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RESEARCH ARTICLE

Implications of the Text Model Technique Based on Seamless Learning for Enhancing Knowledge of English Writing Concepts

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ABSTRACT

This study aims to explore and analyse the impact of using text models in seamless learning on students' conceptual knowledge of writing. The method employed is a quantitative approach with an experimental design, specifically a pretest-posttest control group design. In this research, there are two experimental groups applying text models in their learning processes, alongside a control group that follows a questioning technique learning method. Data were collected through writing ability tests conducted before and after the intervention, as well as a questionnaire designed to measure students' understanding of writing concepts. Prior to their application, the data collection instruments were tested for validity and reliability. The research sample consisted of 43 students randomly selected from three different departments, with placement in the experimental and control groups using simple random sampling. Data collection was conducted over one semester, focusing on comparative analysis of the results between the two groups. The analysis results indicated that the Sig. (2-tailed) value is 0.000 < 0.05 and the calculated t-value obtained was 12.056. The researchers then sought the table t-value using the formula (α/2); (df) equivalent to (0.05/2); (42), resulting in a table t-value of 1.682. By comparing the calculated t-value (12.056) with the table t-value (1.682), it was found that the calculated t-value was greater than the table t-value. This indicates a significant difference in the average writing concept knowledge results between the experimental and control groups. Thus, the implementation of the text model based on seamless learning has proven to exert a significant and effective influence on enhancing students' knowledge of English writing concepts.

1. INTRODUCTION

In the context of learning English, which contains basic English skills that must be mastered such as writing, reading, speaking, and, listening, the implementation can be contained in whole or in parts. Similarly, the components that support basic English skills must be mastered and are very important such as grammar, vocabulary, pronunciation, and others. One of the basic skills that has been implemented in the curriculum for English is English writing skills which will be reviewed from the aspects of knowledge, concepts and skills.

Conceptual knowledge is one of several dimensions of knowledge from the revised Bloom Taxonomy such as factual, procedural, and metacognitive knowledge (Anderson et al., 2001; Jarrett et al., 2008). This dimension reveals the ability to connect components to form a concept (Bintang et al., 2020a). These components will relate to the knowledge that he has previously or is studying in a particular field to find an understanding of something, or these components can be inferred from some knowledge and experience gained so far, so that it will be able to find a concept itself according to the context. In the dimension of conceptual knowledge, there are several parts, namely knowledge of classification and categories, knowledge of principles and generalizations, and knowledge of theories, models, and structures (Pertiwi, 2021).

Conceptual knowledge in writing English includes an understanding of the knowledge of the definition of writing along with its supporting components such as vocabulary, grammar, arrangement in paragraphs, sentence structure, the use of punctuation marks and capital letters. Knowledge of the definition of writing in English, provides learners with an understanding of the process that must be passed until the product to be obtained. Knowledge of writing from the writing process to the product, learners must be equipped with knowledge of supporting components that are very important to improve the writing results that meet the feasibility, namely (1) mastery of the right vocabulary and in accordance with the topic to be developed is very important to enrich and improve writing skills, (2) good mastery of grammar which contributes to writing English texts more regularly according to the rules, (3) understanding the arrangement of a text in the form of paragraphs such as writing topic sentences, supporting sentences, and closing sentences, (4) the structure of the sentence properly and correctly, and (5) the format and mechanics of writing that meet the rules properly and correctly (Bintang et al., 2020a; Pertiwi, 2021). From all of these, that learners know in detail about the overall knowledge of concepts can make it easier for them to provide information and communicate to readers smoothly and effectively to understand where and what the content of a text in the paragraph is going. So, the application of the writing concept can be influenced by the level of knowledge and materials mastered by the learner.

Based on this, knowledge of the concept of writing in English can discuss general knowledge about writing and the supporting elements in it, so that prospective writers understand the concept of writing completely and thoroughly before starting writing. This component must be understood as the first step for a writing process that is usually taught by learners in English writing classes in college. Meanwhile, English writing skills are the ability to explore ideas based on one's own knowledge and experience, then compose them into a message and text with the aim of conveying information and communicating aimed at the reader based on the needs of the writer himself (Langan, 2010a). This is slightly different from the learning activities for English writing skills in the aspect of explicit conceptual knowledge achievement and even tends to be implicit both from the junior high school education level to the higher education level at the undergraduate level, because it still focuses on the practical aspect of writing directly which is functional through text examples and linguistic features used in the text itself.

