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**THE EFFECTS OF PLACE-BASED PROCESS GENRE MODULE
(PBPGM) ON ESSAY WRITING ACHIEVEMENT AMONG FORM
FOUR RURAL NATIONAL SECONDARY SCHOOL ESL
LEARNERS**

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Abstract:

Essay writing is known to be a difficult skill among ESL learners, particularly rural students. The present study aims to measure the effects of a Place-Based Process Genre Module (PBPGM) on form four rural ESL learners' persuasive and expository essay writing from the lens of Sociocultural Theory. A mixed-methods approach adopting a pre-test post-test control group quasi-experimental is employed to determine the significant difference and the Cohen's d effect size. Purposive random sampling is used, and 30 students in control undergo the conventional teaching, and 30 students in the experimental group undergo a 16-hour intervention of the module. The results of the study indicate that there are significant differences and large effect sizes between the two groups. The experimental group outperforms the control group in both genres. The present study contributes to the field of teaching essay writing to rural ESL learners. The study recommends that process genre approach combined with place-based model texts be incorporated to strengthen and diversify scaffolding for teaching essay writing.

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**Keywords:**

Effect Size, Essay Writing, Place-Based Process Genre, Sociocultural Theory

Introduction

One of the most challenging skills among ESL learners is writing. It plays an enormous role in an ESL learner's overall language proficiency in the Malaysian context, particularly in secondary school. The four major writing genres commonly involved in the school setting are narrative, descriptive, argumentative and expository. It is a daunting task, especially for rural ESL learners who have trouble writing coherent essays. They exhibit poor performance in English, Mathematics and Science (Mokshein, Ahmad & Vongalis-Macrow, 2012), and are behind their urban peers in the three subjects, particularly in Sabah, Sarawak and Kelantan (World Bank Report, 2010). Various interventions have been undertaken to address the issue (Yamat, Fisher & Rich, 2013; Din, 2013; Nursazwani et al., 2018; Din et al., 2020), but it remains a critical domain to be treated (Southeast Asian Economic Outlook, 2013) because writing is a core language skill in the education system (Tan, 2006). The present study uncovers that the combination of place-based pedagogy and process genre brings significant differences and large effect sizes in rural ESL learners' persuasive and expository essay writing achievement.

Research Objectives

The present study involves comparing the pre-test and the post-test of both groups before and after the PBPGM intervention, involving qualitative and quantitative data. However, only the findings and discussion of the quantitative data after the intervention are reported in this article.

The research objectives are as follows:

To determine whether there is a significant difference in persuasive essay writing between the experimental and control groups after the intervention of PBPGM.

Ho1: There is no significant difference between the experimental and control groups in persuasive essay writing after the intervention of PBPGM.

Ho2: There is no significant difference in persuasive essay writing within the experimental group after the intervention of PBPGM.

To determine whether there is a significant difference in expository essay writing between the experimental and control groups after the intervention of PBPGM.

Ho3: There is no significant difference in expository essay writing between the experimental and control groups after the intervention.

Ho4: There is no significant difference in expository essay writing within the experimental group after the intervention.

Literature Review***The Urban-Rural Achievement Gap***

The Malaysia Education Blueprint 2013-2025 (Ministry of Education, 2013) ensures every learner is proficient in Bahasa Malaysia and the English language. However, the current

English language proficiency and achievement show the gap between urban and rural ESL learners. Writing carries the heaviest marks in the Malaysian secondary school assessment. It is the most popular means used to assess ESL learners' performances (Shah et al., 2009). Malaysian ESL learners are fragile at writing in the English language even after spending many years learning it (Rashidah, 2005; Stapa, Abu Bakar & Latif, 2007). The Cambridge Baseline Study (2013) reported that rural learners are way behind their urban peers, and learners in Sabah and Sarawak performed below the CEFR national average levels in writing, listening and reading (Cambridge English, 2013). Although the pre-existing conditions of rural English education are common knowledge, there is a critical need for research that currently lacks concerted efforts (Renganathan, 2021).

Place-Based Pedagogy

The Place-based pedagogy helps learners appreciate their home and at the same time assists them to attain higher academic achievement (Bartholomaeus, 2006). They need to begin by comprehending the world around them (Pransky & Bailey, 2003), and place-based pedagogy allows learners to connect and refer to their world while learning in school. Researchers, practitioners and learners gain relevance and the context for specific interactions (Greenwood, 2011) because the isolation to the surrounding environment outside the classroom leads to limiting student experience and causes a lack of appreciation to their place (Gruenewald, 2003a). It increases learners' engagement as the curriculum is relevant to their lives and affirms their competencies (Hardre & Reeve, 2003). The present study employs place-based model texts as an element of the place-based pedagogy within the process genre approach.

