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# THE EFFECT OF COOPERATIVE LEARNING ON DEVELOPING EFL þÿL E A R N E R S   W R I T I N G   S K I L L :   T CASE OF GRADE 11  STUDENTS AT TATEK LESIRA SECONDARY  AND PREPARATOR SCHOOL

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Wisdom at the Source of the Blue Nile

# BAHIR DAR UNIVERSITY
# FACULTY OF HUMANITIES
# DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

## THE EFFECT OF COOPERATIVE LEARNING ON DEVELOPING EFL LEARNERS' WRITING SKILL: THE CASE OF GRADE 11 STUDENTS AT TATEK LESIRA SECONDARY AND PREPARATOR SCHOOL

BY

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AUGUST 2018

BAHIR DAR, ETHIOPIA

# THE EFFECT OF COOPERATIVE LEARNING ON DEVELOPING EFL LEARNERS' WRITING SKILL: THE CASE OF GRADE 11TH STUDENTS AT TATEK LESIRA SECONDARY AND PREPARATORY SCHOOL

**BY**

**ASFAW SENDEKU**

**A THESIS SUBMITTED TO DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

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# DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for any degree in any other university, and that all sources of materials used for the thesis have been duly acknowledgeded.


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August  2008

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This thesis has been submitted to for examination with my approval as a university advisor.


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# List of Abbreviation/ Acronyms

CAF-    Complexity, Accuracy and Fluency

CLL- Cooperative Language Learning

EFL-    English as Foreign Language

EFT-    Error Free T-unit

LD-     Lexical Density

NC-     Number of Clause

NE-Number of Error

NW-   Number of Word

NT-    Number of T-unit

# Abstract

*This study aimed at examining the effect of cooperative learning on developing grade 11 EFL learners writing performance. A quantitative method with quasi experimental pre and post- test design with a control group was employed for the study. The participants were two sections of 11*[th] *graders (n=82) selected using purposive sampling technique. They were assigned in to experimental (n=42) and controlled (n=40) groups through a lottery system. The data were collected through writing tests ( pre-test and post-test) and questionnaire. The experimental group was taught using a cooperative learning strategy namely Round Robin for eleven weeks whereas the controlled group was taught using the usual instruction for teaching writing. The overall writing performance and their writing fluency, accuracy and complexity of the two groups were measured before and after the experiment. Independent samples test and paired sample t-test were employed to analyze the data as statistical tools to find out if there was significant group as well as pre-posttest mean score differences in overall writing performance and the three aspects of writing. The data analysis before intervention indicated that both groups were almost similar in their overall writing performance (t (80), .02, p >.98) and in the three aspects of writing. However, after the treatment, the data analysis by independent sample t-test was found t(80),-3.18, p<.002 indicating that the experimental group significantly overtook the control group on the overall writing performance post–test with the domination of cooperative learning over the usual method. Likewise, they were significantly different in the fluency and accuracy measure, however insignificantly different they were in the complexity measures. Besides, data analysis using paired sample t-test for the experimental group appeared highly significant at p<.001 for the overall writing performance as well as for the fluency and accuracy measures although the complexity measures pre-posttest score comparison were insignificant. And the writing performance pre-posttest mean scores comparison for the control group was insignificantly different. Furthermore, data analysis from the questionnaire revealed that the experimental students perceived the cooperative learning writing positively. Therefore, the findings of the study advocates that cooperative learning helped preparatory Students significantly to enhance their EFL writing performance particularly in term of fluency and accuracy, though not in the complexity aspect; in light with these findings, therefore, EFL teachers are recommended to use CL in their writing classes. Besides, recommendations for pedagogical practice and for further studies on effects of this learning strategy on writing were recommended.*

*Key terms: Cooperative learning; Round- Robin; Fluency; accuracy; complexity*

# CHAPTER ONE: INTRODUCTION

## 1.1. Background of the study

So far, different language learning theories have been provided by language learning researchers and so there is no general agreement among scholars on how a language particularly a second or foreign language is best learnt. Hence, researchers in second language learning have different views in learning a second or foreign language. While some view language as a social phenomenon, and is learnt in social interactions, others hold the position that language learning is an individual process.

According to social interactionists, as Williams and Burden (1997) state, children are born into a social world, and learning occurs through interaction with other people. This interactionist view of language learning goes with Vygotsky's theory, zone of proximal development. Vygotsky (1978) described this concept-ZPD- as the distance between what the pupil can do alone and what s/he could achieve under the guidance of teachers or in collaboration with more capable peers. So the ZPD bridges the gap between what is known and what can be known. It is within this zone that children can complete a task under adult guidance or with peers' collaboration that they cannot manage by themselves (Shafer 2005.p.89). According to Vygotsky (1962), cited in Foley and Thompson (2003: 61),'what a child can do in collaboration today, he/she can do alone tomorrow'. And Vygotsky's theory of zone of proximal development is not a stage limited to a child. The theory is apparent at every stage of human development when a person is moving from not knowing through a learning phase with the support of external agencies, people or other learning supports (ibid).

And language is basically a social phenomenon, so it sounds logical if its learning and teaching approach is based on this proposition which implies that the teaching of it should be an interactive and communicative process (Abiy in Sintayehu, 2009). Consequently, interactionist view could be applicable in learning situations by encouraging those who take part in the learning to interact. It emphasizes the role played by adults, competent peers and experienced others in learning. This can be applied to all language skills including writing, one of the important skills in our daily activities in this modern time.

One way in which the social interactionist view can be applied in language learning is through cooperative writing which has been recently promoted. Cooperative learning theory encourages

students to bring out their resources to complete tasks they could not do on their own, yet learning through dialogue and interaction with their peers (Hirvela, 1999 cited in Hyland and Hyland, 2006: 90). Vygotskian approaches also highlight the importance of social interaction with peers as the result of which writing skills can develop with the mediation and help of others. Therefore, the interactionist perspective offer an important theoretical foundation for cooperative writing by suggesting how opportunities to negotiate meaning through group work are a means of encouraging more effective acquisition of the language (Long and Porter 1985, cited in Hyland and Hyland, 2006: 90)

The use of cooperation is, therefore, supported by the literature in improving the learning process of language students. Adams (2013) cited in Alireza. A (2017) argues that cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. As he justifies each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. This suggests the need to encourage students to interact with their peers and others in language learning so that the learning process would continue effectively. Particularly, in teaching writing skills, learners should cooperate each other just to come up with the final product of their writing (Hyland and Hyland, 2006).

Traditionally, writing was seen as a product, so the focus was mainly what the students have produced- the grammar, accuracy, mechanics, proper format, good organization, etc- (Mohsen, Mohamed& Mehdik,2014). But, recent research on writing has come up with a view as writing is a process. It is based on the assumption that good writers go through certain process which leads to successful piece of writing work (Hedge, 1988 cited in Mohsen, Mohamed & Mehdik, 2014). Hedge argues that students begin an overall plan in their head. They think about what they want to say (the purpose) and whom they are writing for (the audience). Then they draft out sections of writing and as they work on them, they are constantly reviewing, revising and editing their work (Hedge, 1988).In line with the same argument Gould (1989) states that writing is a series of related text making activities like generating ,drafting and developing ideas; drafting, shaping and reading the text; using appropriate mechanics, etc. All these features are required for written texts to be clear, fluent and effective communication of ideas. Consequently, passing through this process makes writing more complicated and difficult compared to other skills (Raims, 1983). For that, it requires considerable effort and practice on learners' part to reach on acceptable level of writing,

and in part of teachers it requires employing a variety of strategies to facilitate and make it easy learning. And thus teaching writing needs to take in account to these features and follow appropriate methods and principles through which students learn to write best.

One popularly recommended method of teaching writing skill, as it is seen above, is the use of cooperation. According to Johnson and Holubec, 1993, 'cooperative learning refers to making small groups of students who work together to increase their own and their group mate's learning'. In a cooperative learning group, students help each other to learn and understand the material, and encourage each other to do so (Slavin,1980). So, interaction, consultation, negotiation of meaning and explanation among students along with the feeling of responsibility toward self and peer learning are the main characteristics of Cooperatively Learning groups (Johnson and Johnson, 1987 cited in Ashangary, 2014). This implies that it could be able to culminate students' performance and achievement in various subjects and language skills (Johnson and Holubec, 1993 and Nunan, 1992). Therefore, writing activities should call for group and pair cooperation in order that students engage in and learn more.

 Cooperative learning as opposed to individualistic and competitive learning, has been asserted as an effective and fruitful teaching method to improve the learner's linguistic, social and communicative competence. This is due to the fact that it requires learners to work together in groups to achieve a common goal and have the same measure of success. Maximizing the opportunities for student-student interaction with meaningful input and output in a supportive environment, cooperative learning has been confirmed as a desirable method for teaching all language elements (Ashangary, 2014: 1).

Studies have shown that EFL learners working in pairs are exposed to a variety of different viewpoints which help them to develop critical thinking skill (Adams & Hamm, 1996; Barnes & Todd, 1977; Slavin, 1991). Moreover, group work in L2 educational environment has shown that L2 learners obtain many opportunities to use the target language for different functions (Storch, 1999). The benefit that learners gain from this way of teaching writing can be extremely positive since cooperative writing is reflective both of the business world and the academic field in which students study (Bruffee, 1984). Thus, cooperative writing in the learners' writing achievement in the classroom setting can positively improve in paired or grouped writing environment (Bruffee, 1981and Gebhardt, 1980, in Alireza A, 2017). It is due to the fact that small groups can be used to create communication, interpersonal and team skills as members of each group do not have the

same background or ability in EFL writing (Adams, 2013). For example, some of them may have strong background in vocabulary or grammar while others may have good background about the topic they are discussing. Such sort of variety helps students within each group support their peers as they can complement each other's strengths and weaknesses in EFL writing. That is low level students can benefit from their strong-level peers' feedback with regard to their grammatical, vocabulary, punctuation and spelling mistakes, and at the same time good students will feel satisfied and proud that they had a significant role in helping their low level classmates (Siraj D, 2012).

Besides, as Budd (2004) in Alireza (2017) also states, exercises used in cooperative learning, among small groups, could provide an adequate chance for students to analyze deeply the topic they discuss. Furthermore, when two or more students write together as well as instruct each other, they not only decrease the amount of time to deal with various aspects of writing simultaneously but also gain the benefits in information processing terms. The help and the guidance that each member of groups receives give them many options to process information (Yarrow & Topping, 2001).Consequently, cooperative language learning (CLL) approach enable learners discuss, share ideas, and see how their peers think and react and so a more relaxing environment of learning can be created and more opportunities for students to produce better EFL writing can be provided.

Contrary to the belief, cooperative learning is not mere group work (Seyyed, 2014). In group activities, sometimes the participation of the group members is not equal and so there are some members without contributing the groups' work and objective. However, all the team members have to take on the role to do the group task successfully. Besides, in cooperative learning, the teacher needs to provide suitable environment and appropriate tasks for equal opportunity. Thus though it is learner centered, the teacher should have a vital role to play in structuring and planning the lessons.

Now a days, being an instrument for academic tasks, English receives great attention by students and teachers in both schools and universities. Students' success in their academic careers is likely realized if they are able to effectively communicate in English (Dawit 2008).And writing skill is highly demanded in classroom tasks and examinations of any academic subject. With the same argument, Bruning and Horn (2002) confirm that it is an important component of thinking and learning in school context and writing tasks are crucial tools for intellectual and social development. Thus, it is necessarily important for students to achieve their academic goals and other concerns of life.

However, the practice of teaching and learning writing skill doesn't seem in line with what students are benefited from learning the skill and so is under question in our context, Ethiopia (Dawit, 2008; Teshome, 2008; Gashaw 2016). Evidences from a number of local studies (e.g. Haregewein, 1993; Abate, 1996) on English performance of Ethiopian EFL students show that EFL learners have failed repeatedly in English examinations, which could potentially imply their incompetence on the skill (Dawit, 2008). And such failure, as scholars in the area argue, is related to factors such as lack of practice (Teshome 2008, Asgar M. 2016), methodologies teachers follow (Dawit,A 2003), students and teachers perception to writing, difficulty and complexity of writing in L2 (Bizzell, 1982),etc.

The teaching of writing as a skill was not given much emphasis in the teaching learning process of English language in Ethiopia (Sintayehu, 2009). It still has been dominated by the traditional teaching writing approach-Product approach. So as Solomon (2001) states, writing in Ethiopia was considered as only copying grammar patterns and vocabulary up to sentence construction. This indicates that the approach used to writing instruction deprived students' freedom of expressing their own ideas and feelings. Writing tasks students engaged in required learners to imitate, copy and transform teacher supplied models (Sintayehu, 2009). Hence, learners were expected to produce error free written product. What it implies is that English teachers were the only audience of students' written work; the activities didn't enable learners to think critically, invent their own writing style and learn freely as they worried not to make mistakes. Thus it is rational to say that the approach Ethiopian EFL teachers follow is one noticeable factor for students' poor writing skill.

Then, the appearance of communicative approach to language teaching leads to a new approach of teaching writing: process approach. According to Sintayehu (2009), students are considered to be active participants and the learning environment is collaborative, positive and non-threatening in this approach. It involves activities  intended to enable students communicate their feelings and ideas through writing replacing the teaching of writing merely engaging students to practice language patterns and vocabularies. Nevertheless, local studies (Tesfaye 1995, Yonas 1996, Italo 1999, Solomon, 2001 and Temesgen, 2008) have been indicating that EFL learners are not still good at writing. So, the incorporation of the process approach and cooperative learning strategies haven't brought the intended improvement of our students' writing skill yet. Therefore, though there may be other factors such as difficulty and complexity nature of the skill (Tran, 2011;Bizzell, 1982;Nessel,1983; Ingel,2006; c.Merces, 2004 & Byrne 1988), lack of practice(Teshome 2008, Asgar M. 2016), not using active learning strategies (Dawit, 2003) resulting in such low writing

performance, the extent to which cooperative writing affects students' writing performance should also be investigated. That is what the researcher intends to do in this study.

## 1.2. Statement of the Problem

Writing skill is necessarily needed generally for academic success and particularly for language learning provided that it is one means of performing classroom activities as well as practicing and reflecting learning. In case, effective accomplishment of such benefits is realized through optimal level of writing ability. However, as stated so far, students are not profited from learning the skill in Ethiopia (Selamawit, 2011, Dawit, 2008, Tshome, 2008, Gashaw, 2016) since they are so poor in this skill(Solomon, 2001).As stated earlier, one prominent factor to have poor writing performance for Ethiopian learners is the approach EFL teachers follow. Various studies justify that the product approach doesn't allow learners to be good at writing (Raims, 1983 and Russo, 1987 in Sintayehu 2009) however still experienced it is in our context. Instead, as Haregewein (2003) explains, students perform better and achieve higher in learning writing when the teaching approach emphasizes writing as a process due to the fact that the process makes learning writing creative activity; students are active participants and learning environment is flexible, collaborative, positive and non-threatening type (Nunan,1992).

However, according to Yonas (1996) in Teshome (2008) reveals, this approach of writing is hardly practiced in Ethiopia though well-established theoretically. As local studies (Getnet, 1993, Tesfaye 1995, Dawit 2003 and Teshome 2008) indicate, features of product approach such as teacher's feedback to students' written work and individual writing are still the most dominant ones in the writing classroom. This implies that the teaching of writing has been highly dominated by teacher-student interaction with no or little student-student interaction which has great deal of benefits to language learning. Teachers' response to students' first draft as though it were the final one may enable learners' work unsatisfactory and so makes them develop anxiety and fear, and be disinterested in their doing writing tasks (Teshome, 2008). That is probably why EFL learners of Ethiopia have had low writing performance (Tesfaye 1995, Yonas 1996, Italo, 1999, Dawit 2003,Ale Dawit, 2008 and Teshome, 2008, Simachew 2012) since they are not passing through the process of writing which enables them support each other, ease their task of writing and so motivated to do and produce good written text. Germew (1999) and Kebede (2013) also ascertain in their studies as it is writing in English that Ethiopian students fail much to master indicating the dominant manifestations of the problem-lack of cohesion and coherence, tense problem and

shortage of vocabulary. And the same is true for the teaching and learning process as well as nature of students at the researcher's school, Tatek Lesira Secondary and Preparatory School.

In addition to the above findings, from the researcher's teaching English experience at Tatek Lesira Secondary and Preparatory School, he experienced that students lacked the required writing skill in English. Though learning the skill in elementary and secondary schools, as the researcher experienced, the students still defect to put down their ideas, thoughts, etc, in EFL; many of them unable even to produce a correct sentence. Besides, most colleagues in the school were often heard complaining about the writing skill deficiency of their students. Different factors could be attributed to make students less proficient in writing. However, the researcher feels that the students' and teachers' little interest to as well as the teaching- learning method of writing skill could significantly influence the skill not to be practiced well. That is he has noticed that students and teachers have little interest in writing skill. One reason accounting to it may be as writing is not tested specially by national exams except few lower level writing components like word arrangement, punctuation, and spelling and so students are not purposeful and encouraged to learn this skill. Perhaps, another reason is considering writing as difficult and tiresome skill and so teachers and students feel reluctant to get in to EFL writing activities.

