



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: www.jtuh.org/**Tariq Dhia Muhsin**

Tikrit University, College of Education for Humanities, Department of English Language

Nagham Qaddori Yahya

Tikrit University, College of Education for Humanities, Department of English Language

* Corresponding author: E-mail :
TD231460ped@st.tu.edu.iq
 07810904130

Keywords:

Attribute Chart Strategy
 Speaking
 Achievement
 effect

ARTICLE INFO**Article history:**

Received 15 Apr 2024
 Received in revised form 25 May 2024
 Accepted 17 June 2024
 Final Proofreading 3 Sept 2024
 Available online 3 Sept 2024

E-mail t-jtuh@tu.edu.iq

©THIS IS AN OPEN ACCESS ARTICLE UNDER
 THE CC BY LICENSE

<http://creativecommons.org/licenses/by/4.0/>



The Effect of Attribute Chart Strategy on EFL Secondary School Students' Achievement in Speaking

A B S T R A C T

The current study aims at investigating the effect of Attribute Chart Strategy on EFL Secondary School Students' Achievement in Speaking. The population of the current study is 228 students which represents all the students of the fourth preparatory class in AL Zaab City during the academic year 2023-2024. Two groups are chosen to serve as experimental and control groups. Each group consists of thirty students. The pilot study is made in order to find out the suitability of the test items. Both groups have been equalized in age, parents' academic level and students' achievement in the previous year. The experimental group is taught according to Attribute Chart Strategy, whereas the traditional method has been adopted for the control group. The content of the teaching material is analyzed, then, an achievement pre-test and post-test have been constructed. The experimental and the control groups were taught for eight weeks. The researcher constructed an achievement test of six questions to assess the students' performance in the independent variable (speaking). The test items were presented to specialists to verify its validity, and to obtain its reliability. Then the data is statistically analyzed and the following results showed that: There are statistically significant differences in the mean scores of the experimental group and that of the control group in the post-test and there are statistically significant differences in the mean scores of the students' achievement of the experimental group and the pre-post tests. The study ends up with a number of conclusions, recommendations.

© 2024 JTUH, College of Education for Human Sciences, Tikrit University

DOI: <http://doi.org/10.25130/jtuh.31.9.2024.24>

أثر استراتيجية مخطط السمات على تحصيل طلاب المدارس الثانوية دراسي اللغة الانجليزية لغة أجنبية
 في مهارة التحدث

طارق ضياء محسن/ جامعه تكريت، كلية التربية للعلوم الإنسانية
 نغم قدوري يحيى/ جامعه تكريت، كلية التربية للعلوم الإنسانية

الخلاصة:

الدراسة الحالية تهدف إلى التحقيق في تأثير استراتيجية مخطط السمات على تحصيل طلاب المدارس الثانوية لتعلم اللغة الإنجليزية في المحادثة. يبلغ عدد سكان الدراسة الحالية ٢٢٨ طالباً، مما يمثل جميع طلاب الصف الرابع في مدينة الزاب خلال العام الدراسي ٢٠٢٣-٢٠٢٤. تم اختيار مجموعتين لتكونا المجموعة التجريبية والمجموعة الضابطة. تتكون كل مجموعة من ثلاثين طالباً. تم إجراء الدراسة التجريبية لمعرفة مدى ملاءمة عناصر الاختبار. تمت معادلة كل من المجموعتين من حيث العمر ومستوى التعليم للآباء وإنجاز الطلاب في العام السابق. يتم تدريس المجموعة التجريبية وفقاً لاستراتيجية مخطط السمات ، في حين تم اعتماد الطريقة التقليدية للمجموعة الضابطة. تم تحليل محتوى المواد التعليمية، ثم تم بناء اختبار تحصيلي قبلي وبعدي. تم تدريس المجموعتين التجريبية والضابطة لمدة ثمانية أسابيع. قام الباحث ببناء اختبار إنجاز يتألف من ستة أسئلة لتقييم أداء الطلاب في المتغير المستقل (المحادثة). تم تقديم الاختبار للمتخصصين للتحقق من صحتها، وللحصول على موثوقيتها. تم تحليل البيانات إحصائياً وأظهرت النتائج التالية: هناك فروقات ذات دلالة إحصائية في متوسط الدرجات بين المجموعة التجريبية والضابطة في الاختبار البعدي، وهناك فروقات ذات دلالة إحصائية في متوسط تحصيل الطلاب في المجموعة التجريبية بين الاختبارات القبلية والبعدية. تنتهي الدراسة بعدد من الاستنتاجات والتوصيات.

