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(IJEPC)**www.ijepe.com**EXPLORING THE IMPACT OF TEXT MODELLING AMONG
RURAL ESL LEARNERS' PERSUASIVE ESSAY WRITING**Abd Halib Mohd Ali¹, Wardatul Akmam Din², Suyansah Swanto³, Irma Wani Othman⁴¹ Gaya Teacher Education Institute, Malaysia
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This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

Particularly persuasive, essay writing is challenging for rural ESL learners. They face difficulty producing organised and coherent writing, which results in their low achievement in the English language. Scaffolding through text modelling in the writing classroom has benefited learners. The present study employed the non-equivalent pre-test post-test control group design. Thirty learners in the experimental group and the control group took the pre-test. The experimental group was treated with a 10-hour intervention, while the control group underwent conventional teaching. Both groups then undertook the post-test. The findings revealed a significant difference between the two groups, with a large effect size of 3.68. The experimental group indicated improvement in using the five-paragraph framework to fulfil the purpose of writing. The group also indicated improvement in the content, organisation and language use marks. The study contributed to the research literature on rural ESL writing and recommended text modelling applied to scaffold persuasive writing.

Keywords:

Effect Size, ESL Learners, Essay Writing, Persuasive Writing, Scaffolding, Text Modelling.

Introduction

Writing is learners' most challenging and least attractive skill (Klimova, 2014). Many theoretical approaches to writing have been established to assist teachers in the writing classroom. The emergence of writing approaches from the product to the process, the process to the genre approaches with their respective strengths and weakness, indicates that writing approaches are evolving.

Rural ESL learners have long been associated with low achievement in English, particularly in writing (Chitravelu, Sithamparam & Teh, 2005; Stapa, Abu Bakar & Abdul Latiff, 2007; Wreikat, Kabilan & Abdullah, 2014; Yamat, Fisher & Rich, 2013). They are far behind their urban peers (Cambridge, 2014; Gil Sander et al., 2014). The research literature on rural English education is limited (Renganathan, 2021), making it difficult to clarify what is happening.

Writing is the most popular means for teachers to assess learners' performances (Shah, Wan Mahmud, Din, Yusof, & Pardi, 2011), and in the Malaysian national secondary school context, writing carries the most substantive marks. Essay writing is one component where learners must do well to pass. If rural ESL learners' poor writing is not researched and addressed, the gap between them and their urban peers may remain the same for many years.

The present study was concerned with the process genre approach conceptualised by Badger and White in 2000. It is a hybrid of the process and genre approaches, and it is an intervention amalgamated with place-based pedagogy to explore the impact on rural ESL learners' persuasive writing.

Research Objectives

1. To determine whether there is a significant difference between the experimental dan control groups' persuasive essays post-text modelling.
HO1: There is no significant difference between the experimental and control groups' persuasive writing post-text modelling.
2. To identify the effect size between the experimental and control groups' persuasive post-text modelling.
3. To explore the selected experimental group's rural ESL learners' improvement in persuasive essay writing.

Literature Review

Rural Learners' Poor English Achievement

The development of rural national secondary schools has always been the agenda of the Malaysian government to help ascertain that rural learners will have access to government education resources through national, state, district and school hierarchical systems. The national secondary schools are the next step after pre-school and primary education to prepare learners for tertiary education or working environment. As 35% of the country's population lives in rural areas (Performance Management and Delivery Unit [PEMANDU], 2015), there is an obvious need to focus on rural teachers and learners. Although education programmes have been continuously and increasingly underscored to bring accessibility, equity, quality, and strengthen the delivery system, it is crucial to undertake continuous and more efforts involving research-based activities. Research-based activities will contribute to helping rural

learners gain access to quality education and thus help address the achievement gap as indicated by the Gil Sander et al. (2014).

In Malaysia Education Blueprint 2013-2025 (Ministry of Education Malaysia, 2014), there are 11 Transformation Shifts to safeguard the quality of education in the country. This includes providing equal access to quality education of an international standard; ensuring every child is proficient in Bahasa Malaysia and the English language; empowering relevant authorities (national, state, district and school) to customise solutions based on needs; partnering with parents, community and private sector; and maximise student outcome for every ringgit. One of the transformation shifts clearly states that every learner has to be proficient in the English language, but the present reality is far from it.

Although the Gil Sander et al. (2014) does not explicitly point out the specific area of the low achievement in the English language among rural learners, it mainly has to do with writing. It is a language skill heavily evaluated in the examination, particularly the writing composition. It remains a crucial core language skill in the education system (Tan, 2006) and the most popular means for teachers to assess learners' performances (Shah et al., 2011). Stapa et al. (2007) state that rural learners are weak at writing in English. Malaysian ESL learners are particularly weak at writing in the English language even after spending many years learning it. However, there remains an opportunity to contribute to knowledge regarding identifying the weaknesses among rural learners in academic writing. This present study intends to seek learners' current abilities and the reasons behind the learners' present writing ability, which contribute to the general notion of having rural learners who are weak in the English language.

