

Students' Perceptions on Individual Reconstruction Phase of Reading to Learn: A Qualitative Study.

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Abstract

Continuous and never-ending research is being done on the areas of the four skills of English, speaking, reading, writing, and listening. Teachers as well as researchers of English everywhere are trying to improve the quality and methods of teaching in the hope that learners of English will be helped improve their language skills. One of the areas explored continuously is writing. In this paper, I want to describe how Academic Writing students in Semester II, 2015-2016 Academic Year responded to the fifth and sixth stages of Reading to Learn, which are individual reconstruction and individual construction/ writing. Respondents are 10 students of Academic Writing E, at the English Department of Satya Wacana Christian University Salatiga, Central Java, Indonesia. Purposive sampling was used to find the respondents. They were selected based on the questionnaires they filled in, and 4 types of students were selected: introvert, extrovert, visual, and auditory. However, due to the limitation of time and space, only 10 students' opinions were analyzed in this paper. There were 5 introvert and 6 extrovert students altogether. Data were mainly derived from the students' journals submitted after they passed through a stage. Learners' stories are the main form of data. Findings show that both introvert and extrovert students' perceptions varied, not depending on their personality types. Most of the students liked working individually in doing writing tasks.

Keywords: introvert, extrovert, writing tasks, perceptions

INTRODUCTION

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, 1985:99). Dulay, et.al (1982), strengthens this fact. Even in the same environment, some learners acquire the second language better or even faster than others (Dulay, Burt, and Krashen, 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 et.al in 2023. 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.

First is the 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, 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).

Second is the 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).

Ranked in the third place is 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.

Neuroticism is the next one. 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, in Heinstorm, 2000). 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 Pritchard'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.

The fifth one is 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 (McLeod, 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.

- 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." The strategies included in Reading to Learn have been independently evaluated to accelerate students' learning at twice to more than four times expected rates (www.readingtolearn.com.au). From David Rose's service programs in Australia, teachers reported that a minority of learners are consistently able to be actively engaged in classroom activities, to respond successfully to teacher's questions, and succeed in assessment tasks (Rose, *Democratising the Classroom*, 2005: 133).
- Rose, therefore, developed a methodology for teaching reading and writing that he developed through long-term action research project with teachers in Australia (Rose, 2005:131). Rose (2005: 145) was thinking of how teachers can support all learners to manage such complexity (processing letter patterns, spelling system which is complex, systems of meaning that wordings realize, layers of structure in then sentences and texts, as well as shorter phases of meaning within each stage that are variable) when reading and writing.
- David Rose then designed Reading to Learn strategies, which are to be applied at any point in the reading development of sequence, as either repair or part of ordinary teaching practice (Rose, 2005: 140).

The Cycle of *Reading to Learn* Curriculum

The cycle is described as follows. Preparing before Reading is the first stage. Reading to Learn Cycle consists of six stages (Rose, 2005:146 - 159). In the first stage of the R2L cycle, as initially designed for Aboriginal learners, a story or part of it is read aloud with the class, but learners are first prepared to follow the words with understanding. This can be done by giving them the background knowledge they need to access it, telling them what the story is about, and summarizing the sequence of the story. Learners' understanding of the overall meanings of a text then provides a sound context for recognizing the more detailed meanings within each sentence in the *Detailed Reading* stage.

Besides stories, this first stage, *Preparing before Reading*, can also include more extensive exploration of the whole field. The teacher should summarize the topic of the text and the sequence or order of the story, in words all learners can understand. Some of the terms in the text should also be used as keywords as it is read aloud. During and after reading, key terms and concepts can also be briefly explained.

The next stage is called Detailed Reading. Rose (2005: 159) further explains that general understanding of the text can provide a foundation for the key stage of *Detailed Reading* when learners must read the wordings by themselves. This task is made simpler by reading a short passage sentence-by-sentence, with the support of meaning cues provided by the teacher. These cues enable learners to actively identify wordings from their meanings, and so to apply what they learn to other texts. *Detailed Reading* enables all learners to read the passage with full comprehension and accuracy, and provides the foundation for the third stage of *Preparing before Writing*.

