

THE EFFECT OF ESTACOLL AND READING HABIT ON THE ELEVENTH GRADE STUDENTS' WRITING RECOUNT TEXT: A LESSON LEARNED FROM PRIVATE SCHOOLS

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Article Info

Article History

Received: September 2024

Revised: October 2024

Published: January 2025

Keywords

Estacoll technique;

Reading habits;

Writing skills;

Recount texts;

Abstract

Writing is a crucial skill that students need to develop. In the process of writing, both writing techniques and reading habits play significant roles in shaping students' writing abilities. Therefore, selecting an appropriate teaching method is essential. The Estacoll technique can be employed as an alternative approach in teaching writing. This study aimed to examine the impact of the Estacoll technique on students' ability to write recount texts. The research utilized a quasi-experimental design, targeting eleventh-grade students in senior high schools. Two classes were randomly selected as the study sample. During the intervention, the experimental group was taught using the Estacoll technique, while the control group participated in small group discussions. The objective was to enhance the recount text writing skills of eleventh-grade students through the application of the Estacoll technique. This method serves as a strategy to improve students' knowledge and ability to produce well-structured recount texts. The study employed quasi-experimental methods, collecting data through writing tests and questionnaires. Statistical analysis was conducted using a t-test to evaluate the results. The data analysis aimed to demonstrate the effect of the Estacoll technique and reading habits on the recount text writing skills of eleventh-grade students. The findings revealed significant differences in students' writing abilities after the application of the Estacoll technique. In conclusion, this research highlights the potential of the Estacoll technique to offer students more opportunities to enhance their writing skills.

How to cite: Ilahi, R.K., & Amna, F.A. (2025). The Effect of Estacoll and Reading Habit on the Eleventh Grade Students' Writing Recount Text: A Lesson Learned from Private Schools, *JOLLT Journal of Languages and Language Teaching*, 13(1), 505-514. DOI: <https://doi.org/10.33394/jollt.v13i1.12947>

INTRODUCTION

Writing is a vital skill that students learning English must master. Its significance extends beyond academic requirements, influencing future academic, professional, and personal success (Azis & Husnawadi, 2020; Alghasab, 2020). In educational contexts, writing plays a pivotal role in shaping overall academic performance, as curricula emphasize the development of writing competencies. According to Haerazi and Kazemian (2021), academic performance aims to prepare high school students for higher education, where writing academic papers and essays is integral to university studies. Beyond academia, writing proficiency is indispensable in professional settings. Effective written communication can significantly enhance career prospects, as employers value individuals with strong writing skills (Wijaya, 2023; Syafryadin et al., 2023; Syailendra et al., 2024). In today's digital age, where social media posts, emails, blogs, and texts dominate communication, the ability to convey clear and precise messages is critical. Writing competence helps mitigate the risk of miscommunication and ensures that intended messages are accurately perceived.

To excel in writing, students must grasp various text forms, including dialogues, functional texts, and monologues (Mardiningrum et al., 2024). High-quality writing hinges on several factors: organization, vocabulary, idea development, grammar, and coherence (Polat &

Dedeoglu, 2023; Serra et al., 2023). Writing is inherently complex, requiring cognitive and linguistic capabilities. Rao (2012) underscores that many students find composing in English challenging due to the multifaceted nature of writing, which necessitates numerous strategies they often lack. Students frequently report difficulties in generating ideas, structuring content, and applying grammar rules. Effective writing typically follows four key stages: planning, drafting, revising, and editing. Nevertheless, some students bypass certain steps, limiting their writing to planning and editing or drafting without thorough revision. Burke and Pieterick (2010) emphasize that revision is crucial, allowing writers to align their drafts with their initial intentions. At this stage, feedback from teachers and peers is invaluable, fostering improvements in content quality and coherence.

Informal interviews with students reveal that idea generation is the most significant hurdle in writing. Many students experience mental blocks when tasked with writing on specific topics, resulting in a lack of direction. Even those capable of generating ideas encounter challenges in translating their thoughts into coherent text. For some, the process is slow and arduous, while others struggle with organizing their ideas effectively. Limited vocabulary and grammatical deficiencies further impede their ability to construct well-developed paragraphs. Nation (2009) identifies idea generation as one of the most formidable barriers to writing. Addressing this issue requires teachers to facilitate environments that encourage creativity and expression without fear of making mistakes. Teachers should adopt techniques that make writing enjoyable and engaging, fostering a supportive atmosphere conducive to learning.

