

THE EFFECT COLLABORATIVE WRITING AND READING HABITS TOWARD THE STUDENTS' WRITING OF RECOUNT TEXT AT THE GRADE EIGHT OF MTSN KAMANG

Irna Wahyuni, Mukhaiyar, Jufrizal
Language Education Program, State University of Padang
irnawahyuni48@gmail.com

Abstrak: *Artikel ini ditulis untuk menemukan pengaruh dari strategi menulis kolaborasi dan kebiasaan membaca siswa terhadap kemampuan menulis teks recount. Penelitian ini merupakan semi experimental dengan rancangan factorial 2x2. Data penelitian ini adalah hasil karangan menulis siswa dan hasil angket kebiasaan membaca siswa. Hasil penelitian ini menunjukkan bahwa (1) siswa yang diajarkan dengan strategi Menulis Kolaborasi mempunyai kemampuan menulis yang lebih baik dibandingkan siswa yang diajarkan dengan konvensional, (2) siswa dengan kebiasaan membaca yang tinggi yang diajarkan dengan strategi menulis kolaborasi mempunyai kemampuan menulis yang lebih baik dibandingkan dengan yang diajarkan dengan konvensional, (3) siswa dengan kebiasaan membaca yang rendah yang diajarkan dengan strategi menulis kolaborasi tidak mempunyai kemampuan menulis yang lebih baik dibandingkan dengan yang diajarkan dengan konvensional, (4) tidak terdapat interaksi antara kedua teknik dan kebiasaan membaca siswa terhadap kemampuan menulis siswa.*

Keywords : *Collaborative Writing, students' reading habits, students' writing, recount text.*

Introduction

Writing is one of the important aspects of the language skills that should be mastered by the students in learning English at junior high school. Writing is not only a simply a matter of putting words together, but it is also a recursive and continuous process. It can be seen on the school based curriculum KTSP, the aim of teaching writing is to develop students' ability in oral and written language fluently and accurately in the form of transactional and interpersonal, functional text and short message monologue especially in recount, descriptive, report, narrative, and procedure texts. These kinds of text are taught from grade VII till grade IX.

Writing is not only a simply a matter of putting words together, but it is also a recursive and continuous process. Rass (2005) argues that writing skill is a difficult skill mastered by the students, because they must balance the multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization.

One of writing skill that should be mastered by the students at junior high school especially at the grade eight is recount text. Recount text is a text that retells the events and experience in the past (Derewianka: 1995). In fact, the students still have difficulties to produce a good writing.

Based on the researcher's observation, especially at MTsN Kamang, the researcher found some problems faced by students and teachers during teaching and learning writing process. The student's problems were; first, writing is an un-enjoyable activity to do because they thought that writing is very difficult, especially in choosing ideas and combining them into good sentence arrangements. Their minimum and poor knowledge about the topic caused this condition. It would be hard for the students to develop the paragraph if they do not know what information they could express in that paragraph. Second, the students' lack of vocabulary, especially in choosing the words and combining them into a good paragraph. There were many repeated words in every paragraph and there were no variation words in writing the sentences. Then, the students had grammatical errors on their writing. It was found some errors relating to the sentences structures, tenses used, and words choice. As a writer, students are demanded to be capable in writing. It was not only about choosing the appropriate words but also about how to write the sentences in correct grammatical patterns. There were many grammatical forms in English like simple present tense, simple past tense, passive voice, active and passive sentences, etc. Besides, the students did not know how to use the tense and what condition to use it. Next, the students were not motivated to write a good paragraph; they were still in doubt and confused to start writing.

On contrast, English teacher's problems were; first, the teacher only

focused on English guidebook, which made the learning process neither communicative nor interactive. So, most of the students were passive during teaching and learning process. Second, the techniques used by the teachers seem to be monotonous because they only used traditional and conventional technique.

Furthermore, there were many psychological factors affected the students in language learning. One of the factors was reading habit. It is often defined as routine activities of the students to obtain information and gain knowledge in how to understand the messages conveyed by the author through the texts that they read either through books, printed and electronic media.

Krashen (1993) asserts that reading habit is important in one's life. Reading habits can improve the understanding of the development, writing style, vocabulary, spelling, and grammar. Other researchers also showed about the same thing.

