

Developing Collaborative Based Reading Habit Model for Learning Writing Textbook

Khaerudin Kurniawan

*Department of Indonesian Education, Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi No. 229, Bandung, Indonesia
khaerudinkurniawan@upi.edu*

Keywords: Collaborative Model, Reading Habit, Learning Writing, Textbook, Students.

Abstract: The phenomenon of students' laziness to read is a common symptom that continues to severely grow. It happens because reading has never been applied as habit within education. Reading and writing are closely related language skill, if reading has become habit among students, then writing too. Literacy habit (reading and writing) is able to cure reading disabilities and difficulty in writing. Thus, this research aims to develop reading based collaborative learning model with the intention of improving writing textbook skill. Stages performed are (1) pre-research and formulating learning conceptual model and (2) testing the arranged conceptual model and validating in the real context. Preliminary research is conducted by digging students' reading habit throughout writing textbook. Pre-research bring in a set of writing materials, ideas, thought, view and insights related with the reading which then were discussed collaboratively in Writing Textbook classroom. The outcome of this baseline survey is the depiction of students' abilities in getting information from various resources on developing material, plan and completing textbook writing. As for, the main research was started by selecting the topic, collecting the material, arranging the writing scheme, developing the scheme into a complete writing, evaluating the writing with the criteria and preparing the writing to be published. This study revealed that collaborative model was able to guide students to write textbook. The implementation of this model can increase the students' skill in writing textbook.

1 INTRODUCTION

The ability to write is indispensable for academics. Graham and Tracey (2016) stated that writing is a very important skill possessed by the learners. Without the ability to write, learners will find it difficult to follow the lesson. Writing is the most difficult and complex language skill (Goddard and Carole, 2008). Complexity of writing lies in the demands of the ability to organize ideas in a logical and coherent, as well as presents it communicatively. Writing as a complex activity for learning writing involves knowledge and other language skills (Graham and Harris, 1988).

The ability to write not only involves the attractiveness of ideas but also the skills of developing and expressing ideas in writing form (Goddard and Carole, 2008). Lerner (1997) stated that "written language requires a degree of competence in oral language skills, the ability to read, skills in spelling, knowledge of rules of written usage, and strategies for organizing and planning the writing." The ideas of Lerner (1997) can a reference

that in the activities of writing, the writer must have written language competence, skilfully utilize graphology, language structure, and vocabulary.

Writing for academic objective is more complex and requires a lot of effort (Rijlaarsdam et al., 2005). Rijlaarsdam et al. (2005) explain that when learners compose writing (academic), most of them must be involved in writing, including considering authoritarian rhetoric. Rhetoric is a technique or art in the use of language based on knowledge of language usage (Keraf, 2009). Academic writing must be able to practice the use of language to convince and influence others in writing.

Academic writing emphasizes the mastery of writing and teaching skills using a particular technique or strategy (Furieux and Wade, 1995). Application of strategy or learning model in writing is considered easier to apply because it can be adapted to the ability of individual learners and control the progress of learners through the group. The process approach in writing emphasizes how the learner finds ideas, organization and presentation of ideas, writes the draft in accordance with the

academic situation and feedback of the teacher. Academic writing (Bruder and Furey, 1979) aims to help students master writing competencies, turn ideas into products (textbooks, research results, articles, papers, etc.). In this study, the academic writing that is intended to be discovered is writing a textbook.

Cooper (1990) states that "a teacher is person charged with the responsibility of helping others to learn and to behave in new different ways". Teachers or prospective teachers need to have special abilities, which may not be owned by others who are not teachers. The ability to deliver teachers to a profession requires special skills as a result of educational processes conducted by educational institutions teacher. Cooper (1990) stated that a professional is a person who processes some specialized knowledge and skills, can weigh alternatives and select from a number of potentially productive actions situation.

The model of writing textbooks so far is less encouraging creativity of learners. Krashen (1984) and Mukminatien (1997) studies identified three problems of writing seen from the characteristics of the teaching materials. Firstly, teaching materials still emphasize the mastery of grammar so that writing exercises are coloured with many grammatical exercises. Secondly, instructional material is instructive in the sense that the material framework is presented following the model given by the teacher and the learner is asked to replicate the model to the point. Thirdly, the lesson material used is less linking between learners' knowledge and the surrounding needs that can utilize various learning resources.

Viewed from aspects of learning methods, learners do not have the opportunity to learn independently (Mudjiman, 2008; Muijs and Reynold, 2008). The reason is that the learning base used does not refer to the use of learner knowledge that should be assembled and developed contextually (Johnson, 2002; Slavin, 2008). Myers (1991) stated that collaborative strategies mean joint work processes. Its base is the exploratory dynamics of teachers in helping students conduct literature studies by encouraging students to develop their initiatives so that they can learn independently. Collaborative learning and reading habit are two important things for the success of learning how to write textbook.