Process Genre Approach

Process approach and genre approach are two of the most dominant approaches to teaching writing (Nordin, 2017). The proponents of each approach advocate that their approach is better than the other and there is an on-going debate as to which approach is superior. In light of the strengths of the two approaches, Badger and White (2000) conceptualises the amalgamation of the two termed as process genre. This contributes to the field of teaching writing as the comparison between the two approaches crystallises that both approaches complement each other's weaknesses (Kim & Kim, 2005). To advance the notion of process genre, Yan (2005) illustrates the process genre teaching steps. The first study of process genre by Chow (2007) reports on the positive effects. Since then, more studies have been conducted by numerous researchers indicating the benefiting impact of process genre on learners' writing.

Process Genre Teaching Steps

Preparation

The teacher defines a situation for writing by using a specific text of a particular genre (persuasive, expository, narrative, descriptive) to activate learners' schemata and help them anticipate the structural features of the specific genre. It also involves identifying the social activity for which the text is used.

Modelling and Reinforcing

The teacher introduces a model genre of the text, and together with the learners, they will analyse how the text is organised to achieve its social purpose or communicate units and the possible audiences involved. Learners and teachers analyse structural patterns and critical features of the model text that describe the language features for that particular genre. This step also involves comparing the modelled genre with other forms of genre to strengthen understanding and be able to differentiate structural patterns, key features, language features, social purpose, communicative units, and possible audiences in the different types of genres.

Planning

This step involves the many meaningful activities of the writing stages such as brainstorming, discussing, reading related materials to activate learners' schemata and stimulate their interest in writing in the particular topic assigned in their writing task.

Joint Construction

This step is meant to assist the next step that is independent composing. Learners and teachers work together to construct a text, and brainstorming, drafting and revising are crucial in this stage. Learners contribute ideas and information, and the teacher shows them how their contribution is applied in constructing a text for a particular genre. In this stage, the final draft of text becomes a model for their independent writing as learners go through a scaffolding process that involves the teacher's mediation, the model text, and the co-constructed text.

Independent Construction

When learners have spent sufficient time examining the model text and have co-constructed a model text with the teacher, they can now write their text independently. The writing task may be continued as a homework assignment, or the teacher may set time within the school session to make herself/himself available throughout the process to help clarify, consult and give feedback to learners.

Revising

When learners have independently drafted their texts, they will then be involved in revising and editing. The teacher should encourage learners to work and discuss among themselves to evaluate their writing. Getting feedback from peers and teachers is necessary at this stage. The teacher also still makes herself/himself available to help learners produce their final draft.

Previous Studies

In 2016, Assaggaf implemented a study to teach report writing to 17 Arab EFL computer science students using the process genre approach. The study used a descriptive research design with single case study characteristics. An observation sheet was used to describe the implementation of the process genre approach, whereas a 5-point Likert scale questionnaire was used to elicit students' views on the process genre approach. The results discovered that the mean scores showed the lessons were helpful, disclosed highly positive responses with genre situation, purpose and the idea of audience and feedback. The students found the approach enhanced their planning, drafting and revising skills.

In 2017, Arteage-Lara conducted action research to study the effects of the process genre on fourth-grade elementary students narrative paragraph writing genre. The grounded theory study used artefacts, the teacher's journal, the learner's journal, and a focused interview. She discovered that the students managed to write well-structured narrative paragraphs focusing on elaborating the main idea without any deviation from the subject discussed. They became familiarised with the concept of audience and the features of narrative writing.

Agesta and Cahyono (2017) studied the effects of the process genre on 56 EFL students of a junior high school in Indonesia in a quasi-experimental study. The study focused on report writing texts across introvert and extrovert writers. It was discovered that there was a significant difference between the experimental group and the control group. The process genre approach helped the experimental group achieved a significant difference in organisation, vocabulary, grammar, and mechanics. In the within-group of the experimental group, there was no significant difference between the introvert and extrovert writers in the experimental group. This means the process genre positively impacted all students in the group.

Xu and Li (2018) conducted action research to explore the process genre approach to teach advanced English as a Foreign Language (EFL) students academic writing skills. The research involved a 'reading to writing' task and procedure to investigate the approach's feasibility in the doctoral English for Specific Purposes program. Data collection involved students' written tasks accompanied by peer feedback and revision, the researcher's on-site observation, and two rounds of interviews with two groups of students. The findings revealed that the participants benefited significantly by getting familiarised with the structure of peer-reviewed journal articles. The approach promoted the use of process writing skills and increased understanding of the specific genre of academic writing.

