



Making Notes for Teaching Reading: The Implementation of Reading to Learn Program (R2L) in an EFL Classroom

Anggraeni Khusuma Dewi¹, Harni Kartika Ningsih²

^{1,2}Universitas Indonesia, Depok, Indonesia

Corresponding author email: anggraeni.khusuma@ui.ac.id

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Abstract

This paper investigates the implementation of note making from the Reading to Learn (R2L) program where students make notes from their reading texts and at the same time learn to read. R2L is known to support literacy development but one specific phase, note making during the Joint Construction stage particularly in Indonesian EFL classrooms, remains largely unreported. This case study examines how the note making phase serves as a learning scaffold to teach reading. The study employs a pedagogic register to analyze classroom interactions and teacher-student relationships. The data were drawn from the classroom interaction recordings during the Joint Construction stage of R2L instruction. The findings indicate that pedagogical interaction during note making was characterized by explicit instruction, guided participation, affirmative scaffolding, and collaborative engagement between teacher and students. The assignment of reciter and scribe roles, along with prompting, checking, correction, and continuous affirmation, effectively encouraged active student participation in collaborative note construction. Note making activities helped students develop their awareness of vocabulary, spelling, pronunciation, and how texts are organized. This study provides both theoretical and practical insights by showing how systematic R2L note making can strengthen and improve literacy skills in EFL settings.

Keywords: Reading to learn; Note making; Joint construction; EFL classroom.

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INTRODUCTION

Reading comprehension is a fundamental literacy skill that enables students to construct meaning, connect ideas, and engage critically with texts. It is more than recognizing words or remembering their meanings; it also involves their understanding and linking ideas in the text (Greenleaf et al., 2023). Good reading skills help students learn new information, understand the vocabulary, and think more deeply about the issue in the text. Downs et al. (2025) said that activities such as reading different kinds of texts can improve reading speed and comprehension. Nevertheless, being good at one kind of text does not mean a student will understand all kinds of text. Therefore, it is important to consider these comprehension skills when planning lessons to meet students' needs and achieve learning goals.

Based on the report data from PISA (2022), it was found that students' reading skills in Indonesia have dropped. It had been happening since 2015 and saw a sharp decrease in 2022. Students often have limited vocabulary and struggle to understand what they read, note keywords, and connect word meanings to the context (Khalif Rizqon et al., 2021). For reading instruction to work well, it should provide students with content understanding and language awareness, including grammar and word use. Building language

awareness helps students link sounds, written words, and vocabulary meanings (Brooks et al., 2024). Nevertheless, teaching should support both content learning and attention to language features by using supportive strategies and meaningful activities (Domke & Ceratto, 2024). Therefore, many teaching methods focus primarily on completing tasks and understanding content, often overlooking important language details such as spelling, pronunciation, and word forms.

Reading comprehension develops through both individual effort and social interaction. Nadilini et al. (2025) found that many students struggle with implied meanings, inferences, and connecting ideas, particularly when working independently without adequate support. This challenge is more pronounced in EFL classrooms, where unfamiliar vocabulary, grammar, and cultural references can hinder understanding. As a result, students may become passive readers who focus only on answering questions rather than seeking deeper meaning. Strategies such as scaffolding, group discussions, and attention to language patterns can help students engage more actively and build confidence (Yawiloeng, 2021). This suggests that the effectiveness of reading instruction should be characterized by consistent support that guides students from assisted understanding to independent reading.

Teachers are central to student learning, so teachers' work should involve designing activities that help get students to engage and should take part in teachers' lesson planning. However, several lesson plan formats do not give students enough opportunities to participate, share ideas, or work with texts as a group (Hu, 2024). Many lessons merely rely on teacher explanations and individual tasks, which may create a more passive learning environment and discourage students from improving their skills. Teachers are expected to guide learning with a mix of professional, teaching, personal, and social skills (Alfath, 2022). Reading lessons are often dull and teacher-focused. Ali et al. (2022) found that many EFL classes still do not use effective methods to improve reading comprehension. In addition, students are often positioned as recipients of information, thereby placing teachers in a position to dominate the learning process through explanation and question-and-answer activities (Bahrdwaj et al., 2024). Such practices limit students' opportunities to interact with texts collaboratively, explore language features, and develop critical reading skills. As a result, students may rely heavily on teachers' explanations rather than learning to interpret and analyze texts independently. There is a need for well-structured, interactive, and supportive teaching methods that foster students' active engagement in meaning-making processes (Hussein, 2024). The reason is that approaches that integrate explicit guidance, collaborative learning, and the gradual release of responsibility more effectively assist students in improving both their reading comprehension and language awareness.