Consequently, as I frequently listen from English teachers when we talk formally (monthly discussions on subject matter problems) or informally, having these two reasons in their mind, they speak out as they give little attention to teach writing unlike other skills like grammar and vocabulary. Therefore, when students sometimes write in English, their written work involves various problems such as vocabulary, grammar, coherence, mechanics, capitalization and organization. So, when students are given written assignments or tests, even though they understand what is asked and know the answer to the given questions (as they explain what they have written orally somewhat clearly when they are asked what they intend to say in their written work), their work is often far more different from their intention to put down. From this, it is possible to infer that students are not engaged in regular classroom practice of writing not only through the process approach but even through the product one. Furthermore, one common comment suggested to be improved after supervision is that the teaching learning process is not still student center. That is traditional teaching approach (teacher- centered) is dominantly used in our school, so students are passive, dependent and less self-initiated to learn the language in a self-regulated effort. Those could cause the students' failure to achieve the objective of learning writing skill.

Nevertheless, the purpose of teaching writing is to prepare EFL learners to become better writers and help them use it for academic purpose. And to achieve this goal, the skill (writing) needs lots of time and practice to develop (Asgar, 2016).Besides, strategies teachers employ, and teachers' and students' perception to writing highly determine the skill to be mastered. Having this in consideration, a number of researches have been conducted on how to teach and learn this skill by resulting various suggested findings providing that cooperative learning strategy is the one.

Hence, different foreign and local researchers have conducted in relation to cooperation and writing skill. Some foreign researchers, for example, Mohamed (2014) conducted a study on cooperative learning's effect on university students' writing skill in Saudi Arabia and found that though it was positive, it was not much significant. Whereas Xiandong, (2014) conducted a study on the same issue at college students and came at a founding that cooperative language learning develops writing skill significantly. But though these studies were held to see if cooperative learning has an effect on writing, they focus on higher level of education-university and college level. However, as Martine (2004) and Han (2007) note, students vary in previous experiences of learning in classroom activities involving group discussion, language proficiency level, cultural background, and subject knowledge as their level increase. So, it is difficult to generalize their findings to the high school and preparatory students. Besides, they were conducted in foreign context so that the results are inconclusive. This calls for conducting a study at this level (high school and preparatory) in local context.

Furthermore, local studies, for example, by Sintayew (2009), Teshome (2007) and Fasil, (2005) were conducted regarding to cooperative learning and writing. Sintayew conducted a survey study to investigate the implementation of cooperative learning strategies in the teaching- learning process of writing in three Addis Ababa private schools and he found that writing activities were rarely implemented and teachers hardly encourage students to write cooperatively. Fasil conducted on "students' use of cooperation strategy in writing classes with reference to sophomore English students of Unity University College". In this study, an attempt was made to investigate whether or not students use cooperation in writing and its contribution to students' success in writing. The result of the study shows that the writing skills of the students who used cooperation developed better than those who did not cooperate although it was implemented rarely. Whereas Teshome's study was on assessing the effective ways of learning writing and he found as cooperative learning

is one of the good ways. Yet, all of them have not pointed out to what extent cooperative learning benefits writing performance.

Accordingly, the above studies differ from this one in term of research settings and areas they focused. While the two foreign studies were conducted at university and college levels and Sintayehu's study was at high school level, this study is intended at preparatory (grade 11) students. Besides, Sintayehus' and Fasil's studies focus on the place of cooperative learning in the teaching-learning process of writing (if it was implemented or not), but this study aims at the effects of cooperative learning on EFL learners writing performance. Therefore, there is a gap that they don't indicate to what extent cooperative learning affects students' writing and its place at preparatory level. Hence, the present study attempted to fill the gaps hoping that cooperative learning could enhance students' writing performance in EFL classroom.

## 1.3. Research Questions

To achieve its purpose, this study tries to answer the following research question:

1. Does cooperative learning approach exert a significant impact on students EFL writing performance?
2. Which writing aspect(s) can be improved as a result of using cooperative learning strategy?
3. How do the experimental group students perceive toward learning writing using CLL approach?

## 1.4. Objective of the study

### 1.4.1. General objective.

It was assumed that using cooperative learning techniques may help out EFL learners in developing their writing performance; therefore, the study generally aims to find out evidence if teaching writing using cooperative techniques has a significant effect on EFL learners' writing performance development at Tach Gaynt Preparatory School.

### 1.4.2. Specific objectives:

The following were the specific objectives drawn from the general objective of the study.

1. To identify if cooperative learning exert a significant impact on students EFL writing performance

2. To investigate which writing aspects (complexity, fluency and accuracy) can be improved as a result of using cooperative learning strategies.

3. To identify students perception toward the practice of CLL in EFL writing class.

## 1.5. Significance of the Study

In Ethiopia, English serves as a medium of instruction in high school, colleges and University. So students' success in learning other subjects is likely to be dependent on their mastery of the language skills of which knowledge writing is an important one. Thus it is hoped that result of the study have the following significances.

First and foremost, the findings of this study may possibly initiate EFL teachers to see back to their trend of teaching writing skill at preparatory school context and consider their students' writing performance to make adjustment on the ways of teaching writing skills into the direction that helps learners to get new insights and input through cooperative learning strategy for developing learners writing performance.

Next, as it is assumed that the study would generate some pedagogical information about cooperative learning in relation to writing, it could be helpful for syllabus designers and text book producers to consider possible circumstances for cooperative learning strategy when they prepare writing activities for preparatory school EFL learners.

Finally, since there was no study conducted to examine the effects of cooperative learning on teaching writing performance in the researcher's school setting, this study may serve as a stepping stone for those who want to do further research in the same area. On top of this, results of this study may have additional contribution to researches on how students should do cooperatively in writing tasks. Therefore, its implication for further research could be worthwhile.

## 1.6. Scope of the study

The main purpose of this study was to examine the impact of cooperative learning techniques namely, Round Robin' on second language learners' writing skill at Tatek Lesira General Secondary and Preparatory school. As a result, it is delimited to Tatek Lesira General Secondary and Preparatory school, which is a government school found in South Gonder Zone, in the Amhara National Regional State. The school was selected as the researcher has been working there and so was convenient for the study. Specifically, the study was limited to two Grade 11th students enrolled in 2017/2018 academic year. Hence, additional sections and grade levels of the selected school are neglected because of time and logistics constraints.

Despite the fact that there are various cooperative learning techniques like Jigsaw, Think Share Pare, Group Investigation, Numbered Heads, etc, it is needed to limit the scope of the present study i.e., which technique would be effectively utilized in teaching writing for preparatory EFL students. To this end, Round Robin is chosen for this study as scholars recommended it for teaching writing skill and so possibly ease its applicability in writing lessons. Moreover, it was bounded to the expository genres of paragraph writing considering that this type is needed more than the other genres for academic purpose. Students use it when, for example, they write lab reports, notes, exam answers, etc.

## 1.7. Operational Definitions

A**.** Cooperative Learning Strategy: Cooperative learning strategies refer to a variety of teaching methods in which students work in small groups to help one another to learn.

B) Lexical Density: refers to the number of lexical words (content words) divided by total number of words.

C). Text: refers to written form of content which is used in written language

D) Treatment/ Intervention: the writing lesson using cooperative learning strategy.

E) T-unit: a main clause with all its subordinate clauses.

F) Usual method: is the method of teaching writing used commonly in the regular classroom, but without using cooperative approach.

G) Writing Measures: refers to instruments or units used to measure written text.

# CHAPTER TWO: REVIEW OF RELATED LITERATURE

## 2.1. Introduction

This chapter of the study is concerned with the review of related literature that focuses on basic questions or hypotheses and objective of the study. Accordingly, the first part reveals the nature of writing, the role of writing in language learning and approaches of ESL writing. Whereas the second part of the review provides concepts related to cooperative learning.

## 2.2. Writing Skill

### 2.2.1. The Nature of Writing Skill

Different scholars define writing differently although their central meaning is that writing is one of the language skills and art of conveying message apart from the reader in time and place through a conscious using language. They commonly indicate in their definitions that writing is a process, difficult and learning skill that needs practice.

Writing is a meaning formation process. As Byrne (1988) explains, it is a way of putting ideas in words to the reader in mind. And as McDonough and Shaw (1993:182), writing is primarily message oriented. This implies that writing is a meaning building process with a communicative view of language in its foundation. That is, writing is one means of communication through transforming thoughts and ideas into language. Therefore, it should be among the basic communicative skills that are taught in language class given appropriate emphasis like or even more than the other skills.

Writing is also a self-understanding / explorative/ process. As Hadge (1988), it is a way of expressing thoughts, ideas and feelings. One can present his/her emotion, attitude, belief, feeling, desire, etc through writing in a conscious using language. Thus as Pajars and Valiants, (2006) argue, it is an activity through which individuals engage in self- realization, which is beyond a process of making meanings. And as Pincas (1982) in Mohamedamin, (2015) explains, such personal ability is an indication of literacy and source of personal satisfaction. More to that, it is a creative process in that, according to Hadge (1988), it involves a writer put together pieces of the text developing ideas throughout sentences and paragraphs with  overall structure. Plus, writing calls for thinking critically to explore ideas, organizing the ideas in a logical, comprehendible way, and considering

the different features of readers so as to go in line with them. In line with the same argument, White and Arndt verify that writing is far from being a simple matter of transcribing language into written symbols. Instead it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time. All these need the writer to be a good explorative and discoverer which involves creativity.

However, compared to other skills, the process of writing is complicated through which ideas are created and expressed (Tran, 2011 cited in Wubshet M. 2014). As Wubshet (2014) explains, it is difficult unlike speaking in its characteristics, formality, well- planned, accuracy and time span. Similarly, stating as it is difficult, Byrne 1988 categorizes the roots for its complexity as psychological caused by, for example, lack of interaction and feed- back between the writer and the reader; and linguistic problems involving like grammar, spelling, etc intolerable in writing, but possible in speaking. According to Tran (2011), its complexity is also linked to a set of communicative purpose occurred in a context of social, interpersonal and occupational practice. This enables the foreign language learners find it difficult and exhausting.  That is why the skill is commonly the last to be acquired, as Wubshet (2014) point out, developing after listening, speaking and reading. Therefore, learning to write in a foreign language skillfully takes a considerable amount of time and effort.

As different scholars claim, writing should not be considered as the least skill which is taught last. It should be among the basic communicative skills that are taught in language classes given appropriate emphasis like the other language skills. Writing needs a formal instruction unlike speaking which we can acquire or picking up from what we hear at home before we come to school. Raimes (1983: 4) emphases this idea by writing "we learned to speak our first language at home without systematic instruction, whereas most of us had to be taught in school how to write the same language." For this reason, writing should be the essential part of the language syllabus of a particular language programme.

Writing is the skill that students should develop it and students should practice thoroughly in order to develop it. According to Grabe and Kaplan quoted in Teshome (2007: 2) "… writing is a  set of skills which must be practiced through experience." Similarly, as Ur (2002) states, "unlike spoken language acquired spontaneously, writing, in most cases, is deliberately learned and taught so that students need regular education to be good writer". This is to mean that writing needs practice in all

environments, especially, in formal instruction settings for its better development. Particularly, under formal instructional settings students need to be given writing activities which make students struggle to express their feelings and ideas in order to communicate to particular audience for certain purpose. Moreover, teachers need to help their students in any way possible to enable them develop this skill. This requires teachers to realize such features of writing. The development of this skill requires cooperation between teachers and students, and students themselves. In other words, in the ESL writing instruction classroom, there should be an interactive situation in which students and teachers work together, and students themselves work together to develop the skill (Brookes and Grundy, 1990).

## 2.2.2. Practices in Teaching Writing

For meaningful learning, learners must take the responsibility (Italo, 1999). "The psychologist view of the learning tells that students are not merely there to absorb k*nowle*dge as sponge takes in water" Halliday, Mcintosh and Steven, (1965:139). Instead, it is personal experience which requires the active and regular engagement of the learner. And converting competence into performance requires practice. Hence, teaching is directing students to practice the language skills. As Italo suggested, the best way to learn any skill would be to practice it as to become best football player, the best way is to play. Thus writing is a skill acquired only through practice. It is, like dance and sport, an activity that could be improved only through practice (Andrews, 1999). Despite these facts which have been stated above, Ethiopian students in EFL classroom, especially in writing, are not well provided with sufficient writing activities and are not well practiced on regular based. This problem may be emanates from the teaching methods language teachers use, or lack of sufficient writing activities and tasks.

As Charle (1998) explanations, practice plays great role in that it establishes a positive atmosphere for writing which refers an atmosphere of mutual respect, positive regard and safety. Students should feel they are a part of a community of people supporting each other in developing as writers, readers, and thinkers. This creates an inevitable classroom for teaching writing. In addition, he suggests organizing for writing which means that organizing in the classroom activities and routines, practices can be established to help student develop as writers.

Different mechanisms are recommended to help learners practice writing skill. In this regard, Charles'(1998) in Fujiwara, (2014) also points out that it can be done via arranging for meaningful-

to-students reasons to write and arranging for students to read, responding to, and using a variety of materials written for a variety of purposes and audiences. This includes reading a role in the writing classroom, using reading materials to model writing and providing diverse reading material. Moreover, write regularly across the curriculum and grade levels, arrange for students to have constructive response to their writing and to offer response to other writers (classmates, teacher, others), provide opportunities for students to collaborate as writers, thinkers, learners and conduct mini lessons on writing. In general, the above mentioned writing practices of teaching writing help learners to learn writing skill properly.

Besides, Richards and Rodger (2001) suggest that cooperative language learning helps to raise the achievement of students, improves communicative interaction in the actual classroom, assists the teacher to build positive relationships among students and give students the experiences they need for healthy social, psychological and cognitive development in their learning. To this end, this language learning helps students to practice writing for communicative aspects in their actual classroom. It promotes freedom to express one's self, recognizing the learner as a resource, ensuring the learner freedom and to develop their writing skill effectively through cooperation.

Communicative practice of teaching writing involving reaching an audience, working in small groups, working cooperatively, developing register awareness and talking naturally creates good opportunity of learning writing Brookes and Grundy (1990). It also promotes freedom to express one's self, recognizing the learner as a resource, ensuring the learner freedom from authority, valuing self-expression as intelligent, recognizing the centrality of personal discovery and respecting individual learning styles.

### 2.2.3.  Approaches of Writing

Due to the complexity of writing for the cognitive capability, various approaches have been adopted to make teaching writing an effective pedagogical practice (Harmer, 2006). As Ismail (2014) points out, Richards and Rodgers (2001), Silva (1990), Hairstone (1982), Bamforth (1993) and Raimes (1991) are some who discussed about this issue. Yet, the most common approaches across these discussions are product and process approaches.

### 2.2.3.1. The Product approach

Commonly, one writes to produce a text for a given purpose. So the concern of the product oriented approach is this final outcome. As Raimes (1983), Hedge (1988), Kaplan and Grabe (1996) and Jordan (1997) cited in Sintayew (2009) state, this approach to writing is to look at instances of writing and to analyze the features of written texts; the focus is the text that the students produce and it is expected to be correct in the needed skills of writing. Relating to this, Leki (1994: 170) notes that traditionally, when students write in a second language, the purpose of the writing activity is to catch grammar, spelling and punctuation errors.

This approach focuses on the end result of the composition process, the product of writing. Viewed in this way, writing is assumed an activity that starts at one point and ends up at a certain point in a linear fashion. What students produce is much appreciated hiding the ups and downs in the writing process. This approach to writing appears to simplify the nature of writing ignoring the needed practice in writing. As a result, the approach has not helped students in developing the writing skills because, as Leki (1994: 171) explains, it makes students much obsessed to avoid errors and write very cautiously and conservatively. These arguments have challenged the product approach and necessitated the change of view towards the process oriented approach. Hedge (1988: 19) characterizes this change as the shift from students' writing to the student writer, preferring the process-oriented approach.

### 2.2.3.2. The process approach

Currently, different writing scholars have been stating that writing is by its nature a process in which a number of operations go on simultaneously (Hedge 1988; White and Arndt1991; McDonough and Shaw 1993; Hedge 2000). White and Arndt (1991: 89) explain the process approach to writing as one that takes trainee writers through the various stages when producing a piece of written work. McDonough and Shaw (1993: 189) also mention the usefulness of intervention at all stages of writing, not just at the end in the process of writing. From these, it is possible to see that the focus is on the means in the process of writing, not just to be obsessed with the final product. The argument for the process approach is that if the stages that are considered in the writing process are well addressed, the product will take care of itself. Regarding this, Rivers (1981: 89) states that in the process approach, you look at how to generate ideas, how to organize them, how to express them, how to draft, etc. Thus, it focuses on how writers actually do write

(Madson, 1983) considering writers as active thinkers who employ strategies to compose texts. It is a road map through which students thoughts and actions are monitored from the beginning of writing to the production of work.

Freedman and Headway (1994) cited in Fujiwara (2014) state that writing process is both cognitive and sociocultural activity. The cognitive model of writing is seen as a mental process involving direct decision making and problem solving. And to Harmin (2004) cited in fujiwara (2014), the skills in writing are not acquired but culturally transmitted. So it is possible to infer that students' writing skill is cultivated through much practice and conscious effort.