The blueprint is inclusive of rural national secondary schools. The notion of equal access, customised solutions, proficiency in Bahasa Malaysia and the English language, and the involvement of parents and community clearly show serious considerations being placed to promote quality and local-oriented solutions. With such stress given to proficiency in the English language, it calls for rural ESL teachers to reflect on their pedagogy. They need to be involved in developing the pedagogy tailored to meet the needs of their learners. The inclusion of the local culture, community, and place that learners have experienced should be exploited in the classroom. They also need access to the current development in teaching and learning activities, especially those relevant to research-based literature. All of this will help them to strive to achieve the aspirations of the blueprint.

Gil Sander et al. (2014) indicated a similar indication in the Cambridge Baseline study (Cambridge, 2014) that rural learners' English language proficiency was significantly worse than their urban peers. In the same year, Malaysia Education Blueprint reported in Sabah and Sarawak that the states with more rural schools had weaker academic achievements. The Cambridge Baseline study (Cambridge, 2014) also reported that primary learners in Sabah and Sarawak performed below the Common European Framework of Reference for Language (CEFR) national average levels for listening, reading and writing. There is a strong relationship between primary, secondary and tertiary education (Michaelowa, 2007), indicating that poor performance in primary education will significantly affect secondary education.

Scaffolding through Text Modelling

Scaffolding takes place in the Zone of Proximal Development (ZPD). It is exemplified as support in the construction of a building. When the construction completes, the support is

removed, and the building is left to stand on its own (Pressly, 2002). Similarly, the concept applies to the teacher-student interaction in which the teacher assists the student to the extent that the scaffolded student is capable of doing the task at hand and that it is meant to continuously move the learner toward a higher level of mental functioning is social interaction (Amerian & Mehri, 2014).

Modelling, one of the scaffolding techniques, is considered effective in language teaching that includes listening, speaking, reading and writing skills. Of all the skills involved, teachers find writing the most challenging skill (Akinwamide, 2012), hence the need to use text modelling. There are limited studies on the use of models among second language learners (Abbuhl, 2011), and to the best of the authors' knowledge, there is a population gap in the study of the use of text modelling among rural ESL learners in persuasive essay writing.

Hyland (2004) stressed that models provide access for ESL learners to target rhetorical conventions. This allows ESL learners to study the skeleton or generate a mental model of a particular genre (Crinon & Legros, 2002). In addition, text modelling helps get ESL learners to familiarise themselves with comprehending matters associated with a particular genre. This act of scaffolding gives ESL learners representative examples of what they should produce and guide them (Gonulal & Loewen, 2018) throughout the entire process of their writing task.

It is significant to consider ESL learners' current writing knowledge and abilities and match them with the writing scaffolding goals, matching old and new knowledge. Knowing rural ESL learners' low English achievement, it is appropriate to scaffold them with the basics of essay writing, including using the five-paragraph framework. Although the framework's genre is expository, it helps ESL learners experiment with their arguments by using the relationships within and between paragraphs. Although the structure has been criticised for limiting prescriptive rules, those who defend it argue that it is beneficial for beginning writers (Nunes, 2013) and develops coherence (Perrin, 2000).

The model essays in the study used ESL learners' local context. Two five-paragraph essay models discussing an environmental issue were presented to assist them in seeing how to develop an argument from beginning to end. Place-based education values local materials and develops academic achievement (Greenwood, 2011). Educators use local places to develop English education, citizenship and literacy as they can use environmental issues and people's biophilia to create interactions with learners (Lundahl, 2011). ESL learners were then involved in joint-construction texts with their teacher and peers on the same issue before engaging in an independent text construction.

Persuasive Essay in the Study

ESL learners find persuasive writing a challenging task and lacking proficiency might be one of the reasons (Goldman, 2019). In the Malaysian context, ESL learners' first language linguistics somehow influences their inability to properly write a persuasive essay (Tankó, & Csizér, 2018). The genre requires ESL learners to use factual logic and reason to persuade readers to accept a view or take action (Nurtjahyo, Drajiati & Sumardi, 2019). The study participants needed model essays that assumed their current abilities with the help of doable and comprehensible new knowledge.

The model essays were written in the five-paragraph framework of the expository structure to scaffold ESL learners' arguments in their writing. The features and purpose of writing a persuasive essay, application of the thesis statement as the central argument, using the main ideas to develop the central argument, and exercising supporting details to support the main ideas were modelled for ESL learners. The essay models showed how to present arguments on both sides, make a clear stance, and end a persuasive essay with a call for action. This aimed to help ESL learners go back to the basics of essay writing. Further development in their writing will occur as they become more familiarised with and proficient in persuasive writing.