2 RESEARCH OBJECTIVES

Referring to the explanation in the introduction, this study attempted to develop a collaborative learning model based on reading habit in writing textbooks. This model is a combination between collaborative learning and reading habit.

The collaborative learning is an adjective that implies working in a group of two or more to achieve a common goal, while respecting each individual's contribution to the whole (Robert, 2004). The reading habit is a tool to get ideas and insights for writing textbook which was done collaboratively.

3 METHODS

In order to achieve the objectives, this research is designed with Research and Development approach. This approach is in line with the idea of Borg and Gall (1989) who stated that "one way to bridge the gap between research and practice in education is to Research and Development". The research development model is "a process used develops and validate educational products". Research and development methods are applied to produce the product and test the effectiveness of the product. In the context of this research, educational products are developed and validated is a model of collaborative learning based on reading habit in improving the ability to write textbooks. The subject of this research is learning writing process based on reading activity using collaborative strategy.

This research was conducted through two stages of activity. The first stage, preliminary study and the formulation of conceptual learning model (theoretical). The objective is to explore supported literature and explore the necessary data, to explore the focus, theme and preliminary research data by examining both empirically and theoretically. The result of this process is a conceptual model which then validated by the experts by using expert judgment in accordance with the field of expertise. The second stage is testing the conceptual model that has been compiled and validated in the field. Testing aims to see how the conceptual model that has been prepared has the actual effectiveness and efficiency in the field. In addition, during the trial or pilot test, the model was evaluated, revised and refined so that in the end the effective model can be found. Thus, the model was documented and the final model as the product of this research. The steps of developing a collaborative learning model based

on reading tradition in writing textbooks can be arranged as Figure 1.

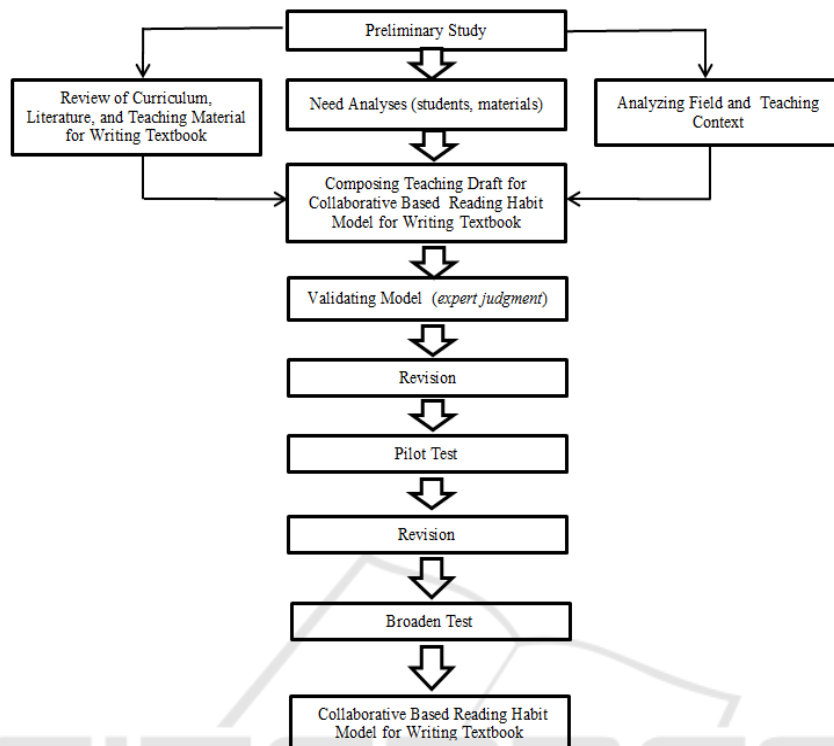


Figure 1: Steps of Developing Model.

4 RESULTS AND DISCUSSIONS

The study of writing a textbook was conducted in ten meetings. Students collaborate on writing textbooks. Each textbook is written by 3 to 4 people, only one book (book class VIII) written by one person. In the implementation of writing, both groups and individuals collaborate with each other. Students who write in groups collaborate, among their group members, with other groups, as well as with lecturers. Students who write individually, they also collaborate with other groups and lecturers. Thus, every student both who form small groups or does not form a group, she or he goes through a collaborative learning process. Based on the observations, the collaborative model makes it easier for the students to write. Therefore, it makes the students skilled at writing. In the next stage, the skills can be applied not only in groups, but also independently.

