

Promoting Students Reading Comprehension Through Systemic Functional Linguistics-Reading to Learn (SFL-R2L)

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Received: December 26, 2023,

Revised: January 08, 2024,

Accepted: January 22, 2024

Citation APA Style: Izzah, L., Hadi, M. S., Dalai, M., & Walidy, F. (2024). Promoting Students Reading Comprehension Through Systemic Functional Linguistics-Reading to Learn (SFL-R2L). *English Language in Focus (ELIF)*, 6(2), 157–168. <https://doi.org/10.24853/elif.6.2.157-168>

ABSTRACT

This study aims to investigate in detail the process and the result of improving English reading skills through Systemic Functional Linguistics-Reading to Learn (SFL-R2L). This study is action research conducted in English Department Muhammadiyah University of Jakarta with total amount of participant 30 students within three action research cycles. The data was gathered from the process of observation in participation level and the result of an English reading skills test. The findings showed that the learning process using Systemic Functional Linguistics-Reading to Learn (SFL-R2L) attracted the students to be more active in their learning process, it is showed by their participation level in the learning interaction. The result also presented that students' English reading skill were a significantly improved. It can be concluded that the use of Systemic Functional Linguistics-Reading to Learn (SFL-R2L) succeeded in improving student English reading skills.

Keywords: Systemic Functional Linguistics-Reading to Learn (SFL-R2L), English Reading Skills, Learning Technique

ABSTRAK

Penelitian ini bertujuan untuk mengetahui faktor-faktor yang mendorong mahasiswa Penelitian ini bertujuan untuk mengetahui secara mendetail proses dan hasil peningkatan keterampilan membaca bahasa Inggris menggunakan teknik Systemic Functional Linguistics-Reading to Learn (SFL-R2L). Penelitian ini merupakan penelitian tindakan yang dilakukan pada Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Jakarta dengan jumlah total partisipan sebanyak 30 mahasiswa melalui tiga siklus tindakan. Data dikumpulkan dari observasi selama proses pembelajaran berlangsung serta hasil tes keterampilan membaca bahasa Inggris mahasiswa. Adapun hasil penelitian menunjukkan proses pembelajaran dengan menggunakan teknik Systemic Functional Linguistics-Reading to Learn (SFL-R2L) menarik minat para mahasiswa menjadi lebih aktif dalam proses pembelajaran keterampilan membaca bahasa Inggris, hal tersebut terlihat pada interaksi pembelajaran yang terjadi. Temuan lainnya menunjukkan bahwa keterampilan membaca bahasa Inggris secara signifikan mengalami peningkatan Dan dapat disimpulkan bahwa penelitian penggunaan teknik Systemic Functional Linguistics-Reading to Learn (SFL-R2L) telah berhasil meningkatkan keterampilan membaca bahasa Inggris mahasiswa.

Kata kunci: Systemic Functional Linguistics-Reading to Learn (SFL-R2L), Keterampilan Membaca Bahasa Inggris, Teknik Pembelajaran

INTRODUCTION

Globalization has accelerated education by strengthening connections and raising the value of resources. Since the World Wide Web and other information technologies have developed, everyone has become aware of the benefits of reading and writing in a variety of formats. Many countries, including the United States Department of Education, place a high value on reading comprehension because it is necessary in educational settings and provides society with access to knowledge.

More specifically, in today's technological age, reading is regarded as a skill that assists readers in achieving their goals. Reading is one of the English language skills areas that requires the most attention in education. In brief, vocabulary is learned through reading; it starts with a letter and progresses to become part of the text (Aliponga, 2013). Furthermore, as stated by Hoover and Cough in their theory "Simple View of Reading," which Oakhill et al. (2015) cited, reading can be understood simply by decoding and comprehending patterns of grammar.

However the reading skill perspectives of Hoover and Cough are no more detailed than the claim proposed by Grabe and Stoller (2019). He underlined that reading is a complex cognitive activity that requires flexibility, rapid development, conversation, comprehension, and speed. In summary, independent data search, visual aids, text representation, and knowledge integration are all required for reading.