Methodology

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

The present study employed the 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, & Harmon, 2000). However, not all research endeavours can be applied in the form of 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 to remind us that it is often likely that the groups are not equivalent (Trochim, 2006).

Harmon et al. (2000) describe in non-equivalent control group quasi-experiment, pre-test measurements from the experimental group and the control group 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 if there are 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 outcome of the study (Trochim, 2006).

Table 1: Non-Equivalent Pre-Test Post-Test Control Group Quasi-Experimental Design

Experimental Group		
Pre-Test (40 minutes)	Model Essay Intervention (10 hours)	Post-Test (40 minutes)
Time 1	Time 2	Time 3
Pre-Test (40 minutes)	Conventional Essay Teaching (10 hours)	Post-Test (40 minutes)
Control Group		

Source: Adapted from Beaumont (2009)

Table 1 illustrates the quasi-experimental research design employed in the present study. In education, a researcher might select two comparable classrooms that are as similar as possible to ascertain that a fair comparison between the treated one with the comparison one (Trochim,

2006). Both groups may have the same mean scores in the pre-test; however, in the non-equivalent design, the measurements of other characteristics may not be present. Thus, the analysis between the two groups in the post-test cannot be claimed as solely to have been caused by the treatment.

The Participants

The participants comprised thirty learners in the experimental group and thirty learners in the control group from the selected rural national secondary school. The researcher used purposive random sampling. The list of all rural national secondary schools obtained from the state education department was numbered 1 to 156 and was put in a box, and the researcher then selected a number from the box. The selected school's location was on the rural west coast of North Borneo, Malaysia, in 2019. Putting the list of the rural national secondary school in the box was done to increase the credibility of the study's results (Palinkas et al., 2015) compared to directly selecting a particular rural national secondary school. The experimental group was treated with a four-hour modelling of process genre, four-hour modelling of the five-paragraph framework, and another two-hour modelling of persuasive writing. The control group underwent conventional teaching and learning. The same ESL teacher assumed the teaching role and administered the pre-test a week before and the post-test a week after the intervention.

Writing Rubric

An analytical scoring rubric was used to attain the research objectives. Analytical scoring is a technique that uses several criteria for scoring a composition (Weigle, 2002). The researcher opted for the ESL Composition Profile (Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, 1981). It was used to measure ESL learners' writing performance at North American University (Ghalib & Al-Hattami, 2015). It consists of five different rating dimensions of writing quality, each carrying a different weight: Content (30), Organisation (20), Vocabulary (20), Language Use (25), and Mechanics (5). In second-language writing, the English Composition Profile (Jacobs et al., 1981), or ESL Composition Profile, is probably one of the most recognised rubrics. The rubric is well-established with a high degree of internal and external validity, as scores given on the rubric are always consistent between raters (Bacha, 2001).

Jacobs et al. (1981) proposed a scoring rubric covering five criteria: content, organisation, vocabulary, language use, and mechanic. The strength of this scoring rubric is its multidimensional aspect, compared to a holistic scoring system that is inconsistent and ineffective for the classroom context (Hijikata-Someya, Ono & Yamanishi, 2015). These components in the rubric were validated by collecting evidence of reliability that included (1) reader reliability or interrater agreement, (2) standard error of measurement, (3) internal consistency, (4) reliability of gains score, and (5) score reliability. Evidence of validity, on the other hand, was demonstrated through (1) face validity, (2) content validity, (3) concurrent validity, and (4) predictive validity.

The Profile is divided into five major writing components: content, organisation, vocabulary, language use, and mechanics. Each component comprises four rating levels, very poor, poor to fair, average to good, and very good to excellent. Each component and level has specific descriptors of the writing proficiency for that particular level and a numerical scale. For example, very good to excellent content has a minimum rating of 27 and a maximum of 30, indicating essay writing which is "knowledgeable — substantive — thorough development of thesis — relevant to the assigned topic". Conversely, very poor content has a minimum of 13

and a maximum of 16, indicating essay writing that "does not show knowledge of the subject — non-substantive — not pertinent — or not enough to evaluate" (Jacobs et al., 1981). The score range for each of the writing skills is as follows:

- (i) Content: 13–30,
- (ii) Organisation: 7–20,
- (iii) Vocabulary: 7–20,
- (iv) Language: 5–25
- (v) Mechanics: 2–5.

The researcher adopted the English Composition Profile (Jacobs et al., 1981), and the name was changed to 'ESL Composition Rubric' (See Appendix B). The researcher also adopted the English Composition Profile (Jacobs et al., 1981) and the name was changed to 'The Mapping of ESL Learner's Observed Changes in Writing Composition'. This particular instrument was used to investigate the observed changes in learners' writing, particularly in the attainment of marks according to the criteria of the five constructs: content, organisation, vocabulary language, and mechanics. Table 2 illustrates the application of the mapping instrument.

