

Developing Reading to Learn (R2L) Learning Model to Improve Students' Ability to Paraphrase Reading Materials in Curriculum and Textbook Analysis at Universitas Negeri Medan

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Abstract. Literacy ability to paraphrase reading material is one of the competencies which requires intensive practice. The process of paraphrasing is not just reading and then quoting certain words and writing them into a new sentence. Otherwise, plagiarism will happen. The purpose of this study was to develop a paraphrasing learning model using the Reading to Learn (R2L) model initiated by David Rose. The research method adapts Borg and Gall model into six stages: 1) analysis and evaluation of students' ability to paraphrase, 2) R2L learning model design, 3) R2L learning model validation, 4) R2L learning model revision, 5) R2L learning model validation which has been revised, and 6) the final product of the R2L learning model. The result discovered that the validation to 11 components of the model was 42 out of 44 (95.45% respectively). This implies that R2L learning model can be easily applied to paraphrase texts.

Keywords: R2L, literacy, paraphrasing, plagiarism, joint-construction

1 Introduction

The ability to paraphrase a reading material or text is one of the competencies. It requires intensive practice because the process of paraphrasing is not just reading and then quoting certain words and writing them into a new sentence. If something like this is done, then plagiarism cannot be avoided. Therefore, a student needs to read in detail the reading material that will be sampled by recognizing keywords. Then paraphrase the reading or text using these keywords in reconstructing or rewriting the reading or text without losing meaning. In the end, students can develop paraphrasing skills for various texts, both oral and written, as contained in the lesson syllabus [1][2].

In classroom learning, the learning model that has been carried out so far is by asking students to read texts contained in textbooks, then identify and analyze social functions, text structures, and linguistic elements. Next, students were asked to analyze and make other texts similar to that type of text. Students should analyze and understand the sentences listed in the basic

competencies (KD) to see the suitability of the text in the textbook. This needs to be done so that students write the requested text according to what is stated in the KD.

Based on the assignments which the lecturer gave to students to review reading materials or research articles/journals (critical book and/journal reviews) they tended to simply copy-paste the material being reviewed so that they did not realize that plagiarism had occurred with a high percentage.

To improve students' literacy competence in paraphrasing reading material, one of the most suitable models is Reading to Learn (R2L). Rose revealed that the R2L learning model aims so that a student and students can interact with each other to form the knowledge contained in writing skills [3].

Several previous Reading to Learn (R2L) research results have been proven to be very useful for improving students' abilities. Students can paraphrase fragments of the original short story text into a new text [4]. Other findings indicate that the implementation of well-designed R2L-based learning can improve students' understanding of short story material [5].

The application of R2L to teach Reading and Writing English as a foreign language can improve students in terms of goals, stages, and attitudes [6]. The R2L learning model also shows that students' English reading comprehension is categorized as low reading comprehension and strengthen their ability to interpret reading, and to accelerate written comprehension [7].

Previous R2L research also resulted that students changed their competence from writing and speaking in a non-integrated manner such as language into written narratives that better reflect the meaning of literacy [8]. While the results of the previous year's research showed that the integration of reading and writing skills, as well as R2L pedagogy strongly supported students in language input and output, and students' writing improvement was very good [9].

Related to Reading to Learn, understanding what is meant by reading is necessary. Some experts state that reading and reading comprehension are as follows. First, reading for general understanding means not stopping for every word, or analyzing everything the author puts in the text [10]. Meanwhile, reading comprehension is not related to quantity or accumulated in a long number of words. But to read we must know the quality of the text [11]. Another definition illustrates that reading comprehension involves more than just the reader's response to the text. Reading comprehension is a very complex multi-component process involving many interactions between readers and what they bring to the text, namely prior knowledge, and use of strategies, as well as variables related to the text itself, such as interest in the text and understanding of the type of text [12].

Moreover, according to the Great Dictionary of Indonesian Language (KBBI), paraphrasing is: 1) the re-expression of an utterance from one level or type of language to another without changing the meaning; 2) the re-elaboration of a text (composition) in another form (wording), with the intention of being able to explain the hidden meaning. While paraphrasing is rephrasing a text in another form [13]. Besides, Kridalaksana states that the steps for making a paraphrase are: 1) interpreting difficult words, 2) interpreting words that are intentionally omitted by the author, 3) adding punctuation marks, and 4) arranging in sentences that form paragraphs, and 5) reading the whole text [14].

Based on the problems, it is important to conduct a study on the development of reading to learn (R2L) learning models to improve students' ability to paraphrase reading material in the Curriculum and Textbook Analysis course at the Universitas Negeri Medan.