الكلمات الدالة: استراتيجية مخطط السمات ، التحدث، التحصيل، أثر

Introduction

1.1. Statement of the Problem

English is increasingly becoming a tool for international communication in transportation, commerce, banking, computerization, tourism, technology, diplomacy and scientific research. It is not only taught to be a tool for understanding and teaching British or American cultures (Brown,2010).

English has been a crucial qualification for an individual who wants to cope with the rapidly changing circumstances of these days. Proficiency in English is becoming necessary for employees for the purpose of adapting their workplace. Mastering English will unquestionably maximize the chance of being employed in considerable careers, since companies and organizations tend to hire persons with good English efficiency (Richards, 2002). Thus, English is taught worldwide in many countries more than any other language. One of the countries that give much consideration for English is Iraq. In Iraq English language is considered a foreign language. It means that Iraqi people do not use English for daily communication.

As a result, learning English is very difficult for the learners because there are so many things that are different from their native language. The students should master all of the four language skills; listening, speaking, reading, and writing (Rost, 2009).

Speaking is a skill as important as the other language skills, while each of the four skills is important for second and foreign language learning. Speaking is viewed as the —primary means of L2/FL production.

Bygate (1987) states that Speaking skill should not be separated from other skills. It means that everything that people talk or write is all about everything they have speak. When students are reading, they are thinking by comprehending all the words, phrases, sentences. In order to be more fluent when using language . Through speaking activities, students are expected to be able to express the meaning they want to give . Consequently, the students must have a good speaking ability.

To the best knowledge of the researchers, EFL students mostly face problems to speak a foreign language. The currently used teaching strategies may be one of the causes behind those problems. Therefore, this study aims to utilize Attribute Chart strategy in teaching speaking in order to fill a gap of information in literature of this area through investigating the effectiveness of the adopted strategy.

1.2. Aims of the Study:

The current study aims at finding out the following:

- 1-The effect of Attribute Chart Strategy on the achievement of the students in speaking.
- 2- Whether there is any significant difference between experimental group achievement in the pre-posttest.

1.3. Hypothesis of the Study:

The aims of the current study are supposed to be achieved through verifying the following hypotheses:

- 1- There are no statistically significant differences between the mean scores of the experimental group which is taught using the attribute chart strategy in achievement (written and oral test) and the control group in the post test.
- 2- There are no significant differences in the mean scores of the students' achievement in the pre-test and post-test.

1.4. Limits of the Study The study is limited to secondary school male students who are studying “English for Iraq” during the second semester of the academic year 2023-2024 at Al Hawija City in Kirkuk governorate.

1.5. Definitions of the Basic Terms:

To avoid any ambiguity in the terminology used, the basic terms are defined operationally as follows:

1.5.1. Effect

- It is the ability to achieve desired goals and outcomes. (Hornby,1995)
- Effect refers to the observable outcomes or changes resulting from specific educational intervention, program, or method (Hattie, 2009).
- Effect is a change that is caused in a person or Thing by another person or thing .In other words, an effect is a noun used to denote a consequence, an outcome, a result, or an Influence. ” (Collins Cobuild Dictionary, 1990).

-operational Definition: It is the change that is supposed to take place in the achievement of the students after being taught according to Attribute Chart strategy

1.5.2. Strategy

- Mintzberg(1978) views that strategy is a plan of developed ideas consciously, purposefully and made in advance of the specific decisions to which it applies.
- Max McKeown (2011) argues that “strategy is about shaping the future” and is the human attempt to get to “desirable ends with available means.
- A strategy is a rule for making decisions under conditions of partial ignorance whereas policy is a contingent decision Paris (1991).

Operational Definition: It is a tool for analyzing the success of your current plan and then executing operations for optimum results.

1.5.3. Attribute Chart Strategy

- Peregoy & Boyle (1997) state that it is a way of visually organizing information to support students understanding of the attributes of concept being studied.
- According to a Reutzler (1989:123) Attribute Chart Strategy studies using graphic organizers such, as an attribute chart, helps students to better understand the topic of focus.

- Is a means of organizing material visually in order for students to understand the attributes of a topic being studied (ibid).

-The Operational definition: It is the teaching strategy used to teach the experimental group in this study.

