

The Effects of Teaching Technique and Reading Habit towards Student's Writing Skill at Junior High School in Serang

Article history

Accepted
20 July 2017

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Published online
9 September 2017

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Abstract

The purpose of this research is to know the interactive effects of teaching technique, peer evaluation and reading habit towards student's writing skill at Junior High School in Serang. In this research, the researcher used KTSP as the curriculum of the eighth grade of Junior High School in Serang. The research methodology is experiment. The writer got the data by giving questionnaire, treatment, and test. According to ANOVA table, teaching technique got Sig. $0.000 < 0.05$. It means that hypothesis null (H_0) is denied and hypothesis alternative (H_1) is accepted. So, there is a significant effect of teaching technique towards student's writing skill. And for reading habit result got Sig. $0.000 < 0.05$. It means that hypothesis null (H_0) is denied and hypothesis alternative (H_1) is accepted. So, there is a significant effect of reading habit towards student's writing skill. While for the interactive effects of teaching technique and reading habit got Sig. is $0.607 > 0.05$, it means that hypothesis null (H_0) is accepted and hypothesis alternative (H_1) is denied. So, there are not any significant interactive effects of teaching technique and reading habit towards student's writing skill.

Keywords : *Conventional; Peer Evaluation; Reading Habit; and Writing Skill*

INTRODUCTION

There are four skills that English has. Those are speaking, reading, listening and writing. In English subject, one of the skills that must be mastered by the students besides speaking, reading and listening is writing. It is because writing is a tool to communicate with the audience (reader), it is as the purpose of writing is communication (Rooks, 1999: xvii). Moreover, Rivers (1968: 258) said that:

"Writing is a skill which must be taught, it cannot develop haphazardly to any degree of usefulness. It is most efficiently acquired when writing practice parallels practice in the other skills."

It means that writing is a skill that has to be learnt by the learner because it needs the process to make it meaningful and it is also able to combine with the other skills, and it relates to the syllabus that writing is one aspect of teaching learning process that must be transferred by the teacher for the learner to make them understand and have ability in English skills, especially in writing.

However, there are many students think that writing is difficult. They

face many problems in English, especially in writing. It was described when the writer did observation in SMPN 4 Kota Serang. When she conducted the observation, she got many problems that students faced in teaching learning process of descriptive writing such as: when students wanted to transfer their ideas about the object that they looked, they felt confused what they wanted to write in their writing. Beside that when they wanted to write the words or sentence, they did not know many vocabularies. After that, they did not know when they must put punctuation. Moreover, many of them could not differentiate the verb that must use ending "s" or "es" because they lacked of grammar. So, it can be a big problem if the teacher does not find the solution to solve the students' problems to give a good effect for their writing ability.

After analyzing those problems, the writer offers one technique of Collaborative Language Learning that based on the Todd's experience and experiment it could make learners improve their writing. This technique is Peer Evaluation. It is a technique of Collaborative Language Learning that the learners correct and give suggestion for their classmates work based on peer editing guideline after all of them write their works with the same theme and finally teacher correct their works. Based on the definition of peer evaluation above and previous research of Todd in 2007, the researcher thought that it can be a good solution for them to improve their writing because they will be aware their errors in writing through their classmate's correction and suggestion and also they will avoid their errors writing for the future after the teacher has done it continually.

Besides, peer evaluation technique is appropriate with curriculum in this era that is School Based Curriculum or we usually called KTSP. One of characteristics is close partner and democratic leadership that are worth (Muslich, 2008:18). It means that it focuses on student center that students are more active and they can explore their ability not only with their teacher but also their friends.

Moreover, the writer also wants to try to treat the student by reading habit because reading is about understanding written text. Written means that the students use their eyes to see the text, the visual is used here and they not only will understand about the content of the text but also

remember what the text form or what the punctuation that should be used even they will remember about the structure of the text if it will be given more than once by the teacher. So, the writer formulates the problems of this research, as follows:

1. Is there any effect of teaching technique towards students' writing skill at the eighth grade of junior high school in Serang?
2. Is there any effect of reading habit towards students' writing skill at the eighth grade of junior high school in Serang?
3. Are there any interactive effects of teaching technique and reading habit towards students' writing skill at the eighth grade of junior high school in Serang?

