

## THE EFFECT OF COLLABORATIVE TEACHING TECHNIQUE AND STUDENT'S PERSONALITIES ON STUDENTS' ACHIEVEMENT ON HORTATORY EXPOSITION WRITING

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### ABSTRACT

*This research aimed to observe whether the writing scores of hortatory texts for extroverted students are higher when compared to introverted students who use collaborative techniques. Quantitative methodology was used in this research and the population included 60 students. 49 students were selected as samples, each from the extrovert group of 28 students and the introvert group of 21 students, both groups were distanced using collaborative techniques. According to data analysis, the extrovert students' hortatory exposition writing scores taught using collaborative techniques were higher than the extrovert students' hortatory exposition writing scores taught using collaborative writing teaching techniques. The writing instrument is in the form of a hortatory exposition writing test, while to determine whether a student's personality is classified as extrovert or introvert, a valid questionnaire is used.*

**Keywords:** *Technique, Personality, Collaborative, Extrovert, Introvert And Hortatory.*

### ABSTRAK

Riset ini bertujuan untuk mengamati apakah nilai menulis teks hortatory mahasiswa ekstrovert lebih tinggi bila dibandingkan dengan mahasiswa introvert yang diajarkan dengan tehnik kolaboratif. Metodologi kuantitatif digunakan dalam riset ini dan populasinya mencakup 60 mahasiswa. 49 mahasiswa dipilih sebagai sampel, masing-masing dari kelompok ekstrovert 28 mahasiswa dan kelompok introvert 21 mahasiswa yang kedua kelompok diajarkan dengan menggunakan tehnik kolaboratif. Menurut analisis data menunjukkan, nilai menulis hortatory eksposisi mahasiswa ekstrovert yang diajarkan dengan tehnik kolaboratif lebih tinggi dibandingkan dengan nilai menulis hortatory eksposisi mahasiswa introvert yang diajarkan dengan menggunakan kolaboratif tehnik mengajar menulis. Adapun instrument menulis adalah berupa tes menulis hortatory eksposisi sedangkan untuk menentukan personalities apakah mahasiswa masuk klasifikasi ekstrovert dan introvert menggunakan questionnaire yang sudah valid. Berdasarkan hasil penelitian diperoleh hasil bahwa hasil menulis teks hortatory eksposisi mahasiswa ekstrovert lebih tinggi dari pada mahasiswa introvert.

**Kata Kunci:** *Teknik, Kepribadian, Kolaboratif, Ekstrovert, Introvert Dan Hortatory.*

### 1. INTRODUCTION

Writing is one of language skill that should be learned by students in English department. According to Nunan

(2003:88) writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and

paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. There are three reasons why writing must be taught to the students in English department. First, writing reinforces the students' abilities in grammatical structures, idioms, and vocabulary that the lecturers have taught. Second, when the students write, they actually take an "adventure" with language to the beyond of what they have just learned to say.

Third, when the students write, they necessarily will be involved in learning new language which means that writing is the effort to express idea and the constant use eye, hand, and brain. In fact, three reasons is the unique way of learning that should be used by students when they joint in the writing class. In addition, based on curriculum writing in fourth semester for students in level of university teaching and learning process at this level should be done by using genre based approach. In genre based approach, students learn about several kinds of texts, namely descriptive, anecdote, recount, procedure, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, etc. Each text has its own social function, generic structure and language features. There are fifteen monologue texts that should be taught by English lecturers for students of fourth semester. Based on the curriculum it can be said that the student should have the capabilities to write in different genre of text. In this research the writer focused on hortatory exposition writing.

However, based on the writer's experience when she did observation in Faculty of Teacher Training and Education HKBP of Nommensen University, it was found that many students faced problems in writing hortatory exposition text. The students got difficulties in developing and arranging ideas or arguments in their thesis statement. They also unable to

generate the opinion into argumentation, and the last they did not know how to formulate the argument to be recommendation in hortatory exposition text.

Moreover, it could be indicated them when the students were given a topic by the teacher to write, it seemed that they got problem in developing or elaborating their ideas because they did not have enough knowledge and vocabulary to support their ideas about the topic. As the result, the students spent a long time to think what should be written. Furthermore, the students also had problems in grammatical aspect. They faced difficulties in constructing sentences in correct grammar when they did them, their sentences contained many mistakes. As a result, the students were unable to write hortatory text correctly. Besides that, the students have lack of vocabulary. When they wrote a text, they would be stuck because they did not know the appropriate word to express or say a word in English.

So it can be seen the score writing of the students especially in hortatory exposition writing was still low, not satisfied. Actually, the standard writing score for English Department of Nommensen University is 70. It means that if in reality the students got under 70 of course they will be categorized as the students that having low ability in writing. The data that have been received by the writer from the writing lecturers in Faculty of Teacher Training and Education HKBP Nommensen University showed that score from four classes in three academic years earlier represent the low writing ability.