Therefore, to compete in the knowledge-based era, Indonesian university students must develop critical thinking skills, learn to adapt to new environments, engage in active discourse and decision-making, and apply their knowledge in a variety of settings (Bazerman, Bonini, & Figueiredo, 2009).

Additionally, Coltheart et al, (2005) believe that comprehension of the text's semantic structure—both micro and macro—requires reading. The composition's outline will be formed when these structures are joined to create text bases. This type of skill contributes to rhetorical and metacognitive awareness, which improves writing and information transmission (Cohen and Macaro, 2007; Mokhtari and Sheorey, 2008).

Given the complexity of reading, teachers need to find innovative ways to support students' development as better academic English readers while also meeting learning objectives. Accordingly, researchers in this study use genre theory—specifically, the Systemic Functional Linguistics - Reading to Learn (SFL-R2L) technique—and Halliday's Systemic Functional Language (SFL) to enhance learning outcomes and students' academic English reading comprehension.

Halliday's Systemic Functional Linguistics

In Indonesia, where the 2004 English Competency-Based Curriculum (KBK) for middle and high school students is based, structural linguistics (SFL) is gaining popularity. SFL was also used to create the Indonesian language textbooks for the Middle, High, and College levels of the 2013 Curriculum (Emilia, 2022).

According to its definition, Systemic Functional Linguistics (SFL) is a linguistic approach that emphasizes language as a tool for both social interaction and the systematic description of language patterns. To put it simply, SFL is built on J.R. Firth's functional theory. Then M.A.K. Halliday (1973, 1976, 1978, 1985, 1994), a semiotic linguist, continued to develop it.

Furthermore, critical discourse analysis (Fairclough, 1992; 1995; 2003; Pennycook, 2001), translation (Nord, 2000. House, 1997), education (Bloor T & Bloor M, 1995; Christie,

1987; Martin, 1992, 1997; Matthiessen & Nesbitt; 1996), and reading comprehension through Reading to Learn (Rose 2006, Rose & Martin, 2005, Rose & Acevedo, 2006; 2007) have all been greatly impacted by M.A.K. Halliday and his associates.

This research investigates reading functional texts within social interactions, drawing on Halliday's functional linguistic theories. It makes use of Halliday's functional linguistic principles to comprehend texts in the context of society. The first principle, "Language is functional," clarifies the function of language in society and the abilities of writing, speaking, listening, and reading. The second principle, "Language is contextual," highlights the significance of language use within actual social and cultural contexts. The third principle, "Language is semantics," states that language is not a set of rules but a source of meaning. The fourth principle, "Language as Social Semiotic," focuses on how individuals integrate their prior knowledge and experiences to create meaning in society.

As stated by Eggins (2004), Halliday & Matthiessen (2006), and Unsworth (2005), these above principles should to be useful for readers in understanding and gaining meaning from printed material.

Jim Martin's Genre

According to Martin's theory, genre is a systematic and intentional social process that prioritizes internal characteristics over external rhetorical contexts. It represents large communication objectives like arguments and justifications. Two types of structures are developed, including discussion, which introduces topics, opposing opinions, and concludes, and facts information, which begins by describing a phenomenon and goes into detail about variables (Martin & Rose, 2008; Martin, 1992; 2001).

Genre is further defined by Knapp and Watkins (2005) as a description of meaning derived from the language system, structure, and social context of a text. They can be categorized according to the identity or culture of the author. For example, "shopping" has a general text interpretation, but the actions needed to complete the process can differ depending on the cultural context.

In genre analysis, the stages of intention and social function are the main emphasis. It covers multiple aspects of discourse, text, conceptualization, relationships between people, and register. Besides, evaluation items represent interpersonal characteristics, whereas content words and conjunctions indicate intentional characteristics.