THEORETICAL FRAMEWORK

The Theory of Writing

Writing is a progressive activity (Oshima and Houge, 1997:6). It means that for the first time you write down, you know what you are going to write as your thinking in your mind. Brown (2001:337) emphasizes that:

"Hogue and Oshima's argue that writing is a way to end up thinking something you to think that couldn't have started out thinking. Writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel, and perceive."

Moreover, writing also can be a tool to communicate with the other; it can deliver the writers' messages for the audience. Reid states that (2001:13) Writing is a practical form of communication; writing is an educational process for both the writer and reader, in which the writer is responsible for successful communication.

So, the researcher elaborates both of those statements that writing is a tool to interact or communicate with the other about writer's feeling and something that she or he thinking to make the audience, reader, understand about his or her the content or messages in his or her writing.

Teaching Writing

According to Harmer, (1998: 79) there are some reasons for teaching writing to students of English as a foreign language include, first is reinforcement; second is language development; third is learning style; finally is writing as a skill in its own right.

Principles of Teaching Writing

According to Nunan, (2003: 92) there are some principles of teaching writing that can and should be adapted to many different learning situations, they are understanding students' reasons of writing; providing many opportunities for students to write; making feedback helpful and meaningful; and clarifying for yourself, and for your students, how their writing will be evaluated.

The Theory of Teaching Technique

The emphasis on the written form of the language in second or foreign language teaching has made it necessary to create techniques. Technique is systematic procedure, formula, or routine by which a task is accomplished. Technique according to Anthony is defined as specific activity manifested in the classroom that is consistent with a method and therefore is in harmony with an approach as well. Furthermore, Brown set a definition of technique as any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.

While teaching technique is a certain technique applied by the teacher in the classroom in order to make the teaching materials easy to convey as Brown said that teaching technique is tactics and strategy used by teachers and learners when the method is being used.

Based on the description above, it can conclude that technique consists of activities which can be used by the teacher in the teaching process that arrived from teaching method and approach. In other words, when a teacher wants to apply a certain technique, he or she has to match the technique with the method and approach that he or she is going to use in the teaching process as their teaching technique.

Definition of Peer Evaluation

According to Graser and Randazzo, definition of peer evaluation is students evaluating the other students. It means that the evaluating is not only can be done by the teacher but also by learners' classmate.

Besides that, peer evaluation is the students' perception of what they believe about the responsibilities of the teacher vs. those the students (Reid, 2001:8). It is about students' believe about assessing their friends' work and teacher's believed about assessing students work. Both of them have argues

about that work, it good is or not. Finally, they give suggestion to improve it. In peer feedback, peer evaluation, learners read their incomplete work to each other to get comments and suggestions on how to improve and continue it. The learners can work in groups and read each other's compositions. They make suggestions for revising before the teacher marks the compositions (Nation, 2009: 120).

Scarcella and Oxford (1992:3) state that students learn from classmates (and from the writing classmates) as much as they learn from the teacher. It means that students think that their mates are also as their teacher because they give the suggestion about our writing.

In addition, Kwok (2008:85) said that: "Peer evaluation refers to the process in which a group of students identify and observe the mystery or performance of particular aptitudes or skills desired by the group after training or learning".

In this definition, the writer believes that this concept can open students mind about their writing error. Moreover, Smite (2003:26) states that:

"Many students have difficulty suiting their writing to purpose, clarifying a main idea, elaborating a composition with adequate details, or organizing details in logical. Self-evaluation or peer evaluation that occurs midway through the writing process can address these and other stumbling blocks to effective communication."

It means that peer evaluation can be a tool to make what the writer wants to say and what the reader wants to give suggestion in their writing to make it better.

In short, based on the definitions above the writer concludes that peer evaluation is the activity of the learner to evaluate aspect of good writing for the other classmate's work in group after learning process. It also can give contribution through the others' comments to make writing be better.

Tools for Effective Peer Evaluation

There are many tools of peer evaluation for the students to evaluate the other, as follow: rubrics; peer-editing; checklist; and verbal feedback.

