In the first meeting, the pre-test was administered, students were asked to write a recount text within 60 minutes based on the theme "Eid Holiday Experience". This stage was intended to evaluate their initial writing proficiency prior to the intervention. Subsequently, the treatment was implemented in the second meeting through the application of R2L pedagogy in teaching recount texts. The instructional activities were systematically organized to provide explicit scaffolding, beginning with detailed reading of model texts to highlight schematic structures and linguistic features, followed by joint text construction between teacher and students to reinforce genre knowledge, and culminating in individual writing tasks to encourage independent application of the strategies learned. Throughout this treatment session, observational notes were taken to document classroom atmosphere, student participation, and challenges encountered during the learning process. Finally, in the third meeting, the post-test was conducted, requiring students to produce a recount text within 60 minutes on the same theme as the pre-test. This stage was designed to measure the improvement in students' writing ability after the treatment.

### **Data Analysis**

The data were analysed quantitatively using students' pre-test and post-test scores to determine the effect of R2L pedagogy on students' recount writing ability. Before testing the hypothesis, a normality test was conducted on both the pre-test and post-test scores using the Shapiro–Wilk test, which is considered appropriate for small sample sizes according to Gosselin (2024). The normality test aimed to determine whether the data met the assumptions required for parametric statistical analysis. The data were considered normally distributed when the significance value (Sig.) was greater than 0.05. After the data distribution was confirmed to be normal, a paired-sample t-test was employed to examine whether there was a statistically significant difference between students' pre-test and post-test scores, as suggested by Talikan et al. (2024). The statistical analysis was carried out using IBM SPSS

Statistics. The decision was based on the significance value obtained from the paired-sample t-test: if the significance value was less than or equal to 0.05, it indicated that there was a significant difference between the pre-test and post-test scores; otherwise, no significant difference was identified.

To ensure that the assessment process was transparent and aligned with the instructional goals, students' writing was evaluated using a detailed scoring rubric. The rubric assessed four main criteria: schematic structure (40 points), language features (30 points), vocabulary (20 points), and mechanics (10 points). In terms of schematic structure, excellent performance was characterized by a clear orientation, logically sequenced events, and an optional re-orientation that enhanced closure, while poor performance lacked any recognizable recount structure. For language features, excellent writing consistently applied past tense verbs, appropriate material processes, and effective temporal conjunctions, whereas poor writing showed severe errors that hindered meaning. Vocabulary was judged based on range and accuracy, with excellent texts displaying varied and topic-appropriate word choices, while poor texts relied on very limited or inaccurate vocabulary. Finally, mechanics focused on spelling and punctuation, where excellent writing contained very few errors, while poor writing showed frequent mistakes that interfered with readability. This rubric provided a maximum score of 100 points, allowing for clear differentiation between levels of performance and ensuring consistency in evaluation.

In addition to the quantitative analysis, the observational data collected during the treatment sessions were analysed descriptively. The observational notes were examined to identify challenges encountered throughout the implementation of R2L pedagogy in teaching recount writing, including students' participation, classroom responses, and difficulties during the learning process. These qualitative findings were used to support, explain, and contextualize the quantitative results obtained from the statistical analysis, thereby providing a more comprehensive understanding of the implementation and effectiveness of R2L pedagogy in the classroom context.

## RESULT AND DISCUSSION

### The Significant Effects of R2L Pedagogy on Students' Skills in Writing Recount Texts

To investigate whether the implementation of R2L pedagogy had significant effects on students' skills in writing recount texts, students were administered a pre-test before the implementation of R2L pedagogy and a post-test after the treatment. The tests aimed to determine whether students' skills in writing recount text are improved following the implementation of R2L pedagogy. The results of students' pre-test and post-test scores are presented in Table 1.