As Richardes (1990) indicates, the teacher acts as a consultant and an assistant in supporting the students to produce coherent, meaningful and creative piece of writing which means that his/her role has changed from an evaluator of the written product(in the product approach) to a facilitator and co-participant in the process of writing. The teacher also plays great role in providing a large environment that will enable the students to learn about writing engaging in writing. On the whole, in this approach, learning is discovery process and language learning is generative or creative course of action; students are active participant and learning environment is flexible, collaborative, positive and nonthreatening type (Nunan, 1998).

### 2.2.3.2.1. Stages in the Writing Process

One should pass through a number of stages or writing phases in order to come with a better result thereby numbering all the processes is not a simple activity. Besides, these stages are not linear means that there is always going back and forth from one stage to another when the writing progresses (Ur, 1996 in Fujiwara, 2014). The amount of time spent and the frequency of going back and forth in each of the phases may greatly vary from one writer to another. What is crucial, however, is the awareness of the different phases and encouraging students to pass through the phases in producing a text.

Scholars have tried to list down the stages in the process of writing. For instance, Byrne (1988) cited in McDonough and Slaw (1993: 163) has come with list ideas-----Make an outline ('scaffolding') ------ write a draft------correct and improve the draft --- write the final version as the stages on under passes while composing. White and Arndt (1991) cited in McDohough and Shaw (1993: 163) also illustrated the stages of writing process as Generating ---- Focusing --- Structuring --- Drafting --- Evaluating ---- Reviewing.

As cited in Dabo (2012), though the different stages different authors on writing have come with, most researches of composition agree that all these stages could be compressed into the following four phases:

*A. The Prewriting Stage*

The prewriting stage is the first and important part of the writing cycle where one puts the foundation of the writing. In writing classroom it is during this phase where students plan about their writing given certain time to explore ideas, consider alternatives and mold their thought. Most of the students' activity at this phase of writing is generating ideas, setting goals and organizing ideas.

Generating ideas refers to dealing with writing problems: hunting for and gathering of information pertinent to the writing problem or writing goal. Writing teachers can engage students into discussion, reading, debate, brainstorming, and list making in order to encourage them generate ideas for the writing. Using such kind of techniques before engaging students into writing make students feel not blank mind in the drafting phase of the writing process. And training students to use such kind of strategies should be the important part of the teaching of writing to make students feel the writing process is interesting and enjoyable activity (Raimes, 1983).

*B. The Drafting Stage*

Conventionally, this phase is known by the term 'writing'. Students at this stage put their ideas and thoughts down on the paper based on the pre-writing activities. To express it in other round, it is the stage where students put the information they have assembled and ideas they have generated at prewriting stage on to paper in graphic form.

At this stage, the writer's primary concern is writing down the ideas on to paper without considering grammatical correctness and other aspects of the writing. Instead, they simply put everything down on paper as quickly and easily as possible. Even if students may engage in deleting and adding in order to relate messages to each other, teachers are expected to help students realize that the aim is not producing error-free draft. The purpose here is to produce meaningful pieces instead. Students can use as many drafts as possible until they think they have made their messages across (Hedge, 2000).

However, saying students main activity at this stage is to jot ideas down on to paper doesn't mean that students do this always straight without block to ideas. They may face a block while drafting. Here, the teacher may help students by asking some question to make students think about what they write or make students talk to each other in order to cooperate (Jacobs, 1988).

## C. The Revising Stage

At revising stage, students look at the content, grammar and organization of their writing. Thy reorganize and sequence relevant ideas, add or delete details as they strive to make their meaning clear. As different scholars describe, revision is a time consuming activity (Haregewine, 2008).

Moreover, for most of students the task of revising is not any easy one. The main reason for this is the fact that students do not often easily spot where and how to make certain changes. Nevertheless, teachers could alleviate this by employing techniques such as reading aloud, conferencing and peer revision. That is, making students read aloud enable them hear redundancies, wrong wording or omission. Conferencing in which teacher and students work together offer students opportunities to identify errors in their writing and better suggestions how to deal with that errors. Whereas, peer revision, in which a writing classroom assume a workshop atmosphere, provides students better chance to work together. In such kind of scenario students work on each other's written materials to forward and obtain necessary comments which may shape the content, grammar and organization of the writing (Porto, 2001; Keh, 1990 in Dabo, 2012).

## D. The Editing and Publishing Stage

This stage of writing is more frequently known as post-writing stage. Editing is a stage where students proofread each other's paper and pay attention to the lower part of the text to the whole organization of the text. Most of the time students are engaged in editing by using some checklists as a guide. Moreover, working together at editing phase enables students to see what other students overlooked while editing the paper in addition to making editing activity interesting and enjoyable. Publishing is the last phase of the writing process. As Solomon (2001) explains, publishing takes different forms at different grade levels: form displaying papers on classroom (school) notice boards to publishing, say in the annual magazine of the school. The main reason of publishing is to make certain kind of paper available to be read. Block (1997) cited in Solomon (2001) says "writing is designed to be a public act; it is meant to be shared with others.

### 2.2.4. Importance of Learning Writing Skill

In learning writing, one acquires the ability to communicate his/her thoughts through graphics in the environment. Santos (2000) cited in Teshome (2008) explains that there are three reasons making writing increasingly essential in the communicative world. They are 1) more international linguists are promoting writing as their field of specialization, 2) more articles and journals are

being published in English, and 3) more international students are pursuing their degrees in English speaking countries. Besides, Chen (2007) states that owing to the age of globalization, the world seems to be smaller because of the perception of unlimited communication. For this reason, all members of global institutions, for their own benefits in terms of education and business cooperation, have to stay connected with one another. Therefore, in order to comprehensibly express thoughts and opinions, apart from oral interaction, writing is considered as crucial.

However, apart from communicative purpose, learning writing has tremendous significances in language learning in general and second or foreign language learning in particular. As Raimes (1983) argues, learning to write is more than able to communicate thoughts by transforming them into language. According to this scholar, writing aids students' language learning. Raimes explains this idea by stating that writing reinforces the grammatical structures, idioms and vocabulary we teach; writing makes students to be courageous with the language, to go beyond what they have just learned to say, to take risks, and it gives students opportunities to involve in the new language.

Moreover, scholars on writing claim that writing is an important language skill that plays a significant role in the process of acquiring knowledge. It is a way of thinking and learning. This means that writing gives students an opportunity to explore ideas and understand information. For instance, Zamel (1983: 166) has summarized the above ideas stating as below:

> *...writing is indeed a process of discovering and making meaning. Through the act of writing itself, ideas are explored, clarified, and reformulated and, as this process continues, new ideas suggest themselves and become assimilated into the developing pattern of thought.*

It is clearly expressed in the above quotation that writing enables one to discover and articulate ideas pointing the close relationship between writing and thinking. As students struggle with what to put down next or how to put it down on paper, they often discover something new to write. Murray (1982: 18) cited in Raimes (1983) in this regard states, "writing is a significant kind of thinking in which the symbols of language assume a purpose of their own and instruct the writer during the composing process." As Raimes (1983) puts, it is this existing close relationship between writing and thinking that makes writing an essential and a valuable part of any language course.

 As already mentioned, writing enhances language learning as students practice with words, sentences and paragraphs to communicate their ideas. Writing offers students opportunities to

experiment with language. Haregewine (2007: 58) summarizes this concept stating, "… writing continues to serve as a vehicle for language practice and it enables students communicate with each other and help them an aid to learning." As learning to write involves learning the language, the interaction between learners in writing class has important contribution to the development of students' language skills in general and writing skill in particular. Regarding this issue, Mangelsdorf (1992) says that the interaction of students among themselves, with their teachers, and with larger world outside the classroom, has profound impacts on the development of writing. Moreover, Raimes (1983) states that interaction among students in writing lesson enables students to help each other regarding vocabulary, grammar content etc. of the writing besides giving students chance to speak, listen and read in writing class. That is in writing classroom where students work together they learn from each other and the stronger helps the weaker.

## 2.3. Cooperative Learning

### 2.3.1. Theoretical Background

Theoretically, cooperative learning strategies are commonly rooted from social interdependency (Johnson& Johnson, 2002), Behavioral learning theory (Johnson& Johnson, 2004; Slavin, 1995) and socio-cognitive developmental theory (Johnson& Johnson 2002, Morgan 2003, Scardamalia 2002, and Vygotsky, 1978) .

 **1. Behavioral Learning Theory:** According to "Behavioral learning theory," students work harder on tasks that provide rewards, yet they fail to work on tasks that provide little or no rewards or provide punishment (Morgan, 2003). And cooperative learning is not only concerned with rewarding individual students but also group rewards. Therefore, it helps students to learn. This is called "motivational theory.  "According to the motivational perspective**,** individual and learning group reward is based on the sum of the individual's achievement. Because benefits are attained when group and individual goals are achieved while using cooperative learning. This would lead to make students more motivated to help each other and to make more efforts (Slavin 1995).

**2. Cognitive Developmental Theory:** The cognitive development perspective is mostly based on the theories of Vygotsky. Vygotsky provides his concept the "Zone of proximal development (ZPD) "in order to make sense of the relationship of society, the individual, social and Cognitive development. He defines the Zone, as a distance between what a child can do in isolation- that is,

the actual development level, and what the child can do in collaboration with others. He called this the proximal level.

Claiming this, Vygotsky assume that development occurs when social interaction and the individual come together noting that learning takes two levels- first through interaction with others and then integrated into the individuals' mental structure. Thus cognitive development theory views cooperation an essential prerequisite for cognitive development and so it calls individuals for the common goals of the group (Morgan, 2003).

Proponents of this theory assume that social interaction and language are involved in the process of human development and learning. As Palinesar (1998) in Fujiwara, (2014) indicates, they assume that knowledge-which is not possessed by individuals, but is shared between members of the community- building is interdependency of social and individual process. Thus they claim that learning takes place within interactions between teachers and students as well as students and students.

**3. Social Interdependence Theory:** People need to communicate with each other as interaction is very important for survival. In education, "social interdependence " refers to the efforts which students make for better achievement, to build up very positive relationships and to adjust their psychological perspectives, as well as to show social competence (Johnson &Holubec, 1998). "The social interdependence perspective of cooperative learning presupposes that the way social inter-dependence is structured determines the way persons interact with each other", (D.Johnson, L. Johnson &Holubec, 1998, p.69). Furthermore, outcomes are the consequence of persons' interactions. One of the cooperative elements that have to be structured in the classroom is "positive interdependence" or cooperation. Therefore, cooperative learning increases interaction among learners as they restate and elaborate their ideas in order to express or simplify intended meaning. This interaction contributes to gain in learning (Ibid).

**4. Motivational Theory:** The motivational learning theory is based on the impact of group reinforcements and rewards on learning. The cooperative goal structures create a situation in which the only way group members can attain their own goals is if the group is successful. Therefore, to meet their personal goals, group members help their group mates and encourage them to exert maximum effort. In other words, rewarding groups based on group performance, it creates an

interpersonal reward structure in which group members will give or hold back social rein forcers in response to group mates' task-related efforts (Slavin, 1995 as cited in McCafferty et al 2006).

## 2.3.2 What is Cooperative learning?

For many years, the teaching/learning was heavily dominated by classroom teachers with no room/little attention for students' participation in the process. While teachers were considered as the only source of knowledge needed for students, students were viewed as a passive recipient of knowledge from the master-the teacher (Kagan, 2002). That is "… the students are atomized; they are an aggregate of individuals organized to learn from and perform for the teacher as individuals" (Trimbur, 1985: 89) cited in Solomon. However, this traditional teacher-centered has been replaced by student centered approach in which students have been taken as the active participants and center of teaching and learning process.

Cooperative learning is one of the techniques used in learner centered approach to enhance students' active participation in classroom and to make them learn from each other. It is a form of indirect teaching in which the teacher sets problem and organizes students to work it out cooperatively. Researchers report that students learn best when they are actively involved in the process. Accordingly, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Students who work in cooperative groups also appear more satisfied with their classes (Jacobs, 1988; Trimbur, 1985 cited in Kagan, 2002).

Cooperative learning has been given much focus in ESL/ EFL classes to actively involve students in meaningful learning in the teaching learning process (Jacobs, 1988: 97). Cooperative learning, which is a communicative approach that encourages students to work together, is designed to foster collaboration and interdependence. From this perspective, cooperative learning is said process-driven. It involves the interaction between teacher and students, and students themselves. Moreover, it aims at instructional effects beyond academic learning, promoting intergroup acceptance and social skills. Trimbur (1985: 90) in Kagan (2002) elaborates this concept more clearly as below:

> *Learning in group… is often more effective than learning individually because learning involves more than simply acquiring new information. It also involves the acceptance of new habits, values, beliefs, and ways of talking about thing. To learn*

*is to change: learning implies a shift in social standing - a transition from one status and identity to another and a reorientation of social allegiances.*

The theory and practice of cooperative learning points out that students can learn from each other besides their teacher and be responsible for their learning. The teacher is also responsible to create conducive atmosphere that encourages interaction among the students in classroom. The mutual dependence that the cooperatively structured activities expect form the students will lead to more communication among them. Students who have the habit of using language in this manner can develop their language as well as communicative skills (Jacobs, 1988).

## 2.2.3 Cooperative Learning strategies

The out coming of cooperative learning bears many cooperative learning strategies developed by key researchers in this area (Kagan, 1985; Sharon, 1990; Slavin, 1995; Johnson & Johnson, 1999). Cooperative learning strategies refer to a variety of teaching methods in which students work in small groups to help one another to learn (Kagan, 1995). They have been developed taking in account the five fundamental elements of cooperative learning.  In cooperative classrooms, students are expected to help one another, to discuss issues and argue with each other, to assess each other's understanding of the topic, and fill in gaps in each other's learning" (Slavin, 1995:2).

Though various cooperative learning strategies have been developed over the years by different scholars, the following are some of them which are developed by Kagan (1994), Slavin (1995) and Jonson (1990).

**A. Co-op Jigsaw II**: Co-op Jigsaw II is a lesson design in cooperative learning. In this lesson design, each student becomes an expert on the assigned topic and meets with experts on the same topic from other teams. As a group expert they present their point to the whole class. Then, students return to their original teams. They share and apply the points and come up with a writing piece. Coop Jigsaw II is applicable at almost any grade level. It is a combination of mastery and concept development which involves theory and practice (Kagan 1994)..

**B. Round robin**: It is one of the structures in Kagan Structure.  In this method, each student in the group takes turn in stating their findings, ideas or opinion. It follows the strategies: 1. Giving students a question, or a topic with multiple parts; 2. Each student provides his/her answer or part of the topic, taking about the same amount of time for each student.3. Students coach one another

when a partner has difficulty.4. Students provide appropriate praise or constructive criticism when necessary. The teacher manages the on- going lesson through setting an amount of time for each person to share, displaying amount of time in some way (wall clock, Teach Timer, etc.), modeling correct forms of coaching and constructive feedback, modeling the difference between coaching and giving the answer and placing students in heterogeneous groups. This learning strategy endows students in social skills like patience-giving others time to work, coaching others, asking for and offering help, giving and accepting praise, constructive criticism, appropriate noise level, etc. Thus the incorporation of this lesson design on students in their writing lessons could be appropriate and suitable.

**C) Timed Pair Square:** Timed Pair Square is one of the structures in Kagan Structure. In this teaching method, the teacher poses a discussion topic or an open-ended question, then gives students "thinking time". Students then form groups of four and work in pairs to share their ideas with each other. Each student discusses the topic in their team within the required time frame. The timekeeper will ensure that each student in the group gives their ideas or opinion within the required time allocation.  When time is up, reassembling in group of four, comprehend their answer.

The strategy encourages students to communicate with other promoting classroom participation since it encourages all the students to respond individually, offers an opportunity for the students to develop their cognitive skills and as an information assessment tool. Students discuss their ideas, and the teacher can listen to the conversations taking place in the classroom and respond accordingly.

**D) Numbered Heads Together**

According to Kagan in this activity, the members of group count off. Then the teacher asks a question for the entire group to discuss. When the students develop the group answer and make sure that everyone knows and can explain the answer, a number is called and students with that number are expected to answer the question. The members of the group are expected to help each other to understand and be able to answer appropriately (qtd in. Arnold 231).

**E) Group Investigation**

This strategy involves first, students form their own groups and then choose the topics from a specific unit. Following this, the entire class starts to discuss. The groups break their topics up into

individual tasks. After completing the activities and prepare group reports, each group makes a presentation or display its findings to the whole class. This method helps students develop their thinking skills by having them compare, contrast, and integrate different ideas.

The method includes four elements: investigation, interaction, interpretation, and intrinsic motivation. In the investigation stage, the teacher should guide the whole class to carry out their own inquiry into the topic, which they select for the study. Then, the groups interact with each other to investigate the different aspects of the main topic during the interaction stage. This interaction may take place both socially and intellectually. After the interaction stage, the students share the information, which they have gathered from different sources. This is called the 'interpretation stage'. They interpret the information and synthesize the ideas. At the last stage, intrinsic motivation, the students determine what and how they will learn by themselves. They are active to make decisions. This makes the students feel more motivated.