Furthermore, Rosidi (1983) proposed ways to measure a person's reading habits. It can be done by looking at (1) *intensity*: the amount of time that the reader spent to read. The intensity of a person's time that is spent in reading may indicate the person has a high interest in reading or not, someone who took time to read each day can be indicated that he was highly motivated to learn to add insight and knowledge, while the intensity of someone who has not read the stable tends to lack the motivation to read.

(2) *Time*: related to the time when we have time to read. Before we find time to read, we have to think

that reading is really important and needed. (3) *Reading materials*: in choosing reading material, the reader should know kinds of books that will give benefit for the reader. (4) *Attitude* : the love (happiness) to the reading material.

(5) *Motivation*: the reason why someone read (external and internal). Internal factor means the things that affect children from the students themselves, include: IQ, interest, etc. External factor means the things that affect the students outside themselves, like environment, teacher, parents, background of their economic, etc.

(6) *Reading techniques*: the techniques/strategy that is used by someone before, whilst, and after reading. Before reading the contents of the book, usually one sees first a table of the contents of the book. This is done because by reading the table of contents of the book, we will know the contents of the book, whether in accordance with the topics we are looking for or not. While reading the book, sometimes they do skimming or scanning. They just read the subtopic that related to the topic that they are looking for. Usually, after reading the books, he/she draws the conclusion and transfers it into written form.

To produce a good piece of writing, a writer should consider the language components such as vocabulary, grammar, and punctuation appropriately and some other elements. Carderonello and Edwards (1986) explain that there are five components in the process of writing, namely: *inventing* : namely to find and generate ideas of students, what will students write or tell, steps

can find ideas in many ways such as reading, brainstorming, questions, mind mapping, etc.

Planning: the stages of how students are trying to determine how to convey ideas. This stage, students will be raised the issue, purpose, reader, text structure and tone of the text to be written. *Drafting*: in this stage, students tried to form a material or materials into text. Draft sustainable written, from draft 1, draft 2, and draft 3 to be the final result.

Revising: revise including adding a new idea, another idea of eliminating some of the words or ideas that do not need or reconstruct what has been written in the draft. *Editing*: editing is polishing a piece of writing from various aspects such as, spelling, tenses, choice of words and others.

Similarly, Hedge (2000) identifies that the process of writing includes setting goal, generating idea, organizing information, selecting appropriate language, making a draft, reading and reviewing it, revising, and editing. Related to idea above, during writing process, the students should be provided with opportunities to share ideas, edit or revise their work to get a better result.

Therefore, the teacher should give more attention on the writing process in order to get a better result on writing product. Nation (2009) states that giving attention to the writing process is a way of bringing about the improvement in learners' writing by providing help at the various stages of the process, instead of focusing only the finished product.

To overcome those problems, the researcher used Collaborative Writing as a strategy which was

applied in teaching writing. It is a strategy that two or more people with different ability sharing responsibility for producing a single document through mutual interactions, shared expertise, and joint decision-making throughout the writing process.

As stated by Gokhale (1995) collaborative writing as a teaching method that involves students in a small group (at least 2 people) to reach a certain academic aim. Through discussion, change of idea, the students get more portions to directly involve in the process of studying and students are responsible for the smoothes of studying process.

Furthermore, Bosley (1993) states that Collaborative writing is gaining prominence because it provides an alternative to the individualistic and competitive atmosphere of learning to a more cooperative method of learning to write. It means that collaboration helps students to value peer's contribution to the group. Students can also get to know one another and learn from group members in a natural way and in a safe social environment.

In addition, Saunders (2002) says collaborative writing is distinct from other collaborative activities, such as collaborative publishing, because peers are expected to interact and contribute throughout each of the following task. He outlines four components of collaborative writing: firstly, planning includes decisions about the audience, purpose, topic, ideas, and organization; secondly, composing involves drafting coherence text, monitoring, and making changes; thirdly, reviewing includes reading the completed draft

and identifying areas that need revision; lastly, correcting entails proofreading and editing.

