

# **The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing**

**Asst. Instr Hamsa Kadhum Taha**

---

---

## **The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing**

**Asst. Instr Hamsa Kadhum Taha**

College of Art

[hamsa.k@uomustansiriyah.edu.com](mailto:hamsa.k@uomustansiriyah.edu.com)

### **Abstract:**

The present study aimed to investigate " the effect of using cluster mapping technique to develop Iraqi EFL students' ability in writing". To achieve the aim of the study, it was assumed that there was no statistically significant differences between the experimental test performance. The group (which studies writing using the assembly technique and that of the control group (which studies writing according to the traditional method).

The present study is limited to the first-year College students, Departments of library, College of Arts for the academic year 2018-2019. An eight weeks experiment was conducted by using the pretest-posttest non-equivalent groups design. Both (the experimental and control groups) were exposed to pre and posttests. After analyzing the results, it has been found that there was a statistically significant difference in favour of the experimental group; this indicates that using cluster mapping technique is more effective in teaching writing skill..

Conclusions, recommendations are put forward.

### **Section One: The Problem and its Significance**

Writing occupies an important position in the FL teaching programmed due to its relationship to the future life of learners. In other words, if they acquire the habits of good writing, they will be able to make good progress in almost every subject they have the opportunity to study. Writing is the most important skill that used for every day communication. Many learners and teachers view writing as an academic struggle because it is not an easy task. The writing skill requires the student to be actively involved and create ideas to connect with his / her life. This skill involves students being actively involved in the classroom. Therefore, one of the major problems appears to be how to encourage students to be active in class.. The same problem occurred to first-stage students in the English department. Students had difficulty forming their thoughts in the class. Writing skill is considered as the result of complex cognitive processes (Hedge, 2008: 303).

# **The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing**

**Asst. Instr Hamsa Kadhum Taha**

---

---

Cluster mapping technique is considered as one type of the techniques that is mainly based on cooperative learning which primarily aims at teaching students the appropriate technique in writing.

The problem of this study stems from the EFL teachers' complaint from the weakness of Iraqi English language learners in writing skill. Writing difficulties are considered as one of the most important issues affecting not only Native English Language Learners, but also students learning English as FL around the world.. This points leads to the fact that students have no interest in the writing field and lead them to be poor writers, get low grades in their courses, increase errors in their homework, write sequential sentences and create incoherent paragraphs. Many learners have to learn in high school to hide their lack of reading and writing skills, so it is not easy for teachers to identify their weaknesses until students turn in papers or take exams.

## **1.2 Aim**

This study aimed at investigating the effect of using cluster mapping technique to develop Iraqi EFL students' ability in writing .

## **1.3 Hypothesis**

Statistically, there is no significant difference between the mean scores of the students (EG) who are taught writing through cluster mapping technique and those who are taught writing through the conventional method

## **1.4 Limits**

It can be limited to:

1 First stage students in the library department, College of Arts, during the academic year (2018- 2019) ,

## **1.5 Value**

This study can be useful in:-

1. Providing a theoretical and empirical contribution to the field of TEFL by detecting the impact of clustering technique on EFL students in writing,
2. Supplying a good resource for teachers of English as a foreign language to use better teaching techniques in writing,
3. Serving as a solution for problems related to teachers and learners in writing and as a contribution in facilitating TEFL in Iraq, and functioning as a guide for EFL syllabus designers in constructing new techniques

# The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing

Asst. Instr Hamsa Kadhum Taha

---

---

## 1.6 Basic Terms

### 1.6.1 Cluster Mapping Technique (CMT)

CMT is used for organizing, representing knowledge and concepts. that are contained in circles or squares. and lines connecting concepts. CMT is a hierarchically organized graphic organizer, presented ,in diagram, showing the relationships between the concepts indicated by word association. (Novak & Gowin, 1984 as cited in Muhammad and Omar, 2008, online).

### 1.6.2 Writing

Richards and Schmidt (2002:592) state that writing is the strategy, procedures, and decision-making that writers use as they write. Writing is seen as the result of complex processes of planning, drafting, reviewing and reviewing, and some first and second language writing teaching approaches teach students to use these processes .