Numerous techniques have been explored by researchers to enhance students' writing abilities. One such technique is Estacoll (a combination of estafet and collaborative writing). Graham and Perin (2007) describe collaborative writing as an activity where students collectively engage in planning, drafting, revising, and editing. Lahir (2017) defines estafet writing as a chain-writing process in which students contribute sequentially, each adding a sentence to a developing text. This approach culminates in a comprehensive piece by the end of the lesson. Estacoll merges these principles, allowing students to work in groups, share ideas, and refine their writing collaboratively. Syathariah (2011) found that estafet writing fosters active learning, promoting enthusiasm and engagement among students. This technique encourages students to express opinions and ideas freely, fostering a dynamic learning environment.

Empirical studies highlight the efficacy of the Estacoll technique in improving writing skills. Tera (2017) observed significant enhancements in students' writing abilities following the application of Estacoll. Similarly, Biria and Jafari (2013) demonstrated that collaborative writing exercises improved overall writing quality, although fluency showed minimal change. Estacoll has been successfully implemented in teaching descriptive texts at the junior high school level and essay writing at the university level. Its adaptability across various text types, including descriptive, narrative, and procedural texts, underscores its versatility. However, limited research exists on its application to recount texts, necessitating further investigation. Recount texts require students to narrate events logically and coherently, making Estacoll an ideal technique for fostering idea development and textual organization.

Effective teaching and learning extend beyond pedagogical techniques to encompass psychological factors such as motivation, interest, intelligence, and reading habits. Reading habits, in particular, play a crucial role in shaping academic performance. Chattri and Rout (2013) assert that regular reading enhances learning abilities, providing students with new ideas, information, and perspectives that enrich their academic pursuits. Owusu-Acheaw (2014) corroborates this, highlighting the correlation between reading habits and academic performance, demographic profiles, and professional growth. Strong reading habits contribute to increased knowledge, creativity, and critical thinking, all of which are essential for effective writing. Conversely, poor reading habits can result in reading anxiety, diminishing students'

motivation to learn. Cultivating robust reading habits is imperative for enhancing students' overall academic performance and writing proficiency.

Research exploring the relationship between reading habits and writing ability consistently affirms the positive impact of regular reading on academic success. Reading fosters idea generation, expands vocabulary, and reinforces grammatical structures, thereby enhancing writing skills. This research posits that students with strong reading habits are better equipped to achieve writing objectives, particularly in recount texts. The Estacoll technique, combined with efforts to cultivate reading habits, holds promise for improving writing outcomes. This study investigates the effectiveness of Estacoll and the influence of reading habits on writing abilities. A control group employing small group discussions serves as a comparative measure. Small group discussions enable students to exchange ideas and collaborate on writing tasks, providing an alternative method for fostering writing skills.

The hypotheses underpinning this study are as follows: (1) Estacoll yields superior recount text writing abilities compared to small group discussions among second-grade senior high school students; (2) Estacoll demonstrates greater efficacy in enhancing writing abilities among students with strong reading habits; (3) Estacoll proves more effective than small group discussions for students with weaker reading habits; (4) An interaction exists between teaching techniques and reading habits, influencing students' writing abilities.

The novelty of this study lies in its exploration of Estacoll's application to recount texts, an area previously underexplored in academic research. While prior studies have focused on descriptive and narrative texts, this research extends the scope to recount texts, providing fresh insights into the technique's adaptability. By investigating the interplay between teaching methods and reading habits, this study offers a comprehensive analysis that bridges pedagogical innovation with psychological factors. The findings are expected to contribute to the development of more effective writing instruction strategies, ultimately enhancing students' writing competencies and academic performance.

RESEARCH METHOD

Research Design

This study employed a quasi-experimental design to investigate the impact of the Estacoll technique on students' writing abilities. Quasi-experimental research allows for the examination of causal relationships while accommodating real-world educational settings where random assignment of individuals is impractical. By utilizing this design, the study aimed to assess differences in writing performance between students exposed to the Estacoll technique and those participating in small group discussions. The research design focused on post-test assessments to gauge the effectiveness of the intervention, ensuring that the results reflect the influence of the instructional techniques applied.

