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## Research Article

### Writech: Enhancing Students' Writing Skills Using the SAMR Model

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## ABSTRACT

Writing is one of the major competencies of 21<sup>st</sup> century skills that students need to develop. Accompanying the cultivation of this skill is the selection of timely methods involving the use of technology and educational platforms. In this study, the researcher undertook to realize the use of the SAMR model in enhancing the writing skills of the students of Meycauayan National High School – Senior High School. This study aims to assess the level of writing skills of students from the controlled and experimental groups. Using a quasi-experimental design, the study was conducted on 50 Grade 12 students from the ABM and HUMSS strands. In calculating the details, the researcher used a statistical method to obtain the weighted average mean and t-test measure to compare the results of the conducted preliminary and final tests, as well as the analysis of data in each category of writing. From the collected data, it was laid out in the study that after the intervention was carried out, the level of students' writing skills significantly increased. This study suggests the use of the SAMR model in developing the writing skills of students from different goals and strands of Senior High School. There were also some other problems related to other macro skills that need to be developed at the Filipino level and try to spread the use of technology and other educational platforms to bring out the best learning possibilities.

**Keywords:** Language, Learning, Technology, Writing skills

## Introduction

People write to achieve the goals of communicating as a form of social interaction, this aspect can be demonstrated when students write a text during the time they are in the classroom. Successful teaching cultivates and develops the skills that students need in order to produce a wide range of well-written texts for various purposes. (Lynn, 2011)

Writing is considered a language description in a textual manner that serves as the intermediary through the use of a group of signs or symbols. It can also be considered as a form of translation on paper or any other form of communication that can be used in exchange for generated words, symbolism, and illustrations of a person to express their thoughts. Writing is a physical and mental task done for various purposes. It is a comprehensive ability

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that encompasses the proper use of Vocabulary, mental composition, rhetoric, and other elements. (Stahl, Koschmann & Suthers, 2014)

Moreover, writing is said to be part of the language's vital role in human life. Alongside it is the efficient and active development of writing skills so as speaking, reading, listening, and watching skills manifested to the students so they can express their ideas, feelings, and experiences in some areas, times, and situations in writing. (Brown, 2010)

According to Jani and Mellinger (2015), knowledge and understanding of different disciplines are further demonstrated and appreciated through writing. Students can understand the importance of writing by becoming aware of the text which refers to the conventional way of using different contexts.

Writing skills is said to be a special ability that allows writers to express their thoughts through meaningful words and mental interaction in writing messages. Writing skills can help students improve their competencies, fluency, and creativity. Being adept or skillful in this aspect makes learners improve in various ways and develop their understanding of relating and conveying messages. (Barrot, 2016)

On the other hand, students' writing skills are still subject to improvement for it is still far from what is expected. This problem is caused by several factors, such as: (1) the way the teacher, who is the center of the delivery of instruction, conveys the lesson. In other words, students have little opportunity to express their opinion for the reason that the teacher only speaks all the time. Students only gain knowledge from teacher explanations; (2) students need help creating well-written text due to lack of Vocabulary; (3) students lack interest in writing. Therefore, many students consider writing the most challenging topic or skill. (Oczkus, 2007)

In this era of information dissemination, writing is not just a simple choice but a necessity. Writing ability greatly contributes to academic success. It has also become a significant need in civic life and the global community.

In fact, writing is considered an important factor in the improvement of education as to re-

lating and communicative aspects of the students. It is essential to the overall development of students reading and engagement in education. Due to this, the Department of Education seeks to improve students' academic performance by implementing the K to 12 Program (2013) in response to Republic Act 10533, also known as the Enhanced Basic Education Act.

Thus, the Senior High School curriculum (SHS) of the K to 12 Program requires that students perform well in the academic and technical-vocational fields. Topics for SHS require students to obtain specific competency and standards as to its academic requirement. Content and performance standards are indicated in the curriculum guidelines provided by the department. With these, Students must be able to meet the competencies expected of a student to complete SHS level.

With the rapidly changing times, various innovative skills and knowledge need to be learned within the classroom. One of the skills that are required to gain competencies is writing. From a student's point of view, Writing is shaped by various methods and is to undermine its practice. However, as to their level of understanding and knowledge of writing, many students from SHS still can't craft or create well-written text or compositions. This may be one of the alarming states or situations we face regarding our students' writing skills.

As stipulated in DepEd Order 39, s. 2012 – Policy Guidelines on Addressing Learning Gaps and Implementing a Reading and Writing Program in Secondary Schools, this provision encourages the implementation of interventions that can be used to develop students' reading and writing skills for their learning. Lack of these skills is often considered the so-called learning gap – which determines the relative performance differences of students within a class.