### Section Two: Theoretical Background

Every language has four basic skills that can be divided into (listening, speaking, reading and writing). They are combined together in a way that they complement each other. Writing is one of the most important skills that learners need to learn in FL. Oshima and Hogue (2006: 16) assert that writing is " the process of creating, organizing, writing and revising". They assert that learners in the first step of the process, can generate ideas, and in the second step, organize ideas, and in the third step, refine initial draft, i.e., writing is the activity of creating, organizing, writing and refining ideas . On the other hand, Myers (2005: 15) adds that writing is the process of discovering ideas, organizing, putting them on paper, paraphrasing and reviewing them

### 2, 1 Writing. Skill

Writing is part of our everyday communication. It is an essential skill in the EFL. learning. Writing is an essential skill because it plays an important role in learning a SL. The importance role of writing is as a mean of conveying ideas and as a channel for learning the SL.

Robert (1964: 143) states that writing is produced a graphic symbols which represent language, one can understand, read these graphic symbols if he / she knows the language and these graphic representation. Rivers (1968:

# The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing

Asst. Instr Hamsa Kadhum Taha

---

---

248) says that writing "is the expression of ideas in a successive manner according to the graphic conventions of language".

## 2.2 The Concept of Writing Skill

Writing is the process of building and sharing meaning through the use of verbal and non – verbal symbols, in a variety of contexts . Writing is "to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities on the part of writers" (Oxford Advance Dictionary, 1995: 13).

Chastain (1998: 330-358) states that it is a productive skill and it involves many components. As to (Oxford Advance Learners' Dictionary 1995:1141) . Writing is considered to be one of the most difficult skills learners are expected to master. The skill to write appropriately and effectively is a difficult task that most EFL learners face in spite of the years they spent on learning and developing this skill. Writing is complex and multifaceted in nature; therefore, learners usually produce writing samples that are shorter, less coherent and less refined. They have difficulty in organizing text, generating ideas and applying meta-cognitive skills (Mcalister et al,1999: online). Also, teaching EFL learners to acquire writing skills is not an easy task Fatt (2007:1) points out that the teaching of writing skills involves more than training in producing grammatically correct sentences or in the use of cohesive devices; it also involves the formulation and manipulation of ideas and putting those ideas in the most appropriate language.

Writing is a significant language skill and should be developed at an early stage in learning a FL and it requires skill in sentence-combining and a knowledge of organization of the whole composition including the English alphabet mechanics of writing, sentence structures, grammatical and lexical connectors to create an affective paragraph and to understand the relationship between sounds and written symbols (Richards and Renandya, 2002:303). Writing requires from the writer to demonstrate a control of several variables at once. At the sentence level, this includes control of content, format, sentence structure, vocabulary and spelling. (Rahman, 2011:153).

### 2.2.1 Writing Process

The process that should be followed in writing.

#### 1. Exploring Ideas

Meyers (2005:3) states that exploring ideas involves discovering your thoughts. It is concerned with three points: theme, purpose, and audience. First, choose a topic that you are interested in and know about, then you will

# The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing

Asst. Instr Hamsa Kadhum Taha

---

---

have something interesting to write and write it more clearly and confidently. Second, define the objectives you want to achieve. Finally, define your audience who will determine what you say about your topic

## . 2. Prewriting

Gebhard (2009:219) states that prewriting includes five techniques to develop a topic. It actually includes: (a) free writing (b) questioning, (c) making a list, (d) clustering and (e) preparing a scratch outline. Writers will have thoughts about what they need to emphasize, what they need to explain, and what they need to define. Now it is time to capture those ideas on paper. They have to Put down whatever they have thought of and whatever now enters their minds. They do not have to worry about spelling or punctuating or exact meanings, because they probably change their minds and their phrasing later anyway. This step, called prewriting, is a time to relax, to let the words flow, to see their ideas take shape. They should enjoy themselves and be creative.

## 3) Writing

After the students have generated ideas, they begin to write. This can be done in a number of ways. One way, students do their writing in which they want to write different paragraphs within a certain period of time .Another way is to have the students do one-sitting writing in which they are encouraged to write a draft of their entire essay, from beginning to end, in one sitting. Another way, the student is to write writing leisurely in which the writers begin a draft in class and finish it at their leisure at home (Meyers (2005:7).

