

The Effect of Collaborative Writing and Reading Habit toward Students' Writing

Khairat Risman¹, Jufrizal ², and Yenni Rozimela³

¹Student of English Education of Graduate Program Universitas Negeri Padang, Padang, Indonesia

^{2,3}Dep. of English Education, Faculty of Languages and Arts, Universitas Negeri Padang, Padang, Indonesia

(*)✉ (e-mail) Khairatr92@gmail.com

Abstract

This research was aimed to test the effect of collaborative writing and reading habit toward students' writing and it was kind of quasi-experimental research with 2x2 factorial designs. The population of this research was the second grade of SMAN 12 Padang. The writing test and questionnaire of reading habit were used to collect the data of the research. The data analyzed by using Liliefors test for normality testing, Barlett test for homogeneity testing, t-test and ANOVA for hypotheses testing. The results showed that (1) Collaborative writing produced better writing ability of analytical exposition text of the students than small group discussion technique at the second grade of SMAN 12 Padang, (2) Collaborative writing produced better writing ability of analytical exposition text with high reading habit than small group discussion technique, (3) Collaborative writing did not produce better writing ability of analytical exposition text with low reading habit than small group discussion technique, (4) There was no interaction between teaching techniques and students' reading habit toward students' writing of analytical exposition. In conclusion, Collaborative Writing Technique produces better writing ability than small group discussion technique.

Keywords: Collaborative Writing Technique, Reading Habit, Writing Ability.

Introduction

Writing is a way to express thought, feeling, and exchange information to other people in the written form. Nowadays society expects young generation to take part in oral or written communication. Graham and Perin (2007) say that writing is a necessity for young people. It is a predictor of academic success and a basic requirement to live in the global era. Writing is one of the subjects being tested in schools and requirements to get a scholarship or award. In addition, at work, writing is a necessity because workers would create reports, letters, and other things. Thus, no one can reject the importance of being able to write in their native and global language today.

In writing skill, students must be able to understand and write various kinds of dialogue, short functional and monolog text. To produce a good piece of writing, students should consider organization, word choice, ideas, grammar, and other criteria. Thus, writing is not a simple activity. Rao (2012) states that students find composing in English is difficult because writing process demands many cognitive and linguistic strategies which they are uncertain. Many students complain that they lack of ideas and cannot think of anything interesting to write and lack of grammar awareness.

There are many techniques that already have been tried by previous researchers to test whether a technique can develop students' ability in writing. One of the techniques that could be used by the teacher is collaborative writing. Graham and Perin (2007) note that collaborative means an activity where the students work together to plan, draft, revise, and edit their writing. In addition, Woodrich and Fan (2017) state that collaborative writing tasks require students to work together to produce a shared text. In groups, students work in tasks for one another and achieve a more developed product than the ones from individual work. Thus, collaborative writing is an activity of students in the group in order to produce writing.

There are some studies that explain the positive use of using collaborative writing. The result of the studies found a significant positive impact in improving students' ability in writing descriptive text and students' motivation (Supiani, 2012). Then, practicing in pairs did improve the overall quality of the learners' writing productions even though the fluency of written texts did not change significantly (Biria and Jafari, 2013). The result also suggests that collaborative writing (CW) is beneficial in allowing EFL learners to improve their grammatical accuracy (Meihami, Meihami and Varmaghani, 2013).

The results of the studies show that the use of collaborative writing can improve students' ability in writing, increase students' motivation to study English especially in writing, improve the quality of learners' writing productions and grammatical accuracy. This technique can be used in classroom action research and experimental research.

In addition, this technique is already used in descriptive text for Junior High School level and essay writing for University Level. Further, students in the previous researches are homogeneous learner. On the basis of this explanation, this technique is assumed can be used for all of monolog texts such as narrative, report, recount, exposition text, etc. Furthermore, other kinds of research can be done with collaborative writing. Thus, further information is still needed and the researcher assumes that this technique is suitable with exposition text because in this text, good arguments are needed and it can be done with collaborative writing. In addition, the text belongs to argumentative text and the topics usually relate to the issues around the students so that it is expected to encourage the students to express their arguments because expressing ideas is considered difficult for them. Then, this study used collaborative writing on teaching exposition text.

The success in the teaching and learning process not only lies in the technique used by the teacher but also the psychological factor. The factors can be motivation, interest, intelligent, reading habit and some others. One of the factors that can affect students in the teaching and learning process especially in writing is students' reading habit. Reading habit is the activity of reading that is done regularly. Reading habit gives contribution towards students' academic performance. Chettri and Rout (2013) reveal that reading habit will lead to an improvement in learning ability. It means that by having a routine reading, students get information and knowledge through the texts and it can influence their learning because they have new ideas, fact, information, knowledge, and experience from reading activity.

In many studies, reading habit is used to find out its effect and relation toward students' academic performance and students' writing ability. For academic performance, all types of subjects including English can be used to see the effect and relation with students' reading habit. Further, it also can be used to see the effect or relation toward students' writing ability. Here, students' reading habit whether high or low is assumed can help the students to achieve the goal in learning especially in writing analytical exposition text.