The Reading to Learn (R2L) approach is a genre-based learning model that brings together reading and writing skills in a structured way (Rose & Martin, 2012). R2L focuses on deep understanding through clear stages: preparing for reading, detailed reading, and joint construction (Kartika-Ningsih & Rose, 2021) (see Figure 1). This method is designed to assist students in learning reading skills such as grasping the content, structure, and language features of texts, in order to support students' understanding of texts and language features. One particular stage in R2L, namely Joint Construction, focuses on repackaging the reading text in Preparing for Reading and Detailed Reading. The stage is completed by creating notes; hence, a note-making phase. This phase plays an important role in teaching reading, as the activities focus on picking out and organizing key information. Note-making activities also provide opportunities for students to notice spelling, pronunciation, and the relationship between language forms and meanings through active interaction (Suryati et al., 2021; Kartika-Ningsih & Rose, 2021). Therefore, note-taking functions not only as a text-highlighting activity but also as a pedagogical strategy that integrates comprehension with linguistic development.

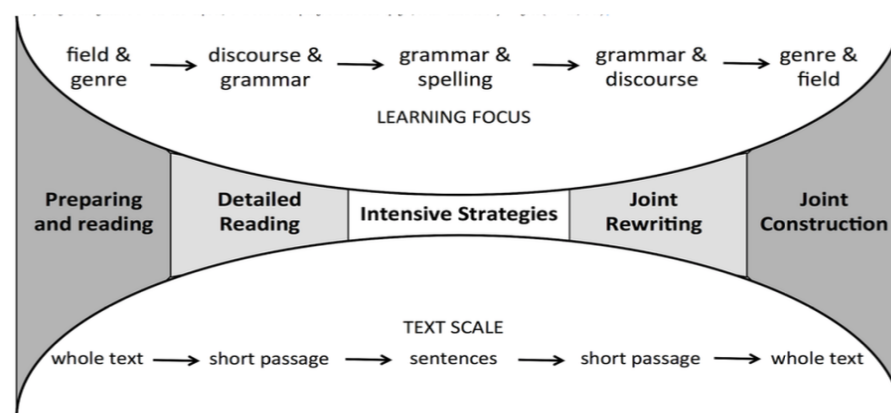


Figure 1. Integrated learning sequence in the R2L approach

Previous studies have examined the implementation of Reading to Learn (R2L) and note-taking activities from different perspectives. Research on R2L has generally highlighted its contribution to literacy learning, particularly in supporting students' ability to understand texts, organize ideas, and produce written texts. Li et al. (2024), for example, found that structured R2L instruction supported students' summarizing skills through systematic teacher guidance, although challenges related to vocabulary and reading fluency remained. Similarly, Vencesla (2021) reported that R2L supported EFL learners in producing expository texts by integrating reading and writing activities through the Joint Construction stage. Yulianeta et al. (2022) also demonstrated that R2L helped secondary students improve their ability to construct informative texts through collaborative learning processes.

In addition to R2L implementation, several studies have specifically examined note-making or related note-taking strategies. Ambarwati et al. (2025) investigated the Taking and Making Notes (TMN) technique and found that note making supported students' engagement, information retention, and critical thinking. However, the study primarily focused on the effectiveness of note-taking in relation to students' learning outcomes. Similarly, Nasution & Damanik (2025) examined the relationship between R2L activities, summary-making, and students' academic achievement, showing that organizing information through writing activities contributed to learning performance. These studies suggest that note-taking plays an important role in supporting students' interaction with texts; however, they primarily view it as a learning strategy rather than as an interactional pedagogical process.

Furthermore, Suryati et al. (2021) and Kartika-Ningsih and Rose (2021) emphasized the role of note-taking within R2L instruction. Their studies showed that activities involving detailed reading, note making, and Joint Construction enabled students to connect textual meaning with linguistic features. In particular, Kartika-Ningsih and Rose (2021) examined how R2L was enacted through classroom interaction and demonstrated the importance of teacher-student collaboration, multilingual scaffolding, and knowledge construction during Joint Construction. Nevertheless, further investigation is needed to understand how note-taking itself functions as a pedagogical practice through moment-by-moment classroom interaction, including how teachers provide scaffolding and how students participate in constructing textual knowledge.