The students' score in hortatory exposition writing was 64,67. From the data, the researcher suspected that there might be something wrong in teaching learning. So that, it's clear, the expectation of the curriculum could not be done. The curriculum expected that all the students should have a skill of writing

in different genre especially for hortatory exposition writing. From the score that the students got, it can be concluded that there was still a gap between students' performance and curriculum expectation in order concerning the learning achievement in writing.

Based on the writer's observation in that university there are two factors that made students still low in hortatory writing. The first factors came from lecturers. In this situation some lecturers rarely used media in teaching writing hortatory exposition text. The lecturers used media, frequently but the media did not help most of student necessity. For example, teacher used a printed paper as a media and then shared it to each student.

The lecturers asked the students to design the hortatory exposition text in different topic. In addition, the lecturer also used uninterested or monotonous technique so this situation made the students bored to learn writing. It made the students are not motivated to write.

For all problems, the researcher recommended the technique. Collaborative writing teaching technique is a powerful technique of writing that encourages cooperation, critical thinking, peer learning and active participation toward an end product (Cook & Friend, 1995; Gurgur & Uzuner, 2010; Treahy & Gurganus, 2010) Through this technique students are put into groups where they initially work together and discover the process of writing themselves.

Researches that have been done more than two decades gives the evidence that technique of Collaborative of writing positively affects for student' thinking, learning, and social skills.. With this reason the writer tries to use and compare these techniques in her research. These techniques are also expected be able to make the improvement for students' writing in hortatory exposition. The second factors are the personality. Actually each student in the classroom of course different, some of students have

the extrovert personality and the others are introvert. Same with this situation, in that class, the lecturer didn't devise the teaching technique that applying for student base on their personalities. So this was also one of the problem that made the student's score especially in hortatory or writing still low. In this occasionally, the researcher recommended to know the students' personalities to know which one for the personalities that will be got the high score when the collaborative teaching technique applied for students in hortatory exposition writing.

The researcher found some previous research related to this study such as the following: The first research conducted by Novera Helsanita entitled "The Effectiveness of Collaborative Learning in Improving Students' Ability in Reading Descriptive Text" The objective of this study was to know the effectiveness of Collaborative Learning in improving students' ability in reading descriptive text at the seventh grade students of SMP Pelita Harapan, South Jakarta.

The study used quantitative method namely pre-experimental research. The result of the study showed that Collaborative Learning was effective in improving students' reading ability. The research above different with this research, the research done for reading and the subject of research were students of SMP but in this research will be done in writing language skill and subject of research are student at English department of teacher training faculty.

The third research conducted by Aulia Rizky Ramadhani entitled "The Effect Of Collaborative Writing Strategy On Students' Achievement In Writing Recount Text In Mts Alwashliyah Tembung 2016/2017. The objective of this study was to find out the effect of collaborative writing strategy on students' achievement in writing recount text.

It was conducted by using experimental research design. The result of this study showed that there is the significant effect of using Collaborative writing strategy on student achievement in writing recount text. The difference of this research with previous research were the genre of writing that used, in this research the genre of writing was hortatory exposition writing but in previous research used recount text and the last this research added personalities of student as variable. Based on the background above the goal of the researcher was to see is the score of hortatory exposition writing for introvert students higher than the extrovert student that taught by using Collaborative writing teaching technique.

## 2. RESEARCH METHODOLOGY

Experimental study was applied in this research The population of this research was the fifth semester students of English Department, Universitas HKBP Nommensen Medan. The sample of this study was chosen by using cluster random sampling technique. Two classes, namely class A and class C were selected as the sample. The instruments that was used in this study was writing test to measure the students' achievement in hortatory exposition writing and questionnaires were also used to investigate the students' personality.

The students' writing test results were scored. In evaluating the students' product, the analytic scoring by Jacob et al in Wegle (2002) was used to score the writing products. and the questionnaire will be measured by likertscale. In this study, the writer used construct validity because the test of writing and questionnaire was constructed based on a single construct of writing theory. The normality of the test aims at showing that the sample data of the studying is normally distributed..The normality test was computed by using Liliefors test. The homogeneity of the test aimed to

investigate whether the variance of the test was homogeneous, same with normality.