There are several ways to warm up before start writing:

### a) Brainstorming

Brainstorming is a quick way to generate many ideas on a subject. The purpose is to make a list of many ideas as possible without worrying about how you will use those

### b) Clustering

Clustering is prewriting technique. It is a visual way of showing how your ideas are connected using circles and lines. When you cluster, you draw a diagram of your ideas.

In the center of paper, the student write a word or short phrase that represents the general topic .then write down any word that comes to your mind when you think about the topic. Branch these words the main circle until you begin tp form a cluster patterns. When you have finished reread your cluster. Choose the one that interest you most.

# The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing

Asst. Instr Hamsa Kadhum Taha

---

---

## 4) Revising

Haynes and Zacarian (2010: 98) confirm that revising is important to link the type of review for each learner to the stage of language acquisition. For example, students in the early stages may not have developed the skills needed to describe properties and tenses; they may only learn how to write.. When reviewing student papers, teachers need to provide students with specific details about what they are supposed to do during the review process.

## 5) Editing

Shields (2010: 15) defines editing as the last and very important step before handing over your assignment and you may have already partially edited as you write. This is when you need to absorb any feedback you've received and: check that you follow agreements, rules, and instructions .

## 2.3 Cluster Mapping Technique (CMT)

CMT is one of the prewriting activities that can help to generate the ideas. Sinulingga (2016:5) mentions that cluster is an activity of “mapping” your ideas as they come into your mind. It is similar to brainstorming, though it is visual. To cluster, put word, phrase, or sentence in a circle in the center and show its relationship to previous idea by drawing a line to another circle. Cooper and Axelrod (1985) in Namik and Duran (2011:23) view that “cluster mapping is an invention activity that reveals possible relations among fact and ideas”. It means that cluster mapping is a creative activity. Based on the definition, clustering is activity before writing text and relevance of the fact that the text will be written .

### 2.4.1 The Purposes of (CMT)

Novak and Cañas (2008: 7) state :the purposes that are used behind the assembly technique.

- 1 It can be a useful learning and type of scaffolding that helps students to organize knowledge
2. It encourages students to be freely express their knowledge on a specific subject.
3. It represents knowledge, and used to reflect relationships between concepts in writing
4. It is vital to a learner's cognitive development
5. It creates an atmosphere for learning and help students to perform their task in certain time.

# The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing

Asst. Instr Hamsa Kadhum Taha

---

---

## 2.4.2 Teaching Writing through CMT

CMT is considered as a technique that can be editing an existing information, understandings events, sounds in memory, images, dream and forms a new composition, poem, story, essay or novel relating to each other. CMT improves the creativeness and personality of the student. It means that students write their emotion and thoughts about any topic using freely their imagination (Temizkan, 2010: 33).

In this technique, the teacher divides the class into groups. Each group has four or five students. He assigns one of the students to be a teacher for each group. Topic is suggested by the teacher; students are asked to brainstorming process the main concepts.

## 2.4.3 Stages of CMT

Students are asked to write the ideas in bubbles around the toy clown (the main concept) by using the top down technique. First, students should put the main concept (the general topic which is the toy clown) on the top and then they should put their ideas that are supported the topic around. Students continue to process and branch for each subtopic. Arrows are used to explain the relationship between these concepts, i.e. they use linking words such as:(( verbs or linking phases as cross links) in order to show the link between concepts. The order of these ideas is not required, but they should arrange concepts in groups which make a clear idea, they place any relevant subcategories under each concept.

To summarize, in the first stage, students should review the map to add more ideas and move around other concepts or to replace linking words or phrases and add other cross links if needed. The second stage, the leader of each group must put all concepts related to the topic (the clown game) into grammatically, correct sentences. Ideas that are closely related together should be written in meaningful sentences. In the third stage: Students are required to link all of these sentences into paragraphs to show the topic, introduction, middle and conclusion sections in more than one paragraph. In the fourth stage: the proofreading and revision stage: Students must work collaboratively as review groups and Scrutiny of their writing to remove any unnecessary information or to check their writing mechanism and cohesion, and to ensure that the opening sentence, the closing sentence is clearly mentioned. Then, they must rewrite the composition in its final form and to present it to The teacher to examine”(Temizkan, 2010: 33).