Therefore, the gap addressed in this study is not the absence of research on R2L or note-making, but the limited understanding of note-making as a classroom interactional process. Specifically, little is known about how teachers and students collaboratively construct textual knowledge through note making phase and how pedagogical activities and pedagogical relations are realized during R2L implementation. To address this gap, this study aims to investigate the implementation of the note-making phase through classroom activities and interactions in an EFL reading class to understand how teachers scaffold students' understanding of language features in the text through the EFL classroom interaction.

RESEARCH METHODS

Research Design

This study employed a qualitative case study design to investigate the implementation of the Reading to Learn (R2L) approach in an authentic classroom context (Yin, 2015). More specifically, the study examined how note-making activities during the Joint Construction stage were enacted through classroom interaction. In addition, the study adopted a proof-of-concept approach (Vaish & Subhan, 2015), which focuses on examining how a pedagogical approach is implemented in practice and identifying the changes that emerge from its application in classroom settings.

The study was informed by the pedagogic register, a classroom discourse-analytic framework proposed by Rose & Martin (2012), which conceptualizes teaching and learning as structured processes realized through organized classroom interactions. Within this framework, pedagogic practice is constructed through classroom activities, social relationships, and modes of communication negotiated by teachers and students throughout the learning process. Accordingly, classroom interaction is viewed not only as spontaneous conversation but also as a purposeful pedagogic practice designed to support students' successful participation in learning activities. To examine how learning was enacted during the implementation of note-making activities in the R2L approach, this study employed the pedagogic register framework (Rose, 2018) as an analytical tool for investigating classroom interaction. The three dimensions of the pedagogic register are pedagogic activities, pedagogic relations, and pedagogic modalities. This study focused on pedagogic activities and pedagogic relations. Through these two dimensions, the analysis explored how pedagogic support was provided throughout the learning process.

Research Target/Subject

The subjects in this study were 36 tenth-grade students from Class A and the researcher, who acted as the classroom teacher during the intervention. The researcher served as the teacher (teacher-as-researcher) with the support of the classroom teacher. By taking on both roles, the researcher was able to observe the learning process directly and collect authentic data simultaneously (Burns, 2010). The students were selected through purposive sampling based on preliminary observations indicating that their reading literacy skills remained limited. Although the students were already familiar with highlighting activities, they continued to experience difficulties in paraphrasing information and expressing ideas in their own words based on the text. Therefore, this class was considered appropriate for examining the implementation of the R2L approach, particularly note-taking activities. The participants were between 16 and 17 years old. They came from multilingual backgrounds, using Indonesian as the national language, Javanese as the regional language, and English as a foreign language learned at school.

Data Collection

The research was conducted in a senior high school in Brebes Regency, Central Java, Indonesia, during the implementation of the R2L approach in an English classroom, particularly at the Joint Construction stage. The data were collected from one classroom session lasting 120 minutes, focused on note-making activities as part of the teaching and learning process. The dataset was selected because the study aims to provide an in-depth understanding of how note-making activities were enacted through the reading classroom.

Data analysis technique

The primary data in this study consisted of video recordings documenting classroom interactions during the Joint Construction stage, particularly during note-making activities. These recordings enabled the researcher to comprehensively capture both verbal and nonverbal interactions between the teacher and students throughout the learning process (Burns, 2010). Following data collection, the recordings were transcribed and systematically analyzed to examine how note-taking activities were implemented in classroom interactions. The analysis was informed by the genre pedagogy framework and the pedagogical register of the Reading to Learn (R2L) approach proposed by Rose & Martin (2012), with particular

attention to the pedagogic strategies of prepare, focus, affirm, and elaborate. The pedagogic register framework was employed to analyse classroom interaction during the implementation of note-making activities. Specifically, the analysis focused on two dimensions of pedagogic register: pedagogic activities and pedagogic relations (Rose, 2018). Pedagogic activities were used to identify the learning tasks and instructional stages through which students participated in the note-making process, while pedagogic relations were used to examine the roles enacted by the teacher and students in the exchange of knowledge and the organization of classroom participation. Through these analytical categories, the study explored how the teacher guided students in comprehending texts, organizing information, and noticing linguistic features, particularly in writing, spelling, and pronunciation, during the note-making process.