Furthermore, the use of collaborative writing technique is assumed to give an effect on students' writing ability. Moreover, this research conducted to investigate whether collaborative writing and high or low level of students' reading habit are more effective in increasing students' writing ability. In addition, small group discussion used in control class. Small group discussion technique is a technique that consists of three to five students discuss a topic by exchange information, opinion, and ideas among all members of a group. Thus, collaborative writing applied to investigate whether this technique is more effective than small group discussion technique.

In this study, the hypotheses can be formulated as follows: (1) Collaborative writing produces better writing ability of analytical exposition text of the students than small group discussion technique at the second grade of SMAN 12 Padang, (2) Collaborative writing produces better writing ability of analytical exposition text of the students with high reading habit than small group discussion technique at the second grade of SMAN 12 Padang, (3) Collaborative writing produces better writing ability of analytical exposition text of the students with low reading habit than small group discussion technique at the second grade of SMAN 12 Padang, (4) There is an interaction

between teaching techniques and students' reading habit toward students' writing of analytical exposition text at SMAN 12 Padang

Method

The design of this research was a quasi-experimental research with factorial design 2x2. The population of this research was five classes of the grade XI Science at SMAN 12 Padang enrolled on 2018/2019 academic year. The samples of this research were selected by using cluster random technique. The researcher selected two groups randomly; experimental and control group (67 students).

In this research, writing test and questionnaire of reading habit were the instruments. In collecting the data, the researcher used post-test only for writing and the questionnaire is given before the treatment. To ensure the validity of the data, questionnaire was tested by using construct and content validity and the reliability of the questionnaire was tested by using Cronbach alpha. Writing test was tested by using content validity and inter-rater for reliability. Both questionnaire scores and writing scores were analyzed by using Liliefors test for normality and Variance test for homogeneity. Furthermore, hypotheses testing were used t-test formula especially for hypothesis 1, 2 and 3. Meanwhile, the fourth hypothesis was computed by using two ways ANOVA to see the interaction between the technique used and students' reading habit toward students' writing ability.

Results and Discussion

In this study, the hypothesis 1, 2, and 3 are tested by using T-test formula and hypothesis 4 analyzed by using two ways analysis of variance (ANOVA). The statistical from students' writing ability t-test result for hypothesis 1, the result of t-test from students' writing test with high reading habits in experimental and control class for hypothesis 2, and the calculation result of t-test analysis from students' writing test with low reading habit for hypothesis 3 can be seen in the following figure:

HYPOTHESIS 1			HYPOTHESIS 2			HYPOTHESIS 3		
t-Test: Two-Sample Assuming Equal Variances			t-Test: Two-Sample Assuming Equal Variances			t-Test: Two-Sample Assuming Equal Variances		
	WRT score Exp	WRT score Cont		WRT score Exp	WRT score Cont		WRT score Exp	WRT score Cont
Mean	71.444	67.951	Mean	72.45	69.37	Mean	70.15	67.93
Variance	14.582	18.889	Variance	14.913	9.69	Variance	9.447	13.174
Observations	36	31	Observations	10	8	Observations	10	8
Pooled Variance	16.570		Pooled Variance	12.631		Pooled Variance	11.077	
Hypothesized Mean Difference	0		Hypothesized Mean Difference	0		Hypothesized Mean Difference	0	
df	65		df	16		df	16	
t Stat	3.50		t Stat	1.824		t Stat	1.401	
P(T<=t) one-tail	0.00042		P(T<=t) one-tail	0.043		P(T<=t) one-tail	0.090	
t Critical one-tail	1.668		t Critical one-tail	1.745		t Critical one-tail	1.745	
P(T<=t) two-tail	0.00084		P(T<=t) two-tail	0.086		P(T<=t) two-tail	0.180	
t Critical two-tail	1.997		t Critical two-tail	2.119		t Critical two-tail	2.119	
If Pvalue < 0.05, it means that alternative hypothesis is accepted								

Figure 1. Hypothesis testing

From the figure above, it can be read that the alternative hypothesis H_1 for hypothesis 1 is accepted because $P(T \leq t) 0.0004$ is < 0.05 . In other words, collaborative writing produced better writing ability of analytical exposition text of the students than small group discussion technique. Furthermore, for hypothesis 2, it can be stated that the mean score of students' writing test with high reading habit in experimental class is higher than control class. In addition, from the figure of T-test: Two-Sample Assuming Equal Variance, it can be read that the alternative hypothesis H_1 is accepted because of $P(T \leq t) 0.04 < 0.05$. Thus, collaborative writing produced better writing ability of analytical exposition text with high reading habit than small group discussion technique. Moreover, for hypothesis 3, it can be read that the null hypothesis (H_0) is accepted because of $P(T \leq t) 0.09 > 0.05$. In other words, collaborative writing did not produce better writing ability of analytical exposition text with low reading habit than small group discussion technique.

