

PORTRAYING THE PRACTICE OF READING TO WRITING MOVEMENT: HOW DOES IT WORK FOR STUDENTS' EFL WRITING?

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Abstract: This study outlines the practice of the Reading-to-Writing (RtW) movement in EFL writing classes and its contribution to students' writing quality. Process approach writing becomes the underlying principle of the process of discovering meaning in writing. The practice could be strongly seen by exploring essay writing class as it is the stage for students to enter other academic writing. This study was based on teacher-researchers own practice in teaching essay writing. The data were classroom practice and students' essays. The classroom practice was analyzed based on the theory of process writing, and the essays were analyzed based on the characteristics of a good essay. It was found that the practice of RtW was manifested in the form of annotated bibliography writing. It allows students to be familiar with the anatomy of the article to cite. Furthermore, students were trained to allocate the most relevant information to support their ideas. For further study, exploring another practice of RtW will be worth doing to advance the empirical supports for strengthening the connection of reading and writing.

Keywords: *Reading-to-Writing, essay writing, annotated bibliography*

INTRODUCTION

Reading-to-Writing movement (RtW), which is considered a way out for improving the quality of writing for students, has not gained its significant role and position. RtW is an activity involving reading some relevant resources before asking students to write. The involvement of reading activity so far only emphasizes analyzing the writing patterns, such as the position of the thesis

statement, the organization, the transition signals, and the rhetorical features (Lee et al., 2016). It is obviously essential to familiarize students with how a text is written; however, RtW should be treated more than that. Students need to be exposed to RtW to better the aforementioned aspects and the content of writing. Content of the writing has been given the most considerable portion in assessing students' writing, but it is not seriously noticed how to help students gain better content. This situation should be responded to as a serious issue. Better content of writing is impossible without reading before writing.

Research on the reading and writing relationship has revealed its significance effects on students' organization of idea. More specifically RtW research emphasizes a number of factors from existing studies it appears that attention is not given to the use of models in the learning process. RtW movement has been essential to support the writing process (Shin & Ewert, 2015). It helps students gain much information to support their topic (Plakans, 2009). Students need a time and space to read before writing.

This paper responds to the tendency of research to see aspects of reading in writing by directing the attention to the evaluation and development of the formulation of RtW activities that enable the problem of poor writing quality to be resolved. Accordingly, two questions can be formulated: 1). How is RtW movement practiced?, 2). How do the practices contribute to students' writing?.

This paper is based on three assumptions. First, RtW as a support activity in the learning process is transforming activities in the writing process from mechanical activities to more content-oriented activities. This shift requires adaptations for its success. Second, the success of RtW as a model of activities oriented to the quality of writing is constrained by individual factors in line with the transformation of the learning system that relies on the ability to use related reference sources to develop writing. Third, the success of RtW requires a model that is accommodating to the needs of students. In other words, the success of an RtW model is determined by how accommodating the model is to the reading and writing abilities of the students involved. The movement strongly supports students in shaping and generating ideas. And, indirectly the movement directs them into knowledge on organizing ideas and technicality. Unfortunately, most teachers do not realize its role in students' writing activity. This situation, in many cases, blocks the students' freedom to explore more about the topic being writing and more resources to add.

LITERATURE REVIEW

Reading-to-Writing for Discovering Meaning

The shifting orientation from product to process writing has influenced its pedagogical practice. Equipping students with activity to gain more information for their essays cannot be avoided anymore. By process writing, students have sufficient space to explore relevant resources to shape the essay. Reading before writing leads to direct effects on students' essay. In the organization area, students indirectly imitate the pattern of the journal article being read (Racelis & Matsuda, 2013). The systematic organization of the article could be a model in placing ideas in the organized way. In terms of language, it is evident that students are exposed to academic sentence construction.

The term RtW can be seen from two perspectives: pedagogical and theoretical. The pedagogical perspective refers to instructional tasks that combine reading and writing for various educational purposes (e.g. summary writing as a learning tool). The theoretical perspective is more closely associated with the underlying abilities that learners display when performing these tasks. The reading-to-write construct can be examined from a reading, writing, or constructivist approach depending on the importance of literacy skills. From the reading perspective, reading-to-write involves either reading to learn or reading to integrate information. When reading to learn or integrate, reader/writers construct elaborate models of the text structure and situation, enabling them to select information from the source text, evaluate it, and use it for writing purposes.