The coding process involved categorizing each pedagogic exchange according to Rose's (2018) pedagogic register framework. Each exchange was analyzed in three aspects: the pedagogic phase, the interactional pattern, and the communicative act. Researchers used a coding manual that was developed prior to the analysis to provide operational definitions and textual indicators for each category. The pedagogic phases were categorized as prepare, focus, affirm, and elaborate, representing the instructional moves teachers use to support students' learning. For example, an exchange was coded as prepare when the teacher introduced the activity, provided background information, or guided students before engaging with the text. Focus was identified when the teacher directed students' attention toward particular textual or linguistic features. Meanwhile, affirm was coded when the teacher acknowledged or confirmed students' responses, while elaborate was identified when the teacher extended students' understanding by providing further explanations, examples, or connections related to activities or texts.

The interactional patterns were analyzed to examine how teachers organized classroom participation, provided scaffolding, and supported students' engagement during the learning process. The communicative acts were analyzed to identify the function of teachers' and students' utterances during classroom interaction, such as introducing activities, directing attention, providing explanations, giving feedback, and responding to students' contributions.

After coding, the identified exchanges were grouped into broader patterns related to teacher scaffolding and collaborative knowledge construction. To maintain analytical consistency, the researchers repeatedly reviewed the transcripts and compared the coded exchanges with the theoretical framework. Finally, the findings were interpreted in relation to the research objectives to understand how note-taking was implemented within the R2L approach.

RESULTS AND DISCUSSION

Result

The findings are organized into four interrelated themes: (1) pedagogical scaffolding in note making, (2) guided participation through prompting and error negotiation, (3) affirmative scaffolding, and (4) peer-supported interaction. These themes are presented in the following sections.

Pedagogical Scaffolding in Note Making

Pedagogical scaffolding in the note-making activity was primarily realized through teacher explanations, role assignments, and management of whole-class participation. In the beginning of the activity, the teacher explicitly introduced the objectives and procedures of note-taking, including the roles of scribe and reciter. One student serves as the scribe, while another serves as the dictator, verbally providing information drawn from the source text (Rose & Martin, 2012e). The teacher also directed students' attention to the highlighted vocabulary from the reading text.

This initial stage functioned to activate students' prior knowledge and prepare them for collaborative engagement in the task. In addition, the teacher's explanation connected the note-making activity to the previous stage of Detailed Reading, where key vocabulary had already been highlighted and discussed. Thus, note-making functioned as a continuation of meaning-making across stages of the R2L cycle.

Table 1: Teacher Builds Student Understanding in the Beginning of Note-Making Activities

		Role	Phase	Interaction	Act
T	<i>Oke, in this activity, the class activity as usual</i> <i>Dan tahu di aktivitas kita sekarang adalah Note Making</i>	K1	Prepare	Invite	Activity
T	<i>Note Making itu nanti akan kita berlatih menulis</i> <i>Nanti yang Miss tunjuk untuk menulis di papan tulis yaitu sebagai scribe, scribe itu nanti menulis.</i> <i>Misal, jadi kita yang tadi kita highlight dalam teks tersebut kita tulis dari tesis apa saja</i> <i>Nanti yang scribe itu akan menuliskan</i> <i>Reciter itu yang pronounce, yang membacakan mengenai vocabulary dalam teks yang kita highlight.</i>	=K1	Elaborate: Monologic	Direct	Attention

This interaction demonstrates how the teacher (T) builds students' understanding of the note-making activity before collaborative work begins. Through a brief monologue, the teacher explicitly introduces the note-taking procedure (Prepare), explains the roles of the scribe and reciter, and directs students' attention to highlighted words in the reading text (Invite: Activity). Within the R2L pedagogical register framework, this interaction functions as elaborate because the teacher builds on students' prior knowledge of the activity while simultaneously preparing them to participate in the learning task.

The interaction also demonstrates how the teacher (T) manages class participation by assigning specific interactional roles to students (Elaborate). The scribe is responsible for reconstructing and writing down highlighted words, while the reciter is responsible for pronouncing and dictating vocabulary orally (Direct: Attention) (see Figure 2). Through this role allocation, the teacher gradually transfers control of the activity to the students while maintaining pedagogical guidance throughout the learning process. Furthermore, the teacher's explanation connects the note-making activity to the previous stage, Detailed Reading. By referring to "*yang tadi kita highlight dalam teks tersebut*," the teacher reminds students that the vocabulary and expressions reconstructed in note-taking are derived from meanings previously identified and discussed together. This demonstrates that note-taking in R2L functions not only as writing practice but also as a pedagogical bridge connecting reading, pronunciation, vocabulary reconstruction, and collaborative meaning-making.