1.5.4. Speaking

- According to Bailey (2005), Speaking consists of producing verbal utterances to convey meaning. As stated by the author, speaking is most of the time “spontaneous, open ended and evolving”. To put it in another way, speaking is likely to happen any time we feel the need to communicate, it is also limitless and unrestricted, and finally, it is still developing and will continue to develop with human race.

- Nakhlah (2016) says that speaking is the way to consignment the language directly by the mouth.

- Farma (2016) states that speaking is a way active spoken communication (speaking skill) that craves skill for expressing the ideas through free brimming communication.

Operational Definition: Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

1.5.5. Achievement

- Achievement is the progress made towards the goal of acquiring educational skills, materials, and knowledge, usually spanning a variety of disciplines. It refers to achievement in academic settings rather than general acquisition of knowledge in non-academic settings. Nitko, A. J. (2001).

- It means the accomplishment or a result gained by effort and is the quality of a student's work. (Webster, 2005).

- Tinambunan (1988) defines it as the students' grasp of somebody of acknowledge or proficiency in certain skills.

Operational definition: achievement is the students' scores appearing in the posttest.

Secondary School Students: refers to the students who are at the level that follows the primary stage, usually students at that level are between 12 to 19.

1.6. Plan of the Study : The following steps will be followed in order to achieve the aims of the study and verify its hypotheses:

1-Choosing two groups of secondary school students randomly for the sample of the study; then dividing the sample into two groups: experimental and control.

2-Equalizing the two groups according to certain variables, which are their levels in English lesson and academic level, by the pre-test.

3- Constructing an achievement test as a tool of the study.

4-The current study will prove to what extent Attribute Chart Strategy work in teaching speaking.

5-Applying the experiment for the two group. the experimental group with Attribute Chart strategy and the control group with the conventional way of teaching.

6-Submitting the two groups for the post test.

7- Collecting the required data and analyzing it statistically.

8- Obtaining results, stating conclusion, recommendations and suggestions.

Chapter Two

2.1 Theoretical Background

2.1.1 The Concept of Speaking:

Speaking is a basic skill that language learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expression, but it also involves nonverbal symbols such as gestures and facial expressions (Hedge,2000).

According to Nunan, (2003) speaking is the ability to convey meaning, expressing or exchange thoughts by using words that have to be pronounced. He adds that speaking is a productive oral skill which it consists of producing systematic verbal sentences to convey meaning.

Speaking English is one of difficult skills for students. Based on cursory observation, it was found that most of students could not speak English well because of several reasons. Those were lack of vocabularies, commit grammatical

mistakes in speaking, mispronounced words, got stuck in speaking, pausing, and still shy to speak Amelia ,M. & Komariah , E.(2017).

Irawati (2003) states that speaking is one of central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listeners used to communicate information, ideas, and emotion to other using oral language, while Nitasari, (2017) states that speaking usually consists of two persons or more using language for communication transactional purposes. It means that speaking is an oral communication achieved if there are two or more persons in one communication area, speaking involves the speaker and the listener, they interact to understand each other and to convey something between them.

2.1.2 The Features of Speaking Skill

Through the interaction that people are involved in, some features appear in the speaking process. According to Richards and Renandya (2002), there are many features or components of speaking such as grammar, vocabulary, pronunciation and fluency:

a. Grammar:

In general, grammar is defined as the whole system of language, consisting of syntax, semantics, and morphology. Brown (2001) remarks that grammar is „, the system of rules governing the conventional arrangement and relationship or -words in a s

entence „, Harmer (2002) sees that grammar is the picture that reflects the way in which words are able to change their forms and it can be combined to make sentences. It is important to use the rules of language correctly. To master grammar well, it will help the students to be fluent during speaking.

b. Vocabulary:

Vocabulary refers that it is the all the language and words either used or understood by a person and group of people, the words used in a language, phrases, clauses and sentences are built up by vocabulary. Vocabulary is the basic of any language because without we cannot communicate effectively or express our ideas in both oral and written form. (Wilkins, 1983) Finally, we can say that vocabulary is the total number of words that are needed to communicate and express our ideas and the speaker“ meaning. For the sake of that vocabulary is very important to learn.

c. Pronunciation

Pourhose in Gilakjani, (2016) defines pronunciation as “the production of English sounds, pronunciation is learnt by repeating sounds and correctly them when produced inaccurately. When students start learning pronunciation, they make new habits and overcome the difficulties resulting from the first language.” Production is the accurate way of pronouncing words in accepted way. Richards & Renandya (2002), state that pronunciation is the definite uttering of individual speech sounds such as stress and rhythm, intonation, pitch variation, and volume. In other hand, they point out that pronunciation includes the role of segmental phonemes which consists of sound segments, vowels, consonants and semivowel sounds of a language, as well as supra segmental features like stress, rhythm and intonation.