## 3. FINDING AND DISCUSISION

### Finding

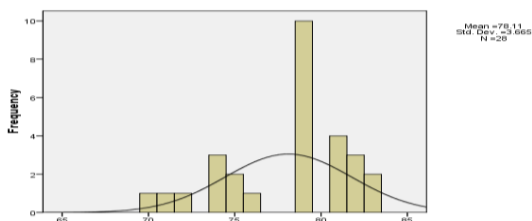
#### Extrovert students' Achievement in Hortatory Exposition Writing Taught by Using Collaborative Teaching Technique

The scores of the Extrovert students' achievement in hortatory exposition writing taught by using collaborative writing teaching technique can be explained that the highest score of is 83 while the lowest score is 70. As the result, it can be known that the mean 78.11, the mode 79.00, the deviation standard is 3.67, and the median 79.00. Then, the variance is 13.43. Table 1. Frequency Distribution of Students' Achievement in Hortatory Exposition Writing with Extrovert Personality taught by using Collaborative Writing Teaching Technique

N o	Score	Absolute Frequency	Relative Frequency	Cumulative Frequency (%)
1	69-70	1	0,03	3
2	70-71	1	0,03	3
3	72-73	1	0,03	3
4	74-75	3	0,11	11
5	70-75	2	0,09	9
6	76-79	1	0,03	3
7	70-80	10	0,36	36
8	81-82	4	0,13	13
9	82-83	3	0,10	10
10	83-84	2	0,09	9
		<b>28</b>		<b>100</b>

Scores of extrovert students' achievement in hortatory exposition writing taught by using Collaborative

writing teaching technique can be seen in figure 5



### Normality Testing

In fact, the normality and the homogeneity of this data had been tested. Thus, the result of the test the normality test is as the following:

**Table 4.9 Normality Testing**

Statistic	B <sub>1</sub>	B <sub>2</sub>
N	28	21
Mean	75,18	70,95
Variance	85,89	65,74
Standard Deviation	9,27	8,11
L <sub>observed</sub>	0,125	0,138
L <sub>Table</sub>	0,140	0,140
L <sub>observed</sub> < L <sub>Table</sub> = Normal	Normal	Normal

From the data above, it can be concluded that the score as the students' achievement in hortatory exposition writing is distributed normally. Thus, the further data needed is homogeneity test.

### Homogeneity Testing

This homogeneity test is obtained in order to know whether the variance of data is homogenous or not. Then, if the table  $F_{table}$  was higher than  $F_{observed}$ , it means that the population was homogenous. In this case, the homogeneity is earned by using  $F_{test}$ . It is also used to compare not only from the personalities (introvert and extrovert). Thus, the result of homogeneity test is all the data from the personalities and teaching techniques are homogenous will be shown explicitly in the next explanation.

### Groups of Personalities and Teaching Techniques

The final of interaction between the personalities (extrovert and introvert) and teaching techniques (clustering and

collaborative writing) is as seen in the following table:

**Table 4.10 Table Groups of Personalities and Teaching Techniques**

	Variance	F <sub>observed</sub>	F <sub>table</sub> = F <sub>0,05;40;40</sub>	Description
B <sub>1</sub>	85,89	1,307	1,704	Homogen
B <sub>2</sub>	65,74			

From the data description, it is known that data of each personalities and teaching techniques is homogenous

### Group of interaction

The homogeneity testing of the group interaction is as this following table:

**Table 4.11 Table Groups of Interaction**

	Variance	F <sub>observed</sub>	F <sub>table</sub> = F <sub>0,05;v1;v2</sub>	Description
A <sub>1</sub> B <sub>1</sub>	13,43	1,811	F <sub>0,05;27;18</sub> = 2,126	Homogen
A <sub>1</sub> B <sub>2</sub>	9,54			
		1,934	F <sub>0,05;20;11</sub> = 2,646	Homogen

This table shows that the data on score of students' achievement in hortatory exposition writing taken from interaction group is homogenous. As the result, it is known that all research samples are normally distributed and homogenous. Therefore, the testing hypothesis will be able to be gained.

### Hypothesis Testing

This is the hypothesis data description seen as this following table

**Table 4.12 Table Total Descriptive Data**

Students' Personality (B)	Teaching Technique (A)
	Collaborated (A1)
Extrovert (B1)	N Y = 28
	∑ Y = 2187
	y = 362,68
Introvert (B2)	N Y = 21
	∑ Y = 1567
	y = 368,95
Total	N Y = 49
	∑ Y = 3754
	y = 731,63



### Introvert Students' Achievement in Hortatory Exposition Writing Taught by Using Collaborative Teaching Technique

It is known that the highest score of introvert students' achievement taught by using Collaborative teaching technique is 82 while the lowest score is 65. As the result, it can be known that the mean 74.62, mode 74.00 and the median 74.00. Then, the variance is 18.45. The frequency distribution of research data can be seen in table 4.9 below. Table 2. Frequency Distribution of Introvert Students' Achievement in Hortatory Exposition Writing Taught by Using Clustering Teaching Technique

