Implementing Joint Rewriting using Logistics Text for Informatics Engineering Students in a Polytechnic in Bandung, Indonesia

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Abstract: The study was to implement Reading to Learn Program using Logistics Texts for Diploma 3 students of Informatics Engineering Study Program in a polytechnic in Bandung, Indonesia. One of the purposes of the study was to see the students' responses toward the activities in the program cycles, one of which was the Joint Rewriting. The paper aims to explain in details and step by step Joint Rewriting, one of the activities in the program cycle, and focuses on how the scaffolding learning cycle was implemented. Furthermore, another aim of the paper is to show clearly the implication of the scaffolding theory, which one of the fundamental theories lies behind the study, on reading and writing activities. The theoretical framework of the study is based on theory of Bruner's Scaffolding, developed by David Rose (2006), Genre Based Approach, and the theory of social psychology learning from Vygotsky, where teachers are as the foundation of learning until students can independently learn in the end. The paper qualitatively explains the method of teaching writing using Interaction Moves (Rose, 2008), where the data came from classroom discourses and observations. The results show that the prepare interaction moves in classroom enabled students to comprehend step by step how to write new text in Joint Rewriting Cycle, to understand the logistics texts contextually, and to produce new texts together based on the model texts.

Keywords: Reading to Learn, scaffolding, logistic, genre based approach, teaching writing

Introduction

At the level of higher education, students' reading development should have reached the level of learning to learn from reading. However, the acquisition of skill in reading acquired by students from the early years differs from one to another which results to different level stage of reading skill. In a polytechnic in Bandung, Indonesia, another problem is encountered in term of reading skill, which is the ability of learning to learn from a reading of specific text, that is logistic texts as the main field of the polytechnic. So, it is needed to prepare the students from learning to learn to independent learning to academic genres and academic study.

One of the reading programs adapted to solve the problems and to prepare students for learning to learn at the polytechnic was Learning to Read: Reading to Learn (LRRL) by David Rose, as the program was successful in literacy teaching over three decades in Australia. This study implemented the Reading to Learn Program where logistics texts used for Diploma three students of Informatics Engineering Study Program in a class of thirty students. This paper will explain the results from one of the research questions; how students responded toward one of the activities in the program called the Joint Rewriting. The paper also aims to describe in details and step by step the cycle of Joint Rewriting and to show clearly the implication of scaffolding theory on reading and writing activities.

Theoretical Framework

The theoretical framework of the study is based on the theory of Bruner's Scaffolding, developed by David Rose (2006), Genre Based Approach, and the theory of social psychology learning from Vygotsky,

where teachers are as the foundation of learning until students can independently learn in the end. The paper qualitatively explains the method of teaching writing using Interaction Moves (Rose, 2008) in the Joint Rewriting cycle, where the data came from classroom discourses and observations. So, the analyses were based on the scaffolding learning cycle as in Figure 1, and distilled in eight types of interaction move as follows:
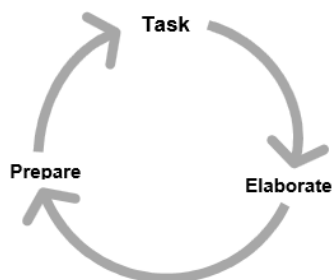

Figure 1. Scaffolding Learning Cycle

The interaction moves are:

1. *Query*: teacher asks a question without preparing (or students ask question)
2. *Prepare*: teacher provides information to enable successful responses
3. *Identify*: students identify element in a text
4. *Select*: students select elements from experience
5. *Affirm*: teacher affirms student responses (or students concur)
6. *Reject*: teacher rejects response by negating, ignoring or qualifying it
7. *Elaborate*: define new terms, explain new concepts or relate to experience (by the teacher or through discussion with students)
8. *Instruct*: teacher directs an activity

As for the whole LRRL Program, the cycle below shows each step of the activities of the program (Rose, 2008, see also Rose & Acevedo, 2006, Acevedo & Rose, 2007):
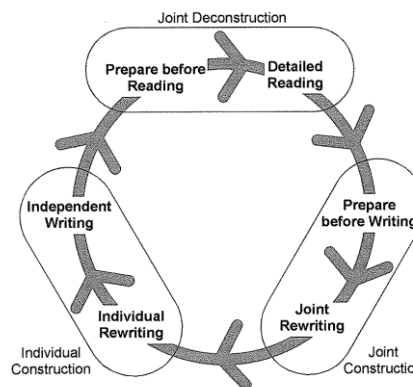

