



Systematic Literature Review : Strategies for Implementing Reading and Writing Connections in Indonesian Literacy Learning for Filipino Speakers

Dwi Novita Sari ^{1*}, Aninditya Sri Nugraheni², Bunga Syafiq Munira³

^{1,2,3} UIN Sunan Kalijaga Yogyakarta, Indonesia

Correspondence e-mail * : 24204082002@student.uin-suka.ac.id

Abstract: Indonesian Language Learning for Foreign Speakers (BIPA) in the Philippines faces challenges in integrating reading and writing skills simultaneously at the elementary school level. Most of the learning is still oriented towards basic linguistic understanding so that students' reflective and productive writing skills have not been developed optimally. This study aims to analyze the strategy of implementing Reading Writing Connection (RWC) in learning Indonesian literacy for Filipino speakers through the Systematic Literature Review (SLR) approach. The research uses the PRISMA model with the stages of identification, screening, eligibility and inclusion of scientific articles for the 2020-2025 period obtained from the Scopus, Google Scholar and DOAJ databases. Of the 200 articles found, 10 articles were obtained that met the inclusion criteria. The results of the study showed that the recounting strategy, Cooperative Integrated Reading and Composition (CIRC), Think Talk Write (TTW), LICALIDO, metacognitive approach and using children's literature effectively improved students' reading comprehension and writing skills in an integrated manner. In addition, the use of Indonesian culture-based texts is able to strengthen cross-cultural literacy and learning motivation of Filipino students. The findings of the study confirm that the integration of reading and writing through the RWC approach is an effective strategy in the development of basic BIPA literacy, especially when supported by digital media, contextual teaching materials, and teacher competence in implementing integrative learning.

Keywords: *Reading Writing Connection*; BIPA Literacy; Basic Learning in the Philippines

Article info: Submitted : 2026-04-26 | Accepted : 2026-05-19 | Published : 2026-06-03

Copyright © 2026, Author.

This is an open-access article under the [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)



How to Cite :

Introduction

In the era of globalization of education in the 21st century, mastery of foreign languages is a strategic need to strengthen cross-cultural communication and international cooperation, especially in the Southeast Asian region. Indonesian is beginning to gain attention as a regional language that has great potential in the fields of education, culture and economy. This phenomenon has encouraged the development of the Indonesian Language for Foreign Speakers (BIPA) program in various countries, including the Philippines (Riski & al., 2025).

At the regional level, the Philippine government has begun to develop bilingual literacy programs that provide space for foreign language learning at the elementary school level. BIPA learning in the Philippines is generally geared towards mastering basic language skills, especially reading and understanding simple texts (Nugraha et al., 2020). However, the implementation of learning still tends to focus on linguistic aspects and vocabulary memorization so that students' reflective writing skills and text production skills have not developed optimally (Son of Gotama, 2023). This condition shows that literacy learning has not been fully able to integrate text comprehension skills with the ability to express ideas through writing.

This problem is increasingly seen in the use of BIPA teaching materials in the Philippines, most of which still adopt the model from Indonesia without adjustment to the local cultural context of students. According to Fingerprint (2020), cultural inconsistencies in teaching materials cause students to have difficulty understanding cultural references and contextual meanings in Indonesian texts. As a result, students are able to read the text literally, but experience obstacles when asked to develop ideas or rewrite their understanding in written form. (Widyaparwa, 2020) emphasized that literacy learning will be more effective if the learning material is associated with students' social and cultural experiences. Therefore, the development of contextual literacy learning is an important need for BIPA learning in the Philippines.

This condition shows that there is a gap between the ability to understand the text and the ability to express ideas through writing. In fact, reading and writing skills have an interrelated relationship in the literacy development process. So this condition shows that literacy learning is not enough to be oriented only to understand the text, but also needs to develop students' ability to construct and express ideas through writing. According to Fitzgerald and Shanahan (2000), reading and writing are two interrelated literacy skills because they involve the process of constructing meaning, organizing ideas, and activating prior knowledge. This opinion is reinforced by Shanahan (2006) which states that the development of reading, writing, and spoken language takes place in an integrated manner in the literacy learning process.

