



THE EFFECT OF USING FAN-N-PICK STRATEGY ON IRAQ EFL 5TH PRIMARY STUDENTS' ACHIEVEMENT IN SPEAKING SKILL

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ABSTRACT. The aim of present study is to discover the effect of using the Fan-n-pick strategy on Iraq 's achievement of 5th grade primary students in speaking skill. The sample of this study includes 40 primary school pupils during the academic year 2020-2019. Each experimental and control group consists of 20 pupils. For a data analysis, T-test formula for two independent samples is used. Results showed that Fan-N-Pick strategy is considered more efficient, useful, and conducive to teaching speaking skills than traditional ones.

Key words: Fan-N-Pick , speaking

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CHAPTER ONE

Statement of Problem

Most Iraqi pupils of English as a foreign language have experienced various difficulties in the levels of speaking. They are weak at speaking tasks and cannot express themselves in a simple speech in English, Because of the conventional method of teaching English in classrooms that are boring and lack of motivation that makes the classroom atmosphere monotonous (Jasim,2017:10). This problem of speaking was beginning from the primary level because the English language teachers do not pay attention to improve the way pupils speak and do not give them enough opportunity to speak as many teachers tend to take a major role in speaking. Also, the teacher faced difficulties to find new techniques that will enable and encourage pupils to interact in the target language.

For all the above reasons, we need to move from traditional techniques towards a new technique which can help the learners how to build their speaking. Therefore, the researcher proposed one of the learning cooperative strategies called Fan-N-Pick strategy to overcome the above problems to teach speaking skills. It gives pupils the opportunity to understand and master the material supplied in the process of teaching and learning, and to share information. The Fan-N-Pick strategy also gives the pupils the ability to collaborate with their peers.

Aim of the Study

This study attempts to find out the effect of using Fan-N-Pick strategy for Iraq EFL 5th Primary students' Achievement in Speaking Skill.

Hypothesis of the Study

The purpose of this study is to verify the following hypothesis:
There is no statistically significant difference between the mean score of the pupils taught to speak according to Fan-N-Pick strategy and that of the pupils taught to speak according to conventional strategies.

Limits of study

The present study is limited to the English language textbook and only for the 5th primary school pupils in the center of the Babylon Governorate during the academic year (2020-2019). The researcher used e-learning platforms to teach both groups.

Significance of the study

It is expected that the results of this study will offer the theoretical and practical contribution:

a) Theoretically

The results of this study are supposed to be useful for the researchers and the teacher to teach speaking in the future.

b) Practically

- It is expected that the teachers can use the results of the study as feedback for teaching language activities or can be one of the choices to do in their classrooms.

- It is expected that the pupils will enjoy the learning process and will be motivated and confident to participate or speak in activities.

Procedures

In order to achieve aim of this study, the following procedures will be adopted:

- The collection of a representative sample divided into two classes of the study population. In addition, the equalization of the two groups on a number of factors, such as age, parent education, prior knowledge, etc.

- Construction of a pre-post test to ensure its reliability and validity. Also conducting the test (a pre-test) to the subjects to assess the level of the subjects speaking skill.

- Preparing a lesson plan to apply Fan-N-Pick strategy for the experimental group.

- Perform a final administration of the test (as a post-test) to the subjects to find out whether the suggested strategy has any effect on the sample or not.

- Then interpret the results obtained in order to arrive at conclusions, guidelines and suggestions for further research.

Definitions of Basic Terms

Effect

It's the ability to create a powerful effect or the strong effect exerted by one person or thing on another (Roget, 1995:115)

Fan-N-Pick

This strategy promotes teamwork, thinking competence, and communication and emphasizes on exchanging information among learners. It builds knowledge and teaches something to others, so it is expected that more learners can understand the material (Riyadi, 2016:91).

Speaking skill

It is defined as making vocal sounds to create words and sentences to make speakers and listeners communicate feelings and thoughts (Al-Khuli, 1982: 264).

CHAPTER TWO: THEORETICAL BACKGROUND

Nature Speaking Skill

Speaking is one of the skills that pupils should experience in the classroom because speaking is necessary in learning English. There are some definitions of speaking according to experts. Speaking "is the expression of ideas and thoughts by means of articulating sounds

produced by the vocal organs" (Webster, 1970: 1431). Brown (2004) states that speaking is a productive skill that can be directly and This means there must be at least two individuals in the process of speaking: firstly, a speaker who gives information and secondly, a listener who gets the information. Each speaker must express what they want to say and answer the question they have asked directly. Nunan (2003:48) defines speaking is the productive oral skill and it involves producing systematic verbal utterances to convey meaning. . Similarly, Byrne (1998: 8) agrees with Nunan (ibid) that speaking "is a two-way process between speaker and listener and include the productive skill of speaking and the receptive skill of understanding".