2 Research Method

2.1 Research sites

This research was carried out at the Department of English Language and Literature, the English Education Study Program, Faculty of Language and Arts, Universitas Negeri Medan.

2.2 Population and Sample

The research population was all students of the second semester of 2021/2022 academic year, totaling six parallel classes taking Curriculum and Textbook Analysis courses. The research sample was determined using purposive random sampling, namely one class 2021-E.

2.3 Research design

This research adapted the Research and Development (R&D) model by Gall, Gall and Borg which consisted of a series of steps to develop or design new educational products [15]. This research process aimed to develop a reading to learn (R2L) learning model to improve students' ability to paraphrase reading material in the Curriculum and Textbook Analysis course at the Universitas Negeri Medan. The stages of developing the R2L learning model were divided into eight stages, namely: 1) needs analysis; 2) learning model design; 3) model validation; 4) model revision, 5) model revision validation, 6) model testing, 7) final product, and 8) model dissemination. The flow of research is shown in **Figure 1**.

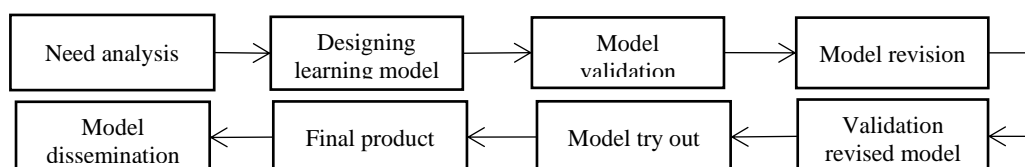


Fig. 1. Model Development Flow

The stages of developing this model are as follows.

1. Needs Analysis

At this stage, the researcher gave each student a questionnaire of knowledge and needs about the R2L learning model about paraphrasing. Students' answers were analyzed to determine the need for the learning model.

2. Learning Model Design

The results of the questionnaire analysis of student needs were used as the basis for developing the R2L learning model to improve students' ability to paraphrase reading material in the Curriculum and Textbook Analysis course at the Universitas Negeri Medan.

3. Model Validation

The learning model that has been developed was given to two experts to validate. Both experts validated aspects of content and language.

4. Model Revision

The results of the validation and suggestions for improvement from the two experts were used as material to revise the product model.

5. Model Revision Validation

The result of the product revision was given back to the two experts to revalidate.

6. Model Trial

The results of model testing were carried out on students after the model revision was validated by the validators.

7. The final product

The results of the validation of the revised model by the two experts used as input to produce the final product.

8. Model Dissemination

In the final stage, the model product was disseminated to lecturers in the Department of English Language and Literature, the English Education Study Program, Faculty of Language and Arts, Universitas Negeri Medan.

2.4 Activity Implementation Mechanism

The implementation of this research was carried out through three stages, namely: planning, action and evaluation. The activities of each stage are as follows.

1. Planning

At the implementation stage of the research, the data of students' ability to paraphrase a text were analyzed and evaluated as initial data. This was done to find the problems faced by students in paraphrasing. Based on the results of the evaluation, an R2L learning model was carried out by the assumption that it would be more suitable for solving student problems.

2. Action

The activity that was carried out in this stage was to apply the R2L learning model to students to paraphrase reading material. The procedures were: 1) analyzing the content of basic competencies in the syllabus (pre-reading preparation); 2) analyzing the text contained in reading books at the junior and senior high school level (detailed reading) which includes finding keywords, marking with highlighters, and writing down key words; 3) practice paraphrasing; and 4) assemble the paraphrases into paragraphs together (joint-construction). In the end, students carried out this procedure independently (individual-construction).

The provision of this R2L learning model was done classically by asking one student as a writer (scriber) and the other students as givers of information (reciters). After students understood and could do the stages of this R2L model, then students did it in groups which were divided into 6 groups facilitated by researcher. The following format (**Table 1**) is used in the application of the R2L Model in student paraphrasing activities.

Table 1. R2L Model Paraphrasing Activity Format

Original Text	Note-making	Paraphrasing	Joint construction

3. Evaluation

After every lecture that applied the R2L model, an evaluation was carried out with the research team through FGD. The staging mechanism of the R2L model is listed in **Figure 2**.

