DESIGNING READING-WRITING TEACHING STRATEGY FOR THE ACADEMIC WRITING COURSE

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Abstract:
The concept of integrating reading and writing in the language instruction has been portrayed through an increasing number of research studies. Nevertheless, many areas remain to be explored. Even though previous research studies often portrayed the beneficial impacts of integrating reading and writing, yet they do not suggest how such impacts affect the students in a specific course. Hence, the present research study aims to propose a design of reading-writing teaching strategy that needs to be addressed within a specific course especially the academic writing course. This research study employed the adapted model of ADDIE (Dick et al., 2015) to develop the proposed teaching strategy. The process of need analysis was carried out through analysing the introduction section of research articles written by the undergraduate students using Swales and Feak's CARS model (2004) and examining the syllabus of reading and writing courses. Meanwhile, as the primary frameworks for the teaching strategy development, the rhetorical reading strategies and academic writing were adopted. The results of need analysis show that, mostly, undergraduate students' research articles lack 1 step in Move 1, 2 steps in Move 2, and 3 steps in Move 3 particularly in the introduction section. The omission of steps in the CARS model by these student-authors seems to happen due to two major factors, namely the scarcity of (1) control over the writing process and (2) linguistic resources. Hence, suggesting the reading-writing teaching strategy for academic writing courses is

considered essential.

Keywords: *Reading, writing, academic writing, teaching strategy*

INTRODUCTION

For years, theoreticians and curriculum specialists have given more attention to the reading-writing relationship (Shanahan & Lomax, 1986). They have carried out more detailed research of this essential relationship due to the beneficial implications it could give for many instructional issues. An understanding of the relationship may lead to the recognition of the important schema and transactional theories of reading and writing. In time, an understanding of the significant relationship between reading and writing may assist not only the curriculum specialists but also the language educators to design more efficient combinations of reading and writing teaching model.

In the 1970s and 1980s, an increasing number of research studies portrayed the value of integrating reading and writing in the language instruction (Moffett & Wagner, 1983; Durkin, 1988). Those studies have continued to encourage the integration of reading and writing into language curriculum (Shanahan, 1990; Hiebert et al., 1998; Duke & Pressley, 2002). The research of reading-writing interconnection has affected the thinking about how to advance students' language learning in both language skills. Recently, there is also a large body of research focusing on the topic of reading and writing integration. However, although much has been learned and observed related to reading-writing relationship, many areas remain to be explored.

A growing body of research on the reading-writing relationship has employed a number of approaches to provide insight into this relationship (Adler-Kassner & Estrem, 2005; Koons, 2008; Graham et al., 2018). Each investigation into the reading-writing interconnection provides an approach that reflects specific beliefs about what comprises

reading and writing as well as their essential relationship. Even though those observed approaches are advantageous, they give a little attention to a specific instructional program or particular course. Most of the previous research studies often portrayed the beneficial impacts of integrating reading and writing, but they do not suggest how such impacts influence the students in a specific course.

Hence, the present research study aims to propose a design of reading-writing teaching strategy that needs to be addressed within specific course especially the academic writing course in Indonesia. The proposed model is designed to assist students learning about the writing process by which information is obtained from multiple references to produce well organized informational reports. The reading-writing teaching strategy in the academic writing courses helps the students benefit greatly from learning to approach their reading as writers (Raphael et al., 1988). That is to say, students may learn the strategies used in academic writing, apply the strategies in their own writing, as well as learn to read critically and monitor the clarity of their texts. In specific, the research questions are spelled out as follows:

1. What are the needs of undergraduate students in developing a model of reading-writing teaching strategy in the academic writing course?

2. How can the model of integrated reading-writing teaching strategy for the academic writing course be designed?

This study is beneficial for the English educators in Indonesia to specifically strengthen the knowledge related to the schema and transactional theories of reading and writing that can be incorporated into the academic writing course. Additionally, this study is beneficial to raise awareness pertinent to the integration of reading and writing not only into the practice of academic writing course but also into other specific courses. Therefore, the students are able to develop their reading comprehension and writing ability within specified fields of

language courses.

REVIEW OF LITERATURE

Correlation between reading and writing

Reading is considered as a component of basic second language proficiency (Brown, 2001). It portrays the ability to combine the information from readers' background knowledge and text to find the meaning (Nunan, 2003). That is to say, reading refers to the interactive process between a reader and a text in which the reader interacts dynamically with the text. Meanwhile, writing refers to the process of thinking that can be planned and revised (Brown, 2001). It is an ability that has to be learned consciously step by step by a writer (Harmer, 2007). Furthermore, the writers need to convey their goals and meaning in written language by giving some explanations that have to be understood by the readers. Hence, it can be said that there is a correlation between reading and writing.