**G) Student-Team Achievement Division**

This method was developed by Robert Slavin (1995). Teams usually consist of four members who are mixed in terms of gender, ability, and ethnicity. The teacher presents the lesson and then students work in teams to ensure that all the members master the objective. The teachers test the students individually and then teachers average the scores for teams to compare with past scores. Slavin (1994, 1995) mentions the four steps necessary to implement STAD in the classroom. Firstly, the teacher introduces new material in a lecture or class discussion. Secondly, team members cooperate on worksheets, which the teachers design to build on the material taught by the teacher. Then, students take individual quizzes on the assigned material. Teammates do not help each other. Finally, teachers awarded high-scoring teams by giving gifts, prominent signs, or posters detailing their success or certificates of achievement.

**2.3.4. Elements of Cooperative Learning**

Cooperative learning is a teaching method in which students work in small groups to help one another to learn academic content, and students are expected to discuss and argue with each other, to assess each other's current knowledge. Most cooperative learning advocates agree that for a teaching method to fit the cooperative learning model, it must employ a number of characteristics cited as essential elements (Slavin, 1995). Several researchers consider that cooperative learning consists of five basic elements: positive interdependence, face to face interaction, individual

accountability, interpersonal and small-group skill, and group processing (Johnson & Johnson, 1994; Jolliffe, 2007). Each of these five elements would be discussed as follows.

## 1. Positive interdependence

According to Johnson and Johnson (1998), this principle is based on the sense that "we sink or swim together" which implies for working together for a common goal caring about each-other's learning (Sharon, 1980). Each group member depends on each other to accomplish a shared goal or task so. It is creating an atmosphere of cooperation in which each group member depends on the other to accomplish their mutual goal. So, group members must recognize that without the help of one member, the group is not able to reach the desired goal. To put in other words, they cannot succeed unless everyone succeeds (D.Johnson & R.Johnson 1994). Johnson, Johnson, and Holubec (1998), believe that positive interdependence is the process of linking students together into groups that one member of each group cannot succeed unless all group members succeed (pp. 4-7). Nunan (1993:34) states: "A team environment where learners celebrate each-others' successes and provide assistance to each other is likely to promote more positive peer relationships, social support, and, partly for that reason, higher self-esteem and academic achievement".

Webb (2002) describes positive interdependence as the first and most important element in cooperative learning. In this element, responsibility of the group and the individual is structured into the lesson or subject. And also teachers should give a clear task and a group goal so that students believe they "sink or swim together" (p.9). According to Slavin (1996), the success of each group depends on positive interdependence. The powerful positive interdependence enables students to recognize the need to cooperate. In face-to-face interaction student do real work together, that is based on the idea that groups succeed only when members share resources, help, support, encourage, praise each other's efforts to learn, and questioning each other (Webb, 2002, p. 11).

## 2. Individual accountability

In cooperation, two levels of accountability must be structured- group accountable for achieving its goal and individual accountable for contributing his/her share of the work - Johnson and Johnson (1998).Individual accountability refers to each group member's responsibility to assess their performance against a standard and take the responsibility for their contribution to achieve goals of the group (Johnson & Johnson, 1994).They also asserted that the goal of cooperative learning is to enable each member of the group stronger in recognizing his or her own right and its existence

motivates students to learn more(Kagan & Kagan, 1998). Its goal "is to form "responsibility forces" that make group members accept responsibility and accountability for completing each one's share of the work, and facilitating the work of the team members, (Johnson and Johnson, 1998).

To build good individual accountability, the group size should be small due to the fact that individual accountability takes place when teachers assess the performance of each student individually and the results are given to the group and the individual. Delivering the result to the groups let them aware of who needs more support and encouragement during the learning process in order to be stronger individual. After participating in a cooperative lesson, group members should complete the similar tasks individually. They learn to do something together so that they can do it more easily when they are alone, Kagan (1985:4:9) "Students can be made individually accountable by having each student receive a grade on his or her portion of the team essay or project; by having each student responsible for a unique portion of a team learning material, presentation, or product; or by instituting the rule that the group may not go on to another learning Centre until everyone finishes his/her task at the present learning canter.

## 3. Face to face interaction

As Johnson and Johnson (1987) point out students must work together as a team which involves helping, sharing, assisting, explaining and encouraging each other. This course of action needs members to provide personal and academic support to help each other and to work in together in real situation. For this to happen, team members should be strategically seated face to face (Johnson and Johnson 1987). Sharan (1990) also describes that face to face interaction involves exchanging needed resources; providing each other with feedback; challenging each other's conclusion and reasoning so as to promote high quality decisions and advocating efforts to achieve mutual goals. Thus learners gain such benefits if they write cooperatively.

## 4 Interpersonal and small group skill

Interpersonal and small group skill is concerned about giving positive feedback, attaining a consensus, and involving every member (Johnson & Johnson, 1994). When students participate regularly in cooperative activities, all students gain enduring intellectual abilities (Huss, 2006). According to Johnson and Johnson (1995), when students are working into groups, students need to have some interpersonal skills and group skills as well as knowledge of the subject matter. Social skills must be taught to students in very organized and precise way as academic skills. Leadership,

decision-making, trust building, communication and conflict management skills allow students to manage their teams and be motivated to use the required skills for managing the task work (pp.122 - 129).

**5. Group processing**

Learning doesn't happen from experiences that students do not reflect on as Johnson (1998) argues. So for students to learn, they should reflect it in action. They should evaluate their group's actions, describe which decisions are helpful and which ones are not, make decisions about what behaviors should be changed or kept on etc. This is what Johnson (2012) called group processing. The main purpose of group processing is to improve the effectiveness of group work by analyzing the group members' performances in order to reach the desired outcome, Johnson & Johnson (2012). For this process, each group members should be provided an ample time, and a procedure to analyze how groups are functioning and how skills are employed in each activity. While the cooperative groups are in action, the teacher observes the groups, analyzes the problems that students may face, and provides a feedback and give an immediate reward if it is necessary about how well the groups were working (Johnson & Johnson, 1994). Group processing is a clear development process which can control over the quality of the work produced (Joliffe, 2007).

As a conclusion of what have been stated above, the interaction of these five elements is very important and vital to cooperative learning; they help teachers who use cooperative learning to achieve the learning objectives. The mentioned five key elements of cooperative learning have emerged as critical to actual cooperation. The lack of incorporating these elements means that cooperation cannot be effectively carried out (Jolliffe, 2007; Johnson, Johnson & Holubec ).

**2.3.5. Benefits of Using Cooperative Learning in the Classroom**

Compared to traditional method of teaching, cooperative method of teaching provides different significant merits for teachers and for students. The following are some of the benefits of using cooperative learning in the EFL classroom.

**1. Enhancing Student's Social skills**

According to Carter (2001) cited in Dabo (2012), using cooperative learning regularly in classroom can help students to socialize relevantly and have chances to practice. It provides structures that help students to transfer the skills they have learned into real life situations. In CL, students have the opportunity to discuss the given material with each other, and then explain it to each other. Hence it

helps to attain social skills: Communication, listening skills, leadership and trust building, explaining how to solve problems, teaching one's knowledge to other, Carter (2001).When they exchange information with each other, their performance develops. Students' social relationships improved since learners know one another, praise and promote each other as they work together toward a common goal.  Students have the feeling of having an opportunity to be successful, and they believe that they have mutual valuable goals (pp.37 38)

## 2. Appreciating Differences

The cooperative learning group work helps students to comprehend, maintain, and have a better feeling about themselves and their partners. Cooperative learning (CL) provides an atmosphere in classroom which encourages student to be in charge of their learning. CL highly motivated through "peer support". Through team support, students can achieve success by working well with others. CL promotes greater cross-ethnic interaction, and learns how to appreciate differences, as well as the acceptance of mainstreamed academically handicapped students determines that cooperative learning is an effective way to build community between home and school cultures with students having different cultural backgrounds and different languages. In CL settings, students from different backgrounds work cooperatively to attain mutual goals, and to work with each other as equals. Incorporating CL in the classroom improves students' relationships with others, especially those of various social and ethnic groups. It allows them to look at the positive and negative parts of their own behavior (Lie 2000, p. 125).

## 3. Individualization of Instruction

In a cooperative learning group, as Lie (2000) explains, students receive individual assistance from teachers and from their peers.  And the support from peers increases the learning of both the students being supported, as well as those giving the support. For the students being helped, the assistance from their peers enables them to move away from the dependency on their teachers and gain more opportunities to enhance their learning. For the students who tend to assist, the cooperative learning groups serve as opportunities to increase their own performance. They can get the chance to experience and learn that teaching is the best teacher (pp. 121-131).

**4. Increasing Students Participation**

In **c**ooperative learning activities, students gain a supportive environment which helps them to interact with each other. Members of the group are given individual roles like facilitator (leads the discussion and encourages everybody to participate), reporter (shares the group's ideas with the rest of the class using the scribe's notes), scriber (takes notes on the group's discussions), etc so that the group's success depends on the effort each members exert. To that end cooperative learning (CL) encourages each team members to feel that they need to participate and learn doing their own best. CL increases students' motivation to participate and interact with each other; therefore, creating an environment for productive learning (Lie, 2000, p. 125).

**5. Strengthening Motivation**

Lie (2000) believes that in cooperative learning groups students can encourage and help each other. The cooperative atmosphere of working in a small group may help develop "affective bonds" among students and greatly motivates them to work together .Cooperative learning (CL) promotes language learners by providing the appropriate structures that create a supportive and motivating environment. Thus, CL improves the motivation and psychosocial adjustment of students (Ibid).

**6. Increasing Self-Esteem**

The purpose of any educational system is to enable students to become more autonomous in their life and free them from the dependency on teachers. Activities that the teacher provides through cooperative group work assist students become more self-dependent learners. Cooperative learning helps students to know how to build their own self-esteem and to trust other people (Ibid).

 **7. Reducing Anxiety.**

A cooperative small group reduces anxiety among students. Besides, when a student takes the leadership of the group and reports to the whole class, he or she feels less anxious because the respond is not his own, but the product of the whole group (Ibid)**.**

## 2.4. Cooperative learning and writing Skill

Writing is one of the skills that students need to master. Students' acquisition of the writing skills is given much emphasis in the educational system. However, Grabe& Kaplan (1996) (in Harmer, 2006) state that writing process received relatively little attention in research on foreign language

teaching. Yet, it is a valuable communicative skill to convey a person's thoughts and feelings. It is also a means of self-discovery and linguistic discipline. Thus it should be taught in a way it gives its fruit.

One way recommended to teach this skill is using cooperative learning. In fact, CL is appropriate to teach any language skills. For example, Richards and Rodgers (1991) suggest that

" CLL does not assume any particular form of language syllabus since activity from a wide variety of curriculum orientation can be taught via cooperative learning. Thus we find CLL used in teaching content classes, the four skills, ESP, grammar, vocabulary and pronunciation (p.195-196)".

Likewise, Harmer (2006) believes that writing in groups is effective process approach. Students found the activity motivating in terms of the writing itself. They also found the activity to be motivating when they embark on the research, discussed on the topics, had peer evaluation and achieved the group's goal. In the same outlook, Legenhausen and Wolff (1990) argue that writing in small groups is an efficient way to promote writing abilities and it is an excellent interaction activity. Their views were also supported by a study conducted by Kagan and High (2002) which showed that students performed better in writing when cooperative learning was incorporated in the classroom. Mariam and Napisah (2005) also suggested that when peer interaction was incorporated in learning writing, the students generated ideas and constructed sentences together. Thus this will lead to a better understanding of the topic that they are required to write on. The students will also be able to write concrete, accurate and creative piece of writing (Mariam & Napisah, 2005). Collaborative work between learners is encouraged to increase motivation and develop positive attitudes towards the writing activities (Nunan 1991; Spencer 1983). The students should be responsible in their writing and given the opportunity to share their work with others. The immediate feedback and positive reinforcement will boost their motivation to engage in writing activities.

Studies conducted on incorporation of cooperative learning in learning writing showed that cooperative learning is an effective educational approach to improve the students' achievement in writing. As a result, this study will contribute to the existing body of literature in investigating the incorporation of cooperative learning in teaching writing to form on students in the Ethiopian context.

# CHAPTER THREE: RESEARCH METHODOLOGY

## 3.1. Introduction

This chapter contains brief discussion on the research methodology i.e., the design employed, the participants, the sampling technique, the data gathering instruments, the data gathering procedures and the methods of data analysis used in the study.

## 3.2. Research Design

This study was conducted to answer the question, 'what is the effect of cooperative learning namely, Round robin, on EFL students writing skill?'. To answer this question, a quasi-experimental research design involving control group, experimental group and a pre-post- test data gathering techniques were used. It was experimental design as it involved testing casual hypothesis –what cooperative learning causes to EFL students' writing skill- and two groups-control and experimental- to compare the result of the treatment- cooperative learning. And this was quasi-experimental because the research setting was chosen through convenience sampling method and participants were not chosen by true randomized sample (Creswell, 2014). Saying in other words, the study was conducted where the researcher has been teaching and the research participants assigned in to control and experimental were intact, already existing, groups. As Dorney (2007), Muits (2004), and Grady (2004) in Gashaw, (2016) state, a quasi -experimental design is recommended when random assignment of the sample is hardly possible.

Moreover, the quasi experimental design was chosen since the research was carried out in authentic learning situation using genuine classroom where easier to gain access to focus populations and is suitable to conduct (Dornyei, 2007) and was teacher-made (Tavakoli, 2012). Further, in situations where time is scheduled in educational setting like preparatory school in this case, this type of design is preferable. So, this type of design is appropriate to examine the effect of cooperative learning on EFL learners' writing.

## 3.3. The Research Setting

The teaching environment in which the research was conducted is located in South Gondar, Tach Gaynt woreda, Tatek Lesira Preparatory School. The researcher decided to study this issue at the preparatory School where he taught and so closely observed the problem. That is because the researcher intended to help the students in their EFL learning writing as he commonly observed many students who were reluctant when they were asked to do any writing activities. They couldn't

construct correct and meaningful sentences and develop acceptable paragraphs and essays of various genres when they have tried to write. Besides, as William (2008) in Gashaw (2016) suggests, when a researcher site is convenient for him/her, it has its own effect in determining the quality of the research findings.

## 3.4. Participants and Sampling Techniques

The target population of the study was 2010 EFL grade eleven students at Tatek Lesira  Preparatory school. The school had five grade twelve (228studets) and three (132 students) grade eleven sections. However, conducting the study on the whole population was difficult to manage the time, resource and data process. Sharmen and Webb (1988) recommended that the research site and subjects should be manageable in size in order that data could be analyzed and described as deeply and thoroughly as possible. Consequently, off the two class levels, grade 11 was selected since it was common that grade 12 students of the school didn't come class regularly after February and since the study was conducted after this month.

Then two Grade 11 Natural science sections (A and B) whom the researcher taught were selected purposely as participant to minimize intervening variables since the other class was Social science students and taught by another teacher. Lottery system random sampling, then, was used to label the two classes, the one as control and the other as experimental. Randomization was used one since the mean scores of the pre -test for the two groups were found relatively similar since t(80), -.92, p=.36 shows no significant difference between them in their overall writing performance. Second, they all were the same in some aspects like cultural background, learners of the researcher, subjects they took and EFL learners. The total number of the participants was eighty two students, forty in A and forty two in B class. They were thirty eight male and forty four female students with 17- 20 age group.

### 3.5. Data Gathering Instrument
In this study, data were collected through writing test and questionnaire.

### 3.5. 1. Test
The study intended to see the effect of the independent variable- cooperative learning- on the dependent variable-students' English writing performance. And pre and post-tests are valuable instruments for comparing performance of subjects prior to a certain treatment with performance of subsequent treatment (Mackey and Gass, 2005).  As a result, the main data gathering instrument

tool in this study was pre-posttest. Moreover, the researcher has learned from previous researchers such as Storch (2005), Storch and Weiggles (2009), Wolfe Quintero et.al(1998), and Norris and Ortega (2009) that writing test is relevant instrument to measure the effect of cooperative learning on students writing performance since they have studied in the area.

The pre-posttest with a control group is appropriate data gathering instrument due to its strength in controlling threats to internal validity (Cambell and Stalley, 1963). They argue that the pretest is valuable to find out if there is not any significant difference between the control and the experimental groups before the intervention and the post test was given to see if there is a significant difference between the two groups in their writing ability as a consequence of the intervention. Consequently, these two tests were administered for these purposes.

### 3.5.2 Questionnaire

In addition to test, questionnaire was designed to support the data obtained from the test. It was intended to assess the experimental group students' general reflection on the cooperative learning technique practice they had taken part in. The questionnaire was designed in such a way that the students rated the extent to which they agreed or disagreed on the treatment-related statement i.e. their feelings and perceptions about the cooperative writing activities they practiced. The questionnaire was developed by adapting some items from Brown's (2008) study and some from Ferrah's (2011) study in order that it suits the current study. It comprises 20 items answered based on a five-point-Likert scale from strongly agree to strongly disagree.

### 3.6. Validity and Reliability of the Instruments

Before the study was carried out, different procedures have been employed to get evidences for the face and content validity, and reliability of the instruments. To see the validity of the pre and posttests, the researcher invited language teachers to comment on suitability of the test, and its components. To that end, two EFL teachers from the selected school were requested to comment on features of the schedule (eg. the allocated day,) and evaluate the test instruments since they knew the students' performance better. They were informed to assess the test based on clarity of instructions, appropriateness of topics to students' grade level, marking guide lines and suitability of the language use.