*Table 1. Pre-test and Post-test Scores*

	Pre-test	Post-test

Student 1	60	80
Student 2	58	86
Student 3	80	92
Student 4	80	98
Student 5	80	90
Student 6	58	98
Student 7	76	94
Student 8	50	70
Student 9	72	92
Student 10	80	88
Student 11	80	84
Student 12	80	90
Student 13	64	80
Student 14	68	72
Student 15	60	66
Student 16	66	64
Student 17	40	60
Student 18	58	78
Student 19	68	98
Student 20	42	80
Student 21	68	90
Student 22	64	84
Student 23	60	80
Student 24	66	90
Student 25	68	94
Student 26	80	92
Student 27	94	98
Student 28	68	92
Student 29	56	80
Mean	67.0345	84.8276

As presented in Table 1, the mean score increased from 67.0345 in the pre-test to 84.8276 in the post-test, indicating that students' recount writing performance improved after the implementation of R2L pedagogy. Prior to conducting the hypothesis testing, a normality test was carried out using the Shapiro–Wilk test to examine whether the data were normally distributed, with the results are presented in Table 2.

*Table 2. Normality Test Results*

Test	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test	.956	29	.265
Post-test	.935	29	.074

(Data from SPSS Version 32, 2026)

As shown in Table 2, the significance value for the pre-test was 0.265 and for the post-test was 0.074. Since both values exceeded the threshold of 0.05, the data were deemed to be normally distributed. Consequently, the assumptions required for parametric statistical analysis were satisfied. Following the confirmation of normality, using IBM SPSS Statistic, a paired-sample t-test was conducted to examine whether a significant difference existed between students' scores in pre-test and post-test. The results are displayed in Table 3.

*Table 3. Paired Sample T-Test Results*

	Paired Differences	Significance			
	Mean	t	df	One-Sided p	Two-Sided p
Pair 1 pre-test – post-test	-17.79310	-5.708	28	<.001	<.001

(Data from SPSS Version 32, 2026)

The paired-sample t-test revealed a mean difference of -17.79310 with a t-value of -5.708 and 28 degrees of freedom. In addition, the significance value was lower than 0.05 ( $p < .001$ ), demonstrating that a statistically significant difference existed between the students' pre-test and post-test scores. These results indicate that the implementation of R2L pedagogy had significant effects on students' skills in writing recount texts.

### **The Improvement of Students' Skills in Writing Recount Texts Through R2L Pedagogy**

The findings demonstrated that the implementation of R2L pedagogy significantly improved students' recount writing skills. The improvement was reflected in the increase of the students' mean score from the pre-test to the post-test and was statistically confirmed by the paired-sample t-test results. After the implementation of R2L pedagogy, students showed better ability in organizing schematic structures, developing ideas, applying language features, and using writing mechanics appropriately in recount texts.

The improvement occurred because R2L pedagogy provided students with explicit and systematic support throughout the writing process. Instead of asking students to write independently from the beginning, the pedagogy guided them through several structured stages that gradually developed their understanding of the target text. Through guided reading and text deconstruction, students were exposed to model texts and learned how recount texts are organized, including orientation, sequence of events, and reorientation. This process helped students understand not only what to write but also how ideas are logically arranged in a recount text.

Furthermore, the joint construction stage played an important role in improving students' writing performance. During this stage, students collaboratively constructed texts with teacher guidance before producing their own writing

independently. This collaborative process reduced students' anxiety in writing because they were not required to generate ideas completely on their own. Instead, they learned how to select appropriate vocabulary, organize sentences, and apply language features through interaction and guided practice. As a result, students became more confident and better prepared to write independently.

Another factor contributing to the improvement was the integration of reading and writing activities in R2L pedagogy. By repeatedly interacting with model texts, students gained exposure to vocabulary, sentence patterns, and grammatical structures commonly used in recount texts. This repeated exposure helped students internalize language patterns and apply them more effectively in their own writing. Consequently, students were able to produce more coherent and organized texts in the post-test.

The findings are consistent with previous studies reporting the effectiveness of R2L pedagogy in improving students' writing skills. Suryati et al. (2021) found that R2L pedagogy positively influenced students' writing achievement and classroom participation in Indonesian EFL contexts. Similarly, Yulianeta et al. (2022) reported that guided reading and collaborative writing activities in R2L pedagogy helped students generate texts more effectively. In addition, Hayati et al. (2022) found that R2L-based instruction significantly enhanced students' writing performance and supported deeper engagement with texts. These studies support the present findings that structured literacy instruction and explicit scaffolding can facilitate students' writing improvement.