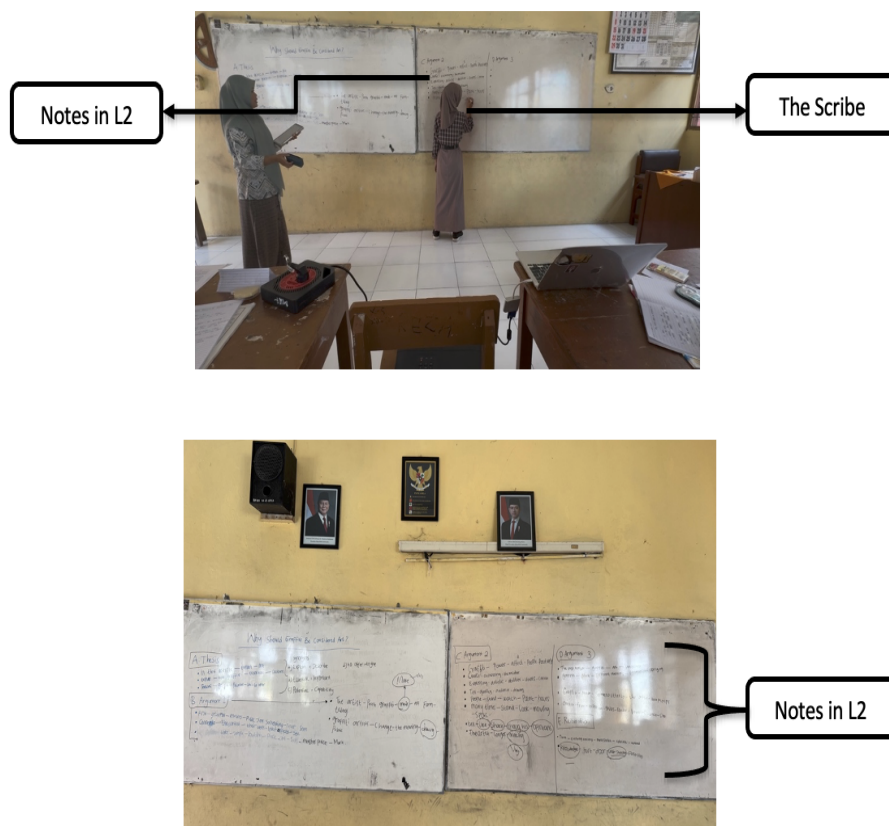


Figure 2. Note-Making Activities in Class

After building students' understanding of the activity, the teacher begins to organize students' participation by assigning interactional roles in collaborative tasks.

Table 2. Teacher Appoints Students as Scribe and Reciter

		Role	Phase	Interact	Act
T	<i>Please, come up S3 as reciter & S4 as scribe ya, for the next sentence!</i>	K1	Prepare	Invite	Knowledge
S3 & S4	<i>Oke, Miss</i>	K2	Task: Identify	Concur	Knowledge

The exchange represents the preparation phase of the note-making activity, in which the teacher (T) organizes and manages student participation by assigning interactional roles to specific students. In this interaction, the teacher designates S3 as the reciter and S4 as the scribe, while simultaneously preparing students for the next stage of the activity (Invite: Knowledge). Within the R2L pedagogical register framework, the teacher's utterances serve as preparation, directing students to the activity to be undertaken and clarifying their responsibilities in the collaborative task.

This interaction also represents the task phase, demonstrating that participation in note-making is systematically structured to ensure students' active involvement in the learning process. By assigning the roles of reciter and scribe, the teacher distributes responsibilities for reconstructing and noting highlighted words from the reading text. The reciter dictates vocabulary or phrases orally, while the scribe reconstructs these phrases in written form on the board. Furthermore, the students' response, "Oke, Miss," demonstrates their acceptance and understanding of the assigned task (Concur: Knowledge). In the exchange structure,

the teacher initiates the interaction as K1 by directing participation and preparing for the activity. At the same time, the students respond as K2, agreeing and ready to carry out the task. This interaction reflects how pedagogical control in R2L gradually shifts from teacher guidance to students' active participation in collaborative learning activities.