The benefit of collaborative writing is the social dynamic of group interaction. Students can learn more about writing by talking and listening to each member of the groups. Multiple inputs from each member also produce a richer document and reduce errors (Ede and Lunsford, 1990). Furthermore, social relations are developed through meaningful and purposeful joint work. Students learn from each member's writing strengths and weaknesses because collaborators contribute knowledge and share expertise and a variety of strategies in the writing process. They provide support for one another through difficult points in the writing process.

It can be said that collaborative writing can stimulate the students to actively participate in writing and change the egocentric become awareness of there is a reader so that they pay more attention about the strategies to improve writing. The use of this strategy also can help learners to write more easily because in writing process, they do it together to exchange information and give a response to fulfill their own needs.

Based on those explanations, the purposes of the research were:

1. To find out whether students who are taught by Collaborative Writing have significantly higher writing ability of recount text than those who are taught by Conventional Teaching.
2. To find out whether students with high reading habit who are taught

- by Collaborative Writing have significantly higher writing ability of recount text than those who are taught by Conventional Teaching.
3. To find out whether students with low reading habit who are taught by Collaborative Writing have significantly higher writing ability of recount text than those who are taught by Conventional Teaching.
 4. To find out whether there is any interaction between both strategies and students' reading habit toward their writing ability in recount text.

Method

This research was a quasi experimental research because this research tested the hypothesis about the effect of Collaborative Writing and students' reading habits toward their writing of recount text. In the process of teaching, the difference between experimental class and control were only about the strategy used. The material and the time allocated of the two classes were the same.

This research used treatment factorial design by block (2x2) design which showed the effect of the variables. This research consist of three variables, independent variable were collaborative writing and conventional technique and dependent variable was writing ability of recount text, while students' reading habit as moderator variable.

The population of the research was second grade students of MTsN Kamang. The total of populations were 120 students, consist of five classes. The researcher did cluster random sampling and formed two

classes. Therefore, there were two groups that were involved in this research, class VIII.2 (experimental group) and class VIII.4 (control group). The researcher also chose class VIII.5 for try out in order to know the validity and reliability of the instrument. This research was conducted in one month, from November 18th, 2013 till December 14th, 2013.

The result of the students' writing test and questionnaire were used in collecting the data. Both of the groups got the treatment where the experimental class was treated through Collaborative Writing and the control class was treated through conventional technique. Then, the groups got same post-test in the same length of time. The questionnaire of reading habit was distributed at the first meeting of teaching and learning process. The data of students' questionnaire was divided into two parts, high and low self-efficacy. The hypotheses 1,2,3 were tested statistically by using t-test and hypothesis 4 was tested by using two ways ANOVA.

Finding and Discussion

Based on the statistical analysis of the hypotheses testing, the finding of the research can be explained as follows:

1. Students' who were taught by using Collaborative Writing strategy get better achievement in students' writing of recount text than those who were taught by using conventional technique.

The average score of students' writing in the experimental class was 73.33 while the students in control

class were 66.29. The students in experimental class who were taught by Collaborative Writing got more opportunities to develop and share ideas with their friends. The students could learn more about writing by talking and listening to each member of the groups. They provided to support for one another through difficult points in the writing process. Every member became an immediate audience while the text was being constructed. Through learning activities such as discussion and exchange of ideas, learners get more servings to be directly involved in the learning process and learning to take responsibility will running smoothly in the learning process.

The activities done in collaborative writing made the students got better achievement in writing recount text because the students are actively participating in the groups by sharing their ideas toward the text they are writing. As stated by Saunder (2002) collaborative writing is two or more people sharing responsibility for producing a single document through mutual interactions, shared expertise, and joint decision-making throughout the writing process. Through discussion, change of idea, the students get more portions to directly involve in the process of studying and students are responsible for the smoothes of studying process. So, it makes them active during teaching and learning process.

Furthermore, Allen, et.al (1987) argued that collaborative writing encompasses every group member's effort and participation at every stage of writing process, from planning through composing to

revising. Everyone has a part to play in the whole process of writing. When one student got confuse, others students could help by giving and sharing their ideas. This conditions and process engaged students in developing the ideas and building the understanding.