Based on these conditions, the Reading Writing Connection (RWC) approach is present as an integrative strategy that emphasizes the relationship between reading and writing activities in a learning cycle. This approach allows students not only to understand the content of the reading, but also to reconstruct meaning through writing, discussion and reflection activities (Purbarani & Muliastuti, 2023). This approach is relevant to the characteristics of elementary school students who are still in the concrete operational stage and require contextual, visual, and hands-on experience-based learning (Piaget, 1976).

In its implementation, the integration of reading and writing can be done through project-based learning, collaborative discussions, and reflective activities. Hidayah et al. (2021) Explain that students not only read the text, but also rewrite the

meaning of the text in the form of a personal narrative, reflective journal, or contextual descriptive text. The approach helps students build connections between texts and their social experiences so that critical thinking skills and productive literacy can develop simultaneously.

In addition, the development of digital technology also opens up great opportunities in the application of integrative literacy learning. Some elementary schools in the Philippines have started leveraging digital platforms such as Padlet, StoryWeaver, and Google Classroom to integrate digital reading activities with students' reflective writing (Torres et al., 2024). Digital media allows students to collaborate, gain hands-on feedback, and develop digital literacy skills that fit the needs of the 21st century generation.

Although various studies have addressed reading and writing integration strategies, most research still focuses on English language learning or BIPA learning at the college level. Research on the application of Reading Writing Connection in Indonesian literacy learning for elementary school students in the Philippines is still very limited. In addition, there has not been much research that integrates aspects of local Philippine culture, digital media use, and process-based evaluation in BIPA learning.

Based on these gaps, this study aims to analyze the strategy of implementing *Reading Writing Connection* in learning Indonesian literacy for Filipino speakers through the *Systematic Literature Review approach*. This research is expected to make a theoretical contribution to the development of integrative literacy and become a practical reference for BIPA teachers in designing contextual, collaborative, and culture-based learning.

Methodology

The research methods applied in this study are *Systematic Literature Review* (SLR). This approach is used to thoroughly collect, assess, and analyze various research results related to the topic studied from the publication of the 2020-2025 article. Through SLR, researchers can search, examine, evaluate, and interpret all available scientific evidence in the field of study related to the research questions that have been formulated (Triandini et al., 2019).

In general, SLR is carried out through three main stages, namely the planning stage, the implementation stage, and the reporting stage (Xiao & Watson, 2019). In the planning stage, the researcher formulates the need for a systematic review, develops a review protocol, and establishes inclusion and exclusion criteria so that the selection process runs consistently, along with inclusion and exclusion criteria;

Table 1. Inclusion and Exclusion Criteria

No	Criteria	Inclusions	Exclusion
1	Year of publication	Articles published in 2020–2025	Articles published before 2020
2	Research focus	Discuss reading and writing learning, Reading Writing Connection (RWC), literacy, or BIPA	Does not discuss the integration of reading-writing or literacy
3	Education level	Focus on elementary school	Focus on college, secondary education, or non-formal
4	Types of publications	Peer reviewed scientific journal articles	Proceedings, theses, theses, popular books, and opinions
5	Article language	Use Indonesian or English	Use languages other than Indonesian and English
6	Database sources	Indexed by Scopus, DOAJ, or Google Scholar	Unindexed academic database
7	Article availability	Articles are available in full text	Articles only available abstract
8	Contextual relevance	Related to second language learning, basic literacy, or integrative reading-writing strategies	Irrelevant to the context of language learning and literacy

Based on these criteria, the researcher conducted the identification, screening, eligibility, and inclusion process using the PRISMA model. From the initial search results of 200 articles, screening was carried out based on the suitability of the topic, year of publication, quality of the source, and relevance of the research so that 10 articles were obtained that met all inclusion criteria and were worthy of further analysis.