No	Score Interval	Absolute Frequency	Relative Frequency	Cumulative Frequency (%)
1	60-65	1	0,05	5
2	66-71	4	0,19	19
3	72-73	1	0,05	5
4	74-75	8	0,40	40
5	75-80	3	0,14	14
6	81-82	4	0,19	19
		<b>21</b>		<b>100</b>

Scores of students' achievement with high linguistic competence in writing narrative text taught by using DI can be seen in figure 2

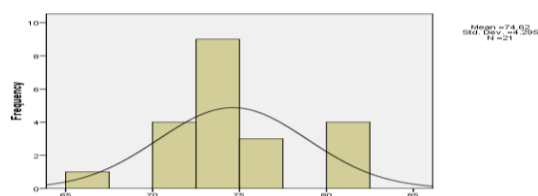


Figure 2 Histogram on Introvert Students' Achievement in Hortatory Exposition Writing Taught by Using Collaborative Teaching Technique

### Discussion

The use of collaborative writing technique in teaching writing hortatory exposition writing gives the students

good way how they explore their writing ability well. Collaborative writing effectively teaches the concept of teamwork.

It increases student participation, facilitates discussion of enhances critical thinking. It encourages students to continually assess their own performance and class work as well as that of their peers Jacobsen and Mueller in Yong mei fung (2012). Additionally, students learn to clearly express ideas through writing.

Collaborative writing improves document quality by pooling the strengths of group members. At the same time, individual weaknesses are caught by the group and revised. Ultimately, collaboration can be a form of motivation for students as they become excited about working with a group as well as the prospect of learning from other students.

On the other hand Reid(1993:16) said that since it is one of the brainstorming techniques, it is called as the natural way in developing the writing. It is only the surface of technique in teaching writing actually. The steps to practice teaching hortatory exposition writing by using collaborative writing teaching technique proposed by Efendi (2009): (1) The students are grouped. The members of groups can vary such as in pairs, small groups, or large groups.

Grouping is used to reduce the students' anxiety in doing activities in writing class; (2) The students in groups are assigned to complete the incomplete model of texts provided by teacher; (3) The teacher assigns the students in group to discuss the determined writing tasks and asks them to take notes individually; (4) The teacher promotes the students in group to work together in accomplishing the writing task; (5) The students are encouraged to help one another in order to back up members of the group who are possibly weak in the writing task; and (6) The teacher assigns the students to do the writing task individually by considering

the result of discussion as valuable input for composing individual work.

The extrovert personality means a person more interested in what is happening around him than in his own thoughts and emotions. That is to say, the extrovert experiences the world more through contact with others and share experience than through self-examination or study. (Mehdi, M, 2010). While its counterpart, introvert is a person who is more interested in his own thoughts and feelings than in things outside himself, and is often shy and unwilling to speak or join in activities with others.”

To sum up, some characteristics of extrovert people are: easy going, talkative, going out a lot, spending more times with people etc. On the other edge, introvert people prefer to enjoy time by themselves, tend to have few but close friends, and not to talk so much. Whether extrovert or introvert an individual is, no scholars mention anything about ‘good’ or ‘better’ attitude. Douglas notes that Western views about introvert people need to be ‘reviewed’ since extrovert people in fact need other people to be convenient, to express themselves, while introvert is enough by their own. Even Adamopoulos describes extrovert as in need to get energy from others (2004: 4). In case of social life, perhaps extrovert people are considered more desirable. It is due to their open minded characteristic to communicate with many people; in parties, offices, neighborhood etc.

However, this does not necessarily signify that introvert tend to be least person to converse with, since they are bad people for instance. It is just the way they express themselves differ from those who are extrovert. Based on the characteristic of extrovert and introvert personality, we can conclude that extrovert students get high achievement in writing than introvert students. It can be proved from the characteristic for them. Extrovert students tend to get a lot of experience for their surroundings, they

also get a lot of new things in their surroundings, not only that they also has a lot of friends that give extrovert students easy to find information to do everything like writing in the school. The scores of the Extrovert students' achievement in hortatory exposition writing taught by using collaborative writing teaching technique can be explained that the highest score of is 83 while the lowest score is 70 but the that the highest score of introvert students' achievement taught by using Collaborative teaching technique is 82 while the lowest

#### 4. CONCLUSION

Based on the characteristic of extrovert and introvert personality of student that had taught by collaborative teaching technique, can be concluded that extrovert students get high achievement in writing than introvert students. It can be proved from the characteristic for them. Extrovert students tend to get a lot of experience for their surrounding, they also get a lot of new things in their surrounding, not only that they also has a lot of friends that give extrovert students easy to find information to do everything like writing in the school.

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