The K-12 Filipino Department of Education Curriculum (2013) confirms its primary goal of cultivating competent and proficient learners with valuable skills. The very purpose of this learning is intended at developing the skill at each level of learning. Hence, the students are expected to demonstrate their reflective thinking and understanding, communicative ability,

and literary values using technology and various types of text and national literary works that can be reflected in Filipino culture. Furthermore, the K-12 Secondary Education Curriculum promoting Functional Literacy for All is based on the goal of Education for All 2015.

With the emergence of the COVID-19 pandemic, there had been a major disruption in education emerged. The education department has taken actions on responsive measures to ensure that teaching across the country will continue despite the immediate system change. The most notable change that has taken place is the learning situation from the classroom to the house. That there is the technology that needs to be used and utilized in order to cater to its need and meet its demand. Considering the challenge of the new age, education should continue despite the country's pandemic (Briones, 2019). It opens the opportunity and active awareness that students' education should always be supported. The situation presents a process of carrying out some plans to carry on and to continuously promote education.

In this regard, the researcher has set up the students' writing skills through technology. This includes using the Substitution, Awareness, Modification, model, and Redefinition (SAMR) model, the use of technology integration includes online software that assists teachers and students in learning, processing, and developing skills. This study aims to test the SAMR model in connection with the enhancement of students' writing skills in various activities as a strategy for innovative teaching methods of writing.

## Methods

This study used a quasi-experimental design to determine the relevance of the SAMR model as a basis for the development of technological integration in aggrandizing students' writing skills. In that case, quantitative studies were conducted by the researcher. This study employed a group of students who underwent conventional writing methods and an experimental group of students who underwent technological integration analysis using the SAMR model (Creswell, 2005).

The two groups of students went through a pre-test to determine the level of students' writing skills before undertaking the experimental process. Such groups also had a post-test after the use of the SAMR model to gauge the effectiveness of the technological integration learned. (Baraceros, 2016)

## Data Analysis

As to the data gathered from the study conducted, the statistic used primarily aims to obtain the average weighted mean to visualize the pre-test and post-test results based on the level of proficiency of students through the conventional way of writing using the SAMR model. The t-test metric was used in comparing the results of the pre-test and post-test results as to the level of student's writing skills.

## Discussion of the Results

This section covers the analysis and interpretation of the data obtained from the study regarding the use of the SAMR model in enhancing the writing skills of Senior students at Meycauayan National High School, during the school year 2020-2021.

This section is divided into three (3) in reference to the questions presented in the problems to ensure that the reported data results are correct, accurate, and complete.

The first part is about the level of student writing skills based on preliminary tests from the controlled and experimental groups. The second part is about the level of student writing skills based on the final assessment from the controlled and experimental groups. Moreover, the third part of the results will view the aspect of the significant differences in the level of skill writing students who underwent conventionally and those who use the SAMR model.

### ***Level of student writing skills based on preliminary exams from controlled and experimental groups***

As gleaned in Table 1, the preliminary examination results of students from the controlled and experimental teams. This note acquired the average weighted mean to find the equivalent spoken description from each category as a writing review rule.

Table 1. Result of Pre-test

Category	Controlled		Experimental	
	Mean ( $\Sigma w$ )	Description	Mean ( $\Sigma w$ )	Description
Content	17.08	Fair – Poor	18	Fair – Poor
Organization	11	Fair – Poor	12	Fair – Poor
Vocabulary	13	Fair – Poor	13	Fair – Poor
Cohesion	18	Very Good – Good	19	Very Good – Good
Mechanics	4	Very Good – Good	4	Very Good – Good

Based on the data in Table 1, the result shows that the difference can be found based on the evaluation category as to the indicators in writing skills. For Content, there is only a minimal difference in the result having 17.08 from the controlled group and 18 from the experimental group, with the verbal description covering the Fair – Poor. There is also a similarity in the verbal description from students belonging to the Controlled group in the indicator pertaining to Organization which obtained 11 and for Vocabulary, there are 13. Moreover, it does not make much significant difference to the result from the experimental group, comprising a mean of 12 for the Organization and a

mean of 13 for the Vocabulary. It can be noted in the Cohesion and Mechanics from the same group that the level of student's writing skills in this group is considered as Excellent as its description.

***Level of students' writing skills based on final exams from controlled and experimental groups***

In Table 2, the results of the final exams of students from the controlled and experimental groups are reported. In this note, the obtained average weighted mean was used to find out the equivalent spoken description from each indicator as to writing.

