



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



The Effects of 36663 Layout and Gender Differences in Writing Narrative Essay among Junior 3 ESL Learners

Mahendran Maniam, Jagvinder Kaur Swaran Singh, Charanjit Kaur Swaran Singh, Shereen Shamala Benjamin Jeyaraja

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v13-i1/15928>

DOI:10.6007/IJARBSS/v13-i1/15928

Received: 18 November 2022, **Revised:** 21 December 2022, **Accepted:** 06 January 2023

Published Online: 19 January 2023

In-Text Citation: (Maniam et al., 2023)

To Cite this Article: Maniam, M., Singh, J. K. S., Singh, C. K. S., & Jeyaraja, S. S. B. (2023). The Effects of 36663 Layout and Gender Differences in Writing Narrative Essay among Junior 3 ESL Learners. *International Journal of Academic Research in Business and Social Sciences*, 13(1), 766 – 781.

Copyright: © 2023 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 13, No. 1, 2023, Pg. 766 – 781

<http://hrmars.com/index.php/pages/detail/IJARBSS>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



The Effects of 36663 Layout and Gender Differences in Writing Narrative Essay among Junior 3 ESL Learners

Mahendran Maniam, Jagvinder Kaur Swaran Singh, Charanjit Kaur Swaran Singh,

Shereen Shamala Benjamin Jeyaraja ^(Corresponding Author)

English Language & Literature Department Faculty of Languages & Communication
Universiti Pendidikan Sultan Idris

Email: mahendran@fbk.upsi.edu.my, jktina333@gmail.com, charanjit@fbk.upsi.edu.my, shamalasumathi@gmail.com

Abstract

This study was designed to investigate the effects of using the 36663-layout writing strategy among Junior 3 ESL learners' narrative essay and to discover whether there was any significant difference between the male and female learners in writing the narrative essay using the 36663-layout strategy. A quasi-experimental research design was adopted. The sample of the study consisted of (N=60) ESL learners from two classes at two private schools in Klang, Malaysia. Data obtained from the pre-test and post-test scores were analyzed descriptively. The mean score and standard deviation of the narrative essays were also calculated. The comparisons between the control group and experimental group were confirmed using t-test. The scores obtained from the post-test between the male learners and female learners were also analyzed using univariate analysis of variance (ANOVA). The difference between the pre-test and post-test means was statistically significant. The results from the analysis of post-test data by gender using the independent samples t-test yielded a t-value of 0.371 that was not statistically significant ($p = .713 > .05$), indicating that there is not statistically significant difference in the post-test means between the male and female students. This study implicates teachers should be trained in terms of the pedagogic approach on how to apply this layout to teach narrative essays in their classrooms for better results. By doing this, students will be more confident and motivated to produce good essays.

Keywords: Writing Skill, 36663 Writing Layouts, Narrative Essay, ESL Learners, ESL Teachers

Introduction

The English language is extensively used in the world. It is an international global language needed for communication due to its increasing in importance. In Malaysia, English is used as the medium of teaching and learning at secondary school level. The main aim of the English language syllabus in the curriculum specification is to ensure ESL learners are given equal

opportunities to develop the four language skills. The English language curriculum specification stipulate the development of the productive skills namely (Writing and Speaking) and the receptive skills (Reading and Listening) that should be highlighted in the teaching and learning process. Learners must demonstrate and internalize good mastery of the four language skills for example the 'oral skills will allow the learners to deliver ideas and thoughts visibly when they interact and communicate with one another (Ministry of Education Malaysia, 2000). Reading and writing are skills that involve the written word. ESL learners who are proficient in English will have better prospects in terms of functioning aptly at the workplace. Thus, ESL teachers are responsible to ensure these learners are given sufficient knowledge and foundation in English language so that they can have a strong foundation in terms of their linguistics ability. Good command of English will assist the learners to use and apply the knowledge not just for examination purpose but also preparation for tertiary education. This would then prepare the learners to use the English language skills learnt for communication and courses that they enroll in selected higher learning institutions. Mastery of the basic language skills and familiarity will allow the learners to transfer knowledge both in writing and orally. However, ESL learners still face difficulty in comprehending writing even after teachers have used various teaching strategies to teach them to produce written work (Mehat & Ismail, 2021). There is a need to carry out this study to investigate how the ESL teachers guide and teach the learners to produce written work.

ESL learners often faced difficulties in writing because they need to master other aspects of writing skills including appropriate use of grammar, mechanics of writing, spelling, punctuation and also sourcing for ideas where writing is concerned (Ghabool, Edwina & Kashef, 2012). Writing has always been viewed as an essential element in second language learning (Mehat & Ismail, 2021). Weak ESL students are unable to grasp some texts consists of lexical and grammatical words. ESL students' inability to understand the basic lexical words with the assistance of meaning formation would impede the mastery of basic conventions of writing (Mehat & Ismail, 2021).