Characteristics of A Successful Speaking skill

Based on Ur (1996:121), speaking activity is the most important part of the language courses , and there are four characteristics of a successful speaking activity:

1. Learners talk a lot

The time allocated to the action is actually implied by the learner speech as much as possible. This may seem clear, but most of the time teacher talks or pauses are taken.

2. Participation is even

The discussion of the lesson should not be dominated by just a few learners, but all have chances of speaking and contributions are distributed fairly evenly.

3. Motivation is high

Learners are eager to speak because they are interested in the subject matter and have something new to say about it, or because they want to contribute to achieving a task goal. So the teacher should be preparing the learners with an interesting content

Language is of an acceptable level

Learners express themselves through relevant, easily understandable utterances and an acceptable level of accuracy of language..

Fan-N-Pick

Fan-n-pick is a learning design using question cards as the learning tool. Kagan(2009)expresses that Fan-n-pick has the function to form groups, social skills, and build learners thinking and understanding capability. These four functions of Fan-n-pick are useful in developing social skills and learners' knowledge. The benefit of this learning model is to engage learners to exchange information, gaining new knowledge and teaching something to the others so the learners are better in understanding the topic. In Fan-N-Pick, each learner has the same opportunity to ask questions, answer questions, and deciding whether an answer is right or wrong. Therefore, learners do not feel differentiated and will make them motivated to learn(Radja, 2017:16.)

Fan-n-pick encourages positive interdependence, individual accountability, equal participation, and simultaneous interaction. While usually used as a review strategy. Fan-n-pick can also be used to present a concept, and promote analysis, assessment and synthesis. For every group of four students, Fan-n-pick uses a set of cards. Such cards contain questions about the subject's content (Kristiana, 2012:22).

Advantages of Fan-N-Pick

Kagan& hight (2002:12) explain some advantages of of using fan-n-pick in classroom for English Language Learners

1. Greater Comprehensible Inpu

Learners adjust their speech to their partner's level, because they work together.

2. Natural Context.

Language is used in real-life, fictional interaction which reduces the transferring problem.

3. Negotiation of Meaning.

Learners have a chance to change their language production to ensure that they understand each other.

4. Lowered Affective Filter.

Although speaking out in front of the whole class is intimidating, it is easy for the learners to talk to a supportive teammate.

5. Peer Support.

In language use, learners promote and support each other.

6. Enhanced Motivation.

Since learners need to understand each other by interacting with each other, there is high motivation to speak and to listen to understanding.

7. Greater Language Use.

Using a pair structure such as Timed Pair Share, it takes just two minutes to give each learner in the class a full minute opportunity for language output.

CHAPTER THREE: METHODOLOGY

The Experimental Design

One of the most important decisions a researcher can make is to pick a suitable template for study (Van Dalen 1979: 232). The experimental design is defined as "the plan according to which experimental groups are selected and experimental treatments are administered and their effect is answered" (Good 1973: 174).

This study follows the experimental design of pre-test and post-test equivalent groups in which experimental and control groups are randomly allocated the participants. The pre-test is administered prior to application of the experimental and control treatment to assess that the two groups are equivalent. And a post-test at the end of the treatment period to see if there is any significant difference between the two groups or not. The experimental group is the group taught by using the Fan-N-Pick strategy, while the control group is taught by using traditional methods of teaching.

Table (3-1) The Experimental Design

Group	Test	Treatment	Test
Experimental	Pretest	Fan-N-Pick strategy	Post-test
Control	Pretest	Conventional Method	Post-test

Population and Sample of the Study

The population of this study involves 5th grade pupils of primary schools for the academic year 2019/2020. The sample of the current study is selected randomly. The sample consists of (40) pupils Alaqsa primary school in Hilla town/ Babylon. This school has two 5th grade classes. Class (A) was chosen to represent the experimental group (20 pupils) while class (B) represented the pupils of the control group (20 pupils). The experimental group received a treatment based on the Fan-N-Pick strategy and taught by the researcher herself in the second course of 2019/2020.