The correlation between reading and writing has been widely analyzed and mostly focused on three groups: (1) reading achievement and writing ability, (2) reading experience and writing ability, and (3) reading ability and syntactic complexity in students' compositions (Stotsky, 1983). Related to the first group of analysis, a number of research studies have been conducted to discover the correlation between reading achievement and writing ability (Fishco, 1966; Woodfin, 1968; Calhoun, 1971; Thomas, 1976; Grobe & Grobe, 1977). Those research studies claim that reading ability is the most consistent predictor of writing quality in terms of effectiveness of expression, organization of ideas, number of words per composition, and number of words written per minute. It is also found that good writers significantly have higher reading scores than average readers. Several research studies have been carried out as well to reveal the relationship between reading experience and writing ability (Donelson,

1967; Woodward & Phillips, 1967; Thomas, 1976; Felland, 1980). Those research studies state that there is a positive correlation between writing achievement and the diversity of reading. That is to say, good writers read more books and even engage in more leisure-time reading. Furthermore, other research studies also discover the significant relationship between reading ability and syntactice complexity in students' compositions (Heil, 1976; Perron, 1977; Heller, 1979; Johnson, 1980). Those research studies found that the use of compound and complex sentences increase as the level of reading comprehension increase. The research studies on the correlation between reading and writing portray a consistent interconnection that better writers tend to be better readers, better writers tend to read more, and better writers tend to produce more syntactically writing works (Stotsky, 1983).

The previous research studies indicate that readers/writers see themselves as good readers and writers; thus, they engage more often in self-determined composing and reading than did the less proficient readers/writers. Moreover, it is found that with references or developing texts in view, the writers are able to produce more coherent and organized texts suggesting their greater reliance on mental planning (Stotsky, 1983). These findings present the interconnection between reading and writing yet fail in suggesting the emergence of a new type of teaching strategy integrating reading and writing throughout the instructional program. In fact, the proposed strategy can be used to not only providing the students with developing texts but also improving the students' reading comprehension with effects on writing as well as improving their writing ability through reading instruction, the use of literary models, and additional reading experiences. Hence, the findings of previous research studies can be useful as references to provide great impact on the students' reading comprehension and writing ability.

The correlation between reading and writing can also be seen

from their micro and macro skills. The micro and macro skills of reading and writing are also known as the sub-constructs (Brown, 2007). There are many dimensions within each micro and macro skills in reading and writing that interact and influence each other (Robinson, 2001; Van Geert & Steenbeek, 2005). For instance, there is a close correlation between a student's ability to recognize and use grammatical word classes, systems, patterns, rules, and elliptical forms. Robinson and Mervis (1998) also claim that as a L2 student develops their vocabulary, their grammatical structures are shown to be more complex. That is to say, if a student focuses on the micro skills of their reading, they may improve the micro skills of their writing as well.

However, a controversial issue in English as a Second Language concerns the question of which is more important; the micro or macro skills (Nguyen, 2009). It is stated that there are many dimensions of language involving macro and micro skills as well as the sub-elements within each macro and micro level (Robinson, 2001; Van Geert & Steenbeek, 2005). Those dimensions interact and influence each other depending on the objectives of the students at a certain period of time. Since the sub-constructs of reading and writing have not shown the interaction between each dimension yet, it can be said that reading and writing are mutually supportive in a way that an improvement in one skill may lead to an improvement in another skill (Nguyen, 2009).

Reading comprehension and writing quality

Many research studies to analyze the interrelation between reading and writing have been conducted. One prior research study examines the connection between reading and writing by exploring the reading comprehension and direct as well as indirect measures of writing (Heck & Crislip, 2001). Berninger et al. (2002) also study the bidirectional relationship and reveal that reading and writing are strongly related in all of the grades they observed. Another research conducted by Graham et al. (2018) show that students' interaction with

text enhances their writing performance. The results determine that reading individual words, increasing the amount of reading, analyzing text produced by others, and observing other readers interact with text improve the students' performance of writing specially their writing quality. The connection between reading and writing can be seen from the Shanahan and Lomax's interactive model (1986).

Figure 1. The interactive model by Shanahan and Lomax (1986)
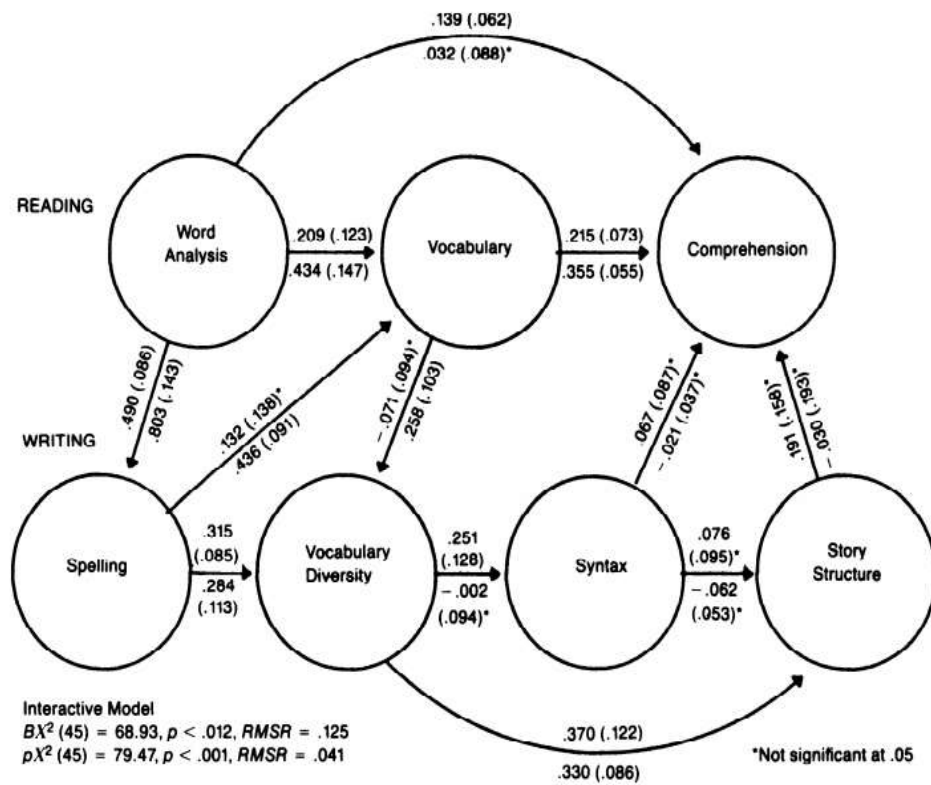
In the interactive model by Shanahan and Lomax (1986), it can be viewed that information can transfer from reading to writing and from writing to reading. The influence of reading to writing is likely to occur within particular discourse levels, such as word analysis knowledge that influences spelling ability. Moreover, the influence of writing to reading also takes place in certain discourse level and it also influences higher level reading components through this relation. For example, knowledge of spelling influences vocabulary knowledge in reading, and