Writing skill is known as the productive and active skill of language practice. Past studies focused on investigating ESL learners' problems in writing so that good written essays can be produced (Mehat & Mehat, 2021; Mahboob, 2014; Mansoor, 2005; Marlina & Giri, 2014; Rahman, 2002). In Malaysia, ESL learners are exposed to all the four language skills and are required to sit for the national examination. For this purpose, ESL students must produce good written work so that they can perform well during the examination. The need for the ESL learners to be competent in all the language skills is vital so that they can use the language for communication purpose, national examination, entry to tertiary education and employment. ESL learners who are competent will be confident when it comes to performing writing tasks given.

ESL learners were incompetent in exhibiting their understanding and knowledge when they were instructed to write. Among the problems the ESL learners faced including recognizing the topic sentence, writing mechanics, unsuitable usage of vocabulary, inability to contribute to idea development, ungrammatical sentence, syntax, organization of the narrative essay and writing conventions that they have to adhere to. Nevertheless, more future research is mandatory to find out and investigate the factors that unfavorably affect writing skills of the ESL learners so that ESL teachers can address the factors that cause such issue to surface (Hyland, 2003). This study aims to investigate the effects of 36663 layout in writing narrative essay among junior 3 ESL learners and finally, suggestions of the ESL learners on how to improve learners' English language writing skills. Past studies have explored how

the ESL teachers assisted the ESL learners to improve writing skills (Ismail & Mehat, 2021; Mahboob, 2014; Haider, 2012; Mansoor, 2005; Harmer, 2008), students' lack of interest (Byrne, 1991; Harmer, 2008) methodological inappropriacy (Ahmad et al., 2013; Javed et al., 2013; Siddiqui, 2007).

Many academics have argued that teachers' practices in their writing instructions deeply influence students' writing performance (Shafie et al., 2010). Teachers resorted process approach in 1980s, product approach in 1990s, copying sample essays and today they prefer to teach traditional product-oriented approach which focused on linguistic features (Palpanadan et al., 2014). This approach used by teachers did not assist students to write better. Therefore, a more holistic approach where emphasis is given on understanding and ability to use the skills learnt to put together is an alternative for teachers' problem in teaching writing. Even if the structures of the questions change, the students would be still able to write well. Writing has always been a complicated task for individuals especially for both teachers and students (Ghabool et al., 2012). ESL teachers in Malaysia confirm the problems in writing development, especially in conventions, punctuation, spelling, proper use of grammar, and some of the basic and initiating aspects of writing (Ghabool et al., 2012). ESL learners lacked the English language proficiency and this has caused a lot of difficulties when it comes to writing tasks. The learners also faced complicated cultural and linguistic problems when they write (Musa et al., 2012). It is obvious that there is a disparity between writing in the first and the second language (Ghabool et al., 2012).

Mehat and Ismail (2021) in their study reported errors ESL learners commit in writing. They wanted to determine and confirm whether errors ESL commit were interlingual or intralingual. Findings showed that ESL learners were weak at applying subject-verb agreement and verb tenses when they write the essays. Types of errors made by these adult ESL learners were caused by the interference and influence of L1. Their findings implicate that ESL teachers, educators and other stakeholders play an important role to diversify materials for writing task to support and augment the learners proficiency. Nazima and Ahmad (2012) supports the claim made by Mehat and Ismail (2021) on the learners' motivation to learn a second language, it was apparent how L1 can support acquisition of L2 either negatively or positively. Rahmat and Coxhead (2021) concur that ESL learners faced difficulties in writing and therefore writing errors in essay is common in acquiring the language.

Ghabool and Mariadass (2012) carried out a study to investigate writing problems among secondary school students in terms of the writing mechanics, punctuation and proper grammar use. Their findings showed that ESL students were weak at producing grammatical sentences and using the punctuations marks accordingly. Their study also reported similar findings as Ismail and Mehat (2021) as how the first language influence and interference were apparent in their written work. It was suggested that teachers have to integrate practical methods to allow the ESL students to manage the problems they faced with writing.

Fareed et al (2016) reported that although the use of English language has increased drastically in Pakistan, learners still face issues when it comes to mastering English language specially in writing. Learners' issues and problems in writing problems include inability to develop content from the introduction to the body paragraphs, identifying the thesis statement and developing topic sentence for each paragraph, mechanics, organization and applying appropriate vocabulary to make the writing more interesting. Past studies reviewed showed that learners still faced problems in writing such as L1 interference, developing ideas, lack of vocabulary to be use in writing, inability to think critically to make the writing more

interesting, syntax, producing ungrammatical sentence, organization and mechanics. Despite numerous efforts taken by ESL teachers to motivate and ensure learners write, there is still a need to carry out this study to investigate strategies ESL teachers can adopt to ensure learners do not feel demotivate to write. Therefore, to solve these problems faced by the ESL learners in writing, there is a need to look at ESL teachers' competencies in integrating the 36663-layout writing strategy instruction for teaching narrative essay in the classroom.

