Academic Writing Students' Affective Reactions towards Joint Reconstruction Phase of Reading to Learn

Listyani

English Language Education Program, Faculty of Language and Arts,
Satya Wacana Christian University, Salatiga, Indonesia

email: listyani@staff.uksw.edu

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English Language Education Program, Faculty of Language and Arts, Satya Wacana Christian University, Salatiga, Indonesia

Abstract: *Academic Writing* can be considered a difficult writing course which can make students exhausted and even frustrated. The principle of the more you read, the better you write may be applicable to this course. One way to make students write better is by asking them to read more and giving them some model texts to learn. Asking them to work collaboratively with their peer students can also help. The series of steps are included in Reading to Learn (R2L) teaching method that I developed for my Academic Writing Class in Semester II/ 2015-2016 Academic Year. This study mainly tried to describe how introverted and extroverted students of an Academic Writing class of the Faculty of Language and Literature, Universitas Kristen Satya Wacana Salatiga, Indonesia, reacted to the phase when they were supposed to work with their peers to produce an outline and an essay. Among other 21 students in the class, five who were found to be introverted, and five other extroverted, became the respondents of the study. They were selected based on questionnaires they filled in the previous semester. Data were mainly derived from journals that they submitted every time they passed a step, and also from observation done through video recording during the whole semester. Findings show that the ten students showed different affective reactions towards collaborative writing.

Key words: introverted, extroverted, collaborative writing, reading to learn, academic writing

Abstrak: *Academic Writing sering kali dianggap sebagai sebuah mata kuliah momok yang membuat mahasiswa lelah, bahkan frustrasi. Prinsip*

*bahwa semakin banyak seseorang membaca, semakin bagus dia menulis,
mungkin bisa diterapkan pada mata kuliah ini. Salah satu cara
membuat mahasiswa menulis lebih baik adalah dengan meminta mereka
membaca lebih banyak dan memberikan mereka teks-teks model untuk
dipelajari. Meminta mereka bekerja secara kolaboratif dengan teman
kuliah mereka juga bisa membantu. Langkah-langkah ini terdapat pada
strategi mengajar Reading to Learn (R2L), yang saya aplikasikan untuk
kelas Academic Writing saya pada Semester II/ 2015-2016. Melalui
penelitian ini, saya mencoba melukiskan bagaimana mahasiswa introvert
dan juga ekstrovert dari kelas Academic Writing E, di FBS, UKSW
Salatiga bereaksi terhadap fase ini, dimana mereka diharapkan bisa
beerja sama dengan rekan-rean mereka untuk membuat sebuah outline
dan juga sebuah esai. Diantara 21 mahasiswa di kelas yang saya ajar
tersebut, lima diantaranya adalah mahasiswa dengan kepribadian
introvert, dan 5 ekstrovert. Pencarian klasifikasi tipe kepribadian
dilakukan dilakukan melalui kuesioner yang disebarkan satu semester
sebelum kelas berlangsung. Data untuk penelitian ini diambil dari jurnal
yang harus dikirimkan mahasiswa melalui surat elektronik, setiap kali
mereka melalui sebuah tahapan dari R2L. Kesimpulan menunjukkan
bahwa kesepuluh mahasiswa ini menunjukkan reaksi yang bervariasi
terhadap tahapan ke 4 dari strategi R2L, yaitu Joint Reconstruction.*

Kata kunci: *introvert, ekstrovert, menulis kolaboratif, reading to learn,
academic writing*

INTRODUCTION

This paper is intended to describe how 10 students of different
personalities, that is, introvert and extrovert, responded to the fourth phase of
Reading to Learn (R2L) – *Joint Reconstruction* - in their Academic Writing class in
Semester II, 2015/2016 Academic Year. This research was conducted in
Academic Writing E Class, at the Faculty of Language and Arts, Satya Wacana
Christian University, Salatiga, Indonesia. One central question was addressed:
How do students respond to the fourth phase of R2L? Altogether, there were twenty
one students who took this class. They were purposively selected as
respondents. They were chosen among another hundred students of other
parallel classes. They were selected based on the questionnaires that they filled
in December 2015, or in Semester I/ 2015-2016. These ten students were then
put in one class, representing introverted and extroverted students, with other
11 students with different learning styles. Findings show that the tertiary

students responded positively to the stages. Data were mainly derived from journals submitted every time they finished each step.