The findings also support Rose & Martin (2012) argument that R2L pedagogy enables students to gain better control of language and meaning-making through scaffolded literacy instruction. Likewise, Graham (2018) emphasized that writing development is more effective when students receive explicit instruction, guided practice, and continuous feedback. In the present study, these elements were reflected in the structured stages of R2L pedagogy, which gradually supported students in developing their recount writing skills.

### **Challenges in Implementing R2L Pedagogy**

The observational findings revealed several challenges during the implementation of R2L pedagogy in teaching recount writing. One of the primary challenges was limited instructional time. The implementation of R2L pedagogy required multiple stages, including guided reading, text deconstruction, joint construction, and independent writing. Each stage demanded intensive classroom interaction and explicit teacher guidance, making it difficult to complete all activities within the allocated lesson duration. This finding supports Rose & Martin (2012) argument that R2L pedagogy requires careful planning and substantial instructional time because students are guided systematically through scaffolded literacy activities. Similarly, Acevedo (2023) emphasized that the effectiveness of R2L pedagogy depends heavily on sustained teacher support and structured classroom interaction.

Another challenge concerned students' language control, particularly in vocabulary use, grammatical accuracy, and the application of past tense forms in recount texts. Although students demonstrated improvement after receiving explicit guidance, several students still produced grammatical inconsistencies in their independent writing. This indicates that scaffolded instruction alone may not immediately resolve linguistic difficulties among EFL learners, especially those with limited prior exposure to English writing. Graham (2018) explained that writing development involves complex linguistic and cognitive processes, including vocabulary retrieval, sentence construction, and grammatical monitoring. Therefore, students may require repeated practice and continuous feedback before they can consistently apply language features independently.

The findings also showed that some students still depended heavily on teacher guidance during independent writing activities. During the joint construction stage, students were generally able to participate actively and organize ideas collaboratively. However, when students moved to independent writing, several of them struggled to transfer the scaffolded support into autonomous text production. This suggests that the transition from guided practice to independent performance remains challenging for some learners. Hibino & Matruglio (2024) similarly reported that while R2L pedagogy effectively supports students during collaborative literacy activities, some learners still require gradual reinforcement before achieving writing independence.

Despite these challenges, the observational findings complement the quantitative results by demonstrating that students' writing skills improved throughout the implementation process. The challenges identified in this study do not indicate the ineffectiveness of R2L pedagogy; rather, they highlight the importance of sufficient instructional time, continuous scaffolding, and repeated practice in supporting students' writing development in EFL classrooms.

## **CONCLUSION**

The findings of this study demonstrated that the implementation of R2L pedagogy had significant effects on students' skills in writing recount texts. The statistical findings revealed a significant improvement in students' writing performance following the explicit scaffolding effectively supported students in organizing ideas, applying appropriate language features, and producing implementation of R2L pedagogy, indicating that the integration of reading and writing through more coherent recount texts. These findings answer the research objectives and confirm that R2L pedagogy can serve as an effective instructional approach for improving recount writing skills in EFL classrooms. In addition to its effectiveness, the study also revealed several challenges encountered during the implementation of R2L pedagogy, particularly related to limited instructional time, students' difficulties in grammar and vocabulary control, and students' dependence on teacher guidance during independent writing activities. These findings indicate that although R2L pedagogy provides systematic support for writing development, its successful

implementation requires sufficient classroom time, continuous scaffolding, and careful instructional management.

Pedagogically, the findings imply that English teachers may adopt R2L pedagogy as an alternative teaching approach to support students' writing development through explicit guidance, collaborative learning, and gradual independent practice. The structured stages of R2L pedagogy can help teachers provide clearer instruction in text organization and language use, especially for students who experience difficulties in writing. In addition, curriculum developers may consider integrating R2L principles into genre-based writing instruction and teacher training programs to strengthen literacy-oriented learning in EFL classrooms. Providing adequate classroom time and instructional resources is also important to support the effective implementation of scaffolded writing instruction. Nevertheless, this study was limited to one class in a single school using a pre-experimental design without the inclusion of a control group. Therefore, future studies are encouraged to employ experimental or quasi-experimental designs involving larger samples and different educational contexts to obtain broader findings. Future researchers may also investigate the long-term effects of R2L pedagogy or explore its implementation in other text genres and language skills to further develop the application of R2L pedagogy in EFL learning contexts.

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