

Investigating the Process of Joint Construction in Teaching Writing to Improve Students' Writing Skill

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ABSTRACT

Teaching writing for EFL students faces many interesting and challenging factors regarding students' and teachers' factors such as learning style, teacher's role, and teacher's teaching method, so that, every English teacher is suggested to choose an appropriate teaching method to maximize student's ability in producing a good writing. Based on the phenomenon above, joint construction, as the model of teaching writing is selected to be investigated in this research that is grounded by genre-based approach. This research aims to describe the undergoing process of students learning to write through the process of joint construction toward students' writing skill. The participant of this research is a senior English teacher since she has got many experiences in teaching process. This research used qualitative inquiry that employs model of phasal analysis (Gregory, 1985; 1988; Dreyfus, Macnaught & Humphrey, 2011) as design to analyze the different stages of joint constructions. Therefore, the data of this study is drawn by observation and documentation of students' writing. The findings of this research showed that joint construction had been well implemented by the teacher in the classroom. The findings also pointed that joint construction helped students to manage and develop their ideas in constructing a text. Although joint construction gave a good effect of students written text length, it does not give effect of students written text quality.

Keywords: *Genre-based approach, joint construction, phasal analysis, teaching writing.*

1. INTRODUCTION

Learning writing in the educational context does not only concern with sentences and grammar but also concern with creating such composition to serve plurality purposes of readers outside the classroom context (Luu, 2011). By learning writing, students are expected to compose a constructed text that can serve a special social purpose (Mauludin, 2020). Since writing skills encompass many variations at different levels, it makes students often find difficult to compose a text without proper guidance from teacher (Pérez-Llantada, 2015).

Teaching writing in English is a complicated task for both teachers and students. One of common teaching writing approaches comes from genre-based approach concerned with the social purpose of language and the ways in which the linguistic characteristics of specific genres to achieve communicative goal (Ivanic, 2004). It is believed that providing an appropriate strategy can help students to learn better.

Joint construction is one of the stages of the genre-based approach that intends to the collaborative activities between students and teachers as well as students and their peers in constructing a text (Hyland, 2004). This stage provides an opportunity for the students to construct their writing with their friends in a group and along with the teacher's guidance. The students are encouraged to write the text individually through group discussion, so they can discover the obstacles with the assistance of their surroundings. In this phase of joint construction, students and teachers work collaboratively to construct written text as the most critical part of the Teaching Learning Cycle (TLC) in genre-based approach. Martin and Rose (2013) said that joint construction can create "the most powerful classroom practice to achieve successful written genres" (p. 73).

Studies on implementing joint construction in teaching activity have been conducted in many previous studies such as the teaching writing focusing on students' writing and how Indonesian English teacher implement the model of Teaching Learning Cycling (TLC) in their teaching styles (Hermansson, et al., 2019; Mauludin,

2020; Suharyadi & Basthomi, 2020; Haerazi, Irawan, Suadiyanto & Hidayatullah, 2020). For example, it is found in Hermansson et al. (2019) that using joint construction stage in a genre-based approach to teaching writing does not give effect to the quality of students' narrative writing containing the text length of writings or ideas of writing. Another study by Suharyadi and Basthomi (2020) investigated how English teachers in Indonesia applied TLC of GBA in classroom without fully employing four stages of GBA. Instead, they create their own strategies in teaching writing by developing the concept of GBA.

To enrich the discussion on the field of SFL Genre Based Pedagogy in Indonesia and how joint construction as stage of genre-based approach affect to students' writing skill, this study is an endeavor to seek for ways that can help both students and teachers in constructing a good text. Joint construction as part of TCL model under frame GBA is chosen in this study as a reference for teachers in developing their teaching writing style. This study is guided by the ensuring questions:

1. How does teacher conduct the process of joint construction in teaching writing through interventional program?
2. What is the effect of joint construction on students' writing skill?

2. LITERATURE REVIEW

2.1. SFL Genre Based Approach (GBA)

Genre based approach takes a crucial position as learning approach in the field of English language teaching and places great emphasis on the correlation between text-genres and context (Hyon, 1996; Derewianka, 2003). In the context of social process, GBA is used as a transmitted knowledge from ideology of culture and value system in teaching writing. This approach has been used in the Indonesia curriculum teaching English that is relevant to the context of teaching English as Foreign Language in Indonesia (Emilia, 2011).