LITERATURE REVIEW

A. Reading to learn (R2L)

As a very famous quotation says, "*There are many ways to go to Rome*", in Academic Writing classes, the same principle applies. There are so many teaching methods, techniques and strategies to teach this course. The strategies included in Reading to Learn have been independently evaluated to accelerate students' learning at twice to more than four times expected rates (Rose & Martin, 2012).

Reading to Learn is said to be "*one of the world's most powerful literacy program, which was designed to enable all learners at all levels of education to read and write successfully*" (Rose, 2005b). David Rose, the Director of Reading to Learn International Literacy Program, had conducted a project of Scaffolding Reading and Writing for indigenous children in school, with Bryan Gray and Wendy Cowey in 1999. David also worked with teachers of Pitjantjatjara Secondary School students to synthesize genre writing pedagogy and Write it Right research in 1998 and 2000 (Rose and Martin, 2012). An integrated course of reading and writing based on this literacy strategy was proposed by Listyani (2015). The phases are described as follows.

B. The phases of reading to learn

Rose claims (2005b) *Reading to Learn* as one of the world's most powerful literacy programs. As previously mentioned, it is designed to enable all learners at all levels of education to read and write successfully, at levels appropriate to their age, grade, and area of study. These strategies have been independently evaluated to consistently accelerate the learning of all students at twice to more than four times expected rates, across all schools and classes, and among students from all backgrounds and ability ranges. The cycle is described as follows with the elaboration of each step Preparing before reading

Reading to Learn Cycle consists of six stages (Rose, 2005a). The first stage is *Preparing before Reading*. The first stage of R2L cycle was initially designed for Aboriginal learners. It is called *Preparing before Reading*, a story or part of it is read aloud with the class, but learners have been prepared before to

follow words with understanding. They have been guided to understand the word meanings. They are given the background knowledge that they need to know. The teacher then tells them what the story is about, and summarizes the sequence of the story.

Learners' understanding of the overall meanings of a text will provide a good context for recognizing more detailed meanings within each sentence which will be discussed in the next stage named *Detailed Reading* stage. Besides stories, this first stage, *Preparing before Reading*, may also include more extensive exploration of the overall field. The text should be relevant to the curriculum topic. Again, the teacher summarizes the topic of the text and the sequence of the story. This is done in words that all learners understand. Some of the terms in the text are also used to as it is read aloud. During and after reading, key terms and concepts are also briefly explained. Detailed reading

Rose further states that the general understanding of the text will provide a foundation for the key stage of *Detailed Reading* (2005a, p. 159). Here learners must read the wordings themselves. This task is made easy by reading a short passage sentence-by-sentence, with the support of meaning cues provided by the teacher. These cues enable learners to be able to identify actively wordings from their meanings. They will also be able to apply what they learn to other texts. *Detailed Reading* enables all learners to read the passage with full comprehension and accuracy. This phase also becomes the foundation for the third stage of *Preparing before Writing*. In my perspective, this phase is ideal to be done in small groups. When grouping students for comprehension, Serravallo (2010, p. 60) reminds teachers that it is useful to make sure that students are working on the same or about the same level of proficiency within a skill.

In this phase, Rose (2005a) further elaborates that meaning cues are more often the paraphrases of technical or abstract words. These may be drawn from common sense, or from the learners' previously built-up knowledge in the field. Elaborations tend to be the definitions of technical terms, explanations of new concepts or discussion based on students' field knowledge. In the *Note Making* stage, students take turns to write/scribe on the class board as a dot-point list, the wordings that have been highlighted during detailed reading.

At this point, it is the students who take over control, as the class dictates wordings and spellings that they can all read, prompted by the teacher where necessary. This stage provides many opportunities to practice spelling as

well as pronunciation. There are also opportunities to further discuss the field and organization of the text. When one side of the board has been filled with notes, students take turns to scribe/write a new text on the other side. The teacher now steps in to support the class. For example, the teacher can point out discourse patterns and other key elements in the notes.