Advantages and Disadvantages of Peer-Evaluation

Todd and Hudson, (2007:39) assert that the students' benefit from peer evaluation process through commenting on their peers' written work and from reading comments that peers have made on their papers. It means that

through the comment that is given by their classmates, they can realize about their weaknesses or mistakes or errors in their writing.

Topping agrees that:

“Peer evaluation is beneficial to students' learning of course material, because it serves as formative assessment that “aims to improve learning while it is happening in order to maximize success rather than merely determine success or failure only after the event.”

It emphasizes in teaching learning process not in the product of the students' work.

Topping continues by stating that peer evaluation benefits assessor and assesses by: (a) prompting higher order thinking; it means that this technique can make the students critic about the problem of writing (b)enhancing students' time on task, engagement, and sense of accountability; it means that teaching writing can be meaningful (c) helping students identify and fill in knowledge gaps in their group; it means it can help them to add their knowledge through sharing with their classmate (d) encouraging active rather than passive learning in students, it means that it can build students become active in teaching learning process.

Jensen and Fischer concur that students' increased time and effort during the peer evaluation process seems to progress students writing's skills through commenting on their peers' written mistakes and developing suggestions of how can improve these mistakes. Beside that, Smith (2003:T32) said that many students find it (peer evaluation) helpful to work in pairs to evaluate each other draft.

Moreover May and Lisa said that it can (1) build a foundation in the classroom that supports collaborative evaluation, it is to make students share what their thought (2) create effective evaluation tools by articulating specific criteria and ensuring honest student participation, it can make students become active (3) implement formative feedback during the collaborative experience, it emphasize the process of writing during teaching learning process (4) formulate summative feedback at the conclusion of the experience, it means that teacher can get the result of learners' writing and (5) assess the collaborative evaluation process, it means that they can give correction for their writing works' mate.

All of the explanations of the benefits of peer evaluation makes the

writer has the assumption about this technique can be effective to solve the problem in teaching learning process.

So, based on some experts above, the researcher concludes that peer evaluation has contribution to increase students writing skill and it can make the students be active while teaching learning process.

Peer evaluation is not only having many advantages but it is also having many disadvantages, such as: Todd and Hudson (2007:40) report that students have expressed concern that peer evaluation is not a fair process because peers may not take their assessment responsibilities seriously and because students are not qualified to make comments or suggestion about other students' work. It means every suggestion or comment that the students do in this technique it is not based on the rule of writing.

Reid, (2001:8-9) states that many students believe that it is not their job to find and or correct other students' written error, to critique or evaluate someone's paper, or to make suggestions on how to improve a peer's writing. And he adds that many students are unable to or have only limited skills in those areas and more are unwilling to participate fully in judging the quality of peer's writing. It means that students think that they do not have skill to claim true or wrong their students work.

Researcher agrees about those statements that peers will assess their peers' work based on their opinion even that is true or not because the learners still have not mastered yet which the true or wrong is.

Theory of Reading Habit

Reading habit is the activity of reading that is done regularly. This behavior should come naturally, just like eating every day. If students understand why it is important to implement it, they are more likely to take on these challenges eagerly. (<http://www.liketoread.com/readinghabits.html>).

From website <http://en.wikipedia.org/wiki/habit> (July 18, 2012), also said that reading habit is someone's behavior which does not need much thinking process or repeated activity which is done regularly by him then does continuously as a result it becomes habit.

Grellete (1981: 2) said that:

“Giving someone literacy skills is rather like teaching a person to drive and then giving them only a few drops of petrol to practice with the machine is perfect and the driving skill has been acquired but it is not

yet an automatic skill because there has not been enough practice. Once the fuel runs out the driving skill becomes useless and begins to deteriorate. Giving someone the reading habit, on the other hand, involves providing a continuous supply of easily processed fuel so that the new driver can go places, can get to enjoy driving and can eventually realize the limitless possibilities it opens up."

From the illustration above, the writer concludes that reading habit is our need for every time like nutrition that always needed every day; the students will always do this activity as their habitual action beside that reading becomes a habit is not an easy one. It needs long process, some exercise and a high motivation from the reader to make reading as a habit.