# The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing

Asst. Instr Hamsa Kadhum Taha

## Section Three: Methodology. of the Study

This section attempts to review the procedures that are followed in implementing the experimental part of the study.

### 3.1 Experimental Design

In order to achieve the objective of the study and examine “the effect of using the cluster mapping technique to develop students' ability in writing”.

Pre- Posttest- non -equivalent groups design is used . See Table (3.1)

**Table (3.1) The Experimental Design**

Groups	The Test	Independent Variable	The Test
EG	Pretest	Cluster mapping technique	Posttest
CG	Pretest	Traditional method	Posttest

The present study involves randomly selecting two groups. Both groups are seat for the pre-posttest. In the experimental group, the cluster technique was used as a pre-writing technique while the control group is studied writing in the traditional way. The post-test scores of both groups are compared to see if there is a significant difference between the two groups or not.

### 3.3 Sample Selection

#### 3.3.1 Sample of the Study

The current study chooses a representative sample from the Library Department of the College of Arts / Al-Mustansiriya University. The total number of these students is 81 students divided into two sections: A, B, from the morning study. Section (A) represents the control group of 40 students. Section (B) is the (EG) of 41 students. The total number of students in the two groups is 81. One student was excluded because he failed the pretest (See table 3.2).

# The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing

Asst. Instr Hamsa Kadhum Taha

Table (3.2)

Groups	No. of Students	
	Before Exclusion	After Exclusion
CG	40	40
EG	41	40
Total	81	80

### 3.4 Equivalence of Groups

The researcher did her efforts to control some variables that might be affected the results of the study. To achieve parity between two groups. some information about students is taken from the students themselves to control variables.

#### 3.4.1 Age of Testees

T-test formula. is used for two both groups, It is found that the calculated t value is ( 0.077); Whereas the tabulated t-value. is (2.000), the difference between the two groups is not statistically. significant as the level of significance is (0.05) and the. degree of freedom is (78) . (See table 3.3)

Table (3.3)

Groups	No.	X	SD	Compute <i>d</i>	Tabulated	d.f.	Level of significance
CG	40	155.50	10.755	0.077	2.000	78	0.05
EG	40	166.60	11.144				

#### 3.4.2 Father Level of Education

The chi-square formula. was used for two independent subjects to determine if there were any differences between the two groups and .it was found that there was no statistically significant. difference. between the two groups at the academic level, as the calculated. value of X<sup>2</sup> was. 3.56 and it was found to be less. than the tabulated X<sup>2</sup> value which is 5.66. with a degree of freedom of 2 and a level. Indication of 0.05. (See Table 3.4)

# The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing

Asst. Instr Hamsa Kadhum Taha

**Table (3.4)**

<i>Groups</i>	<i>No.</i>	<i>Illiterate + reads and writes + primary</i>	<i>Intermedi ate + secondary</i>	<i>Institute + College +higher studies</i>	<i>Computed X<sup>2</sup>- value</i>	<i>Tabulated X<sup>2</sup>- value</i>	<i>d.f</i>	<i>Level of significance</i>
<b>CG</b>	<b>40</b>	<b>8</b>	<b>15</b>	<b>10</b>	<b>3.56</b>	<b>5.66</b>	<b>2</b>	<b>0.05</b>
<b>EG</b>	<b>40</b>	<b>7</b>	<b>15</b>	<b>9</b>				

### 3.4.3 The Academic Level of Mother Education

The results of academic level of mother education is shown in (Table 3.5). The Chi-square formula was used, it was found that there is no statistically significant difference between the two groups as the calculated value of X<sup>2</sup> which is (0.44) below the scheduled value of X<sup>2</sup> is (5.77) degrees of freedom of level 2 and 0.05 significance