Figure 2. Reading to Learn Curriculum Cycle

We can see from the cycle above, before Joint Rewriting, students are being introduced how to do the task before they first perform the reading and writing independently, called Preparing before Writing. This is what Rose means by scaffolding "preparing learners to perform a learning task successfully by showing them how to do the task" (2006:7).

Joint Rewriting is where students in turns write sentences of a text on whiteboard, which has close pattern with the discussed texts of narrative on Detailed Reading phase, based on the notes made on Preparing for writing. In this phase, students are supported and facilitated in arranging words in sentences, especially adjectives and adverbs, with the appropriate grammar feature of the narrative genre.

In this study, the joint rewriting was done in group and individually. The reason is that writing sentences of a text on whiteboard in group can make students help each member of the group with some ideas. Another is that the class will have several new texts on whiteboard which can be compared and discussed together and give more models to the whole class (Rose & Acevedo (2006:39), Acevedo & Rose, (2007:4), Rose, 2008, Gibbons, 2002:61, Gibbons, 2009:116).

Data Analysis

One of the texts used in the study was *Logistics Information Systems* (LIS), from *Fundamental Logistics*, CII Institute of Logistics. The aims of the activity on Detailed Reading using this text were to

introduce LIS to the students of Information systems, to describe the function of LIS, and to learn the language used in the text. The teacher explained in brief what they were going to read, mentioned the aim of the text, and read the whole text before discussing in detail in Detailed Reading cycle.

Here is the first paragraph of the text, showing the introduction of LIS:

> Logistics information systems are the means of capturing, analyzing, and communicating information related to logistics and supply chain management. Information was largely paper-based during the past and thus resulted in slow, unreliable, error-prone transfer of information. Now, with technology becoming user friendly and also less expensive, logistics managers can effectively and efficiently manage information electronically.

The discourse from the paragraph can be seen from the table below:

Table 1 Teacher – Student Exchange on the first paragraph

Teacher	Well, from the first paragraph, we can see the definition of LIS. On the first sentence you can find a word saying that it is a tool. Can you find on the first sentence?	Prepare
Student	Yes	Affirm
Teacher	What is it?	Prepare
Student	Capturing	Identify
Teacher	No.	Reject
Teacher	On the first sentence you'll find a word saying that LIS is a tool.	Prepare
Student	Oh Ya	Affirm
Teacher	What is it?	Prepare
Teacher	It also means the way.	Prepare
Teacher	Yes what is it?	Prepare
Student	The means	Identify
Teacher	Yes, the means.	Affirm
Teacher	So, when you find the word means, it means	Elaborate

	the way.	
Teacher	It's a tool. So, LIS is the tool, the means.	Elaborate
Teacher	Highlight the word means.	Instruct
Teacher	So, LIS is the means of?	Prepare
Teacher and Students	Capturing, analyzing, communicating……..	Confirm

The teacher made prepare moves to guide the students to the first sentence from the first paragraph. It was to show the students that the first sentence was to describe the definition of LIS, and the teacher stressed on the use of the definition language. The prepare move was successful as the student was able to affirm the word questioned, and the teacher made several elaborate moves to extend what the functions of the language.

Here the teacher also aimed to show the use of past tenses and the functions, seen in this table below:

Table 2 Teacher – Student Exchange on the first past tense language used

Teacher	Take a look at the next sentence.	Instruct
Teacher	It uses was, information was. It uses what tense?	Prepare
Students	Past	Identify
Teacher	Right. Oh, what happened in the past?	Affirm, prepare
Students	Paper based	Identify
Teacher	Ya, paper based.	Affirm
Teacher	So, in the past the media for information was?	Inquiry
Student dan Teacher	Paper	Select
Teacher	Here, what words showing it happened in the past?	Prepare
Student	Was, past	Identify
Teacher	Ya, during the past. That is the information we get on the sentence.	Affirm, extend
Teacher	So what is the impact? What word showing the impact?	Prepare
Students	Slow	Identity
Teacher	Resulted, meaning the impact. With paper based resulted on?	Reject, prepare

Student	Slow	Identify
Student dan Teacher	Slow, unreliable , error prone transfer of information	Affirm

The teacher made the prepare moves to prepared the students with the function of past tense and what happened in the past with the media of information. So, it is more contextual to see the function of past tense in the text and the use of the word impact in the past.