Focusing on genre-based approach; this model requires an instructional methodology that enables students' knowledge and skills to have well collaboration in building text in line with social context (Feez & Joyce, 2002). Genre based approach provides five stages involving building knowledge of the field, modeling of the text, joint construction of the text, independent construction of the text, and linking with related text (Hammond et al., 1992; Emilia, 2005). Further, the function of building knowledge of the field assists students to find out the aims and settings of genre text given. Modeling of the text guides students to investigate the key features of a sample genre text. Joint construction gives teacher or peer an opportunity to activate students'

understanding. Independent construction of text makes students to construct their text independently. the last is linking with related text that helps students to identify different kinds of genre (Hyland, 2004).

2.2. Joint Construction

Joint construction or joint negotiation is one of five stages of genre-based approach. The development of pedagogic practices included in stage of joint construction has been affected by a range of social, social psychological and social theories of teaching language learning (Dreyfus et al., 2011). Conceptualization of joint construction is stimulating students' ability by providing a high level of support. Moreover, this stage, the students and teachers work collaboratively to create the whole feature of the text (Mauludin, 2020).

In the implementation, the teachers gradually reduce their contribution to give the students a chance to create their writing because by joint construction teachers give a whole class activity for the students to work together in groups. It also can be done by having collaboration between students and teachers in composing a text (Johns, 2002). This stage purposes to construct a similar text as the continuation for the next stage. Emphasizing with guidance and support students in order to enable them in complete those tasks (Hammond et al., 1992).

2.3 Teaching Writing in the ELT Context

In Indonesian ELT in Indonesia higher education, talking teaching and learning writing needs a long process to acquire. Writing is more difficult to acquire than those even by English native speakers because writing skills require a mastery of various linguistics elements and aspects outside the language itself (Haerazi & Irawan, 2019). To construct a good writing, the elements of language and content should be arranged well to meet the coherent and cohesion of writing (Haerazi, 2010). Most EFL students have difficulties in constructing a good writing because of the lack of word diction, grammar error, and writing mechanism including the use of capital letter, spelling, and punctuation (Utami, Pabbajah & Juhansar, 2018). Moreover, students must be skilled at utilizing the content of idea, language structure and vocabulary.

Teaching writing skills in higher education emphasize on how students produce a text. The teaching writing strategies involve the process and product-based instruction which has been increasingly applied (Haerazi et al., 2020). Furthermore, there are two different ways in learning writing. The first is writing process that defined as a writer's activity to help in writing. The second is writing strategy that refers to how EFL students compose a written text (Manchón & Murphy, 2000).

3. METHOD

3.1 Research Design

This study adopted qualitative inquiry focusing on looking deeper into individuals' perspective and experiences in the language of interaction between participants and surroundings (Savin-Baden & Major, 2013; Crotty, 2020). It employed a model of phasal analysis (Gregory, 1985; 1988; Dreyfus et al., 2011) as design to analyze the different stages of joint constructions and students' writing as documentation were used in this research.

3.2 Research Site and Subject

The researchers recruited an English teacher who had been teaching for many years with many experiences in teaching writing.

3.3. Data Collection

To gain the data of the study, the researcher used some instruments to answer the research question based on the data. The instruments of the data collection were observation and students' writing. Observation was used to get background information about how process of joint construction was implemented by teacher in constructing students' writing. Students' writing was used to examine how success joint construction was conducted in teaching writing.

3.4. Data Analysis

The data were analysed descriptively. The field notes and transcription were classified and categorized based on indicators of observation. Some steps from the framework of phasal analysis (Dreyfus et al., 2011) were adapted as data analysis from observation. Then, students' writing was also used to gain more data regarding the result of teaching writing through joint construction and analyzed using the systemic functional linguistic (SFL) approach especially registers and genre (field, tenor, and mode) (Halliday, 1985).

4. RESULTS

4.1. The result of joint construction in interventional program

Through the observation, the researchers used a framework as a guideline for analyzing the process of joint construction that was proposed by (Dreyfus et al., 2011). This framework gave extension work on the analysis of joint construction from the previous analysis (Humphrey & Macnaught, 2011; Humphrey, 1991). Based on the observation that had been conducted there were still some parts missing and teachers were not concerned with.

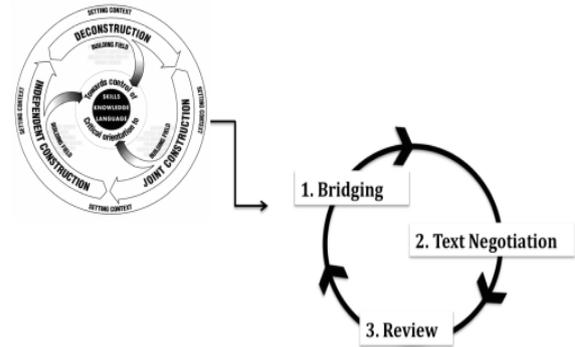


Figure 1. The three stages of Joint Construction

Specifically, the three stages of joint construction consisted as bridging, text negotiation, and review (Humphrey & Macnaught, 2011) where from three stages of joint construction were extended into four stages in the framework of phasal analysis (Dreyfus et al., 2011) as described in Figure 1.