The textual components are pronouns and essays. Grammatical features determine the accuracy and scope of grammatical resources. Examples of graphics include typography, punctuation, and visual presentation. Top-down analysis transitions between genres by utilizing register, discourse, grammar, and graphology.

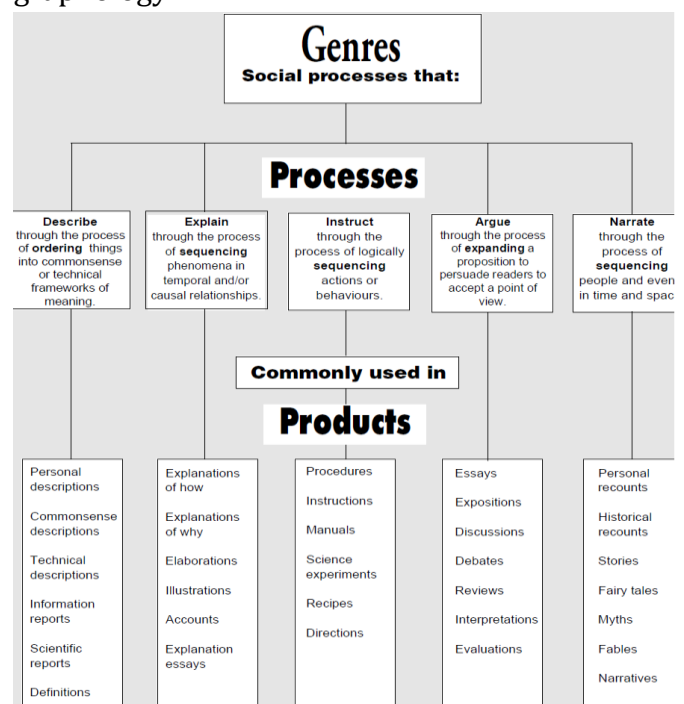


Figure 1. Knapp's Genre model

Systemic Functional Linguistics - Reading to Learn (SFL-R2L)

The Systemic Functional Linguistics -Reading to Learn (SFL-R2L) technique consists of two major components: curriculum-based reading text selection, which helps researchers in analyzing and explaining how meaning is created in everyday language interactions, and student interaction with reading texts, which enables students to read high-level texts critically and apply what they have learned to writing.

In addition, the SFL-R2L framework includes three primary models: reading, learning, and spoken and written language. The discourse semantics, lexicogrammar, and graphophone stages of language are investigated using texts from spoken and written language models. Thus, two specific reading skills are included in the reading model: recognizing orthographic patterns and determining meaning from previously written material. Finally, the learning model explains how students and teachers discuss their accomplishments and skill sets. It's based on Vygotsky's zone of proximal development.

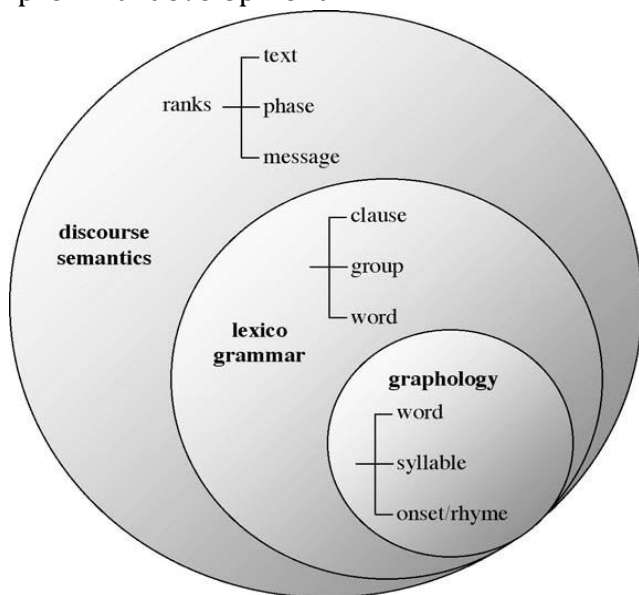


Figure 2. The conceptual framework of the SFL-R2L language model

There are five steps in the SFL-R2L technique that are used in the study.