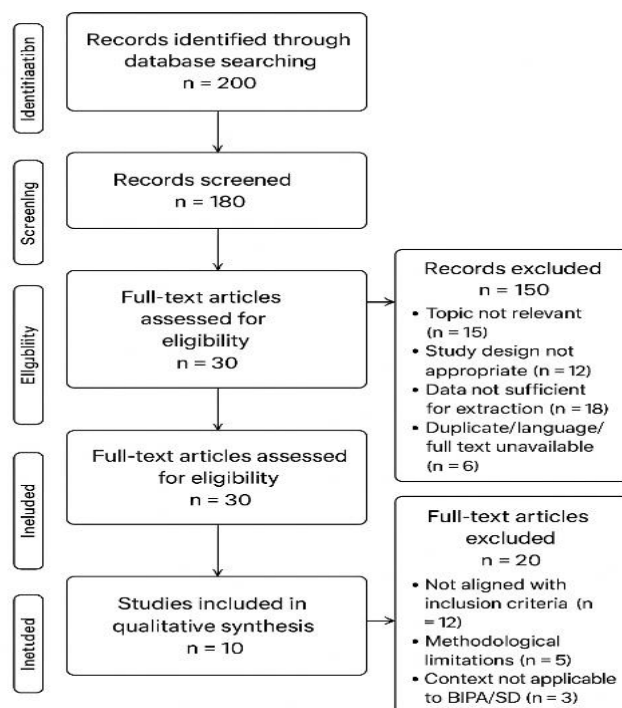


Figure 1. Diagram PRISMA

Results and Discussion

Results

Based on search results and reviews of relevant literature. The table below shows ten articles selected from a series of studies investigating the relationship between literacy development and reading and writing skills. Each article was chosen because it makes a direct contribution to understanding how the relationship approach of reading and writing can be used effectively, especially for elementary school students.

Using different approaches, such as retelling, CIRC, TTW, and the use of literary texts, the study resulted in a similar pattern: better understanding of the text and better writing. This finding is important because it can be a reference for the development of Indonesian language learning for Filipino speakers, who need integrative and structured methods to build basic literacy. The table below provides a concise conclusion of each study.

Table 2. Systematic Literature Review

No	Title & Year	Author	Relevance to primary schools	Research results
1	<i>Interplay Reading and Writing in ESL/EFL</i> (2023)	Karolis Anaktototy	Basic literacy strategies are perfect for elementary schools	Six strategies (summarizing, paraphrasing, compare-contrast, story writing, discovery, PBL) have been shown to improve reading and writing comprehension of beginner students.
2	<i>Learning a Language Through Retelling</i> (2021)	Larcy Abello	Retelling is perfect for elementary school students	Retelling improves students' comprehension, vocabulary, and ability to rewrite stories sequentially.
3	<i>Promoting Critical Reading Strategies</i> (2020)	H. Fatkurochman	Suitable for high grade elementary schools	Critical reading encourages students to be able to find the main idea and write a summary more logically.
4	<i>Cooperative Integrated Reading and Composition</i> (IARC) (2023)	Zohri Hamdani et al.	CIRC is indeed a model for elementary school children	CIRC improves writing skills and reading comprehension collaboratively.
5	<i>LICALIDO Strategy (See-Read-Write a fairy tale)</i> (2023)	Dedeh Kurniati	Developed specifically for elementary schools	Increase interest in reading & the ability to rewrite fairy tales using a multimodal approach.
6	<i>Think Talk Write (TTW) in Basic Learning</i> (2024)	Rika Yuliana et al.	This model is very popular in	TTW improves reading comprehension,

			elementary schools	oral communication skills, and structured writing skills.
7	<i>Metacognitive Strategies in Reading BIPA Texts</i> (2024)	Chen Hyang & D. Puspitorini	Metacognitive strategies can be adapted for elementary school	Prediction, clarification, and monitoring strategies improve the ability to write simple read responses.
8	<i>Reading/Writing Connections</i> (2020)	Carol Olson	Theoretical basis for basic reading-writing learning	Scaffolding reading-writing effectively helps students create text-based paragraphs.
9	<i>The Role of Literature in Indonesian Language Learning</i> (2024)	Shirley Shirley	Children's literature is suitable for primary schools	The use of short stories, fairy tales, and poems enhances students' understanding of stories and the quality of reflective writing.
10	<i>Actualization of Indonesian Language and Culture for Teachers at SD San Fabian</i> (2024)	I. Y. Rahmawati et al.	Focus on Filipino primary school teachers	Filipino elementary school teachers acquire a literacy model that integrates reading-writing, and Indonesian culture.