**Table (3.5)**

<i>Group</i>	<i>No.</i>	<i>Illiterate + reads and writes + primary</i>	<i>Intermediat e + secondary</i>	<i>Institute + College + higher studies</i>	<i>Computed X<sup>2</sup>- value</i>	<i>Tabulated X<sup>2</sup>- value</i>	<i>df</i>	<i>Level of significance</i>
<b>CG</b>	<b>40</b>	<b>8</b>	<b>14</b>	<b>8</b>	<b>0.44</b>	<b>5.77</b>	<b>2</b>	<b>0.05</b>
<b>EG</b>	<b>40</b>	<b>8</b>	<b>15</b>	<b>8</b>				

# The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing

Asst. Instr Hamsa Kadhum Taha

## 3.4.4 The Pretest

Both groups have given a pretest that involves one questions with three choices. (See Appendix A).

Table (3.6) Pretest

Group	No.	Mean	SD.	Computed	Tabulated	df	Level of Significant
CG	40	5.55	3.256	1.359	2.000	78	0.05
EG	40	6.867	4.333				

## 3.5 Controlling Extraneous Variables Jeopardizing External and Internal Validity

Many extraneous variables that affected the results of the study should be controlled:

### 3.5.1 Instrumentation

It refers to the “unreliable instruments that used to describe and measure the aspects of behavior which represent the threats to the validity of an experiment” (Best and Kahn, 2006:67). This variable is controlled by using a unified test and adopting the same scoring scheme for both groups

### 3.6 Test

#### 3.6.1 The Test Construction

Two questions are conducted in the study, both tests consisted of two questions. The students are asked to choose one topic to write. (See appendix A).

#### 3.6.2 Face Validity

It is the most important aspects that should be taken into consideration, when the researcher construct a test Best and Kahn (2006:67) define it as " the degree to which a test measures what is supposed to measure, or can be used successfully for the intended purpose". To ensure face validity of the pre-posttest, the initial test was submitted to jury members who asked to give their agreement, modification or additional points concerning the initial test..

# The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing

Asst. Instr Hamsa Kadhum Taha

Table 3.8

No.	Academic Rank	Name	College
1	Professor	Darwesh, Abdul Jabbar A.	University of Al-Mustansiriayah/ College of Basic Education, Ph.D. in ELT.
2	Assistant Professor	Salman Abdul Wahhed	University of Baghdad /College of Fine Arts
4	Assistant Professor	Istapraq Rasheed	University of Al-Mustansiriayah / College of Basic Education,
5	Instructor	Burhan. Bilal. A	University of Al-Mustansiriayah / College of Basic Education, M.A in ELT

### 3.6.3 Pilot Study

It was administrated in October 24, 2018, pretest was carried out. A week later; i.e. in October 31, 2018 the posttest was piloted. 39 students of the same department was experimentally tried on. The major aim behind this pilot study is to:

1. Determine the time needed -to answer the test,
2. Get information about the ease of administering- the test, check the clarity of instructions and
3. Finally, calculate the reliability coefficient of the tests. It revealed that the time needed for the test was 45-50 minutes. After the teacher gave instructions, the testees faced no difficulty in the test.

### 3.7.4 Reliability

Reliability means all the scores of the test should be reliable. Hammer (2001:322) asserts that “ a good test should give consistent results”. Alpha-Cronbach formula is used to compute the posttest, the reliability coefficient is found out to be 0.82. A high reliability is acceptable since it is above 0.50 and reaches more than 0.68.

# The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing

Asst. Instr Hamsa Kadhum Taha

## 3.8 Posttest

After achieving the validity and reliability of pre-posttest, the initial test is administered to both groups, on the same day, 157<sup>th</sup> of January 2019. The subjects are asked to answer the test in 45 minutes.

## Section Four: Results, Conclusion, and Recommendation

### 4.1 Introduction

The results of this study are introduced according to its hypothesis. The major aim of the present study is to investigate "the effect of using cluster mapping technique to develop Iraqi EFL students' ability in writing".