In the context of the rapidly advancing digital landscape, the education sector is compelled to adapt to the swift developments in information and communication technology (ICT). One particularly interesting and relevant approach to be applied in the learning process is the model technique that integrates the concept of seamless learning. This approach provides students with the opportunity to learn more flexibly, unbound by constraints of time and place, thereby allowing them to access learning materials anytime and anywhere.

Writing skills in English have become a crucial competency for learners, especially in the face of the current era of globalisation. This research focuses on the utilisation of text models within the context of learning that supports seamless learning. It is hoped that the application of this model can contribute to enhancing students' conceptual understanding in writing. This is significant given the urgent need to discover effective learning methods to hone writing skills, particularly considering the various challenges often faced by learners in their attempts to master such skills. Thus, this study aims not only to explore the effectiveness of text models in learning but also to provide relevant solutions to the existing challenges, preparing students to compete globally through the mastery of proficient writing skills (Kang, 2020).

Seamless learning, which integrates learning experiences across various contexts and environments, offers an innovative approach to addressing these difficulties. According to Durak and Çankaya (2018), seamless learning enables students to engage in continuous learning without the constraints of space and time, which is highly relevant in today's educational context. Previous research has shown that the use of text models can assist students in understanding effective writing structures and styles (Liaghat & Biria, 2018).

Model text is an example of a text that is used in order to facilitate learners to obtain a comprehensive idea that is rarely used in English writing classes on the dimensions and aspects of new text types. The text model provides concrete examples for students to understand writing products starting

from rhetorical structures, conventions, and organizational features in the text (Clark & Neal, 2018; Liaghat & Biria, 2018a; Liu, Stapleton, Yumru, Nugraha, Bishop, et al., 2020; Peloghitis & Ferreira, 2018b). Modelling is a pre-writing technique on the aspect of knowledge by understanding examples of writing models as clues to the correct form and can be imitated (Mozaheb et al., 2013; Craig et al., 2018; Liaghat & Biria, 2018a).

Liaghat & Biria (2018b) and Peloghitis & Ferreira (2018) in their research findings revealed that text modelling techniques provide an understanding of writing theory and process it from linguistic structure, conventions, to the organisation of the text form into a stage towards a written product. Similarly, research conducted by Moghaddam & Malekie (2017) indicated that genre-based modelling approaches positively influence students' writing abilities. The distinction in this research lies in its foundational approach, which is genre-based and seamless learning, as well as the participant samples involved, namely undergraduate engineering programmes and postgraduate English language studies students taking IELTS and TOEFL. Furthermore, the application of text models is reinforced by findings from Sowell (2019b), which indicate that text models provide guidance on aspects of format, writing mechanics, content, and paragraph structure. However, there exists a gap in research regarding the implementation of text models within the context of seamless learning, particularly in enhancing knowledge of English writing concepts.

The understanding of writing in English is not only influenced by the theory and concept of writing and the elements in it, but can also be influenced by one of the factors and modeling techniques in the writing process, as revealed by the fact that the text modeling technique provides an understanding of the theory of writing and processes it starting from the linguistic structure, convention, arrangement or organization of the text form into a stage towards the written product (Oktrifiani & Syafei, 2013; Liaghat & Beer, 2018a; Peloghitis & Ferreira, 2018a).

The aim of this research is to explore and analyse the effects of using text models in seamless learning on students' writing knowledge. This study seeks to provide new insights into learning strategies that can be adopted by educators in teaching writing skills. In this context, this research also aims to identify the factors that influence the effectiveness of text models in enhancing students' conceptual knowledge. This understanding is crucial for comprehending students' interactions with text models across different learning contexts. For instance, research by Ebadi and Rahimi (2019) demonstrated that the use of digital platforms such as Google Docs can enhance collaboration and feedback in the writing process, which are essential elements in seamless learning.

RESEARCH METHOD

The research method employed in this study is a quantitative approach with an experimental design, specifically a pretest-posttest control group design. This research involves two groups of students: the experimental group that employs text models in their learning and the control group that follows a questioning technique learning method. Data were collected through two means: writing ability tests conducted before and after the intervention, and a questionnaire to measure students' understanding of writing concepts, with the data collection instruments tested for validity and reliability prior to application to the research sample.