As the results of the review of the ten main articles show, the integration of reading and writing, also known as *Reading-Writing Connection* (RWC), is an important structure that supports the progress of children's literacy in elementary schools. These results support the views of Fitzgerald and Shanahan (2000), which states that interconnected cognitive mechanisms such as meaning construction, idea structuring, and schematic activation are involved in reading and writing. Reciprocal strategies such as summarizing, paraphrasing, and rewriting stories create a stable mental structure to help students transition from text comprehension to text production, according to Anaktototy's research (2023). Kintsch's theory (1998) About the

development-integration model emphasizes that the integration of mental representations after reading leads to the production of writing.

Kurniati Studies (2023) showed that the LICALIDO (See, Read, Write Fairy Tale) strategy helps elementary school students understand the plot and message of the story after passing through the stages: visual observation, text reading, and rewriting. This method not only makes the cognitive process easier, but it also helps students connect reading with writing. This relationship is in line with the ideas put forward by Flower & Hayes (1981) About the writing process that focuses on repetitive information processing (*recursive*). Therefore, the pattern of reading-writing integration seen in each article studied suggests that literacy is built through mutually reinforcing cognitive cycles rather than separate activities.

1. Retelling Strategy as a Foundation for Early Literacy for Elementary School Students

To improve the literacy of elementary school children, both in reading comprehension and writing skills, the retelling strategy has proven to be the most effective method. Retelling encourages students to rearrange the structure of the story text; This enhances their ability to convey ideas logically and concisely. (Abello, 2021). This strategy has great potential for Indonesian language learning for Filipino speakers because it provides the comprehensive input needed by second language learners (Krashen, 2004) Filipino students learn discourse patterns, vocabulary, and sentence structure through oral retelling before moving on to written retelling.

According to Linse (2006), retelling connects the processes of listening, reading, and writing, which is the most effective way to aid in the development of early literacy. Because students have to remember the gist of the story, choose important information, and reproduce it in the form of the language they are good at, retelling provides an opportunity for teachers to assess students' overall understanding. Retelling in BIPA Elementary helps Filipino students understand the relationships between sentences, understand narrative structures, and increase their confidence in creating texts in Indonesian.

2. Collaborative Strategy: CIRC and TTW as Drivers of Basic Literacy

Two collaborative strategies, CIRC (Cooperative Integrated Reading and Composition) and TTW (Think-Talk-Write), were found to be effective in integrating reading and writing in elementary school students. Hamdani et al. (2023) found that CIRC improved students' ability to read comprehension and write narratives through reading activities, peer discussions, and co-written texts. Social interaction is the basis of cognitive development, according to Vygotsky's concept of the Zone of Proximal Development (ZPD) (1978), which allows for peer scaffolding processes.

According to Yuliana et al. (2024) The TTW strategy combines three skills at once: reading comprehension through thought, oral communication through speech, and paragraph writing through writing. This method is in accordance with Bandura's social-cognitive theory (1986), which emphasizes the importance of social interaction and observation in language learning. These two models, in the case of Filipino students learning Bahasa Indonesia, provide space for beginner students to practice using the language through clear text modeling, peer support, and repetitive activities.

3. Metacognitive Approach in the Development of Basic BIPA Literacy

In a study written by Chen & Puspitorini (2024), a metacognitive approach is used to teach BIPA students to read Indonesian texts. Methods such as estimating the content of the text, monitoring its comprehension, and conducting reflections have been shown to increase students' self-control in understanding the text. This result is in line with the opinion of Duke and Pearson (2005), which states that effective readers use planned metacognitive strategies to organize their thinking. Although the study did not focus on elementary school students, the approach offered may be useful for upper-class elementary school students as they begin to be able to learn independently.