As a result of process of teaching and learning activities, students' ability in writing textbooks using collaborative models can be also seen through textbooks produced by the students. There are 12 textbooks produced, namely elementary school

textbooks I to VI, textbooks VII to IX for junior high school, and textbooks X to XII for high school classes. To measure students' ability in producing textbooks, three Indonesian writing teachers analysed, assessed, and giving score to the students' textbooks. The textbooks assessment includes four criteria, namely content feasibility, presentation feasibility, illustration feasibility, and the structure of the textbook.

4.1 Content Feasibility

Content feasibility means that the material chosen in the textbooks are suitable with core competence (CC) and basic competence (BC) and relevant to the subject matter based on curriculum. Textbooks I, II, III, IV, V, and VI are thematic books. Each level shows only one theme. CC and BC are raised in one theme that is completed and supported each other to achieve CC and BC on each sub sections. Each subsection contains discourse, how to understand discourse, linguistics/literacy facts, complete and relevant disclosure implications fit with the subject matter based on curriculum (supporting the achievement of CC and BC). Criteria observed in

this thematic book are more focused on the link between Indonesian language learning materials with other materials. Based on the results of the analysis, the subject matter of Bahasa Indonesia in the thematic textbooks has been integrated with other lesson materials, forming a holistic content material, resulting qualified textbooks.

The textbooks VII, VIII, IX, X, XI, and XII are Indonesian textbooks. The textbooks already contain complete **CC** and **BC**. The textbooks present discourses, how to understand discourses, linguistics/literary facts, and the implications of a complete and relevant discourse (supporting the achievement of **CC** and **BC**). This can be seen from the selection of discourse, discourse understanding, facts of linguistic/literature, and the implications of appropriate discourse. While the textbooks IX and XI are not complete, the linguistics/literary facts do not exist in all chapters.

4.2 Presentation Feasibility

Presentation feasibility means that the textbooks have a good and systematics sequence in presenting materials. There are nine textbooks that good and systematics sequence in presenting materials, those are textbooks I, II, III, IV, V, VII, VIII, X, and XII. The materials based on discourses, texts, images and illustrations presented in all nine books is in accordance with the facts, mentioning a clear source, and in accordance with the level of understanding of learners. The concepts and theories presented to achieve **BC** also conform to the prevailing definitions in the field of linguistics and literature. The concepts and theories are used appropriately in accordance with the phenomena discussed, and do not generate much commentary. Descriptions and examples through discourse, text, images, and illustrations inculcate the conceptual demands from easy to difficult, from concrete to abstract, from simple to complex, from material just known to its development. Examples presented also contain the superiority of moral values, such as exemplary, honesty, responsibility, discipline, cooperation, and tolerance. In addition, the training, tasks, and questions raised can measure students' mastery of skills.

As for the other three textbooks (textbooks class VI, IX, and XI) do not present the material accurately. In the three textbooks there are several discourses, texts, drawings, and illustrations presented not mentioning a clear source. The training presented in each chapter of the three textbooks also lacks the understanding of learners so

that it needs to be further developed. In addition, in the textbook XI concepts and theories about the story structure is less precise.

4.3 Illustration Feasibility

Illustration feasibility means that the presented material such as discourses, texts, images, and illustrations in accordance with the development of science, technology, and art relevant to the level of understanding of learners. In addition, the references presented are relevant, interesting, and reflects events or conditions of the context.

In all textbooks (textbooks of I, II, III, IV, V, VI, VII, VIII, IX, X, XI, and XII) present material (discourses, texts, images, and illustrations) in accordance with the development of science, technology, and art relevant to the level of understanding of learners. The description of features/examples /exercises also reflects existing events. The materials, exercises, or examples presented through discourse, text, images and illustrations in all textbooks can open learners' insights to recognize and appreciate cultural differences, opinions, performances, and cultural heritage of the nation, to know the spread of the diversity of nature and living things, as well as regional uniqueness. In addition, it can give awareness to learners to proudly use the Indonesian language so as to evoke a sense of togetherness in building nationalism and strengthen the identity of the Indonesian nation.

4.4 The structure of the Textbook

The structure of the textbook means that the textbook presents the material in a systematics way, clear, focused, and relevant to the subject matter which can arouse the motivation and pleasure of the students in learning. A good structure of textbook must have a preliminary section (containing the purpose of textbook writing, textbook systematics to be followed, as well as other matters deemed important to learners), content sections (containing description, discourse, text, images, illustrations, training, and other support), and conclusion section (containing conclusion and summary). Based on these criteria, textbooks of classes I, II, III, IV, V, VI, VII, VIII, IX, X, XI, and XII fulfil the criteria of systematic criteria. However, not all textbooks are consistent in the presentation of each chapter. Only the textbooks of classes I, II, III, IV, V, VI, VII, VIII, IX, and XI systematically present each chapter of the book. The textbook are presented the material

consistently, i.e. there is a preliminary section (containing the purpose of textbook writing, book systematics to be followed, as well as other matters deemed important to learners), content sections (description, discourse, text, images, illustrations, training, and other support), and conclusion section. While the systematic textbooks of class X and XII disobey the principle in the presentation of each chapter. At the end of each chapter of the second book, the author is inconsistent in presenting the material, some are supplemented with a summary, and some are not.