Subsequently, the test was administered for ten grade 11th students who were not part of the study (in another school) for pilot testing. This was due to the fact that piloting instruments help the researcher to determine the reliability and validity of the instruments as well as suitability of items (Kayrooz and Trevitt, 2006:228 in Gashaw, 2016). Then one MA EFL teacher and the researcher marked their paragraphs, and inter-rater reliability was computed using Pearson correlation reliability. The correlation for the students' overall writing was found .80 which was significant at $p > .01$ and so shows moderate reliability.

To maintain the trustworthiness of the questionnaire, the draft item of the questionnaire was submitted to my thesis advisor for his feedback and critical comment, and some amendments were made following his constructive suggestions. Then the final version of the questionnaire developed. To make sure and increase the reliability of the data, again the researcher asked corrections and suggestions from three EFL teachers of the school, and the final draft was developed following their suggestions.

## 3.7. Research Procedure

The treatment was given by the researcher for eleven sessions. At the very beginning, the researcher had elaborated and discussed the objectives, nature, and procedures of the study with the selected school principal in order to get permission from the school principal.

Subsequently, in the first session after getting the consent, pre-test for the expository genre was administered by the researcher and one other EFL teacher. Initially, the purpose of the test and clear instruction on how to do the test were given to the participants. Then the pre-test was administered, coded, marked and analyzed by one MA in EFL teacher and the researcher. In the next one session then, both groups were taught about paragraph. In the third session, cooperative learning strategy particularly Round robin was briefed to the experimental group. Following that, in the next seven sessions, the cooperative learning lessons were executed. Eventually, in the final one session, the post test for both groups was administered. Then the questionnaire for only the experimental group was administered.

## 3.8. Treatment materials and procedures

The researcher implemented the treatment during the regular period (once a week i.e. on Thursday) but only in writing lessons, and it lasted for eleven sessions. The first three sessions were for pre-test administration and learning about paragraph for both groups, and introduction of cooperative

learning during writing class. In the next seven sessions writing lesson, the cooperative learning strategy- The Round Robin - designed by Kagan (1994) –was implemented.

During the first session, the pretest for writing was administered in a way that the students were given a topic (Importance of Water) and asked to write a paragraph. Then their paragraphs were first marked by one EFL teacher, then again by the researcher and average of the two was analyzed. Following it, students of the two groups were compared based on the results in order to see whether or not they were the same in their writing skill and be sure that the results of the study were not due to the initial differences between the participants. Their homogeneity was checked by running an independent t-test and the result (t (80), .02, p>.98) appeared as there was no significant difference between them. Afterwards, the two classes were grouped as one "control" (Section A) and the other as "experimental" (Section B) by a lottery system. In the first session following the pretest, both groups were given general guidelines for the major points to be covered in their paragraph writings. That is the researcher taught both group students about paragraph writing-features /unity, coherence and appropriate development/ and components /topic sentence, supportive details and conclusion/ of paragraph supported with a sample paragraph.

The experimental group students formed 8 groups with four members and 2 groups with 5 members each, which all were mixed based on sex and level of writing performance assessed by the pre-test. The students were given the right to choose a leader for each group and group leaders were informed as they were responsible for managing and organizing the writing activities. Following it, in order to make sure that the students worked effectively on such cooperative writing activities, the researcher explained to them what is meant by co-operative writing in general and round robin in particular, and how they could make full use of this approach to enhance their writing skills. The five essential elements of cooperation and its benefits over individualistic learning were explained to them.

In the next sessions, different writing topics, for example, Why People Learn, Causes for Soil Erosion, Features of a Good Student, etc were given to the experimental group students to write on using the Round Robin cooperative technique. Topics were selected based on their relations to students' real life experience in order that students could generate ideas easily and make the task sensible and interesting. Apart from supports and feedbacks from their peers, the teacher also provided corrective feedback and some suggestions to the written paragraphs so as to improve the participants' writing performance throughout the writing lessons.

In the control group, interaction was only between the teacher and the students. Nonetheless, the assigned topics were the same as the experimental groups' with the same procedure for providing feedback to students' paragraph written text in the classroom.

In the last session, both groups took the post test. For its manipulation, a topic "Disadvantages of Globalization" which students write on was given to both groups. Then the result were gathered, marked, analyzed and interpreted. The marking was done by the researcher and one other EFL teacher mentioned earlier. The marking guide lines for overall writing performance was adapted from Weir,C,J (1990) and guidelines for T-unit , clause, word and error counts were adapted from Storch (2005). The elements being measured were fluency, complexity and accuracy which were suggested by Storch 2005, Norris and Ortega (2009) and Wolfe-Quintero et al., 1998. Accordingly, in order to analyze fluency, the number of words, the number of clauses and the number of T-units were calculated. The complexity was analyzed in terms of measuring the proportion of clause per T-unit, words per clauses (clause length) and words per T-unit ( T-unit length) appeared in the text, and the lexical density of the written productions measured by the proportion of the total number of content words with the total number of words in the text. The accuracy was analyzed by counting the number of errors (NE) and correct T-units (error free t-units=NEFT), and computing the proportion of errors per T-unit (E/T) and error free T-units per total T-units (EFT/T).

The following table summarizes the way how these three measures (fluency, accuracy and complexity) were used for the quantitative study.

*Table3.1. The three aspects of writing and their measures.*

| Items being measured | | |
|---|---|---|
| Fluency | Complexity | Accuracy |
| -number of words<br>-Number of clauses<br>-Number of T-units | -Clause per T-unit<br>-Words per clauses<br>-Words per T-unit<br>-Lexical density | -Number of errors<br>-Number of error free T-units<br>-Percentage of correct T-units<br>-Error free T-units per total T-unit |

Finally, questionnaire was administered to the experimental group students to know how they got the treatment so as to strengthen the data gathered via the test. First, orientation was given to the students concerning the purpose of the questionnaire and how they responded to the items.

Following this, they were kindly requested to fill each item carefully and independently. After they all completed responding to all the items, the question papers were collected and organized by the researcher himself in order to check if all the papers returned properly, and the respondents responded appropriately.

## 3.9. The lecture Design

The treatment given by the researcher had been conducted for eleven sessions. The classes were carried out using a lesson plan that included instructional objectives, a list of materials needed, specification of time required, group size (4), and assignment to roles (eg. time keeper and reader). It also comprised explanation of tasks, procedures to structure positive interdependence and individual accountability, the social skills, expected behaviors as well as procedures for group monitoring and processing how well the group functioned. Meanwhile, the control group was taught in a teacher-centered context according to the usual lesson plans. Yet, it focused on writing the same material with the same instructional objectives as the experimental lesson plan.

The experimental group was expected to complete a writing task during session of every week using the Round-robin cooperative learning strategy. They used to start with brain storming different ideas, sharing ideas, drawing an outline, organizing ideas, making the first draft, revising, editing, and writing the final draft with their group members. Furthermore, students were encouraged to give their comments and feedback to each other when problems in writing such as organization, punctuation marks, spelling mistakes, grammatical structures happened. Thus, in every writing session, students were required to engage actively through the writing task within the regular time constraint of the classroom provided by the teacher.

The teacher provided appropriate writing topics, set time limits for task completion, encouraged the students to write cooperatively, monitor the groups walking between them, answered students' questions as well as provided supports when necessary. Then after every practical session, the researcher gathered, corrected manually and provided every written text with corrective feedback as well as some suggestions to improve the participants writing performance.

## 3.10. Data Analysis Method

The data gathered through pre and posttests were analyzed using independent sample t-test and paired sample t-test. Independent sample t-test was used to compare between the two groups mean.

In other words, it was used for the comparison of pre-test results of the experimental group with pre-test results of the control group as well as post-test results of experimental group with post-test results of control group. Thus, the scores were compared in terms of t-test equality of means to find out whether there was significant difference between the two groups. Paired sample t-test, on the other hand, was used to make a paired comparison between pre and post-test scores obtained from each group. The scores were compared in terms of mean and margins of improvement to find out if their EFL writing performance was changed or not. And the analysis in both cases was computed by employing SPSS version 21.

Analysis was made concerning the two groups' overall writing performance as well as the three aspects of writing. That is after comparing the mean scores of the two groups overall writing performance, aspects of writing (the fluency, accuracy and complexity) were compared to find out which aspects of the writing skills were strongly affected by the cooperative approach.

Besides, the data gathered via questionnaire were analyzed qualitatively and quantitatively. Reliability of the questionnaire was calculated by Cronbach alpha and it was fond to be .81 which was statistically acceptable for this study. Moreover, the effect size was measured using Cohen's d index of effect size formula.

## 3.11 Controlling Confounding variables

In experimental research, the independent variable typically has an effect on the dependent variable. Then confounding variables are any other variables that also have an effect on the dependent variable. To say in other word, they are extra independent variables that have hidden effect on the dependent variable. So it ruins the experiment and produce inadequate results which hence the researcher has to control them.

For this mater, the researcher in this study tried to establish equal condition for both groups. To this end, the same writing test procedure was followed for the pre- posttest by giving the same topic, equal writing time; the same content of writing lessons; equal number and length of period, and equal number of writing activities. Thus it was tried to make difference between the two groups only in method of learning writing: writing cooperatively for the experimental group and writing without cooperation for the control group.

# CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSIONS

## 4.1. Introduction

The main purpose of this study was to investigate the effects of cooperative learning on students' writing performance. To that end, this particular chapter presents the analyses and findings of the quantitative data collected for the study and the interpretation and discussion of the results to answer the following research questions raised at the beginning.

1. Does Cooperative learning approach exert a significant impact on students EFL paragraph writing performance?
2. What aspect(s) of writing can be improved as a result of using cooperative learning strategy?
3. How do the experimental group students perceive toward the practice of CLL approach in EFL writing class?

## 4.2. Data Analysis before Intervention

### 4.2.1. Comparing both groups pre- test overall writing performance Score.

At the beginning of the study, the level of the two groups' EFL writing performance was measured to assure if they had similar writing performance before the intervention (cooperative learning). Thus students in both groups produced paragraphs during this phase of the study and their written works were compared using independent sample t-test as follows.

*Table 4. 1 Comparison of Group 1 and Group 2 Writing Performance scores before treatment.*

| Group | N | Mean | SD | df | t | Sig. (2-tailed) |
|-------|-----|-------|------|-----|-----|-----------------|
| 1 | 40 | 11.27 | 2.71 | | | |
| | | | | 80 | .02 | .98 |
| 2 | 42 | 11.26 | 2.27 | | | |

p>0.5

As depicted in Table 4.1 above, the mean score of Group 1(40 students) writing performance is 11.27(SD=2.71) and that of Group 2 (42 students) is 11.26(SD= 2.27) for the given writing activity. Here, it is possible to say that, though they were different, these two values were nearer. And the independent sample t-test found this difference insignificant, t (80), -.92, p>.98 at .05 alpha levels. This implies that the subjects in both groups had almost the same background in their levels of overall writing performance before the treatment was given, so they were homogeneous groups.

## 4.2.2. Analyses of Fluency, Accuracy and Complexity Mean Scores before Intervention

The performance in each writing aspect together gives out the overall writing performance. However, each of them may not have equal share for what the overall writing performance is. Hence, comparison was made in term of fluency, accuracy and complexity using independent sample t-test.

### 4.2.2.1. Comparing the two Groups EFL Writing Fluency before Intervention

*Table 4.2: Comparison of the two groups' fluency before intervention*

| Measures | NO | Group | Mean | SD | df | t | P |
|---|---|---|---|---|---|---|---|
| Number of words | 40 | 1 | 87.13 | 13.83 | | | |
| | 42 | 2 | 88.67 | 14.08 | 80 | -.50 | 0.61 |
| Number of clauses | 40 | 1 | 9.85 | 2.04 | | | |
| | 42 | 2 | 9.88 | 1.86 | 80 | .04 | 0.96 |
| Number of T-units | 40 | 1 | 8.25 | 1.62 | | | |
| | 42 | 2 | 8.31 | 1.75 | 80 | -.03 | 0.97 |

*\*P>0.05*

As Table4.2 above shows, the mean length of texts written by group 1was 87.13 words (S.D=13.83) including average 9.85(SD=2.04) number of clauses and 8.25(SD=1.62) number of T-units, whereas the mean length of those written by group 2 was 88.07 words involving average 9.88(SD=1.86) number of clauses and 8.31(SD=1.75) number of T-units. The independent t-test reveals that there was insignificant difference between the two groups in their writing fluency measures since the p-values for the number of words was 0.61, for the number of clauses was 0.96 and for the number of t-unit was 0.97 all of which are greater than 0.05 level of significance. Accordingly, both groups were nearly the same in their EFL writing fluency.

**4.2.2.2. Comparing the two Groups EFL Writing Accuracy before Intervention**

**Table4. 3. Comparison of the two groups' EFL writing accuracy before intervention**

| Measures | Group | Mean | SD | df | t | p |
|---|---|---|---|---|---|---|
| Number of Error Free T-unit (EFT) | 1 | 1.28 | 1.67 | | | |
| | 2 | 1.45 | 1.78 | 80 | .59 | .55 |
| Error Free T-unit per T-unite (EFT/T) % | 1 | 15 | 8.05 | | | |
| | 2 | 14 | 8.09 | 80 | -.73 | 1.31 |
| Number of Errors (NE) | 1 | 12.73 | 1.92 | | - | |
| | 2 | 13.57 | 2.32 | 80 | 1.70 | .07 |
| Errors per T-unit(E/T) % | 1 | 1.6 | .44 | | - | |
| | 2 | 1.7 | .44 | 80 | 1.05 | .29 |

P>0.05

As shown Table 4.3 above, the two groups' written paragraphs appeared almost the same in term of accuracy. While group 1 produced average 1.28 (SD=1.67) EFT and 15 % (SD=8.05) EFT/T, group 2 composed average 1.45 (SD=1.78) EFT and 14% (SD=8.09) EFT/T. And the independent t-test found these mean differences insignificance, t(80), -.59, p>.55 for EFT and t(80), -.73, p> 1.31 for EFT/T. This explains that the two groups were nearly identical in composing error free T-units per a paragraph.

On the other hand, the number of errors for paragraphs composed by students in group1 averaged 12.73(SD=1.92) while errors of paragraphs produced by those in group2 averaged 13.57 (SD=2.32). Likewise, the mean of errors per t-unit for group 1 paragraphs is 1.6 (SD=.44) which is nearer to the average ratio of errors per t-unit 1.7 (SD=.44) of paragraphs produced by group 2 students. And independent t-test found the mean difference of these measures insignificance, t(80), 1.70, p>0.7 for NE and t(80), -1.05, p>.29 for EPT. This indicates that the two groups committed nearly the same amount of errors per a T-unit as well as a paragraph.

**4.2.2.3. Comparing the two Groups EFL Writing Complexity before Intervention**

*Table4. 4. Comparison of the two groups' complexity before intervention*

| Measures | Group | Mean | SD | df | t | Sig(2-tailed) |
|---|---|---|---|---|---|---|
| Lexical density | Con | 49 | 7.24 | | | |
| | Exp | 47 | 5.49 | 80 | 1.11 | .26 |
| Words per Clause | Con | 9.01 | 1.10 | | | |
| | Exp | 9.07 | 0.68 | 80 | -.34 | -.07 |
| Words per T-unit | Con | 10.76 | 1.33 | | | |
| | Exp | 10.86 | 1.32 | 80 | -.32 | .74 |
| Clauses per T-unit | Con | 1.195 | 0.11 | | | |
| | Exp | 1.199 | 0.10 | 80 | -.15 | .87 |

As Table4.4 above portrays, group1 produced average 49 (SD=7.24) lexical density,9.00 (SD=1.10) words per clause,10.76(SD=1.32) words per T-unit and 1.195 (SD=0.11) clause per T-unit while group2 produced average 47(SD=5.49) lexical density,9.07(SD=0.68) words per clauses, 10.86(SD=1.33) words per T-unit and 1.199(SD=0.10) clause per T-unit. And the P values for these groups appeared .26, -.07, .74 and 0.87 respectively which all are above .05 alpha level and thus suggest that there was insignificant difference between the two groups in term of these measures. This explains that students of the two groups were relatively at the same level of grammatical complexity measured by WPC, WPT and CPT, and vocabulary complexity measured by LD before the treatment was given.

To conclude, in this section, it was found that there was insignificant difference between the two groups in terms of their overall writing performance and its aspects (accuracy, fluency and complexity). It was after this that the explanation of cooperative language learning was given for the experimental group to get them prepared for employing this language learning approach in EFL writing class.

## 4.3. Data Analysis after Intervention

### 4.3.1. Comparison of post- test scores of the two Groups' Overall Writing Performance

The first research question asked if cooperative learning approach exerts a significant impact on students EFL paragraph writing performance or not; to answer this question, a comparison between the two groups' post-test scores was carried out using independent samples *t*-test.