through this relation, the spelling knowledge also influences the process of reading comprehension. The interactive model by Shanahan and Lomax (1988) demonstrates the importance of reading knowledge in writing and the importance of writing in reading. However, the present model suggests that the traditional approach to curriculum design and instruction fails to take advantage of knowledge-sharing opportunities in both directions (Shanahan & Lomax, 1988). Thus, there is a need to develop more elaborate teaching strategy and measurement techniques to explore and highlight the benefits from the appropriate combination of reading and writing instruction.

Since reading comprehension and writing quality is likely to be interconnected, providing an integrating reading and writing throughout the instructional program is needed. Shanahan (1988) suggests seven instructional principles to combine reading and writing in the classroom. The proposed instructional principles are illustrated in Figure 2.

Figure 2. The instructional principles by Shanahan (1988)
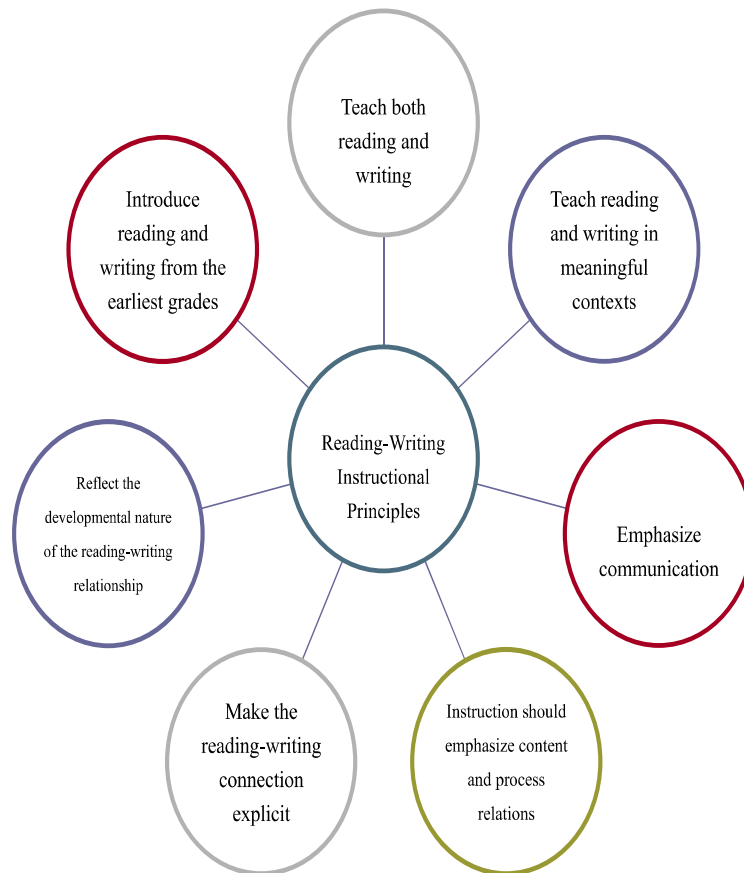
However, the present instructional principles are firstly introduced to be conducted in U.S. public school. It means that the principles are created for the L1 speakers. Therefore, there are several things that need to be adapted if these principles are used for L2 or foreign language learning. For instance, to ensure the students obtain the benefits of the instructional principles of reading and writing, it is important to encourage the students to read and write a variety of subject matters, such as social studies, science, and mathematics. The teachers also need to expose the students to a wide reading and writing activity so that the students can recognize the essential connection

between reading comprehension and writing ability.

Academic writing

Academic writing is essentially the process of writing that is likely to be carried out at the university level. The technique of methodical academic writing is usually included into the formal style. That is, the major characteristics of academic writing are the lack of conversational style and the use of academic terminology (Yakhontova, 2003). Furthermore, additional qualities of academic writing include authoritarian, humourless, impersonal, pretentious, and technical writing styles (Hartley, 2008:4). Above all, references to publications published by other writers must be included, as well as quotations from the sources (Jordan, 1999).

The capacity to create academic works is seen as a manifestation of coherence, unity, and objectivity in approaching a certain issue under inquiry. Furthermore, attention to detail demonstrates the writer's dedication to the subject as well as the writer's regard for the readers (Belmont & Sharkey, 2011). Thus, the assignment of academic writing is likely to provide students with a broad chance to investigate a certain topic of interest. In other words, students might choose a writing topic relevant to the theme assigned by the professors. They can also communicate ideas and give facts relevant to the chosen topic. Furthermore, they are more likely to use a writing style that is seen to be capable of engaging the readers. Furthermore, academic writing is capable of providing a wide range of opportunities for students to advance their ability to study, assess, organize, debate, reply, analyze, articulate, and explain their viewpoints (Whitaker, 2009).