Research Participants

The population of this study consisted of eight eleventh-grade Science classes at SMA Pertiwi 1 Padang during the 2024/2025 academic year. Cluster random sampling was employed to select participants, ensuring that the selection process minimized biases and provided representative samples. Two classes were chosen randomly, resulting in a total of 67 students divided into experimental and control groups. The experimental group received instruction using the Estacoll technique, while the control group engaged in small group discussions. This sampling approach enhanced the reliability and generalizability of the findings by ensuring that the groups represented the broader student population.

Research Instruments

To collect data, the study utilized two primary instruments: a writing test and a questionnaire. The writing test served as a post-test to evaluate students' writing abilities in recount texts, a key area of focus in the curriculum. The test instructions required students to

compose a recount text based on specific topics provided by the researcher. The questionnaire, on the other hand, was designed to assess students' reading habits. Comprising 34 statements, the questionnaire employed a Likert scale with five response options, allowing students to indicate the frequency and extent of their reading behaviors. Clear instructions and examples were included to guide students through the questionnaire, ensuring accurate and consistent responses.

The data collection process involved administering the writing test as a post-test following the instructional intervention. In contrast, the questionnaire was distributed prior to the treatment to establish baseline reading habit levels. This sequence allowed the researcher to evaluate the interaction between pre-existing reading habits and the effectiveness of the instructional techniques. The writing test specifically targeted recount text composition, ensuring alignment with prior classroom instruction and reinforcing the validity of the assessment.

Data Analysis

To ensure the validity and reliability of the data, several measures were implemented. The questionnaire underwent construct and content validity testing, while its reliability was assessed using Cronbach's alpha. Similarly, the writing test was validated through content validity procedures and inter-rater reliability assessments. Data analysis began with normality testing using the Liliefors test and homogeneity testing through variance analysis. Hypotheses were tested using t-tests for the first three hypotheses, evaluating differences between the experimental and control groups. The fourth hypothesis, which examined the interaction between teaching technique and reading habits, was analyzed using two-way ANOVA. This comprehensive analytical approach ensured that the findings were robust, reliable, and reflective of the underlying relationships between instructional techniques and student performance.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

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

Table 1
Result of t-Test Analysis of Writing Testing Experimental and Control Class

HYPOTHESIS 1		
t-Test: Two-Sample Assuming Equal Variances		
	EXP Writing Score	CONT Writing Score
Mean	71.444	67.959
Variance	14.583	18.889
Observations	36	31
Pooled Variance	16.570	
Hypothesized Mean	0	
df	65	
t Stat	35.019	
P(T<=t) one-tail	0.0004	
t Critical one-tail	16.686	
p(T<=t) two-tail	0.0008	
t Critical two-tail	19.971	

If pvalue < 0.05, it means that alternative hypothesis is accepted

From the table above, it can be read that the alternative hypothesis H1 for hypothesis 1 is accepted because $P(T \leq t) 0,0004$ is $< 0,05$. In other words, collaborative writing produced better writing ability of recount text of the students than small group discussion technique.

Table 2
Result of Students' Writing Test of t-test Analysis

HYPOTHESIS 2		
t-Test: Two-Sample Assuming Equal Variances		
	WRT score Exp	WRT score Cont
Mean	72.45	69.375
Variance	149.138	96.964
Observations	10	8
Pooled Variance	12.31	
Hypothesized Mean	0	
df	16	
t Stat	1.824	
P(T<=t) one-tail	0.0434	
t Critical one-tail	1.745	
p(T<=t) two-tail	0.0868	
t Critical two-tail	2.119	
If pvalue < 0.05, it means that alternative hypothesis is accepted		

From the table above, it can be stated that the mean score of students' writing test with high reading habit in experimental class is higher than control class. In addition, from the figure of T-test: Two sample Assuming Equal Variance, it can be read that the alternative hypothesis H1 is accepted because of $P(T \leq t) 0,04 < 0,05$. Thus, Estacoll produced better writing ability of recount text with high reading habit than small group discussion technique.