4.1.1 Genre staging

In this stage, the main purpose of genre staging in teaching is bridging stage to create a link between analysis the model (Deconstruction) and actually constructing a similar text. The findings indicated genre staging describing as introduction or building knowledge by highlighting the word in the text to gain vocabulary before students were going to construct a writing. Properly, teacher and students started revisiting shared base knowledge and their understanding of the target genre room a writer's point of view.

From the observation, the researchers saw most of teachers have already understood about the concept of genre-based approach (GBA) but they still had lack understanding of experiencing in teaching practice. Through the observation, it seemed like some teachers actively involve in question-and-answer session and had knowledge regarding teaching writing through GBA. Referring to, the data of the first observation that teachers actively answer questions from trainer, when they were given a chance to practice, it was found that there were still missing parts of the staging in joint construction process.

4.1.2 Phase

The stage of phase in joint construction process was combined between bridging and text negotiation. This stage was also referred as transition from bridging (table 1) to text negotiation. In this process, teacher guided the students into the part of text, such as text organization, language features, and generic structure.

Table 1. Stage of phase

Stage	Text	Phase
Bridging	<p>Trainer: Giving an example of report text. This text is talking about palm oil. What kind of text that can be delivered by palm oil?</p> <p>(Most of teachers said report text)</p> <p>Trainer: This text can be a report text, but this example is not finished yet. If we continue this text, it can be an exposition text and at the end of paragraph can be put suggestion.</p>	Recap

Table 2. Stage of exchange

Exchange	Speaker	Dialogue
1	Teacher	The next sentence tells us about the reason why palm oil being adapted as cooking oil in the most Asia countries
2		Can you tell me why palm oil being reduced as cooking oil in Asia countries?
3	Student	Because it is cheap
4	Teacher	Good job!

At the second meeting of observation, trainers checked the teachers understanding about generic structure of the text, then teachers were given practice how they taught students to make text based on the proper generic structure of text. Based on the observation, teachers seemed confused in identifying the types of text. In teaching practice, some teachers did not have problem in giving teaching practice parting phase stage because they had already joined interventional program previously. Teachers believed that before teaching writing they taught students to read and answer question within the text.

4.1.3 Exchange

The pattern of exchange stage (Table 2) showed a high level of teacher at controlling classroom interaction. This exchange stage involved teacher’s power in giving a space for student contribution and an increasing support when students were struggling to respond. Teacher was suggested to give affirmation after students tried to answer question (Dreyfus et al., 2011). Through the exchange stage analysis, it revealed that teacher needed to manage the balance teaching strategy between providing the required information and letting the students contribute to test their own understandings.

Starting with open questions to students and then continuously committing more meaning to prompt

students with an open space for creative contributions, where they can give opinion regarding the question given, so that interaction and support from teacher was increased when students need more support (Humphrey & Macnaught, 2011; Hood, 2008; Martin, 2009).

4.1.4 Move

Before the process of constructing text begun, teacher and students needed to come to a phase of shared understanding about both the content and the structure of the text (Hunt, 1991). Teacher should lead the way in this process.

For example, in Table 3, teacher initiated two exchanged with an A1 (primary actor) then a Dk1 (delay knower). An A1 initiated as preparation moves where teacher (primary actor) was found to frequently give instruction to students in order to make them focus to what text was being read. In our data, it was clear that Dk1 was directed by teacher’s move to give questions. Dk1 moves as seen in Table 3, function as a prompt and chance for students to give their responses.

A general typical way of doing move stage was changing shift of teacher from A1, DK1 to K1 (knower). The analysis of the Table 3 showed that teacher minimized the power difference between teacher and students, where teacher selected a student to answer or allow students to voluntarily contribute to the process, then, also minimized the power difference between teacher and students (Iedema, 2004). As follows, after student shared their idea about the answer, K1f (knower follow-up) was got affirmation from teacher, which teacher did not only change move, but also teacher increased the level of exchanging from giving the general information to specific information. Through K1 (primary knower), teacher extended explanation after giving affirmation.