In *Detailed Reading*, Rose elaborates that "meaning cues" are more often in the form of paraphrases of technical or abstract wordings. These may be drawn from common sense, or from previously built up knowledge in the field. Elaborations will tend to be definitions of technical terms, explanations of new concepts or discussion building on students' field knowledge. There is also a section called note making. In the *Note Making* stage, students take turns to write/scribe on the class board as a list, the wordings that have been highlighted during detailed reading.

At this point, students take control, as the class dictates wordings and spellings that they can all read. This is prompted by the teacher where necessary. This stage provides many opportunities to practice spelling (and pronunciation), and 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, firstly by pointing out discourse patterns and other key elements in the notes.

Once students have successfully identified a wording, they are prepared for an elaboration of its meaning. This is done by defining technical or literate wordings, explaining new concepts or metaphors, or discussing students' relevant experience. In general, the distinction between the meanings used for preparing to identify wordings, and the elaborations that follow, is between local meanings within the sentence and more abstract meanings beyond the sentence.

Preparing before Writing is the third stage. In the next stage, *preparation before writing*, students are given the general framework of the genre and field in which they have to rewrite the text. The teacher then prepares students to imagine new texts, by drawing attention to notes, suggesting alternative wordings, and further discussing the field.

Now instead of identifying literate wordings from common sense clues, students can select more common sense paraphrases for the literate wordings in the notes. Then the teacher may elaborate it by rephrasing the selection, supporting them to check issues as such grammar, letter cases, punctuation or spelling. Next, the teacher can encourage critical discussion of the way the original author constructed the field, and how learners may reconstruct it. This kind of high-level critical analysis is possible 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 educational levels: with story texts in primary years, it may involve manipulating sentences, which is followed by practice in spelling and fluent writing.

In the early years, *Sentence Making* involves writing sentences on cardboard strips, but at this level using a whole selected paragraph. The teacher guides learners to identify and cut out wordings, using the same discussion as for *Detailed Reading*, but less preparation is now needed for them to identify words and groups. These can 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 with the cards. *Sentence Making* has three broad functions. It intensifies the identification and discussion of meanings and wordings from *Detailed Reading*. Also, it enables learners to manipulate wordings to create meaningful sequences without the added load of writing, and as individual words are cut out they can be used to practice spelling. In *Sentence Making* activities the learners are taking greater control of the reading and writing process, whether in groups (shown in Figure 13) or individually. The scaffolding movement from 'outside-in' is thus from whole class with teacher guidance, to a group practice, to independence.

The next stage is called Joint Construction of the Text. The next three stages then move back up to construct patterns of meaning in new texts. Rose (2005) clarifies that the fourth stage is *Joint Reconstruction* of the text, in which the teacher guides the class to write a new text, with all learners taking turns to write 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 activity supports learners to use the literary resources of the original author they have learned and read. They then apply those events, characters, and setting of a new story. With factual texts, *Joint Reconstruction* uses the same content as the original text, 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 a turn to write, but the whole class thinks of what to write and how to say it, closely following the original text patterns. This collaborative 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 is the name of the fifth stage. 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 finally lead to an *Independent Writing* task on which learners can be assessed (Rose, 2005).

The final stage, the sixth one is *Independent Writing*. *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, 2005, citing from Cope and Kalantzis, 1993; Macken-Horarik, 2002; Martin, 1993, 1999; Martin and Painter, 1986; Martin and Rose, 2005; Rothery, 1989, 1996). This six stage curriculum cycle is schematized in the figure shown on the following page.



Figure 1: The Cycle of Reading to Learn

In summary, the six stages proposed by David Rose were initially aimed at indigenous learners in Australia. To be applied for tertiary level, these stages, of course, need further 'grilling'; being processed and adapted to the level of education we are applying this cycle in. Some

modification, like addition or changes here and there might be done, if necessary. In this study, for example, the cycle will be a form of series of an activity, which stop at individual construction, and does not continue as a cycle.

DISCUSSION ON FINDINGS

As mentioned before, 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 finally lead to an *Independent Writing* task on which learners can be assessed (Rose, 2005).