Table 3
Result of students' writing Test of t-test Analysis with low reading habit in Experimental and Control class

HYPOTHESIS 3		
t-Test: Two-Sample Assuming Equal Variances		
	WRT score Exp	WRT score Cont
Mean	70.15	67.93
Variance	9.447	13.174
Observations	10	8
Pooled Variance	11.077	
Hypothesized Mean	0	
df	16	
t Stat	1.401	
P(T<=t) one-tail	0.090	
t Critical one-tail	1.745	
p(T<=t) two-tail	0.180	
t Critical two-tail	2.119	
If pvalue < 0.05, it means that alternative hypothesis is accepted		

From the table above, it can be read that the null hypothesis (H0) is accepted because of $P(T \leq t) 0,09 > 0,05$. In other words Estacoll did not produce better writing ability of recount text with low reading habit than small group discussion technique. In analyzing the interaction between the teaching techniques and reading habits with students' writing ability in this

research. The researcher used the formula of two ways ANOVA. The result of the analysis can be seen on the following table.

Table 4
The result of the analysis

Source of Variation	Sum of Square	Degree of Freedom	Prediction	Fobserved	Ftable
Row	30.1	1	30.1	2.55	4.15
Column	62.1	1	62.1	5.26	4.15
Interaction	1.77	1	1.77	0.15	4.15
WithinCell	379.3	32	11.8		

Clearly table describes that F observed lower than F table (4.15). it means, the alternative hypothesis (H1) was rejected and the null hypothesis (H0) was accepted. Then, it is said that there was no interaction between both techniques of teaching writing and reading habits on students' writing ability of recount text.

Discussion

The results of the study demonstrated the effectiveness of the Estacoll technique in enhancing students' writing abilities, particularly in recount texts. The data from the first hypothesis indicated that the experimental class, which implemented the Estacoll technique, achieved higher mean scores compared to the control class that utilized small group discussion methods. This finding reinforces the argument that Estacoll is a more effective technique for fostering writing skills, aligning with the conclusions drawn by Asri et al. (2020). The collaborative nature of Estacoll encourages students to work in groups, enhancing their motivation and engagement in the learning process. Through group-based activities, students develop a stronger sense of responsibility and are encouraged to share their ideas, fostering a dynamic and supportive learning environment. This atmosphere not only improves writing skills but also builds interpersonal and critical thinking abilities as students provide constructive feedback to their peers.

The application of Estacoll facilitates an environment where students can actively participate in the learning process, contributing to a more enjoyable and stimulating experience. According to Fadhilah et al. (2020), the use of Estacoll in writing classes promotes a positive atmosphere that inspires students to engage actively in classroom activities. This heightened level of participation ultimately enhances students' creative capacities and their ability to express thoughts more effectively. As a result, the students demonstrate marked improvements in the quality of their writing, showcasing richer content, improved organization, and more precise language use.

Moreover, the results of the second hypothesis further emphasize the benefits of the Estacoll technique, particularly for students with high reading habits. These students exhibited superior writing abilities in recount texts when compared to their peers who did not engage with Estacoll. This discrepancy can be attributed to the fact that students with strong reading habits possess prior knowledge and familiarity with various topics, which greatly aids their writing. Diem (2007) asserts that habitual reading fosters the development of essential writing skills, including improved understanding of text structure, word choice, spelling, and grammatical accuracy. It is in line with Syailendra et al. (2024) who found that high-reading students, by virtue of their exposure to diverse materials, are often more attentive in class, actively participating in discussions and classroom activities. Their prior knowledge allows them to contribute meaningfully to group tasks, share insights, and assist peers struggling with comprehension (Hu & Choi, 2023). This collaborative approach not only benefits their own learning but also enhances the overall performance of the group.

Students with strong reading habits are better equipped to engage in meaningful discussions and collaborative exercises, making them valuable contributors to the writing

process. Their background knowledge enables them to navigate writing assignments more effectively, resulting in more coherent and well-structured recount texts. This capacity to collaborate and provide valuable input ultimately leads to higher levels of achievement in writing when the Estacoll technique is employed. Consequently, the research supports the assertion that Estacoll, when paired with high reading habits, produces superior writing outcomes.