Rose (2005a, p.153) elaborates that at this stage of the pedagogy (*Detailed Reading*), students can begin to read the wordings for themselves. However, the complexity of this task is increased by selecting a short passage and reading it sentence-by-sentence. Providing adequate support for all learners to recognize wordings from the perspective of their meaning can also be done. Preparation before writing

In the next stage, *Preparation before Writing*, students are given the general framework of the genre and field where they have to rewrite the text. The teacher prepares students to imagine new texts. This is done by drawing attention to notes, suggesting alternative wordings, and discussing the field further. Now instead of identifying literate wordings from common sense cues, students select more common sense paraphrases for the literate wordings in the notes. Then the teacher can help to elaborate by rephrasing the selection, supporting them to check issues such grammar, letter cases, punctuation or spelling, and encouraging critical discussion of the way the original author constructed the field, and how they may reconstruct it. This high-level critical analysis is possible, in Rose's opinion (2005a) because of the supported practice in deconstructing and reconstructing meanings at all levels of the text.

This stage**,** *preparing before writing***,** varies with the type of text and level of schooling: with story texts in primary years, it may involve *manipulating sentences* on cardboard strips, followed by *practice in spelling and fluent writing*; with factual texts at all levels, it involves *making notes* from the text, in which spelling can also be practiced. The movement through these three stages is thus 'top-down', from overall meanings in the text, through wordings in sentences, to letter patterns in words.

Rose gives a term to the cycle of preparing, identifying, and elaborating as "scaffolding interaction cycle" (Rose, 2005a, p.155). This cycle formally describes the micro-interactions involved in parent-child reading (Rose, 2005a). The formal description enables teachers to carefully plan a discussion around the language features in a text, to think through which language features will be focused on at each step, how the teacher will prepare students to identify them, and how they will elaborate on them.

As described by Nassaji and Wells (2000), in Rose (2005a, p.148). But there are three crucial differences between the typical IRF (Initiation-Response-Feedback) classroom pattern and scaffolding interactions. First, the initial scaffolding move is not just a question which elicits a response from learners, but this question consistently *prepares* all learners to respond well. Next, the follow-up move is not simply feedback that evaluates or comments on responses. The feedback consistently *elaborates* the shared knowledge about text features. The lasts difference, responses are always affirmed, and responses which are inadequately prepared in IRF discourse are frequently ignored. With teacher supports and communal learning tasks, students' ability and independent competence can be gradually increased. The activities in *prepare for writing* phase include *Sentence Making*, *Spelling,* and *Sentence Writing*. As in the early years, *Sentence Making* involves writing sentences on cardboard strips, but at this level using a whole selected paragraph.

This phase starts with the teacher guiding learners to identify and cut out wordings, using the same discussion as done in *Detailed Reading*. Less preparation is needed for them to identify the words. These words can now be elaborated with more detail and discussion. In groups, learners take turns to cut up sentences into phrases, and then words, put them back together, mix them up, rearrange them and construct new sentences. This can be done with the cards.

This *Sentence Making* has three broad functions: it intensifies the identification and discussion of meanings and wordings from *Detailed Reading*. Secondly, it enables learners to manipulate wordings to create meaningful sequences without more burden of writing. Finally, it gives a space for learners to practice spelling as individual words are cut out. In *Sentence Making* activities, the learners are taking greater control of the reading and writing process, whether in groups or individually. The scaffolding movement from 'outside-in' is thus from whole class with teacher guidance, to a group practice, to independence.

Rose (2005a, p.156) further explains once all learners can automatically spell most of the words in the paragraph, they can practice writing the whole paragraph from memory. The value of this *Sentence Writing* activity is that learners are supported to practice writing long, meaningful text fluently, without any burden of inventing a story. To support learners to do so, most of the words in the paragraph are turned over, leaving only a few items such as sentence beginnings and grammatical words, as a framework to help them recall the sequence of meanings.

When students have finished writing, the words can be turned back over for them to check their wording and spelling for themselves. The next stage involves reconstructing the text patterns of the passage used for *Detailed Reading*, with new events, characters, settings and so on. This *Text Patterning* begins with the whole class as a joint activity before moving to independent writing. The first step is to read the whole passage again and reiterate the discussion of its global structures and key features. The class then brainstorms new story elements, the teacher scribes all ideas on the board or paper sheets for later use, and the class votes on which ideas will be used for the joint story. Joint construction (Collaborative writing)

The next three stages then move back up to construct patterns of meaning in new texts. Rose (2005a) clarifies that the fourth stage is *Joint Reconstruction* of the text. Here, the teacher guides the class to write a new text, with all learners taking turns to scribe on the class board. With story texts, *Joint Reconstruction* uses the same literate language patterns as the original passage, with new content – events, characters, settings and so on. This supports learners to use the literary resources of the accomplished author they have learned to read and apply them to a new story. With factual texts, *Joint Reconstruction* uses the same content as the original text, via the notes scribed from it, but the new text is written in wordings that are closer to what the learners might use themselves in assignments.