On the next paragraph, it is where the function of LIS is explained.

Table 3 Teacher – Student Exchange on the functions of LIS

Teacher	The next paragraph we will discuss the functions of LIS. This has triggered the need for effective logistics information system. The functions of the logistics information system are as follow: planning, coordination, customer service and communication.	Prepare
Teacher	So, the first function of LIS is?	Prepare
Student	Planning.	Identify
Teacher	Planning.	Affirm
	Planning is very important also ya. If you want to do something you need to do prior, you have to make some planning.	Elaborate
Teacher	And then coordination, customer service and communication. The last is controlling, as discussed previously.	Elaborate

On the functions of LIS, the teacher made prepare moves to highlight clearly on the text the functions mentioned. Again, elaborations were made to understand the text contextually. So, prepare moves were made to accomplish the purpose of the learning and the purpose of the text itself. Every plan on the lesson plans for the specific learning outcomes is outlined on the prepare moves and the understandings are extended on the elaborate moves.

Moving to the next cycle, Joint Rewriting, the text of LIS was the model for the writing activities conducted in classroom together with the members of class. It was also adapted on what Rose had done on his studies, before Joint Rewriting started, the teacher asked the class what topic they were going to write. Eventually, they agreed to write about GoJek, an online application for rides, food sending, packaging, etc. Then, they wrote in turns on the board with the help from other students. If a student was able to finish a sentence by following the model text, they did not need guidance from the teacher or their friends. However, if a student was not able to finish the task, a clear guidance must take place.

The model text started with the introduction of LIS, so the text was being made on the Joint Rewriting also started with the introduction of GoJek, as can be seen as follows:

Table 4 Teacher – Student Exchange on making introduction (Joint Rewriting)

Teacher	What we are making now on the first sentence?	Prepare
Student	Introduction	Identify
Teacher	Yes, we are making the?	Prepare
Student	Definition	Identify
Teacher	Definition...Yes, definition!	Affirm
Teacher	The first thing we need to tell the reader is the definition. The sentence has to use 'to be'. On the LIS text, it uses 'are' because the subject is plural. So, if the subject is GoJek, it uses 'is'.	Elaborate
Teacher	The word is going to be use so you just follow what it is written there.	Instruct
Teacher	What is the meaning of *the means*?	Prepare
Student	Tool	Identify
Teacher	Ya, a tool.	Affirm

To make the definition is the first part written in the text, and it is observed that the teacher did not necessarily ask students to define GoJek. The teacher explained in advance the model text where the sentence definition came from, to be and the difference of to be 'is' and 'are' The explanation is done verbally, and briefly. In essence, the teacher

shows the student that the first part of the text (usually) is a definition.

The text given had been prepared by the teacher in such a way that in the text contained the vocabulary that had been used in the previous text, so that students were reminded of the previous vocabularies. Students were also asked to replicate the sentence patterns present in the text during the writing process.

This is the interaction happened when a student wrote on the board making an introduction sentence.

Table 5 Joint Rewriting Activity - 1

Teacher	OK, let's help Zul make the first sentence	Instruct
	(Zul turned around to his friends, meaning he asked for help)	
Student	Gojek is.....	Instruct
Teacher	Look at the previous text. The to be uses *are* because the subject (systems) is plural. Now, we use *is*	Instruct Prepare
Student	Gojek is.... (Zul started writing on the board)	Instruct
Teacher	Let's see the previous text	Instruct
	Gojek is the means of	Prepare
	(Zul asked for help again)	
Teacher	Gojek is the means of alternative transportation… Continued with *related to*. *Related to...?*	Prepare
	(No one answered)	
Teacher	We need to think about this. The first sentence has to give clear meaning and defition.	Prepare
	(Student still did not know what to write)	

The teacher explicitly showed the words into sentences. The teacher contextually showed to use the subjective agreement to all students, not just to the students who wrote on the board. Some students may have understood, but some not. But basically, the teacher showed how to write contextually.

