

The 'Model Assure' model approach to improve writing style of form 2 students

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Abstract: The study aims to explore the application of the Model Assure approach in enhancing the formal letter-writing skills of second-form students in Malaysia. By identifying the barriers to effective writing and implementing this structured teaching model, the research evaluates its effectiveness in improving student proficiency. The findings contribute to the existing literature on effective teaching methodologies and provide practical solutions for educators to foster better writing skills.

Keyword: Model Assure, formal letter-writing skills, teaching model, effective teaching methodologies

INTRODUCTION

Writing is an essential component of language learning, serving as both a tool for communication and a medium for cognitive development. In the context of the Malaysian education system, which aligns with the Malaysian Education Blueprint (2013-2025), emphasis is placed on nurturing comprehensive literacy skills among students. Writing skills, particularly formal letter writing, are vital for academic success and real-world applications. These skills encompass the ability to structure content logically, use appropriate language, and convey ideas clearly. The difficulties are more pronounced when writing formal letters, which demand strict adherence to format and language standards. The COVID-19 pandemic further exacerbated these challenges by disrupting traditional face-to-face teaching methods, thereby widening the existing learning gaps.

Background of the Study

Writing is an essential skill emphasized by the Malaysian Education Blueprint (2013-2025), which underscores the need for comprehensive language proficiency. Among the four primary language skills—listening, speaking, reading, and writing—writing is often regarded as one of the more complex areas to teach and learn. Formal letter writing, in particular, requires mastery of structure, tone, and language, which are often challenging for students.

Background of the Study

Despite structured educational frameworks, research indicates that many students encounter difficulties in producing coherent and well-structured writing. This issue is amplified in tasks involving formal letter composition, where students must adhere to specific formats and use appropriate language. The COVID-19 pandemic further compounded these challenges by disrupting traditional teaching methods, leading to a gap in writing instruction.

Research Purpose

The purpose of this research is to assess whether the Model Assure framework can effectively enhance students' writing skills, particularly in formal letter writing. The study also aims to identify key issues students face and how strategic interventions can overcome these barriers

LITERATURE REVIEW

The importance of writing as a core component of language learning has been extensively documented in educational research. Writing, particularly in formal contexts such as letter composition, requires students to synthesize language skills, structure their thoughts coherently, and use precise vocabulary. In the Malaysian education system, these skills are emphasized as part of broader literacy development, aligning with the objectives of the **Malaysian Education Blueprint (2013-2025)**. However, existing studies highlight that many students face significant challenges when tasked with formal writing, struggling with elements such as grammar, vocabulary, and adherence to structure. Previous research on teaching writing has underscored the need for effective and innovative instructional strategies. For instance, integrated approaches that blend traditional methods with new pedagogical models have been shown to enhance student engagement and learning outcomes. The **Model Assure approach** has emerged as one such effective framework, providing a step-by-step guide that emphasizes analyzing learner needs, stating clear objectives, selecting suitable teaching tools, requiring active learner participation, and conducting evaluations to refine teaching practices. The **Model Assure approach** has been noted for its adaptability and focus on structured learning, which helps bridge knowledge gaps and improve skill acquisition. It addresses the issue of passive learning by promoting active student involvement, where students are encouraged to participate in exercises that reinforce their understanding of writing principles. The literature also suggests that using strategic models like Model Assure can reduce anxiety associated with complex writing tasks, thereby enhancing overall student confidence and performance. Overall, incorporating structured and interactive teaching frameworks is crucial for supporting students in mastering formal writing. The existing body of research supports the potential of the Model Assure approach to facilitate more effective writing instruction, thereby addressing persistent challenges and promoting better educational outcomes.