On the other hand, the students who were taught by using conventional technique did not get better achievement. Here, the teaching and learning process was dominated by the teacher. The students tended to be passive during teaching and learning process. They did not discuss with their friend about the difficulties that happen during writing process. Therefore, the students who were taught by Collaborative Writing had better achievement in writing recount text than those who were taught by Conventional Teaching..

2. The students with high reading habits who were taught by collaborative Writing had better writing skill in recount text than who are taught by conventional teaching.

The average score of the higher students' reading habits in the experimental class was 88.83 while the students in the control class were 77.67. It was influenced by some factors. First, the experimental class who were taught by Collaborative Writing got more opportunities to develop and share their ideas with their friends. It was different with the control class. Students in the control class did not get the same chance to develop and share their ideas with their friends. They did their writing individually. In that class, the learning was dominated by the

teacher. Consequently, the students who were taught by using Conventional Teaching tended to wait the information from the teacher. It can be seen in teaching and learning process of writing. They just listened to the explanation and answered the questions that were given by the teacher. They did not have an initiative to collaborate with their friends to discuss about the writing task.

The students with high reading habits had much pay attention on the teacher and all the activities in the class. They tended to be active in class than low reading habits. They can share and discuss with their friends who have problems in developing the ideas. As proposed by Tarigan (2008) high reading habits made the students can share their ideas and background knowledge with their friends in group. By having high reading habits, someone can broaden the mind, make the ideas overflow, make the brain and mind active, stimulate the formation of new information in the system of memory ready to be remember at any time, enrich vocabulary, sentence choices, and manner of presentation that can be used in writing, and make the students able to analyze.

Through collaborative writing, the students who have high reading habit are easy to collaborate with their friends because they have background knowledge with the topic that is going to discuss. It makes them easy to share the ideas and can also help their friends who have difficulties in developing the ideas. Thahar (2008) states that high reading habits can help someone to improve his/her understanding of the

development, writing organization, the choice of words, spelling, and grammar. Thus, the students with high reading habits who were taught by collaborative Writing had better writing achievement in recount text than who were taught by conventional teaching.

3. The students with low reading habits who were taught by Collaborative Writing got the same result in writing than those who were taught by conventional teaching.

The students with low reading habits who were taught by Collaborative Writing got the same achievement in writing recount text than those who were taught by conventional teaching. The average score of the lower students' reading habits in experimental class was 58.33 while the students in control class were 56.83. It is proved that by reading books frequently and having a good reading habit, the reader is able to analyze other's idea, which makes someone think more critically.

The students with low reading habit cannot interact with their friends. They tend to be silent during the discussion because they have less of information that they discuss. It can be said that in following the collaborative writing, the students should have good reading habits. They did not know what to say about the topic that they are discussed. As stated by Diem (2007) high reading habits can help someone to improve his/her understanding of the development, writing organization, the choice of words, spelling, and grammar. Furthermore, low reading habit makes the students have limited

vocabulary. The students with low reading habit tend to use repeated words in their writing. There is no variation of words in their writing.

In addition Tarigan (2008) argues that low reading habits made the students cannot interact to share their ideas and background knowledge with their friends in group. By having good reading habit, it can broaden the mind, make our ideas overflow, make the brain and mind active, stimulate the formation of new information in the system of memory ready to be remember at any time, enrich vocabulary, sentence choices, and manner of presentation that can be used in writing, and make someone able to analyze.

Based on the teaching and learning process that had been done, the students with low reading habit sometimes were not interested to collaborate with their friends. They tended to be passive in the discussion. They just received their friends' suggestion without response their friends' argument. Besides that, they were afraid, lazy, and uncomfortable to suggest their suggestion. These were the reasons why the students with low reading habits who were taught by Collaborative Writing did not get higher achievement in writing recount text than those who were taught by Conventional Teaching.

4. There was no interaction between both techniques and students' reading habits toward students' writing achievement in recount text.

The significant interaction both of the strategies used reading habits showed that $F_{\text{calculated}}$ was lower than the F_{table} value. It means that H_0

was accepted, there was no interaction between both strategies and students' reading habits toward students' writing of recount text. This finding is not in line with the theory which was suggested by Tampubolon (1993) the reading habits and writing are closely interrelated with each other, because reading is the foundation of writing skills. This phenomenon showed that reading habits is not ones of moderator variables that influence students' writing. In other words, the strategy can be applied without considering students' prerequisite reading habits.