From the writing perspective, cognitive-affective model of writing offers a reasonable explanation of the role of reading in writing. Reading comprehension, a central feature of this model, serves three purposes: to access topic knowledge, understand the tasks, and revise or evaluate the written outcome. From the constructivist perspective, reading comprehension and composing are seen as processes of building meaning. In other words, the reader/writer establishes new meanings from the reading that they later articulate on paper. The meaning construction occurs employing three key textual operations: organizing, selecting, and connecting (Asención Delaney, 2008).

The high demand for academic writing resulted in big consequent for students at high level of education. They must gain more and more exposure

before writing. This kind of shifting movement has been the effort to face the demand for academic writing. The manifestation of this movement could be seen at 'library research' stage in process approach writing (Biber & Gray, 2010). Meanwhile, research on using annotated bibliography in essay writing (Cimasko et al., 2009). The essence of writing skills as a process of searching for very complex meaning is the potential for non-functioning RtW as expected (Englert, 1992). Low motivation to read and the inability to process reading sources can bring up the situation. The research findings show that students have difficulty reading critically reference sources as a capital to develop ideas and not finding a structured pattern for the R-to-W process (Fitzgerald & Shanahan, 2000). RtW in writing is considered as a complement and prone to cause seriousness in doing so if it is not managed properly

So far, writing class has facilitated the students' reading activity known as library research before they write. It has been commonly found in a writing class with process approach. The reading activity was used to gain information related to the students' topic. The form of the tasks is, sometimes, differently done. Summary and response essay writing is mostly assigned to the students (Latif, 2013). The activity helped the students to gain much relevant and sufficient information to generate ideas. The findings showed that students were more confident and fluent to develop ideas as they had much information. The importance of reading to writing has been investigated to justify its effects on students' writing.

Bringing Reading-to-Writing into EFL Writing Class

Applying RtW could be in various ways. In this study, RtW is manifested into annotated bibliography writing. An annotated bibliography has been popular and commonly used among researchers who researched particular topic. This way is to back up the researchers' arguments and claims. It is for strengthening the topic s/he develops as it provides specific information about the bibliography being used. Through annotated bibliography, a researcher can show their expertise and her deeper understanding of a topic discussed. Moreover, a researcher should explain the content of the sources, assess the usefulness, and share the information to those unfamiliar with the topic. The importance of annotated bibliography in writing activity cannot be ignored (Nunn, 2011). When students read relevant resources to support their ideas, they involve a cognitive process to evaluate the resources. Selecting the most relevant resources needs to have high order thinking. Evaluating before

deciding to cite cannot be skipped during RtW, which means students raise their critical thinking by reading the references.

The evidence also offers from RtW is students' understanding of the topic being writing is comprehensive. Reading the resources helps students to be familiar with the topic they want to develop. Students get rich information to support their ideas. It is in line with a study from (Biber & Gray, 2010) that found reading before writing provides topic familiarity. Making relevant citations from objective evidence validates students' ideas. Reading the resources gives strong justification on the claim or opinion or ideas considered a subjective point of view. Academic context requires much objective evidence to show the quality and validity of the writing. When students are doing RtW, they are situated into a professional conversation. It encourages them to initially involve into academic demand in delivering the meaning of their piece of writing. Students are member of academic community who are going to engage with various academic writing projects.

Annotated bibliography is bibliography which has note and summary (Pimsarn, 2013). It is written for writing or research purpose. A writer is expected to write an annotated bibliography before starting to write the composition or research as it will provide insight to the topic that is going to develop. The purpose of annotation is to provide the students, in sense, with a summary and an evaluation on the relevant sources. This annotation is very beneficial to do further essay writing, an annotated bibliography may be one stage in a larger research project, or it may be an independent project standing on its own. It means that writing annotated bibliography before writing is a critical activity to do.

Here, the students have to find any relevant articles to their topic and identify some objective evidences. And also the students are required to analyze the organization of the ideas. This activity provides an opportunity to gain information for supporting ideas and get a model for organizing ideas. Moreover, this activity aims to show the students that there are many ways of writing ideas. Another contribution of reading activity before writing can also improve the students' writing skills and other language skills such as reading, style, general knowledge, thinking and logic and vocabulary enrichment.

