

The Effectiveness of Question-Research-Outline-Write Strategy on EFL Learners' Performance in Methods of Research Course

Lect. Dr. Kadhim Muhammad Musa AlShammari

University of Babylon/ College of Basic Education/ Department of English

فاعلية استراتيجية (ضع سؤال- ابحاث- ضع خطة- اكتب) على أداء متعلمي اللغة الإنجليزية كلغة أجنبية في مادة

مناهج البحث (باللغة الإنجليزية)

م.د. كاظم محمد موسى الشمري

جامعة بابل / كلية التربية الأساسية / قسم اللغة الإنجليزية

bsc.kadhim.mohammed@uobabylon.edu.iq

Abstract:

The study examines the effectiveness of the Question-Research-Outline-Write Strategy on EFL learners' performance in Methods of Research Course. It hypothesizes no significant difference between the experimental group receiving Research-Outline-Write Strategy and the control group receiving traditional method. The sample consisted of 98 students from the College of Basic Education/University of Babylon-Third Stage for the 2022-2023 academic year. Statistical analysis showed a significant difference at the 0.05 level in favor of the experimental group. The findings provide conclusions and recommendations.

Key Words:

(Effectiveness - Question-Research-Outline-Write Strategy - Performance – Methods of Research).

المستخلص:

تهدف الدراسة الحالية إلى معرفة مدى فاعلية استراتيجية (ضع سؤال- ابحاث- ضع خطة- اكتب) على أداء متعلمي اللغة الإنجليزية كلغة أجنبية في مادة مناهج البحث (باللغة الإنجليزية). لتحقيق الهدف، يفترض الباحث أنه لا يوجد فرق ذو دلالة إحصائية بين أداء المجموعة التجريبية - أولئك الذين يدرسون باستخدام استراتيجية سؤال-ابحاث-خطة-كتابة - وأداء المجموعة الضابطة - أولئك الذين يدرسون المقرر بالطريقة الاعتيادية للعام الدراسي (٢٠٢٢-٢٠٢٣) تكونت العينة من ٩٨ طالبا

وطالبة مقسمين إلى مجموعتين: المجموعة التجريبية (٥٠ طالبا وطالبة) والمجموعة الضابطة (٤٨ طالبا وطالبة) من طلاب المرحلة الثالثة في كلية التربية الأساسية/جامعة بابل. (المتوسط والانحراف المعياري واختبار t) هي الأدوات الإحصائية المستخدمة. إن الفرق بين متوسطي درجات المجموعتين المعالجتين ذو دلالة إحصائية عند مستوى ٠,٠٥ لصالح المجموعة التجريبية وذلك حسب نتائج التحليل الإحصائي للبيانات باستخدام صيغة الاختبار التائي لعينتين مستقلتين. وقد تم ذكر الاستنتاجات والمقترحات لأبحاث إضافية في ضوء نتائج الدراسة.

الكلمات المفتاحية:

(فاعلية - استراتيجية سؤال- بحث- خطة - كتابة - أداء - منهج البحث).

1. Introduction

1.1. Problem and its Significance:

Writing is an effective means of showcasing our thoughts, abilities, and language proficiency. It entails selecting a topic that is narrowly focused, deciding on a format, reading sources critically, and finishing the assignment with elegance and grace. Our creative and curious nature, shaped by language, upbringing, experiences, intended readership, and mode of expression, finds expression in writing. Writing assignments in college will go beyond the writer's personal reflections to delve into difficult subjects and hone their presentational and research skills. Writing well and sharing our knowledge with others fulfils us intellectually and gives us insight into our values and beliefs. Writing assignments in college will broaden our comprehension of difficult subjects and boost our self-assurance in our ability to communicate knowledge clearly in a variety of projects.

A vital process that puts one's curiosity and investigative abilities to the test is research. It uses techniques like experimentation, observation, and interviews to investigate a difficult topic. This procedure assesses one's comprehension of various points of view and facilitates the synthesis of ideas with those of others. Inquiry-based methods are also developed through research, enabling individuals to expand their own knowledge and gather more information for subsequent studies.