The purpose of the study is to investigate the effects of using the 36663-layout writing strategy on ESL students' narrative essay. This study is guided by the following research questions:

1. Is there a difference in pre-test and post-test means among the students in the experimental group?
2. Is there a difference in pre-test and post-test means among the students in the control group?
3. Is there a difference in pre-test means between the experimental and control groups?
4. Is there a difference in post-test means between the genders?

Literature Review

Writing Skills

Writing is an important skill that is also known as the productive skill used in written mode. Writing skill is also known as one of the most difficult and complicated skills to be mastered including the acquisition by the native speakers of a language, writing skill is not merely about acquiring a graphic illustration of speech, but it represents the growth and demonstration of ideas and thoughts in a planned and organized manner. There are many ways to define what is writing? A definition of writing by The Balckwell Encyclopedia of Writings Systems provided definition for writing system as "a set of observables or concrete symbols employed and used to show the units of language in a structured and systematic manner, with the aim of documenting content, ideas and words that can be used by everyone who is well versed with the language in query and the regulations by virtue of which its system is determined in the writing system." (What is writing?)

Writing is often used as means of supporting variation in any classroom procedures. It supports learners with tangible evidence of his/her attainments and she/her can measure her/his progress in learning. It assists to strengthen learners' mastery of vocabulary and structure, and supports the development and acquisition of the other language skills.

Past Studies in Framing This Study

ESL teachers are aware of the struggles and difficulties faced by ESL learners in acquiring writing as it requires activation of cognitive process that learners have to activate their thinking and critical ability in order to deliver ideas needed to compose good essay (Hyland & Hyland, 2006; Kellogg & Paulus, 1999). This issue on difficulties learners experience and teachers' findings strategies to teach writing has been plentiful over the past decades. Wong (2021) carried out a study to find out views and preference on teacher-written feedback (TWF) that may influence and differ in different learning contexts. This study was carried out in a public pre-university college in Malaysia with seventy-eight ESL students. Data were collected through questionnaire and the findings showed ESL students expressed positive attitude and views of TWF. ESL students preferred TWF on the written essay produced as they felt that the feedback practice is very useful. Through the TWF practice, ESL students could

view the errors they made in written work and when teachers highlight the errors, students could improve and strategize their writing to deliver ideas in coherent and cohesive manner. This is viewed by Ferris (1995) as breakthrough in second language acquisition specifically in the field of essay research and pedagogy as how teachers transform traditional teaching by making teaching more meaningful by providing learners with some feedback that they can use to improve the way they write essay. For learners to be motivated and write confidently, past researches suggest that teachers need to integrate creative ideas for writing pedagogy considered to be indispensable to assist learners in the writing process (Geiser & Studley, 2002; Hyland, 2006; McCutchen, 1984; Nickerson et al., 2014).

Learners need the information specifically a guide on the conventions and mechanics of writing as well as knowledge on second language linguistic grammatical forms (Hyland & Hyland, 2006; Paulus, 1999). In other words, feedback is also a strategy teachers can use to assist learners to improve the content and the form of the essay learners can write (Ferris, 1995). In their study, Ismail and Emak (2021) found that integration of reading activities to teach writing can assist ESL learners in the secondary school to develop ideas and spark creativity in writing skills. The findings revealed that when learners were engaged in reading activities, their performance in writing improved as learners are able to apply vocabulary learnt and exposed from the reading activity into their writing activity. ESL learners are aware of the advantages of reading extensively as it can help them to activate their higher order thinking skills to be creative and critical in words selection for their essay writing purpose. Held (2010) opines that when teachers allow learners to read and discover simple stories from the beginning, middle and end can assist them to infuse or use significant elements like new word choice into their own essays. Mukundan et al (2013); Swanto and Din (2014); Ramadi et al (2016); Yunus et al (2019) concur that not many studies have focused on ESL learners' struggle in writing skills.

Knowing the fact that in Malaysia, learners are exposed to English since pre-school and nevertheless, they are still incompetent in applying the language when it comes to writing and this indicate low level of proficiency among Malaysian learners. Writing skill is understood as a productive skill and this require the learners to comprehend and understand the writer's tone, writing style, use of a good range of vocabulary list, punctuation, spelling and linguistic ability (Krashen, 2014) which necessitates the learners to decipher and grasp (Linse & Nunan, 2005), writing is a thoughtful social communication that also assesses literacy (Tan & Miller, 2008). Learners' problem worsened when they are unable to deal and write with one component of the writing process namely appropriate use of grammar, punctuation, spelling, norms and some of the basic elements of writing.

