

The influence of R2L-based HOTS learning on narrative text writing skills for junior high school students

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KEYWORDS	ABSTRACT
R2L-Based Learning Higher Order Thinking Skills (HOTS) Narrative Text Writing	This study aimed to describe the effect of implementing the R2L (Reading to Learn) learning model on improving students' writing narrative text skills. The researcher identified the research sample, namely the 7th-grade students of SMPN 13 Padang, totaling 28 students. The researcher collected data by processing the pre-test results from the representations obtained before applying the R2L model and the post-test results obtained after applying the R2L model. The data were analyzed using the Paired T-Test parametric analysis method. The results found are that the Reading to Learn (R2L)-based HOTS learning model can improve students' writing skills and have a significant effect. This is in line with the data found in the field, namely the pretest-posttest results with a value of $t_{count} = -9.682 < t_{table} = -2,052$.

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Introduction

Writing is one of the most important language skills. Internal and external factors can influence a person's writing ability. Writing is the ability to express and communicate thoughts, opinions, and feelings to other parties through written language (Saragih et al., 2019). Writing skills are very important to learn because writing skills are very important in supporting student success (Bora, 2023; Defazio et al., 2010; Kim et al., 2021; Suastra & Menggo, 2020; Syarifah & Gunawan, 2016). Writing is a recursive act of communication, which is suitable for analyzing and reflecting on how meaning is produced and interpreted through language (Kadyrov et al., 2023; Paesani, 2016; Perl, 2014). The role of the teacher strongly influences students' writing skills in the context of learning at school. Creative and innovative teachers will be able to train their students able to write well. For this reason, teachers must be careful to identify appropriate learning patterns in teaching writing skills that involve students in various learning activities, especially the learning model used. The writing learning model that involves student activities is "Reading to Learn (R2L)".

The R2L learning model focuses on how teachers interact with students to build knowledge, particularly writing skills (Culican, 2007; Martin & Rose, 2007; Wildsmith-Cromarty & Steinke, 2014). The R2L model can be carried out with steps such as preparing to read the text model, reading the details of the identification of the text model for notes by skimming, scanning the text model with keywords, interpreting the keywords in the text model as a sentence, and reconstructing the sentence into a short story text. The new one. Becerra, Herazo, Garcia, Sagre, and Diaz found that R2L can improve students' reading

comprehension in English subjects and strengthen their meaning—reaching their potential and developing their ability to understand written texts [5].

Another study showed a shift in students' abilities from writing and speaking, divided as languages into written narratives that are more cultural (Hecht et al., 2023; Marzuki et al., 2023; Rahnuma, 2023; Rusmiyanto et al., 2023). At the same time, it was shown that R2L pedagogy provides students with rich language input and output support through integrating reading and writing, and students' writing skills have improved greatly (Damayanti, 2017; Shum et al., 2018).

It was stated that the R2L strategy in academic writing will contribute to the writing process and students' products and will be useful and inspire teachers in writing to create a better teaching process (Listyani, 2018). Another study with a completely different population tried to apply R2L pedagogy to help students in the entrepreneurial academy. The study claims that the R2L pedagogy is also designed to assist students in writing L2 at the intermediate and tertiary levels (Menco-Haeckermann, 2021; Olsson et al., 2024; Wang, 2021). An attempt was made to apply the R2L teaching model to assist students in writing genres in the Sundanese language of West Java for students to learn (Subandiyah et al., 2023; Yulianeta, 2022). Similarly, this study claims that the R2L pedagogy has greatly helped students write procedure texts in the local language. However, currently, there is no research on R2L conducted in Indonesia that tries to help students write in Indonesian, the national language of Indonesia.

The R2L learning concept, originally known as Learning to Read, Reading to Learn (LRRL), involves activities stemming from the Rothery cycle, helping students read critically through scaffolding interactions (Hasan & Ahmad, 2018; Liu et al., 2022; Subandiyah et al., 2023). This concept was first derived from the Genre Based Approach (GBA) theory, which was introduced in language teaching courses in Indonesia in 2004 (Subandiyah et al., 2023; Yulianeta, 2022). This theory is based on a genre approach derived from the theory of functional linguistic systems, which treats language as a text in a social context (Fernandez, 2018). A genre-based approach is very important to avoid writing problems, such as gathering ideas and organizing them as genres and sorting texts by type, with each type of text having its own set of general structural and linguistic characteristics (Acar, 2023; Han & Hiver, 2018).