Table 3. Stage of move

Exchange	Speaker	Dialogue	Move
1	Teacher	The next sentence tells us about the reason why palm oil being adapted as cooking oil in the most Asia countries	A1
2		Can you tell me why palm oil being reduced as cooking oil in Asia countries?	Dk1
3	Student	Because it is cheap	K1f
4	Teacher	Good job!	K1

4.2 The effect of joint construction in students' writing

Table 4. The analysis of student's writing

No	Aspect of analysis	Max score	Student score
1	Text structure	30	30
2	Language feature	50	
	Discourse semantic	15	15
	Ideation and conjunction	10	5
	Mood, modalities, appraisal	15	15
	Identification and periodicity	10	10
3	Graphology	10	10
4	Mechanic	10	10
	Total score		95

Based on the analysis of this research and realizing to the objective of study, the researchers analyzed students' writing in form of SFL framework, focused on genre and register (field, mode, and tenor) (Halliday, 1985). Broadly, the criteria of the assessment of students writing were text structure, language feature, graphology, and mechanic. The task of students' writing was about narrative text. Teacher gave some examples of famous stories to students, then, students were suggested to remake the stories into their version. The result of the analysis is described in Table 4 as follow.

Table. 4 The analysis of student's writing

From the table 4, for analyzing student's writing, teacher used some aspects that related to genre and register (field, mode, and tenor) (Halliday, 1985). There was maximum score in each part of analysis aspect for students to get the score. The first analysis of students' writing came from student who made a sequel of Brave story. She made 599 words in total of her writing text that the idea of text was clear. Through the table shown, student got a perfect score 95 as the result. In text structure, student got maximum score that student had stated a clear story line in orientation, complication, and resolution. Generic structure of text was also completed. Hence, the text was understandable and interesting plot. It showed that student was able to control their idea to stay on the path of story even though there were some grammatical errors as the ideation of text, such as: changing verb from verb1 to verb2, singular and plural noun. Therefore, the field, mode and tenor of this text were quite clear.

The second analysis was made by student who created a story from a horror game. The text was about 'Five nights at Freddy's' by Scott Cawthon. Briefly, the text was excellent. The text of student's writing was quite longer than the previous analysis. The text length contained 1.041 words in total of her writing text. Based on the Table 5, student got 85 as the result in the writing.

Table 5. The analysis of student's writing

No	Aspect of analysis	Max score	Student score
1	Text structure	30	25
2	Language feature	50	
	Discourse semantic	15	10
	Ideation and conjunction	10	8
	Mood, modalities, appraisal	15	15
	Identification and periodicity	10	7
3	Graphology	10	10
4	Mechanic	10	10
	Total score		85

Although generic structure of the text was almost complete and the idea of the text was easy to understand, the conflict of the text was not clear enough. From the analysis of text, student just got 25 for text structure that student wrote both orientation and resolution, there did not found the problem in the text as complication. Moreover, the lack of conjunction made the text was not well sequenced and systematic. In addition, the tenor of the text was confusing the reader because there were not any introduction characters who spoke in the text.

In genre staging and phase, the English teachers could provide a good text as an example to help students starting their writing. By providing a good text, it can help teacher in bridging students to what type of text, what generic structure of the text, etc. The good example of text could be an interesting material to teach students in the class, especially to improve students' vocabulary in exchange stage. Teacher and students can share their understanding together regarding the text and try to gain vocabulary in order to help students to write. Moreover, teachers could enrich students' vocabularies while they read the text by giving some questions. Students start to build their knowledge about the model of text through some vocabularies that they heard from teacher. In the last stage of teaching writing, move, is the stage for the teachers as changing shifting to help students to write those teachers realize their position as facilitator, resource and corrector to give feedback. The function of this stage is to guide students in constructing a text.

After implementing joint construction stage, the result shows a good effect on students written text length. It helps students to manage and develop their ideas in their writing text and teachers also help students to guide, give advice and feedback on their writing text, thus, students can make a long text. Although joint construction gives effect on the length of student's text length, it does not give effect of students written text quality.

Through the analysis, student who makes a short writing text (599 words) has got 95 score with the perfect

score of text structure, discourse semantic, and identification and periodicity. In another result, student who makes a longer writing text (1.041 words) has got 85 score with the lack of text structure, discourse semantic, and identification and periodicity but the text has a good ideation and conjunction.

5. CONCLUSION

To sum up, the study indicates that the process of joint construction is helpful for managing and developing students' idea. Teacher believes that gives various text types as examples can enrich students understanding and vocabulary. The result and discussion report that teacher has already well understood about the function and the stages of joint construction, however, in the implementation of joint construction have not maximized yet. The teacher has still monotonous teaching which is mostly focused on narrative, descriptive, procedure and report text. Thus, teacher faces difficulties in giving various genre staging and phase as bridging students to write. Through this study, the researchers find that joint construction gives an effect on students written text length but does not give effect on students written text quality.

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