Gender Differences

Past studies have focused and carried out studies on gender differences to look and analyse how the performance differ between genders (Awan & Azeem, 2017; Green & Oxford, 1995; Pajares & Valiente, 1999). Past researches have also indicated that girls show better performance as compared to boys in second language acquisition and learning. However, Halpern (2000) argues that there is a universal agreement that females and males do not vary or differ in overall intelligence and mentions that gender differences are usually experimented and view for more precise cognitive capabilities such as visual spatial ability (Voyer et al., 1995) and language (Miller & Halpern, 2014). Reynolds et al (2015) claimed that the discussion of gender difference in writing skills are under study and often overlooked due to inconsistency assessing in educational landscape. He suggested that in studies where

writing is specifically examines, scholars and researchers should scrutinize gender difference to see if there are any significant differences arise.

Kirby et al (1988) mention that it is inevitable to understand the common belief of the language classroom that female students are inclined to write and perform better as compared to the male. This has been confirmed by Maccoby and Jacklin (1974) that in the educational landscape that focuses on writing is highly dominated by the females. Engelhard, Jr. et al (1992) reported the results of their study specifically on the mode of discourse, gender and experiential claim showed that gender plays a significant predictor where writing is concerned. Their findings indicated that females tend to produce better and highly rates essays as opposed to males. The key differences that was apparent between the females and males were connected to the discourse approach. In other words, the females and males exhibited different pattern that were constant across approach, this was compared in terms of the essay written by the females and males that showed narrative essays inclined to have stronger gender difference preceded by descriptive and expository.

Research Method

Research Design

Quasi-experimental design which involves selecting groups, upon which a variable is tested, without any random pre-selection processes. Quasi-experimental research is not true experimental research but it is research that resembles experimental research. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions (Cook & Campbell, 1979). The researcher employed the quasi-experimental design of control group and experimental group to collect data to look at the effects of using the 36663-layout writing strategy among Junior 3 ESL students' narrative essay and to discover whether there is any difference significantly between the male and female students in writing the narrative essay using the 36663-layout strategy.

Sampling

The population in this study comprises students of Junior 3 (8 groups of Junior 3) from two different schools located in the rural area of Klang, Selangor. The researcher selected only 60 students (30 from School A and another 30 from School B). The researcher selected 30 students for the treatment group and another 30 students for the control group. Out of the four classes in each school, the researcher selected just one class from each school. The purpose of having the control group is to lessen the factors that could jeopardize validity (Leedy, 1997). The researcher used convenience sampling technique for the selection of the participants. The subjects were selected based on their availability. The criteria for the selection of this subjects were based on the learners' overall performance in the year end examination. For each class, only teacher was assigned to teach. According to Cohen and Manion (1994), 30 students proposed in the control and treatment group is sufficient for statistical analysis. All these learners have the same level of proficiency. This study was carried out to assist the learners to who were weak in essay writing through the 36663-layout design of narrative essay to improve their essays.

Two teachers were assigned to teach in the treatment and control group. All together 60 learners participated in this study. The participants' age range was from 14-15 years old. All the learners are weak learners as they have problems in writing good narrative essays. These learners have problems in expanding their essay as they lack the vocabulary and also unable to arrange their ideas based on paragraphs. As for the two teachers, they have been

teaching English for more than twelve years and had graduated with a Degree in Teaching English as a Second Language. Figure 3.3 shows the sampling procedure of the study:

Data Collection Method

This quasi-experiment design had a pre-test and post-test instrument. A pre-test was administered at the beginning of the year and a post-test was administered after four weeks. The pre-test was administered to evaluate the students' initial writing skills for narrative essay, while the latter was administered to measure the effect of using the 36663-layout writing strategy on the students' achievement on narrative essay. The students wrote a narrative essay of about 150 words on "The most memorable holiday" for the pre-test and the post-test to show their level of writing ability. As for the intervention purpose, the 36663-layout writing strategy was prepared by the teacher. The teacher taught narrative essay using the 36663-layout writing strategy to enable the students to write better. The students' writing performance was marked using the school's essay marking rubric. These instruments were adapted from the private school English Language Syllabus. The essay writing questions were adopted from various teaching websites that are in line with the latest Secondary School English Language Syllabus. The researcher used the content validity and face validity to ensure the validity of the instruments that will be developed for this study. There are two variables of this research; they are independent variable and dependent variable. (1) Independent variable is the use of the intervention to write the narrative essay and (2) dependent variable is the students' achievement and understanding in writing the narrative essay using the intervention (36663 layout).

The 36663-Layout Design

Teachers in the treatment group and control group instructed the learners to answer the narrative question that was given in the form of a pre-test. Next, the teacher in the treatment group introduced the 36663-layout design to the ESL learners. In the first lesson, the teacher started off the writing lesson by introducing learners to introductory paragraph. In the introductory paragraph, the learners were introduced to three main elements that they should include on the introduction namely the lead sentence, bridging sentence and thesis statement. It is very important to guide the learners on these three elements so that they can start to developing and writing based on the title of the narrative essay. Teacher in School A gave a list of vocabulary to be used as a guide to write the narrative essay. Teacher explained to the learners to write based on the lead sentence that was introduced and next move on the bridging sentence to introduce the characters he/she will be introducing and discussing. Teacher explained to learners what is a thesis statement and explain to them how the identification of a proper thesis statement can provide clarity and assist the readers to find out the topic that is being narrated.