In another research, Getnet (2019) conducted a pre-test post-test quasi-experimental research with major English students to improve their argumentative writing skills, a genre considered necessary at Woldia University, Ethiopia. The findings revealed that the process genre helped encourage students to positively improve their argumentative writing regarding communicative quality, content, referencing, organisation, argumentation, and linguistic appropriacy. However, the students had severe problems in terms of linguistics accuracy.

In another quasi-experimental research design, Alabere and Shapii (2019) tried to determine to what extent process genre benefits ESL/EFL students at Universiti Utara Malaysia. A-6 week process genre approach was conducted with the experimental group, and conventional teaching was given to the control group. Using Covariance (ANCOVA) analysis to compare students' achievement, the study found that the experimental group outperformed the control group. It was concluded that the process genre was effective in teaching academic writing.

In 2020, Huang and Zhang conducted quasi-experimental research at a university in China to test the effects of the framework in the process genre. In a different approach, both researchers employed pre-test, post-test, and delayed post-test. The findings in the argumentative genre revealed that there were significant increases in the experimental group's immediate post-test and good effects retained in the 6-week delayed post-test. In comparison, there was a slight improvement in the post-test and delayed post-test of the control group.

The study concluded that the experimental group scored higher, particularly in content and organisation.

Ajmal and Irfan (2020) tested the effects of the process genre on writing anxiety among ESL pre-university students. The data collection involved the Second Language Writing Anxiety Inventory (SLWAI) and interviews. The quasi-experimental study revealed significant results, in which that the experimental group average writing anxiety reduced from 73.57 to 50.25. On the other hand, the average writing anxiety in the control group dropped from 77.17 to 66.72. The qualitative data were used to supplement the findings of the test of significance.

In the same year, Indrawati, Subadiyono and Turama conducted a study to compile materials to teach scientific paper writing based on needs analysis, expert validation, and practicality test. The research and development study involved students from the Indonesian Language and Literature Study Program at Sriwijaya University. The instruments used involve questionnaires, interviews, and document analysis checks. Based on the analysis of the collected data, the end product was a book developed from the lens of the process genre approach.

Analysis of Previous Studies

The previous studies are most relevant to the steps involved in applying the process genre approach in the teaching of writing described by Yan (2005) and as modelled by Badger and White (2000). However, in general, the modelling step was only used to model a text to students. Discussion of the purpose, audience, the text's general structure, and linguistic features were mainly the components covered. There was no mention of how this step is used to model the writing process of planning, drafting and revising, and it is a gap that requires addressing. Not only a model text is presented, but the writing process involved in developing the model text should also be modelled for learners. Modelling the writing process exposes learners to the writing skills before they engage in joint construction of the text. The students may have the experience engaging in planning, drafting and revising, but they may not have developed extensive knowledge on the unique nature of these stages of writing.

Little is known of how the writing task and texts involved in implementing the process genre approach are relevant to learners' culture, people and place. The advocates of the place-based pedagogy emphasise the valuable contribution of using students' culture, people and place in the curriculum. It is potentially practical to adopt place-based pedagogy in implementing the process genre approach that exposes the learners to writing materials and tasks that relate to their background. Such an approach gives them access to the possible input they may retrieve from their previous and current knowledge on the writing subject found in their place.

Also, the participants and respondents that were involved in previous researches were, in general, students in schools and higher education institutions. There was no mention of them coming from a rural background. Since disparity is evident between urban and rural learners' achievement that includes the English language in the Malaysian setting, there is a need to help address this by implementing the process genre approach in a rural setting. The data to be collected and analysed will provide insights and thus contribute to the development of work related to the process genre approach in a rural setting.

What is seen in the previous studies is a clear sign that the implementation of the process genre approach uncovered a compelling condition applying the process genre approach. However, since its conceptualisation in 2000 by Badger and White, there is still a great challenge to appreciate its writing contribution.

From 2016 to 2020, researchers have contributed to implementing the process genre approach in their studies. Their data and findings show positive numerical and interpretive reports in students' writing. Different research designs with various research instruments have been used to explore the practicality of combining the process approach and the genre approach by using each other's strengths to address the weaknesses commonly criticised in both approaches. More researches need to be conducted to contribute to the body of the existing literature of the process genre approach to evaluate its effectiveness. The present study intends to contribute to the existing body of literature by filling the gaps identified through the analysis of the previous studies.

Conceptual Framework

This research adopts the Sociocultural theory perspectives in looking at the research problem. The theory involves significant concepts: the zone of proximal development, social interactions, scaffolding, mediation, appropriation, internalisation, psychological tools, and higher mental functions. The research also adopts the theoretical background from the place-based pedagogy and the process approach and genre approach combined in the process genre approach. The concept of mastery learning was used to assist learners to remember, understand, apply, analyse, evaluate and create in the activities of PBPGM. Gagne's nine events of instruction were applied to develop all of the lesson plans of PBPGM. The lesson plans were designed to gain attention, inform students of the objectives, stimulate recall of prior learning, present the content, provide learning guidance, elicit performance, provide feedback, assess performance, and enhance retention and transfer to the job. The conceptual framework in Figure 1 shows how the variables in the study are connected.