In a variety of disciplines, including biology, chemistry, physics, engineering sciences, sociology, psychology, and political science, research enhances professional abilities. Researchers operate in a wide range of fields, including computer science, aerospace, physics, chemistry, and biology. They also use investigative studies to further the progress of society.

Research serves a variety of purposes. They are as follows:

1. Improving the research process by making knowledge more clear. Clarifying existing knowledge or adding new information is crucial because it can improve the social studies teaching approach.
2. Assisting in the assessment of the advancement of knowledge in particular fields.
3. Expanding learners' understanding.
4. Supporting teachers in resolving issues in the classroom.
5. Enhancing the instructional strategies the teacher employs in the classroom.
6. Extending the theory of social studies. It is important to keep in mind that the researchers need to improve the theory and research methodology simultaneously. It must also be viewed as a helpful tool that the researchers can employ to improve the procedure (Nurhayati, 2020: 9–10).

Research is vital because it leads to all advancement and improvement in this world. Research work cultivates the development of improved thought. Research provides the foundation for government regulations pertaining to industry, agronomy, and infrastructure services. In this background, information is gathered and investigated in order to make observations about the economic system. Research is required in order to forecast the region's expected chances. Additionally, research is crucial in assisting us in resolving a number of business and industry issues. For various qualifications, the business conducts operation, market, and motivation research (ibid, 25–26).

The researcher identifies several challenges students face when conducting research, including choosing a topic, focusing, learning about information sources, developing internet search techniques, time management, data interpretation, inferential statistics, and data collection. Inexperienced researchers often struggle with finding relevant literature, analyzing data, and reporting findings due to lack of experience and

confidence. They may also struggle to maintain distance from the project and be unconfident in their research abilities. The researcher emphasizes the need for innovative approaches to teach research methodologies, data interpretation, and effective supervision for student researchers.

1.2. Aim of the Study

This study focuses on finding out the effectiveness of Question-Research-Outline-Write Strategy on EFL learners' creativity in Methods of Research Course.

1.3. Hypotheses of the Study

- *"There is no statistically significant difference at the level of significance (0.05) between the average mean scores of the experimental group students who are taught the subject by the **Question-Research-Outline-Write Strategy** and the mean scores of the control group students who are taught the same subject due to the traditional method in the achievement posttest."*
- *"There is no statistically significant difference at the level of significance (0.05) between the average mean scores of the experimental group students who are taught the subject by the **Question-Research-Outline-Write Strategy** and the mean scores of the same group students who are taught the same subject by the **Question-Research-Outline-Write Strategy** in the achievement pre- and post- tests respectively."*

1.4. Limits of the Study

a. Place limits

Department of English, College of Basic Education, University of Babylon.

b. Time limits

The second semester of the academic year 2022-2023.

c. Participants limits

Third grade students.

d. Subject/ Material limits

Research Methods as suggested by the Ministry of Scientific Research and Higher Education (for the second course).

1.5. Procedures of the Study

Surveying the literature related to the variables of the study to have as comprehensive view as possible.

- a. Adopting the experimental design.
- b. Limiting the study population.
- c. Selecting the study sample.
- d. Eliminating the repeater subjects as they do not affect the final results of the study.
- e. Randomly, determining the experimental as well as the control groups.
- f. Giving the pretest to both groups in order to measure the members' capabilities.
- g. Teaching the experimental group members by using the suggested strategy.
- h. Teaching the control group members by using the traditional way of teaching (Lecturing and Discussions).
- i. Applying the posttest at the end of the allotted time of practicing the suggested strategy.
- j. Processing the data obtained statistically to measure the effectiveness of the suggested strategy.

1.6. Definitions of the Basic Terms

a. Effectiveness

It is a measure of the success in achieving a clearly stated objective (McCORMICK, 1981: 299).

b. Question-Research-Outline-Write Strategy

It provides learners an organized strategy to help them with writing and research in their subject areas. It guides learners through the fundamental processes of formulating questions, carrying out investigations, recording references, compiling data, and composing written reports of the findings (Bouchard, 2005: 92).

c. Performance

- Performance, in the words of Kasmir (2019:181), is the result of work and behavior that has been attained in

completing the assigned tasks and responsibilities in a given amount of time.