Next, teacher in the treatment group move on to explain the next step which is to write body paragraph 1. In this body paragraph 1, the learners are taught and guided to develop and write the topic sentence that helps them to introduce a paragraph that will be the main focus and emphasis of paragraph 1. Teacher explained to students on adhering to a proper structure and layout of a paragraph in order to produce proper organization of the narrative essay. The teacher repeated and emphasised again on the difference between a thesis statement and topic sentence is that the thesis statement summarizes the main idea of the whole essay and on the other hand, the topic sentence provides the main idea at each paragraph level. Once the learners are taught and guided on how to develop the thesis

statement and the topic sentence, the next important step is to write and develop the supporting sentence 1 and supporting sentence 2. In this step, the learners can write and develop the supporting sentence 1 and 2 by providing examples and proper descriptions of the topic sentence that they had provided earlier. Learners are guided to follow the following points when are instructed to writing supporting sentence 1 and supporting sentence 2:

- Learners must provide the main supporting points for the paragraph's main idea (topic sentence)
- Learners can write and develop are 2 - 4 supporting sentences in a paragraph.
- Learners are allowed to use sequence connectors to show coherence in paragraph in a logical manner.
- Learners are strictly reminded as not to write a new topic or introduce a new idea while developing the supporting sentence for the respective paragraphs.

Finally, learners were introduced to write the concluding sentence for body paragraph 1. Teacher explained that a concluding sentence should be linked and discussed with an argument in body paragraph 1. Very often, the teacher explained that learners always make this mistake by not including a concluding sentence. Teacher repeatedly taught the learners to always ensure there is one topic sentence, supporting details and a concluding sentence. The teacher explained that a concluding sentence informs the readers what is the end message or closure of the paragraph. In other words, a concluding sentence finishes a paragraph despite reaffirming the main idea or argument. The teachers reminded the learners to write the concluding sentence of body paragraph 1 by inserting words and phrases such as 'to sum up', 'thus', 'hence', and others. Teacher then reminded the learners to follow all the steps discussed above for body paragraph 2 and body paragraph 3.

As for the last paragraph which is the conclusion, the learners are guided to write based on this sequence namely restating the thesis statement, state the opinion or wish and finally the learners can end the essay with a hope. The 36663-layout design for the narrative essay writing is shown below:

Narrative Writing (Guide Students To Develop Their Essay)

Introduction:

Lead Sentence: It was a beautiful Saturday morning and the sun was shining brightly.

Bridging Sentence: My parents took us for a picnic at Teluk Kemang beach, Port Dickson.

Thesis Statement: After a half an hour drive, we finally arrived at the beach.

Body Paragraph 1:

Topic Sentence 1:

Supporting Sentence 1:

Supporting Detail 2:

Supporting Detail 2:

Concluding Sentence:

Body Paragraph 2:

Topic Sentence 1:

Supporting Sentence 1:

Supporting Detail 2:

Supporting Detail 2:

Concluding Sentence:

Body Paragraph 3:

Topic Sentence 1:

Supporting Sentence 1:

Supporting Detail 2:

Supporting Detail 2:

Concluding Sentence:

Conclusion

Restate Thesis Statement:

Opinion/Wish:

Hope:

Data Analysis

Pre-Test And Post-Test

Data obtained from the pre-test and post-test from both the control group and experimental group were analyzed by using the Statistical Package for the Social Sciences (SPSS) 26.0. The mean score and standard deviation were also calculated based on the pre-test and post-test scores. The researcher employed t-test analysis to discover if there are any significant differences in the mean score between the pre-test and post-test of the narrative essays given in the experimental group and control group. The comparisons between the control group and experimental group were tested using t-test. The scores obtained from the post-test between the male learners and female learners were also analyzed using univariate analysis of variance (ANOVA). This is supported by Creswell (2014) that for selected experimental research design with one or more than one independent variables, it is recommended to employ t-test or ANOVA.

Research Question 1

Is there a difference in pre-test and post-test means among the students in the experimental group?

Table 1

Results Obtained from the Paired Samples t-Test for Pre-test of Experimental Group

		N	Mean	Std. Deviation	t	p
Experimental Group	Pre-test	30	10.17	.95	30.87	.000
	Post-test	30	15.80	1.45		

As shown in Table 1, the analysis of pre-test data indicates that the pre-test and post-test means for the experimental group were 10.17 and 15.80 respectively. The difference between the pre-test and post-test means was statistically significant [$t_{(29)} = 30.87$, $p = .000 < .001$]. Therefore, the null hypothesis is accepted.