After the role assignment, the teacher continues to maintain students' attention and ensures that all students remain actively involved during the note-making process.

Exchange 3: Teacher Directs Whole Class Participation				
		Role	Interact	Act
T	<i>Oke, perhatikan!</i>	A1	Direct	Knowledge
	<i>Yang lainnya nanti menulis apa yang ditulis Lutfi.</i>			
All-S	<i>Oke Miss</i>	A2	Concur	Knowledge

The interaction demonstrates how the teacher (T) maintains students' attention and organizes collective participation during the note-making activity (Direct: Knowledge). Through directives such as “*Oke, perhatikan!*” and “*Yang lainnya nanti menulis apa yang ditulis Lutfi*”, the teacher positions note-making as a collaborative classroom practice, not simply an individual task. Within the exchange structure, the teacher functions as A1 by directing students' actions and participation, while students respond as A2 by agreeing with and complying with the instructions (Concur: Knowledge). Furthermore, the interaction demonstrates how the teacher managed the entire class's involvement during the Joint Construction phase. Although some students were designated as scribes and reciters, others were still required to participate by copying the reconstructions into their notebooks. Thus, all students were actively involved in reconstructing the highlighted vocabulary and collaboratively compiling notes throughout the activity.

Guided Participation through Prompting and Error Negotiation

As the activity progresses, the teacher continues to monitor students' responses and provides direct prompts to support students' attention to language forms during the note-taking.

Table 4. Teacher Encourages Students to Identify Spelling Errors					
		Role	Phase	Interact	Act
S3	<i>A-F-F-E-C-T</i>	A2	Focus L2 wording	Display	Knowledge
T	<i>Ada yang kurang nih, apa yah?</i>	ch		Check	Knowledge
S3	<i>'F-nya' ada dua weh</i>	cl		Demur	Knowledge
S4	<i>Oh, iya</i>	=rcl		Concur	Knowledge

The interaction in this exchange represents focus on L2 wording: how the teacher (T) monitors students' spelling reconstruction and guides them to identify language errors independently through prompting, rather than direct correction. These findings align with Rose & Martin (2012e, p. 30): the teacher's role in note-making is to guide the class when necessary and discuss various aspects of the notes as they are being written on the board. After S3 dictates the word “*A-F-F-E-C-T*,” (Display: Knowledge), the teacher (T) does not immediately provide the correct answer, but instead provides a prompt by asking, “*Ada yang kurang nih, apa yah?*” (Check: Knowledge). In the pedagogical register, this interaction serves as a check, directing students' attention to potential errors and encouraging them to review spelling collaboratively in their writing.

This interaction also demonstrates how students actively participate in identifying and correcting language forms. S3 then acknowledges the error by saying, “*F-nya ada dua weh*” (Demur: Knowledge), while S4 confirms the correction by saying “*Oh, iya*” (Concur: Knowledge). The interaction demonstrates that the correction process is negotiated collaboratively among students, rather than being solely provided by the teacher. Furthermore, this interaction demonstrates that note making supports the development of orthographic awareness during classroom interactions. Through collaborative spelling reconstruction,

students are encouraged to pay attention to letter patterns and word formation while connecting pronunciation and written representation. Thus, the teacher's prompting strategy serves not only to correct errors but also to build students' awareness of spelling patterns and support collaborative meaning-making in the Joint Construction activity.

Affirmative Scaffolding

Affirmative scaffolding was consistently used to maintain student motivation and participation during the activity.

Table 5. The Teacher Provides Positive Reinforcement during Note Making

		Role	Phase	Interact	Act
S1	<i>Explain, E-X-P-L-A-I-N</i>	=A2	Focus L2 wording	Display	Knowledge
T	<i>Good Job, next!</i>	=A1		Praise	Knowledge
S3	<i>T-H-O-G-H-T</i>	A2		Display	Knowledge
T	<i>Gimana tulisannya dan pelafalannya?</i>	ch		Admonish	Knowledge
S3	<i>Oh, ini T-H-O-U-G-H-T</i>	rcl		Concur	Knowledge
T	<i>Smart yaa!</i>	K1		Praise	Knowledge
	<i>Alright, thank you S3 & S4</i>				