METHODOLOGY

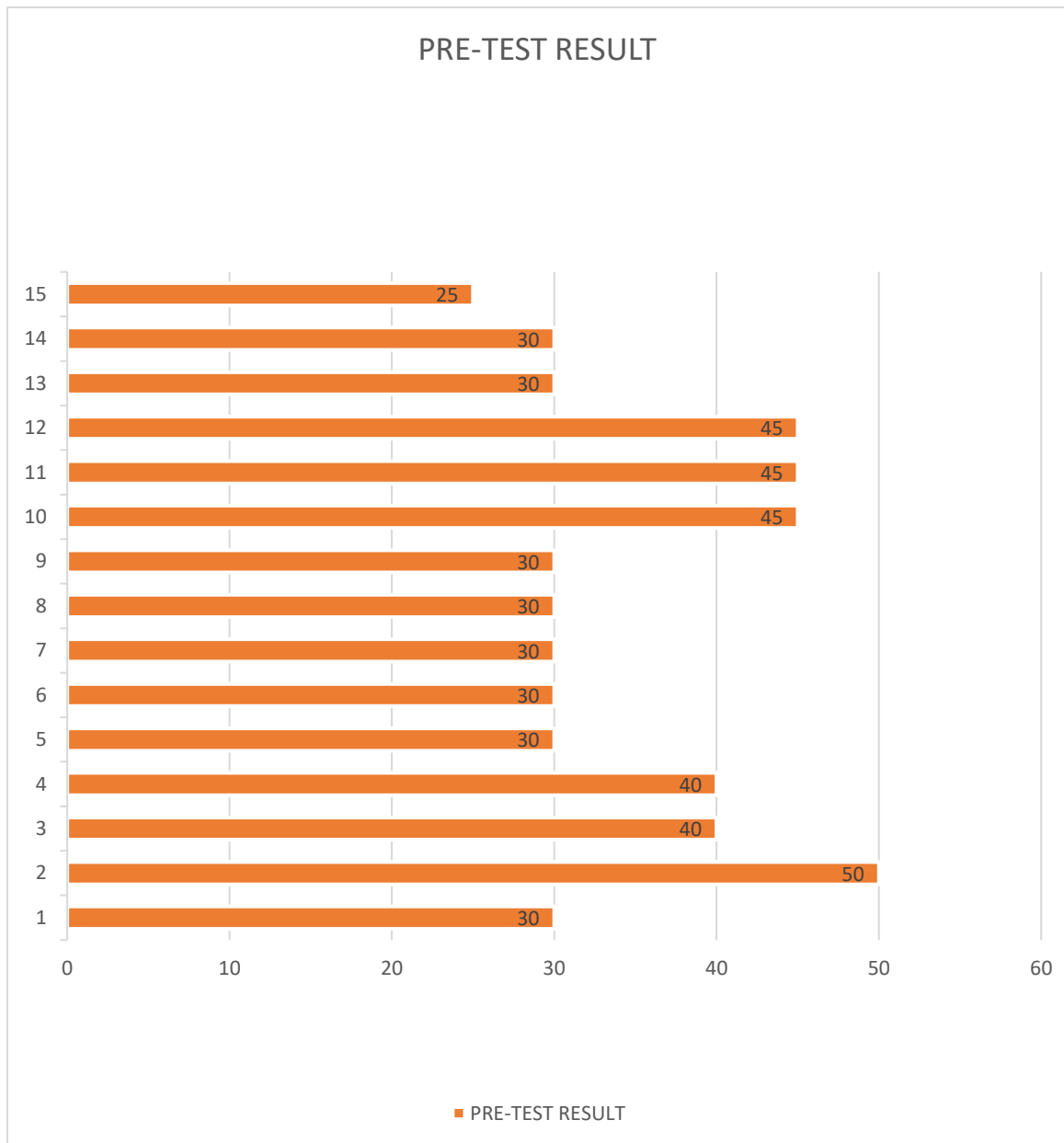
The methodology adopted for this study follows an action research design, aimed at addressing and resolving specific challenges in students' formal letter-writing skills. This design involves systematic, iterative stages of planning, action, observation, and reflection. The ASSURE model was chosen for its structured approach, which includes analyzing the learners, setting clear objectives, selecting relevant instructional materials, engaging students actively, and evaluating outcomes. Initially, a pre-assessment was conducted to identify the students' specific difficulties with formal letter writing, such as organization, tone, and grammar. Based on these findings, objectives were tailored to address these areas, emphasizing clarity and coherence. The instructional sessions were designed with a focus on interactive methods, including practical examples, group exercises, and visual aids, to make the learning process engaging and accessible. Students were encouraged to actively participate through guided letter-writing exercises, allowing them to practice drafting and revising letters. Post-intervention assessments and surveys were used to evaluate the improvement in students' writing skills and to gather their feedback on the learning experience. This methodology ensured a comprehensive, student-centered approach that combined theoretical instruction with practical application, yielding insights into the effectiveness of the ASSURE model in improving formal letter-writing skills.

FINDINGS AND DISCUSSION

The data analysis in this study was conducted through pre-tests and post-tests to identify results. Data was collected through responses to a specific research question in the pre-test. A total of three questions were asked in the pre-test. The researcher then recorded the scores obtained by respondents for each question in the following table and was finally put in the table below.