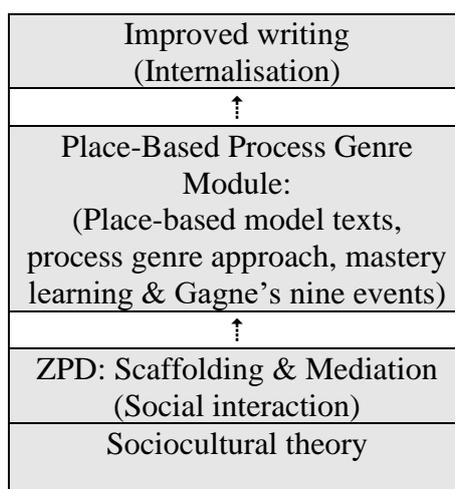


Figure 1: Conceptual Framework of The Study

The term Sociocultural theory itself signifies the importance of society and its culture. Lantolf (2000) states that the natural environment for humans consists of society and culture. Social relationships and activities exist that include symbols and artefacts such as books, buildings, computers, gardens, and furniture as they are socially constructed. In the context of the school system, the environment involves the society, including administrators, parents, teachers, students and, within the environment, the existing cultural tools or artefacts such as the classroom, books, computers, and others. All these are important in the Sociocultural theory as it looks at education and its relation to cognitive development. The theory holds that the culture that exists within a society impacts education, and it is the interaction between society and culture that determines the outcomes of cognitive development among students. It is how society and its culture provide a support system for the students. The theory stresses teacher-student communication in learner's achievement. It describes the process as "much more than face-to-face interaction or the simple transmission of prescribed knowledge and skills" (Daniels, 2001; p.2).

One of the most fundamental concepts in Sociocultural theory is scaffolding. Scaffolding has gained popularity, and this is due to its contribution in providing practical value and conceptual significance (Verenikina, 2003). Many educators and researchers have adopted scaffolding as a metaphor to provide description and explanation on the role of adults or more knowledgeable others in guiding children's learning and development (Hammond, 2002), and this is the idea to be adopted in the context of the research, as a support system, to facilitate learning. Wells (1999) describes scaffolding to operationalise Vygotsky's (1987) concept of working in the Zone of Proximal Development. As scaffolding provides a support system for learners, the research context involves looking at how a teacher facilitates students' learning. This involves experimenting with scaffolding that incorporates learning events that focus on enabling learners to carry out the task that they cannot do on their own, bring learners toward competence to be able to perform the task individually and gather evidence of learners having accomplished higher level of independent competence.

Another one of the most fundamental concepts in Sociocultural theory is social interactions. The theory emphasises the primacy of social interaction in human development (Steiner & Mahn, 1996). In social interactions, learners begin through dependency on more capable others, and they assume increasing responsibility for their learning and involvement in joint activity (Lave & Wenger, 1991). Learners acquire knowledge through contacts and interactions in the interpsychological plane (between people) and the intrapsychological plane, as they internalise the acquired knowledge (Wretsch, 1985).

In the present study, the invaluable contribution of social interactions is underscored. The teaching and learning interaction will be focusing on making a transformation rather than a mere copy of what had been learnt in social interactions (Vygotsky, 1978). Learners' appropriation of methods in a given culture (Kozulin, 1995) where symbolic tools play a critical role (Kozulin, 2002) will be the critical part where learning is mediated to help them with their cognitive development. Learners acquire crucial knowledge and practical strategies within the effects of working together (Steiner & Mahn, 1996). Therefore, cognitive development in second language acquisition in the research context is viewed as mediated by the social interactions between teachers and learners. Both the human mediator and the symbolic mediator are manipulated during the intervention of the PBPGM.

Mediation that takes place in social interactions is the next most fundamental concept in the Sociocultural theory. There are two types of mediation involved in social interactions between teacher and learners: the human mediator and symbolic mediator. The role of the human mediator is based on the notion that psychological function emerges twice in development, the first time is in the form of social interaction between people, and the second time is an internalised form of this function (Kozulin, 2003).

Kozulin (2002) implies that the focus on human mediators relates to answering the question "What kind of involvement on the part of the adult is effective in enhancing the learner's performance?" Learners' learning is mediated and enhanced through people when experiences are selected and shaped for them (Kao, 2010). A teacher in a second language acquisition classroom needs to perform mediation effectively, impacting the learner's performance.