GBA involves several steps: building domain knowledge, modeling, joint building, and independent building. These steps are highly teacher-supported activities in which teachers and students interact closely in the classroom. This supportive environment for teachers is known as scaffolding in educational settings (Hutabarat & Gunawan, 2021; Lin et al., 2022; Senisum et al., 2022). In scaffolding, the teacher aims to guide students from their current abilities and make it easier for them to develop their potential abilities (Hutabarat & Gunawan, 2021; Lin et al., 2022; Senisum et al., 2022). The six scaffolding principles proposed by Van Lier are the principle of contextual support, the principle of continuity, the principle of intersubjectivity, the principle of flow, the principle of contingency, and the principle of handover (Hutabarat & Gunawan, 2021; Masava et al., 2023). There are also two types of scaffolding: macro-level and micro-level scaffolding (Safa & Motaghi, 2024; Tang et al., 2016; Yong, 2022). At the macro level, teachers often choose to learn objectives and assignments to be completed in class. At the same time, scaffolding at the micro level revolves around teacher support in classroom discourse. The steps, principles, and categories of scaffolding mentioned in the GBA will also maintain their presence in R2L Pedagogy.

In the R2L teaching method, the teaching-learning cycle is divided into three levels, as shown in Figure 1. The outer circle encloses the highest linguistic layer of the genre and text domain. Activities include preparatory reading, building together, etc. This activity revolves around the purpose of unpacking and repackaging information. The second level of circular activity includes detailed reading, joint rewriting, and individual rewriting. These steps provide students with more detailed support than the first outer loop; the lower level of language is the focus, namely grammar, registers, and discourse semantics. The last inner loop activity includes sentence making, spelling, and writing. As seen in the activity, these steps try to help students with spelling techniques and what proper sentence structure looks like (Safa & Motaghi, 2024; Tang et al., 2016).

This pedagogy is designed to help at-risk students, so the more steps involved, the more everyone in the class can gain the experience they need to "relearn how to read" in the writing process. This is similar to the initial concept of R2L, where the Reading to Learn (R2L) expert created pedagogy to help Aboriginal Australian students read texts and use the information they find in appropriate texts or genres (Husein et al., 2022; Lestari et al., 2022). This research, modeled by Acevedo and Rose, reports that high-quality, challenging, age-appropriate texts that reflect the curriculum will greatly assist students in reading and writing. Three-layer circulation of R2L can be seen in Fig. 1.

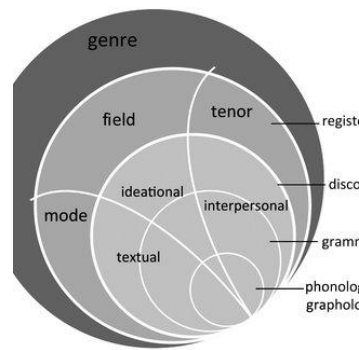


Fig. 1. Three-layer circulation of R2L

As shown in Figure 1, the steps in R2L are very important but completely optional. Teachers can select steps related to students' current performance or start with each step for each language level to assist students throughout the process. This research was conducted at junior high schools (SMP) Padang, especially at SMPN 13 Padang. SMP Negeri 13 Padang is an A-accredited junior high school. This allows the implementation of the R2L learning model optimally. Meanwhile, the HOTS learning that will be carried out at SMPN 13 Padang is related to language literacy, especially students' Indonesian language literacy skills. In language learning, the teacher will direct students to the highest level of reading literacy, namely text reconstruction. Therefore, this study aimed at the results of students reconstructing the text according to the text given by the teacher. To achieve this, the R2L learning model is applied.

In this study, students focused more on making narrative texts, especially narrative texts. According to the author's observations, students find it difficult to determine the plot of the short story; students also have difficulty determining the style of language and the point of view of the short story they have made. Then, students also have difficulty finding keywords in short stories, making it difficult for students to compose sentences that will later become new short stories. Therefore, applying the R2L model is expected to help students get ready to read the text model, read the details of the text model identification for notes by skimming, scan the text model with keywords, interpret the keywords in the text model as sentences, and reconstruct the sentence into a new short story text.

However, there is currently no research on R2L conducted in Indonesia that attempts to assist students in writing in Indonesian, the national language of Indonesia. This study aims to fill that gap by applying the R2L model in the context of Indonesian language learning in junior high schools, specifically to enhance students' narrative writing skills.

