

## The Use of Joint Construction Upon Writing Achievement

Kadek Dwi Arlinayanti<sup>1\*</sup>, Ni Nyoman Sariyani<sup>2</sup> 

<sup>1</sup> Sekolah Tinggi Ilmu Kesehatan Buleleng Bali, Singaraja, Indonesia

<sup>2</sup> STKIP Agama Hindu Singaraja Bali, Singaraja, Indonesia

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### ABSTRAK

Dalam penguasaan bahasa, khususnya bahasa Inggris, tidak cukup jika orang hanya mampu berbicara dengan lancar. Siswa juga dituntut untuk mampu menghasilkan bahasa dalam bentuk tulisan karena menulis dianggap sangat esensial. Penelitian ini bertujuan untuk menganalisis pengaruh yang signifikan terhadap kemampuan menulis siswa yang diajarkan menggunakan teknik Joint Construction dan yang menggunakan teknik menulis konvensional. Penelitian ini merupakan penelitian eksperimen, dengan menggunakan the post-test only control groups design. Populasi penelitian ini yaitu 224 siswa. Dua kelas dipilih secara acak sebagai sampel penelitian. Hasil pengujian dianalisis melalui statistik deskriptif dan inferensial. Hasil penelitian yaitu hasil analisis deskriptif, didapat nilai rata-rata dari grup eksperimen adalah 79.78, sedangkan nilai rata-rata dari grup kontrol adalah 75.66, ini berarti bahwa grup eksperimen menampilkan yang lebih baik daripada kontrol grup. Pada analisis inferensial statistik, perbedaan yang signifikan dari kemampuan menulis siswa yang diajarkan menggunakan teknik Joint Construction dan teknik menulis konvensional yaitu 2.43. Jadi hipotesis Null yang digunakan ditolak. Disimpulkan bahwa ada perbedaan yang signifikan terhadap prestasi menulis siswa, antara siswa yang diajarkan menggunakan teknik Joint Construction dan siswa yang diajarkan menggunakan teknik menulis konvensional.

### ABSTRACT

Mastering the language, especially English, is not enough if people can only speak fluently. Students are also required to be able to produce language in written form because writing is considered essential. This study aims to analyze the significant effect on the writing ability of students who are taught using the Joint Construction technique and those who use conventional writing techniques. This research is experimental, using the post-test only control groups design. The population of this research is 224 students. Two classes were randomly selected as the research sample. The test results were analyzed through descriptive and inferential statistics. The results of the research are descriptive analysis results. The average value of the experimental group is 79.78, while the average value of the control group is 75.66. It means that the experimental group performs better than the control group. In statistical inferential analysis, a significant difference in the writing ability of students taught using the Joint Construction technique and conventional writing techniques was 2.43. So the Null hypothesis used is rejected. It was concluded that there was a significant difference in students' writing achievement between students taught using the Joint Construction technique and those taught using conventional writing techniques.

## 1. INTRODUCTION

Language is the tool that makes people unique. In mastering language, especially English, it is not sufficient if people are only able to speak fluently. People are also demanded to be able to produce language in the written form since writing is considered certainly essential in language use in the daily life, specifically, in the academic field (Jamalin & Abdul, 2021; Tohidast et al., 2020). Some years ago, writing is viewed as the secondary form of expression. Writing is not viewed as language skill to be taught to learners and it was used only as a support skill (Starfield & Paltridge, 2019; Wang et al., 2016). This statement is also which explains that writing skill was rarely used in the classroom as an activity or the least used for the average foreign language users (Kurino, 2017; Sun et al., 2021). It means that, at that

time writing skills was only given less attention than other language skills. Few people either children or adults would describe writing as a very easy process that they complete without much effort (Llosa & Malone, 2017; Su et al., 2021). But writing is a highly complex and demanding process. While negotiating the rules and mechanics of writing, the writer must maintain a focus on factors such as organization, form and features, purposes and goals, audience needs and perspectives, and evaluation of the communication between author and reader. Self-regulation of the writing process is critical; the writer must be goal-oriented, resourceful, and reflective (Alhassan & Chen, 2019; Naghdipour, 2021).

