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"THE EFFECT OF ESTAFET TECHNIQUE ON THE PERFORMANCE OF IRAQI EFL PREPARATORY SCHOOL STUDENTS' WRITING SKILL"

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Abstract

Abstract

The aim of the study is to identify the impact of Estafet Technique on the output of the writing skills of Iraqi EFL Preparatory School Students. The experiment was conducted in two groups: the experimental group studied by Estafet Technique and the second group studied by conventional method. Two groups of Al-Noor Preparatory School for boys (research sample) were randomly selected to represent the experimental group (37 students) and the control group (39 students) to achieve the study objective. The research population includes fifth year students for the academic year at the Preparatory School for Boys in the middle of the Baghdad governorate (2019-2020). The researcher had planned performance assessments to be used as pre-test and post-test tests. For the analysis of the data obtained, a T-test formula is used for two separate samples.

The results showed the superiority of the experimental group students in the performance test to the control group students.

Keywords: Effect; Estafet Technique; Preparatory School; Writing Skill.

1. Introduction

Education today is using technology to improve the learning process and the results. Technology gives us powerful tools to try out different designs, so that we can start developing educational science instead of

educational theories. In aeronautics, for example, the aim is to explain how different designs contribute to lifting, dragging, etc. (Nawi, Hamzah, & Abdul Rahim, 2015).

It is important that educators continue to improve their teaching methods. If education technology is concerned with carefully thinking about teaching and learning, then the computer has a contribution to make, regardless of its use as a means of implementation, because the design of computer-based learning environments gives us a new perspective on the nature of teaching.

Teachers are also creative in teaching and learning to solve problems.

Teachers should use the new methods of education as their creativity. Student attendance and participation are challenges in the classroom and can be addressed through the use of mobile learning as a teaching method. In this case, Telegram is a mobile learning device.

Mobile learning is a learning platform that uses mobile devices such as mobile phones, iPads, Personal Digital Assistants (PDAs) and tablets (Nawi, Hamzah, & Abdul Rahim, 2015). Mobile learning allows students to experience the learning process at anytime and anywhere (Sharple, Taylor, & Vavoula, 2007).

Mobile learning is also capable of being used as a teaching and learning resource when it includes students coming from different geographical areas and promoting collective learning (Taleba & Sohrabi, 2012). Learning by this process is also an option for face-to - face on-campus reading (Abas, Peng & Mansor 2009).

Aliff, Mohd Isa and Azwin Arif 2015 (Nawi et al., 2015) reported that mobile learning is one of the innovations in teaching and learning that offers teachers and students a more versatile and interactive approach and creates spontaneous, informal and privacy without ignoring the learning context (Ally, 2009).

Google Classroom is a blended school learning platform that aims to simplify paperless assignment development, distribution and grading. Google Classroom is a free software program designed to help teachers and students connect , interact, coordinate and manage tasks, get paperless and more! It was launched following its release as part of Google Apps for Education.

A. Google Classroom Google Classroom is designed by Google for academic purposes that support a mixed learning platform. This program is so simple to use, it doesn't take too much space on your smartphone memory, and it allows teachers and students to keep track of the lessons. Users can build a virtual class in which they can act as in a traditional class, saving more time , energy, and space.

Iftakhar (2016, 12-13) notes that Google's classroom helps teachers to spend more time on paperwork with their students and less time, and it's even better now. The latest news from Google is adding new features

to Google Classroom. The option to include more than one instructor as well as to register for advanced classes is included in the new functionality.

Google Classroom is an easy-to-use program, much like M. Janzen (2017) points out that Google Classroom 's architecture intentionally simplifies the instructional interface and the choices for providing and monitoring assignments; contact with the whole course or individuals is also streamlined through alerts, emails and push notifications.

In fact, the use of communication devices such as mobile phones, tablets , and laptops for Internet access has often been used as a means of connecting the teaching and learning process indirectly. Any course at universities usually produces a 'gang' in WhatsApp or Telegram. This method often engages students and lecturers on a subject related to the course.

. In this study, the Telegram application was chosen to serve as a mobile learning platform due to the conveniences that it offers. For example, the Android users can download the app from the Play Store, Telegram, for free.

It also allows documents, images , audio and videos to be uploaded. In comparison, unlike WhatsApp, all members of Telegram Group act as administrators and have the right to add new members to the Party in no time. You can also access this application through computers, making it more accessible for users needing a larger display than a smartphone. This study explores how telegram can be used as a platform for writing skills in mobile learning (Hammad, e al . ,2018).

2. Writing Skills and Estafet Technique

English is one of the world's languages, and is an international language. English is taught as a compulsory subject in the world of education because it is not only used to know or add knowledge about other languages, but also in work such as business or cooperation with other nations. The English language is the language used most to communicate.

In Iraq, many students consider English as a foreign language difficult because English is different with the language of Iraq, such as pronoun, spelling, word, and structure. Every individual from many countries is trying to study English in order to improve their ability for their future carrier.

In each school English is taught in the process of teaching-learning as a compulsory subject. Each student will master reading, listening, speaking , and writing English skills. Reading and listening is called receptive skills, where people need the ability to receive written or spoken language while they speak and write because people need the ability to produce written or spoken language (Harmer, 1998:44).