However, the findings from the third hypothesis highlight a contrasting scenario for students with low reading habits. In this case, the application of the Estacoll technique did not yield better results compared to the small group discussion method. Observations from classroom activities reveal that students with limited reading habits often demonstrate a reluctance to engage actively in collaborative tasks. These students are less inclined to share their ideas, relying passively on the input of their peers without offering substantial contributions. Their hesitance to participate stems from a lack of confidence, fear of judgment, and insufficient knowledge of the topics at hand. It is accordance with Haerazi and Kazemian (2021) who found that students exhibit anxiety related to reading and writing, further hindering their ability to perform well in writing tasks.

The findings align with the research of Owusu (2014), who noted that low reading habits contribute to reading anxiety and diminished academic motivation. This lack of motivation negatively impacts students' willingness to engage in classroom activities, ultimately affecting their overall performance. Consequently, students with low reading habits who participate in Estacoll exercises often fail to achieve the same level of improvement as their peers with stronger reading habits. Their limited contributions result in fragmented and underdeveloped pieces of writing, reflecting their struggles in idea generation, organization, and grammatical accuracy.

The lack of engagement and motivation among students with low reading habits highlights the importance of fostering a stronger reading culture within the classroom. Teachers must prioritize initiatives aimed at cultivating students' interest in reading, thereby enhancing their overall academic performance (Owusu, 2014). Developing robust reading habits can mitigate the negative effects associated with low participation and encourage students to become more active learners. By promoting reading as a regular activity, educators can equip students with the tools necessary to succeed in writing tasks, ultimately bridging the performance gap between students with high and low reading habits.

The analysis of the fourth hypothesis revealed no significant interaction between teaching techniques and students' reading habits in relation to writing performance. Statistical analysis indicated that the observed F value was lower than the critical threshold, suggesting that the null hypothesis was accepted. This implies that the effectiveness of teaching strategies, such as Estacoll and small group discussion, operates independently of students' reading habits. The absence of interaction suggests that while teaching techniques play a crucial role in enhancing writing skills, their impact is not contingent upon the level of students' reading habits (Saghafi et al., 2017; Setyowati et al., 2022). In other words, the choice of teaching method influences writing performance irrespective of whether students possess strong or weak reading habits.

This finding highlights the need for educators to adopt flexible teaching strategies that cater to diverse learning profiles. While Estacoll proves to be a valuable tool for fostering writing skills, its effectiveness can vary based on individual student characteristics. Recognizing this variability enables teachers to implement supplementary interventions aimed at addressing the unique needs of students with low reading habits. By adopting a holistic approach that integrates both effective teaching techniques and efforts to cultivate reading habits, educators can create a more inclusive learning environment that supports the academic development of all students.

The research underscores the efficacy of the Estacoll technique in enhancing writing abilities, particularly among students with high reading habits. The collaborative and interactive

nature of Estacoll fosters a stimulating learning environment that encourages active participation and idea-sharing. However, the technique's success is contingent upon students' willingness to engage in the process, highlighting the need to address underlying factors such as reading habits and academic motivation. By fostering a culture of reading and implementing dynamic teaching strategies, educators can empower students to overcome writing challenges and achieve greater academic success.

CONCLUSION

The results of this study reaffirm the effectiveness of the Estacoll technique as a valuable method for enhancing students' writing abilities, particularly in the context of recount texts. The collaborative nature of this approach not only fosters a supportive and engaging classroom atmosphere but also encourages students to actively participate in the learning process. This study aligns with previous research, reinforcing the idea that students benefit significantly from group-based activities that promote the exchange of ideas and peer feedback. The success of the Estacoll technique in the experimental group demonstrates that students thrive in environments that prioritize creativity, mutual support, and interactive learning. By fostering motivation and improving critical thinking skills, Estacoll aids in the development of comprehensive writing abilities that extend beyond the classroom.

However, the findings also underscore the role of reading habits as a critical factor influencing writing performance. While students with strong reading habits demonstrated notable improvements when utilizing Estacoll, those with lower reading habits struggled to achieve similar outcomes. This discrepancy highlights the need for educators to address reading engagement and cultivate a culture of consistent reading to support writing proficiency. Although the absence of a significant interaction between teaching techniques and reading habits suggests that the effectiveness of Estacoll operates independently of reading levels, the findings emphasize the broader importance of fostering reading as a means to bolster overall academic performance. By integrating reading initiatives with effective teaching strategies like Estacoll, educators can create inclusive learning environments that cater to diverse student needs, ultimately enhancing the quality of writing instruction and ensuring long-term academic success.

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