Writing is one of the four skills of language learning that students have to develop (Staples et al., 2013; Szanto, 2020). It is the last skill after listening, speaking, and reading which is difficult and more complex. In writing, students can put in their idea into a paragraph. But, recently, many students do not have enough ability in writing a good paragraph (Sismulyasih, 2018; Trisnoningsih, 2021). Sometimes, they do not consider how to write a paragraph systematically. That is why nowadays students' writing become worst and worst again. Many children fail to plan ahead when they write, it makes their writing become boring. Instead, they view writing as a task of telling what one knows-as remembering or knowledge telling (Krismasari et al., 2019; Krisnawati & Marahayu, 2020). Writing is transforming our thoughts into language. Writing is a very complex skill, which requires both physical and mental activities on the part of the writer (Sanita et al., 2020; Santi & Rahmawati, 2016). Writing is communication to convey ideas to other people. Writing is also an action, a process of discovering and assembling ideas, capturing them on paper, and reshaping and revising them (Widayanti et al., 2019; Widodo, 2019). Writing is as the last and perhaps the most difficult skill student learn if they ever do. Correspondingly, writing as an activity that engages writers more actively in processing, interpreting and evaluating information and putting it in logical, coherent and well-reasoned arrangement (Nurhaedah & Pagarra, 2017; Sukma & Amalia, 2021).

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message (Ahsin, 2016; Dewi et al., 2016). Writing skills help the learner gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only *they* can read what they have written, but other speakers of that language can read and understand it (Rahmawati, 2018; Sismulyasih, 2018). As an essential form of communication, writing can give people a broad chance to express and share the ideas, deepest thought, feeling, and experiences. Writing has the purpose for critical thinking and problem solving when it becomes a way of defining self and problem, clarifying knowledge and ideas, understanding and solving problems (Ansoriyah, 2017; Darmawan et al., 2017). In line with self-actualization, writing can be a way of discovering and developing self. What people learn about themselves and develop within themselves through writing can help them to realize the individual potential and to achieve personal goals. In other words, it is called an internal communication. Writing, then, is a mean for survival in the 'real world' and to control the personal environment. Since writing plays an important role in people life, writing skills is important to master.

In the academic field, writing skills is fully needed by students of English as Foreign Language (EFL). The implementation of School Based Curriculum in teaching learning English, especially in Senior High School aims to achieve the information level (Arief Eko Priyo Atmojo & Nugroho, 2020; Wiraningsih & Santosa, 2020). In this case, the students are expected to be able to access the knowledge toward their ability in communicating and to understand the interrelationship between English as a system and culture (A. E. P. Atmojo & Nugroho, 2020; Nugroho et al., 2021). Based on this newly revised curriculum, one of the basic competencies is that the students are able to write a composition in a narrative form. In writing a narrative form, there are some indicators that should be gained. The students are expected to be able to find good ideas, to develop and organize them into a good narrative form. Besides, they are also expected to be able to use the correct grammar, mechanics, and to choose the appropriate vocabulary in their writing. The improvement of the students' writing competency can be seen if the indicators have already been achieved (Rahimi & Asadollahia, 2012; Yuzulia, 2020).

Sometimes, teacher uses collaborative learning to engage students in writing process. By this approach, teacher can control the writing process is going on. Besides, students have more control over the learning environment and thus become responsible for their own learning. Writing instruction needs to help students meet the challenges of writing effectively for many purposes (Alhassan & Chen, 2019; Fu et al., 2019). Children who consider themselves poor writers, who have negative attitudes and emotions about writing, or who have learning difficulties that make writing even more challenging need an approach to instruction that directly addresses these issues. Therefore, to make students able to write a good paragraph or text, the teacher has to find an appropriate strategy. One strategy that can be used to enhance students in writing text is through Joint Construction as a collaborative writing process (Hartati

& Rasyid, 2017; Qiu & Lee, 2020). Joint construction might meaningfully help students in enhancing writing achievement.

Joint construction is a collaborative writing process involving the students and the teacher in constructing a text, individually, in small groups, or as a whole class (*ESOL Online*) (Farahian et al., 2021; Setyaningsih & Larassati, 2021; Surayya & Asrobi, 2020). It is an effective tool in teaching students about: the process of writing, the forms of writing, and the conventions, skills and behaviors of writing (Fauzan et al., 2020; Mehr, 2017). Use similar process for teaching specific learning strategies for revising and drafting, spelling or proofreading, beginning with an appropriately constructed text in progress. Joint construction involves the teacher and students working together to collaboratively construct a text. The teacher scaffolds the students through questions, thinking aloud, explanations etc, as they write the text together. It is one of the writing strategies that form the Curriculum Cycle, based on a genre approach to teaching writing. Students are best supported to engage in a joint construction of text when they have been learning about a topic. This study aims to analyze the significant differences in students' writing achievement based on Joint Construction as a collaborative process from those using conventional strategies at SMA Negeri 4 Singaraja.