While *preparing and reading* stage, student comprehension of the text's vocabulary, main idea, and topic is necessary. As a result, they are able to create various texts by combining language patterns.

To move on to the *detailed reading stage*, students must analyze and arrange the text based on linguistic patterns. At this point, teachers help students recognize sentence patterns and understand the meaning of specific sentences.

During the *sentence-making stage*, students demonstrate their understanding of the material by writing sentences about topics covered in the previous text. By this point, students should have a thorough understanding of the reading material.

When the *joint rewriting stage*, students construct sentences based on the reading texts. This improves both spelling and comprehension.

In the last stage, known as *Joint Construction*, students generate text using their own ideas, and their individual writing output is used to assess their reading proficiency. In the final stage, students use their writing to assess their comprehension by applying what they've learned from reading (Rose, 2006).

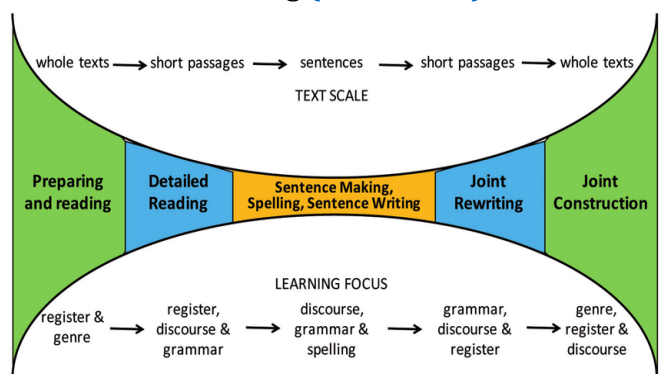


Figure 3. Stages of Implementing SFL-R2L in English Reading comprehension

Reading Activities in Academic Fields

Academic reading activities vary according to the reader's objectives, procedures, and strategies.

Grabe and Stoller (2019) categorize academic reading activities into four main objectives: finding fundamental information, learning from the text, integrating information, writing and reviewing texts, and reading for overall comprehension. These types of tasks are designed to keep people active, help them learn new things, integrate what they already know, and stay current on developments in their field or area of interest. Woolley (2011) describes a reader's objectives and functions as an analyst, participant, code breaker, and user. They understand what they are seeing. They interpret visual data, determine the meaning of the text, highlight its social and cultural context, and assess the reader's reactions to the text.

Besides, independent readers contribute significantly to the process of meaning-making by combining contexts from previous experiences with newly acquired knowledge. Teachers can help their students with reading in three phases: before, during, and after. Before beginning to read, readers establish their background knowledge by researching basic information online, reading summaries, and asking questions. In addition to answering the questions, they should read to determine their goal and the scope of the information required. Second, as they read, readers take notes on key details, assess their own comprehension, and anticipate the author's next point of discussion. After finishing the reading, they use repetition and exercises to assess goals, summarize key points, comprehend material through exercises and reviews, and prepare for practice questions (Carter, 2012; Grabe and Stoller, 2019).

Lastly, academic reading strategies refer to the ability to achieve reading objectives using a variety of strategies. To understand the text, set goals, apply graphemic rules, use silent reading techniques, skim, scan, map semantics, guess when unsure, and analyze vocabulary (Brown & Abeywickrama, 2004). According to Lai (in Nunan, 2004), the following reading strategies can be used in the classroom: aiming, reviewing, skimming, scanning, grouping, avoiding bad habits, predicting, reading actively, inferring, identifying genres, paragraphs, and sentence structure, concentrating on cohesive devices, anticipating unfamiliar vocabulary, comprehending figurative language, applying prior knowledge, recognizing style and its purpose, evaluating critical reading,