Table 2: Example of Learner's Observed Changes in Writing Composition

Profile: Participant 1	Pre-Test	Post-Test
Marks based on ESL Composition Rubric	58 / 100	73 / 100
Observed changes:	Pre-Test	Post-Test
Content	Fair to Poor (18)	Good to Average (24)
Organisation	Fair to Poor (11)	Good to Average (15)
Vocabulary	Fair to Poor (11)	Fair to Poor (11)
Language	Fair to Poor (15)	Good to Average (19)
Mechanics	Fair to Poor (3)	Good to Average (4)
Total	58	73

As shown in Table 2, Participant 1 (P1) scored 58 in the pre-test and 73 in the post-test based on the 'ESL Composition Rubric' instrument. P1's written pre-test and post-test texts are content-analysed and mapped out to verify the changes observed. In this example, P1 has improved in content, from Fair to Poor (pre-test) to Good to Average (post-test), (ii) organisation, from Fair to Poor (pre-test) to Good to Average (post-test), (iii) language, from Fair to Poor (pre-test) to Good to Average (post-test), and mechanics, from Fair to Poor (pre-test) to Good to Average (post-test). However, Participant 1's vocabulary remains in the category of Fair to Poor (pre-test and post-test).

The Examiners and the Pre-Test, Post-Test Marking

A double-blind marking was applied to evaluate learners' pre-test and post-test scripts. Each examiner marked the work independently, formulating their judgement, and neither was aware of the other's assessment decision when determining their mark (University of Southampton, 2015).

The examiners were 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 1119 Papers (Malaysian Certificate of Education), and their qualification for the first degree in TESL. Both examiners were trained separately in a training session to improve rating accuracy using the writing rubric. They were asked to grade ten sample essays using the rubric to help with the accuracy of the marking standard.

Table 3: Examiners' Marking Agreement Within A-10 Point Difference

Sample	Examiner 1	Examiner 2	Difference	Results
1	72	76	4	Valid
2	76	70	6	Valid
3	69	64	5	Valid
4	65	58	7	Valid
5	85	78	7	Valid
6	78	75	3	Valid
7	68	69	1	Valid
8	64	63	1	Valid
9	75	76	1	Valid
10	65	65	0	Valid

As indicated in Table 3, the examiners' scoring remained within a-10 point range. Generally, first and second examiners' scores should be within ten points. If two or more examiners' scores agree within a ten-point range, then it appears that both examiners are interpreting and applying the standards and criteria of the evaluation about the same (Jacobs et al., 1981). Based on this sample scoring, both teachers were elected as the official markers of the pre-test and post-test essays. Both examiners' marks in the pre-test and post-test were added up and divided by two to get the final marks of each student.

Findings and Discussion

The marks from both examiners in the pre-test and post-test were added and divided by two. Table 4 indicates the final marks for both groups. The data were analysed using IBM SPSS Version 25.0 to answer the first research question, and Cohen's d formula was used to answer the second research. As for the third research question, a qualitative content analysis was used to explore ESL learners' improvement in persuasive essays involving six selected ESL learners labelled EG-2, EG-20, EG-15, EG-19, EG-05, and EG-14.

Table 4: Experimental and Control Groups' Persuasive Essay Pre-Test, Post-Test Marks

Exp. Group	Pre-Test	Post-Test	Con. Group	Pre-Test	Post-Test
EG-1	59	69	CG-1	45	37
EG-2	61	78	CG-2	45	36
EG-3	46	60	CG-3	42	43
EG-4	45	59	CG-4	44	43
EG-5	47	58	CG-5	51	50
EG-6	59	70	CG-6	38	38
EG-7	60	79	CG-7	38	44

EG-8	60	74	CG-8	45	34
EG-9	69	76	CG-9	55	57
EG-10	66	73	CG-10	59	41
EG-11	63	69	CG-11	45	65
EG-12	71	78	CG-12	57	44
EG-13	73	87	CG-13	55	35
EG-14	49	57	CG-14	51	33
EG-15	53	64	CG-15	39	67
EG-16	51	65	CG-16	53	34
EG-17	50	68	CG-17	59	38
EG-18	61	67	CG-18	45	51
EG-19	50	68	CG-19	63	69
EG-20	57	76	CG-20	51	55
EG-21	45	57	CG-21	50	45
EG-22	51	60	CG-22	63	55
EG-23	66	75	CG-23	55	38
EG-24	71	82	CG-24	59	60
EG-25	59	67	CG-25	58	57
EG-26	67	77	CG-26	62	44
EG-27	58	71	CG-27	44	45
EG-28	62	66	CG-28	40	44
EG-29	51	66	CG-29	70	42
EG-30	49	56	CG-30	40	44

The First Research Question

H01 There is no significant difference in persuasive writing achievement between the experimental and control groups' post-text modelling

As shown in Table 5, the experimental group had a higher mean score ($M=69.07$, $SD=8.11$) than the control group ($SD=4.83$). The independent-samples t-test, as seen in Table 5, shows a significant difference in persuasive writing achievement between the two groups ($t=-14.26$, $df=58$, $p<0.05$). Null Hypothesis 1 (H01) is, therefore, rejected.