Research Question 2

Is there a difference in pre-test and post-test means among the students in the control group?

TABLE 2

Results Obtained from the Paired Samples t-Test for Pretest of Control Group

		N	Mean	Std. Deviation	t	p
Control Group	Pre-test	30	10.47	1.33	2.12	.043
	Post-test	30	10.20	1.19		

As shown in Table 2, the analysis of pre-test data indicates that the pre-test and post-test means for the control group were 10.47 and 10.20 respectively. The difference between the pre-test and post-test means was statistically significant [$t_{(29)} = 2.12, p = .043 < .05$]. Therefore, the null hypothesis is accepted.

Research Question 3

Is there a difference in pre-test means between the experimental and control groups?

TABLE 3

Results Obtained from the Independent Samples t-Test for Pretest by Group

	Group	N	Mean	Std. Deviation	t	p
Pre-test	Experimental	30	10.17	.95	1.00	.320
	Control	30	10.47	1.33		

As shown in Table 3, the analysis of pre-test data indicates that the pre-test mean for the experimental group was 10.17, while the pre-test mean for the control group was 10.47. Although there was a mean difference of 0.30, the difference was not statistically significant [$t_{(36)} = 1.00, p = .320 > .05$] which indicates that the two groups were equivalent at the onset of the study. Therefore, the post-test data could then be analysed using an independent samples t-test given the non-equivalence of the two groups.

Research Question 4

Is there a difference in post-test means between the experimental and control groups?

TABLE 4

Results Obtained from the Independent Samples t-Test for Posttest by Group

	Group	N	Mean	Std. Deviation	t	p
Post-test	Experimental	30	15.80	1.45	16.39	.000
	Control	30	10.20	1.19		

Table 4 shows the results from the analysis of post-test data by group using the independent samples t-test. As shown in Table 5, the results yielded a t-value of 16.39 that was statistically significant ($p = .000 < .001$), indicating that there is a statistically significant difference in the post-test means of the experimental and control groups, favouring the former. Therefore, the null hypothesis is not accepted.

Research Question 5

Is there a difference in post-test means between the genders?

Table 5

Results Obtained from the Independent Samples t-Test for Posttest by Gender

	Gender	N	Mean	Std. Deviation	t	p
Post-test	Male	20	12.80	2.76	0.371	.713
	Female	40	13.10	3.30		

Table 5 shows the results from the analysis of post-test data by gender using the independent samples t-test. As shown in Table 5, the results yielded a t-value of 0.371 that was not statistically significant ($p = .713 > .05$), indicating that there is not statistically significant difference in the post-test means between the male and female students. Therefore, the null hypothesis is accepted.

Discussion

This study investigated ESL teachers' strategic pedagogical skills in teaching narrative essay using the 36663-layout writing strategy instruction that can assist the ESL learners to produce better narrative essays. The teacher's strategic use of the 36663-layout writing strategy can bring about effective results where the narrative essay is concern. Students will be more motivated and confident with the exposure and input given using the 36663-layout writing strategy. The study was also carried out to discover whether there is any significant difference between male and female ESL students' writing performance in narrative essay. The researchers employed the quasi-experimental design of control group and experimental group to collect data to look at the effects of using the 36663-layout writing strategy among Junior 3 ESL students' narrative essay and to discover whether there is any difference significantly between the male and female students in writing the narrative essay using the 36663-layout strategy. The findings acknowledged that the effects of the 36663-layout writing strategy helped learners in scoring their marks higher compared to the conventional way of teaching narrative essay. The 36663-layout narrative writing has a positive effect on improving ESL learners' narrative writing skills, second, there is no significant difference between the male and female learners' narrative writing skills assessment scores.

The teachers in this study applied the constructivist learning theories, which assessed the intellectual aspects of learning that emphasized the process of knowledge construction that was innovated by (Dewey, 1933; Piaget, 1963; Bruner, 1963; Vygotsky, 1978). With the infusion of the 36663-layout narrative writing design, teachers could assist and guide the learners to activate the critical and thinking skills that could enhance their understanding when they were asked to write the essay in step-by-step manner. The learners with the help of the 36663-layout narrative writing design were able to generate ideas and assisted other learners to develop ideas required for essay writing. Moreover, teachers affirmed that learners preferred feedback upon marking the essay as they use the feedback as means to assess their own learning continuously. Learners feel motivated and more confident when teachers facilitate in co-constructing knowledge to develop ideas and content required for the narrative essay.

Therefore, teachers are aware that learners need some guidance in the form of a pedagogic approach that they can introduce to make teaching and learning process more

meaningful. By doing so, the learners will be more enthusiastic towards attempting the writing task without showing disinterest and passive attitude throughout the process of writing in order to write effectively.