The research sample consists of 43 students from three different departments, randomly selected from the population and placed into the experimental and control groups using simple random sampling. Data collection was conducted over one semester, with a focus on comparative analysis of the results between the two groups. The implementation and testing stages of the model were first conducted by the researchers, who tested the dependent variable, namely the students' knowledge of English writing concepts, through a pretest administered to both the experimental and control groups before any treatment was provided. The purpose of the pretest was to measure whether the initial writing abilities in English of the two groups were similar or different. If the results of the pretest were found to be the same or not significantly different, the subsequent stage could involve administering treatment to both groups. After the pretest on the dependent variable was completed, the researchers then tested the normality of the data to determine whether it was normally distributed using the Shapiro-Wilk test. In this instance, data were collected from two independent samples by testing the knowledge of English writing concepts among fourth-semester students, where the experimental group (22 students) received treatment with the text model based on

seamless learning, and the control group (21 students) received treatment using the questioning technique learning method, with a learning duration of 100 minutes at different times. Subsequently, the researchers conducted a posttest for each group, lasting 100 minutes, with students required to answer provided questions. The total number of questions was 12 items, covering the following aspects: (1) knowledge of English writing concepts with 4 items, (2) application of knowledge with 2 items, (3) learning experience with 2 items, (4) model effectiveness with 2 items, and (5) learning outcomes with 2 items.
Additionally, statistical analysis using an independent t-test via SPSS 22 was employed to test the research hypothesis and identify the significance of the differences in results between the two groups.

RESULTS AND DISCUSSION

A. Results of validity and reliability testing of the english writing concept knowledge test instrument

The validity and reliability testing activities were conducted by the researchers, presenting a summary of the validity test results of the English writing concept knowledge instrument obtained from 20 participants (N) who responded via a questionnaire at a significance level of 5%. The researchers subsequently tabulated and analysed the data using the Product Moment Pearson validity test through SPSS 22. The results of the validity test for the writing concept knowledge instrument are presented in the table below:

Table 1: Validity test for the writing concept knowledge instrument

No	$R_{x,y}$	R_{tabel}	Information
1	0,792	0,444	Valid
2	0,792	0,444	Valid
3	0,702	0,444	Valid
4	0,669	0,444	Valid
5	0,791	0,444	Valid
6	0,545	0,444	Valid
7	0,624	0,444	Valid
8	0,729	0,444	Valid
9	0,678	0,444	Valid
10	0,461	0,444	Valid
11	0,814	0,444	Valid
12	1	0,444	Valid

Based on the results of the validity test for the writing concept and skills instrument, it can be concluded that all test instruments are valid since the calculated r values are greater than the table r values. Subsequently, the researchers conducted reliability testing using the test-retest method, where the knowledge and skills test items in English writing were administered to the same group of participants at different times to determine whether the scores obtained were consistent or reliable. In this instance, the researchers provided the test items to students in another class who voluntarily agreed to participate in this reliability test, specifically fourth-semester students from the Information Systems Programme, class SI21A, comprising 42 students, who were also taking the same Writing in English course under a different instructor not involved in this research process. A total of 20 students participated in the reliability test.

The implementation of the test-retest, which is part of the reliability testing mechanism, was conducted in the first session in the morning according to the class schedule at 06:40 WIB, while the second session was conducted in the afternoon at 13:20 WIB, requesting participants' willingness to retake the test in the same classroom at the Faculty of Science and Technology, ensuring that participants did not have other class schedules with different instructors.

In conducting the reliability test, the researchers administered the knowledge and writing skills tests to the participants, which had been previously designed and tested for validity, with an allocated time of 100 minutes for both the knowledge test and the writing skills test. The researchers then collected

the results of the knowledge and writing skills tests for analysis using the product moment Pearson correlation through SPSS, correlating the scores from session I (X) with the scores from session II (Y).

Table 2: The results of the Pearson product moment correlation analysis

		test	retest
test	Pearson Correlation	1	,941**
	Sig. (2-tailed)		,000
	N	0	20
retest	Pearson Correlation	,941**	1
	Sig. (2-tailed)	000	
	N	0	20
**Correlation is significant at the 0.01 level (2-tailed).			

Based on the reliability test results in the table above, with the significance value (2-tailed) for the correlation being 0.000 < 0.05 and the Pearson Correlation value being positive at 0.941, it can be concluded that this knowledge test instrument is reliable.