The Second Research Question

As indicated in Table 6, the effect size was large ($d=-3.68$). This means that there is a significant effect on persuasive writing achievement of the experimental group (Cohen, 1998) post-text modelling intervention.

Table 5: Group Statistics Analysis of Persuasive Writing Achievement (Post-Test)

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

Table 6: Independent Samples Test Analysis of Persuasive Writing Achievement (Post-Test)

Independent Samples Test										
Persuasive		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	d	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					f				Lower	Upper
Post-Test	Equal variances assumed	7.090	.010	-14.256	58	.000	-24.567	1.723	-28.016	-21.117
	Equal variances not assumed			-14.256	47	.000	-24.567	1.723	-28.033	-21.101

Effect Size: Cohen's d = (M2-M1) / SD pooled

	Con. group	Expe. group
Mean (M)	44.50	69.07
Standard deviation (SD)	4.826	8.111
Sample size (n)	30	30
Cohen's d = (69.07 - 44.50) / 6.673777 = 3.681573 (large)		

The Third Research Question

The content analysis involved the use of the 'ESL Composition Rubric' and the 'Mapping of ESL Learner's Observed Changes in Composition Writing'. Table 7 illustrates the content-analysis procedure employed for the third research objective.

Table 7: Post-Test Content Analysis Procedure

No.	Components and procedure of content analysis	Purpose (Identify, explore and evaluate)	How (Meaning units, condensed meaning units, coding, categorising)	Product (Themeing)	Application (Research objective)
1.	Read	To align with the requirements of academic writing	Read twice using ESL Composition Rubric		
2.	Marks	To detect general and specific changes	Compare pre-test and post-test marks using Mapping of		

			Learner's Evidently Observed Changes in Writing Composition	Themeing of student academic writing levels of mastery based on the changes uncovered from pre- test to post- test	Observed changes in post experiment writing achievement
3.	The five- paragraph framework	To investigate comprehension and application of connection within and between paragraphs	Compare practical application of the five- paragraph framework between pre- test and post- test essay		
4.	Categorise levels of mastery	To classify writing ability	Interpret writing mastery based on the first three procedure using Jacob et al's Adapted Mastery Criterion- referenced Interpretive Guide Levels of Mastery		

EG-2**Pre-Test**

In my opinion, parents should not give children more freedom because they will influence in social problems such as smoking, vandalisme, gangsterisme, illegal car race and misuse of drugs. All of these issues can come back to one cause, the misguidance of parents.

There are some ways to avoid children for get involve in social problems. Firstly, parents should not let their children always get hangout with their friend that you don't know. Before they go out, they should ask permission from their parents first to let their parent know where their go and with who they go.

Other than that, parents also need to manage their children study time for example teach children to do their own time table at home. So they need to follow the time table. By doing that, children will not waste their time with unimportant activities.

Beside parents should spend more time with children at home. For example go picnic. On that time we can do many activities together. Having a lunch together or even play some game together.

Post-Test

Should parent send their children to tuition classes? Some people say that no need to send their children to tuition class because it waste time and many. On the other hand, believe that parent should send their children to tuition classes as it brings more benefit to children. After considering both sides of the issues, I strongly believe that children should take a tuition classes.

My first reason is children can spend their time to do important and benefits things. If they go to the tuition classes, they don't have time to play a video game and hangout with their friend. They will use their time to study at tuition classes. By doing so, children will not easily influence in school issues that bring more negative effects to them.

My next reason is children will get other knowledge or new knowledge from tuition and not only from school that teacher give. In tuition classes, they will get more attention from the teacher at tuition classes that at school. It is because when at school, teachers will not give attention to you only. There will be more learners in classroom. But when at tuition, there will be less student. So, the teachers can give more attention to children and they can easily ask some question that they don't understand. The information from tuition might not same with what teacher give at school. So, children will get many ideas and information that can improve their learning skills.

Finally, children will be more diligent it is because when they already spend a lot of time to study, they would like to study more at home. Children will have a positive energy to study because they already get many knowledge and information that teacher not give at school or they might don't have a chance to ask question at school. By doing so, children will be more diligent because when their don't understand a question that teachers give at school, their can do that homework at tuition classes.

In short, for all the reasons, I firmly conclude that tuition is necessary. It is clear that joining a tuition classes will help children to spend their time by doing benefits activities, can get new knowledge to improve their learning skills and can make children to be more diligent.