Students carried out the activity of writing reading responses with metacognitive strategies. The results of the study show that metacognition plays an important role in integrating reading and writing, especially in BIPA, where language structure is crucial.

4. Children's Literature-Based Strategies: fairy tales, short stories, and fairy tales

Several articles show how important literature is as an integrative learning tool for children. Because of its simple plot and memorable characters, fairy tales help students understand the content of the reading, according to Sari (2024). According to Olson (2020), narrative texts have coherence, key idea structure, and clear supporting details, which makes them a complete paragraph model. The use of children's literature has added value in BIPA Philippines because it incorporates elements of Indonesian culture, such as morality, character, and story setting, which enhances the language learning process.

Filipino students learn the basic vocabulary and sentence structure of archipelago fairy tales such as "Kancil and Crocodile" or "Timun Mas" because of their interesting characters and plots. In addition, literature-based strategies help students to write reflections, rewrite stories, or write imaginative texts based on what they read.

5. Strengthening Indonesian Language Literacy for Elementary School Teachers in the Philippines

Rahmawati et al. (2024) shows that elementary school teachers in the Philippines should be trained in learning Indonesian literacy. The results showed that

Filipino teachers who received Indonesian culture-based literacy training were able to use integrative strategies such as summarizing, rewriting stories, and talking about the meaning of reading. These results support Snow's idea (2002) that cross-cultural learning is essential for literacy, especially when it comes to second languages. Improving teachers' abilities has a direct impact on students' ability to understand texts and produce writing in Indonesian. This is due to the teacher's ability to provide more structured texts and examples.

Discussion

1. Relevance of Reading-Writing Connection Strategies for Filipino Elementary School Students

The results of the literature analysis show that *Reading Writing Connections* (RWC) has significant pedagogical benefits in students' Indonesian language learning in primary schools in the Philippines. Primary school students are at a concrete operational stage in their cognitive development (Piaget, 1976). Therefore, effective second language learning should emphasize repetitive activities, real-life examples, and visualizations that help with gradual processing of information. Strategies such as LICALIDO, retelling, and *Think Talk Write* (TTW) helps elementary school students learn through a tiered process: reading, understanding the content of the text, talking about it, and then expressing it again in writing. This strategy is in accordance with the learning characteristics of elementary age students.

Tompkins (2014) states that the development of children's literacy consists of five main stages: writing, reading models, discussion, drafting, and revision. All of the reviewed articles clearly support these five stages, and the integrative strategy of reading-writing. According to Fitzgerald and Shanahan (2000), Filipino students who use Indonesian as their second language see the integration of writing and reading as skills that accelerate the internalization of vocabulary and sentence structure. This is because both skills activate the same cognitive pathway. As a result, RWC is beneficial because it suits the characteristics of students and helps improve second language acquisition at the beginner level.

2. Alignment of Strategies with Second Language Acquisition Theory

Second language acquisition theory or SLA (*Second Language Acquisition*) is very consistent with the strategies identified in the SLR. Reading-based learning provides beginner students with complete input (Krashen, 2004;1982). While reading activities provide students with linguistic input, writing activities require students to reprocess the input into meaningful outputs. According to Swain (1985), language production activities, which involve impulse output, play a crucial role in improving students' linguistic accuracy and awareness. The retelling and rewriting strategies that

encourage Filipino students to create text structures based on what they understand from reading demonstrate this.

In addition, the mechanism of social scaffolding, proposed by Vygotsky (1978) Through the concept *Proximal Development Zone* (ZPD), which is a condition in which optimal learning occurs when students have support from teachers or peers, is activated by implementing collaborative strategies such as CIRC and TTW. Nation (2013) It also states that novice language learners need activities that emphasize meaning, repetition, and continuous production. For Filipino students who are building the basics of literacy in Indonesian, retelling, summarizing, and rewriting is a very appropriate type of repetition. Therefore, each SLR approach has a strong theoretical basis in the science of second language acquisition.