If reading is a habit, a student would like to get into of course there are a number ways to cultivate it. The student realizes that reading is highly enjoyable if he or she reads his or her interest. In addition, the main purposes of reading are to understand or grasp information and get entertainment or amusement. Reading to understand or grasp information can be obtained from fiction and non-fiction books, articles, or newspapers whereas reading to get entertainment or amusement can be taken from novels, comics, or magazines (Grellete, 1981: 4).

On the other side, if a student has to read a lousily material or an extremely difficult one than he or she is forcing himself through it then it will seem like a chore. If this happens for several times, consider abandoning the material and finding one that he or she likes best.

Factors of Reading Habit

Habit cannot come instantly since it needs a long process to be built. There are many factors influencing habit such as interest, motivation and environment. As each of the factors is integrated so that is they cannot be separated.

RESEARCH METHODOLOGY

In this research, the writer uses experiment research in findings 'The Effects of Reading Habit and Teaching Technique towards Students' Writing Skill'. In this research, the writer uses comparative statistics to find out the effects of reading habit and teaching technique towards students' writing skill. The writer will take two classes; experimental class (cooperative learning

in peer evaluation technique) and control class (conventional).

The number of sample in this research is 60 students or 25% from the population. The sample is divided into two groups; first is 30 students as a group of students which are taught by Peer Evaluation Technique and 30 students as a group of students are taught by Conventional technique. This research will use random sampling. It means that for each class that use peer evaluation technique and conventional technique will be divided into two groups, those are students who have high level and low level in reading habit. It was done in SMPN4 KOTA SERANG.

These are the instruments of the data collection: for teaching technique is treatment; reading habit is questionnaire; and writing skill is test.

FINDINGS AND DISCUSSIONS

Finding

Analysis on the student's data result by using ANOVA two ways that the calculating process is helped by SPSS 20, and the resume of data analysis that using ANOVA could be seen, as follow:

Table 1: Research Hypothesis Test

Tests of Between-Subjects Effects

Dependent Variable:writing

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7395.333 ^a	3	2465.111	68.803	.000
Intercept	422688.267	1	422688.267	1.18004	.000
teknik	6784.067	1	6784.067	189.348	.000
read	601.667	1	601.667	16.793	.000
teknik * read	9.600	1	9.600	.268	.607
Error	2006.400	56	35.829		
Total	432090.000	60			
Corrected Total	9401.733	59			

a. R Squared = .787 (Adjusted R Squared = .775)

Based on the data above, the hypothesis that is proposed could be

answered, and the explanation of the table above is:

1. The First Hypothesis: There is a Significant Effect of Teaching Technique towards Student's Writing Skill at Junior High School in Serang.

Based on the table 4.9, it is got the result of ANOVA with the score of $F_o = 189.348$ and $Sig. = 0.000 < 0.05$, it means that hypothesis null (H_o) is denied and hypothesis alternative (H_1) is accepted. So, there is significant effect of teaching technique towards student's writing skill at Junior High School In Serang; or in the other words, there is difference result of students' writing skill who using cooperative learning in peer evaluation and conventional.

2. The Second Hypothesis: There is a Significant Effect of Reading Habit towards Student's Writing Skill at Junior High School in Serang.

Based on the table 4.9, it is got the result of ANOVA with the score of $F_o = 16.793$ dan $Sig. = 0.000 < 0.05$, it means that hypothesis null (H_o) is denied and hypothesis alternative (H_1) is accepted. So, there is significant effect of teaching technique towards student's writing skill at Junior High School In Serang; or in the other words, there is difference result of students' writing skill who have reading habit high level with reading habit low level .

3. The Third Hypothesis: There are not any Significant Interactive Effects of Teaching Technique and Reading Habit towards Student's Writing Skill at Junior High School in Serang.

Based on the table 4.9, it is got the result of ANOVA with the score of $F_o = 268$ and $Sig. = 0.607 > 0.05$, it means that hypothesis null (H_o) is accepted and hypothesis alternative (H_1) is denied. So, there are significant interactive effects of teaching technique and reading habit towards student's writing skill at Junior High School in Serang. While the score of Adjusted R. Squared is 0.775; it means that Teaching Technique and Reading habit give the effect is 77,5% on student's writing skill in State Junior High School in Serang.

