

READING TO LEARN: INCORPORATING SUBJECT KNOWLEDGE INTO LANGUAGE STUDIES

SKRIPSI



**Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education**

**By :
MAULUDFI KUSUMAWARDANI
22120047**

**ENGLISH EDUCATION DEPARTMENT FACULTY OF
LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

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NIM 22120047**

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APPROVAL SHEETS

The skripsi entitled **“READING TO LEARN: INCORPORATING SUBJECT KNOWLEDGE INTO LANGUAGE STUDIES”** is compiled by:

Name : Mauludfi Kusumawardani

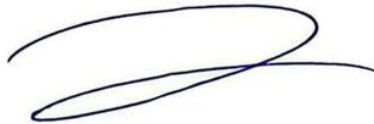
NIM : 22120047

Department : English Education

Has been approved by the advisors.

Bojonegoro, 10 Juli 2026

Advisor I,



Dr. Ima Isnaini Taufiqur R., M.Pd.
NIDN 0723058302

Advisor II,



Fitri Nurdianingsih, S.Pd., M.Pd.
NIDN 0729058701

LEGITIMATION

The skripsi entitled "READING TO LEARN: INCORPORATING SUBJECT KNOWLEDGE INTO LANGUAGE STUDIES" is compiled by:

Name : Mauludfi Kusumawardani
NIM : 22120047
Department : English Education

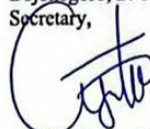
This is to certify that this skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on July, 27 2026.

Chairman,



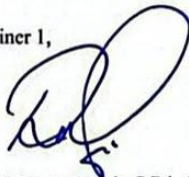
Dr. Cahyo Hasanudin, S.Pd., M.Pd.
NIDN 0706058801

Bojonegoro, 27 July 2026
Secretary,



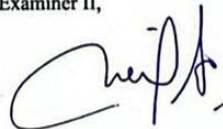
Ayu Fitrianiingsih, S.Pd., M.Pd.
NIDN 0720049101

Examiner I,



Dr. Refi Ranto Rozak, S.Pd., M.Pd.
NIDN 0702058403

Examiner II,



Meiga Ratih Tirtanawati, S.Pd., M.Pd.
NIDN 0725058403

Rector,

Dr. Junarti, M.Pd.
NIDN 0014016501

MOTTO

لَا الشَّمْسُ يَنْبَغِي لَهَا أَنْ تُدْرِكَ الْقَمَرَ وَلَا اللَّيْلُ سَابِقُ النَّهَارِ ۚ وَكُلٌّ فِي فَلَكٍ يَسْبَحُونَ ٤٠

“Tidaklah mungkin bagi matahari mengejar bulan dan malam pun tidak dapat mendahului siang. Masing-masing beredar pada garis edarnya.”

(QS. Ya-Sin (36): 40)

"Bermimpilah dalam hidup, jangan hidup dalam mimpi." — Ahmad Fuadi, Negeri 5 Menara

“Long story short, I’ve survived” — Mauludfi Kusumawardani

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The writer would also like to express sincere gratitude to:

1. The writer's beloved parents, for their unconditional love, endless prayers, encouragement, sacrifices, and unwavering support throughout every stage of the writer's academic journey. Their trust and motivation have always been the greatest source of strength.
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STATEMENT OF AUTHORSHIP

The undersigned below:

Name : Mauludfi Kusumawardani
NIM : 22120047
Department : English Education
Faculty : Languages and Arts Education

In order to uphold academic integrity, sincerely and without coercion from any parties,

I hereby declare that the thesis entitled:

READING TO LEARN: INCORPORATING SUBJECT KNOWLEDGE

INTO LANGUAGE STUDIES Is the result of my own original work, and all

sources of information used have been clearly cited in the reference list according to

the scientific and academic code of ethics. I am aware that if any violations of

scholarly ethics regarding to the authenticity of this work are found, I personally

accept the consequences in accordance with the applicable regulations and am

prepared to bear legal sanctions.