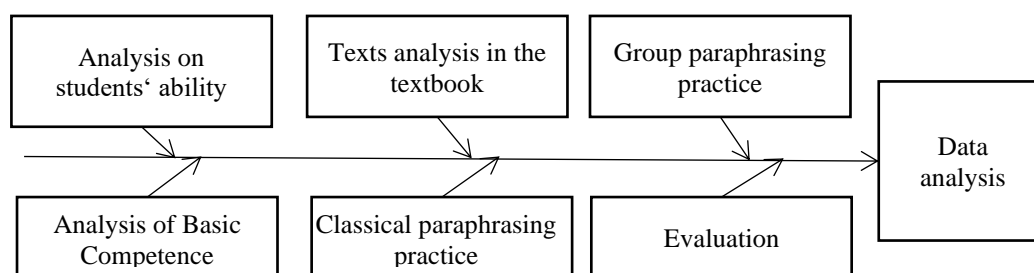


Fig. 2. R2L Model Implementation Mechanism

2.5 Data collection technique

This study used a questionnaire about the needs of the Reading to Learn learning model which was given to students as the sample. This research questionnaire consisted of two aspects related to the Reading to Learn (R2L) learning model, namely knowledge (**Table 2**) and needs (**Table 3**).

Table 2. Questionnaire for Knowledge of the Reading to Learn (R2L) Learning Model

No	Question	Yes	No
1	Have you ever heard of the 'Reading to Learn (R2L)' learning model?		
2	Have you ever been taught/learned using the 'Reading to Learn (R2L)' learning model?		
3	Have you ever used the 'Reading to Learn (R2L)' learning model to paraphrase a reading/text?		

Table 3. Questionnaire for Need for Reading to Learn (R2L) Learning Model

No	Statement	SD	D	N	A	SA
1	Paraphrasing a reading/text needs to be done					
2	I often paraphrase what I read					
3	Paraphrasing a reading/text can prevent me from plagiarism					
4	Paraphrasing a reading/text makes it easier for me to understand its content					
5	Paraphrasing a passage/text makes it easier for me to write a different version of the text					
6	The 'Reading to Learn (R2L)' learning model to paraphrase a reading/text needs to be learned					
7	Learning model 'Reading to Learn (R2L)' to paraphrase a reading/text of English textbooks for Junior High School and Senior High School needs to be studied					
8	I hope that by studying the 'Reading to Learn (R2L)' learning model it will be easier for me to paraphrase a reading/text					

Description:

SD : *strongly disagree*

D : *disagree*

N : *neutral*

A : *agree*

SA : *strongly agree*

2.6 Data analysis

The data from the knowledge and needs questionnaires were analyzed both quantitatively and qualitatively. The data from the questionnaire were analyzed quantitatively by the following formula.

$$\text{Percentage} = \frac{\text{total score (f)}}{\text{maximum score (N)}} \times 100\%$$

Then, the percentage obtained was converted by **Table 4**.

Table 4. Level of Need for R2L Learning Model

Percentage	Category
81 - 100	Very needed
61 - 80	Needed
41 - 60	Somewhat needed
21 - 40	Less needed
0 - 20	Not needed

Product validation data was also analyzed quantitatively and qualitatively. The percentage obtained was converted by **Table 5** [16].

Table 5. Product Eligibility Rate

Percentage	Category
81 - 100	Excellent
61 - 80	Good
41 - 60	Fair
21 - 40	Bad
< 21	Very bad

3 Result and Discussion

The results of the answers to the need to paraphrase reading questionnaire using the Reading to Learn (R2L) model are listed in **Table 6** and **Table 7**.

Table 6. Knowledge of Reading to Learn' (R2L) Learning Model

No	Questions	Frequency (F) and Percentage (%)				Total	
		Yes	(%)	No	(%)	F	(%)
1	Have you ever heard of Reading to Learn (R2L) learning model?	16	50	16	50	32	100
2	Have you ever learned/been taught how to use Reading to Learn (R2L) learning model?	6	18.75	26	81.25	32	100
3	Have you ever used Reading to Learn (R2L) learning model to paraphrase a text?	7	21.88	25	78.12	32	100

As shown in **Table 6**, for question number 1, only 50% of the participants had heard the Reading to Learn (R2L) learning model. This means that participants' knowledge of the Reading to Learn (R2L) learning model is not widely known. For question number 2, the majority of participants (81.25%) had never studied or been taught how to use the R2L learning model. This means that participants need to be taught the R2L learning model. For question number 3, 25 participants (78.12%) had never used the R2L learning model to paraphrase a text or reading. In general, it was concluded that the R2L learning model needed to be taught to participants to equip their knowledge to paraphrase the text/reading.