Table 2. Result of Post-test

Category	Controlled		Experimental	
	Mean ( $\Sigma w$ )	Description	Mean ( $\Sigma w$ )	Description
Content	26	Very Good – Good	28	Excellent – Very Good
Organization	16	Very Good – Good	18	Excellent – Very Good
Vocabulary	15	Very Good – Good	17	Very Good – Good
Cohesion	20	Very Good – Good	22	Excellent – Very Good
Mechanics	4	Very Good – Good	4	Very Good – Good

It can be reflected in Table 2 that there are significant changes in each category's results. It can be gleaned from the students' correspondence from the controlled and experimental groups. Thus, it can be noted that from the control group that underwent the conventional writing method, the result was increased based on the verbal description of Good – Very Good in each category. More so, students' writing skills development is affirmed compared to the results of the preliminary test. On the other hand, students who have undergone the

process of using the SAMR model have shown great development for it has a verbal description of Very Good – Excellent for the category Content, Organization, and Coherence. The results have manifested excellent progress in terms of the students writing from the experimental group. This result is reinforced by the theory of constructive learning, in which students can create or craft things using their education to serve as a knowledge based on their experiences (Uriarte, 2017).

The student's developmental progress from the final exam's outcome was supported by Huang's study (2016). He presented that the inherent positive response of students from an effective teacher's method who addresses the significant deficiencies and problems in the context of learning is affirmed. Each student also has an independent awareness of receiving from the teacher himself to correct specific errors, identify weaknesses, and punctuate the text under review.

**Results of significant differences in the level of proficiency of students who underwent conventional means and students who underwent the use of the SAMR model**

In Tables 3 and 4, the results of the t-test were seen to measure the significant difference in the level of writing skills of the students who underwent in a conventional way and students who used the SAMR model. In these notes, the t-value and p-value were derived from mean scores, the decisions are based on hypothesis, and interpretation of data.

*Table 3. Testing Significant Differences in Student Scores in Pre-test and Post-test*

Group	Mean value	Mean	t-value	p-value	Decision	Interpretation
Experimental	Pre-test	65.16	-4.35	.024545	Not Accepted	There is a significant difference
	Post-test	87.68				
Controlled	Pre-test	59.8				
	Post-test	79.56				

*Tested at  $\alpha$  0.05 level of significance and 1-tail confidence level*

In Table 3, the results of the t-test from the student's first and final exams are shown. The mean scores in the pre-test from the controlled group were 59.8 and the experimental group 65.16, with the result of the final test in which it scored 79.56 as to its mean scores. Consequently, the 87.68 for the experimental team, got a t-value of -4.35 with a p-value of .024545

tested at 0.05 significance levels. It is understood that based on the result of the data, the hypothesis is hereby not accepted. Thus, the interpretation based on the level of writing skills of the students who underwent the conventional process of using the SAMR model had shown a significant difference.

*Table 4. Testing of the Significant Differences as to their Level of Writing Skills Based on the Students' Pre-test and Post-test*

Category	Group	Mean		t-value	p-value	Interpretation
		Pre-test	Post-test			
Content	Controlled	17.08	26	-8.59	.006635	There is a Significant difference
	Experimental	18	28			
Organization	Controlled	11	16	-4.92	.019463	There is a Significant difference
	Experimental	12	18			
Vocabulary	Controlled	13	15	-3	.047733	There is a significant difference
	Experimental	13	17			
Cohesion	Controlled	18	20	-2.24	.077423	No significant difference
	Experimental	19	22			
Mechanics	Controlled	4	4	0	.5	No significant difference
	Experimental	4	4			

As stated in table 5, this shows the t-test results of scores obtained by the students based on the following categories. It can be noted that in the Content, Organization, and Vocabulary category, the results have shown that it has made a Significant Difference. Meanwhile, when it comes to the Cohesion and Mechanics category, there are No Significant Differences. This means that the level of writing skills of the students who underwent using the SAMR model in the Content, Organization, Category, Cohesion, and Vocabulary has been increased and developed through technological integration in writing. (Gustilo, 2016)

Based on the data results, it has ensured and laid down the significant result of using the Substitution, Augmentation, Modification, and Redefinition model in enhancing students' writing skills of Grade 12 from Meycauayan National High School – Senior High School, during the school year 2020-2021. According to Harris and Graham (2013), writing is one of the hardest to cultivate as to student's mastery. As such, students should undergo a program based on the researcher's study to continue cultivating their writing skills. As such, it will roll out the developed intervention program to further enhance students' writing skills whatever strand they go through.

## Conclusion

Based on the findings of the study the following conclusions were formed:

1. Students' writing skills in Filipino subjects are further developed using technology integration through the SAMR model.
2. Results showed that students' writing skills who had undergone the conventional writing process tended to get higher results for they used the SAMR model.
3. Based on the results of the study, it was also found that the use of the SAMR model had shown a positive impact on the development of students' writing skills. The results

of the data in the preliminary and final tests and the results of the t-test are shreds of evidence of this.

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