Method

The purpose of this study was to describe how the application of the R2L learning model to the narrative text writing skills of junior high school students. The sample of this study was the 7th-grade students of SMPN 13 Padang, totaling 28 students. The researcher collected data by processing the results of the pretest and posttest. This type of quantitative research uses experimental methods with parametric analysis of Paired T-Test.

The data was obtained from the students' narrative text writing scores. The existing score is determined by calculating the percentage on a scale of 10, with the highest percentage of 96–100% worth a change of 10 with perfect qualifications, while the lowest percentage of 0–15% is worth changing 1 with very poor qualifications. Students obtained scores from three indicators, namely (1) the structure of the narrative text (orientation, complication, code), (2) the elements of the narrative text (characterization, plot, plot, point of view, theme, mandate), improved spelling—EYD (capital letters, commas, etc.), and (4) story updates. The score taken is the total score of the four indicators concerned. The scores were analyzed using IBM SPSS Statistics 24 with a significance level of 5%. Based on the results of data analysis, it is known that there is an increase in students' narrative text writing skills before and after the application of the R2L learning model.

Results and Discussion

Applying the Reading to Learn (R2L)-based HOTS learning model can improve students' writing skills and have a significant effect. This is in line with the data found in the field, namely the pretest-posttest results with a value of $t_{count} = -9.682 < t_{table} = -2.052$. Before entering the interpretation of the Paired T-Test

parametric test, the following will explain the implementation of the Reading to Learn (R2L)-based HOTS learning model, starting from the pretest, treatment, and posttest stages.

Pretest Stage

The study was conducted at SMPN 13 Padang for three consecutive days. Starting from 22-23 August 2022. The data collected in this study is from student performance test results. The test results in question are the ability of 8th graders at SMPN 13 Padang to write narrative texts. At this stage, the test will give students a text titled "Batu Bujang Lengong." A narrative text from Solok Regency, West Sumatra. Then, students are asked to follow or answer various commands.

Existing commands include searching for keywords by underlining text, replacing keywords with their keywords (synonyms, antonyms, or according to context), and changing keywords that have been replaced into new sentences or narrative texts. After that, the data were analyzed and assessed based on four predetermined indicators, namely (1) the structure of the text, (2) the elements of the text, (3) the EYD, and (4) the novelty of the story. To avoid impersonality, the data were analyzed by two people, namely the author himself and a student of the Indonesian Language and Literature Education study program. At the same time, the first stage in this research is planning, which includes the preparation of lesson plans that will be used and the manufacture of learning tools that will be used during the pre-test and post-test. The second stage is the implementation of the research. Based on the results of the pre-test research on writing narrative text, the results can be seen in Fig. 2.

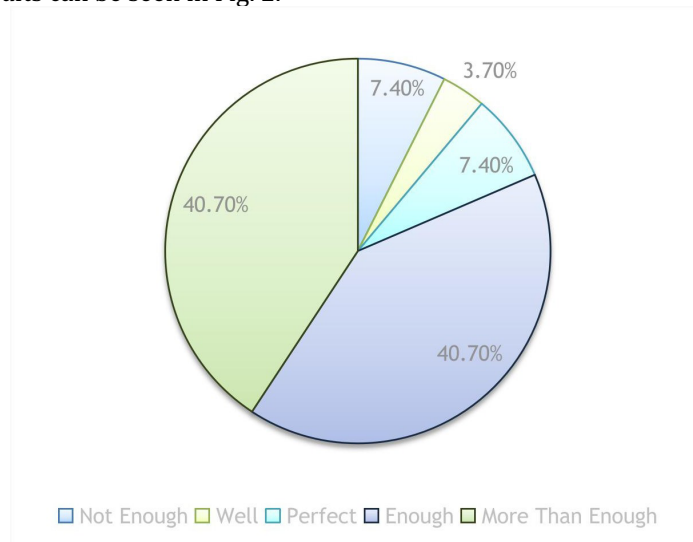


Fig. 2. Pretest Results

As seen in Figure 2, the pre-test scores of students writing narrative texts generally have a pass rate of more than adequate, which is 40.7%. More than 50% of students are not eligible to write narrative text in any of the four narrative text indicators. During the learning process, when students were given simple questions related to the structure, elements, EBI, and novelty of the story, students could answer them well, but when the questions reached the HOTS level, most of the students failed to answer them correctly. This is because the new learning process is for one party, namely the teacher. Students only act as listeners and then perform the given task. Students are very passive in such learning activities, so they do not participate in them. This results in students not having a maximum learning experience, which in turn will have an impact on student learning outcomes. It can also be seen from Chart 1 that before the application of the R2L learning model, only 40.7% of students' narrative text writing skills had sufficient qualifications.