3. Implementation of Strategies in Indonesian Language Learning for Filipino Speakers

Strategy implementation *Reading Writing Connections* in Filipino students has significant consequences for learning design. All of the articles reviewed show that learning will be more effective if teachers start the activity with simple reading. This is especially true for narrative texts such as Nusantara fairy tales, fairy tales or Indonesian children's stories that have a clear plot structure (Olson, 2020). This kind of text helps students understand the content of the reading and naturally introduces elements of Indonesian culture (Snow, 2002).

After reading, students should be encouraged to participate in discussions in small groups using the CIRC strategy or the talk stage in TTW. This allows students who are still learning Indonesian to gain linguistic support from peers while expanding their understanding of the content of the reading. Additionally, teachers provide assistance to students by providing paragraph structure models, important vocabulary lists, or concise writing examples to help them imitate correct writing patterns. In the final stage, students write a summary, rewrite a story, or write a simple text based on what they read. The integrative cycle produced by this repetitive method improves reading comprehension and writing ability simultaneously (Flowers & Hayes, 1981). To achieve optimal outcomes, the implementation of RWC in Filipino students should consider the repetition of inputs, the use of cultural texts, teamwork, and clear support for language structure.

4. Comparative Discussion Between Articles

Comparative results from various articles show that there is a methodological bias that distinguishes the focus of the strategy. However, this tendency remains in the context of read-writing integration. The articles by Anaktototy, Kurniati and Sari show that narrative texts are the main medium. All three show that literary texts for children are useful for building the cognitive structure necessary for writing. On the contrary,

Hamdani et al. (2023) and Yuliana et al. (2024) Focus on a procedural and collaborative approach that facilitates guided learning through social interaction.

In addition, Chen & Puspitorini's article offers a different perspective by integrating metacognitive strategies, which help students strengthen their ability to control their thought processes while reading and writing. On the contrary, Rahmawati et al. (2024) presents the Philippine context firsthand, making it an important reference for BIPA Elementary learning adaptations. This comparison shows that different strategies provide flexibility. This article shows that, depending on the needs and characteristics of the student, read-writing integration can be achieved through a narrative, collaborative, or metacognitive approach.

5. Practical Implications for BIPA Teachers in the Philippines

BIPA teachers teaching in Philippine elementary schools should consider some of the practical implications of the SLR findings. First and foremost, teachers must ensure that reading and writing activities are included in a learning cycle. They should avoid separating the two skills as they would in traditional learning methods. Second, Indonesian fairy tale and fairy tale texts should be prioritized because in addition to helping students understand reading, they also bring Indonesian culture into their minds, which makes learning more meaningful (Sari, 2024). Third, retelling has been shown to improve vocabulary acquisition, storyline comprehension, and structured writing skills. Therefore, this strategy must be the main strategy in learning (Abello, 2021).

Fourth, students in the Philippines are greatly helped by small group discussions and peer modeling. Therefore, collaborative strategies such as CIRC and TTW must be implemented (Vygotsky, 1978). Fifth, to help students become more process-conscious readers and writers, teachers should teach students basic metacognitive strategies such as prediction, clarification, and reflection (Duke & Pearson, 2005). Finally, Rahmawati et al. (2024) stated that teacher training is very important in the Philippines because student literacy is greatly influenced by teachers' ability to implement integrative strategies. Therefore, to achieve the success of Indonesian literacy learning for Filipino students, this SLR emphasizes that an approach that integrates cultural content, integrative literacy strategies, social interaction, and strengthening teachers' abilities is needed.

Research Implications

1. Theoretical Implications

The results of the study reinforce the theory of the relationship between reading and writing put forward by Fitzgerald and Shanahan (2000), that both skills involve interintegrated cognitive processes. The findings of the study show that the *retelling*, *TTW*, *CIRC*, and metacognitive approaches are able to build simultaneous construction

of meaning through reading, discussing, and writing activities. This research also expands the study *Reading Writing Connections* in the context of BIPA learning in Philippine elementary schools which was previously rarely researched.