METHOD

Data collection

Descriptive qualitative was used to explore the practice of RtW in EFL writing class and its contribution on students' essay writing. It explores the activities of reading before students write their essays. All activities were described to gain holistic ideas of RtW. It was begun with students' activity to find any relevant resources to be used as supporting details. Then, continued to writing the annotation from the resources and ended by citing the information into the essay. This study also explored the contribution of writing the annotation to students' essay. The contribution was seen from the quality of writing and students' responds. The data source were students of English Language and Letters Department who were taking Essay Writing course. The researcher did not choose based on the academic qualification as they were voluntarily involved in this research, therefore, the researcher recruited them by informing for research participation. The participants were asked their permission for allowing the researcher used their essay and responded as data.

The key instrument was the researcher herself as data collection and analysis were done by herself. Questionnaire was used to get the students' responses on annotated bibliography in their essay writing. Observation sheet is used to get the classroom situation while using annotated bibliography and to gain the data about the students' improvement in developing ideas. Finally, interview is used to get the data about the students' comments and problems faced in using annotated bibliography and get information about the students' improvement.

The data were the students' essays which will be firstly collected by asking the students to write essay based on the topic of interest. The first essay was used as the starting point to see the students' writing performance. After that, the researcher asked them to write the second essay based on their interest. Initially, they must find any information related to their topic taken from different kinds of resources. To collect the data about the students' written and oral comments about using annotated bibliography in their writing class, the researcher distributed questionnaires and interviewed them.

Data analysis

The data were analyzed by evaluating the content of the students' first essays. It was seen from the evidences used to support the topic. The researcher, firstly, identified both subjective and objective evidences. It showed the way the students develop ideas without using annotated bibliography. Then, the data on annotated bibliography were analyzed from the elements mentioned by the students related to the information they got from the relevant articles. The students' second essays were analyzed from the content and ideas development. In this stage, the researcher evaluated whether the annotated bibliography before writing the essay contributes to the students' essays improvement. The researcher identified and analyzed by focusing on objective evidences (evidences taken from authoritative sources: textbooks, journal articles, etc) quoted by the students to strengthen their explanation. The data on the students' written and oral responses to the annotated bibliography will be analyzed qualitatively as it needed interpretative analysis.

FINDINGS

The findings cover the display of students' essay and the description of RtW practices. It also includes the students' comments on the use of annotated bibliography. Pseudonym was used to name the students to keep the confidentiality.

The students' first drafts were written after the first meeting. The researcher let the students wrote an essay based on their interests. It was to see the students' writing skill. From the students' first draft, the common mistakes have been made was lack of thesis statement, having more than one controlling ideas, the issue of coherence, the incomplete essay, and lack of objective evidence. Those findings on the students' mistakes are in the following detail

I. Lack of Thesis Statement

When I was in Senior High School, my brother and I were driving a motorcycle to visit my sister who joined her school camping in "Gunung Kawi". My brother asked me to although I am not professional driver yet. I could drive just several weeks before...(Introductory part).

The student has made an incomplete essay, which does have any clue for the thesis statement. It commonly happened at the beginning of writing the

draft. It means that there was ignorance on it. The introductory part told us that the thesis statement was not available. If it was there, it was not an opinion or an idea which means that it was a fact as shown in following data:

When I was senior high school, I stayed in boarding school. There are many activities in this boarding school. For example: we must study Arabic language in the morning. English language in the afternoon, and joined computer course every Sunday afternoon. Everyday the schedule always full, so we did not have much time for took rest.

The data explained that the introductory paragraph written by KN was very confusing to understand as it did not focus what KN wanted to explain. It means that KN did not use one controlling idea in her introduction. Other students commonly wrote this kind of introduction. The focus being discussed was not clear.

II. Having more than one controlling ideas

Another problem found was the thesis statement consists of many focus. It made the student difficult to decide which focus needs to explain. It can be seen from this data:

There was a young girl teacher, she names was Mrs. Ani. She was beautiful, clever, smart and friendly teacher. She taught English lesson in Junior High school in her village.

One day, when Mrs. Ani went to the school, it was the first day for her to teach. She met old poor widow in street, she felt pitied to her, and then she gave her some money.

In the first meeting, all the students loved her because she could make the class interested and make the students enjoy studying with any education games. Sometimes, Mrs. Ani gave present to the students who won the game, therefore, the students were pleased when Mrs. Ani taught their class. Mrs. Ani is smart and friendly teacher who always make with any education games.