RESEARCH METHODOLOGY

Research Method and Procedure

The purpose of this study is to determine how SFL-R2L affects students' reading comprehension through action research with total amount of participant 30 students of Universitas Muhammadiyah Jakarta. The qualitative descriptive study's implementation process includes the following steps: planning, acting, observation, and reflection. To begin the study, information about the participants' reading preferences, in addition to their comprehension strengths and weaknesses, is gathered. More specifically, the research implementation process consists of four phases:

1. The planning phase includes developing an evaluation criteria, planning a lesson, reviewing relevant literature, and using action research instruments such as learning observation forms, field notes, and test assessment forms.
2. The action phase requires teachers to implement the lesson plan, the SFL-R2L steps, and administer a post-test at the end

of each class. This kind of phase has three sections: introduction, main activities, and conclusion. SFL-R2L involves five main activities: reading and preparation, reading in detail, sentence creation, joint rewriting, and joint construction.

3. The observation phase involves in-person observations to gather information about learning outcomes, classroom conditions, and student behavior. After providing a detailed explanation of the data, the researchers can assess their conclusions and formulate plans for further investigation.
4. The reflection phase consists of examining an instrument, weighing its benefits and drawbacks, and deciding on potential next steps. The conclusions reached serve as the foundation for changes implemented to close gaps in each cycle, and lecturers use them to improve their teaching methods.

In conclusion, given these implementation procedures, the success of the SFL-R2L technique can be defined as both finding and processing. The study's process goal is to increase student learning activity by 75% by the end of the research cycle. With a criterion score limit of 80 (category A), the study found that it has the potential to improve reading comprehension in 75% of subjects.

Data Collection Technique

This study uses the SFL-R2L technique to examine the Intermediate Reading learning process and the outcomes of students at Universitas Muhammadiyah Jakarta. Questionnaires and observations are used to collect additional information about the students' initial conditions. The students' proficiency in reading comprehension in English is then determined at the end of each cycle through assessments. In conjunction with their collaborators, the researchers take on the

roles of actors, action planners, data collectors, and analysts.

The research methods were specifically used to gather both qualitative and quantitative data. Qualitative data also includes field notes and observations. During the Intermediate Reading class, these tools allow both teachers and students to keep an eye on interactions. Especially in Intermediate Reading classes that use the SFL-R2L methodology, observation sheets are used to monitor the learning process. To arrange lecturer observation sheets, field notes—written notes made throughout the learning process—are used.

At the conclusion of each learning cycle, quantitative data is gathered through tests, including the results of the English reading test. Before beginning the SFL-R2L implementation, students were given a pre-test to assess their preliminary reading comprehension levels. The English reading test was given after three learning sessions in each cycle to evaluate students' progress and English comprehension abilities using five components of reading English texts. After the data is collected, it is analyzed to generate quantitative results.

Data Analysis Technique

The study analyzed quantitative data to determine whether using the SFL-R2L technique improves students' comprehension of English texts. The goal is to track students' reading comprehension gains with each cycle and identify phase differences. To analyze qualitative data, the study used an interactive group discussion model with three sections: data reduction, data presentation, and conclusion.

- a) Data reduction involves the process of compiling, prioritizing, consolidating, streamlining, and abstracting data from field notes to make it easier to understand and access.

- b) Data presentation, which summarizes information for practical use, employs narrative text, tables, photos, and charts.
- c) Data conclusion focuses on resolving initial issues that might continue because problems arise after field research is completed.

Furthermore, data validation techniques were used to assess the four study criteria: credibility, transferability, dependability, and confirmability. Credibility must be ensured through triangulation, observation, and a thorough investigation. Confirmability refers to neutral or objective data obtained through reflexivity and triangulation; transferability is the process of gathering all necessary information for comparisons; and dependability is the guarantee that accurate data is confirmed by multiple sources. These methods typically ensure the data's validity.

FINDING AND DISCUSSION

Findings

This finding provides a detailed overview of the research process, from pre-observation to implementation, with sections on planning, action, observation, and reflection. Systemic Functional Linguistics-Reading to Learn (SFL-R2L) is being used to improve students English reading comprehension. The data was collected between September 2023 and February 2024.