2. Practical Implications

Practically, this study provides a reference for BIPA teachers to design more integrative and contextual literacy learning. Teachers can leverage Indonesian culture-based narrative texts, interactive digital media, and collaborative strategies such as *TTW* and *CIRC* to simultaneously improve students' reading and writing skills. In addition, the results of the study show the importance of teacher training in implementing integrative literacy strategies so that BIPA learning in the Philippines can take place more effectively and oriented towards the development of students' critical thinking skills.

Conclusion

The results of a systematic review of ten articles show that the *Reading Writing Connection* (RWC) strategy is effective and relevant in improving the basic literacy of elementary school students in the Philippines who are learning Indonesian as a second language. The integration of reading and writing has been proven to be able to help students' cognitive development through the ability to understand text structure, reorganize information, and produce coherent and meaningful writing. Simultaneous improvement of reading and writing skills can be achieved through the application of *recounting strategies*, *Cooperative Integrated Reading and Composition* (CIRC), *Think Talk Write* (TTW), *LICALIDO*, and metacognitive approaches in literacy learning.

The research findings also show that the use of children's literature and narrative texts based on Indonesian culture is effectively used as a learning medium because it is able to help students understand the content of reading as well as introduce elements of Indonesian culture in BIPA learning. In addition, collaborative and project-based strategies provide social support and scaffolding that assist novice students in learning a second language. Teacher competence is also an important factor in the successful implementation of *Reading Writing Connection*, so strengthening integrative literacy competencies for elementary school teachers in the Philippines needs to receive continuous attention.

Overall, the results of this *Systematic Literature Review* show that a learning model that integrates reading and writing, digital media, local culture-based teaching materials, and process-based evaluation is able to improve students' literacy skills more comprehensively. Through this approach, students not only acquire language skills, but also develop critical, creative, and reflective thinking skills. Thus, *Reading Writing Connection* can be used as an integrative pedagogical framework in the development of BIPA literacy in elementary schools because it is able to connect

reading, writing, critical thinking, and cross-cultural comprehension skills simultaneously.

However, this study still has some limitations. First, the articles analyzed were only limited to publications in 2020–2025 so that they did not cover the development of research in the previous period more broadly. Second, the number of articles that meet the inclusion criteria is relatively limited, so the variation in the context of the implementation of *Reading Writing Connection* has not fully represented the various BIPA learning conditions in other countries. Third, most of the research analyzed uses a qualitative approach so that quantitative empirical data on the effectiveness of learning strategies is still limited. In addition, research on the application of *Reading Writing Connection* specifically in the context of BIPA learning in Philippine elementary schools is still not widely found, so more in-depth empirical studies are still needed.

Based on these limitations, further research is recommended to expand the scope of international databases, increase the number of articles analyzed, and use a meta-analysis approach to obtain more comprehensive and in-depth results. Future research can also develop experimental studies on the effectiveness of the *Reading Writing Connection Strategy* in BIPA learning at various levels of education. In addition, the integration of digital technology, literacy gamification, and the use of *Artificial Intelligence* (AI) in reading and writing learning can be the focus of further research to expand the development of Indonesian literacy for foreign speakers.

References

- Abello, L. (2021). *Learning a Language Through Retelling*.
- Anaktototy, K. (2023). *Reading and Writing Between Play in ESL/EFL*.
- Bandura, A. (1986). *The Social Foundations of Thought and Action: Social Cognitive Theory*. Prentice-Hall.
- Duke, N. K., & Pearson, P. D. (2005). Reading Comprehension Strategy. In M.J. Snowling & C. Hulme (Eds.), *The Science of Reading: A Handbook*. Black well.
- Fitzgerald, J., & Shanahan, T. (2000). The Relationship between Reading and Writing: A Review of the Literature. *Educational Research Review*.
- Flower, L., & Hayes, J.R. (1981). Theory of Cognitive Process Writing. *College Composition and Communication*.
- Hamdani, Z., & al., et. (2023). *Reading and Cooperative Integrated Composition (CIRC)*.
- Hidayah, S., Setyowati, E., & Pradana, R. (2021). Implementation of integrative literacy in elementary schools. *Indonesian Journal of Basic Education*, 9(2), 112–123.
- Hyang, C., & Puspitorini, D. (2024). *Metacognitive Strategies in Reading BIPA Texts*.
- Kintsch, W. (1998). *Understanding: A Paradigm for Cognition*. Cambridge University Press.
- Krashen, S. (1982). *Principles and Practices in Second Language Acquisition*. Pergamon Press.