- Performance, according to Bintoro and Daryanto (2017: 105), is the outcome that an organization achieves over time. This outcome is driven by the organization's profit and nonprofit objectives.

d. Methods of Research Course

- It refers to the strategies employed to gather and analyze information for learning or enhancing a deeper understanding of a subject.

2. Theoretical Background

Research is a complex skill that requires various approaches, including databases and assessing study findings. Students need to integrate these skills to develop proficiency and capabilities. It is found that students gain more knowledge and expertise in science-related subjects, but less in research designs and methodologies. A positive attitude towards research is closely linked to the knowledge and skills of the science-oriented scale. This highlights the importance of integrating various research methods and approaches in students' learning (Rind, 2020: 17).

Question-Research-Outline-Write Strategy:

This strategy provides learners an organized strategy to help them with writing and research in their subject areas. It guides students through the fundamental processes of formulating questions, carrying out investigations, recording references, compiling data, and composing written reports of the findings (Bouchard, 2005: 92).

Using this strategy, learners formulate three questions regarding a given subject. Subsequently, they conduct research and document the results on a chart. Next, using the data and questions they have gathered, learners create an outline. They create an informational passage based on the outline (ibid, 93).

Researching and writing about specific subjects is an essential skill for ELL success. Learners will need to know how to document, where to

find the answers to these questions, how to ask questions, and how to write a final report during their time in school (Best, 2017: 3).

This strategy provides a simple sequential framework for teaching and integrating all of these necessary tasks that are a part of the inquiry task (Bouchard, 2005: 92).

Procedures:

As Bouchard (2005: 94) mentions, the following are the procedures to be followed in conducting the strategy:

1. Learners come up with three questions regarding a subject.
2. Learners fill in the Question-Information-Grid with their questions:

Question-Information Grid

Topic: _____

	Source 1	Source 2	Source 3
Question 1			
Question 2			
Question 3			

After that, learners research the questions from three different written sources. Once they are comfortable with the process, learners can utilize two different written sources as well as one expert interview or response.

3. It is crucial to remind learners to record the names of their sources and the details they found for each question.
4. Next, learners utilize the information in the grid to draft an outline. As they are constructing the outline, teachers can assist learners in turning questions into statements.

The Outline

Directions:

Complete the outline. After that, utilize it to assist you in writing an informative passage on the subject.

.....	Q1 as a sentence
.....	Data
.....	Data
.....	Data
.....	Q2 as a sentence
.....	Data
.....	Data
.....	Data
.....	Q3 as a sentence
.....	Data
.....	Data
.....	Data
.....	
.....	
.....	
.....	
.....	

Students use an outline form to create an informative passage about the topic.

3.Methodology

3.1. Population and Sample

3.1.1. Population:

The target group of the investigation is the population. It is the complete set that is being examined (Noori, 2021: 39). English Language Department at the College of Basic Education/University of Babylon is defined to represent the research population. The distribution is displayed in Table (3.1.).

Table (3.1.) Research Population

University	College	Department	Number of students
Babylon	Basic Education	English	236
Total number of the students			236

3.1.2. Sample

A selected group of a chosen population is referred to as a research sample (Mousavi, 1999: 335). It is any group of the population about which data is gathered (Fraenkel and Norman, 2006: 107).

The experimental group, which consists of 53 male and female students (three of whom were eliminated due to their failure in the previous academic stage), and the control group, which consists of 49 male and female students (one student is eliminated due to his failure in the previous academic stage), were the two sections that the researcher arbitrarily selected. The sample can be seen in Table 3. 2.

Table (3.2.) Research Sample

Section	Group	Total number before exclusion	Excluded students	Total number after exclusion
A	Experimental	53	3	50
B	Control	49	1	48
Total number of the students		102	4	98

4.1. Presentation of Results

4.1.1. Findings of the First Null Hypothesis:

The researcher conducted an achievement posttest on students in experimental and control groups to confirm the first null hypothesis. The results showed a statistically significant difference in the experimental group, with an average score of 10.84 and a standard deviation of 3.02, compared to the control group's 7.60 and 2.89. The t-value of 1.98 was less than the calculated T-value of 5.40, indicating superiority in the experimental group. Therefore, the alternative hypothesis is accepted and the first null hypothesis is rejected.