From 21 students that became the respondents of my study, various responses were derived. There were 5 Introvert students and 6 extrovert students in Group E. In this section, their opinions towards Stage 5 of Reading to Learn – individual reconstruction – are revealed. Ten respondents in this analysis were mentioned based on their alphabetical names and codes.

Introvert Students' Opinions towards Stage 5

The first introvert student, Student A, felt good, satisfied of working alone. She could manage her time freely. This student was very quiet, yet could work well in her cooperation with her partners.

Text 1: Student A's Journal, Unedited

In my opinion, making an individual reconstruction was very different when I made collaborative writing, because I worked individually and I had my own idea about the topic. It made me easier to reveal what I supposed to write based on my opinion. I felt good with my result much more because it was my pure writing and there was no one (partner) helping me to make it. I could share my whole ideas about the topic, and I felt satisfied. It was quite challenging for me to measure how far my language has increased and my argument being stronger about the topic although I knew that it was just little bit. I could make individual reconstruction anytime and freely, so I could manage it by myself. In the other hand, the management time became uncontrolled, because I always wasted time and the task would be longer to do. Then, I also got another difficulty in this task, such as I had no good language about it, and I struggled not to ask helps to my friends for checking my task. I wanted to know my own result without involving anyone. To make individual reconstruction with the same topic was also very unique, because we should make it differently, they were different supporting idea and different language. I thought that my individual writing was different with the result of my collaborative writing, because I used my own language based on my feeling and different references. Since, I more like individual reconstruction than collaborative writing, although I think that the result is better in collaborative writing.

In line with Student A was Student B. The second introvert student, Student B felt comfortable in this writing phase.

Text 2: Student B's Journal, Unedited

When I had to do individual reconstruction from my essays, I felt little bit more comfortable because I could expose my ideas as much as I wanted. However, it became very challenging for me to make a different one, but still related to my last essay. Honestly, elaborating my ideas has been the most difficult thing to do in writing. I always have problem with elaborating. Moreover, I have to struggle in linking my first thought to my final thought. Writing has been the terrible thing in my life. From the individual reconstruction, fortunately, now I can write a

little better than before. This happens because I just needed to little bit develop the idea that I already know. Then, all I needed to do was searching some references related to my essay. On the opposite, reconstructing essay was crucial, because it was very risky to do plagiarism. In conclusion, writing is fun, yet stressful.

The third student also had a similar opinion. This learner named Student C, thought that writing individually is better than writing in groups. So, in general, she did not like collaborative writing, which was the previous step before individual reconstruction. She realized that she had to work independently, and could not ask anybody'

Text 3: Student C's Journal, Unedited

In last Friday I learnt new material, it was individual reconstruction. In individual reconstruction, students need to write an essay individually. I think writing individually is much better than writing in a group. I can explore my knowledge easily without having a problem with other friends' opinions. I just feel I am free to write anything in my essay because, every people has their own style in writing. Then, to combine the diversification opinion in writing is not an easy thing. Sometimes, we debate something useless and then, suddenly we lost the time. My experience in making individual reconstructions is I work more seriously. It is because I think that I can not rely on my friends anymore. In individual reconstruction we can choose both of our group essay outlines. Then, I choose to remake an essay of my first group essay, about parents nowadays. I worked with the same outline of first group essay; I just change and develop the explanation in each topics. I make the essay more specific with simple explanations. Also, I must think again and again my words, to make my essay in a good order, so my readers will read comfortably. If the teacher and other people ask me, what is much better between writing individually and grouping? I will choose to write individually. Sometimes, working in a group can build good relationship with friends but, sometimes it can be our big troubles in our study. As we can see, when we do or did group working we often rely on the other friends' work.

Different from his previous peers, Student D mentioned that to work alone was harder for him, since he had to struggle alone.

Text 4: Student D's Journal, Unedited

It is my very first individual reconstruction in my whole life. The first time I thought that individual reconstruction is a kind of self assessment for my whole works in this semester. Well actually it is not an assessment but it is a kind of individual work in the same topic with group's work. My group has decided to develop a topic related with parenting. It means that I have to make an essay that relates with good parenting. I have just made an essay about how parents can help children in managing their feeling, exactly, juvenile emotions. I especially concern on the effect if parents do not help their children in controlling emotions.