B. **Normality test of both groups using Shapiro-Wilk and Levene's test for equality of variances**

Table 3: Independent samples test for Levene's test of equality of variances

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writing Concept Knowledge Ability Results	Equal variances assumed	1,225	,275	,387	41	,701	-,180	,464	-1,117	,757
	Equal variances not assumed			-,384	34,477	,704	-,180	,468	-1,131	,772

**Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the Levene test, the obtained P value > 0.05 is 0.275 > 0.05, thus concluding that the variances between the control and experimental groups are homogeneous. Next, the research hypothesis testing was conducted after the variances between the two groups were determined to be homogeneous using an independent t-test via SPSS 22 for the knowledge of writing concepts in both groups.

Table 4: Results of group statistics for the knowledge of writing concepts test in the experimental and control groups

Group Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
The Result of knowledge of writing concept	Experiment	22	82,82	3,487	,743
	Control	21	70,76	4,711	1,028

Based on the results in Table 4.27, the number of data points for students' knowledge of writing concepts in the experimental group is 22, while the control group consists of 21 students. The average knowledge of writing concepts, or mean, for the experimental group is 82.82, while for the control group, it is 70.76. Thus, it can be statistically concluded that there is a difference in the average learning outcomes between the experimental and control groups. To ascertain whether this difference is significant, the results of the "Independent Samples Test" must be interpreted, as shown in Table 4.26 below:

Table 4: Results of the "independent samples test

Independent Samples Test		
	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Conceptual Writing Knowledge Results	Equal variances assumed	1,627	,209	9,570	41	,000	12,056	1,260	9,512	14,600
	Equal variances not assumed			9,504	36,801	,000	12,056	1,269	9,485	14,627

Based on the results above, the Levene's Test for Equality of Variances value is 0.209 > 0.05, which indicates that the variance of data between the experimental and control groups is homogeneous. Thus, the interpretation of the Independent Samples Test results above is based on the values found in the "Equal variances assumed". From the Independent Samples Test results in the "Equal variances assumed" section, it is known that the Sig. (2-tailed) value is 0.000 < 0.05, leading to the conclusion that H0 is rejected and Ha is accepted. Therefore, it can be concluded that there is a significant difference between the average knowledge of writing concepts in the experimental and control groups.

Furthermore, from the results above, the "Mean Difference" value is 12.056. This value indicates the difference between the average knowledge of writing concepts among students in the experimental group and the average in the control group, calculated as 82.82 - 70.76 = 12.056, with the difference ranging from 9.512 to 14.600 (95% Confidence Interval of the Difference).

After determining the calculated t-value of 12.056, the researchers then sought the table t-value using the formula (α/2); (df) equal to (0.05/2); (42), yielding 0.025; 42, resulting in a table t-value of 1.682. Thus, the calculated t-value of 12.056 > table t-value of 1.682, leading to the conclusion that H0 is rejected and Ha is accepted, indicating a significant difference in the average knowledge of writing concepts among students between the experimental and control groups. In other words, the implementation of the text model based on seamless learning significantly and effectively enhances students' knowledge of English writing concepts, resulting in different learning outcomes.

The research findings indicate that the experimental group applying the seamless learning text model demonstrated a significant improvement in their writing abilities compared to the control group. These findings align with research by Al Ausi and Abdillah (2020), which showed that innovative learning strategies can enhance students' vocabulary mastery. Further discussion reveals that students in the experimental group exhibited a better understanding of effective writing structures and styles. This can be attributed to the use of text models, which provide concrete examples for students to emulate. For instance, when students were presented with a text model on how to write an argumentative essay, they were better able to apply the same techniques in their own writing (Malekie & Moghaddam, 2017). Moreover, this study found that interactions among students also increased within the context of seamless learning. Students were more actively engaged in discussions and providing feedback to one another, reinforcing their understanding of writing concepts. This supports the notion that collaboration in learning can enhance students' learning outcomes (Kruse & Rapp, 2019).

CONCLUSION

This study demonstrates that the application of the text model based on seamless learning has positive implications for enhancing students' knowledge of English writing concepts. By utilising text models, students not only learn writing techniques but also develop important collaborative skills that are essential in the learning process. This research also opens opportunities to further explore the application of innovative learning methods in diverse contexts.

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