d. Fluency:

According to Brown (2001) points out that fluency is the ability to speak fluently and naturally without any hesitation or pauses to think or confusing the idea. Fluency is a feature that influences the students’ ability in speaking English. The function of the teacher is to guide the students to master the language and consequently to be fluent in speaking. The students can speak spontaneously without pauses and convey the intended meaning by using a right language or a range of many expressions.

e. Comprehension:

Comprehension refers to the mental processes by which listeners take in the sounds uttered by speaker and use them to construct an interpretation of what the speaker intended to convey (Clark and Clark,1977).

2.1.3. Teaching Speaking:

In general, behind learning a language there is an aim, the most important one is to communicate feelings, ideas etc. with others. Therefore, speaking fluently is one of the important parts in teaching learning. If language „is a means of communication“ then speaking is a means to transfer ideas, messages, thoughts, emotions and everything that a person needs (Harmer, 2007).

Nunan (2003) explains that teaching speaking has different reasons for EFL students:

a. Produce the English speech sound and sound patterns.

- b. Use words and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate word and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency. Teaching speaking in the classroom does not have the priority, because there are many reasons such as the higher status of written language, teaching to the test (of written language) and teaching text book (which emphasize on written language). So, Harmer (2007) gives some important points related to the teaching of speaking. He adds some useful ways to minimize the students reluctance in speaking activities because they have reluctance to speak and to take part in the teaching learning activity such as:

1- Preparation:

means letting students to think in their mind about what they will speak, or it means letting try speaking by dialogues before they do anything more public.

2- Big groups/ Small groups

Here, students have the opportunity to speak in a big or small group.

3- The value of repetition

Along the students to agree on what they did before by giving them a chance to analyze what they have done, and getting them to draft and redraft their writing

4- Mandatory Participation:

Allowing the students to participate in a task evenly, without knowing who gets the turn first, and who gets the next. (ibid).

2.2.The Concept of Attribute Chart Strategy

The Attribute Chart strategy is attributed to Edward de Bono, who is a renowned author, known for his work in the field of creative thinking and problem-solving techniques. His contributions to the field of cognitive psychology and creative thinking date back to the mid-20th century. Edward de Bono has developed various tools and techniques to enhance creativity and decision-making, with the Attribute Chart strategy being one of his notable contributions.

The Attribute Chart strategy is a structured tool that helps in organizing and analyzing attributes or characteristics related to a specific subject, idea, or problem. This strategy is designed to facilitate decision-making, problem-solving, and idea generation by breaking down complex information into manageable components (Peregoy & Boyle, 2013).

2.2.1. The Model of the Study: Attribute Chart Strategy

Attribute charting, also called semantic feature analysis according to (Peregoy & Boyle, 2013) is a way of visually organizing information to support students' understanding of the attributes of the concept being studied. This strategy is especially valuable in content areas such as mathematics, science, and social sciences where vocabulary is more discipline-specific. All this attention to detail provides a scaffold that the student can then use in talking and writing (Gibbons, 2002).

Hall & Beggs (1998) counts that the main objective of teaching is to facilitate students becoming legitimate producers of language within social groups both inside and outside the classroom. There are so many benefits if a teacher teaches their students using Attribute Charts strategy in teaching learning activities. It is a visual representation of data that organizes and categorizes attributes or characteristics of a particular subject. In the context of education and language learning, an attribute chart can be used to assess and track students' proficiency in specific areas such as speaking skills in English. The chart typically consists of rows and columns, with each row representing an individual student or entity being assessed and each column corresponding to a specific attribute or characteristic.

2.2.2. Teaching steps of Attribute Chart Strategy

There are specific steps related to A.C.S. that teacher followed inside the classroom.

1. Choose a concept to chart:

Determine whether the concept that the teachers are teaching lends itself to charting its attributes. If it does, make a list of the attributes, traits, or characteristics that could be charted.

2. Discuss attributes or traits:

Involve students in a discussion of the traits or attributes of the examples that illustrate the concept being taught. Provide students with a set of clear instructions and encourage them to contribute to the completion of the attribute chart by examining the examples to see which attributes are present in each, demonstrate

how to use a marking system for the task, for example, an attribute might simply be checked on the chart or marked with another symbol to show how closely it fits a given parameter (Chamot A. & O'Malley, M.1994) .