Table 8: The Observed Changes in Writing Composition of Experimental Group's Participant 2

Criteria	Pre-Test	Post-Test
Content	19	25
Organisation	12.5	16.5
Language Use	13.5	16.5
Vocabulary	13	16.5
Mechanics	3	3.5
Total	61	78

The pre-test score was 61, while the post-test score was 78. The post-test essay was complete with the main ideas and was concluded by reaffirming the writer's stance. This showed how the purpose of discussing the need for tuition classes was defended and refuted, making it a believable or a better option compared to not sending children to tuition centres with complete information to persuade a reader. The pre-test essay was incomplete and somewhat loosely organised to show the flow of the main idea. The flow of ideas was also not appropriately arranged to communicate to the reader. Interestingly, in the post-test essay, there was clear evidence that the writer imitated vocabulary and language use in the two persuasive model texts in the PBPGM. This imitation scaffolded the writer's messages to the reader convincingly.

EG-20

Pre-Test

In my opinion, parents should not give their children more freedom because it can cause our children influence in social problems such as gangsterism, vandalism, illegal car race and misuse of drugs. All of these issues can come back to one cause, the misguidance of parents.

There are some ways to avoid children from getting involved in their social problems. Firstly, parents should always be wary of their children's actions. For example, as parents, we should know with whom your children make friends with. Give advice to your children if they make friends with the bad one because this may cause our children to do something bad. If they make friends with the good one, support them to continue the good relationship. This way, they can teach your children in education.

Other than that, parents must spend more time with their children in leisure time. Do more activities on weekends such as picnics. Picnics can strengthen our family relationship by playing some games for example, playing volleyball games and dividing it into two groups, this can build good teamwork. If parents are always busy with work, children might feel lonely, with no one to talk about their school and of course, they don't feel loved from their own parents. This can also cause our children's influence in social problems.

Besides that, make your children more disciplined.

Post-Test

Should every parent send their children to tuition class? Some people say that tuition class gives a negative effect. Others, on the other hand, believe that tuition class will bring more benefits to the learners. After considering both sides of the issue, I firmly believe that tuition class is necessary for the children.

The first reason is the learners can improve learning skills by joining the tuition class. He or she would be able to ask the teacher about what they cannot understand at the school. By this way, it can make them more understand about the topic.

When having tuition, learners get to learn in smaller groups. This is certainly give advantage to learners as they get the opportunity to speak up and ask questions. Among so many classmates, the shy and introverted ones normally find it difficult to ask any question they have while attending classes. Such problems can be solved through having tuition.

Furthermore, learners are able to get personal attention and develop good study skills with their teacher help. Since the group is small, it is easy for teachers to spot student weakness and help to improve them. In other words, learners are able to improve their learning skills more effectively.

In conclusion, through having tuition, learners can improve their learning skills, give he or she courages to speak and they can ask many question that they don't understand. This make tuition is absolutely a necessary look for learners to strengthen their weaker subjects and boost their self-confidence.

Table 9: The Observed Changes in Writing Composition of Experimental Group's Participant 20

Criteria	Pre-Test	Post-Test
Content	17.5	25
Organisation	13	18
Language Use	11.5	15.5
Vocabulary	12	14.5
Mechanics	3	3
Total	57	76

In the pre-test essay, the writer's went straight to the view of arguing that children should not get more freedom as it may lead to the social problems of gangsterism, vandalism, illegal car race and misuse of drugs. The writer wrote misguidance of parents is the one cause of social problems. A missing general statement is seen here in this paragraph, which should have been written before mentioning the writer's stance. The writer did not entirely achieve the purpose of writing because the essay is not complete. In contrast, the writer assumed all three functions in an introduction paragraph in the post-test essay. The writer wrote a general statement that the reader could relate to, and it was in the form of a question. Again, an imitation took place in the post-test essay to see how the main ideas were communicated in a language that fit the genre. The structure of the five-paragraph framework was applied to the extent that the writer managed to achieve the purpose of saying tuition was necessary.

Based on the ESL Composition Rubric, ESL learners EG-P-02 and EG-P-20 are within the good to average writing ability. Both writers achieved satisfactory communication. Main ideas are apparent and carefully organised to develop the central theme with complete supporting details. Some indications of incomplete mastery of some criteria for vocabulary, language use and mechanics but do not impede the flow of the main ideas. Completes writing requirement with little difficulty, although additional time and effort may be required.

EG-15

Pre-Test

For now on, many people need more freedom especially children. They just want what them need but not think it problem when them more freedom. They just think themselves but not think people in the round them. Many parent give their children more freedom. I think parents should not their children more freedom because can make themselves be lazy person.

Parent should not give children more freedom. I mean parent can give their children freedom but not give over freedom. Sometimes, have children run from house because their angry with their parents because their parents not give their freedom. It can make their family shy their children like that and people around will talk about their children.