Academic writing is a process in which students are provided a wide range of opportunities to investigate certain topics. Furthermore, academic writing often permits students to discuss any facts or research findings linked to certain themes (Whitaker, 2009). Thus, the academic writing course may be considered as a chance for students to not only

express their own viewpoints, but also to study many literature on the issue at hand in order to offer theories and ideas from specialists from a variety of sources.

Furthermore, academic writing usually employs careful language. Modal verbs such as will, would, shall, and should are included. It also has lexical verbs like recommend, imply, and believe. Furthermore, the cautious language employs modal adverbs such as definitely, maybe, and evidently. It also includes modal adjectives like doubtful, likely, and plausible. Furthermore, modal nouns such as claim, proof, and possibility are used (Jordan, 1999). In most situations, the careful language used to create research reports is occasionally used in academic writing. In other words, technical terminology from a certain topic of study are often used in academic writing. Students must now become acquainted with the technical terms used in academic writing by reading multiple literature on the relevant issue. According to Shanahan and Lomax's interactive model (1988), reading may increase vocabulary knowledge so that students can utilize their understanding of vocabulary diversity to compose a specialized academic written work on their unique subjects of interest.

Research articles

One sort of academic writing is a research article. It is likely to be referred to as a documented paper, an investigative paper, a reading report, or a library paper (McCrimmon, 1973). In general, a research article is the written outcome of a certain experimental method, as well as the process of interpreting and linking the findings with hypotheses. There are various differences between a research article and other types of writing that must be considered when writing one. These distinctions include the amount of control, rigidity, and awareness required. That is to say, a research essay necessitates a number of skills from the authors. The capacity to write research ideas logically is the first competency. The second is the ability to present research ideas logically. The third

need is the capacity to demonstrate the writer's expertise of the study topic (Ranjit, 2011).

A research paper is often written as a report, a thesis, and a solution to a problem. Its primary goal as a report is to find and present obvious, structured, and thorough information regarding a certain subject of interest. The facts are frequently given simply and rationally, with no purpose of passing judgment on past information (Gustavii, 2008). It functions as a thesis as a consequence of learning, analyzing, and investigating the facts of a certain topic. It is written as a solution to a problem to present a remedy chosen by the writer in order to clear up a specific issue (McCrimmon, 1973).

The research article is often divided into four components. The introductory part, the techniques section, the findings section, and the discussion portion are among them. The opening part is designed to describe what is known so far about previous study and what new information the present research will add. The methods section reports on the data, methodologies, and processes employed in the research. The findings of the research analysis are reported in the results section. Furthermore, the discussion section is utilized to interpret the results by drawing back to prior knowledge regarding a certain field of research (Swales, 1990). Each of the four components adds to the main goal of the article, which is to provide fresh information and expertise in a certain topic of interest. Each segment also helps to persuade readers that the new information is substantial and credible. However, because each component has a distinct goal, each section has its own rhetoric or text structure.

Teaching strategies for reading and writing

Reading refers to a process in which a person is able to understand written words while writing can be described as a process in which a person uses letters and symbols to express their ideas and opinions (Westwood, 2011). Since there is an essential connection

between reading comprehension and writing ability, it is argued that proper method and strategy to teach reading and writing are able to enhance the students' skills of decoding and comprehension (Westwood, 2008). Hence, the appropriate teaching methods, teaching supports and teaching interventions are able to minimize or even avoid reading and writing difficulties (Foster, 2015). The teaching strategies for reading and writing may include the approaches of rhetorical relations, procedural connections, shared knowledge and cognitive processes (Fitzgerald & Shanahan, 2000), and a consideration of the local language spoken by the students (Foster, 2015).

The rhetorical approach refers to a consideration that reading and writing are the communication activities. It means, the rhetorical approach allows both the reader and the writer to be involved in communicative and meaning-making activities (Fitzgerald & Shanahan, 2000). As stated by Wittrock (1984), reading and writing are generative processes whereby the readers and writers develop meanings by creating connections between the text and their background knowledge, such as their beliefs and experiences. Moreover, Tierney and Pearson (1984) assert that reading and writing are the components of meaning construction. In other words, the writers use their beliefs and experiences to generate ideas while the readers utilize their background knowledge to analyze the writers' cues. Hence, it can be said that rather than considering writing as a meaning production and reading as a meaning reception, the rhetorical relations approach views reading and writing as a meaning-making process: the writers determine and generate the ideas and the readers figure out the intended goals of the writers (McCrimmon, 1973). Fitzgerald (1990) even extends the idea of meaning-making beyond the cognitive process. She asserts that the process of meaning-making involves the interaction among readers, writers, and texts. For instance, the readers may suspect that a written work is biased since they know

the writer is funded by the tobacco industry. Another example is the writers of teen magazine may choose a language style that is most likely to engage a teen reader (Foster, 2015). That is to say, a writer is influenced by the distinguished expectations and their own goals while a reader tries to consider and find out the writer's purposes. Therefore, teaching and reading include the process of seeking and reaching out an understanding involving not only the readers and writers but also the texts.