On the other hand, symbolic mediation includes using tools used to solve a problem or reach a goal, and language is the most significant (Kao, 2010). Kozulin (2002) implies that the focus on symbolic mediation relates to answering whether introducing the symbolic tools to the learner will bring any changes in the learner's performance. Lantolf and Beckett (2009) assert that humans do not act directly to the world; instead, symbolic artefacts such as language, numeracy, literacy, forms of rationality and logic, and concepts mediate humans' cognitive and material activities.

Some semiotic examples include language, mnemonic techniques, algebraic system symbols, various systems of counting, works of art, writing (schemes, diagrams, maps and mechanical drawings), and other sorts of conventional signs. Symbolic mediation tools may come in the form of a paint-brush, computer, calendars, and symbol systems that are central to the appropriation of knowledge (Steiner & Mahn, 1996). In the context of this research, the central symbolic mediation to be manipulated is the place-based process genre module (PBPGM) to be appropriated and internalised by the learners to address the research problem. The scaffolding activity and the mediation of human and symbolic mediators in the social interactions will be appropriated and internalised by learners and shape them as their psychological tools. The concept of internalisation was popularised based on the edited and translated work of Vygotsky's work "Mind and Society" (Zittoun & Gillespie, 2015). Vygotsky and his editors describe three transformations of internalisation that take place, namely, an operation that initially represents an external activity is reconstructed internally, an interpersonal process is transformed into an intrapersonal one, and the internalisation of cultural forms of behaviour involves the reconstruction of psychological activity based on sign operations (Vygotsky, 1978). Rogoff (1995) uses the term appropriation to describe the process of active participation by individuals to transform their understanding of and responsibility for activities allowing them to gain facility in an activity. He asserted that rather than seeing internalisation as involving external to the internal, active participation is the key to describing the process of appropriation.

From the lens of the Sociocultural theory, the zone of proximal development where the social interactions take place offers a support system in the form of scaffolding. Within scaffolding, learning is mediated by the teacher and the peers as they interact in the classroom. The symbolic mediation-the tools also mediate learning to help learners internalise learning.

Methodology

The present study is a Type 1 design and developmental research (DDR) study that aims to analyse the situation, design, develop and evaluate an instructional writing module product. Type 1 DDR is concerned with product and tool development and the entire design and development process, which involves the analysis, design, development, implementation, and evaluation is documented (Richey & Klein, 2014). Instructional design is the process of planning for the creation of instructional materials and programs. A model needs to be used to guide the process of development. Different models are available to guide the process, such as the ADDIE Model, ASSURE Model, Isman Instructional Design Model, Sidek's Model, and others can all be applied to create a product in the field of instructional design. The present study employs Sidek's Model to develop the instructional design of the proposed module. The PBPGM undergoes a validity test and a pilot test before the experiment.

The Embedded Experimental Design

An embedded experimental design involves collecting quantitative and qualitative data within a traditional quantitative or qualitative design (DeCuir Gunby & Schutz, 2016). In some embedded designs, one data provides a supportive secondary role in the study, such as embedding a qualitative strand within quantitative experiments to support aspects of the experimental design and the collection and analysis of the second data set may occur before, during, and or after the implementation and analysis procedures traditionally linked to the primary design (Creswell & Plano Clark, 2011). The design is appropriate when the researcher has different questions that require different types of data to enhance the application of quantitative or qualitative data to engage the study's primary purpose (Creswell & Plano Clark, 2017).

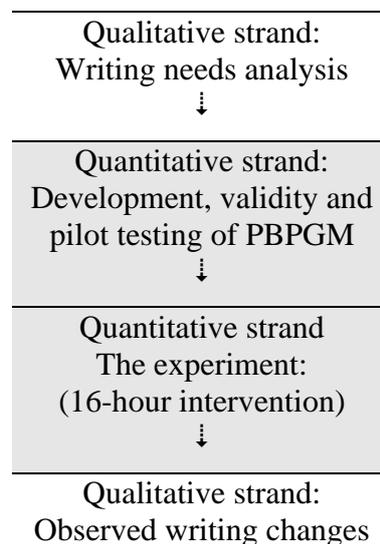


Figure 2: The Embedded Experimental Design of the Study

In the present study, the researcher collected, analysed and integrated quantitative and qualitative data within an experiment. The design is primarily a quantitative experiment, and the researcher added qualitative data as a secondary component (Creswell & Plano Clark,

2017). The researcher only added a qualitative data component before and after the experiment to validate the quantitative data. There was no qualitative component added during the experiment due to the study's research questions.

As indicated in Figure 2, the researcher added the qualitative component before the experiment. This qualitative component was used to develop the PBPGM. The participants' experiences were investigated to identify the ESL learners and teachers' conditions related to essay writing teaching and learning. It was then decided that a quasi-experiment would be used to allow the quantitative data to be collected in the form of pre-test and post-test. The experiment involved a 16-hour intervention, and the statistical significance test was used to measure the effect sizes of the experiment.