The exchange focuses on the L2 wording phase: the teacher (T) directed students' attention to specific linguistic features while providing pedagogical guidance and positive reinforcement during note-making activities. The teacher asked S1 and S3, "*Gimana tulisannya dan pelafalannya?*" (Admonish: Knowledge). Through this utterance, the teacher prompted students to demonstrate their knowledge of the target word's spelling and pronunciation in the text, thereby drawing attention to its written and spoken forms. After the students reconstructed and dictated the highlighted vocabulary (Display: Knowledge), the teacher continued to guide the activity while affirming their participation with expressions such as "*Good job, next!*" and "*Smart ya! Alright, thank you S3 & S4!*" (Praise: Knowledge). Within the pedagogical register of R2L, these responses functioned as praise, acknowledging students' successful contributions, reinforcing their engagement, and maintaining the flow of collaborative interaction during the note-making process.

Peer-supported interaction

In addition to teacher-student interaction, the findings revealed peer-supported interaction during note-making activities. Students actively assisted one another during spelling reconstruction and vocabulary negotiation.

Table 6. Peer-Supported Interaction during Vocabulary Reconstruction

		Role	Phase	Interact	Act
S7	<i>Art</i>	A2	Focus L2 wording	Display	Knowledge
S8	<i>Hah? Tulisannya gini?</i>	cl		Demur	Knowledge
S7	<i>A-R-T</i>	rcl		Display	Knowledge
T	<i>Yes, next word!</i>	K1		Approve	Knowledge

The exchange reflects a focus on the L2 wording phase, as students' attention was directed toward reconstructing and confirming the target word's spelling through peer-supported interaction during note-making activities. In this interaction, students negotiated the reconstruction of vocabulary together before receiving confirmation from the teacher. S8 requested clarification regarding the spelling (Demur: Knowledge), and S7 responded by spelling the word orally (Display: Knowledge). This interaction indicates that students actively supported one another in reconstructing vocabulary and confirming language forms during the activity.

Moreover, the teacher's response (T), "*Yes, next word!*" (Approve: Knowledge), served as approval validating students' collaborative effort. Rather than immediately intervening in the reconstruction process, the teacher allowed students to negotiate the spelling collaboratively before providing confirmation. This reflects how pedagogical interaction in R2L gradually shifted responsibility toward students while still maintaining teacher support throughout the learning process.

Discussion

This study demonstrates that note-making activities during the Joint Construction stage do not merely serve as a means of rewriting information from the text but also provide a pedagogical space in which students develop attention to language features. Through teacher explanations, role assignments, prompting, and corrective feedback, students were guided to focus on spelling, pronunciation, vocabulary, and text organization. The findings indicate that text comprehension is shaped not only by understanding the content of a reading passage but also by classroom interactions between teachers and students, which enable learners to recognize how language forms are used to construct meaning. Based on Halliday's perspective (1978, cited in Rose, 2018, p. 1), this process reflects the idea that language learning occurs through the use of language in social contexts rather than through the isolated mastery of linguistic forms. Therefore, the findings of this study extend the understanding of note-making in the R2L approach by showing that the activity functions not only as a stage for reconstructing textual information but also as a space for developing students' awareness of the relationship between language forms and meaning through classroom interaction.

Previous studies have described the pedagogical register in R2L as a systematically designed form of interaction that supports students in constructing texts through teacher guidance and scaffolding (Rose & Martin, 2012; Rose, 2018). However, the findings of this study suggest that the pedagogical register in note-making activities is not solely centered on the teacher's scaffolding. The classroom data reveal a distribution of pedagogical participation between the teacher and students. Students' participation as reciters and scribes contributed to the construction of knowledge through interaction. In the note-making process, reciters provided oral representations of highlighted words from the text, while scribes reconstructed these words in written form with teacher guidance and monitoring (Rose & Martin, 2012e). This process shows that students were not merely recipients of teacher support but also became active participants in shaping the learning interaction. Therefore, pedagogical register in this context can be understood not only as a pattern of teacher-student interaction but also as a process of knowledge negotiation involving multiple participants in the classroom, including peer-to-peer interaction. The findings extend the understanding of pedagogical register in R2L by highlighting that scaffolding emerges through the coordinated participation of teachers and students rather than exclusively through teacher intervention.