The procedural connections approach considers reading and writing as a functional activity that can be combined to accomplish particular goals (Fitzgerald & Shanahan, 2000). It emphasizes how the combination of reading and writing can enhance learning of academic material (Foster, 2015). For example, Newell (1984) states that the students who involve in essay writing gain the most knowledge related to key concepts since essay writing requires cognitive operations and reasoning rather than simple translation of ideas. It means, in writing an essay, the students observe and integrate information from the passage they read into a coherent text. In line with previous research study, Bangert-Drowns et al. (2004) assert that implementation of writing-to-learn instruction result fairly in positive effects on the content learning. In other words, the writing assignments instruction, such as essay writing, shows more positive results compared to personal writing such as note-taking or answering guided questions. It is due to the fact that, in writing an essay, the students are required to read particular texts as well as evaluate the understandings and confusion in relation to the subject matter. Additionally, other investigations reveal that additional reading can improve component of writing, such as grammar, more than writing practice alone (Mills, 1974; Elley et al., 1976). Meanwhile, Shanahan (1984) states that there is no evidence of improvement in writing skill when the students only have a reading program alone. Hence, it can be said that an interactive model incorporating reading

and writing may support each other (Shanahan & Lomax, 1986). Thus, with attentive attention given to the kind of reading and writing tasks assigned, integrating reading and writing can be an efficient means to improve performance in both skills (Foster, 2015).

A great number of investigations has been carried out not only to explore the shared elements between reading and writing but also to analyze whether the improvement of writing can enhance the improvement of reading and vice versa. The foundation underlying this investigation is that reading and writing share several similar micro skills. Furthermore, reading and writing also share the abilities enabling the cognitive processes to function effectively (Foster, 2015). In other words, the integration of reading and writing may enable visual, phonological, and semantic systems to operate properly. Other than common knowledge and cognitive process, reading and writing also rely on general knowledge, namely domain or content knowledge, procedural knowledge, knowledge of specific features or components of written language, and meta-knowledge (Foster, 2015). The domain or content knowledge is a specific knowledge to recognize which one is reading and writing. The procedural knowledge is the knowledge and skill to negotiate reading and writing, such as recalling, questioning, and summarizing. The knowledge of components in written language involves the knowledge of phonemic, orthographic, morphological, lexical, syntactic, and discourse features.

Meanwhile, the meta-knowledge refers to the knowledge about functions and objective of reading and writing, understanding that readers and writers interact, monitoring one's own meaning-making, and recognizing word identification strategies (Fitzgerald & Shanahan, 2000). Two primary fields to investigate the aspects of shared knowledge and cognitive process between reading and writing are process-based studies and performance-based studies (Foster 2015). The former refers to the process of accessing and generating information during reading

and writing such as questioning, drawing conclusions, integrating information, developing hypotheses, reflecting on ideas, summarizing, and making connections (Shanahan, 2006). On the contrary, the latter refers to the process of measuring reading and writing ability either as an overall performance measure, such as holistic writing score, or prerequisite skill, such as vocabulary knowledge to describe reading ability (Foster, 2015). In short, reading and writing involve the use of multiple skills capturing many elements shared by the process of shared knowledge and cognitive processes approach.

In accordance with literature review, the present research study is solely focused on two objectives. The first objective is discovering the needs of undergraduate students to develop the reading-writing teaching strategy in the academic writing course. The process of need analysis involves the process of analyzing the moves and steps of rhetorical styles based on Swales and Feak's CARS model (2004) used by the students in writing the introduction section and examining the syllabus of reading and writing courses. Meanwhile, the second objective is developing a teaching strategy to be implemented in the academic writing course by integrating the theory of rhetorical relation approach and theory of academic writing.

METHOD

Model of the development

This study focused on developing a teaching strategy for academic writing course based on integrated reading and writing skills. Thus, the development employed the Research and Development (R&D) method. According to Borg, Gall, and Gall (1983), research and development is a process used to create and validate educational products, with the R&D cycle involving the examination of relevant research results, the production of the product based on the findings, field testing, and modifying. Furthermore, Richey and Klein (2007)

refer to it as developmental research, which is then followed by design and development research. Design and development research, according to them, is the systematic study of the process of creating, producing, and assessing goods and tools for instructional and non-instructional purposes, as well as new or improved models guiding their development. Design and development research, according to Richey and Klein (2007), is a technique for generating new methodologies, approaches, and tools based on a detailed analysis of distinctive conditions.

Procedures of the development

This study collected the data to carry out need analysis (Macalister & Nation, 2020). In other words, the present research study conducted need analysis by gathering the research articles written by the undergraduate students of English Language Education at Yogyakarta State University as the main data and analyzing the introduction section using Swales and Feak's CARS model (2004) as the primary framework. Furthermore, the present research study designed the proposed reading-writing teaching strategy for the academic course.

Instruments of the research

The instruments used in this research were data sheet, observation sheet and writing rubric. Each of the instrument possessed different purposes as described in the following:

a. Data sheet was used in the need analysis process to classify the rhetorical styles employed in the main data.

b. Observation sheet was used to keep a detailed record of the students' writing works

c. Writing rubric was used to assess the students' academic writing works.

Data analysis

The data of this research were in the forms of qualitative data. The qualitative data were obtained through the implementation of reading-writing teaching strategy in the academic writing course. The qualitative data were also obtained from the academic text written by the undergraduate students after the implementation of reading-writing teaching strategy.