Following the *whole class joint construction*, the text can be rubbed off and students can practice writing their own text from the same notes, in groups and individually, as a step towards independent research. In the *joint writing process*, learners take turns to scribe, but the whole class thinks of what to write and how to say it, closely following the original text patterns. This activity supports all learners to use the literate language of the accomplished author they have been reading, at the same time as creating a new story. Individual reconstruction

In the fifth stage *Individual Reconstruction*, learners use the text patterns or notes they have practiced using with the class to write a text of their own. Again, with stories, this involves the same text patterns with new content, while factual texts involve the same content with new wordings. Skills developed through each of these supportive stages then lead to the final stage, *Independent Writing* task on which learners can be assessed (Rose, 2005).

Independent writing then involves using the same text patterns again, but with individual stories, using and expanding ideas discussed with the class. As

with all other stages of the curriculum cycle, some students will be able to do this activity more independently, enabling the teacher to provide support for weaker writers in the class.

Techniques for reading and writing factual texts can be used at any level, from primary to tertiary study, in any curriculum area. They support learners to develop skills in reading texts with understanding, identifying key information, selecting information for notes, and using it to write texts of their own. Along the way, they also develop skills in interpreting and critiquing both the content of texts and how they are constructed (Rose, (2005:158), citing from Rose, 2004c).

These writing activities flowing from detailed reading extend and intensify the approach of genre-based writing pedagogies (Rose, 2005a, citing from Cope and Kalantzis, 1993; Macken-Horarik, 2002; Martin, 1993, 1999; Martin and Painter, 1986; Martin and Rose, 2012; Rothery, 1989, 1996). This six-stage curriculum cycle is schematized in figure 1.

Figure 1:
The Cycle of Reading to Learn
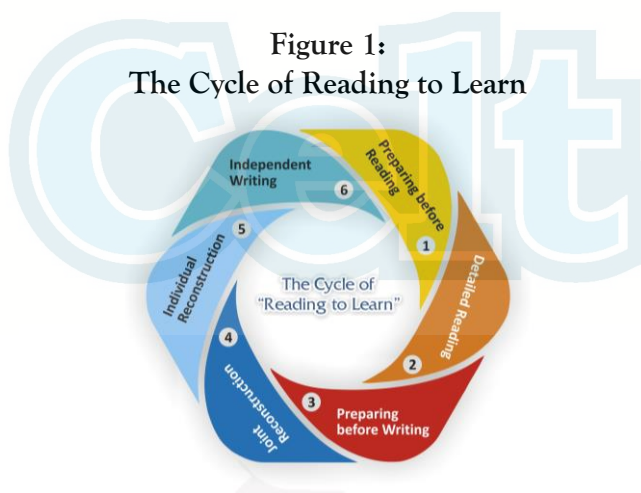
According to Rose (2005a), techniques for reading and writing stories in primary and junior secondary school support learners to read with engagement and enjoyment, to develop identities as readers, and to recognize and use literate language patterns in their own writing (citing from Rose, 2005b).

C.   Personalities

Second language learners are unique in their own way. They vary in a number of dimensions, like personality, motivation, aptitude, learning style, and age. These are what is meant by individual learner differences. These differences may result in differences in the route which learners pass in their

second language acquisition. These factors may also influence the rate and success of their SLA (Ellis, 1985 & 2012). Dulay, Burt, and Krashen, (1982), strengthens this fact. Even in the same environment, some learners acquire the second language better or even faster than others (Dulay et al., 1982, p.74).