Non-Equivalent Pre-test Post-test Control Group Research Design

The best way to confidently claim the strong causal effect of an event to another is to undertake empirical research of experimentation (Harmon, Morgan, & Gliner, 2000). However, not all research endeavours can be applied in pure experimentation, and that is when quasi-experimental designs are an alternative option. Quasi-experimental designs (QEDs) are a subset of research designs. They test causal hypotheses to evaluate the effects of manipulable causes, which generally involve treatments, programmes and policies, and the significant difference is that they do not involve randomised controlled trials (Hallberg & Eno, 2015). Since the random assignment of the participants is missing, the groups involved in the research are probably non-equivalent (Harmon et al., 2000). It has the structure of a pre-test post-test randomised experiment, but it lacks random assignment hence the term non-equivalent for the design reminds us that the groups are often likely not equivalent (Trochim, 2006).

Harmon et al. (2000) describe in non-equivalent control group quasi-experiment, pre-test measurements from the experimental and control groups are taken. The experimental group then receives the intervention for a specified period. The control group, in the same period, does not receive the treatment. It remains in the conventional (traditional) setting. At the end of the intervention, post-test measurements are retaken to see significant differences between the two groups' mean scores. However, the design is susceptible to the internal validity threat of selection because assignment to the group was not random, so any prior differences between the groups may affect the study's outcome (Trochim, 2006).

In education, a researcher might select two comparable classrooms as similar as possible to ascertain a fair comparison between the treated one and the comparison one (Trochim, 2006). Both groups may have identical mean scores in the pre-test; however, in the non-equivalent design, the measurements of other characteristics may not be present. Therefore, both groups' post-test analysis cannot be claimed solely to have been caused by the treatment.

The Participants and The Experimental Procedure

The researcher adopted matched sampling. It is a sampling technique used in experimental research having a control group and an experimental group that resemble various variables (Alvi, 2016). In the research context, the researcher will select two form four classes from the chosen school, with each class having thirty learners.

The researcher adopted purposive sampling in the study. This sampling technique, also known as qualitative sampling, is a nonprobability sampling (Teddlie & Yu, 2007). It is commonly used to identify and select information-rich cases in qualitative research (Patton, 2002). In particular, for selecting a rural national secondary school as the subject in the study, the researcher used purposive random sampling. The sampling method maximises efficiency and validity, either in qualitative or quantitative research (Morse & Niehaus, 2009). It is not representative of the population as a probability random sampling, but it aims to increase the credibility of results (Palinkas et al., 2015).

A list of all rural/remote national secondary schools was obtained from the Sabah State Educational Department. The list consists of 156 rural national secondary schools. The researcher numbered all schools from 1 to 156, and the numbers were put in a box. The researcher then randomly selected a number to select a school as the subject of the study. The number selected was 104. The selected school is located in a district known to have low achievement in the English language.

The intervention covering the two genres lasted for eight weeks. A week before the commencement of the experiment, a pre-test session was held. The control group then underwent the conventional teaching, and the experimental group underwent the PBPGM. The same ESL teacher taught both groups. A week after the completion of the intervention, the post-test was held. All pre-test and post-test questions were taken from the previous SPM examination.

The markers consisted of two experienced national secondary school English language teachers. They were selected based on their similarity in terms of years of experience in teaching, years of marking SPM 1119 Papers, and their qualification of having a first degree in TESL. Both markers were trained separately in a training session aimed at improving rating accuracy using the writing rubric. Both markers were not aware of each other's marking activity. They were asked to grade ten sample essays using the rubric to help with the accuracy of the marking standard. The double-blind marking then continued with the experiment, where the markers graded the pre-test and post-test scripts independently. None of the marks graded by the two markers differed by ten marks. Based on Jacob's et al. (1981) writing rubric, all marks were valid and thus accepted for evaluation.

Findings and Discussion

There Is No Significant Difference In The Persuasive Essay Writing Achievement Between The Experimental And Control Groups After The Intervention.

Based on the group statistics analysis of the persuasive essay writing between the experimental group and the control group after the intervention, the experimental group has a higher mean score ($M=69.07$, $SD=8.11$) compared to the mean score of the control group ($M=44.50$, $SD=4.83$) as indicated in Table 1. The independent-samples t-test results show a significant difference in the academic persuasive writing achievement between the two groups ($t=-14.26$, $df=58$, $p<0.05$) as indicated in Table 2. Null Hypothesis 1 (H_01) is, therefore, rejected. The effect size is large ($d= 3.68$), which means the experimental group scored 3.68 standard deviations higher than the control group, as indicated in Table 3. This

means that there is a large effect size in the persuasive essay writing achievement in the experimental group (Cohen, 1998) after the intervention of PBPGM.