Table 7. Need Analysis of Reading to Learn (R2L) Learning Model

No	Statement	SD		D		N		A		SA		Total	
		F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
1	Paraphrasing a text is important to do.	0	0	0	0	0	0	16	48.48	17	51.52	33	100
2	I often paraphrase what I read.	0	0	3	9.09	22	66.67	8	24.24	0	0	33	100
3	Paraphrasing a text helps me avoiding from plagiarism.	0	0	0	0	0	0	11	33.33	22	66.67	33	100
4	Paraphrasing a text helps me understanding its content.	0	0	0	0	7	21.21	22	66.67	4	12.12	33	100

5	Paraphrasing a text enables me to write a new version of the text.	0	0	1	3.03	4	12.12	19	57.58	9	27.27	33	100
6	Studying Reading to Learn (R2L) learning model is important.	0	0	0	0	12	36.36	14	42.42	7	21.21	33	100
7	Studying Reading to Learn (R2L) learning model is important for paraphrasing junior high school and senior high school reading texts.	0	0	0	0	19	57.58	12	36.36	2	6.06	33	100
8	I hope by studying Reading to Learn (R2L) learning model will make me easy to paraphrase a text.	0	0	0	0	2	6.06	7	21.21	24	72.72	33	100

The results of the questionnaire regarding the needs analysis of the R2L learning model are listed in **Table 7**. The answers from 33 participants to the 8 statements are as follows. For statement number 1 'paraphrasing the text is important', 51.52% strongly agree and the remaining 48.48% agree. Statement number 2 'frequency of paraphrasing that is read', 66.67% neutral (had done it), 24.24% agree (often did it), 9.09% disagree (rarely did it). The results of participants' choice of statement number 2 indicated that they had not often paraphrased the text they read. Statement number 3 about 'paraphrasing the text helps avoid plagiarism', 66.67% strongly agree and 33.33% agree. It also showed that paraphrasing was necessary. Statement number 4 regarding 'paraphrasing the text helps to understand the content of the text', 12.12% strongly agree, 66.67% agree, and 21.21% neutral. These percentages also indicated that paraphrasing was necessary. Statement number 5 that 'paraphrasing the text allows participants to write a new/different version of the text they read', more participants voted strongly agree (27.27%) and agree (57.58%) than neutral (12.12%) and disagree (3.03%). It also indicated that paraphrasing was necessary. Statement number 6 'learning the R2L model is important', 21.21% strongly agree, 42.42% agree and 36.36% neutral. These choices also implied that it was necessary to study the R2L model for paraphrasing text. Statement number 7 about 'learning the R2L learning model is important to paraphrase reading texts on books for junior high and high school students', 6.06% strongly agree, 36.36% agree, and 57.58% neutral. These results indicated that paraphrasing the reading texts contained in students' books was not really important to do through the R2L learning model. Statement number 8 'hope that learning the R2L learning model will make it easier for participants to paraphrase the text' was generally chosen strongly agree (72.72%) and agree (21.21%). and neutral (6.06%). This suggested that the R2L learning model was important to learn. This seemed contradictory to the participants' choices which showed that the R2L model was not very important to study because statement number 7 is specifically for reading texts contained in student textbooks, while number 8 is for text or reading in general. The results of the eight statements that had been answered by participants proved that the R2L learning model to improve student competence (participants) needed to be taught and trained.

Moreover, based on the validation of the product feasibility of the 2 validators, the results are shown in **Table 8**.

Table 8. Product Validation Results

No	Rating Indicator	Score		Average	Max Score
		V1	V2		
1	Background of learning model development	4	4	4	4
2	Pedagogical outline	4	4	4	4
3	The purpose of developing learning models	4	4	4	4
4	Supporting theory of learning model	4	4	4	4
5	Description of learning model	4	3	3.5	4
6	Use of learning approach	4	4	4	4
7	Syntactic learning model	4	4	4	4
8	Learning steps	4	4	4	4
9	Learning model support system	3	4	3.5	4
10	Learning model social system	4	3	3.5	4
11	Evaluation	4	3	3.5	4
	Amount	43	41	42	44
	Percentage (%)	97.73	93.19	95.45	

Table 8 shows that the average product feasibility score of the 11 components is 42 (95.45%) out of a maximum score of 44. This result means that the product is very feasible to be used because the percentage is between the range of 81%-100%.

4. Conclusion

Paraphrasing a reading is an academic activity that is needed by students. This is useful to avoid plagiarism. Reading to Learn (R2L) is a learning model that can overcome the plagiarism act. The results of this study indicate that the R2L development model is needed by students to paraphrase readings. Likewise, the R2L learning model is very applicable.

Suggestion to readers, particularly teachers and students, that the R2L learning model can be used by each individual in the process of paraphrasing reading material. This model is not limited only to reading materials contained in the Curriculum and Textbook Analysis course but also to other reading materials. Further researchers are recommended to carry out research reading materials for other courses using the R2L model.

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