Personality is the "very general basic individual character structure". *Learning styles* are in the second place after personality. It is defined as how personality works in a learning context, in the classroom, as an example. Styles reflect an individual learner's *consistent and preferred* learning approach; that is, an approach which he or she exhibits in a wide range of situations and contexts, not only in school contexts. A person's style affects the kinds of *learning strategies*. A learning strategy consists of a group of *tactics* or *techniques.* This is the only level which can be seen or noticed. This is what we see when we look at what a learner actually does in the classroom (Mariani, 1996, in Listyani, 2013).

Another similar study was conducted by Erton (2010). He tried to find the relations between personality traits, language learning styles, and success in foreign language achievement. The variables in his study are faculty, success, personality, and language learning styles. Erton concluded from the research which was conducted among five faculties at Bilkent University First Year Students, that there is not a significant statistical relationship between the personality traits (introversion - extroversion) of the learners and in their foreign language achievement (English 101 course). To achieve success in foreign language education, the introverts and the extroverts have a tendency to employ different learning styles.

Another study on learning styles and personalities was conducted by Al-Dujaily, Kim & Ryu in 2013. In their article "*Differential Use of Learning Strategies in First-Year Higher Education: The Impact of Personality, Academic Motivation, and Teaching Strategies*", they found that personality traits like openness, conscientiousness, and neuroticism cannot be overlooked when aiming to explain variance within student learning.

Teachers should also bear in mind that no two individuals comprehend reality in the same manner. This is related to learners' idiosyncrasy; an unusual way in which a particular person behaves or thinks. The reason is that there are varieties of experiences of the individual, which are influenced by environmental stimuli and affected by the way they program themselves to transform reality into a learning process. The process is also known as an individual's learning style.

Keefe (1997), as cited by Kopsovich (Kopsovich, 2001) further says that the National Association of Secondary School Principals adopted a comprehensive definition of learning style. This group defined "learning styles" as the composite of characteristic cognitive, affective and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with and responds to the learning environment.

There have been many theories that describe the organization of cognitive-centered approaches, personality-centered approaches, and learning/activity-centered approaches. According to Zhang et al (2012), when respondents are characterized in terms of four dichotomous traits (extrovert/ introvert, intuition/ sensing, judging/ perceiving, and feeling/thinking), the researcher used MBTI (The Myers-Briggs' s Type Indicator) to measure personality. Ellis (1985, p. 119) adds that personality has been explored in terms of a number of personal traits. They are said to constitute the personality of an individual.

Heinstorm (2000), in her paper, *The impact of personality and approaches to learning on information behavior* (citing from Revelle & Loftus, 1992) mentions that during the last years, conformity about the basic personality traits has emerged. It has been stated that they are *extraversion, neuroticism, agreeableness, conscientiousness* and *openness to experience*. These dimensions are stable across the lifespan and directly related to behavior. They also seem to have a physiological base. The five factors are the following;

1. Extraversion

The extroverts tend to be more physically and verbally active whereas the introverts are independent, reserved, steady and like being alone. The person in the middle of the dimension likes a mix between social situations and solitude. (Howard & Howard, 1998, as cited by Heinström) (Heinström, 2000). Extroverts are adventurous, assertive, frank, sociable and talkative. Introverts are quiet, reserved, shy and unsociable.

Besides those qualities, extrovert learners like to talk to understand new information and ideas, work in groups, try something first and think about it later. They also like to see the results of a project and see examples of how people are doing their work (Pritchard, 2009, p. 46).

2.   Agreeableness

The agreeableness scale is linked to altruism, nurturance, caring and emotional support versus hostility, indifference, self-centeredness, and jealousy. Agreeable people are altruistic, gentle, kind, sympathetic and warm. (Boeree, no date, in Heinstorm, 2000).

3.   Conscientiousness

The conscientious, focused person is concentrating on only a couple of goals and strives hard to perceive them. He is career oriented, while the flexible person is more impulsive and easier to persuade from one task to another. Conscientiousness has been linked to educational achievement and particularly to the will to achieve. (Howard & Howard, 1998, in Heinstorm, 2000). The more conscientious a person is the more competent, dutiful, orderly, responsible and thorough he is.

4.   Neuroticism

The persons with a tendency towards neuroticism are more worried, temperamental and prone to sadness. (Howard & Howard, 1998, in Heinstorm, 2000). Emotional stability is related to calm, stable and relaxed persons, whereas neuroticism is linked to anger, anxiousness, and depression. (Boeree, no date).