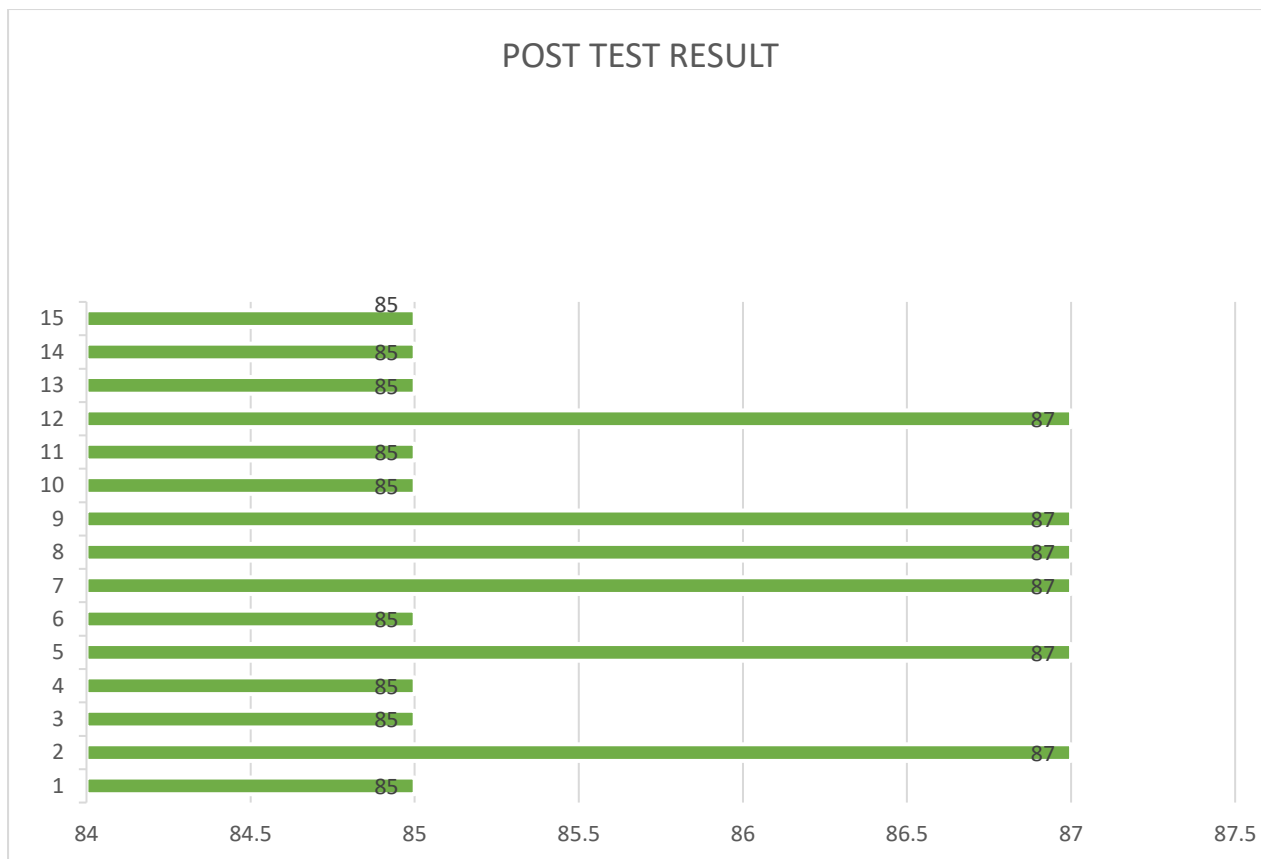
Pre-Test Result

The graph displays the total percentage scores of respondents in the pre-test. Respondents 1, 13, 14, 5, 6, 7, 8, and 9 scored 30%. Respondent 2 achieved a total of 50%. Respondents 3 and 4 scored 40%, while respondents 10, 11, 12, and 15 scored 45%. Thus, the table reveals that the maximum score obtained by respondents was only 50%.



Post Test Result

Graf displays the total percentage scores of respondents in the post-test. In this table, nine respondents scored 85%, while six respondents scored 87%. Thus, the post-test results show the level of understanding achieved by respondents through the animation approach.



CONCLUSION

The study's conclusion highlights the effectiveness of the ASSURE model in enhancing students' formal letter-writing skills, demonstrating that structured, step-by-step instructional methods can significantly impact student learning. By incorporating phases of learner analysis, targeted objectives, relevant materials, active participation, and systematic evaluation, the model created an environment where students could progressively develop confidence and competence in formal writing. The findings revealed that students not only improved their understanding of letter structure and tone but also gained practical skills in organizing and expressing ideas coherently. The use of interactive methods, such as visual aids and group exercises, further enriched the learning experience by making abstract writing concepts more concrete and accessible. The students reported feeling more prepared and engaged, suggesting that the model's active, learner-centered approach positively influenced both their motivation and retention. This study underscores the importance of structured teaching frameworks, particularly for complex skills like formal writing, where learners benefit from clear, scaffolded guidance. Overall, the study provides a foundation for further work on evidence-based instructional models, encouraging the development of effective teaching strategies within Malaysia's educational system and beyond.

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