The definitions on the new text still remained to be imitated on the structure of the model sentence because the student who wrote on the board still did not know what to write. Here the teacher asked the students to complete the task following the structure

of the model text. As the process of writing was not smoothly done, the teacher continued to guide the student with the prepare move

Actually, students were allowed to try their own sentences, if they were able to, but quickly corrected by the teacher if making a mistake. It can be seen that students did not know there was an adjective clause to be considered (related to ...) in the reading, so they did not imitate it and assumed their sentence was over, but the teacher quickly corrected it.

With a better understanding student, the prepare moves and identify moves mostly happened. And these can be a good example or model for other student for more understanding on the writing process, as followed:

Table 6 Joint Rewriting Activity - 2

Teacher	Next. (Next student wrote on the board)	Instruct
	Let's see the model sentence It uses 'was'? Meaning something happened when …?	Instruct Prepare
Student	In the past	Identify
Teacher	Meaning we are discussing transportation in the ….?	Prepare
Student	Past	Identify
Teacher	Such as?	Prepare
	(Nanda immediately wrote on the board, he did not need guidance.)	Instruct
Teacher	On the previous text, the subject is information, what are you writing there, Nanda?	Prepare
Student	Transportation	Identify
Teacher	Transportation , that's right.	Affirm
Student	Ooh	
Teacher	That's how you do it	Extend
Student	Yes	Affirm
Student	Shall I use 'in the past' or 'was'?	Inquiry
Teacher	You can use both. Using was lets us know that it happens in the past. If you want to stress the time more, you can use in the past.	Affirm Extend
Teacher	Here (previous text) was paper-based. What about transportation in the past was …	Prepare

	(Student raised hand)	
Teacher	Was apa ya?	Extend
Student	Ojek Pool	
Teacher	Transportation in the past, we count on?	Prepare
Student	bicycle, becak	Identify
Teacher	No. More like how or the way.	Reject Elaborate
Student	Ooh	Identify
Student	To come to	Identify
Student	Waiting	Identify
Teacher	What was the means of transportation in the past ?	Identify
Student	Walking	Identify
Teacher	If information is paper-based, the transportation was….?	Prepare
Student	Offline	Identify

Here the student had his own idea to write the sentence following the model text, but still the role of the teacher to guide him by making the prepare moves was still needed to make a successful task and give understanding to others. It is what is meant by scaffolding cycle by Rose.

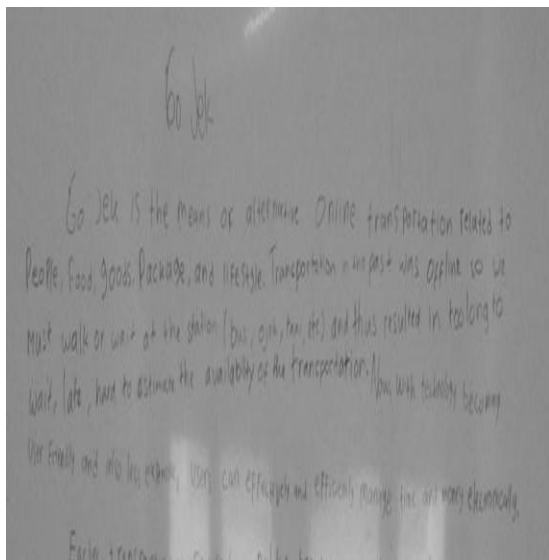Here is the text produced from the Joint Rewriting activity:

Figure 3. New Text from Joint Rewriting

Conclusion

The results of the Joint Rewriting Text show that the prepare interaction moves in classroom enabled students to comprehend step by step how to write new text in Joint Rewriting Cycle. Still this had to be done using many prepare moves to guide the students in understanding the logistics text contextually, and to produce new texts together based on the model texts, and use the elaborate move contextually to give more examples and understanding. Identify moves helped the teacher to see whether prepare moves had been implemented accurately and based on the needs of the students.

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