Post-Test

Should is tuition necessary? Some people say that tuition will give negative effect to children like waste time. Other, on the other hand believe that tuition will bring more benefit to student. After considering both sides of the issue, I firmly believe that tuition is very necessary to student.

The first reason is that many people say tuition waste time their children. However, what many people don't know that tuition did not give negative effect but give more information to student for avoid children waste time with activities not good. Better family send their children go the tuition.

The next reason is that some people say having different teacher. Different teacher can give more information to student. Teacher at tuition will teach student who them not study at school. So, different teacher can give more information to student.

Finally, tuition can improve academic student. Tuition can improve academic student because many exercise teacher can give to them. The tuition can improve academic student, teacher will be give student more exercise to help academic student. These will help to improve academic student be more better.

In short, for all these reasons, I strongly believe that is important do the tuition. The tuition help student time, because give more information to student, different teacher and improve academic student. We should do the tuition.

Table 10: The Observed Changes in Writing Composition of Experimental Group's Participant 15

Criteria	Pre-Test	Post-Test
Content	19	21
Organisation	11	14
Language	10	13
Use		
Vocabulary	10.5	13
Mechanics	2.5	3
Total	53	64

The writer wrote better in the post-test with 64 marks compared to 53 in the pre-test. The writer used the five-paragraph framework to develop the central theme using the three main ideas. The writer fairly achieved the purpose of writing the genre. The paragraph's relationship was apparent, and the concluding paragraph was appropriate. In contrast, the pre-test was not complete and thus did not achieve the purpose of writing the genre.

EG-19**Pre-Test**

Freedom is good for children but freedom have disadvantage and have benefit. In this time many parents give freedom to children but parents give freedom to children in positive thing not negative thing. Parents give positive freedom to children for not have issues for example ran from house.

Firstly, Parent must give freedom for children because parents not always at home because busy to do work and forget children at home. When children do not friends at home they will bored because do not parents at home for accept time to children. So parents must give freedom to children example give freedom for children to have friends but children must ask the parent about they friend to easily you friend contact your friend if you do not at the home.

Post-Test

Should is tuition necessary? Some people say that tuition necessary will bring more negative for someone people like waste time their children but some people believe that tuition is very necessary to their children because the tuition will bring to improve academic. After considering both sides of the issue, I firmly believe that tuition is very necessary to some people.

The first reason is that many people disagree tuition necessary is parents thinking that joining tuition can must many throw the money to give payment or spend to the teachers. Actually true, if you joining tuition you must many throw many to give payment to the teacher but teacher tuition you can get more because in tuition have study group. These will can help to improve your knowledge.

The next reason is that some people argue that tuition will many waste time to the children. The children complete learn about the topic so what must learn again. However the children complete the topic but children must has study time and children can ask the teacher about the topic if you did know.

Finally, the reason some people disagree tuition necessary is parents scared, teachers did not learning the children with not kind, like don't give homework or exercise. It no true, because all teachers learning have more exercise to the student because teachers want the student understand what the teacher teach to the student.

In short, for all these reasons, I firmly conclude that the tuition important. It is can get more information, have time to study and has do many exercise to doing. We must diligent to go to tuition.

Table 11: The Observed Changes in Writing Composition of Experimental Group's Participant 19

Criteria	Pre-Test	Post-Test
Content	17	22.5
Organisation	12	15.5
Language Use	9.5	13
Vocabulary	9	14
Mechanics	2.5	3
Total	50	68

The marks between the pre-test and the post-test essays are 50 and 68. This indicated an improvement in the post-test essay. The writer managed to use the five-paragraph framework to develop the central theme. The writer fairly achieved the purpose of writing a stand to make tuition necessary, and it was argued with the three main ideas. In contrast, the pre-test essay was not complete and thus did not achieve the purpose of writing the genre.

Based on the ESL Composition Rubric, ESL learners 15 and 19 are within the fair writing ability. Both writers achieved fair communication. The main ideas are apparent but may not be carefully organised to develop the central theme with adequate supporting details. Obvious indications of incomplete mastery of some criteria for vocabulary, language use and mechanics but do not seriously impede the flow of the main ideas. Experiences difficulty to complete writing requirement.

EG-5

Pre-Test

At this generation, children want a better life and make friends for release tention. If the children doesnt live freedom, children are stress at home. Parents need give more freedom to children because children want a peace life.

If the parent give children more freedom, will make children release they tention and no stress. For example, playing football with their friend for release stree from study at school.

After that, their need

Post-Test

Is tuition necessary? Some parent and student think the tuition is not necessary. But, tuition have many benefits for all student to make more idea. All student must to join the tuition.