Treatment Stage—Reading to Learn (R2L) HOTS Learning Model

The Reading to Learn "R2L" learning model is not 'teacher centered' or 'student-centered.' It focuses on how teachers and students interact to build knowledge [6]. When writing a narrative text, the first thing to do is design the lesson as interesting and effective as possible. Teachers must prepare lesson plans and learning stages. In addition, the teacher must also show students how a good story is written. In this case, the teacher must be able to focus students' attention on the text that will be used as a stimulus to write narrative text. The first step is to write the story text together based on the stimulus text. Students are prepared to read each sentence in the text, prepare them to identify each group of words in the sentence they highlight, and then decipher the meaning of the words. Students are assigned to identify the words in

each sentence, and the teacher then prepares clues to tell them what the words mean and where to look. In addition, it is explained by defining words, explaining concepts, or discussing student experiences.

Through this carefully planned cycle, each student can fully understand the text, regardless of its starting level. The learning cycle from reading to learning is designed through careful analysis of the learning interactions between parents and children at home. This cycle is similar to the "start-response-feedback" loop used by all teachers, but the model is designed to ensure that every student can perform each task and then benefit equally from careful design. Reconstructing literary texts has a different strategy from writing factual or argumentative texts. Reconstructing a story's narrative text focuses on the author's literary language resources to engage and entertain the reader. When rewriting a story, students borrow language patterns from the text but with different content—people, events, and settings.

The steps of the R2L learning model are (1) providing text that stimulates students' writing power. The teacher presented a narrative text entitled "Rawang Tingkulak" through PowerPoint in front of the class. (2) Read the displayed text together. The teacher instructs students to read the displayed text together, mark which parts are structures and elements, and check how they are spelled. (3) Students mark/underline keywords. The teacher asks students to identify the keywords contained in the text.

The teacher asks one of the students to come forward as a reciter and scribe, who is responsible for reading and writing keywords. (4) Replace keywords with synonyms, antonyms, or other words that fit the context of the sentence.

The teacher asks students to replace keywords with synonyms, antonyms, or other words that fit the context of the sentence and write them down in their notebooks. (5) Join the construction. Students work together to reconstruct the text without changing the sentence structure based on the replaced keywords. (6) Reconstruct individual texts. Each student was asked to write a narrative text based on the stimulus text in the above pattern. (7) Write the reconstructed text. Students are asked to write the reconstructed text on the blackboard to assess whether it meets the requirements of the pre-defined narrative text indicators, namely structure, elements, EBI, and story recency. (8) The teacher ends the lesson by summarizing and evaluating the activities that have been carried out [8].

Through this R2L learning model, all students become able to write. This can be seen in improving their writing skills after implementing the learning model. Stages or steps of the R2L learning model can be seen in Table 1.

Table 1. Stages or Steps of the R2L Learning Model

No	Activity	Description	Time
1	Introduction or Apperception	In this activity, the teacher guides students through their learned narrative text material. The teacher asks short questions about the story's structure, elements, spelling, and novelty that must be in the narrative text.	10 minutes
2	Core activities Showing Stimulus Reading Text Together Changing Keywords Join Construction	The teacher presents a narrative text entitled "RawangTingkulak" through a slide in front of the class. The teacher instructs students to read the displayed text together, mark which parts are the structure and elements, and check the spelling and novelty of the story. The teacher asks students to identify the keywords contained in the text. The teacher asks one of the students to come forward as a reciter and scribe, responsible for reading and writing keywords. Students work together to reconstruct the text without changing the sentence structure based on the replaced keywords.	80 minutes
3	Closing	The teacher closes the lesson by summarizing and evaluating the activities carried out	10 minutes

The learning stages are carried out periodically to improve students' narrative text writing skills. The stages described above are not standard, and every teacher can use creativity to apply this R2L learning

model. As seen from the phases described, there is a strong interaction between the teacher and students during the learning process. The teacher and students work together to create a new narrative text based on the stimulus text, and finally, students can reconstruct the text itself. Based on the results of interviews with students, it can be concluded that all students are satisfied with this learning model because they find solutions to their writing problems, such as difficulties in finding ideas, applying the structure of narrative texts, and describing or writing them optimally. And use EBI well.