## 2. METHODS

This research is an experimental study, using "The Post-Test Only Control Groups Design". The design will involve an experimental group and a control group, which will be assigned through cluster random sampling. The experimental group will be taught by using Joint Construction technique and the control group will be taught by Conventional Writing Technique. At the end of the treatment, a post-test will be conducted to each group by using the same instrument. The results of the post-test are analyzed in order to reveal whether there are differences of achievement between the two groups. In this study, the writing test was to measure the students' competency in writing a narrative text. The students of both groups were taught by implementing different methods. After having some times of treatment, a post-test was administered. Both groups were given the same test, in which the students were asked to write a narrative text based on the topics provided in the test.

In this study, the tenth-year students of SMA Negeri 4 Singaraja were taken as the population. There were seven classes of tenth-year in SMA Negeri 4 Singaraja which all together consisted of 224 students. Then, the population had been grouped into classes, cluster random sampling technique was more effective to be used in this present study because it worked with larger number of individual. Cluster sampling is useful when the population members are grouped in units that can be conveniently used as cluster. However, it seems easy to be implemented in the schools because the students are usually grouped into classes. There were two groups involved as sample of this study; Experimental Group (EG) and Control Group (CG). The group of students who are involved as Experimental Group is class X1 which is consist 32 of students that were taught by Joint Construction Technique, while class X3 are selected as Control Group which is consist 32 of students that were taught by Conventional Writing Technique. So the total numbers of the samples from both classes consist of 64 students. The result of the test was analyzed through descriptive and inferential statistic. It was done in order to know the effectiveness of Joint Construction Technique. Form of the writing test (post-test) can be seen in appendix. After having the sample selected, the treatment was administered by implementing different techniques. At the end of the treatment, a posttest was administered. The score of both groups was analyzed to a test of statistical significance.

## 3. RESULTS AND DISCUSSION

### Result

In this study, the obtained data were analyzed in two phases, namely descriptive and inferential analysis. The analyses can be seen as follows. In descriptive analysis, the mean score and standard deviation were analyzed. The results of the data were calculated as an indication of heterogeneity. Based on data analysis, the mean score of the experimental group was higher. The mean score of the experimental group was 79.78 and the mean score of the control group was 75.66. The standard deviation of the experimental group was 6.27, while the standard deviation of the control group was 7.27. It means that the students taught by using Joint Construction Technique performed better than that of the group taught by using Conventional Writing Technique. The inferential statistic was used to determine the significant difference between the mean of the two groups. The obtained scores from the two groups were also analyzed inferentially by using t-test. Before the data were analyzed parametrically by using t-test,

the data must be categorized having normal distribution and homogeneity variance. The results of the Normal Distribution are presented in [Table 1](#).

**Table 1.** The Summary of Normal Distribution Result

	group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
posttest	experimental	.112	32	.200	.917	32	.017
	control	.153	32	.056	.954	32	.186

Tests of normality shown in the table above indicate that the significance value (sig.) of each group had exceeded the value of 0.05. The significance value of tests of normality reached by the experimental group was .200. The significance value reached by the control group was .056. Those results means that the data obtained in this study was already normally distributed. The homogeneity of the data was measured by using *Levene* statistic. In *Levene* statistic, it is assumed that the variances of groups are all equal since the significance value exceeds the value of 0.05. The result above shows that the significance value (sig.) had exceeded the value of 0.05. The significant value based on mean was .148, based on median was .217, based on median and with adjusted df was .217, and based on trimmed mean was .151. It can be concluded that the variance between groups were already homogeneous. Student Writing Competence Data on Each Written Indicator is presented in [Table 2](#).