For me it is quite difficult to have a kind of different essay in the same topic that we have developed before. I do not understand about making a statement in a same matter but in another perspective or point of view. I think I do not have that ability, so I think it is a bit tougher than the previous assignments.

The last introvert student, Student E, stated that individual reconstruction was interesting and he could work freely.

Text 5: Student E's Journal, Unedited

This is my first time I wrote reconstruction essay. Actually this essay is same with other essay. The different is I choose my topic for my essay which the topic was related with my

collaborative essay that I did with my friends. The topic that I chose is about gadget for teenagers, and I agree with that. I think this reconstruction essay is interesting, because I could compare many things from this essay. For example, first, I could compare my writing skills and ideas with my friends, then I and my friends could share about writing skills and ideas each other, second, I could compare between the topic that I chose for my reconstruction essay and my collaborative essay. Moreover, this essay could increase many knowledge that very benefit for me. I felt free in this essay because this was individual essay, I could share and write my own experience and knowledge that I had into this essay. Then I did my best to write this essay.

Summed up in Table 1 are introvert students' perceptions on the fifth stage of Reading to Learn, which is individual reconstruction. Except for Student D, all other students in this introvert group were positive about individual reconstruction.

Extrovert Students' Opinions on Stage 5

In this section, extrovert students' opinions are revealed. Student F (F) said that individual reconstruction is easier because she can write freely: *In addition, I think make the individual reconstruction is easier than making in a group. It is because I can write anything that I want, but of course, it still relates on the topic.* In line with her was Student G (F), she was very happy to work individually: she knew the topic already, she could work freely, she could be more creative, and she could use her own style (Text 6).

Table 1. Introvert Students' Responses towards Stage 5

Student Initials	Response towards Stage 5	Competence (GPA)	Gender
A	Positive; She could manage her time well.	3.42	F
B	Positive; He could express and expose her ideas freely.	3.73	M
C	Postive; She could explore her ideas without the interference of friends' opinions.	3.46	F
D	Somewhat negative; Stage 5 was tough, more difficult than the previous tasks.	3.35	M
E	Positive; Stage 5 was interesting.	3.22	M

Text 6: Student G's Journal, Unedited

Working on the individual reconstruction was nice, because we already know the topic and we just need to rebuild the essay. When we were working on the group essay, we could not give our deepest thought. On the other hand when I was working on the individual reconstruction, I could give my all. I did not have to share my opinions with others' opinion but all on me. The good thing is we were already familiar with the topic, so we did not need so much effort as we

did on the group essay. It was also good that I was able to write in my own style, though our writing styles are not very different. I could write everything in my mind and I can develop it in my way. I like individual reconstruction, considering the fact that we have to create an essay in different languages and styles. It made me more creative because I need to rebuild an essay just based on the thesis statement. The hardest part was sometimes I feel limited because of the previous essay. I thought that everything was there and what should I add or how should I change this or that. However, I could managed it by myself and finished it with my own ideas.

On the same boat as his previous peers, Student H (M) felt good about individual reconstruction, and he could use better ideas and a wider range of perspectives than when he worked in groups.

Text 7: Student H's Journal, Unedited

I like the idea about individual reconstruction. I found it useful and I develop myself on the topic. When I was working the group essay, I only made a paragraph and my partners made the other two paragraphs. I did not really pay attention on their content. While doing checking, I only concerned about the grammar they used. However, when I worked on my individual reconstruction I paid more attention on the content and grammar of the essay. It is important to pay attention on the content, because it will help your reader to understand your work.

Individual reconstruction made me made a better product. Sometime when I stuck with my individual reconstruction, I would open the group essay and find something to write. It did not mean I copy pasted it into my work. I looked what evidence they gave into their paragraph and started writing again. I found myself wrote a better ideas and wide range of perspective while I was making the individual reconstruction. I felt like I am looking back and overcome the problem we faced on group essay and create a better essay.