- Krashen, S. (2004). *The Power of Reading: Insights from Research*. Unlimited Library.
- Kurniati, D. (2023). *LICALIDO Strategy (See-Read-Write Fairy Tales)*.
- Linse, CT (2006). *Practical English Teaching: Young Learners*. McGraw-Hill.
- Bangsa, I. S. P. (2013). *Learn vocabulary in other languages*. Cambridge University Press.
- Nugraha, T., Nurhasanah, Ulfah, & Palupi. (2020). HOW TO TEACH BILINGUAL PROGRAMS? : IMPLEMENTATION OF INTEGRATED LEARNING OF CONTENT AND LANGUAGE IN ELEMENTARY SCHOOLS. *UPT P2M STKIP Siliwangi*, 7(2), 134-140.
- Olson, C. (2020). *Reading/Writing connection*.
- Piaget, J. (1976). *Mindfulness Comprehension: Actions and Concepts in Young Children*. Harvard University Press.
- Purbarani, R., & Muliastuti, L. (2023). Integration of Reading-Writing in Foreign Language Learning. *Lingua Journal of Language and Literature*, 19(2), 101-115.
- Putra Gotama, P. A. (2023). Indonesian Language Learning Strategies for Foreign Speakers. *Lampuhyang*, 14(2), 104-120. <https://doi.org/10.47730/jurnallampuhyang.v14i2.350>
- Rahmawati, I. Y., & al., et. (2024). *Actualization of Indonesian Language and Culture for Teachers at SD San Fabian*.
- Riski, L., & al., et. (2025). Indonesian Language Learning Trends in Southeast Asian Schools. *ASEAN Journal of Linguistics*, 8(1), 11-27.
- Sari, Y. (2024). *The Role of Literature in Indonesian Language Learning*.
- Shanahan, T. (2006). The relationship between Oral Language Development, Reading, and Writing. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research* (pp. 171-186). Guilford Press.
- Sidik, S. (2020). Cultural Distance and Reading Comprehension in Foreign Language Learning. *Journal of Southeast Asian Education*, 10(2), 89-102.
- Snow, EC (2002). *Reading for Comprehension: Toward an R&D Program in Reading Comprehension*. RAND Company.
- Swain, M. (1985). Communicative competence: some of the roles of intelligible inputs and intelligible outputs in their development. In S. M. Gass & C. Madden (Eds.), *Inputs in Second Language Acquisition* (pp. 235-253). Newbury House.
- Tompkins, G.E. (2014). *Literacy for the 21st Century: A Balanced Approach*. Pearson.
- Torres, Calingasan, & Santos. (2024). Digital literacy and literacy pedagogy in Philippine schools. *Asian Journal of Educational Media*, 10(1), 55-70.
- Triandini, E., Jayanatha, S., Indrawan, A., Werla Putra, G., & Iswara, B. (2019). Systematic Literature Review Method for Identification of Information System Development Platforms and Methods in Indonesia. *Journal of Indonesian Information Systems*, 1(2), 63. <https://doi.org/10.24002/ijis.v1i2.1916>
- Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

- Widyaparwa, I. (2020). Literacy as a social practice: Sociocultural perspectives in Indonesian language learning. *Journal of Language Education and Learning*, 9(1), 1-13.
- Xiao, Y., & Watson, M. (2019). Guide to conducting a systematic literature review. *Journal of Planning Education and Research*, 39(1), 93-112.
<https://doi.org/10.1177/0739456X17723971>
- Yuliana, R., & al., et. (2024). *Think Talk Write (TTW) in Elementary Learning*.