Based on those four criteria, the teachers as assessors in this study gave the score to the textbooks. The textbooks have good scores, ranging from 78 until 95 which are categorized as good textbook. Based on the analyses result of 12 textbooks by 3 assessors as described previously, Table 1 shows the brief of result.

Table 1: Analyses Results.

Criteria	The Textbook											
	1	2	3	4	5	6	7	8	9	10	11	12
Content Feasibility	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Presentation Feasibility	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Illustration Feasibility	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Structure of the textbook	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Score	94	92	95	93	95	91	90	95	79	87	78	84

Based on Table 1, this study revealed that the Collaborative Based Reading Habit Model for Writing Textbook is an effective model that can be implemented in teaching writing textbooks.

5 CONCLUSIONS

The collaborative model based on reading habit proved to be effective in improving students' ability to write textbooks. The learning steps prepared at the learning/training stage are able to make the students skilled in writing. In the next stage, the writing skills acquired through the collaborative learning process can be applied to the writing process individually/independently. Therefore, this tradition-based collaborative model of reading can be applied to textbook writing and other writing.

6 RECOMMENDATIONS

First, learning to write a textbook based on reading tradition can improve students' writing skills. Therefore, researcher suggests that research on the development of collaborative models based on reading habit can be explored not only in the college environment, but in schools, such as in elementary, junior and senior high schools. Second, a collaborative model based on reading habit is not only applied in textbook writing lessons, but also can be applied to other writing lessons, either writing fiction or other scientific or nonfiction works. Therefore, the study of the use of a habit-based collaborative model of reading in the writing of scholarly/nonfiction or fiction will certainly be very useful.

REFERENCES

Borg, W. R., Gall, M. D., 1989. *Educational Research an Introduction*. New York: Longman Inc.

Bruder, M. N., Furey, P.R., 1979. The writing segment of an intensive program for students of English as a second language. *Journal of Basic Writing*, 2(2), pp. 67-84.

Cooper, J. M., 1990. *Classroom Teaching Skill*. Nelson Education.

Furneaux, B., Wade, M., 2009. Theoretical constructs and relationships in information systems research. In *Handbook of research on contemporary theoretical models in information systems*, pp. 1-17. IGI Global.

Goddard, Y. L., Carole, S., 2008. Effects of Self-Monitoring on the Narrative and Expository Writing of Four Fourth-Grade Students with Learning Disabilities. *Reading and Writing Quarterly*, 24, pp. 408-433.

Graham, S., Harris, K. R., 1988. Instructional recommendations for teaching writing to exceptional students. *Exceptional Children*, 54(6), pp.506-512.

Graham, S., Tracey E., 2016. Writing and Writing Difficulties from Primary Grades to College: Introduction to the Special Issue. *Learning Disability Quarterly*, 39(1), pp.3-4.

Johnson, E. B., 2002. *Contextual teaching and learning: What it is and why it's here to stay*. Corwin Press.

Keraf, G., 1990. *Diksi dan gaya bahasa: komposisi lanjutan I* (Vol. 1). Gramedia.

Krashen, S. D., 1984. *Writing, research, theory, and applications*. Pergamon.

Lerner, J. W., 1997. *Learning Disabilities: Theories, Diagnosis, and Teaching Strategies*. Boston: Houghton Mifflin.

Mudjiman, H., 2008. *Belajar Mandiri (Self-Motivated Learning)*. Surakarta: UNS Press.

- Muijs, D., Reynold, D., 2008. *Effective Teaching: Teori dan Aplikasi*. Yogyakarta: Pustaka Pelajar.
- Mukminatien, N., 1997. *The Differences of Students' Writing Achievement Across Different Course Levels* (unpublished dissertation). Malang: IKIP MALANG.
- Myers, J., 1991. *Cooperative Learning*, 11(4).
- Rijlaarsdam, G., Bergh, H., Couzijn, M., 2004. *Effective learning and teaching of writing: A handbook of writing in education* (Vol. 14). Springer Science & Business Media.
- Roberts, T. S., 2004. *Online collaborative learning: Theory and practice*. IGI Global.
- Slavin, R., 2008. *Cooperative Learning: Teori, Riset, dan Praktik*. Bandung: Penerbit Nusa Media.