3. Explore the materials:

Engage students in an exploration of resource materials available to support their understanding of the attributes being marked. When charting animals, students might look at pictures of animals. When charting continents, students would want to examine maps and photographs. Give multiple opportunities to view realia or photographs to ensure understanding of the concept and its attributes. Encourage the use of the academic language being learned and help the students make connections among the academic language, their background knowledge, and colloquial language (ibid).

4. Use the charted material:

Provide a follow-up activity that encourages students to use the information on the attribute chart. This might be a speaking assignment in which they must use the chart to compare and contrast two of the examples. Or it might be an activity in which the students illustrate and label the attributes of one of the examples from the chart.

5. Add technology:

These kinds of chart-based activities are well suited to the use of computer programs like Microsoft Excel. Such programs make it easy to create a chart, save it on the computer, fill in the appropriate completed activities, and print out the results.

Chapter Three

Procedures

3.1 Experimental Design

According to Van (1962), one of the most crucial steps in carrying out a study is choosing an appropriate experimental design to test the inferred consequences of the research hypotheses. Experiments are performed with a high degree of control and manipulation of the test environment and variables, so that any variation in the outcome measures can be attributed to the procedure or variance of the independent variables (Mcleod, 2017).

The experimental design of the current study is pre-posttest. As a result, the study's sample consists of two groups of fourth secondary school students. The researcher

examines the test results for the dependent variables in both groups to know if there are any significant differences.

3.2. Population and Sampling:

population refers to the entire group of individuals, objects, or events that share a common characteristic and are the focus of the study. It represents the complete set of elements that the researcher aims to study and draw conclusions about (Jilcha Sileyew, 2020; Garg, 2016).

A sample refers to a subset of the population that is selected for study purposes. The sample represents a smaller, manageable group that researchers use to make inferences and draw conclusions about the entire population (Taherdoost, 2018, Bhardwaj, 2019).

The population of the current study is 228 students which represents all the students of the fourth preparatory class in AL Zaab City during the academic year 2023-2024. From this population, two groups are chosen to serve as experimental and control groups. The experimental group has thirty students while the control group consists of thirty. The pilot study is made in order to find out the suitability of the test items. It includes fifteen students. Eight students are selected from the experimental group in addition to seven students from the control group to do the pilot test.

Finally, thirty students stand for the experimental group and thirty students for the control group. The total number of students divided into two groups represents 0.26 percent of population.

3.3 Construction of the Achievement Test

An Achievement Test has been constructed in terms of the content and behavioral objectives of the Instructional material. The posttest consists of two sub- test written and oral.

3.3.1. The written Test:

It has four questions and distributed to the following:

The first question consists of five items and it has been given ten mark, it means each item is allotted two marks. It is about reading comprehension (textbook passages). The second question is about grammar and consists of two branches. Branch A consist of ten items each item allotted two mark. Branch B consists of five items and it has been given one mark for each item. The third question is about vocabulary and spelling. It consist of three branches. Branch A includes

five items, each item allotted five mark. Branch B consists of five items, each item is allotted one mark. Branch C includes five items, each item allotted five marks. The fourth question is about literature. It consists of five items with two marks for each item.

3.3.2. The Oral Test:

The oral test has been constructed in a form of chart. The chart includes items and fields.

The students has to classify each item into the suitable field, then he gives an oral explanation concerning his answer. The oral test consists of four parts:

Part One:

Ask students to speak about types of summer programs that supply classes in different school subjects such as (English, Mathematics, Chemistry etc...). It has twelve and a half marks.

Part Two:

Ask students to talk about poetry and what elements come together in order to form a poem. This part has twelve and a half marks.

Part Three:

Ask students to identify what tense does each sentence concord and what the evidence is. This part has twelve and a half marks.

Part Four:

Ask students to distinguish some historical cities by describing each one depending on his own information. This part has twelve and a half marks.

3.4. Face validity

Mousavi (2009) states that a face validity of a test is how well it seems to measure student's skills or knowledge. It measures based on the opinions of the students who take the test, the students who made the decision to use it, and other "psychometrically unsophisticated observers." It is the most basic kind of validity, it is a judgment by the scientific community that the indicator really measure the construct (Riazi, 1999).