Table 1: Group Statistics Analysis of Persuasive Essay Writing Achievement (Post-Test)

Group Statistics					
Persuasive	Group	N	Mean	Std. Deviation	Std. Error Mean
	Control Group	30	44.50	4.826	.881
Post-Test	Experimental Group	30	69.07	8.111	1.481

Table 2: Independent Samples Test Analysis of Persuasive Essay Writing Achievement (Post-Test)

Independent Samples Test										
Persuasive	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	
	Equal variances assumed	7.090	.010	-14.256	58	.000	-24.567	1.723	-28.016	-21.117
Post-Test	Equal variances not assumed			-14.256	47.248	.000	-24.567	1.723	-28.033	-21.101

Table 3: Effect Size Between Experimental Group and Control Group (Post-Test)

Cohen's d = (M2 – M1) / SD pooled			
Group 1		Group 2	
Mean (M)	44.50	Mean (M)	69.07
Standard deviation (SD)	4.826	Standard deviation (SD)	8.111
Sample size (n)	30	Sample size (n)	30
Cohen's d = (69.07 – 44.50) / 6.673777 = 3.681573 (large)			

There Is No Significant Difference In The Persuasive Essay Writing Achievement Between The Pre-Test And Post-Test Of The Experimental Group.

Based on the paired samples statistics of persuasive essay writing achievement of the experimental group, the post-test has a higher mean score (M=69.07, SD=8.11) than the mean score (M=59.60, SD=6.636) in the pre-test as indicated in Table 4. The paired samples t-test analysis shows a significant difference between the experimental group's post-test and pre-test (t=-11.46, df=29, p<0.05) as indicated in Table 5. Therefore, Null Hypothesis 2 (Ho2) is rejected. The effect size between the post-test and the pre-test is large (d=1.27), meaning the experimental group scored 1.27 standard deviation higher in the post-test than the pre-test, as

indicated in Table 6. According to Cohen (1998), the intervention of PBPGM on the experimental group's persuasive essay writing achievement has a large impact.

Table 4: Paired Samples Statistics of Persuasive Essay Writing Achievement Experimental Group (Pre-Test and Post-Test)

Paired Samples Statistics					
Persuasive		Mean	N	Std. Deviation	Std. Error Mean
Experimental Group	Pre-Test	59.60	30	6.636	1.212
	Post-Test	69.07	30	8.111	1.481

Table 5: Analysis of Paired Samples T-Test of Persuasive Essay Writing Achievement Experimental Group (Pre-Test and Post-Test)

Paired Samples Test									
		Paired Differences			t	df	Sig. (2-tailed)		
Persuasive		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Experimental Group	Pre Test - Post Test	-9.467	4.524	.826	-11.156	-7.777	-11.462	29	.000

Table 6: Effect Size Within Experimental Group

Cohen's d= (M2 – M1) / SD pooled			
Pre-Test		Post-Test	
Mean (M)	59.60	Mean (M)	69.07
Standard deviation (SD)	6.636	Standard deviation (SD)	8.111
Sample size (n)	30	Sample size (n)	30
Cohen's d = (69.07 – 59.60) / 7.410291 = 1.27 (large)			

There Is No Significant Difference In The Expository Essay Writing Achievement Between The Experimental And Control Groups After The Intervention.

Based on the group statistics analysis of the expository essay writing achievement in the post-test between the experimental group and the control group, the experimental group has a higher mean score (M=68.43, SD=9.28) compared to the control group (M=57.43, SD=10.38) after the intervention as indicated in Table 7. The independent-samples t-test analysis shows a significant difference in expository essay writing achievement between the experimental and control groups (t=-4.33, df=58, p<0.05), as indicated in Table 8. Null Hypothesis 3 (Ho3) is, therefore, rejected. The effect size is large (d=1.12), which means that the experimental group scored 1.12 standard deviation higher than the control group, as shown in Table 9. Cohen (1998) states that in such conditions, it shows that the intervention

of PBPGM has a large impact or effect on the experimental group expository essay writing achievement.