Discussion

1. There is a significant effect of Teaching Technique towards Student's Writing Skill in State Junior High School in Serang.

Based on the research result, teaching technique gives positive effect on student's writing skill in State Junior High School in Serang.

Teaching learning is the activity that has education value. While relates

to teaching learning technique, Nana Sudjana defines as the action of the teacher in conducting teaching plan, it means that the effort in using some variables of teaching such as the purpose, material, method, tool and evaluation in order to be able to affect the students to reach the goal of the lesson.

Teaching technique can be defined as the way that is conducted by someone in implementing a method specifically. Such as by using lecturing in the classroom with many students that ensure technically it will be different with the class that uses lecturing in a few students. And also, by using discussion method needs different technique in the class that has active students with the class that has passive students. In this situation, the teacher may change the technique although it is still the same method.

2. There is a significant effect of reading habit towards student's writing skill in state Junior High School in Serang.

Based on the result of the research, reading habit give positive effect towards student's writing skill in State Junior High School in Serang.

Behind the obligation of mastering writing, many students think that writing is difficult. They face many problems in English, especially in writing. It was described when the writer did observation in SMPN 4 Kota Serang. When she conducted the observation, she got many problems that students faced in teaching learning process of descriptive writing such as: when students wanted to transfer their ideas about the object that they looked, they felt confused what they wanted to write in their writing. Beside that when they wanted to write the words or sentence, they did not know many vocabularies. After that, they did not know when they must put punctuation. Moreover, many of them could not differentiate the verb that must use ending "s" or "es" because they lacked of grammar. So, it can be a big problem if the teacher does not find the solution to solve the students' problems to give a good effect for their writing ability.

"Giving someone literacy skills is rather like teaching a person to drive and then giving them only a few drops of petrol to practice with the machine is perfect and the driving skill has been acquired but it is not yet an automatic skill because there has not been enough practice. Once the fuel runs out the driving skill becomes useless and begins to deteriorate. Giving someone the reading habit, on the other hand, involves providing a continuous supply of easily processed fuel so that the new driver can go places, can get to enjoy driving and can eventually realize the limitless possibilities it opens up."

(Grellete, 1981: 2)

From the illustration above, the writer concludes that reading habit is our need for every time like nutrition that always needed every day; the students will always do this activity as their habitual action beside that reading becomes a habit is not an easy one. It needs long process, some exercise and a high motivation from the reader to make reading as a habit.

3. There are not any significant interactive effects of teaching technique and reading habit towards student's writing skill in State Junior High School in Serang.

Based on the result of the research, it can be stated that teaching technique and reading habit give the effect but it is not significantly towards student's writing skill in State Junior High School in Serang.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the data analysis that has been processed, the writer describes the conclusion as follow:

1. The effect of teaching technique towards students' writing skill

Teaching technique effects towards students' writing skill, it is proved by score Sig = 0.000 < 0.05. In the process of teaching and learning by using peer evaluation technique produced higher achievement of writing skill than using conventional technique.

2. The effect of reading habit towards students' writing skill

There is significant effect of reading habit towards students' writing skill. It is proved by the analysis of the data obtained Sig = 0.000 < 0.05.

3. The interactive effects of teaching technique and reading habit towards students' writing skill.

There are significant interactive effects of teaching technique by using peer evaluation and reading habit towards students' writing skill. It is based on the analysis of interaction data that Sig = 0.007 < 0.05.

Suggestion

Based on the result, discussion and conclusion of the research, the writer tries to give suggestion to be considered by other parties. The

suggestion that are presented as follow:

1. Teaching technique by using peer evaluation has significant effect towards students' writing skill. To get optimal achievement of students' writing skill. It needs to socialize the technique of writing skill with peer evaluation.
2. It is better for the teacher to teach the students by using the techniques that can make the atmosphere of the classroom become interactive, interesting and critics especially in writing class that mostly thought as the difficult one of English skills.

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