*Table4. 5. Comparison of post test scores of both groups overall writing performance.*

| Group | No | Score | M | SD | df | t | Sig(2 tailed) |
|---|---|---|---|---|---|---|---|
| Control | 40 | 467 | 11.67 | 2.77 | 80 | -3.18 | .002 |
| Experimental | 42 | 573 | 13.64 | 2.01 | | | |

*\* P< 0.05*

As Table 4.5 above reveals, the total score of the control group was 467 involving average point 11.67(SD=2.77) whereas for the experimental group, it was 573 possessing average point 13.64(2.01).This difference indicates that the score of the experimental group paragraphs was higher than the control group paragraphs. And the independent t-test found the mean difference significant, t(80), -3.18, p= 0.02. Besides, Cohen's effect size (d=.61) suggests a moderate high significance. Furthermore, the standard deviation for the control group paragraphs appeared to be 2.77 while for the experimental group paragraphs, it was 2.82 which was smaller. This indicates that there was greater variation in writing performance among those who learnt to write alone than those who learnt to write in group.

### 4.3.2. Comparing the two Groups Fluency, Accuracy and Complexity Post-test Scores

The second research question was: What aspect(s) of writing can be improved as a result of using cooperative learning strategy? To answer this question, another comparison was made in term of fluency, accuracy and complexity of the two groups' paragraph following the given treatment.

#### 4.3.2.1. Comparison of the two Groups' Writing Fluency after Intervention

**Table4. 6. Comparison of the Two Groups' fluency after intervention.**

| Measures | NO | Group | Mean | SD | df | t | Sig(2-tailed) |
|---|---|---|---|---|---|---|---|
| NW | 40 | Con | 88.85 | 13.91 | | | |
| | 42 | Exp | 103.26 | 12.6 | 80 | -4.91 | .000** |
| NC | 40 | Con | 10.18 | 2.19 | | | |
| | 42 | Exp | 11.38 | 1.6 | 80 | -2.84 | .01* |
| NT | 40 | Con | 8.23 | 1.70 | | | |
| | 42 | Exp | 9.1 | 1.2 | 80 | -2.68. | .01* |

*P<0.05       **p <0.001   con= control     exp= experimental

Table 4.6 above reveals that the mean length of the written text by students learnt individually was 88.85 words (S.D=13.91) including average 10.18(SD=2.19) number of clauses and 8.23(SD=1.70)

number of T-units whereas the mean length of the written text by cooperatively learnt students was 103.38(SD=12.6) words involving average 11.38(SD=1.6) number of clauses and 9.1(SD=1.2) number of T-units. Besides, the mean difference in these three measures were highly significance at p>.001 for NW at .01 alpha level and significance at p> .01 and .01 for NC and NT respectively at .05 alpha level. Consequently, these results suggest that the experimental group students tended to compose longer texts than the control group students.

Correspondingly, Cohen's effect size appeared 1.08(strong) for NW, .63(moderate) for NC and .60(moderate) for NT. This again recommends as cooperative approach to EFL paragraph writing exerts a substantial effect for text length than individual learning to writing. Moreover, comparing the SD of the two groups in NW, NC and NT and, the control groups' SD in the three measures were larger than the experimental group's SD which suggests that there was greater variation among the control group students than the experimental group students after treatment. Therefore, learning writing cooperatively tends to produce more fluent EFL paragraphs than learning writing individually.

### 4.3.2.2 Comparison of the two Groups' Writing Accuracy after Intervention

*Table4. 7.Comparison of writing accuracy of the two groups after treatment.*

| Measures | NO | Group | Mean | SD | df | T | Sig(2tailed) |
|----------|-----|-------|-------|------|-----|-------|--------------|
| NE | 40 | Con | 12.83 | 1.86 | | | |
| | 42 | Exp | 11.02 | 1.70 | 80 | 2.03 | .04 |
| EFT | 40 | Con | 1.35 | .48 | | | |
| | 42 | Exp | 1.79 | .46 | 80 | -3.58 | .001 |
| E/T | 40 | Con | 1.66 | .20 | | | |
| | 42 | Exp | 1.30 | .19 | 80 | 9.18 | .001 |
| EFT/T | 40 | Con | 16.75 | 7.09 | | | |
| | 42 | Exp | 19.92 | 6.15 | 80 | -2.75 | .03 |

*P<0.05      con= control      exp= experimental

Table4.7 above tells that cooperatively treated group paragraphs appeared more accurate. The number of errors for paragraphs composed the experimental group students averaged 11.02(SD=1.70) while errors of paragraphs by those taught individually averaged 12.83 (SD=1.86). Likewise, the mean of errors per t-unit for cooperatively taught learners was 1.30 (SD=.19) which was less than the average ratio of errors per t-unit, 1.60(SD=.37) for individually taught learners' paragraph. And the results of the two measures in the two groups were statistically significance at t(80), 2.03, p < .04 for number of errors and t(80),9.18, p< 0.001 for errors per T-unit. Plus, the

effect sizes (.85) of NE and (.81) of E/T explain moderate degree of difference. Hence, in both cases, the control group produced paragraphs with more errors than the experimental group suggesting that students tended to write more accurately when learning in cooperation than in isolation.

On the other hand, the experimental group paragraphs had more error-free T-units (average 1.79(SD=.46) and error-free T-unit ratio (19.92) than the control group paragraphs error free T-unit (average1.35 (SD=.48)) and error free T-unit ratio(average 16.75(SD=7.09)). The independent t-test found these differences statistically highly significant at p<.001 for number of error free t-unit (NEFT) and at p< .001 for error free T-unit (EFT/T) and Cohen's effect size d=1.12 for EFT and .61 for EFT/T indicate strong and moderate degree of differences respectively.

### 4.3.2.3. Comparison of the two Groups' Writing Complexity after Intervention

### Table4. 8. Comparison of writing complexity of the two groups after treatment

| Measures | Group | Mean | SD | df | t | sig(2-tailed) |
|---|---|---|---|---|---|---|
| LD | CON | 50 | 6.62 | | | |
| | EXP | 48 | 5.99 | 80 | -2.66 | .28 |
| WPC | CON | 8.95. | 1.91 | | | |
| | EXP | 9.24 | 1.37 | 80 | -1.08 | .29 |
| WPT | CON | 10.70 | 1.34 | | | |
| | EXP | 11.38 | .99 | 80 | -1.85 | .06 |
| CPT | CON | 1.26 | .16 | | | |
| | EXP | 1.22 | .06 | 80 | 1.25 | .21 |

*P>0.05

As Table4.8 above depicts, the control group students produced average 8.95 (SD= 1.91) words per clause, 10.70(SD=1.37) words per T-unit and 1.26(SD=.16) clauses per T-unit, while the experimental group students produced average 9.24(SD=1.37) words per clause, 11.38(SD=.99) words per T-unit and 1.22(SD=.06) clauses per T-unit, and the difference was statistically insignificant at t(80), -1.08,p>.29 for WPC, t(80), -1.85, p> .06 for WPT and t(80), 1.25, p>.21 for CPT thereby the differences suggest that paragraphs composed by students who learnt EFL writing through the cooperative approach were nearly the same in grammatically complexity with those composed by students learnt without this approach.

In addition, the average lexical density of the experimental group was 48(SD=5.59), while that of the non-treatment group was 50(SD=6.62) which was larger than the experimental group paragraphs. Yet, the difference was not statistically significant at t(80), -2.66, p>.28. This suggests that paragraphs of the two group students involved nearly the same number of content words and so were approximate in lexical complexity which again explains that there was almost similar information packaging in both group paragraphs even after the intervention.

To wrap up, the cooperative learning brought a writing performance difference between the groups enabling the experimental group to improve EFL students' overall writing performance particularly fluency and accuracy of their writing. That means, attributing the changes in the writing performance to these writing aspects, it is possible to say that cooperative learning strategy has a direct relationship with the extent to which a piece of writing is native like-fluent-(Polio, 2001), and the degree of deviation from a particular norm- accuracy-(Hammerly 1991; Wolfe-Quintero et al. 1998) in writing features like grammar, mechanics and spelling.

### 4.3.3. Comparison of Pre-Posttest Experimental Group Overall writing Score

**Table4. 9. Comparison of pre-posttest results of experimental overall writing**

| | No | M | SD | df | t | Sig(2 tailed) |
|---|---|---|---|---|---|---|
| Pre | 42 | 11.26 | 2.27 | | | |
| Post | 42 | 13.64 | 2.26 | 41 | 9.19 | .000 |

*\* P< 0.01*

As can be seen Table 4.9, the pre-test mean score is 11.26 whereas the post-test mean score is 13.64. This shows that there is a difference between the pre and post overall writing performance of subjects in the experimental group. The table reveals (t (41) 9.19, p<.001) which indicates there is a high significant difference between the mean scores of the pre and post overall writing scores of the experimental. Plus, Cohen's effect size (d=1.05) found the degree of difference strong.

### 4.3.4. Analysis for Pre-post score of Fluency, Accuracy and Complexity of Experimental Group EFL Paragraph

#### 4.3.4.1. Comparison of pre and post- test score of experimental group fluency measures

**Table4. 10. Comparison of pre-posttest results of experimental group fluency measures**

| Measures | | Group | Mean | SD | df | t | Sig(2-tailed) |
|---|---|---|---|---|---|---|---|
| NW | Pre | 42 | 88.67 | 14.08 | | | |
| | Post | 42 | 103.26 | 12.6 | 41 | -8.43 | .000 |
| NC | Pre | 42 | 9.88 | 1.91 | | | |
| | Post | 42 | 11.38 | 1.60 | 41 | -6.27 | .000 |
| NT | Pre | 42 | 8.31 | 1.78 | | | |
| | Post | 42 | 9.1 | 1.20 | 41 | -3.24. | .000 |

p <0.01

As Table4.10 reveals, the pre- test mean scores for NW, NC and NT are 88.67(SD=14.08), 9.88(SD=1.91) and 8.31(SD=1.78) respectively while the pot-test mean scores for NW, NC and NT are 103.26(SD=12.6), 11.38(SD=1.60) 9.10(SD=1.20) respectively, which are higher than the pre – test scores. And the table found the difference between each corresponding measures highly significant, p<.01 at .01 alpha level. This indicates that the students brought up remarkable improvement in their EFL paragraph writing fluency due to the intervention exerting strong (d=1.09) effects size on NW as well as moderate effects on NC (d=.85) and on NT (d.58).

#### 4.3.4.2. Comparison of pre-posttest results of experimental group accuracy measures

*Table4.* 11. Comparison of pre-posttest results of experimental group accuracy measures

| Measures | NO | Group | Mean | SD | df | T | Sig(2tailed) |
|---|---|---|---|---|---|---|---|
| NE | 42 | Pre | 13.57 | 2.23 | | | |
| | 42 | Post | 11.02 | 1.70 | 41 | 3.52 | .000 |
| EFT | 42 | Pre | 1.21 | .64 | | | |
| | 42 | Post | 1.79 | .46 | 41 | -6.57 | .000 |
| E/T | 42 | Pre | 1.70 | .44 | | | |
| | 42 | Post | 1.30 | .19 | 41 | 6.13 | .000 |
| EFT/T | 42 | Pre | 14.57 | 8.06 | | | |
| | 42 | Post | 19.92 | 6.15 | 41 | -4.11 | .000 |

P<0.05

As Table 4.11 reveals, the pre- test mean scores of NE and E/T are 13.57(SD=2.23) and 1.70(SD=.44) respectively while these measures posttest mean scores are 11.02 (SD=1.70) and 1.30(SD=.19) respectively which are smaller than the pretest scores. And the differences are highly significant, p<

.001 at .001 alpha level. Besides, the treatment brings out strong (d=1.3) effect size for NE and moderate (d=.90) effect size for E/T. Thus students of the experimental group minimized the number of errors they committed after intervention.

On the other hand, the pretest mean score of EFT and EFT/T are 1.21(SD=.64) and 14.57(SD=8.06) respectively while the pot-test mean scores of these measures are 1.79(SD=.46) and 19.92(SD=6.15) respectively, which are higher than the pre –test scores. These differences appeared highly significant, p< .001 at .01 alpha level which suggests that the students did better in producing error free T-units per a paragraph after intervention. Furthermore, Cohen's effect size found d=1.05 which is strong for EFT and d=.75, moderate for EFT/T.

### 4.3.4.3. Comparison of pre-posttest results of experimental group complexity measures

**Table4.12. Comparison of pre-posttest results of experimental group fluency measures**

| Measures | Group | Mean | SD | df | T | sig(2-tailed) |
|----------|-------|------|------|----|------|---------------|
| LD | Pre | 47.98 | 5.44 | | | |
| | Post | 48.74 | 5.99 | 41 | -1.46 | .15 |
| WPC | Pre | 9.04 | .72 | | | |
| | Post | 9.24 | 1.37 | 41 | -1.2 | .23 |
| WPT | Pre | 10.85 | 1.32 | | | |
| | Post | 11.38 | .99 | 41 | -1.77 | .08 |
| CPT | Pre | 1.19 | .8.06 | | | |
| | Post | 1.22 | .06 | 41 | -1.44 | .15 |

*P>0.05

The table shows that Students of the experimental groups produced paragraphs with average 47.98 LD, 9.04 W/C, 10.85 W/T and 1.19 C/T during the pre-test whereas 48.74 LD, 9.24W/C, 11.38 W/T and 1.22 C/T during the post test. Although changes are available in each corresponding measures of the pre and post- test, the paired sample t-test found it insignificant at t(41), -1.46, p>15 for LD, t(41), -1.2,p>.23 for W/C, t(41), -1.77, p>.08 for W/T and t(41), -1.44,p>.15. These values indicate that the intervention was not able to add significant value to this aspect (complexity) of writing for the students.

### 4.3.5. Comparison of pre-posttest results of control group overall writing performance

**Table4. 13**. **Comparison of pre-posttest results of control group overall writing performance.**

|      | No | M     | SD   | df | T     | Sig(2tailed) |
|------|-----|-------|------|-----|-------|--------------|
| Pre  | 42  | 11.27 | 2.71 | 39 | -1.81 | .07 |
| Post | 42  | 11.67 | 2.77 |    |       |     |

*P>0.05*

Table4.13. above indicates that the pre-test mean score is 11.27 (SD=2.71) and the post- test mean score is 11.67(SD=2.77). The paired sample t-test found this difference insignificant, t (39), -1.81,p>.07 at .05 significance level. Hence, the control group's overall writing performance was nearly the same during the pre and post-tests.

### 4.3.6. Analysis of Pre-posttest Mean Score of Fluency, Accuracy and Complexity of the Control Group
### 4.2.2.6.1. Comparison of pre-posttest results of control group fluency measures
**Table4. 14. Comparison of pre-posttest results of control group fluency measures**

| Measures |      | Group | Mean  | SD    | df | t     | Sig(2-tailed) |
|----------|------|-------|-------|-------|-----|-------|---------------|
| NW       | Pre  | 40    | 87.45 | 13.79 |    |       |     |
|          | Post | 40    | 88.85 | 13.91 | 39 | -1.49 | .14 |
| NC       | Pre  | 40    | 9.85  | 2.04  |    |       |     |
|          | Post | 40    | 10.18 | 2.19  | 39 | -1.73 | .09 |
| NT       | Pre  | Con   | 8.25  | 1.62  |    |       |     |
|          | Post | Exp   | 8.23  | 1.70  | 39 | .16   | .87 |

P>0.05

As Table4.14 reveals, the pre- test mean scores for NW, NC and NT are 87.45(SD=13.79), 9.85(SD=2.04) and 8.25(SD=1.62) respectively while the pot-test mean scores for NW, NC and NT are 88.85(SD=13.91), 10.18(SD=2.19) 8.23(SD=1.70) respectively. And though there are differences between each corresponding measures of the pre and post-test scores, the paired sample t-test found it insignificant, p> .14, .09 and .87 at .05 alpha level for NW, NC and NT respectively. This indicates that the control group students produced paragraphs with nearly the same in fluency during pre and post- tests.

### 4.3.6.2. Comparison of pre-posttest results of control group accuracy measures

*Table4.* 15. **Comparison of pre-posttest results of control group accuracy measures**

| Measures | NO | Group | Mean | SD | df | t | Sig(2tailed) |
|---|---|---|---|---|---|---|---|
| NE | 40 | Pre | 12.73 | 1.92 | | | |
| | 40 | Post | 12.83 | 1.86 | 39 | -.23 | .82 |
| EFT | 40 | Pre | 1.28 | .67 | | | |
| | 40 | Post | 1.35 | .48 | 41 | -.77 | .44 |
| E/T | 40 | Pre | 1.61 | .44 | | | |
| | 40 | Post | 1.60 | .37 | 41 | .02 | .97 |
| EFT/T | 40 | Pre | 15.10 | 8.05 | | | |
| | 40 | Post | 16.75 | 6.15 | 41 | -1.30 | .19 |

*P>0.05

As Table 4.15 reveals, the control group students produced paragraphs with average12.73(SD=1.92) NE and 1.6(SD=.44) E/T mean scores during pre-test and 12.83(SD=1.86) NE and 1.60 (SD=.37)E/T during the post-test. The paired sample t-test found the differences insignificant, p< .82 for EF and p> .97 for E/Tat .05 alpha level. Thus students of this group did not show noticeable improvement in minimizing the number of errors they committed during the post-test. On the other hand, the pretest mean score of EFT and EFT/T are 1.28(SD=.67) and 15.10 (SD=8.05) respectively while the pot-test mean scores of these measures are 1.35 (SD=.48) and 16.75(SD=6.15) respectively. And these differences appeared insignificant, p> .44 for E/T and p> .19 for EET/T at .05 alpha level. Consequently, this group's paragraph accuracy showed no significant improvement during the post test.