FINDINGS AND DISCUSSION

Needs of the undergraduate students

The present study gathers and analyzes the main data following the theory of need analysis suggested by Macalister and Nation (2020). In other words, the process of need analysis in the present research study is conducted to find out the necessities, lacks, and wants of the undergraduate students. The process of need analysis is completed through two processes (1) by analyzing the moves and steps of rhetorical styles based on Swales and Feak's CARS model (2004) used by the students in writing the introduction section and (2) by analyzing the syllabus of previous reading and writing courses.

The analysis of the frequencies of moves and steps in the main data are displayed in Table 1. Both elements correspond to the modified CARS model (Swales & Feak, 2004). Following Kanoksilapatham (2005), this study determines that the cut-off frequency is 60%. That is to say, if a move or step appears 60% or above, it can be regarded as an obligatory move or step. However, if a move or step appears less than 60%, it is optional (Kanoksilapatham, 2005). It is apparent in Table 1 that the frequency of making topic generalization from Move 1 is 84%, and that of indicating a gap from Move 2 is 85.3%. Hence, making topic generalization and indicating a gap can be viewed as obligatory steps.

Table 1. Moves and steps of the CARS model employed in the introduction section of the main data

Moves	Steps	Number of Occurrences	Percentage
Move 1: Establishing a territory	Claiming centrality	12	16
	Making topic generalization	63	84
	Reviewing items of previous research	0	0
Move 2: Establishing a niche	Counter-claiming	0	0
	Indicating a gap	64	85.3
	Question-raising	0	0
	Continuing a tradition	4	5.3
Move 3: Occupying the niche	Outlining purpose/ stating the nature of present research	40	53.3
	Listing research questions or hypotheses	13	17.3
	Announcing principal findings	0	0
	Stating the value of the present research	0	0
	Indicating the structure of research paper	0	0

The findings of this study indicate that the rhetorical style of the main data complies with the modified CARS model developed by Swales & Feak (2004). The three moves of the CARS model likely appear in the main data of this study. Besides, Step 2 in Move 1 and Step 1B in Move 2 appear to be obligatory ones. Nevertheless, the steps employed in the main data also depart from the CARS model. Move 1 of the CARS model consists of three steps, but there are only two steps employed in the main data. Moreover, there are only two steps of Move 2 employed in the main data even though there exist four steps in Move 2 in the modified CARS model. Additionally, only two steps of Move 3 occur in the main data, while there are five steps proposed in the modified CARS model. Thus, it may imply that several steps are not present in the main data of the present study. The omitted steps are Step 3: Reviewing items of previous topic from Move 1, Step 1A: Counter-Claiming, Step 1C: Question-raising from Move 2, Step 3: Announcing principal findings, Step 4: Stating the value of the present research, and Step 5: Indicating the structure of research paper from Move 3.

Additionally, the findings of the present study lead to the revelation of a rhetoric pattern, as illustrated in Table 2.

Table 2. The pattern of rhetorical styles employed in the introduction section of the main data

Patterns of the introduction section
Move 1: Establishing a territory S1: Claiming centrality (optional) S2: Making topic generalization (obligatory)
Move 2: Establishing a niche S1B: Indicating a gap (obligatory) S2: Continuing a tradition (optional)
Move 3: Occupying the niche S1: Outlining purpose/Stating the Nature of Present Research (optional) S2: Listing the research questions or hypotheses (optional)

It can be seen that there are two obligatory steps employed in the main data. The first obligatory step is Step 2: Making topic generalization from Move 1. The main data in this study tend to express general issues in establishing a territory. It is followed by displaying the frequency and complexity of the phenomena. The fact that Step 2 of Move 1 becomes the obligatory step in this study contradicts Swales & Feak (2004), stating that the obligatory step of Move 1 is Step 3: Reviewing items of previous research. They also propose several motives of reviewing items of previous research; including to (1) acknowledge the intellectual property of previous writers, (2) show respect for earlier writers, (3) give more authority in the arguments, (4) promote colleagues, and (5) to be included in a particular disciplinary community (Swales & Feak, 2004).

In other words, according to Swales & Feak (2004), Step 3 is obligatory in Move 1 since it provides a direct thesis statement by portraying what has been claimed and who has claimed it. However, it is noteworthy to report that the main data in this study seem to cite and review previous research after presenting the general phenomena. The citing of previous research is often used to show the rarity of the phenomena (Swales, 1990). Alternatively stated, the writers cite and review previous research studies not to present direct thesis statements straightforwardly; instead, it is used to show the readers that there is a uniqueness of particular phenomena.

The second obligatory step is Step 1B: Indicating a gap from Move 2. This finding corresponds with the previous theory suggested by Swales & Feak (2004), that Step 1B in Move 2 can directly exhibit the indications of gaps to establish a niche. One particular strategy to indicate the gaps is by using lexically signalled verbs. The negative quantifiers, lexical negation, and negation in the verb phrase can be utilized to indicate the gaps (Swales, 1990). In this study, lexical negation and negation in the verb phrase are more frequently used in

the main data rather than negative quantifiers. This finding is similar to previous studies (Samraj, 2002; Pho 2008; Kanoksilapatham, 2011; Saz-Rubio, 2011; Rahman et al., 2017) in which the lexical negation and negation in the verb phrase are mostly used in the main data. This similarity occurs, probably, because the writers of the main data tend to suggest self-approval, attribute to particular vision confinement, or provide a narrow description of prior studies (Swales, 1990) rather than focusing on the preferred choice of works.