Writing is the productive skill that needs a writer's skill in communicating information to a reader or reader's group. It is a complex skill that goes from copying familiar words and phrases to developing

awareness of textual structures, genres, drafting and editing processes, and writing for an audience.. Before they start writing the writer must read some book as a source. The writer will be getting some information from reading it. The students would eventually be able to compose an essay or a article.

Writing is one of the basic skills for Preparatory School students in learning English as a foreign language. Indeed, most Preparatory School students find writing to be a difficult and unpleasant subject. So the students find it hard to write in a paragraph, and they don't know how to start making a paragraph. They are afraid not only of making a mistake in the sentence but also of losing vocabulary (Abbas,2018).

The writing skills are complex and often hard to teach, requiring mastery not only of grammatical and rhetorical devices but also of logical and judgmental elements (Heaton, 1988:23).

The students also have an issue with the method of spelling , grammar , punctuation, and teaching (Harmer, 1998:44).

The teaching approach is the primary cause of their deficiencies in writing learning. English-speaking students have minimal vocabulary too. Students end up repeating the same words, then. Additionally, because of the ill-structured compositional sentences, students' writing is difficult to understand.

Wahyuni (2014:34) states that the teachers' techniques seem to be monotonous, as they used traditional and conventional techniques only. She also says the students are not motivated to write a good paragraph; they are still in doubt and confusing about starting to write. As Harmer (1998: 8) says, "whatever motivation students have, it is obviously highly motivated to do better than students without any motivation at all." It also implies the motivation of students to teach and learn English (Zahraa, et al.).

At the other hand, Langan (2009: 35) notes that people who assume that writing is a "natural talent" rather than an acquired ability may think they are the only ones for whom writing is unbearably hard.

On the basis of the above background, the researcher conducts a study using Estafet Technique to improve the writing skills of the students.

Estafet Writing is one of the active learning techniques and also an innovative model learning in which one of the students begins writing which is continued one after the other again. It's one of the easy-to-learn techniques and can be an effective way to teach procedural text writing.

The present study aims to answer the following questions:

1. Is estafet technique effective to improve EFL preparatory students' performance in writing skill?
2. How is the students' response toward the implementation of estafet technique in writing the text?

EFL teachers must create a learning environment that makes students more enjoyable and interactive by choosing authentic materials to create a

more positive learning attitude including menus, maps, newspaper inserts, store advertisements, travel brochures, catalogues, phone books, real-state pamphlets, various sightseeing and tourist information pamphlets (Kelly, 2004:1) &(Rahooomi,2019).

Pulvemess (2002:3) asserts that language teachers are responsible for encouraging learners to develop language awareness and become aware of their individual learning styles and strategies. Puello(1990:38) suggests there are four significant reasons for effective education and learning of the foreign language. These are as follows:

1. The language curriculum 's goals and content, and the correct sequence of its courses.
2. The approaches or techniques necessary to attain those objectives.
3. The motivation and efficacy of the students, and last but not least,
4. The role that the students play in the learning process.

In addition , studies indicate that cooperative learning has beneficial effects in higher-level thinking, more regular generation of new ideas and solutions, and more transfer of what is learned in one situation to another than competitive or individualistic learning (Johnson & Johnson, 2000).

According to Syathariah (2011: 41-42), Estafet Writing Technique (EWT. From now on) is a kind of active learning or learning by engaging the students in negotiating learning as a satisfying activity and giving them the opportunity to express their ideas with their classmates on a certain topic.

It means that estafet writing is a kind of teaching technique that teachers use to help the students participate actively by continuously expressing one 's ideas after another, based on the given topic. Relay writing or serial writing is a method of learning through doing or active learning that actively engages learners to write a narrative essay in a manner that is either jointly or stafet. Implementing estafet writing will be more beneficial for learning how to write as students are more likely to learn in groups than individually (Chilap, et al. ,2020).

Estafet writing is a method of teaching learning writing which is the students can learn to write through group practice and the students will also be able to develop their writing skills independently. This stafet writing is a learning technique which allows students to learn together effectively, in group or individually.

This technique can produce the resulting learning of a certain product. Working together is the composition of the product, since the results of the procedure text are in phase with the activities together.

Estafet writing technique and collaborative writing are often called (the stacoll method). They are used to increase students' liveliness in the classroom and also to enhance teachers' teaching and learning efficiency. ESTACOLL learning requires students to be more involved and to cooperate among students as the instructor acts only as facilitators and and certainly can improve student learning outcomes.

Students operate in classes in the writing system or the estafet writing process. Each group member poured his feelings into a single line of estafet writing with the same title and the theme. It was performed in sequence until the time limit specified expires. The Group members' success would impact the group 's performance. Rusman (2011) notes that the steps taken in implementing Estafet writing method are as follows :

1. Students exchange descriptive text information.
2. Students are classed as descriptive text examples.
3. The teacher divides the students into groups of four to five persons.
4. Students presented a picture to describe and execute the writing method for this estafet.
5. Community students completing concise text with stafet.
6. Students rewrite the text that was written as descriptive.
7. The students present the writing group 's results.
8. Students are revising concise text for their party.
9. Students supply descriptive text.10.