Table 2 The Sample of the Study

Group	Section	Number of pupils
Experimental	A	20
Control	B	20
Total		40

Equivalence of the Sample

The principal reason for performing equivalence is to control the variables that can influence the experiment 's outcome. And thus intervene with the accuracy of the statistics, therefore, the researcher has controlled these variables to achieve more accurate results.

- The age of the pupils.
- The pupil achievement in English in the mid- year examination.
- The Academic Achievement of the parents.
- The Subjects' Scores on the Pretest

Teaching Material

The researcher took the material from the textbook English for Iraq for 5th primary grades (Units 5, 6, 7) in the second semester of (2019/2020).

The Experiment Application

The experiment lasted 5 weeks in the 2019-2020 academic year. To control variable for the teacher . the researcher used e-learning platform(Telegram) to teach both groups.also, created two groups on this platform .The experimental group was taught through the use of Fan-n-pick Strategy to develop the speaking skill. And Pupils in the control group are taught using the techniques recommended in the textbook of the pupils. Typical lesson plans were developed which were presented to a jury of linguistic experts.

The Control Group

Teaching of the control group followed the guidelines and the steps which are mentioned in the teacher's book for 5th primary school pupils in teaching speaking . Therefore, The researcher has prepared the lesson plans that have been approved by the members of the jury for implementation

The Experimental Group

The researcher uses this strategy as a review way to practice orally what the pupils learned during the lesson . In this activity, pupils will work into groups of four or two pupils to answer questions.

- The teacher writes index card questions.
- The pupils are divided into classes of four or two pupils. Students are numbered as (pupils 1, 2 , 3 and 4)
- Pupils 1: take cards and fan them out. Offer cards to pupils 2 and say "Pick a card, any card."

- Pupils 2: read the card to the group pupils and pupils 3 answers the card question
- The pupils 4: re-establish the answer given by student 3, explain or verify the answer, thank the pupils for the answer given. (The answer also written on cards)
- Question cards: each set of cards will have 5-7 question cards for the content of the lesson, especially orally content, using the Q&A.
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THE RESULTS

In order to achieve the aim of the current study which is investigating, The Effect of using Fan-N-Pick Strategy on Iraq EFL 5th Primary Students' Achievement in Speaking Skill, it is hypothesized that "There is no statistically significant difference between the mean scores of the pupils who are taught speaking according to Fan-N-Pick strategy and that of the pupils who are taught speaking according to traditional strategies". To verify the above hypothesis, the mean scores and standard deviations, are calculated for the both groups by Using the t-test formula for two independent samples.

The result reveals that the mean ranks of the experimental group are 30.75 and the mean ranks of the control group is 23.5 This reveals that there is a statistically significant difference between the mean scores in favor of the experimental group which is taught by the Fan-N-Pick strategy. As a result, the null hypothesis of this study is rejected and an alternative hypothesis is accepted that states that there is statistically. The results show that teaching speaking in the experimental group by using Fan-N-Pick is more effective than teaching speaking in conventional methods. Using Fan-N-Pick strategy in speaking makes pupils play a card to respond to questions. In addition, it makes them enjoyable in learning speaking.

Table (4-1) T-Test Results of Posttest of Speaking Skill Test for the Experimental and Control Groups

Group	No.	Mean	SD	T-value	
				Computed	Tabulated
EG	20	30.75	5.12	3.481	2.021
CG	20	23.5	7.78		

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings of this study, theoretically and practically, the results of the present study lead to the following conclusions:

Iraqi EFL learners usually faced problems in learning English, especially in speaking and a low percentage of them are able to speak fluently. This might be partially attributed to the lack of direct exposure to English interactive situations. Using Fan-N-Pick can be the solution for this lack because it class provided a better way to engage the students in cooperative learning which is an efficient mechanism for pupils to take more responsibility for their own learning, they learn from each other and share their information. Also, The FNP

strategy is considered as beneficial, effective, and appropriate in appropriate in teaching speaking in - class instructional skills.

Recommendations

The following recommendations are drawn up in the light of the results and conclusions:

1. The teachers should give his/ her pupils an equal opportunity to participate in the class and to develop their speaking.
2. The use of FNP strategy in teaching in schools and colleges.
3. Teachers should encourage their pupils to practice and to use different exercises and to promote their ability to talk.

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