The name neuroticism doesn't refer to any psychiatric defect. A more proper term could be negative affectivity or nervousness (McCrae & John, 1992, in Heinstorm, 2000). In Pitchard's (2009) term, these people are called an introvert. They like to study alone, listen to others talk and think about something privately. They also like to think about something first and act later. They listen, observe, write, and read. They also take the time to complete their assignments.

5.   Openness

People who are open are said to have broader interests. They are liberal and like a novelty. This is related to intellect, openness to new ideas, cultural interests, educational aptitude and creativity (Howard & Howard, 1998, in Heinstorm, 2000). Besides that, these people are cultured, aesthetic, intellectual and open (Boeree, no date). Openness to experience can be connected to activities like writing, science, and art (Wallach & Wing, 1969, in Heinstorm, 2000). Ellis (1985, p.120) adds that extrovert learners who

belong to this group, find it easier to make contact with other second language (L2) users, and therefore, find more inputs.

Some psychologists just draw a line clearly dividing between two types of personalities: extrovert and introvert. Those who are open, sociable, outgoing, aggressive, talkative, and can be good leaders are usually extrovert. While people who are thoughtful, careful, reliable, pessimistic, melancholic, and quiet are usually introvert (Mc.Leod, 2014).

In Indonesia, not many studies have been conducted on *Reading to Learn* strategy and its relationship with learning styles, personality types, and writing competence. One study was conducted by Samanhudi and Sugiarti in 2013 (Sa-ngiamwibool et al., 2013). This study reports the effectiveness of using *Reading to Learn* program in teaching critical writing to teacher candidates in English Language Teaching Department, Sampoerna School of Education, Jakarta.

The Reading to Learn program implemented in that study allowed the researchers to employ principles from other theories of critical thinking and critical literacy. Based on the characteristics of a mixed methods study and to some extent, a program evaluation research design, the researchers obtained data from classroom observations and students' journals written after each teaching session. To determine students' personalities, whether they are classified as introvert or extrovert, questionnaires consisting of 32 items were distributed. They had to fill in the questionnaires.

Analyzed based on Likert Scales of 1 to 5, and five introvert students and five extroverts were selected. Results revealed that students' ability to write an English text was better than before. This is indicated by their ability to clearly and explicitly explain details of information in the text they write, which surely fulfill the standard outlined in the critical thinking theory used in that study. Statistical analysis also showed students' improvements in their post-tests.

Due to the limitation on the number of respondents, this particular paper classifies personality types as extraversion and introversion only. These two types were then correlated with the students' reactions towards the fourth stage of Reading to Learn, that is, collaborative writing, which was done with their classmates. One central question to be answered in this paper is thus: "*What are introvert and extrovert students' affective reactions towards the fourth stage of Reading to Learn (R2L)?*" The following part will show the discussion part.

METHODOLOGY

Data were mainly derived from journals that they submitted every time they passed a step, and also from observation done through video recording during the whole semester.

RESULTS AND DISCUSSION

A.   How students of different personalities reacted to the fourth phase of R2L

Seen from their personalities, there were 5 extrovert and 5 introvert students. There were 5 introvert students; Student A, Student B, Student C, Student D, and Student E. There were 5 extrovert students, they are Student E, Student F, Student G, Student H, and Student I. Different affective reactions of the ten students were shown below.

1.   Introvert Students' Affective Reactions

Falling into the group of introverted students are Student A, Student B, Student C, Student D, and Student E. Their opinions on collaborative work in writing an essay based on some model texts (joint reconstruction phase) are described as follows.

Student A (F) felt that working collaboratively with her peers. Different ideas and disagreement among group members often happened. Other problems included schedule clashes, incompatibility in terms of abilities or competence, and personal problems of the group members which often disturb the process of writing collaboratively.