The data showed that the thesis statement had more than one controlling idea. It was a common mistake happened. The students thought that having many controlling idea will help them to write a better essay. The effect of this was, the students' essay was not coherent and unified. This mistake resulted from students' limited exposure to essay models and limited time to read many essays model.

III. The Issue of Coherence

The data also explained that the students could not successfully develop the essay well-structured and systematic. They still present different idea in the paragraphs followed. For example, at the introductory paragraph, (Un) wrote

that the teacher was beautiful, clever, smart, and friendly. However, the body paragraphs did not represent those opinions. The opinion should be developed into relevant supporting details such as how beautiful she was and how smart she was. In these findings, I can take a tentative conclusion that the students did not understand how to develop the controlling idea into very well-elaborated content. This situation happened as the students did not use to read a lot before developing the essay.

IV. The Incomplete Essay

One student (Md) wrote only one paragraph. It was still out of expectation. In this writing II, the students were expected to write five-paragraph essay. It must include one introductory paragraph, three body paragraphs, and one concluding paragraph. The example is:

One day when I was in Senior high school, my brother and I were driving motorcycle to visit my sister who joined her school....Then, we arrived to "Gunung Kawi" in safety....I still drove fastly and when I must stop my motorcycle, but I did not do this....Finally, I had to crash something. I had to stay in hospital for several days because of this accident.

The data explained that Md did not understand what she should do in writing II class. In her mind, writing was in the form paragraph only. Based on my analysis, I can say that Md still had problems understanding what the essay is, and how many paragraphs should be involved.

V. Lack of Objective Evidences

The most commonly found in the students' essays was that those did not have sufficient evidence that strongly supported the essays. The essays still were based the students' subjectivity. It means that when they explained the experience on English language teaching and learning, they totally used their own judgment. The essay written by Kh showed the finding:

When I was senior high school, I stayed in boarding school...(p.1). Every morning we have to study Arabic language...Even though some of them often got punishment they still did not obey the regulation.

When Kh stated that the punishment given to the students who break the rules, the objective evidences to strengthen her judgment cannot be proved. In academic writing, the writer must be able to support the opinion with objective evidence as these will justify the writer's position as a member of the academic community. This kind of essay was considered as personal experience, and suitable for writing in personal setting. However, as the focus of writing lesson at university is to enhance the students' skill for academic writing, this essay

was not suitable. The students did not use to synthesize information from different sources for additional support. It could happen as they thought that writing academic writing skills is one way to produce an essay. And also, the students did not realize the importance of exploring relevant articles to support the essay. Actually, this was not totally the students' mistake as they used to facilitate to product approach.

The Practice of RtW

Before writing the next essay, students were given explanation on the elements of essay. The first point was about the introductory paragraph and the common methods of writing introduction. It made them aware that beginning of essay can be started with various ways. The explanation also covered the thesis statement which covered the characteristics of a good thesis statement. Coming to the discussion on the body paragraphs, it was time to straightforward students to involve objective evidences for claim justification. Firstly, students were asked to find a topic to write then they were given time to find relevant article to support the ideas.

Examples of annotated bibliography were given as the guideline for students. After reading the article, students directly write the annotation representing the entire content of the article and its points of relevance to support the students' essay. The following examples are students' annotated bibliography.

Name : SC

Annotated Bibliography

The following annotated bibliography is presented to support my topic. My topic is **accelerated Class Program in Indonesia**.

ENTRY I

Fachmi, Mohammad., Achmad, Maulana., Yusuf, Arief Anshory. (2011). Acceleration or Internationalization? A Cost-Effectiveness-Analysis of Improving School Quality in Indonesia. *Center for Economics and Development Studies (CEDS) Padjadjaran University*, 201106, 2-15. Retrieved November 9, 2012 From www.equitablepolicy.org.

Through this research paper, the writers try to find the effectiveness of applying the education law number 20, 2003 that the existence of International School Program and Acceleration Class Program are to enhance the quality of education in Indonesia. In addition, acceleration program is an intervention on educational program where students may have study at a faster phase or at a younger age than a regular program (Pressey (1949) as cited in Fachmi, Mohammad. et al (2011)). Also, international school program is an internationalizing school which has International curriculum. Moreover, the data states that many schools compete to brand them with ISP (International School Program) and Acceleration class program. However, both of the two programs have some disadvantages.