Another student, Student I (M), also mentioned that he was happy to do this step, and he felt free to choose his own topic without any obligation to discuss that with his partners.

Text 8: Student I's Journal, Unedited

Write an individual reconstruction is the task in Academic Writing that I enjoyed because I am free to choose my own topic for my writing without discussing with my partners. The statement that I enjoyed to do this task does not mean that it is easy to make it. Write an individual reconstruction is challenging because it tests my comprehension about writing an essay. Yet, it is also challenging to me to decide my own topic based on the given themes and related to the topic in my group essay. I had change my topic two times because it is a bit hard to choose the appropriate topic for my essay. My first topic was about children's techniques in language learning, but it is similar with other topics. Then I change my topic to tell about the children's learning styles. I had write the outline and thesis statement. But suddenly I think that it is better to move the topic as my final draft writing. After that I tried to find another topic that related with my first group essay which talked about parenting and technology. Then, I came up with a topic about parents who should choose video games for children appropriately. Fortunately, it is not really difficult to find the ideas and references to make my individual reconstruction.

The fourth extrovert student, stated a similar idea. Student J (F), felt free, she could write in her own style. She enjoyed this phase.

Text 9: Student J's Journal, Unedited

In independent writing, the benefit is, I do not need to write every sentence in each paragraph that has agreed with my group-mates. Like in collaborative learning, we have set the whole essay with our agreement. But in independent writing, I can add other references, other opinions, other data and many more. The point is I write my essay with my own style.

The disadvantage is, I need more time to write the rest of the essay actually, and that is make me a little bit tired because of I lack of inspiration in writing my essay. I have to boost my mood so that I can write my essay with my best efforts. Unlike the previous one, I only write 2 paragraphs in the same topic and the rest paragraphs are divided between me, Irena, and Restu.

It is all different between collaborative learning and independent writing absolutely. However, I still do my best in this Academic Writing Class. As my lecture said, I have to love what I want to do, so I do not feel a lot of pressure in doing something.

Similar to Student J was Student K (F). She said that she enjoyed doing individual reconstruction. Though she found it difficult at first, since all her ideas had been poured for the previous group essays, she finally found it useful at the end. She saw it as a practice to go to the next step, independent writing.

Text 10: Student K's Journal, Unedited

Last week I did an Individual reconstruction essay. In the previous, I have done it with my group essay in collaborative writing. I must change the reconstruction of the introduction, the body and the conclusion. Actually it was difficult to re-build the essay with the same outline because all of my idea was poured in my group essay, but step by step I can make it by individual. I used the same sources, but I have to develop my essay by myself. This assignment has many advantages for me because it trains me to make the final essay. I feel enjoy to do it.

Summed up in Table 2 are all extrovert students' opinions on Stage 5, Individual Reconstruction.

Table 2. Extrovert Students' Responses towards Stage 5

Student Initials	Response towards Stage 5	Competence (GPA)	Gender
F	Positive; Stage 5 was easy, she could write freely and easily.	3.5	F
G	Positive; She felt happy, could work freely, creatively, and use her owns style.	3.66	F
H	Postive; He could use better ideas with wider perspectives.	3.65	M
I	Positive; He was free to choose any topic he liked.	3.7	M
J	Positive; She could choose her own topic.	3.22	F
K	Positive; She enjoyed making an individual reconstruction.	3.22	F

CONCLUSION

Seen from all the respondents' perceptions towards the fifth stage of Reading to Learn Program, I would like to say that there is no certain pattern of personality type in responding. Students' responses, regardless of what their personality types are, whether introvert or extrovert, varied. Their responses can be positive and negative. The majority, however, show positive perceptions towards the fifth stage of this program.

Related to GPA, it can be seen also that there is no certain pattern or relation between the students' GPA and responses or perceptions towards this stage. Students' perceptions, therefore, are random and cannot be determined based on their gender, GPA, or personality types.

ACKNOWLEDGEMENT

My special gratitude goes to Indonesian Ministry of Research, Technology, and Higher Education (Kemenristek Dikti Indonesia), which had funded my Doctoral Research through PDD Research Grant, in 2016.

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