Posttest Stage

The following section will discuss how students' writing skills look after applying the R2L learning model. At this stage, the researcher again gave the text, as in the pretest stage. The text presented to the students is a text entitled "Sapan Didiah." A narrative text originates from the Batusangkar area, West Sumatra. Based on the results of the pretest research on writing narrative text, the results can be seen in Fig. 3.

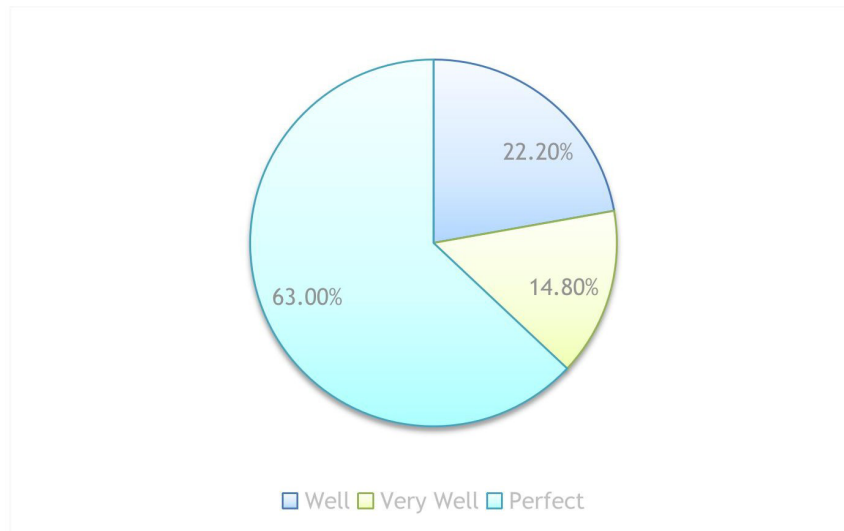


Fig. 3. Posttest Results

Figure 3 shows that after the implementation of the R2L learning model, junior high school students experienced a very significant improvement in their ability to write narrative texts. This can be seen from the percentage of students who get good grades increasing from only 3% to 63%. Students' writing skills increased by 2100%. Additions cover all narrative text metrics: structure, elements, EBI, and story recency. The most significant improvement of the four rating metrics is in the structure and recency of the story. The score obtained by all students on the structure indicator before the implementation of R2L was 51, then it increased to 81. This is similar to the story's recency indicator, which increased from 31 to 62. In addition, this increase can also be seen in the Parametric Paired T-Test in the Table 2, Table 3, and Table 4.

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	6.54	28	1.374	.260
	Post-Test	10.11	28	1.449	.274

Table 3. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	28	.045	.822

Table 4. Paired Samples Test
Paired Differences

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-3.571	1.952	.369	-4.328	-2.815	-9.682	27	.000

In the table above, it can be seen that the value of $t_{count} = -9.682 < t_{table} = -2.052$, with a value of Sig. .822, and the Correlation value is 0.45. Thus, it can be concluded that there is a significant difference between grade 7 students at SMPN 13 Padang in 2022 in writing narrative texts before and after the implementation of the R2L learning model.

Applying the Reading to Learn (R2L)-based HOTS learning model can improve students' writing skills and have a significant effect. This is in line with the data found in the field, namely the pretest-posttest results with a value of $t_{count} = -9.682 < t_{table} = -2.052$. Before entering the interpretation of the Paired T-Test parametric test, the following will explain the implementation of the Reading to Learn (R2L)-based HOTS learning model, starting from the pretest, treatment, and posttest stages.

Conclusion

Students' language literacy must be improved because language literacy is a form of life skill. The application of the R2L learning model can improve students' understanding of a narrative text's structure, elements, spelling, and novelty. This can be seen from the increase in student scores during the pretest and posttest. In addition, the R2L learning model can also improve or influence students' ability to answer HOTS- based AKM and PISA questions.

Declarations

- Author contribution** : Yenni Hayati was responsible for the entire research project. She also led the writing of the manuscript and collaborated with the second author. Ayu Gustia Ningsih participated in the data collection, transcription, and analysis. She also revised the manuscript. Yulianti Rasyid and Prof. Madya Datin DR. Nik Rafidah Nik Muhammad Affendi contributed to the literature review and provided critical feedback on the manuscript. All authors approved the final manuscript.
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- Conflict of interest** : All authors declare that they have no conflict of interest.
- Ethics Approval** : Information on Ethics Approval and informed consent statements are required for all articles published in BAHASTRA since 2025.
- Additional information** : No additional information is available for this paper

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