As in the pedagogical aspect, the implication for the pedagogical approach that can be extracted from this study will be in terms of teachers equipping and mastering new techniques or strategies to teach writing so that the learners can demonstrate their proficiency through their written work and improve in terms of linguistics and vocabulary. Teachers can extend the use of 36663- layout narrative writing design on other genres including argumentative, expository, directed writing and descriptive.

Conclusion

The findings of the study show that it is necessary for ESL teachers to have good mastery and knowledge of the pedagogic approach to teach writing skills. Teachers are aware that the learners will benefit more in terms of developing ideas, content and linguistics (syntax and vocabulary) when they integrate 36663-layout writing strategy in their lesson to ensure learners are attracted towards the teaching and learning process to augment learners' ability in writing. Nevertheless, teachers faced some issues and challenges when they introduced and implemented 36663-layout writing strategy in their lesson. This study employed a mixed method research design with small sample size. Therefore, the findings of this study cannot be generalized to other context as compared to quantitative research with larger sample size. According to Fraenkel et al. (2016) generalization refers to the practice utilizing more than one sample, individual, object or phenomenon that will represent a character viewed as a statement or claim. Nevertheless, this study has its limitation although the study was carried out comprehensively and systematically.

Additionally, some suggestions for the students are that the students should practice the 36663 layouts in assisting the students to generate ideas, the students have to understand the generic structure of narrative paragraph and the topics introduced by the teacher. Besides that, the Ministry of Education can propose a series of workshop to train teachers particularly on strategies teachers can employ to teach writing to enable the acquisition of second language by the learners. Continuous training must be given to ESL teachers such as embedding vocabulary and grammar components together with technology in teaching writing based on the content standard, learning standard and themes in the English language syllabus.

The theoretical and contextual contribution of this research as in the pedagogical aspect, the implication for the pedagogical approach that can be extracted from this study will be in terms of teachers equipping and mastering new techniques or strategies to teach writing so that the learners can demonstrate their proficiency through their written work and improve in terms of linguistics and vocabulary. Teachers can extend the use of 36663- layout narrative writing design on other genres including argumentative, expository, directed writing and descriptive. The findings of this study also extend the existing knowledge and evidence about the effects of using the 36663-layout writing strategy among Junior 3 ESL learners' narrative essay between the male and female learners.

Therefore, the teacher should be more creative to convey the materials especially when teaching takes place in writing to avoid the students from being bored and make the class to be livelier and more interesting. This study will help the English language teachers to adopt an alternative strategy to assist the ESL students to write better narrative essays. Thus, this study can illuminate certain issues pertaining to assist ESL teachers in understanding

strategies that can be adopted to narrative writing as an important writing strategy to be taught to the students to motivate them to write and how this can help them make crucial instructional decisions inside the classroom.

References

- Ahmad, N., Khan, F. N. & Munir, N. (2013). Factors affecting the learning of English at secondary school level in Khyber Pakhtunkhwa, Pakistan. *International Journal of English Language and Literature Studies*, 2(2), 95–101.
- Awan, A. G., & Azeem, M. S. (2017). Gender differences and its impact on students' performance: A socio linguistic analysis. *Global Journal of Management, Social Sciences and Humanities*, 3(2), 352-372.
- Bruner, J. (1963). *The process of education*. Cambridge: Harvard University Press.
- Byrne, D. (1991). *Teaching writing skills-Longman handbooks of language teachers*. Longman: London.
- Cohen, L., & Manion, L. (1994). *Research methods in education* (4th ed.). London: Routledge.
- Cook, T. D., & Campbell, D. T. (1979). *Quasi-experimentation: Design and analysis issues for field settings*. Boston, MA: Houghton Mifflin.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston, MA: D. C. Heath.
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. *Journal of Education and Social Sciences*, 4(2), 81-92
- Ferris, D. R., & Roberts, B. (2001). Error feedback in L2 writing classes: How explicit does it need to be? *Journal of Second Language Writing*, 10(3), 161-184.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research In education* (8th ed.). New York: Mc Graw Hill.
- Geiser, S., & Studley, W. R. (2002). UC and the SAT: Predictive validity and differential impact of the SAT I and SAT II at the University of California. *Educational Assessment*, 8(1), 1–26.
- Ghabool, N., Mariadass, M. E., & Kashef, S. H. (2012). Investigating Malaysian ESL students' writing problems on conventions, punctuation, and language use at secondary school level. *Journal of Studies in Education*, 2(3), 130-143.
- Green, J., & Oxford, R. L. (1995). A closer look at learner strategies, L2 proficiency, and gender. *TESOL Quarterly*, 29, 261-297. doi:10.2307/3587625
- Haider, G. (2012). An insight into difficulties faced by Pakistani student writers: Implications for teaching of writing. *Journal of Educational and Social Research*, 2(3), 17–27.
- Halpern, D. F. (2000). *Sex differences in cognitive abilities* (3rd ed.). Mahwah, NJ: Erlbaum
- Harmer, J. (2008). How to teach english. *ELT Journal*, 62(3), 313–316.
- Held, S. (2010). Dumping graphic organizers for a more effective approach to prewriting instruction. *Illinois Reading Council Journal*, 38, 20-28
- Hyland, K. (2003). *Second language writing*. Ernst Klett Sprachen.
- Hyland, K., & Hyland, F. (2006). Feedback in Second Language students' writing. *Language Teaching*, 39(2), 83-101
- Javed, M., Juan, W. X., & Nazli, S. (2013). A study of students' assessment in writing skills of the english language. *Online Submission*, 6(2), 129–144.