First think is tuition necessary is improve academic. Student have many time. So they must to come the tuition. Teacher must to improve the academic to student. Anyone who is escape the class, they don't have improve there academic. So, all student must to come the tuition for improve your academic. Next, parent said that tuition teacher has their own technique to teaching learners. But teachers has their own skill. School teachers will give student the real format when having such a big examination while tuition teachers only teach is basic for what we learn at school and adding some knowledge.

Last, the other hand that disagree about this because student don't have enough rest after their school time. I also disagree because can make timetable about tuition class.

In conclusion, for all the reason, I understand why tuition is benefits. We have tuition for children to take class.

Table 12: The Observed Changes in Writing Composition of Experimental Group's Participant 5

Criteria	Pre-Test	Post-Test
Content	15.5	18.5
Organisation	10.5	12.5
Language	8.5	12
Use		
Vocabulary	10	12
Mechanics	2.5	3
Total	47	58

The post-test essay score was 47, and the post-test score was 58. The post-test was better written because it had a whole argument, although not entirely developed by the arguing details. Throughout the essay, the writer maintained the stance of having tuition necessary. There was also an indication of applying the five-paragraph framework, but not entirely. The pre-test essay, on the other hand, was incomplete and thus did not achieve the purpose of writing in this genre.

EG-14

Pre-Test

Children is like a freedom because they will angry or they will run from house because their parents don't give they a freedom. This will not be a good when they don't have a freedom because this will be issue to all people and you family will embrassed that you children run away from house with they boyfriend or friend. That issue will burden family. But when you give they a freedom you should ask where they go with who and time they go back home and give they a advice.

The freedom is important too because when you don't have a freedom you don't know about the world around you what a issue trending.

Post-Test

Is tuition necessary? Some people that tuition will waste your time. Others, that tuition will not waste your time but make your academic improve. After thinking both sides of the issues, I firmly believe the tuition is necessary.

The first reasons that people say the tuition is not necessary but waste your money to pay a tuition. But I really disagree. Also your got more information for school and from you tuition. So your can make your exam good and better. When you have a many information that will get easy for you study.

The next reason is that some people say that study will so busy because have a many homework. It not true, that more your have a exercise it will help you for study and examation. So your can have a good marks.

Finally, if your tuition you will meet a different teacher and different skills for study is will help you too and more different exercise will your see, so you can learn more skills for study.

In short, for all these reason, I firmly agree that tuition is necessary. It make your have a more information, more exercises, and a different teachers. So tuition is important to us.

Table 13: The Observed Changes in Writing Composition of Experimental Group's Participant 14

Criteria	Pre-Test	Post-Test
Content	16	19.5
Organisation	10.5	11.5
Language	10	12
Use		
Vocabulary	10	11
Mechanics	2.5	3
Total	49	57

The post-test score was 57, and the pre-test score was 49. The post-test essay was somehow a complete one, and the writer managed to defend the stance of making tuition necessary. The main ideas were used to develop the essay's central theme but were not argued with sufficient arguing details. The post-test achieved the purpose of writing in this genre minimally but at low quality. The pre-test, on the other hand, was incomplete and thus did not achieve the purpose of arguing and defending a stance.

Based on the ESL Composition Rubric, ESL learners 05 and 14 are within the poor writing ability, Both writers achieved minimal communication. On the whole, ideas are barely discernible and there is little if any elaboration in support of the central theme. Lack of mastery in most of the criteria for vocabulary, language use and mechanics severely restricts the flow of ideas. Other language skills will probably also be weak.

The significant difference between the two groups indicated that something took place. However, it did not measure the magnitude of the statistical difference. On the other hand, the effect size measured the magnitude of the significant difference. The effect size of 3.68 indicated that all ESL learners in the experimental group were above the control group's average marks (Coe, 2002) and outperformed the control group.

Evidence from ESL learners' persuasive writing also indicated the use of questioning as the opening sentence, increased use of transitional markers, and imitated sentences from essay models, particularly within the good to average and fair writing categories. The application of the five-paragraph helped improve their essence of arguing. Their content, organisation and language use attained higher marks than their pre-test, which helped them achieve a greater purpose of persuasive writing. As for the poor writing category, although achieving low writing quality due to lack of elaboration, they indicated the emergence of the five-paragraph framework compared to incomplete writing in their pre-test. They also showed increased transitional markers and questioning techniques in the introduction paragraph.

Conclusion

Using text modelling uncovered positive findings in the study. Scaffolding ESL learners' persuasive essay writing yielded a significant difference between the two groups and indicated a large effect size. Applying the five-paragraph framework improved and helped ESL learners attain higher marks in the content, organisation and language use, and the essence of arguing is improving among the good to average and fair writing categories. Within the poor writing category, the five-paragraph framework's application is emerging at a minimal level. The study's findings contribute to the literature that using text modelling as scaffolding benefits rural ESL learners' persuasive essay writing.

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