### 4.2 Results

In response to the aim of the study which is "the effect of using cluster mapping technique to develop Iraqi EFL students' ability in writing", it hypothesized that "there is no statistically significant difference between the mean score of the performance of student in both groups. (EG and CG).. See Table 4.1 below

Table (4.1)

Group	No.	Mean	SD	Computed t-value	Tabulated t-value	df	Level of significance
EG	40	10.877	5.425	4.455	2.000	78	0.05
CG	40	8.733	4.056				

T-test is used for two independent samples, it is found that the computed t-value is (4.455) which is greater than the tabulated t-value which is 2.000 at 58 degree of freedom and 0.05 level of significance. This states that a statistically significant difference between the mean scores in favor of the (EG) which was taught by using new technique namely (cluster mapping)

### 4.3 Interpretation of the Results

The result of study reveal that there is a statistically significance between the mean score of the pretest and that of the posttest of the subjects. i.e., The achievement of the subjects in the posttest is better than of the pretest .

### 4.4 Conclusions

it is concluded that cluster mapping is an effective technique, and it improved the students' writing in various ways:

# The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing

Asst. Instr Hamsa Kadhum Taha

- 1 It helps students to reflect on their writing.
2. It helps students. to generate ideas, focus on what. is going to be written, plan their writing and organize their. knowledge or thoughts.
3. It help students to choose appropriate ideas. for their. writing, which in turn improved the quality. of their work and. prevented them from. going off the topic.
4. It assists the memory of students. and lessened the. overload during writing
6. Finally, it helps students to communicate their ideas and negotiate meaning with each other.

## 4.5 .Recommendations

The following recommendations are put .:

1. Students should .give more attention. in writing. skill since. a lot of teachers are not aware in the process of writing.
- 2.. students are encouraged to use different techniques to develop their writing skill.
3. Instructors / teachers are given more training and practice for using. cluster. mapping technique in writing skill

## References

- Al-Mutawa, Najat and Kailani, Taiseer,(1989). *Methods of Teaching English to Arab Students*. London: Longman.
- Best, John W.& James V, Kahan (2006). *Research in Education*(10<sup>th</sup> ed) .Boston, Pearson Education Inc.
- Camphell, R.R(1961). *English Composition For Foreign Students*, London: Longman.
- Cañas, Alberto J. and Joseph D. Novak. (2009). "Constructing your First Concept• Map". Retrieved September 17, 2012, from <http://cmap.ihmc.us/docs/ConstructingAConceptMap.html>
- Education. Turk. Sci. Searches, 27: 621-643.
- Gebhard, Jerry (2009).Teaching English as Foreign or Second Language. Michigan: University of Michigan Press.
- Good, Carter V., Barr, A.S. and Scates, Douglas E.(1941). *The Methodology of Educational Research*. New York: Appleton-Century-Crofts, Inc.
- Gurrey, P. (1960). *Teaching English as a Foreign Language*. London: Longman.
- Harmer, Jeremy.(2001). *The Practice of English Language Teaching*, 3<sup>rd</sup> ed. London: Longman.

# The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing

Asst. Instr Hamsa Kadhum Taha

- 
- 
- Haynes, Judie and Zacarian, Debbie (2010). *Teaching English Language Learners*. Virginia: ASCD.
- Hedge, Tricia. (2008). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press
- Lado, R. (1961). *Language Testing: The Construction and Use of Foreign Language Tests*. New York: McGraw-Hill Inc.
- Lado, Robert. (1964). *Language Teaching*. George town, University press
- Lin, Shu-Yuan; Jane Strickland, Beverly Ray, and Peter Denner. (2004). "Computer-Based Concept Mapping as a Prewriting Strategy for Middle School Students". In: *A Middle School Computer Technologies Journal* Volume 7, Issue 2. Retrieved August 5, 2013, from: <http://www.ncsu.edu/meridian/sum2004/cbconceptmapping> Meridian.
- Meyers, Alan (2005). *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essays*. New York: Longman
- Meyers, Alan (2006). *Writing Effective Paragraphs and Essays*. (7th ed.) New York: Pearson Education, Inc.
- Meyers, Allan., 2005. *Gateway to Academic Writing: Effective Sentences, Paragraph and Essays*. New York: Longman.
- Myles, Johanne. (2002). "Second Language Writing and Research: The Writing Process and Error Analysis in Student Texts". In: *TESFL-EJ*. VOL.6, No.2. Retrieved August 5, 2013, from: <http://tesl-ej.org/ej22/a1.html>.
- Namik, K & Duran, G. 2011. The Efficiency of Cluster Method in Improving the Creative Writing Skill of 6th Grade Students OF Primary School. *Educational Research and Reviews* Vol. 6(11), pp. 702-709, ISSN 1990-3839, Available on <http://www.academicjournals.org/ERR>
- Oshima, Alice and Hogue, Ann., 2006. *Writing Academic English*
- Richards, Jack C. and Rodgers, Theodore S. (2001). *Approaches and Methods in Language Teaching*, (2<sup>nd</sup> ed). Cambridge: Cambridge University Press.
- Rivers, Wilgam. (1968). *Teaching Foreign Language Skills*, (2<sup>nd</sup> ed). Chicago: The University of Chicago Press.
- Seow, A. (2002). The Writing Process and Process Writing. In J. C. Richards, & W. A. Renandya (Eds.), *Methodology in Language Teaching* (315-327). USA: Cambridge University Press.
- Shields, Munling (2010). *Essay Writing: A Student Guide*. (2nd ed.) California: SAGE Publication Ltd.
- Sinulingga. 2014. Improving Students' Achievement on Writing Narrative Text by Using Clustering Technique: (A Classroom Action Research at the