To ensure the face validity of the test, it has been exposed to a jury of specialist in the field of methods of teaching English,. All notes and modifications stated by jurors have been considered.

3.5. Content validity

Is defined as “the degree which items in an instrument reflect the content universe to which the instrument will be generalized” (Straub, et al, 2004). Content Validity shows that the content of a test is a representative sample of the domain that is to be tested (Fulcher and Davidson, 2007).

Content validity is concerned with the case in which the test well measures what it is supposed to measure . It check whether the test measure the characteristics or ability aimed to be measured or not. (Hughes,1996).

3.6. The Pilot Administration of the test

Pilot study means a preliminary study that is conducted with a sample out of the experiment sample in order to acquaint the researcher with any obstructions that may be face during the test. (Good,1973). Results indicate that the time needed to answer all the test items ranges between (45-60) minutes and there is no ambiguity in the instructions of the given test.

Pilot study has some purposes such as:

- 1.To get information about the materials if they are suitable or effective to the testees.
- 2.To identify the problems or deficiency on the basis of item analysis, in the test itself and in the administrative procedures.
- 3- To determine the clarity of the test instructions.
- 4- To pinpoint the suitable time to answer all the questions of the test itself.
- 5- To identify students’ reaction to the test tasks and to determine issues in task specifications and instructions clarity (Mousavi, 1999).

3.7. Analysis of the Test Items

Item analysis involves the analysis of examinees’ responses to a test items to determine two important features: difficulty level and the discrimination power, as follows :

3.8. Difficulty level

It is a procedure that statistically measures the percentage of test takers who answered the item correctly .It is determined to show whether learners have mastered the aspects being tested .It is supposed that test items must be neither too difficult nor too easy .(Brown ,2010).Item difficulty refers to the extent to which an item appears to be complicated or facilitated for a given number of tests.

It just reflects the percentage of students who respond correctly to the object. The most suitable test item will have item difficulty varying between (0.20) and (0.80) (Rosas,2000). It is found that the current test items' difficulty level ranges from(0.30) to (0.70) ,as shown in table (3.15).

3.8.1. Difficulty of Written part

The difficulty level of the items of the written posttest in the current study of question one ranges from (0.30) to (0.60) and the difficulty level of question two ranges between (0.30) and (0. 70). Question three has a difficulty level that ranges between (0. 30) and (0.50) while question four has a level that ranges from (0. 40) to (0. 50)

3.8.2. Difficulty of Oral part

The difficulty level of Fluency is (0.30)

The difficulty level of Grammar is (0.40)

The difficulty level of Pronunciation is (0.40)

The difficulty level of Comprehension is (0.40)

3.9. Discrimination Power

Item discrimination power is a measure of how well that item is efficient to suit all levels of students .In other words, discrimination refers to the degree to which an object make a difference between good and poor learners .An object has good power of discrimination if it collects the right answers from the good students and the wrong answer from the bad students.(Tavakoli,2012).

In order to have an acceptable discrimination power ,an item must gather correct responses from the majority of the high ability students against incorrect responses from most of the low ability students. The results obtained indicates that the test item discrimination power ranges from 30 to 60 .

Chapter Four

Analysis of Data and Discussion of Results

4.1.Comparison between the Mean Scores of the Experimental Group and that of Control Group in the Post-test:

The mean scores of the experimental group which is taught using the attribute chart strategy and that of the control group which is taught using the conventional

method have been calculated in light of the results of the achievement test (posttest).

By comparing the mean score of the post-test of the experimental group, which is found to be (58.9000) with the control group, which is found to be (49.4667).

The “T” test formula is used to find out if there is a significant difference in the post-test scores of both groups. The “T” test calculated value is found to be (6.598) at level of significance (0.05) and a degree of freedom (58). This indicates that there is a significant difference between both groups, i.e., the achievement of the experimental group is higher than the achievement of the control group, this means that the first hypothesis is rejected . See Table (4.1) below

Table (4.1)

The Mean Scores of the Experimental Group and the Control Group in the Achievement Test (Posttest).

Group	No. of subject	Mean	S.D.	t-Value		D.F.	Level of Significance
				Computed	Tabulated		
Experimental	30	58.900	5.4288	6.598	2.00	58	0.05
Control	30	49.466	5.6430				

4.2. Comparison between the Achievement of Experimental Group in the Pre-test and that in the Post-test:

A comparison has been made between the mean scores of the experimental group which is taught using the attribute chart strategy in achievement (written and oral test) pre and posttest.