Additionally, there is no obligatory step in Move 3 in the present study. It contradicts prior studies (Swales & Feak, 2004; Rahman et al., 2017) that assert that Step 1: Outlining purpose of Move 3 is considered as an obligatory step in the modified CARS model. Nevertheless, the findings of this study indicate that outlining purpose is the most frequently used step in Move 3 although it is not considered as mandatory. Furthermore, several research articles selected in the main data omit Move 3 in the introduction section. That is to say, some of the main data in this study exclude the process of filling the gaps and proposing further actions by omitting Move 3.

Another important finding from the present study is the use of indirect statements to introduce the research topic. In other words, the research topic tends to be delayed. This seems to display the circular approach (Kaplan, 1966) in which the introduction section is developed without directly emphasizing the subject. The present finding corresponds to the previous study conducted by Mirahayuni (2001). Her research proclaims that Indonesian writers tend to delay the topic introduction. The fact that the main data in this study eliminate several steps suggested by the modified CARS model seems to happen due to two significant factors, the scarcity of control over the writing process and that of linguistic resources available to recognize the stages of writing (Mirahayuni, 2001). Those two factors appear to be the significant factors determining the styles employed by the Indonesian
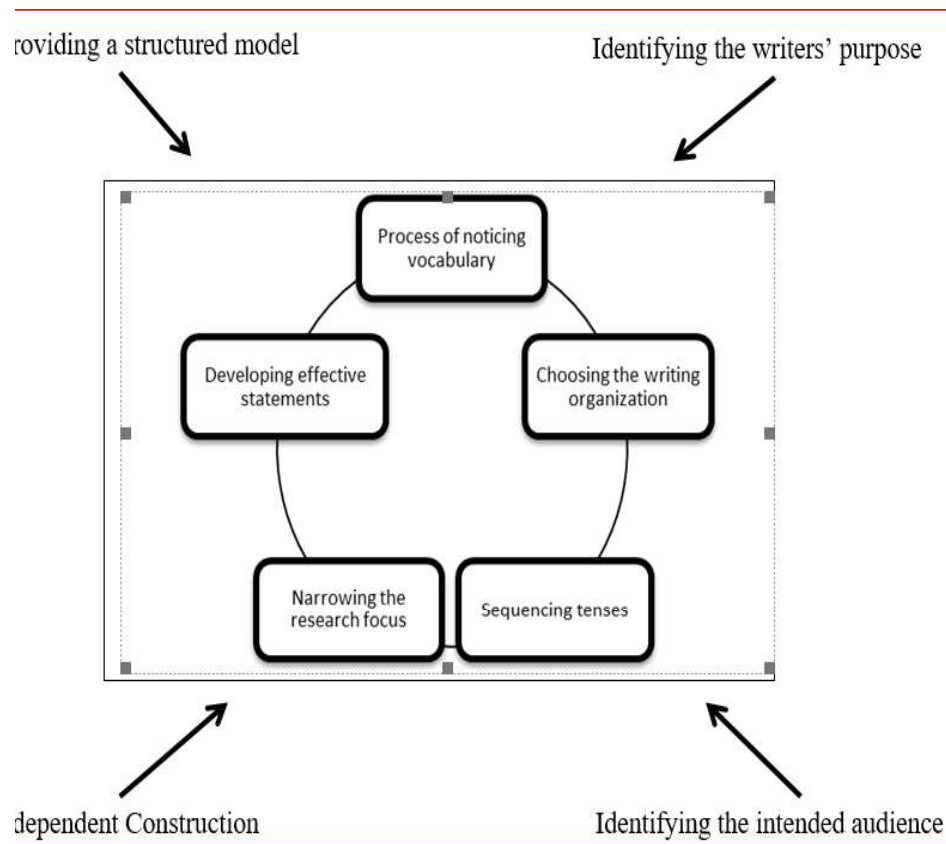
writers in writing their research-based journal articles.

Additionally, the author also conducts need analysis by reviewing and analysing the syllabus of previous reading and writing courses. Regarding the result of need analysis, one essential finding is discovered that is the reading and writing courses are treated as separated courses. That is to say, the reading and writing courses are not integrated; they stand as an independent course and the learning materials are not related as well. In other words, the reading and writing courses are still treated as two separated entities. It has not indicated how and when several components of reading and writing come into play, or how various changes in component processes of reading and writing are mediated or integrated in the processes (Shanahan & Lomax, 1986). Thus, the students are likely to learn some materials in the reading courses that are not practiced and integrated in the writing courses and vice versa.

Design of reading-writing teaching strategy for the academic writing course

Based on the process of need analysis, it is found that there are two major factors determining the styles employed by the Indonesian writers. Those factors are the lack of control over the writing process and that of linguistic resources available to recognize the stages of writing (Mirahayuni, 2001). Thus, it is important to design a teaching strategy incorporating the integration of reading and writing so that the students will be able to not only figure out the intended goals of the texts they read but also able to determine and generate the ideas they believe and experience. The proposed reading-writing teaching strategy is illustrated in Figure 3.