In analyzing the interaction between the teaching techniques and reading habits with students' writing skill in this research, the researcher used the formula of two ways ANOVA. The result of the analysis can be seen on the following table:

Table 1. Summary of Two Ways ANOVA Analysis

Source of Variation	Sum of Square	Degree of Freedom	Prediction	F _{observed}	F _{table}
Row	30.1	1	30.1	2.55	4.15
Column	62.1	1	62.1	5.26	4.15
Interaction	1.77	1	1.77	0.15	4.15
Within Cell	379.3	32	11.8		

Clearly, table 1 describes that F_{observed} lower than F_{table} (4.15). It means, the alternative hypothesis (H_1) was rejected, and the null hypothesis (H_0) was accepted. Then, it is said that there was no interaction between both techniques of teaching writing and reading habits on students' writing skill of analytical exposition text.

The result of the first hypothesis showed that the mean score of experimental class which applied collaborative writing technique was higher than control class which applied small group discussion technique. Briefly, applying collaborative writing technique produced better writing ability of analytical exposition text. This finding was in line with the finding of research conducted by Meihami, et al research (2013). They explored the effect of collaborative writing on EFL student's grammatical accuracy in their writing and the result suggest that collaborative writing (CW) is beneficial in allowing EFL learners to improve learners' grammatical accuracy. Collaborative writing engages the students with the task in which the students work together on each others' writing and give feedback on grammatical points to each other. Obtaining corrective feedback from their friends enable the students to pinpoint their grammatical errors better and improve their grammatical accuracy in their upcoming writing.

Furthermore, collaborative writing encourages the students to share their ideas in group and give correction toward their friends' writing and it will result improvement of their writing. It is supported by Mulligan and Grafalo (2011), they declare that collaborative writing improves EFL students' writing. The process of peer writing and editing in collaborative writing can increase the students' awareness of language elements that the students cannot notice in their writing. It often happens in students' writing, they just write all of the ideas comes to their mind without considering the grammar, choice of words, coherence, and cohesion of the text. By doing collaborative writing, there will be some students in the group who will remind, notice and correct the mistakes.

The result of the second hypothesis showed that the students with high reading habit who applied collaborative writing produced better writing ability of analytical exposition text than students who did not apply collaborative writing. It was caused by high reading habit students have some prior knowledge about a topic to be discussed in writing activity. It is in line with 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, students with high reading habits had much pay attention to the teacher and all the activities in the class. They tended to be active in class than low reading habits.

In short, by having high reading habits, the students can easy to collaborate with their friends because they have background knowledge about the topic to be discussed. It makes them easy to share the ideas and can also help their friends who have difficulties in understanding the materials and also about topic to be written. Thus, the students with high reading habits who were taught by collaborative writing produce better writing of analytical exposition than who are taught by non collaborative writing technique.

The result of third hypothesis showed that the students with low reading habit who applied collaborative writing technique were not better than students who applied small group discussion technique. Based on the teaching and learning process that had been done in both classroom, 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 or argument without response it. Besides that, they were afraid to speak up their opinion related to the topic given, lazy, and uncomfortable to express their suggestion or opinion. The finding of this research is in line with Owusu (2014) research. He found that low reading habit caused reading anxiety and did not motivate the student to study. Therefore, it is important to grow and develop students' reading habit in order to increase the quality of students' knowledge and performance in the classroom.

In conclusion, the students with low reading habit were not interested to collaborate with their friends; they tended to be passive in the discussion, afraid to speak up their opinion, caused reading anxiety and does not motivated to study. Thus, it leads the students to did not get higher achievement in writing analytical exposition text. In short, students with low reading habits who are taught by using collaborative writing does not produce better writing ability of analytical exposition text with low prior knowledge than small group discussion technique.

Based on the analysis of the fourth hypothesis testing, it shows that there is no interaction between both teaching strategies and students' reading habit toward students' writing skill. Statistical analysis shows that the F_{observed} is 0.15, which is lower than the score of F_{table} (4.15). It means that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. Thus, it can be concluded that there was no interaction between teaching technique and students' reading habit toward the students' writing. It means that the effect of teaching strategies on the students writing skill doesn't depend on the students' reading habit.

Conclusions

The result of this research indicates that collaborative writing technique can be selected as an alternative technique that can be used in teaching writing, especially in analytical exposition text. This technique produced better writing ability of analytical exposition text of the students than small group discussion technique. This technique provides more opportunities for students to develop their writing ability. Furthermore, the result of this research also indicates that collaborative writing technique can effectively be applied in teaching writing for both high and low reading habits, especially for the students who have high reading habits. It is expected for the students with high reading habit can share and support their friends who have low reading habit.

The finding of this research also shows that there is no interaction between the two teaching techniques used and students' reading habits on their writing ability. It also indicates that no matter what the students' level of reading habits, the students taught by collaborative writing techniques got higher score than those were taught by non collaborative writing technique.

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