A descriptive text with a predetermined theme is written individually by students. Making a match technique can be altered depending on the teaching and learning process purposes. It's very useful because the teaching and learning process objectives influence teachers in choosing the method of stafet.

The advantages of EWT writing procedure text in Teaching Procedure Text Teaching text will be more effective using EWT because it will make learning atmosphere more funny and not boring. Estafet writing will allow the students to draw their ideas freely in a text.

Syatariah (2013) notes that Estafet writing is one form of successful technique that can enhance the motivation of students to grow their imagination to write a text and increase the bravura of students in starting their imagination to write a text.

Thus, students will be motivated to learn how to write a text through EWT and it will also have a positive effect on students' writing skills. EWT can be an effective technique for teaching English, because students will learn

to write using this technique in a group but still have the opportunity to improve their writing skills individually. Estafet writing also offers all members of the group the opportunity to revisit their work together.

3. Methodology

It includes an explanation of the research methodology and procedures, including the choice of experimental design and the selection of the research community and its model, as well as the parity processes between the two research groups (experimental and control), consideration and control of the variables.

3.1 The Experimental Design of the Research:

It includes an independent variable (Technique Esatafet), the usual method and the dependent variable (writing skill).

3.2 Sample of the study:

The new research community includes the fifth grade students for the academic year (2019 – 2020) in the Baghdad Province (centre) Public Preparatory School of the General Directorate of Education. The researcher chose Al-Noor Preparatory School for Boys in the center of the Governorate of Baghdad to conduct his research, and found that it includes two groups (A and B). The researcher chose (B) the random drawing method to represent the experimental group and the number of its applications (40) According to (Esatafet Technique), and likewise chose Group A to represent For the control group and the number of students (36) to be studied according to (normal method). Therefore the total number of the research sample was (76) students before the exclusion and after the students' information was identified from the school's official records. In the two study classes the previous cases were identified in the fifth grade.

Table 1: Distribution to experimental and control group of students in the sample before and after exclusion

The group	No. of students before exclusion	No. of students	No. of students after exclusion
Experimental	40	2	38
Control	36	1	35
Total	76	3	73

3.3 Preparing the Material

The teaching materials used in conducting the experiment were represented by the syllabus of English for Iraq, and the content taught during the second course of the educational year (2019-2020) was set to originate from (Unit 6- Unit 8). In which the investigator sets a number of behavioral goals to be expected from the test sample, as for the lesson plans, the researcher prepared a total of (30) lesson plans based on a second intermediate grade book (English for Iraq) for each sample set.

4. Research Tools

1) Performance Test

It is defined as evaluating the knowledge of an person in a given area of content field, skill or achievement in a given curriculum, time frame, and material. They can also help identify rates of students and what they need to learn and work on (Brown, 2003; Kareem, et al., 2019 & Ali, et al., 2019).

The performance test was constructed through the following steps:

- The purpose of the test: the desire to construct the test was to measure the readability of the students in the English language in accordance with the behavioral goals set out in the teachers' guide.
- Test item identification: the investigator listed the test items as 25 test items and prepared a test scoring scheme.
- The test was designed by revising the educational goals Taxonomy of the Bloom.

2) Test's Pilot

The researcher chose the students from two schools close to the main school on which the experiment was carried out. He 'd taken (50) students in the pilot test. The test items were statistically tested and found that the issue with the items ranged from (0.76-0.31), whereby the test items are considered in difficulty as accurate. Prejudice ranged from (0.82-0.33) which is also acknowledged.

3) Conducting the Test

a. The Final Administration Pre-test

On April 20th, 2019, students of both the experimental and control group were pre-tested via e-learning software. This pre-test aims at comparing the scores of the students ' achievement during the pre-test with those in the post-test. The investigator then tested the study sample and scored it.

b. The Post-test

On 20 May 2020, students from both groups (the experimental and the control ones) were post-tested using the e-learning program. The same pre-test procedures were followed in conducting the post-test, namely scoring scheme, validity, pilot study, item issue problem, item discrimination and reliability. It should be noted that a jury of fifteen ling experts had also seen the post-test.

5. Results

The experimental group students who studied according to Estafet technique were superior to the students of the control group who studied according to the controlled process in the output test, thereby rejecting the first null hypothesis and supporting the alternative null hypothesis: (Statistically significant difference is observed at the level of (0.7) and average score of control group students studying the English test using the controlled method). This is consistent with the research which confirmed the superiority of the experimental group studied under Estafet 's technique to that of the control group taught using the prescribed method (Caldwell,2007), (Roschelle, et al., 2004).

Students replied that teaching and learning in Telegram and Google Classroom helps them acquire new knowledge, be more creative, generate spontaneous ideas, provide original ideas without the risk of being embarrassed, and encourage them to be excited about learning. Compared with regular classes, all students can offer ideas and the ideas were honest by themselves. The study suggests the latest innovation could solve the teaching according to the teachers' problems.

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