Figure 3. The proposed reading-writing teaching strategy

roviding a structured model　　　　　Identifying the writers' purpose

Process of noticing
vocabulary

Developing effective
statements

Choosing the writing
organization

Narrowing the
research focus

Sequencing tenses

dependent Construction　　　　　Identifying the intended audience

The proposed reading-writing teaching strategy is developed based on two theories, namely the theory of rhetorical reading strategies (Feldman, 1996; Bean et al., 2014; Kuzborska; 2019) and the theory of academic writing (Meyers, 2014). The rhetorical reading strategy is selected as one of the theories due to the belief that reading and writing are the primary components of meaning construction (Pearson, 1984). The rhetorical reading strategy provides an opportunity for the students to consider the rhetorical context of a text. It means that they can focus on not only the content but also the message and the strategy used to construct the message (Kuzborska, 2019).

In the rhetorical reading strategies, the students are provided with a structured model of a particular text so that they are able to capture its content as well as recognize and identify the rhetorical styles of

the text. That is to say, by providing a structured model of a particular text, the students are given a chance to identify the gist and the key elements of rhetorical styles (Bean et al., 2014). Providing a structured model in the academic writing course is considered as the essential stage since it can assist the students to not only describe the research content but also identify the rhetorical styles used in each section, such as the rhetorical style that is used in the introduction section entitled the Swales' CARS model (2004).

In the proposed reading-writing teaching strategy, the students are also given an opportunity to identify the authors' purpose and the intended audience. As stated by Fitzgerald (1990), the idea of meaning construction involves the interaction among readers, writers, and texts. By identifying the authors' purpose and intended audience, the students are able to focus on the strategy used by the authors to communicate with their audience and identify the language used in the text. A conscious understanding of the authors' rhetorical styles and strategies can help the students not only recognize the intended effects on the audience but also create their own texts more effectively (Kuzborska, 2019). That is to say, by identifying the authors' purpose and the intended audience in the academic writing class, the students will have the opportunity to build their own understanding on choosing specific rhetorical styles regarding how to convey the intended message to particular audience. Thus, they can apply their understanding of the rhetorical styles in each section.

The students are also able to develop independent construction in the proposed reading-writing teaching strategy. In other words, when the students are assigned reading a specific academic text, they should be thinking not only about the authors' rhetorical strategies but also about their own (Bean et al., 2014). Their independent construction about the rhetorical strategies will affect their way in reading the texts. The purposeful reading behavior will enable the students to maintain

a sense of their authority as they read, and it is considered essential for their academic writing (Kuzborska, 2019). It means, by reading particular texts in the academic writing class, the students are given a chance to develop their own independent construction and select which rhetorical styles that are needed to be employed in each section of their academic writing texts.

The theory of academic writing (Meyers, 2014) is chosen as the second theory in proposing the reading-writing teaching strategy. The selected theory provides the stages of writing an academic text as presented in the proposed teaching strategy. The first stage is the process of noticing vocabulary. As the students are given the chance to identify the authors' purposes and the intended audience, they can focus on and recognize the strategy used by the authors. Hence, they will be able to notice the specific vocabulary used by particular authors to convey the message within the texts. For example, the students may have the chance to recognize that antonym is frequently used in research articles to show the contradiction of certain terms. Moreover, the students will also have the chance to choose the writing organization. For instance, by identifying the authors' purposes, the students are likely to notice that they can select whether to announce the basic key point of the research or introduce the research sources to write an engaging introduction section in a research article. The students can also notice and choose appropriate tenses for particular section of academic writing texts.

Additionally, as the students develop their own independent construction, they will be able to narrow their research focus and develop effective statements as well. The formulation of effective statements can be done after narrowing the research focus. The students are expected to take a side or a position on a certain issue. Hence, by developing their independent construction and maintain a sense of authority, the students are likely to display the supported views in order

to defend the debatable position of them (Meyers, 2014) as well as select the appropriate rhetorical styles to be employed in each section of their academic writing texts.

CONCLUSION

This research study proposes a reading-writing teaching strategy to be implemented in the academic writing course. The proposed reading-writing teaching strategy is developed based on the results of need analysis. Based on the process of need analysis, it is found that there are two major factors determining the styles employed by the Indonesian writers. Those factors are the lack of control over the writing process and that of linguistic resources available to recognize the stages of writing (Mirahayuni, 2001). In addition, regarding the results of examining the syllabus of reading and writing courses, it is found that reading and writing are still treated as separated skill. Thus, it is important to design a teaching strategy incorporating the integration of reading and writing so that the students will be able to not only figure out the intended goals of the texts they read but also able to determine and generate the ideas they believe and experience. The need to propose reading-writing teaching strategy is considered crucial as it may assist the students in writing the academic texts through rhetorical reading activities and academic writing stages.

Although this research study proposes potential teaching strategy for the academic writing course, yet the main data analyzed in the present study should be treated with cautious. In the process of need analysis, the researcher only analyzes the introduction section of the main data. Moreover, the main data used in this research study are the research articles written by the undergraduate students based on their bachelor thesis research. Further studies may need to be conducted in which the main data are not only research articles but also other academic writing texts written by the undergraduate students in the

academic writing courses and all sections of the main data are analyzed as the foundation in suggesting new teaching strategies. In addition, further studies may also need to provide a questionnaire and give more attention to the learner factors, lecturer roles, as well as the context of situation within the academic writing courses. Thus, the proposed teaching strategy can be developed covering all of the factors and issues within academic writing courses

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