# The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing

Asst. Instr Hamsa Kadhum Taha

---

---

Second Grade students of SMA Perguruan Sumatera Tanjung Morawa in Academic year 2012/2013).

Slliva, Kathleen E,(1967). *Paragraph Practice*. New York: The Macmillan Company

Temizkan M (2010). *Improving Creative Writing Skills in Turkish Th Edition*. USA: Pearson Education, Inc

Vossoughi,S,(2000).*A Dictionary of language: testing* .Tehran, Al- Rahman publishing House.

*Webster's New World Dictionary*.(1988), edited by Victoria Neufeld and David B. Guralnik. New York: Simon and Schuster, Inc.

## Appendix (A)

### Pre test

**Q1 Write a three paragraph of one hundred words or more on one of the following topics.**

1. Write about a story you have read or heard that affects your life.
2. Most of us have favorite games or at least one that we enjoy playing. Describe your favorite game and how it looks and sounds when it is played. Who are the most famous players of the game? When and where is it played? Everyone has his own personal

### Posttest

**Q2 Write TWO of the following topics**

- a) Last holiday
- b) A day to remember
- c) Your favorite sport
- d) Park and public gardens

# The Effect of Using Cluster Mapping Technique to Develop Iraqi EFL Students' Ability in Writing

Asst. Instr Hamsa Kadhum Taha

تأثير استخدام تقنية رسم الخرائط العنقودية في تطوير قدرة الطلاب العراقيين على الكتابة

الباحث همسة كاظم طه  
كلية الآداب

[hamsa.k@uomustansiriyah.edu.com](mailto:hamsa.k@uomustansiriyah.edu.com)

## مستخلص البحث:

تهدف هذه الدراسة إلى معرفة اثر استخدام تقنيه الخارطة العنقودية لتطوير الطلبة العراقيين (متعلموا اللغة الانكليزية كلغة أجنبية) في مهارة الكتابة . للتحقيق هدف الدراسة , تم افتراض فرضيه الصفريه والتي تشير إلى انه لا توجد فروق ذات دلالة احصائية بين مستويات الطلبة الذين درسوا مهارة كتابه باستخدام تقنيه الخارطة العنقودية و الذين درسوا الكتابة باستخدام الطريقه التقليديه . اشتملت عينة هذه الدراسة على طلبة المرحلة الأولى / قسم المكتبات في كلية الآداب للعام الدراسي 2018-2019 . استمرت هذه الدراسة لمدة ثمانية أسابيع حيث تم تصميم الاختيار (قبلي وبعدي) لهذه الدراسة وبعده تحليل النتائج, ووجدت فروقا ذات دلالة احصائية لصالح العينة التجريبية وهذا يشير إلى ان تقنيه الخارطة العنقودية اكثر فاعليه في تدريس مهارة الكتابه أخيرا ووضعت الدراسة النتائج وبعض التوصيات .