The Process of Improving Students' English Reading Comprehension through SFL-R2L.

Description of Initial Conditions

The researchers conducted a pre-observation stage for 30 English Language Education students at Muhammadiyah University of Jakarta, observing classroom conditions and learning activities. In collaboration with the lecturers, the researchers used questionnaires to get data from students. The aim was to learn about the students difficulties that come with

learning intermediate reading subject. Furthermore, researchers and collaborators administered individual written tests to students to assess their initial comprehension of English texts before they got treatment. The tests measured interpretation, genre, text relationship, fluency, and comprehension. Eight questions about the amount of textbooks read, the length of time spent learning, interest, challenges, types of preferred reading, media, and daily practice made up the first writing test.

According to the questionnaire and observation result, 75% of second-semester students find intermediate Reading subject difficult and boring. Since lecturers keep on to use conventional methods of instruction, students believe they are not given the opportunity to collaborate with peers or practice reading based on their interests. This leads to a lack of active and experiential learning. Besides, the study discovered that students are disinterested in the subject and have difficulty comprehending genres and their relationship to text. In addition, the study reveals that students' English text reading skills are still unsatisfactory, with an average class value of 42%.

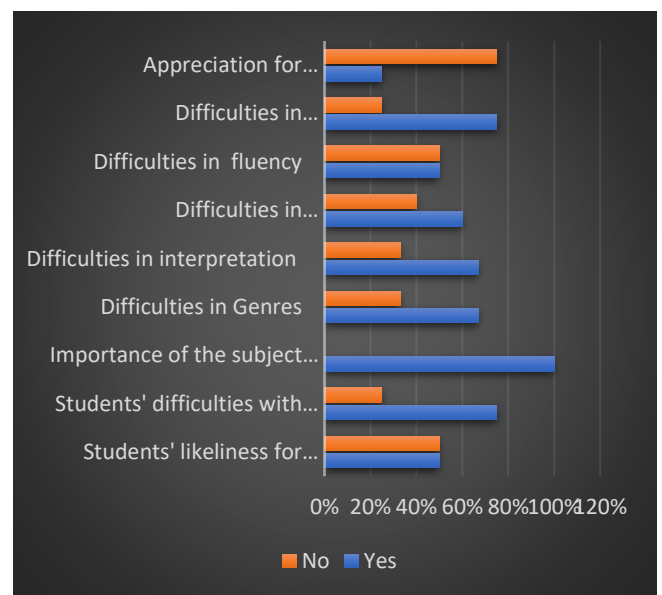


Figure 4. Student Comprehension Questionnaire on Reading English Texts

The Action Research Cycles

In the implementation, the action research cycles I, II, and III begin with planning, action implementation, observation, and reflection, as designed by the researchers.

The Process of Improving Students' English Reading Comprehension through SFL-R2L

During the study, the lecturer and researchers developed the SFL-R2L five steps as a strategy for improving the process of reading comprehension.

Cycle I

The stages of cycle I in action research are sequenced according to the action research design used in this study, which includes:

The Cycle I action planning stage. To ensure that the study's objectives were met, the researchers prepared for action planning by establishing competency standards, developing a learning plan, syllabus, observation formats, learning materials, assessing students' English reading skills, and creating student learning reflection sheets.

The cycle I action implementation stage focuses on the Intermediate Reading subject syllabus and SAP, which includes readings I, II, and III. The lecture teaches students how to effectively comprehend English texts, which will help them in other subjects. Students take part in reading narrative texts, articles, textbooks, and newspapers. This allows them to understand English Genre accurately, legibly, and satisfactorily, as well as explain the English books they read in detail.

The cycle I observation activities stage. Researchers observed students' comprehension of English texts in three classroom sessions, with a focus on Getting Scholarships for Education, Long Life Learning, and Cultural Diversity. The average student

struggled with the fluency, genres, interpretation, and textual relationships, making it difficult to complete assignments quickly. Factors such as text length, new words, and grammatical complexity influenced reading skills, indicating that additional stages are required for success.