In the learning process, collaborative learning is a central mechanism in the note-taking process. The structured rotation of reciter and scribe roles enabled distributed participation, allowing students to actively engage in spelling, vocabulary recall, and pronunciation practice. Peer-supported correction further facilitated the negotiation of meaning and language forms, indicating that language awareness was co-constructed through interaction rather than developed individually. This collaborative structure also contributed to a more inclusive classroom environment. Students who were initially hesitant became more engaged as responsibility was shared across roles, reducing the pressure of individual performance. Collaborative participation functioned both cognitively and affectively, supporting students in developing confidence as they engaged in language use. The distribution of roles shifted classroom dynamics from individual performance to collective responsibility, enabling students to rely on peer support while contributing to shared outcomes. These findings are consistent with Nartey & Steiner (2025), who found that collaborative note-taking enhances comprehension through role division, peer support, and joint problem-solving. Similar patterns in the present study show that students jointly constructed knowledge through coordinated participation in reciting, writing, and correcting vocabulary forms. This shows that learning was not limited to individual students but involved collective participation. Therefore, pedagogic

activities in note-making were not only instructional stages but also mechanisms for organizing students' participation in the process of meaning-making.

The interaction patterns of these findings indicate that scaffolding in note-making does not always follow a one-way evaluative pattern. Although the teacher frequently initiated interactions through questions or instructions, students' responses often developed into processes of negotiation and collaborative repair. For example, when students made a spelling error while reconstructing the word "Affect," the teacher did not immediately provide the correct answer but instead prompted them by asking, "*Ada yang kurang nih, apa yah?*" This prompt encouraged students to re-examine the linguistic form, identify the problem, and negotiate the correction collaboratively. This pattern suggests the emergence of a collaborative repair cycle, in which language errors become opportunities for students to revisit linguistic forms and construct understanding through interaction. Rather than positioning students as passive recipients of correction, the teacher's prompts created space for students to actively participate in noticing, discussing, and repairing language features. Similarly, Dominguez and Svihla (2023) emphasize that effective scaffolding involves continuous monitoring, responsive intervention, and step-by-step support, which is evident in the present classroom interactions. Therefore, the negotiation among the teacher, nominated students, and the broader class. This distributed interaction demonstrates that literacy development is socially constructed through coordinated participation rather than individual effort alone.

The affirmation also played a significant role in sustaining participation. In these findings, the teacher's use of positive reinforcement, such as "*Good job*" and "*Smart ya*," served not only as encouragement but also as a pedagogical strategy to maintain engagement and reduce anxiety during language production. The R2L interaction is intentionally designed to ensure learners are continuously supported and successful throughout the learning process. (Kartika-Ningsih & Rose, 2021). In this study, such affirmative scaffolding consistently encouraged students to engage in spelling correction, pronunciation clarification, and vocabulary reconstruction. Therefore, this process reflects the view that language learning develops through interaction, where students actively construct meaning and attend to word patterns in familiar texts with guided pedagogical support.

Based on pedagogical principles, this study shows that note making in the R2L approach serves not only as a means an reconstructing information from texts but also as an interactional space that helps students attend to language features such as spelling, pronunciation, vocabulary, and text organization. Through collaboration among the teacher, reciter, scribe, and other students, attention to language forms is developed through meaning negotiation and collaborative repair processes. These findings indicate that language awareness in note-making activities emerges through social participation and scaffolding during classroom interaction rather than through the isolated teaching of language forms. Therefore, these findings indicate that language awareness develops through social interaction and guided participation during literacy activities.

CONCLUSION

This study investigated the implementation of the note-making phase in the Joint Construction stage of the R2L approach by focusing on classroom activities and interactions in an EFL reading classroom. The findings show that note making involves explicit instruction, guided participation, affirmative scaffolding, and collaborative engagement between the teacher and students. The assignment of reciter and scribe roles, along with prompting, checking, correction, and continuous affirmation, created opportunities for students to participate in actively reconstructing and negotiating language forms. It extends previous understandings of R2L by showing that note-making functions not only as a way to organize information from texts but also as a pedagogical space where students attend to vocabulary, spelling, pronunciation, and text organization through interaction. The findings suggest that language awareness in note-making emerges through teacher scaffolding and collaborative participation rather than through the isolated teaching of language forms. In summary, note-taking during the joint construction stage of R2L is not just a way to organize information from texts; it also serves as a teaching method that helps students notice language forms through clear guidance and collaborative learning.

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