Table (4.1.)

The Mean and the t-value (Calculated and Tabulated) for the Scores of the (Experimental and Control) groups in the Achievement Posttest

Groups	Sample	Mean	SD	D. of Freedom	t-value	Significance	Statistically significant
					Calculated	Tabulated	
Experimental	50	10.84	٣,٠٢	98	5.40	١,٩٨	
Control	48	7.60	٢,٨٩				

4.1.2. Findings of the Second Null Hypothesis:

In order to confirm the findings of the second null hypothesis, students in the experimental group were subjected to the tests by the researcher. The students' arithmetic mean and standard deviation were extracted after the answers were corrected and statistical analysis was performed.

The experimental group students' mean scores on the achievement posttest were 10.84 with a standard deviation of 3.02, compared to 6.12 with a standard deviation of 4.51. Using the t-test for two independent samples, it was found that there was a statistically significant difference in favor of the achievement posttest at the level of 0.05. The computed t-value (9.52) was higher than the tabulated t-value (1.98), as illustrated in Table (4.2).

Table (4.2.)

Results of the t-test for the Experimental Group in the Pre- and Post-Achievement Tests.

Groups	test	Sample	Mean	SD	t-value	Significance .
--------	------	--------	------	----	---------	----------------

					D. of Freedom	Calculated	Tabulated	Statistical significance
Experimental	pretest	50	٦,١٢	٤,٥١	49	٩,٥٢	١,٩٨	
	posttest	50	١٠,٨٤	٣,٠٢				

5. Conclusions and Recommendations

5.1. Conclusions

The study highlights the significant academic development that student-researchers experienced after implementing this strategy.

The importance of literacy skills for a range of professions, including academics, writers, and students is highlighted. It sheds light on the significance of understanding issues, bringing attention to one's responsibilities at work, dispelling myths, taking advantage of chances, and cultivating confidence in one's capacity to read, write, analyze, and communicate crucial information. Critical thinking and comprehension are necessary for research, and both of these skills are essential to retain. While reading gives the mind access to a vast reservoir of knowledge, writing assists in expressing opinions and transforms ideas into concrete concepts. Additionally, everyone needs to be literate because it feeds and exercises the mind.

5.2. Recommendations

It is recommended that a friendly relationships between student-researchers and potential subjects should be fostered, and incorporating time management into the discussion to help students understand the importance of time management in research, which enables them to establish routines, set goals, and prioritize tasks effectively.

References :

- Best, John W., James, V., Khan and Arbind K. Jha (2017) *Research in Education* 9th edition. Pearson Education.
- Bintoro, & Daryanto. (2017). *Manajemen Penilaian Kinerja Karyawan*. Yogyakarta: Penerbit Gava Media.

Bouchard, Margaret (2005) *Comprehension Strategies for English Language Learners*. Scholastic Inc.

Fraenkel, J. R. and Norman E. Wallen (2006) *How To Design and Evaluate Research in Education* 6th Edition. Mcgraw-Hill Companies. Inc.

Kasmir. (2019). *Analisis Laporan Keuangan. Edisi Pertama*. Cetakan Keduabelas. PT Raja Grafindo Persada. Jakarta.

Kothari, C. R. (2004) *Research Methodology (Methods and Techniques)* 2nd edition. New Age International Publishers.

McCORMICK, J. S. (1981) *Effectiveness and Efficiency*. Journal of the Royal College of General Practitioners, May 1981

Mousavi, Seyyed Abbas (1999) *A Dictionary Of Language Testing* 2nd Edition. Rahnama Publications.

Noori, Abdullah (2021) *Glossary of Key Terms in Educational Research*. Kabul University.

Nurhayati, Dwi Astuti Wahyu (2020) *Research Methodology*. Akademia Pustaka.

Rind, Zain ul Abdin (2020) Challenges Faced by Students during Conducting Research: A Review. International Journal of Multidisciplinary Research and Development Online ISSN: 2349-4182, Print ISSN: 2349-5979; Impact Factor: RJIF 5.72.