The mean score of the experimental group in the pre-test is found to be (46.2667), whereas in the post-test it is found to be (58.9000).

The “T” test formula is also used to show if there is any significant difference between the scores of the experimental group in the pre-test and the post-test.

The “T” test calculated value is found to be (14.811) at level of significance (0.05), which indicates that there is a significant difference between the two scores. Accordingly, the second hypotheses is rejected, as it is shown in table (4.2) below:

Table (4.2)
The Mean Scores of the Experimental Group (Written and Oral Test) Pre and Posttest.

Group	Mean	S.D.	Mean	S.D.	t-Value		D. F.	Level of Significance
					Computed	Tabulated		
Pre	46.266	3.1176	12.633	4.671	14.811	2.04	29	0.05
post	58.900	5.4288						

4.3. Discussion of the Obtained Results:

The obtained results indicate that the students of the experimental group is significantly better than the students of the control group in their achievement in the posttest. This indicates that the Attribute Chart Strategy is an effective strategy for teaching English.

From the researcher's point of view, this result is due to the following:

- 1- Attribute Chart strategy motivates students to speak.
- 2- Attribute Chart strategy encourages students to share their classmates' activities that make them confident to speak English during the teaching learning process.
- 3- Attribute Chart strategy improves students' fluency and pronunciation.
- 4- Attribute Chart strategy helps teachers to supply the lesson with shorter time and much efficiency.
- 5- Attribute Chart strategy helps learners to organize information in charts systematically, which helps them to speak about a given topic more understandably.

Finally, the results show that the average score of the experimental group is higher than the average score of the control group. Attribute Chart strategy can improve and inspire the students' speaking skill.

Chapter Five

Conclusions, Recommendations

5.0. An Introductory Note

This chapter includes three sections. The first section deals with the conclusions of this study, whereas the second one deals with the recommendations, finally the third one consists of suggestions for further studies.

5.1. Conclusions

The current study yields some results according the following conclusions:

1-By practicing the Attribute Chart strategy, there was an improvement in the students' achievement in learning and speaking English in the classroom .

2- The students in the Experimental group showed confidence and motivation to join the speaking learning process.

3- Some quiet students became more active to speak English in the classroom, some students became more confident to practice speaking and to do the conversation task in front of the class.

4- The three aspects of speaking, i.e. fluency, accuracy, comprehensions, are also improved after using strategy.

5- There is an improvement in students' speaking of the experimental group when they use Attribute Charts strategy.

6- Attribute Chart strategy shows an influence in comprehension and the pronunciation components.

7- Teaching by using Attribute Chart strategy, improved that there is significant differences in the written test.

5.2. Recommendations

Based on the results and conclusions, there are some recommendations, as follows: 1- To schools

Schools should provide students with acoustic means to improve their ability of speaking.

2- To English teachers

- The teachers should use some interesting techniques in teaching speaking to improve this skill.

- The teacher should devote a specific time from the lesson to the speaking skill(i.e. using media) and give students more chances to practice English language.

3- To Students

- The students should be more quiet and more attentive to the teacher's instructions.
- The students should give positive contribution in teaching and learning process.
- The students should speak English language in and outside the classroom.

References

- Amelia, M. & Komariah E. (2017). Investigating English Speaking Skill Problems Encountered by Students at Islamic Modern Boarding School. READ publication, 119-126
- Bailey, K. (2005). Practical English Language Teaching: Speaking. New York: McGraw-Hill.
- Brown (2010) Language Assessment Principles and Classroom practice. New York: Pearson.
- Brown H. Douglas. (2001). Teaching by Principles and Interactive Approach to Language Pedagogy. New York: A Pearson Education Company.
- Bygate, M. (1987). Speaking. Oxford: Oxford University Press.
- Chamot, A., & O'Malley, M. (1994). The CALLA handbook: Implementing the cognitive academic language learning approach. Reading, MA: Addison-Wesley.
- Clark, Herbert H and Eve V. Clark. (1977) Psychology and Language: An Introduction to psycholinguistics. New York: Harcourt Brace Jovanovich. Inc.
- Collins COBUILD English Language Dictionary (1990). London: Heinemann
- Farma, N. (2016). Assessment of Speaking and Listening Skill. New Delhi: New Sara swati house (India) PVT LTD.
- Gibbons, P. (2002). Scaffolding language, scaffolding learning. Portsmouth, NH: Heinemann.
- Good, C.V. (1973) Dictionary of Education (3rd ed.) New York: Mc Graw Hill Com.
- Hall, D. and E. Beggs. (1998). "Defining Learner Autonomy." In W. A. Renandya and G. M. Jacobs (eds.), Learners and Language Learning, pp. 26-39. Anthology Series 39. Singapore: SEAMEO-Regional Language Centre.
- Harmer, J. (2007). The practice of English Language Teaching (New Edition). Essex: Pearson. Education Limited.
- Harmer, J. (2002) The Practice of English Language Teaching (3rd ed.). Malaysia: Second Impression.