<div align="center">

Text 1:

</div>

"I think that making collaborative writing is difficult enough...I do not really enjoy this. We have to make it together which our ideas are different with others and when we reveal the ideas, they sometimes disagree with us and then the ideas are not accepted to put on our task. They just put in their ideas and develop by themselves, it is so annoying because it is hard to combine some different ideas to make one document. Afterward, sometimes we get member of group that are not suitable to work together, it is such self-ego or self-problem with them. It will distract our concentration because we are uncomfortable with them...Group work actually has advantages and disadvantages like my opinion

above, but I more like make it by myself." (Student A's Journal, January 4, 2016, unedited)

Student B (M), on the other hand, was very positive about group work. He admitted that working collaboratively helped him write more easily and he could get lots of new ideas from his friends. Student B stated, "*Thing that really helped me in writing my group essay is my comprehension to the topic, and the amount of sources that I read related to my topic. Moreover, the simple and clear inputs from my friends and teacher comfort me in writing the essay.*" (Student B's Journal, February 9, 2016, unedited)

Similar to Student A, Student C (F) found it difficult to work together with her peers. Disagreements and burdens to write a good essay became the main problems for her, although she realized the positive sides of collaborative work. Below are her reactions on it.

Text 2:

"Actually, it was hard for me to combine our ideas in one essay. So, we often debate and argue our ideas in many times…For me, it was hard to find place and time to work together. In the other side, with working together, it was improve our team work. We knew what is bad and good from our partners. In that time, we also encourage each other to do our best for our study. Also, team work taught us to be patient, and responsible with our times, and our efforts". (Student C's Journal, February 9, 2016, unedited)

On the same boat as Student B was Student D (M). He was also very optimistic about collaborative work. He said that good communication avoids misunderstanding among group members. His group communicated via Line, a social media to help them communicate better. He said that he could combine his ideas with his friends' and thus, he benefitted from collaborative work, especially when he was stuck and had no idea of what to write.

The last student, Student E (M), showed his neutral position towards group work. He said that on the one hand, group work is beneficial. That is if he felt comfortable and suitable for the group. He would feel confident. On the other hand, he would be disadvantageous if the group members are not compatible. The group members would ignore him and his ideas were not accepted. This, Student D claims could destroy one's mentality.

From the five students' opinions, there is something interesting that I could draw a conclusion from. However, this is still too early to conclude. Further research is needed in this area. Two introvert female students did not really like the idea of collaborative writing, while the other two introvert male students showed positive or neutral position. The last student was neutral about it. Whether gender is related to these affective reactions or not still remains unanswered. However, I tend to say that in general, girls are moodier than boys in working with others. They are fussier and demanding about time, discipline, agreement on ideas, and good personalities of other group members.

In table 1, the students' personalities and gender can be clearly seen. Related to intelligence based on their last GPA, no specific conclusion can be drawn. Students of various GPA responded variously towards this stage.

Table 1:
Introvert students' responses towards stage 4

Student Initials	Response towards Stage 4	Competence (GPA)	Gender
A	Negative	3.42	F
B	Positive	3.73	M
C	Negative	3.46	F
D	Positive	3.35	M
E	Positive	3.22	M

2. Extroverted students' affective reactions

Student F (F) stated that she had both positive and negative perspectives towards collaborative work, or, joint reconstruction in the cycle of Reading to Learn. Her biggest difficulty was when she and her friends had to combine ideas of the whole group members. She knew the benefits of working collaboratively, however. This is what she stated, "*The difficult part was when we combined, and we had to make it smoothly in order to make our essay better. To make it smoothly, we should reread and tried to add some sentences. It was also easier because when I could not make some sentences or I did not have an idea, my friends could help me to make complete the essay.*" (Student F's Journal, February 9, 2016, unedited)

Student G (F) had a similar opinion as her previous two female friends. Schedule clashes seemed to be the biggest problem for her. She preferred

doing her work by herself, she could do that anywhere and anytime she wanted. Below is her statement:

Text 3:

"I am on the side who do not like collaborative learning. It is not because of I do not like the people who are working with me, but it is more like the process of it. If we are working with other people, we have to figure out when will we do the assignment, when can we meet or even where will it be. People's schedules are different and it is hard to see each other. Even, in this past assignment, we were barely face to face on doing our assignment. Moreover, when we are working in groups we have to split our mind and united as one, although it is so hard, because sometimes what A wants is not what B wants. We could not satisfy what everyone's want and make it happen." (Student G's Journal, February 9, 2016)

Similar to the previous male friends, Student H (M) liked the process of joint reconstruction where he had to work collaboratively with others. "*Actually I like to do the pairs work because it makes my work easier than work by myself. Working together with other people makes me know their background knowledge in learning. Even though I am a person who often work by myself, I can cooperate with my pairs although I am rarely to talk*".