The Cycle I reflection stage. The researchers and collaborator talk about the evaluation of a study on student activities and English text reading abilities. The average class score is 42%, indicating poor comprehension. The use of SFL-R2L increased comprehension by 53.2%, however, challenges included adjusting, highlighting explanations too much, and composing challenging practice questions for group discussions.

To summarize, the study was rearranged for cycle II, with a focus on habituation, clear instructions, motivation, decreased dependency, effective time management, understandable reading materials, reading alternatives, and careful guidance from lecturers and collaborators.

Cycle II

After completing the stages in the first three meetings of cycle I, there were no results of improvement that were consistent with the researchers' target achievements, so cycle II was initiated. Hence, this stage continues the design from cycle I, but with a few changes based on the results of cycle I's reflection.

The Cycle II action planning was developed to improve the previous cycle's plan based on reflections, theoretical and practical considerations, and written tests. Corrective actions were established, and students were given improved reading results. Collaborators improved techniques, while researchers provided examples for students to imitate. This plan was intended to improve reading comprehension.

In the *cycle II action implementation*, students used SFL-R2L to identify and correct mistakes in English vocabulary and sentences. Researchers and collaborators observed and recorded important events during the action implementation process. The lecturer analysed each stage of learning, discussing errors in practice questions. The lecturer concluded the learning process by motivating students to repeat lessons at home and continue practicing English reading skills.

At the *cycle II of classroom observations*, students' English text reading skills improved in five aspects. Students were enthusiastic about participating in practice questions, improving genres, interpretation, textual relationship, fluency, and comprehension. They were able to identify the text types various sentences from reading books and overcome limitations in vocabulary. Unrelation to text were reduced due to mastering vocabulary before learning. Interpretation and fluency improved significantly, and students were able to retell the results of their readings. The next cycle will focus on improving areas that still need improvement.

After the action was completed, the researcher and collaborator conducted a *cycle II of reflection* on the ability to read English texts that had been taught in the learning process in the classroom. The positive response of students in the second cycle was maintained. They did, however, emphasize the importance of clearer instructions, self-confidence, and on-time assignment completion. They proposed that researchers and collaborators supervise students to ensure that tests are completed within the specified timeframe.

In conclusion, the research in cycle II has not achieved its goal, indicating the need for Cycle III learning. The action hypothesis suggests providing appropriate stimulants, clear instructions, reducing student dependence,

efficient time allocation, understandable reading materials, careful control from lecturers, clear classroom stages, and opportunities for student questions.

Cycle III

Following two cycles of meetings in cycle II, the researcher saw no improvement in their target achievement. The next stage, cycle III, was designed in the same way as cycles I and II, but with adjustments based on the reflection results from cycle II.

The Cycle III action planning. The researcher conducted a study on students' English language learning, focusing on cycle II and III. They introduced lesson material, prepared learning plans, and encouraged active practice. The study continued in cycle III, focusing on consolidation actions. The planning process included adding and updating actions based on reflections and revisions, aiming to maximize improvement in students' English language skills.

In Cycle III action implementation, students used Systemic Functional Linguistics-Reading to Learn to identify mistakes in English vocabulary and sentences, and accurately describe reading materials. Researchers and collaborators observed and recorded important events during the action implementation process.

At the *cycle III of classroom observations*, the implementation of the Intermediate Reading class in cycle III improved in presentation of materials and evaluation. The course instructor conducted observations, focusing on the suitability of the learning event. Students were enthusiastic about the material and engaged in discussions. The implementation of learning through SFL-R2L improved students' responsiveness and confidence in choosing correct reading materials.

In the cycle III of reflection, the researchers and collaborator evaluated the Intensive Reading material for second semester students at the University of Muhammadiyah Jakarta, revealing a significant improvement in reading skills. The study found that 81.2% of students received satisfactory grades, indicating a positive impact on the students' reading abilities. The lecturer's performance was optimal, with students demonstrating their reading results in practice questions. The study concludes that the lecturer's efforts have led to a significant improvement in students' reading abilities.