This research is relevant to support to my topic because the writers disagree with those two

programs. Moreover, acceleration class program and ISP need high budget, lack student's social adjustment, and force students to finish their study faster. The finding report states that ISP spends 59 billion rupiahs billion and accelerated class program spends 80.319 billion rupiah from government's budget in 2007. Also, this research reports that students who participated in acceleration class program have low social adjustment than students who did not participate in that program (Farikah (2006) as cited in Fachmi, Mohammad, et al (2011)). Moreover, both of acceleration program and ISP believe that those programs are just for special talented students. Also, the writers argue that those two programs are places for talented students who have been proved by IQ test. Furthermore, the writers argue that ISP and acceleration program is not appropriate because of those reasons above. In short, this research is beneficial for me in exploring the weaknesses of ICP and Acceleration Class Program, but the writers do not explore more the advantages of those programs. So, the writers do not provide balance information about the advantages of those programs.

Name: NC

Guajardo, M. Success..... for Low-Performing English Language Learners in an Accelerated Learning Program. *JALT (Journal of Accelerated and Teaching)*.27. 4-21.

According to Guajardo as the researcher, the circumstance of accelerated learning program is suitable for all learners, especially for students who focus on language learning. He argues that the accelerated learning program allows students to take risks in learning without fear of failure or ridicule. Accelerated learning program is unrelated to the term "accelerated school" that concern in remediation approach. In this article, Guajardo claims that in accelerated learning program, the students' schedule was decided by teachers, students, campus administrations, and parents, including schedule design, reading comprehension strategies, and social domain to make the students independent learners either in emotionally or socially pleasant.

To make real the importance of the accelerated learning program, the writer puts the sample of the observation scores and rate of students reading comprehensive of Texas accelerated students, from the result shown indicate that all students who fully participated showed academic growth greater than one academic year 32 of the 33 students being a master of the courses. I realized that accelerated program example above that happened in Texas, not in our country, yet we can apply it as can as possible to develop our country. One thing that makes this article really beneficial is reminding the teachers/ tutors that the success of students is not only because of student roles but also influenced by some factors as explained in the first paragraph. Indeed, this research becomes the significant point for me to sharpen my understanding on the appropriate and applicable of accelerated learning program as language and letter student.

The anatomy of annotated bibliography covers the very brief summary of the article and the important points made by the author. The most important information covered in annotated bibliography was the student's points about how relevant the article with the student's essay. Therefore, the student could easily find the supporting details. Students were encouraged to state their point of view about why this is an important article to cite. The annotated bibliography, then, was used to support the essay. It provides objective evidence for filling the requirement for academic writing. It helps students to map the content of the article, therefore, they could easily grab the most relevant ideas to cite.

The students' second essays then were written based on the revision on the first draft which should be supported by citation taken from the annotation.

It cannot be settled down by only one stage of writing. It can be found that there were improvements on the essays even though it was not really significant. The improvements were:

Stating clear thesis statement

As this problem found in the first draft, it was not found anymore at the second one. So the introduction written by Ai on her English teacher changed into very clear introduction. She wrote as follows:

There was young girl teacher. Her name was Mrs. Ani. She was an English teacher who teaches at grade 9. She taught English lesson in Junior High School in her village. She has nearly 5 years teaching English, and she has great teaching experiences to share.

From the data, it can be analyzed that Ai has clearly stated the essay's thesis statement, especially in the last sentence. The thesis statement was to explore the teacher's experiences in teaching English. From the clear thesis statement, Ai, then developed the essay which talked about the teacher's experience. The experiences exposed in the body paragraphs were all about positive one. Having a clear thesis statement stated at the beginning helped Ai focus on the controlling idea. KN also did the same thing, she revised the first draft into better essay composition. At the second draft, she clearly stated the thesis statement, and also rewrite the introduction as the following:

When I was in senior high school, I stayed in boarding school. There, I have been on education development. It was really difficult being on education development. And I also joined in OSIS organization. For the last, I have been a committee of graduation ceremony.

In her introduction, she wrote that that being on education development was Difficult to face. She then supported her opinion with some relevant information dealing with her busy time to study, join in organization, and manage the time.