- Kirby, J.R., Moore, P.J. & Schofield, N J. (1988). Verbal and visual learning styles. *Contemp Educ Psychol* 13, 169–184.
- Krashen, S. (2014). *The power of reading*. Libraries Unlimited
- Linse, C., & Nunan, D. (2005). *Practical English language teaching*. McGraw-Hill.
- Mahboob, A. (2014). *Epilogue: Understanding language variation: Implications for eil pedagogy*. Springer, Switzerland.
- Mansoor, S. (2005). *Language planning in higher education: A case study of Pakistan*. Oxford University Press Karachi.
- Marlina, R., & Giri, R. (2014). *The pedagogy of English as an international language: Perspectives from scholars, teachers, and students*. Springer.
- McCutchen, D. (1984). Writing as a linguistic problem. *Educational Psychologist*, 19(4), 226–238.
- Mehat, S. Z., & Ismail, L. (2020). Malaysian tertiary ESL Students' writing errors and their implications on english language teaching. *Asian Journal of University Education*, 17(3), 235, 242.
- Miller, D. I., & Halpern, D. F. (2014). The new science of cognitive sex differences. *Trends in Cognitive Sciences*, 18, 37– 45. <http://dx.doi.org/10.1016/j.tics.2013.10.011>
- Mukundan, J., Mahvelati, E. H., Din, M. A., & Nimehchisalem, V. (2013). Malaysian secondary school students' ESL writing performance in an intensive English program. *World Applied Sciences Journal*, 22, 1677-1684.
- Nickerson, R. S., Perkins, D. N., & Smith, E. E. (2014). *The teaching of thinking*. Routledge, United Kingdom.
- Palpanadan, S., Ismail, F., & Salam, A. R. (2015). Role of model essays in developing students writing skills in Malaysian schools: A review of literature. *Mediterranean Journal of Social Sciences*, 6, 1-11.
- Pajares, F., & Valiente, G. (1999). Grade level and gender differences in the writing self-beliefs of middle school students. *Contemporary Educational Psychology*, 24, 390-405.
- Paulus, T. M. (1999). The effect of peer and teacher feedback on students writing. *Journal of Second Language Writing*, 8(3), 265-289.
- Ramadi, E., Ramadi, S., & Nasr, K. (2016). Engineering graduates' skill sets in the MENA region: A gap analysis of industry expectations and satisfaction. *European Journal of Engineering Education*, 41, 34-52. <https://doi.org/10.1080/03043797.2015.1012707>
- Rahman, T. (2002). *Language, ideology and power*. Oxford University Press, United Kingdom.
- Rahmat, Y. N., & Coxhead, A. (2021). Investigating vocabulary coverage and load in an Indonesian EFL textbook series. *Indonesian Journal of Applied Linguistics*, 10(3), 804-814. doi:10.17509/ijal.v10i3.31768
- Siddiqui, S. (2007). *Rethinking education in Pakistan: Perceptions, practices, and possibilities*. Paramount Publishing Enterprise, United States.
- Shafie, L. A., Maesin A., Osman, N., Nayan, S., & Mansor, M. (2010). Understanding collaborative academic writing among beginner university writers in Malaysia. *Studies in Literature and Language*, 1(2), 58-69.
- Swanto, S., & Din, W. A. (2014). Employing drilling technique in teaching English writing skills to a group of rural Malaysian students. *Developing Country Studies*, 4, 73-83.
- Tan, E. K., & Miller, J. (2008). *Writing in English in Malaysian high schools: The discourse of examinations*. Routledge

- Voyer, D., Voyer, S., & Bryden, M. P. (1995). Magnitude of sex differences in spatial abilities: A meta-analysis and consideration of critical variables. *Psychological Bulletin*, 117, 250–270. <http://dx.doi.org/10.1037/0033-2909.117.2.250>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. MA: Harvard University Press.
- Wong, S. R. (2021). Malaysian ESL students' attitude, perceptions and preferences of teacher written feedback in writing. *Borneo Akademika*, 5(1), 13-24.
- Yunus, M. M., Zakaria, S., & Suliman, A. (2019). The potential use of social media on Malaysian primary students to improve writing. *International Journal of Education and Practice*, 7, 450-458. <https://doi.org/10.18488/journal.61.2019.74.450.45>