- Hattie ,J (2009) .Visible learning: A synthesis of over 800 meta- analyses relating to achievement. Routledge .
- Hedge, T,. (2000). Teaching and Learning in The Language Classroom. Oxford : Oxford University Press.
- Hornby, A. S. (1995). Oxford Advanced Learners Dictionary of Current English. Oxford University Press.
- <http://2n0.1/contents-backhoff.pdf>. redieuabc.mx/contentidolvo1.
- Jilcha Sileyew, K. (2020). Research Design and Methodology. In Cyberspace. <https://doi.org/10.5772/intechopen.85731>
- Max Mckenown. The Strategy Book : How to Think And Act Strategically to Deliver Outstanding Result, Financial Times /Prentice Hall;1 edition, 2011.
- McLeod, S. A. (2017) Experimental Design. Simply Psychology. [https:// www. Simply psychology.org/ experimental design. Html](https://www.simplypsychology.org/experimental-design.html).
- Mousavi, S.A.(2009). An Encyclopedic Dictionary of Language Testing. (4th ed.) Rahnama publications . p: 247
- Nakhalah, A. M. (2016, December). Problems and difficulties of Speaking that encounter English Language Students at Alquds open University. International Journal of Humanities and social science Invention, (5) (12) 2016, p 99. Retrieved from [http://www.ijhssi.org/papers/v5\(12\)/version-3/O5120396101.pdf](http://www.ijhssi.org/papers/v5(12)/version-3/O5120396101.pdf). Accessed on 10 January 2018.
- Yahya, Nagham Qaddori, (2021). "Using Mingle Strategy to Improve the Speaking of Preparatory School Students Achievement" . Tikrit University, Journal for Humanities Vol.28, No.7 July.
- Nitasari , Mei, (2017) The Influence of Using Mingle Game Strategy Towards Students' Speaking Performance at The Tenth Grade of Sman 1 Punggur Central Lampung. English Education Department Tarbiyah and Teaching Training Faculty, State Institute for Islamic Studies of Metro.
- Nitko, A. J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Nunan , D. (2003). Practical English Teaching. NY: McGraw- Hill.
- Paris ,S.G.,Wasik.B.A.,& Turner ,J.C.(1991). The development of strategic readers.In- R.Barr,M.L.Kamil,P.B.Mosenthal,&P.D.Pearson(Eds.),Handboo of reading Research New York: Longman. P:692.
- Peregoy, S., & Boyle, O. (2013). Reading, writing, and learning in ESL: A resource book for K– 8 teachers (6th ed.). White Plains, NY: Longman.

- Pourhose in Gilakjani, A. (2016). What Factors Affecting EFL Students' English pronunciation learning and the strategies for Instruction, International Journal of Humanities and social sciences, 2 (3), 119- 128.
- Richards, J. C., and Renandya, W.A. (2002). Methodology in Language Teaching. New York: Cambridge University Press.
- Rosas, M. (2000) "The Level of Difficulty and Discrimination Power of the Basic Knowledge and Skills Examination" Available at
- Ruetzel, R. D., Er Fawson, P. C. (1989). Using a literature webbing strategy lesson with predictable books. The Reading Teacher, 43, 208-215.
- Straub, D. ; Boudreau, M. G C. and Gffen, D. (2004) "Validation guidelines for IS positivist research". Communications of the Association for Information Systems, 13, 380- 427.
- Tavakoli, H(2012) A Dictionary of Research Methodology and Statistics in Applied Linguistics .Tehran: Rahnam Press.
- Tinambunan, Wilmar. (1988). Evaluation of Student Achievement. Jakarta: Depdikbud .
- Van Dalen , D . B . Understanding Educational Research :An Introductory . New York : Mc Graw-Hill , 1962 .
- Webster, Merriam. (2005). Webster Collegiate Dictionary. USA: Merriam Company.