Students' Responds on Annotated Bibliography

This part describes the students' responds after having annotated bibliography writing. It reveals that students raised some various perceptions about their new activity. This is the first time they were involved in annotated bibliography writing. Commonly, in the classroom context, students were situated with reading before writing by asking them to read a model of essay to imitate. It did not support them to use the resources as powerful source of information intensively. The responds were some excepts since the researcher

found that some responds representing the same meaning. The following statements show the encouraging responds:

- a. *It helps me to organize my essay into systematic writing. (FN)*
- b. *Annotated bibliography trains me how to choose the most relevant information. (AM)*
- c. *Writing my essay is easier because I have ideas to support my ideas. (SQ)*
- d. *Writing annotated bibliography helps my skill in writing body paragraph better. (RH)*
- e. *It is important to read before we write. (IF)*

On the other hand, students also faced difficult situation when they were exposed by annotated bibliography writing.

- a. *It was new activity for me which needed time which is sometime boring. (DS)*
- b. *Takes time and energy. (LR)*
- c. *We need much time to be given many examples of good annotated bibliography. (IT)*
- d. *Not easy to find the articles to annotate. (NT)*
- e. *Involving reading before writing was hard when we have limited time to write the essay. (AC)*

DISCUSSION

When writing is seen as a process of discovering meaning, it implies that writing an essay is not just putting a group of paragraphs together. Writing includes holistic aspects such as language, organization, content, and technicality. Settling the students with language and organization gradually reached from the previous courses. It also happens to the aspect of content. The reading course could facilitate it, however, there was a lack of showing the strong connection between them. Students need to be exposed to sufficient activities to develop ideas. The underlying principle of the claim is reading before writing is a manifestation of process approach which is considered as existing approach for teaching writing (Nishino & Atkinson, 2015). Various ways could be done for facilitating students' ability to develop ideas. Annotated bibliography is one of the answers.

The stage of doing annotated bibliography reflects the ideal RtW movement. Firstly, students are trained to be selective in choosing the most relevant resources to cite. Then, they carefully read to grab the most important points to be annotated. Finally, in very brief annotation, students cover the summary of the selected articles, the description of the article, and the points related to their topic. Students are trained to critically and selectively evaluate

the information to cite (Asención Delaney, 2008). Through annotated bibliography, students could have some advantages. First advantage is having rich source of information to support their ideas, at the same time, they could justify the claims with objective evidences (Plakans, 2009). Secondly, it raises students' knowledge on ideas organization in academic contexts.

Viewing the connection between reading and writing could be reading-to-write, writing-to-read, and combined interaction of the two abilities. Those models also raise other relevant sub-skills such as word analysis, comprehension, spelling, syntax, and writing structure (Schoonen, 2019). The improvements involve the quality of the supporting information and the development of the ideas. The following explanation will clearly describe the students' essay writing improvements starting from draft by draft.

Annotated bibliography writing strengthens a claim that reading in writing becomes an appropriate input for the acquisition of writing skills. It brings two orientations. Students can use the article as a primary model to shape their writing skills, and at the same time, they use the article as a resource for the development of ideas (Schoonen, 2019). It is an essential activity to contribute to increasing students to deliver their messages objectively and logically with appropriate organizational and linguistic strategies.

Instead of the offering in the points as mentioned earlier, annotated bibliography writing potentially has problematic features. The issue of plagiarism could easily happen. Doing reading and writing at the same time needs strong effort to make sure both are correctly applied. When time allocation for writing is limited due to the semester limitation, it leads to careless citing the resource. Without considering proper citation and mostly direct to cite without acknowledging, students tend to practice instantly when transferring the information from the article. It challenges the teacher to seriously (Biber & Gray, 2010).

CONCLUSION

This study brings two implications. Theoretically, it justifies that reading activity is strongly connected to writing activity as the manifestation of process approach writing. Students experience the process of discovering meaning in writing their essays in a very meaningful way. The step-by-step process of writing starts from finding relevant resources, writing the annotated

bibliography, and then continuing to write the essay shows a significant contribution to students' writing quality. Practically, RtW trains students to be careful in writing the essay. It involves very complex aspects of writing. Students would get used to both linguistic and organizational aspects.

SUGGESTION

This study is not free from limitations. Involving two skills, reading and writing, at the same time need a meticulous way to manage. Teachers need to clarify the position of students' reading activity as a supporting activity to develop ideas. The use of annotated bibliography should be treated as one component in measuring students' writing. For further study, an exploration on other kinds of RtW practices would be worth doing.

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