Student I (M), stated in his fifth journal that again, like the other male students, he liked collaborative work with his friends in the group. He thoroughly told me in the journal several reasons why he liked doing this collaborative assignment. This is what he stated along with the reasons why he liked this activity.

Text 4:

"I feel happy enough to work with them because I know them personally and it helps me to not hold back myself when I am proposing a topic or ideas.

First, I did not feel one of us being a slacker. We worked together even not literally together. Sometimes we share the responsibilities like I am doing the outlining, Osilva preparing the power point and Irena print the material and

prepare the presentation outline. I could not argue that I kind of pushing them on the topic because I usually give them some ideas while they are only agree with my ideas. I kind of feel bad because it is like I did not give them enough opportunity to explore their own ideas. I usually did this, moreover when we procrastinating on the assignment.

Second, I like the collaborative learning with my group because sometimes they give me new perspectives. The last topic we choose for the group essay is 'Woman should pursue their career after marriage', it was kind of girl thing. Me personally have an argument from 'the husband' side, mostly I involved my own preference on the topic sentence and the argument. However, they give me new perspectives. They share how they felt when woman is working. It made me realize that man and woman sometimes have different perspective toward something. We have different way of thinking. Mostly, woman use their feeling to overcome a problem.

Third, the problem I faced during the last collaborative learning is interest. We had some option for the topics such as; education, parenting, technology. I have more preference on technology, but Osilva does not put any interest on it and Irena is like she is fine with every topic. So, we decided on collecting some topics before we choose the one that fit ours interest. It is quite hard for me to write on a topic, which I do not really put my interest into or writing on a topic that oppose my ideology. We spend like 10 minutes thinking about one to another topic that may fit us.

Me personally like work with them because they can understand each other's schedule and tolerate each other weakness. It is important to be not selfish when doing a collaborative learning because we have to grow together and explore ourselves." (Student I's Journal, February 9, 2016, unedited)

The last student, Student J (F), admitted that she did not like the idea of collaborative work. Disagreement among group members, the members' negative personality like laziness, and unfair division of the job among members became the main problems for her. *"...when I have an idea and I think it is easy or interesting, sometimes our friends do not agree with our idea... Also, ... I have a friend who was lazy because he thought that it was the group assignment and he less worked in the group. It was very annoyed and not fair, because I and my other friend must be worked to finish our essay but he have less cooperation."* These statements were taken from Student J's journal, February 9, 2016.

Again, there is a similar pattern of the previous five introvert students, as shown in Table 2. Female students tend to be more moody or choosy about their partners, while the boys tend to be more care-free and do not mind working collaboratively with others.

Table 2:
Extrovert students' responses towards stage 4

Student Initials	Response towards Stage 4	Competence (GPA)	Gender
F	Negative	3.5	F
G	Negative	3.66	F
H	Positive	3.65	M
I	Positive	3.7	M
J	Negative	3.22	F

CONCLUSION

From the ten students' affective reactions towards collaborative work or in the cycle of Reading to Learn it is called joint reconstruction, several conclusions can be drawn. First, both types of personalities, introvert and extrovert, have various reactions towards collaborative work on their essay. Second, girls tend to be more moody and fussy about personal things like time, schedule, discipline, members' personality like laziness, and also about academic matters like agreement on different ideas presented by the group members, or the unfair job distribution among the members themselves.

Thirdly, despite the similar patterns of reactions among the boys and girls, both introvert and extrovert students varied in their opinions on the subject matter. I cannot generalize that introvert students dislike working with

others, and prefer working in alienation, or the other way around for extrovert students. Again, further research is needed to see the variable of gender in relation to the students' reactions to this matter. As mentioned by Schmeck (1988, p.10), there is no way to examine the genetics, styles, and experiences that make up a person or a personality. "*We can see components of personality only indirectly by observing behaviour within varied stimulus situations. We cannot make direct observations of situational influences either... If we keep a situation constant and look across situations, we see the influence of personal style. However, the two are normally operating simultaneously in a sort of chemical reaction that, in the end, may be unanalysable. Styles, genetics, and prior experiences influence perception of the current situational cues and moderate behaviour controlled by the current situation, and it is like chemical reaction metaphorically.*" Further investigation of the situation or environment, as well as the learners' styles, genetics, and prior experiences, are needed.

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