Bojonegoro, 10 Juli 2026

The Researcher



Mauludfi Kusumawardani
NIM 22120047

ABSTRACT

Kusumawardani, Mauludfi. 2026. *Reading to Learn: Incorporating Subject Knowledge into Language Studies*. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., (II) Fitri Nurdianingsih, M.Pd.

Abstract— When studying Content and Language Integrated Learning (CLIL), students are not only required to understand the subject matter but also to be proficient in the language used in the process. This challenge creates difficulties for some students in understanding English-language academic texts. Therefore, this study aims to describe the implementation of Reading to Learn (R2L) in CLIL classrooms and to identify the challenges that emerge during its implementation. Using a qualitative descriptive approach, this study involved ten sixth-semester students in a CLIL-based classroom. Data were collected through semi-structured interviews and document analysis of students' written responses. The results indicate that the implementation of R2L stages—Preparing before Reading, Detailed Reading, and Independent Reading—helps students understand the content of texts in a more structured manner. Students found it easier to identify main ideas, master academic vocabulary, and answer questions based on the text. However, the findings also reveal several challenges, including differences in students' English proficiency, difficulties in understanding academic vocabulary and complex sentence structures, and the limited time required to conduct the Detailed Reading stage effectively. These challenges highlight the importance of lecturer guidance and scaffolding throughout the R2L process. Therefore, the implementation of Reading to Learn can effectively support students' reading comprehension in CLIL classrooms, although its success depends on adequate instructional support and careful classroom management.

Keywords— CLIL, Qualitative Approach, Reading Comprehension, Reading to Learn (R2L)

ABSTRAK

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Abstrak— Dalam mempelajari Pembelajaran Terpadu Konten dan Bahasa (CLIL), siswa tidak hanya dituntut untuk memahami materi pelajaran, tetapi juga menguasai bahasa yang digunakan dalam proses tersebut. Tantangan ini menimbulkan kesulitan bagi sebagian siswa dalam memahami teks akademis berbahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan penerapan Reading to Learn (R2L) di kelas CLIL serta mengidentifikasi tantangan yang muncul selama pelaksanaannya. Dengan menggunakan pendekatan deskriptif kualitatif, penelitian ini melibatkan sepuluh mahasiswa semester keenam di kelas berbasis CLIL. Data dikumpulkan melalui wawancara semi-terstruktur dan analisis dokumen berupa tanggapan tertulis mahasiswa. Hasil penelitian menunjukkan bahwa penerapan tahapan R2L—Persiapan sebelum Membaca, Membaca Mendalam, dan Membaca Mandiri—membantu mahasiswa memahami isi teks secara lebih terstruktur. Mahasiswa merasa lebih mudah mengidentifikasi ide utama, menguasai kosakata akademis, dan menjawab pertanyaan berdasarkan teks. Namun, temuan ini juga mengungkap beberapa tantangan, termasuk perbedaan tingkat kemahiran bahasa Inggris mahasiswa, kesulitan dalam memahami kosakata akademik dan struktur kalimat yang kompleks, serta keterbatasan waktu yang diperlukan untuk melaksanakan tahap Membaca Secara Mendalam secara efektif. Tantangan-tantangan ini menyoroti pentingnya bimbingan dosen dan scaffolding sepanjang proses R2L. Oleh karena itu, penerapan Reading to Learn dapat secara efektif mendukung pemahaman bacaan mahasiswa di kelas CLIL, meskipun keberhasilannya bergantung pada dukungan pengajaran yang memadai dan manajemen kelas yang cermat.

Kata kunci— CLIL, Pendekatan Kualitatif, Pemahaman Membaca, Membaca untuk Belajar (R2L)

PREFACE

This thesis, entitled “Reading to Learn: Incorporating Subject Knowledge into Language Studies,” stems from the author's awareness of the importance of students' academic literacy skills, particularly in understanding English academic texts that contain knowledge of specific fields of study. In higher education learning practices, students often experience difficulties in understanding the meaning, structure, and concepts contained in academic texts, especially when language and content are studied separately. Therefore, this study focuses on the application of the Content and Language Integrated Learning (CLIL) approach combined with the Reading to Learn (R2L) strategy as an effort to help students integrate language proficiency and material comprehension more systematically.