The significant interaction of both techniques used and reading habit can be seen from the interaction graph, the students who were taught using Collaborative Writing had higher mean score than the mean score of students who were taught by using Conventional Teaching. The mean score of students' writing achievement that had high and low reading habit in experimental class were higher than the mean score of students' writing achievement that had high and low reading habit in control class. Moreover, the mean score both of experimental and control class shows that the line was parallel. it means that there was no interaction between both strategies used and reading habit toward students' writing achievement.

Conclusion

Based on the research findings, it can be concluded that:

1. The students who are taught by using Collaborative Writing get better result in students' writing of recount text than those who are

- taught by conventional teaching strategy.
2. Students with high reading habit who are taught by Collaborative Writing have better writing achievement of recount text than those who are taught by Conventional Teaching.
 3. Students with low reading habit who are taught by collaborative writing get the same result in writing of recount text than those who are taught by using conventional technique.
 4. There is no interaction between both techniques used and students' reading habits toward students' writing of recount text.

Suggestion

Based on the findings and conclusions above, the researcher \ provides suggestions as follow:

1. This research finding indicates that Collaborative Writing was one of the effective ways to help the students in writing at grade VIII of MTsN Kamang. Therefore, it is suggested that English teachers at MTsN Kamang apply Collaborative Writing as a variation of teaching writing.
2. In teaching writing, English teachers need to find the appropriate strategy for the students, by consider that the students become the center of learning.
3. The moderator variable in this research is reading habits. It is suggested to the other researcher to conduct a research on other moderator variable like motivation, participation, and so on.
4. It is suggested for further researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data. Besides that, they also suggested to conduct the same research for other skill and other kind of text.

Note: This article was written from the writer's thesis at Pascasarjana State University of Padang supervised by Prof. Dr. Mukhaiyar, M.Pd. and Prof. Dr. Jufrizal, M.Hum.

REFERENCES

- Allen, N., Atkinson, D., 1987. "What Experienced Collaborators Say about Collaborative Writing." *Journal of business and technical communication*, 1(2), 70-90.
- Carderonello, A.H., & Edwards, J. 1986. *The Process of Writing*. Boston: Houghton Mifflin.
- Derewianka, Beverly. 1995. *Exploring How Text Work*. Australia: Primary Teaching Association.
- Diem, Chuzaemah Dahlan. 2000. 'Kebiasaan Membaca dan Kemampuan Berbahasa Inggris Guru SMU Se-Provinsi Sumatera Selatan'. *Forum Pendidikan UNP*, No.03 Tahun XXV-2000, hal 257-268.
- Ede, L. & Lunsford, A. 1990. *Singular Texts/Plural Authors: Perspective on Collaborative Writing*.

- Carbondale, IL: Southern Illinois University Press.
- Gokhale, Anuradha A. 1995. "Collaborative Learning Enhances Critical Thinking". *Journal of Technology Education Vol. 7 No. 1*.
- Hedge, Tricia. 2000. *Teaching and Learning in the Language Classroom*. New York: Oxford University Press.
- Krashen, S., 2004. *The Power of Reading*. Westport, CT: Libraries Unlimited.
- Rass, Rawaida Abu. 2005. "Integrating Reading and Writing for Effective Language Teaching". Retrieved on November, 10th 2012. *English Teaching Forum*, Vol.39 (1): 1-3. <http://eca.state.gov/forum/vols.vol39/nol/p30.htm>
- Rosidi, A. 1983. *Pembinaan Baca Bahasa dan Sastra*. Surabaya: Bina Limu.
- Saunders, W. M. 1989. "Collaborative Writing Tasks and Peer Interaction". *International Journal of Educational Research*, 13 (1), 101-112.
- Thahar, Harris Effendi. 2008. *Menulis Kreatif*. Padang: UNP Press.
- Tampubolon. 1993. *Mengembangkan Minat dan Kebiasaan Membaca pada Anak*. Bandung: Angkasa.
- Tarigan, Henry Guntur. 2008. *Menulis sebagai suatu Keterampilan Berbahasa*. Bandung: Angkasa.