The research findings were based on three cycles of action research on improving students' English reading skills using Systemic Functional Linguistics-Reading to Learn (SFL-R2L). The research findings were based on qualitative data collected from observations of the lecture process at each meeting from the first to the third cycles. The material provided was appropriate for the students' skill level, which was intermediate. The five aspects of mastering English reading skills are interpretation, genre, text relationship, fluency, and comprehension. The student pre-action test results showed a percentage of 42%, which is still considered unsatisfactory. Because the increase in cycle I, which was only 53.2%, did not meet the desired target, Cycle II was carried out.

Although the results in cycle II had improved, with a total student score of 69.6%, they were still quite satisfactory, indicating that cycle III was required to achieve better results. According to the findings in cycle III, there was an increase in all aspects of the assessment criteria, resulting in a final score of 81.2%, which exceeded the target achievement determined in this study, so the next cycle is unnecessary.

The Results of Improving Students' English Reading Comprehension through SFL-R2L

The results of improving students' English reading skills using Systemic Functional Linguistics-Reading to Learn (SFL-R2L) are as follows:

1. The results of the cycle I action, obtained from 30 students, revealed an increase in their English reading skills test scores. If the average score in the initial pre-action test was 42, the average score in cycle I's final test was 53.2. In this assessment cycle, six (20%) of the thirty students received scores that indicated a reasonably satisfactory skill level. Meanwhile, eighteen (60%) students scored below satisfactory. The remaining six (20%) students received scores indicating very poor skill level. Students achieved a maximum score of 63 and a minimum of 30.
2. The results of the cycle II action, which included 30 students, revealed that their English reading skills test scores had improved. If the average score in cycle I was 53.2, the average score in cycle II's final test was 69.6. Twenty-two (73%) of the thirty students received scores that indicated a fairly satisfactory level of skill. Meanwhile, eight (27%) students received scores below satisfactory. Students received a range of scores, from 67 to 50.
3. The results of the cycle III action, which included 30 students, revealed a significant increase in their English reading skills test scores. If the average score in cycle II was 69.6, it increased to 81.2 in cycle III's final test. During this assessment cycle, sixteen (53%) students received scores that indicated a fairly satisfactory skill level. While one student (3%) received an unsatisfactory skill level score, thirteen other students (44%) received a satisfactory skill level score. The highest

score obtained by students was 83, and the lowest score was 53.

CONCLUSION

The following research conclusions can be drawn from the presentation of the research results and the researcher's observations, field notes, observations and reflections on learning, as well as the discussion of the research results.

The Systemic Functional Linguistics-Reading to Learn (SFL-R2L) technique has been found to increase student involvement in English reading learning. This is evident in students actively asking questions, reading materials in depth, and doing assignments. The technique also makes the lecture process more enjoyable for students who struggle with reading English. The research aimed to solve the problems faced by students with low English reading skills.

A pre-observation activity revealed that second-semester students of the English Language Education Study Program at Muhammadiyah University of Jakarta had minimal English reading skills. The researcher identified the problem and found a solution using SFL-R2L, which allowed students to take lectures with enjoyment. The study involved three cycles, each involving test and reflection stages. The material provided was adjusted to the students' intermediate level, covering five aspects of English reading ability: pronunciation, readability, vocabulary, fluency, and comprehension.

The results showed that the first cycle of SFL-R2L increased students' average scores, but not enough to meet the target achievement of 75%. A further cycle was conducted to improve English reading ability, with the final student score exceeding the achievement targets. In cycle III, students actively participated in the lecture process, increased motivation, and became more comfortable using various reading materials.

ACKNOWLEDGEMENT

We highly appreciate the funding and support provided by Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM) Universitas Muhammadiyah Jakarta (UMJ) to carry out this research. The Faculty of Education is also recognized for providing the necessary tools and facilities for the research. Thank you to all the students who agreed to participate in this study.

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