The author realizes that the preparation of this thesis cannot be separated from the help, guidance, and support of various parties. Therefore, the author would like to express their deepest gratitude to Dr. Ima Isnaini Taufiqur R., M.Pd. as the first supervisor and Fitri Nurdianingsih, S.Pd., M.Pd. as the second supervisor, who have provided guidance, input, and guidance with great patience during the process of writing this thesis. The author would also like to thank all lecturers of the English Education Study Program at IKIP PGRI Bojonegoro for providing valuable academic knowledge and experience.

The author realizes that this thesis still has limitations and shortcomings. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this research in the future. The author hopes that this thesis can contribute, both theoretically and practically, to the development of academic reading, especially in the context of language and content integration in higher education.

Bojonegoro, 10 Juli 2026
The Researcher

Mauludfi Kusumawardani
NIM 22120047

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CHAPTER I

INTRODUCTION

This chapter presents a general overview of the research while explaining the underlying motivation behind it. It is divided into five sections: the study's background, formulation of the problems, objectives of the study, significance of the study, definition of terminologies.

A. Background of Study

Reading is the key to the learning process. Through reading, students can obtain information, understand the content of what they read, and develop critical thinking skills. Reading allows students to broaden their horizons in the form of a more structured mindset, because reading involves texts that give students the opportunity to connect old knowledge with new knowledge. In addition, reading also forms the basis for students to master other academic skills, such as writing, analysing the content of reading materials, and solving problems. This is in line with the opinion of Amalia (2017) who argues that reading skills are a stimulus or trigger for writing skills. Someone who wants to write must first engage in reading. The more reading material a person has, the better their writing will be.

However, the reality in the field is not directly proportional to this theory. This is because there are still many students who find it difficult to understand academic texts in certain fields of study. For example, in classroom learning activities, lecturers often encounter students who only 'scan' the material without understanding its meaning, Nuralimah (2023). Therefore, it can be said that

conceptual understanding is still low, making classroom learning less effective.

In response to this problem in the classroom, one solution that can be used to overcome students' low reading comprehension is to apply the Content and Language Integrated Learning (CLIL) approach. Through CLIL, students can learn the material that has been taught so that their language skills develop along with their mastery of the material concepts, Widiyastuti (2025). This approach is relevant to English Education students because they are not only learning a language but also learning to understand a particular discipline. This is in line with the opinion of Zunaedi (2024) who argue that CLIL can improve reading comprehension, enrich vocabulary, increase learning motivation, and facilitate the exchange of ideas between students.

In addition to the CLIL approach, the reading to learn strategy can also help students read complex texts gradually through a structured process, starting from building initial understanding to critically analysing information. This combination is expected to improve students' understanding of academic reading and help them prepare themselves as educators who are able to integrate language and learning content into teaching practice.

Although the CLIL and reading to learn approaches have yielded positive results in improving reading comprehension at the school level, research specifically examining the application of the combination of the two at the university level is still very limited. For example, the study *Implementing Reading to Learn Pedagogy in CLIL Lessons* by Komarawan (2024) was only conducted on secondary school students, so the findings do not necessarily reflect the academic literacy needs of university students. In addition, there is also the most recent study.

Implementing Content and Language Integrated Learning (CLIL) Through Group Discussion in Reading Comprehension Class (2024), which focuses on discussion strategies in reading, but does not combine this approach with R2L. Therefore, there is still a research gap on how the integration of CLIL and R2L can help support students' understanding of academic reading, which is important for students who are taking CLIL courses in English Education.

Based on these findings, this research is important because it can provide a clearer picture of how the CLIL approach combined with Reading to Learn (R2L) can support students in understanding academic texts more effectively. English Education students need strong academic literacy skills because they are prospective teachers who will be responsible for integrating language and content learning in their future classrooms. Furthermore, this study is expected to enrich the existing literature on the integration of CLIL and R2L in higher education and provide practical recommendations for lecturers in designing CLIL-based reading instruction that improves students' comprehensive reading skills.

B. Formulation of the Problems

Based on the problems described in the background, it is necessary to examine how the Reading to Learn (R2L) approach supports the CLIL learning process and what challenges appear during its implementation.