**Table 2.** Data of Students' Writing Competency in Each Indicator of Writing

Technique	Data	Indicator of Writing				
		C & D	O	G	V	M
Joint Construction	Mean	22.66	20.94	14.25	12.75	9.19
Conventional Writing	Score	21.25	20.31	13.13	11.72	9.25

The result shown in the [Table 2](#), indicates that the students taught by using Joint Construction Technique produce better writing than those taught by using Conventional Writing Technique. It was proven from the mean score reached by the two groups, in which the Experimental Group reached higher score on each of five indicators of writing than the Control Group did. Furthermore, the students' competency on each indicator was also analyzed since the students' writing was measured in term of these five indicators. This was done in order to find out the significant difference on each of those five indicators. The result of the analysis showed how of each indicator in the experimental group differs from each indicator in the control group. From the analysis of those five indicators, four of them found were having significant difference. It implied that the students taught by using Joint Construction Technique could develop one main idea into a good content and organization and use grammar and vocabulary as well. So, it can be concluded that the students' writing were well organized. However, the mechanic of both groups was really good. The parametric t-test was administered after proving data were in state of normal and homogenous. The purpose of having t-test analysis was to find out whether there is significant difference between the two groups. The result of the calculation above shows that the  $t_{obs}$  was 2.43. It was higher than the value of the  $t_{cv}$  at 1.96 ( $\alpha = 0.05$ ). It indicated that the null hypothesis ( $H_0$ ) used in this study was rejected. The rejection of null hypothesis means that there was significant difference between the two groups.

## Discussion

In learning process by using Joint Construction Technique, the students were actively encouraged to use the technique in exploring their idea about the topic that had provided by the teacher ([Guo et al., 2021](#); [Hanjani, 2018](#); [Luo, 2021](#)). At the first, the teacher decides one genre of the text that will be taught. Then, the teacher explains the type of the text that is to be written and provides some topics. The teacher guides the students in writing the text through question that relate to the topic ([Farahian et al., 2021](#); [Hanjani, 2018](#); [Setyaningsih & Larassati, 2021](#)). Sometimes, the teacher helps students in constructing the text. A checklist of the language features may be drawn up or put on the whiteboard. During the process the teacher asks the students to explain their sentence choice, their vocabulary choices, the grammar structure, and so on. The teacher 'thinks-aloud' about the choices made, modeling and explaining the processes involved. The students construct text in small group, in pairs, or even individually ([Asmari, 2013](#); [Mehr, 2017](#)).

During the learning process, the students were enthusiastic. Almost all of the students actively involved in the class. Although, the students looked so confused when they tried to develop their idea, but then, they began to understand and got an idea after they were given the explanation about it. Students who are very enthusiastic about participating in learning activities will have an impact on increasing student understanding (Arief Eko Priyo Atmojo & Nugroho, 2020; Wiraningsih & Santosa, 2020). The students had done a good job even though their works were not perfect yet. Students who work hard on assignments will also help in improving their skills and knowledge (Gelen Assoc, 2018; Ismuwardani et al., 2019). In a whole, the use of Joint Construction Technique was running well. Compared to the students in the experimental group, the students in the control group were taught by using Conventional Writing Technique in the teaching of writing a narrative text (Fitriana et al., 2020; Imelda & Astuti, 2019). Similarly, they also started with a topic. When they got a topic, they were trying to develop their idea into a paragraph. During the writing process, some of the students even got stuck. They found difficulties in developing their ideas although sometimes the teacher gives the explanation to them. The teacher kept monitoring and helping the students to clarify the students' language error. If they did not know some words in English, they directly checked it in the dictionary or asked their friends and teacher. The students were given a chance to work in pair. However, they revised their writing in terms of organization, the content, vocabulary, grammar, and also spelling and punctuation.

As a whole, the learning process in the control group was also running well. The students were also actively involved in the class. The problems encountered by the students were in developing their idea into a good content, organization, grammar, and mechanics. However, they could use appropriate vocabularies. In the experimental study, the researcher will find out whether there is a significant difference between the samples (groups) of the study by using different techniques or not. Commonly, in this study, the researcher will find there is a significant difference between the samples by using different techniques. Furthermore, it is highly recommended that the teachers can apply Joint Construction Technique in the teaching of writing since it has been proven effective to improve the students' writing achievement. It is better to use the paragraph that the topic closes to the students. Through the use of Joint Construction Technique, the students are expected to be helped to be more competent in writing narrative paragraphs. Since the technique integrates four language skills and develops the students' skills in working groups, pairs, or even individually, the students will be more enjoyable in attending writing activities.

#### 4. CONCLUSION

According to the study it was concluded that there was a significant difference of students' writing achievement between the students who were taught by using Joint Construction Technique than the other group who was taught by using Conventional Writing Technique. Joint Construction Technique contributes significantly to the students' writing competency. It assists the students to improve their idea into a good paragraph with good organization and correct grammar through the explanation from the teacher about the text.

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