Table 7: Group Statistics Analysis of Expository Essay Writing Achievement (Post-Test)

Group Statistics					
Expository	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-Test	Control Group	30	57.43	10.375	1.894
	Experimental Group	30	68.43	9.287	1.696

Table 8: Independent Samples Test Analysis of Expository Essay Writing Achievement (Post-Test)

Independent Samples Test										
Expository		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
Post-Test	Equal variances assumed	.037	.849	-4.327	58	.000	-11.000	2.542	-16.089	-5.911
	Equal variances not assumed			-4.327	57.303	.000	-11.000	2.542	-16.090	-5.910

Table 9: Effect Size Between Experimental Group and Control Group (Post-Test)

Cohen's $d = (M_2 - M_1) / SD_{pooled}$			
Group 1		Group 2	
Mean (M)	68.43	Mean (M)	57.43
Standard deviation (SD)	9.287	Standard deviation (SD)	10.375
Sample size (n)	30	Sample size (n)	30
Cohen's $d = (68.43 - 57.43) / 1.1172 = 1.12$ (large)			

There Is No Significant Difference In The Expository Essay Writing Achievement Between The Pre-Test And Post-Test Of The Experimental Group After The Intervention Of The PBPGM.

Based on the comparison of the experimental group's pre-test and post-test mean scores, the post-test has a higher mark ($M=68.43$, $SD=9.29$) than the mean score of the pre-test ($M=58.40$, $SD=9.23$) as indicated in Table 10. The paired samples t-test analysis shows a significant difference ($t=-7.63$, $df=29$, $p<0.05$) in the expository essay writing achievement between the experimental group's pre-test and post-test, as indicated in Table 11. Null Hypothesis 4 (H_04) is, therefore, rejected. The effect size is large ($d=-1.08$), which means that the experimental group scored 1.08 standard deviation higher in the post-test than in the pre-test, as shown in Table 12. According to Cohen (1998), it is an indication that the

intervention of PBPGM has a large effect or impact on the expository essay writing achievement of the experimental group.

Table 10: Paired Samples Statistics of Expository Essay Writing Achievement Experimental Group (Pre-Test and Post-Test)

Paired Samples Statistics					
Expository		Mean	N	Std. Deviation	Std. Error Mean
Experimental Group	Pre-Test	58.40	30	9.231	1.685
	Post-Test	68.43	30	9.287	1.696

Table 11: Analysis of Paired Samples T-Test of Expository Essay Writing Achievement Within Experimental Group (Pre-Test and Post-Test)

Paired Samples Test										
Expository			Paired Differences					t	df	Sig. (2-tailed)
			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
						Lower	Upper			
Experimental Group	Pre-Test	Post-Test	-10.033	7.199	1.314	-12.722	-7.345	-7.634	29	.000

Table 12: Effect Size Within Experimental Group

Cohen's $d = (M_2 - M_1) / SD$ pooled

Group 1		Group 2	
Mean (M)	58.40	Mean (M)	68.43
Standard deviation (SD)	9.231	Standard deviation (SD)	9.287
Sample size (n)	30	Sample size (n)	30

Cohen's $d = (68.43 - 58.40) / 9.259042 = 1.08$ (large)

In both genres, the experimental group outperforms the control group. There are significant differences and there are large effect sizes between the two groups, and within the experimental group. Cohen (1998) categorises that a 0.2 is a small effect, a 0.5 is a medium effect, and a 0.8 is a large effect. Table 13 illustrates the magnitude of the effect sizes to approximated percentile gain.

Table 13: Effect Size Conversion To Approximated Percentile Between-Group and Within-Group (Adapted from Coe, 2002)

Effect size range	Effect size between experimental group and control group	Approximated percentage of control group who would be below average person in experimental group	Common language interpretation
3.0	Persuasive Large = 3.68	100%	Experimental group post-test mean score 69.07 This means 100% of control

			group was below 69.07
1.1	Expository Large = 1.12	84%	Experimental group post-test mean score 68.43 This means 84% of control group was below 68.43
Effect size range	Effect size between pre-test and post-test of experimental group	Approximated percentage of pre-test would be below average person in post-test	Common language interpretation
1.2	Persuasive Large= 1.27	88%	Experimental group post-test mean score 69.07 This means 88% of pre-test was below 69.07
1.0	Expository Large= 1.08	84%	Experimental group post-test mean score 68.43 This means 84% of pre-test was below 68.43

Conclusion

The experimentation of PGPGM in the teaching of persuasive and expository contributes to the literature of using place-based model texts and the process genre in a rural setting. The findings uncover that combining the process approach and the genre approach strengthens scaffolding for ESL learners in essay writing. The place-based model texts scaffold ESL learners in finding relevance to their place and culture while learning essay writing. Transformational ideas and actions can happen when linked to home communities and places (Donovan, 2016). The implementation of the experiment of a writing module creates a learning opportunity. Learning is not guaranteed in a module, but it paves the opportunity for readiness where learning is possible (Russell, 1974). The practical results from the present study indicate that the process genre approach and place-based model texts should be incorporated into the current curriculum. The study's limitation was that the findings could not be generalised to the larger population because it used a non-probability sampling technique and that the ESL learners' essay writing was limited to the five-paragraph framework. Nevertheless, the study's transferability may be applied to other rural settings.

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