Therefore, the research problems are formulated as follows:

1. How is the CLIL approach implemented through the Reading to Learn approach integrate subject knowledge into language learning?

2. What are the challenges that emerge in the process of integrating the R2L strategy within the CLIL-based English language learning?

C. Objectives of the Study

In order to obtain a deeper understanding of how the Reading to Learn (R2L) approach supports CLIL-based learning, particularly in integrating subject knowledge into English language learning, this study outlines the following objectives:

1. To examine the CLIL approach used to combine/teach learning material (subject knowledge) into English language learning using the reading to learn strategy
2. To identify and analyse various difficulties or challenges experienced by students and lecturers when applying the reading to learn strategy in CLIL-based English learning material.

D. Significances of the Study

Based on the objectives of the study, this research is expected to provide contributions both theoretically and practically in the field of English language education. The significances of this study are explained as follows:

1. Theoretical Significance
 - a. This study can contribute to the development of theories related to reading comprehension through the integration of CLIL with reading to learn strategies in the concept of higher education.

- b. This study provides new insights into how the combination of CLIL and R2L can strengthen academic literacy, particularly in understanding more complex texts.
- c. The findings of this study can enrich the existing literature by filling the gap in research related to the application of CLIL and R2L at the higher education level, which is still rarely studied.

2. Practical Significance

a. For Students

This research can help improve and support the strengthening of students' academic literacy, especially for English Education students, so that students are able to understand academic texts more deeply, analyse text content more effectively, and improve their understanding of content and language simultaneously.

b. For Lecturers

This study is expected to provide recommendations for designing learning activities with students in the context of content and language learning.

c. For future researchers

This study can be a reference for future researchers who wish to examine CLIL and R2L in various educational contexts. This can open up opportunities for further research related to integrated reading pedagogy in higher education.

E. Definition of Terminologies

In order to provide a clear and consistent understanding of the key concepts discussed in this study, it is important to define several terms that are frequently used throughout the research. These definitions are intended to clarify the meaning of each term as used in the context of this study and to avoid possible misinterpretation. The definitions of the terminologies are presented as follows:

1. Reading to Learn (R2L)

According to Rose and Martin (2012), Reading to Learn is a pedagogical approach designed to help students understand texts in depth through structured learning stages, from building context, reading together, to rewriting texts. This approach aims to improve students' ability to understand, analyse, and produce academic texts systematically. Operationally, In this study, subject knowledge refers to the concepts presented in the CLIL reading materials that were integrated into Reading to Learn activities.

2. Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL), as described by Coyle, Hood, and Marsh (2010), is a learning approach that integrates subject content and language learning within the same instructional process. In this approach, students learn subject knowledge while simultaneously developing their language skills. Operationally, in this study, CLIL refers to the implementation of a CLIL-based reading class in the English Education Study Program, where students learned subject content through English academic texts while participating in Reading to Learn (R2L) activities.

3. Subject Knowledge

In the field of content-based instruction, Brinton, Snow, and Wesche (2003) define subject knowledge as the disciplinary knowledge or core content that forms the foundation of the learning process. In this study, subject knowledge is used as content integrated into R2L-based reading activities to strengthen students' academic understanding. In this study, subject knowledge refers to the concepts presented in the CLIL reading materials that students were required to understand during the Reading to Learn activities.

4. Academic Literacy

Academic literacy, according to Lea and Street (2006), refers to students' ability to understand, analyze, and compose academic texts in accordance with the demands of higher education. This includes critical reading skills, the use of academic language, and the ability to construct logical and structured arguments. Operationally, academic literacy in this study refers to students' ability to identify the main ideas of academic texts, understand academic vocabulary, interpret information, and connect concepts presented in the reading materials.

5. Integrated Reading Pedagogy

Shanahan and Shanahan (2008) emphasize that integrated reading pedagogy is a reading instruction approach that combines the development of language skills and content comprehension in an integrated manner. In this study, this approach was implemented through the use of a combination of CLIL and R2L to simultaneously enhance content comprehension and language skills. Operationally, integrated reading pedagogy in this study refers to the

combination of CLIL and Reading to Learn implemented during reading activities to facilitate both subject knowledge acquisition and language development.