### 4.3.6.3. Comparison of Pre-Posttest Results of Control Group Complexity Measures
**Table4. 16. Comparison of pre-posttest results of experimental group complexity measures**

| Measures | | Mean | SD | df | t | sig(2-tailed) |
|---|---|---|---|---|---|---|
| LD | Pre | 49.75 | 7.24 | | | |
| | Post | 50.23 | 6.62 | 39 | -1.4 | .16 |
| WPC | Pre | 9.01 | 1.10 | | | |
| | Post | 8.95 | 1.34 | 39 | .30 | .75 |
| WPT | Pre | 10.68 | 1.39 | | | |
| | Post | 10.70 | 1.91 | 39 | -.06 | .95 |
| CPT | Pre | 1.21 | .16 | | | |
| | Poet | 1.26 | .06 | 39 | -1.71 | .09 |

Table.16. shows that students of the control group produced paragraphs with average 49 LD, 9.01 W/C, 10.68 W/T and 1.21 C/T during the pre-test whereas 50 LD, 8.95 W/C, 10.70 W/T and 1.26 C/T during the post test. Although changes are available in each corresponding measures of the pre and post- test, the paired sample t-test found it insignificant at t (39),-1.40, p>.16 for LD, t(39), .30,p>.75 for W/C, t(39), .95, p>.08 for W/T and t(39), -1.71,p>.09. This implies that the control groups' EFL paragraph writing performance in the complexity aspect was nearly the same during the pre and the post tests.

To sum up, the two groups' post-test overall writing specifically the fluency and accuracy mean scores appeared significantly different provided that students of the experimental group outperformed over those of the control group. In addition, while the pre-post mean scores of students learnt individually didn't show significant change, the pre-posttest mean scores of students learnt cooperatively showed significant change, doing better at the post-test in their overall writing particularly in the fluency and accuracy aspects. Nevertheless, both groups' pre-post mean scores showed insignificant change in the complexity aspect.

### 4.3.7. The Experimental Group Students Perceptions toward the Practice of Cooperative Learning on Writing

How the students perceive and react towards writing cooperatively has a strong impact on its effectiveness to contribute to students' writing skills development. It is when students aware about the use of this learning strategy that they can take part in the teaching and learning of writing using this approach of teaching. Having this in mind, data regarding the students' perceptions were gathered from the experimental group students after treatment using questionnaire.

#### *4.3.7.1 Analysis of the Questionnaire*

Analysis of the questionnaire was done based on the items in the Likert-scale. For simplicity, the responses with 'strongly agree' and 'agree' were considered together and 'strongly disagree' and 'disagree' together. For the sake of clear impression, the questionnaire was sub-headed under "general" which includes items concerning broad values of cooperative writing and "specific" which includes items concerning particular values/ significance of cooperative writing.

**Table4. 17: Importance of Cooperative Approach for Writing in General**

| N O | Items | Strongly agree | Agree | SA + A in % | no Idea | Disagree | strongly disagree | SDA + DA in % | Total |
|---|---|---|---|---|---|---|---|---|---|
| | | N | N | % | N | N | N | % | N |
| 1 | Cooperative approach fosters exchange of ideas, information and experience. | 20 | 18 | 90.47 | 1 | 3 | 0 | 7.14 | 42 |
| 2 | Cooperative writing develops the spirit of confidence. | 15 | 22 | 88.09 | 1 | 3 | 1 | 9.52 | 42 |
| 3 | Cooperative approach could help low level students develop their writing skills. | 15 | 18 | 78.57 | 2 | 5 | 2 | 16.66 | 42 |
| 4 | Cooperative approach develops problem solving technique. | 14 | 16 | 71.42 | 3 | 6 | 3 | 21.42 | 42 |
| 5 | Cooperative approach develops critical thinking skills. | 16 | 18 | 80.95 | 1 | 5 | 2 | 16.66 | 42 |
| 6 | Cooperative approach makes writing more funny and interesting. | 18 | 21 | 69.04 | 0 | 3 | 0 | 7.14 | 42 |
| 7 | Cooperative approach makes writing easier. | 14 | 15 | 69.04 | 0 | 9 | 4 | 30.95 | 42 |
| 8 | Cooperative approach creates friendly atmosphere of learning. | 14 | 18 | 76.19 | 2 | 6 | 2 | 19.04 | 42 |
| 9 | Writing cooperatively is more successful than writing alone. | 16 | 18 | 57.14 | 1 | 4 | 3 | 16.66 | 42 |
| 10 | Cooperative writing is slow, confusing and noisy, so it is better to work alone. | 5 | 9 | 33.33 | 3 | 19 | 6 | 59.52 | 42 |
| 11 | Cooperative writing is a waste of time and so is unnecessary. | 3 | 8 | 26.19 | 0 | 17 | 14 | 73.80 | 42 |

N= number of subjects. SA= Strongly agree     SD= Strongly disagree

According to Table 17, almost all of the students have positive attitude towards the use of cooperative approach they practiced. As the result revealed, 90.47% of the respondents agreed that cooperative approach fosters the exchange of ideas, information and experience. Three students disagreed with this idea and only one student gave no idea concerning it. Thirty seven students

(88.09%) agreed as this approach develops the spirit of confidence whereas four students disagreed with it. One student had no idea concerning this idea. While 78.57% students agreed that this approach could develop lower level students' writing skills, 7(16%) students disagreed with it and two students didn't have any idea. Concerning if cooperative approach develops problem solving and critical thinking skills, 71.42% and 80.95% students respectively agreed and 21.42% and 16.66% students respectively disagreed with this idea. 69.04% students agreed that this approach makes writing more funny and interesting, whereas 5 students disagreed with this. 69% students responded as this approach makes writing easier. Yet, 30% students disagreed with it. 76.19% students agreed that this approach creates friendly atmosphere of learning while 8 students responded as it doesn't so and 2 students gave no idea. 57% students agreed that writing cooperatively is more successful than writing alone whereas 16% students disagreed with it and one student gave no idea. Regarding the idea that cooperative approach is slow, confusing and noisy and so working alone is better, 59% students disagreed, 33.33% students agreed and 3 gave no idea. While 73.8% students disagreed as this approach is a waste of time and so is unnecessary, 26.19% students agreed with it.

**Table: 4. 18.Specific Importance of Cooperative Approach to Writing**

| N O | Items | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Strongly agree | Agree | S/Agree & Agree | No Idea | Disagree | Strongly Disagree | S/Disagr ee & | Total |
| | | N | N | % | N | N | N | % | N |
| 12 | Cooperative approach enhances performance in designing and organizing a paragraph. | 5 | 16 | 50.00 | 2 | 17 | 2 | 45.23 | 42 |
| 13 | Cooperative approach develops the skill of paragraph planning. | 6 | 19 | 59.52 | 0 | 13 | 4 | 40.47 | 42 |
| 14 | Cooperative approach effective in brainstorming different ideas about the topic. | 15 | 19 | 80.95 | 1 | 5 | 2 | 16.66 | 42 |
| 15 | Cooperative approach is good to get more supportive ideas in writing a paragraph. | 13 | 22 | 88.09 | 2 | 2 | 3 | 11.90 | 42 |
| 16 | Cooperative approach is good to get help in content, spelling, punctuation and grammar. | 18 | 22 | 95.23 | 1 | 1 | 0 | 2.38 | 42 |
| 17 | Cooperative approach gives a very good chance to get useful feedback. | 16 | 20 | 85.71 | 0 | 4 | 2 | 14.28 | 42 |
| 18 | Cooperative approach reduces the problem of shortage of words (vocabulary) while writing. | 15 | 21 | 85.71 | 0 | 5 | 1 | 14.28 | 42 |
| 19 | I feel that in a cooperative writing, my friends correct me when I make mistakes. | 16 | 19 | 83.33 | 1 | 4 | 2 | 14.28 | 42 |
| 20 | Cooperative approach is good to get more ideas as different people have different ideas. | 17 | 22 | 85.71 | 0 | 2 | 1 | 7.14 | 42 |

As Table4.18 above shows, 21% students agreed that writing cooperatively enhances paragraph designing and organizing performance. While 45% students disagreed with this idea 2 students retained from giving any idea. Majority of the students 59% believed that this approach develops paragraph planning skill although 40.47% students disagreed with this idea. Regarding to the effectiveness of this approach for brainstorming different ideas, 80.95% students agreed and 16.66% students disagreed. While 88.09% students agreed as cooperative writing is good to get more supportive ideas, 11.90% students disagreed with it and 2 students retained from giving an idea.  95.23% students agreed that cooperative approach is good to get help in content, spelling, punctuation and grammar. Besides, while 85.71% students agreed as this approach reduces the

problem of vocabulary shortage, 14.28%students disagreed with this idea. Moreover, 85.57% students agreed that this approach creates good chance for useful feedback but 14.28% students disagreed with this point. While83.33%students agreed as their friends correct when they make mistake, 14.28% students disagreed with this idea. Furthermore, 85.71% students agreed that cooperative approach is good to get more idea since different people have different ideas.

Generally, from the responses above, it is possible to conclude that majority students of the treated group liked the practice of cooperative learning they were taking part in the EFL writing class. It seems that they recognized the importance of cooperative learning and its typical significance to improve EFL writing skill.

## 4.4. Interpretation and Discussion of Findings

To answer the proposed research questions, pre and post tests were given to the two groups. The pre- test on EFL paragraph writing was administered to see whether the subjects in the experimental and control groups had equal performance or not before the treatment. Comparison of pre-test scores of both groups indicated that there was insignificance difference between the two groups in their EFL overall writing performance and in the three aspects of writing (CAF).Thus their homogeneity was confirmed i.e. the two groups were almost the same in their writing performance at the beginning of the study. This made possible to take the groups could be taken as experimental and controlled groups to make a comparison between their scores after treatment.

After the treatment (working together in small groups or doing cooperatively), given to the experimental group, the post test was given to both groups and the results of the given measurements indicated a difference between the mean scores of the two groups in their overall writing performance(Control M= 12.05 & experiment M= 14.80 ) and in the 3 aspects of writing. That is the post-test mean score of the experimental group appeared higher than that of the control group.

However, to be statistically confidant about the significance of the differences, the results were compared using independent sample t-test. Therefore, after computing, the result revealed that the p-value of the two groups' overall writing performance was .02 which is smaller than .05 and thus suggests a significance difference. Besides, Cohen's effect size (d=.61) indicates moderate treatment magnitude to the experimental group post test score. Correspondingly, the experimental group students performed better in the post-test than in the pre-test. As Table4.9, denotes, the pre-

post paired mean score difference of the experimental group students was (t (41), 9.19, p<001). This means, the difference was highly significant and the effect size 1.05 implies that the magnitude of the treatment in the experimental group post test score was true and large.  However, the pre-posttest mean score for the control group difference (t(39), -1.81, p> .07) was not significant at 0.05 alpha level with weak effect size(.14).Hence, both comparisons (post- test mean score comparison of experimental and control groups and pre-post mean score comparisons of the two groups) answered the research question as cooperative approach exert a significant impact on students EFL writing performance indicating that it enhanced EFL students paragraph writing performance.

Moreover, the two groups post-test mean score comparison also revealed that the p-values for the measures of fluency (NW=-.001, NC=.04, NT=.03) and for the measures of accuracy (NE=.03, NEFT=.001, E/T=.05, EFT/T=.01) were lower than.05 alpha level. This point out as there was significant difference between the two groups performance in these two aspects of writing after the treatment. However, the p- values for the measures of complexity (LD=0.62, W/C=.30 W/T=.15 and C/T=.95) were higher than.05 alpha level suggesting that though there were differences, it was not significant. Similarly, the pre-posttest mean score comparison in the measures of fluency and accuracy aspects of writing for the experimental group was highly significant, (each measure was significant at, p<.001) unlike the pre-posttest mean scores in the three aspects(each measure was insignificant .05 alpha level ) for the control group. These comparisons, on the other hand, answered the other research question, 'which aspects of writing can be improved as a result of using cooperative approach?" confirming that cooperative learning activities improved fluency and accuracy but not complexity of EFL students' writing.

As stated above, concerning fluency, the experimental group outperformed over the control group in the post test. Their post-test mean score was also better than their pre-test mean score for fluency measures. That is the experimental group paragraphs had larger number of words, clauses and t-units indicating that cooperative writing is more fluent (produces longer text) than individual writing. This may be due to the fact that students could think more and generate various ideas via discussion (Kaur 2000) about a topic and become larger when collected together. Plus, it may be because learners pay most attention to this aspect of writing. Concerning this, Cumming (1989), who intended to elicit what aspects of writing learners pay more attention, found that generating ideas is the foremost and so they give more time to this.

This result was in line with Diaz v. (2016), who found that students with small group were able to produce longer texts as measured in term of NW, NC and NT. However, it was not consistent with Storch (1999, 2005), and Wigglesworth and Storch (2009) who found that cooperatively written texts were shorter. However, such variances may be due to the type of tasks given as, for example, tasks which are more familiar to learners and whose structures are clear, such as presenting personal information, lead to higher accuracy and fluency than complexity (Skehan , 2009). Besides, essay or paragraph writing based on their experience like in this study may results in more fluent text than writing commentary tasks like in Storch's (1999, 2005) study .

Moreover, in term of accuracy, result of study showed that cooperative writing results were more accurate texts than individual writing. This could be because cooperative learning arouses interaction and enables learners to see their written work in depth. When mistakes happen, (a) more able student(s) explain why that is incorrect which bears interaction among members. This interaction promotes learning language items deeply and see them sensibly. This may be also because this learning strategy allows immediate interpersonal feedback. During discussion, one's thinking is examined by others and has the benefit of both getting other's thinking and their critical feedback (Cohen, 1994). Hence, it may be due to the fact that students can easily identify mistakes while discussion and bring out their linguistic resources- they can get grammatical, punctuation as well as spelling correction easily and immediately from their peers. The result is consistent with Storch (1999, 2005), Wigglesworth and Storch (2009) and Diaz V.(2016) whom they all found that the experimental group students' texts were better than the control group students' texts in term of accuracy.

 However, in this study, cooperatively learning students' texts, as the result revealed, were nearly as complex as individually learning students' texts. And the result was opposed previous research studies (Storch (1999, 2005) and Wigglesworth and Storch (2009)) indicated that collaboratively composed texts were grammatically more complex than individually composed texts. One possible reason for this might be the trade-off between accuracy and fluency, on the one hand, and complexity, on the other. According to Skehan, 1996, human beings have a restricted information processing capacity. Due to that, trade-off effects may exist among the three dimensions of language production (Skehan& Foster, 2001and Freeman 2009) which implies that when emphasis is given to the accuracy and fluency, the complexity of the production may be less and vice versa.

In addition, different types of writing tasks, as pointed out earlier, would have significant impacts on aspects of accuracy, fluency and complexity EFL learners' writing performance.

Therefore, the results of the study indicated that cooperative learning has an effect on EFL students' writing performance. This may mean the incorporation of this approach in EFL writing lessons may increase students writing performance.

Findings from the questionnaire to the experimental group after treatment supported the result from the writing test. After analyzing the answers of the questionnaire, it was concluded that the participants were generally positive toward the notion of cooperative learning. By working together, it afforded them to generate new ideas (as 94.47% respondents agreed), solve surface level problems like grammar, spelling and punctuation (as 95.23% respondents agreed) as it could be since different students have different knowledge of these language items. Thus, having got these advantages, students seemed to appreciate its value of helping to develop the sprite of confidence(as 88% respondents perceived) by minimizing the fear of writing difficulty such as lack of ideas, shortage of language knowledge, vocabulary, etc since it offers opportunity to get support from their peers. The result also reveals that the students appreciate as it created an opportunity for interaction. Majority of the respondents (90.47%) perceived that cooperative writing promotes exchange of ideas and experiences which then helped them to create friendly atmosphere. This intern, as they pointed out, enabled them to get cooperative writing funny and interesting. More to that, the interaction helped them to develop critical thinking skill due to the fact it afforded to discuss in detail and see things in different dimension, and problem solving skill. Furthermore, they valued the immediate feedback they got from peers when mistakes happened. That was probably why their texts could be accurate compared to those produced by individual writers.

Concerning students' view towards the benefit of cooperation for designing and organizing a paragraph, more than half (50%) of them were positive. However, another significant number of students (45.23%) depreciate its value in this regard. This could probably be as designing and organizing are higher order of skills and so need long time to be developed. Studies (Diaz.V, 2016) pointed out that writing in small group helps students better in the lower level skills-grammar, spelling, punctuation, etc. Hence, they could improve those higher level skills after they practice writing cooperatively long time. Besides, though more than half (59.52%) disapproved as writing in group is slow, confusing and noisy and so prefer this approach, 33.33% students perceived as it is slow, noisy and confusing thereby prefer to work alone. This happens probably due to the presence

of argument waiting long time or variations in learners' learning preference (some may prefer doing alone while others may prefer doing together).

# CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

Aiming to examine the effect of cooperative approach on developing EFL learners writing performance by employing quantitative methods with quasi experimental design and collecting data using pre and post-tests, the study came up with a number of insights presented, interpreted and discussed in Chapter four. Then this last chapter summarizes the major findings emerged from the analysis of the data collected for the study. Finally, based on the findings, it draws conclusions and recommendations.

## 5.2 Summary

Writing skill is crucial for classroom tasks and examinations (Dawit, 2008), thinking and learning, and social development (Burnin& Horn, 2002). Nevertheless, in Ethiopian contexts, many EFL students couldn't get the benefit it endows (Solomon, 2001; Dawit, 2008; Teshome, 2008; Gashaw, 2016, Asafaw, 2017). They have performed poorly in their writing skill. One prominent factor to this, as local studies (Getnet, 1993; Dawit, 2003 and Teshome2008) indicate, is the dominance use of traditional way of teaching writing. Consequently, the feature of the students writing skills where they show weakness and the one directional teacher centered way yet, were what initiated this research. To that end, this study was designed with the hypothesis that cooperative approach can contribute to the students writing skills development minimizing the problems presented.

Hence, this study was concerned with investigating the effects of cooperative approach on the writing performance of EFL students. That is it attempted to find out if this approach exerts a significant impact on grade 11 students EFL writing performance or not. And the writing aspects (fluency, accuracy and complexity) that could be improved with cooperative approach were its additional concern.

The subjects of the study were grade eleven EFL students at Tatek Lesira, Tach Gaynt Woreda, South Gonder. They were treated in the control and experimental groups. In order to collect the

relevant data for the study, a quantitative method with quasi experimental design was employed. Data were gathered through EFL writing tests and questionnaire. Texts produced by the students were used to find out the level of the students writing performance before and after the treatment. After being given the pre-test and their mean scores were analyzed, the two groups were appeared insignificantly different in their writing performance so that grade 11A was assigned as controlled group and grade11B as experimental group by lottery system. Following it, the experimental group was given the treatment (writing in group) whereas the controlled group students were taught in the usual way. The intervention lasted for ten weeks from February 28 to April 12, 2017. At the end of the intervention, the post- test for both groups was administered. Then, questionnaire was distributed to the experimental group and was analyzed quantitatively and qualitatively to complement these tools. Eventually, the analysis revealed the following major findings.

1. There was a significant difference in the overall writing performance of the students who were treated with cooperative method and those without such treatment. It was found that those who were taught cooperatively produced better paragraphs than those who did individually.

2. In this study, cooperative approach was found to improve significantly two writing aspects (fluency and accuracy). But it could not bring significant change up on the complexity aspect in the lexical density, words per clause, words per T-unit and clauses per T-unit measures.

3. The questionnaire indicated that students' attitude towards learning writing with cooperative approach was favorable and this could help to practice writing.

## 5.3 CONCLUSIONS

One possible approach to address the problem of poor writing skill in EFL classroom would be writing cooperatively as this approach holds a guarantee to foster students' EFL writing performance. Therefore, based on the above findings, the following conclusions were drawn:

1. The experimental group students' post-test overall writing performance mean score significantly exceeds their pre-test mean score and that of the controlled group's. On the basis of this finding, it can be concluded that the effects of cooperative learning method is better than that of the usual method of writing in the EFL classroom on preparatory school students overall EFL writing performance.

This significant improvement on the students' EFL writing skills might have resulted from the processes (brainstorming, discussing, thinking, planning, drawing an outline, and finding solutions to certain problems in a group instead of doing such processes individually or in a whole class context) that students experience while working together in small groups. From this, it is logical to conclude that cooperative approach is a means of exercising the process approach to writing in an EFL classroom.

2. The experimental group students outperformed over the control group in the fluency and accuracy aspects during the post test. Their post- test result in these aspects also exceeded significantly their pre-test mean scores. Based on this, it can be concluded that cooperative learning writing enhances specifically EFL students' text accuracy and fluency. This could be since it enables students to give and receive immediate feedback to errors and support in generating new ideas which individual writing doesn't afford.

3. However, the experimental group students post-test mean score was nearly the same with the pre-test mean score in the complexity aspect. This explains that the intervention didn't bring significant change to the cooperatively treated students EFL writing complexity. Based on this, cooperative approach doesn't bring better improvement to preparatory students EFL writing complexity.

4. As it was evident from the result of the questionnaire, the use of this approach creates more interesting, comfortable and funny learning environment. Students with low writing skill may worry about difficulty they face while writing- lack of idea, poor language knowledge (eg. grammar, punctuation, spelling), poor organization skill, etc- and mistakes they made. But using this approach affords students support each other and minimize these difficulties which then enables them to become confident.

5. Last, the controlled group students did not show any significant difference in the total mean score of their overall EFL writing performance the post-test. This finding implies that students might not show a better writing performance if they continue to learn in the usual method. Thus, it is possible to conclude that cooperative language learning is useful to improving students EFL writing skill.

## 5.4 Recommendations

This study has a manner on the teaching and learning of the writing skills. Based on the findings and the conclusions made above, the following recommendations are forwarded.

1. Nowadays, teaching is becoming helping students to learn by themselves. One way of doing so is by letting students learn from each other. To this effect, cooperative learning has a role in the process approach to writing by letting learners learn from each other how to write and rewrite. Thus, writing teachers would be advised to employ this approach so as to help their students well.

2. The study focused on to what extent cooperative writing affects students' paragraph writing thereby it is difficult to generalize the result on essay writing which calls for further study at this level.

3. Cooperative writing implementation could be encouraged by the way teaching material is prepared. Thus, material writers are advised to consider how to include sections that invite cooperative approach to practice writing.

4. Finally, it is difficult to generalize the effects of cooperative learning on the students' writing performance and writing based on this limited study. Accordingly, further studies involving large sample size, different method of grouping (eg. different sizes with the same ability and gender, etc) in the area are highly recommended to support the findings of the present study.

5. The study was limited to whether cooperative writing affects EFL students' paragraph on the expository genre of writing or not. Therefore, it would be informative to compare the written texts produced by collaboratively learning students and those produced by individually learning students at different types of paragraph (narrative, descriptive, argumentative) whether or not it affects differently by conducting another study.

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## APPENDICES

## Appendix A: Pre- post test

Code…………………School…………. Section………..

Direction: Dear students, the following topic is given to you in order that you write a paragraph. You are allowed 35 minutes to write.

1. Importance of Water ………………Topic of the pre-test
2. Disadvantages of Globalization ……..Topic of the post-test

## Appendix B: Guidelines to mark students' paragraph during pre-test and post-test.

Topic sentence:

0- Missing, invalid, or inappropriate topic sentence; main idea is missing
1- Acceptable topic sentence presents one idea.
2- Clearly stated topic sentence presents one main idea
3- Interesting, original topic sentence reflecting thought ad insight; focused on one interesting main idea.

Supporting Details

0- Insufficient, vague or undeveloped examples
1- Sufficient number of examples and details that relate to the topic
2- Examples and details relate to the topic and some explanations are included.
3- Interesting, concrete, and descriptive examples and details with explanations that relate to the topic.

Organization& Transitions

0- No discernible pattern of organization; unrelated details; no transitions.
1-  Little arrangements of examples; transitions may be week.
2- Details are arranged in a logical progression; appropriate transitions.
3- Thoughtful, logical progression of supporting examples; mature transitions between ideas
Grammar
0- Almost every sentence contains grammatical inaccuracies

1- Very frequent grammatical inaccuracies

2- Frequent grammatical inaccuracies, eg more than 10 in the essay.

3- Some, but not many grammatical inaccuracies, fewer than 10 in the essay.

4- Almost no evidence of grammatical inaccuracy.

Vocabulary

0- Vocabulary inadequacy even for basic communication

1- Frequent inadequacies in the use of vocabulary, eg. frequent lexical inappropriacy or repetitions.

2- Some inadequacies in the use of vocabulary

3- Almost no inadequacies in the use of vocabulary

Spelling and punctuation

0- A generally low standard of spelling and punctuation.

1- Noticeable inaccuracy in spelling and punctuation

2- Several errors- do not interfere significantly with communication.

3- Almost no errors

**Adapted from Weir, C.J (1990:69-70)**

## Appendix C: Cohen's effect size formula

d= *(<u>Mean of experimental group-Mean of control group</u>)*
*Pooled SD*
*"d" is effect size and  Pooled SD  (<u>SD of Group A+SD of Group B)/2</u>*
Thus, the researcher used Cohen's (1988) suggestion cited in (Ary, et, al., 2002): 0-0.20=weak, 0.21-0.50=modest, 0.51-1.00=moderate, and > 1.00=strong effect.

## Appendix D: Guidelines for T-unit, Clauses, Word Counts and Errors Counts

**1. T-units Count**

The T-unit count involves an independent clause and all its attached or embedded dependent clauses; e.g. *Water is one of the natural resources// that can found in nature*. It comprises 1 T-unit which composed of two clauses.

**1a. Run-on**: Run-on sentences and comma splices are counted as 2 T-units with an error in the second T-unit, e.g., *Water is the importance of any living thing// therefore it has some importance of water for instance drinking, washing, development of vegetable*. (2 T-units each composed of one independent clause).

**1b. Sentence Fragment**: For sentence fragments where the verb is missing, count the sentence as one T-unit with an error. e.g., *In addition, this //a medium of reaction (Student11)*. No verb is given, yet it was coded as one T-unit. If an NP is standing alone, attach it to the preceding or following T-unit as appropriate and count as an error. Eg. If a subordinating clause stands alone, attach it to the preceding or following sentence as appropriate and count it as one T-unit with an error. However, a coordinate clause with no grammatical subject is counted as a separate T-unit with an error.

**2. Clause Count**

A clause is an overt subject with finite verb. It can be an independent clause- a grammatical structure which contains a subject and a verb and can stand on its own- and dependent clause- a group of words with a subject and a verb but doesn't express a complete thought and so can't stand alone. Dependent clauses include:

a. adverbial clauses: modify verbs and begin with subordinating conjunctions.eg. *When we talk about the Important of water*…………S6

b. adjective clauses: modify nouns and begins with relative pronouns or sometimes with subordinate conjunctions. eg. The disadvantages are *that it limits the product*……S20.

c. noun clauses: name a person, place, thing or idea.

**3. Error Counts**

**3.1**. **Verb errors**: it includes Tense/aspect/mood or verb formation errors and sub-verb agreement which are counted as one error. e.g., the figure divides four sections (coded as an error in verb use and an error in prepositions).

**3.2. Word Form Errors:** Occur when the wrong part of speech is chosen.

Example1: …*culture, languge, custom, styling* <u>*influencing*</u> *by globalization*…..Correct :…culture, language, and custom influenced by globalization…... S31

.Example2: *Globalization is disadvantage. Correct: Globalization is disadvantageou*s. S12

Example3: *These are the use of water* <u>*directly*</u>. Correct: These are the direct use of water. S25

**3.3. Article errors:** Occurs when an article is used inappropriately or when it is missed**.**

Eg: *It is* <u>*a*</u> *very important for all living things.*

**3.4. Singular /Plural Noun Ending Errors**

●It often occur when there is confusion about which nouns are countable and which aren't-adding 's' to nouns which don't take such as irregular plural nouns(eg peoples, childrens, etc,) adding 's' to attributive nouns(eg three week<u>s</u>- 'old child but  three week old child'  is correct.) and missing 's' when necessary(Omitted plural makers). Example: *Globalization has different* <u>*disadvantage.* </u> (an error of missing ''s'').

**3.5. Sentence Structure Errors**

●Refer to a broad range of errors that occur for a variety of reasons: a word (often a to be verb) is left out; an extra word (often a duplicate subject) is added; word order is incorrect; or clauses that don't belong together are punctuated as one sentence, inappropriate word choice

- Note that sentence structure errors often contain other types of error within them.
- Sentence structure error may be repeated.

Asking intended meaning may be the best strategy for this error. The error count didn't involve punctuations, capitalization and spelling.

Examples: 1. *Water is essential our life such as for drinking*, … (An error in omitted preposition in 'essential(for/to) our life . . .')

2. *Water is the importance of any living thing therefore it has some importance of water*….. (A sentence with three errors: inappropriate word choice -…the <u>importance</u> of …. Extra words "….of water….", run-on-no full stop before "therefore" and

3. *So without water is not living life in addition more and more use any living thing they are healthy but without water they are not good*.( A sentence with word missing error-so without water is not living life…, run –on error- using "in addition" to connect two sentences without punctuation, fragment-…more and more use any living thing they are healthy…)

6. Word Choice/Wrong word: Occurred when inappropriate word is used.

## 4. Word Count

- Contractions were counted as one word whether correct or not.
- Compound words were counted as two words, but if they were written without gap, they were counted as one word. Eg well-known= two words  but,    well-known = one word
- Titles of paragraphs were not included in the count.
- Content word counts involve nouns, adverbs, adjectives and verbs excluding pronouns, prepositions, articles and some verbs-modal verbs, v-be, v-do and v- have when they don't serve as main verb.

# Appendix E: Sample Lesson Plan for the Experimental Group

School's Name: Tatek Lesira Preparatory School.

Teacher's Name: Asfaw Sendeku                                      Topic: Paragraph Writing
Subject: English                                                           Duration:   42'

 Grade and Section: 11th B                                              Date:

*Objective*: At the end of the lesson, students will be able to,

- join sentences using appropriate connectors.
- organize sentences in to a well- developed paragraph
- uses appropriate transitional words to develop a paragraph

| Content | activity | Teacher's activity | Students' activity | Time | Evalua-Tion | T/material |
|---|---|---|---|---|---|---|
| Sentence combination and Paragraph Writing | Starter activities | -Revise the previous lesson about connectors of addition, illustration and purpose. | -List down some connectors used for addition, illustration and purpose | 5 | -Class work | |
| | Presentation | -Encourage students to do tasks in the group. - monitor the groups moving here and there. -Manage the time given to accomplish each activity (eg. to join the sentences and to develop the paragraph ) | -Form group of 5members. -In their group, join the given paired of sentences using appropriate connectors - Correct one-another's work. -Develop a paragraph using the connected sentences in their group. - Read their paragraph to their group members. - Correct one-another's work. | 30' | | |
| | Recap | -Revise the connectors used to join the given paired of sentences and the possible transitional words used in the paragraph. | -Recognize the connectors used to join the given paired of sentences, the transitional words they used to develop the paragraph and how to develop a well-organized paragraph. | 5' | | |

Teacher's Sign._____ Date _____
V/Directors' Name_____ Date _____
Dep't Head's Name_____ Sign_____ Date _____

## APPENDIX F: Questionnaire for the Experimental Group Students

**Bahir Dar University**

**Faculty of Humanity**

**Post Graduate Program**

**Department of English Language and Literature**

**Dear Student**: *The following statements are related to your perception to the practice of cooperation on writing. Think about it which was carried out for the last six weeks. Then, put a tick mark (√) in front of each statement to indicate the extent to which you agree or disagree with each.* You don't need to write your name. Thank you in advance for your cooperation.

| N O | Items | Responses | | | | | |
|---|---|---|---|---|---|---|---|
| | | Strongly agree | Agree | no idea | Disagr ee | strongl y disagre ed | Total |
| 1 | Cooperative approach fosters exchange of ideas, information and experience. | | | | | | |
| 2 | Cooperative writing develops the sprite of confidence. | | | | | | |
| 3 | Cooperative approach could help low level students develop their writing skills. | | | | | | |
| 4 | Cooperative approach develops problem solving technique. | | | | | | |
| 5 | Cooperative approach develops critical thinking skills. | | | | | | |
| 6 | Cooperative approach makes writing more funny and interesting. | | | | | | |
| 7 | Cooperative approach makes writing easier. | | | | | | |
| 8 | Cooperative approach creates friendly atmosphere of learning. | | | | | | |

| NO | Items | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 9 | Writing cooperatively is more successful than writing alone. | | | | | | | |
| 10 | Cooperative writing is slow, confusing and noisy, so it is better to work alone. | | | | | | | |
| 11 | Cooperative writing is a waste of time and so is unnecessary. | | | | | | | |

| NO | Items | Responses | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Strong | Agree | No Idea | Disagree | strongly disagree | Total | |
| 12 | Cooperative approach enhances performance in designing and organizing a paragraph. | | | | | | | |
| 13 | Cooperative approach develops the skill of paragraph planning. . | | | | | | | |
| 14 | Cooperative approach effective in brainstorming different ideas about the topic. | | | | | | | |
| 15 | Cooperative approach is good to get more supportive ideas in writing a paragraph. | | | | | | | |
| 16 | Cooperative approach is good to get help in content, spelling, punctuation and grammar. | | | | | | | |
| 17 | Cooperative approach gives a very good chance to get useful feedback. | | | | | | | |
| 18 | Cooperative approach reduces the problem of shortage of words (vocabulary) while writing. | | | | | | | |
| 19 | I feel that in a cooperative writing, my friends correct me when I make mistakes. | | | | | | | |
| 20 | Cooperative approach is good to get more ideas as different people have different ideas. | | | | | | | |

*THANK YOU VERY MUCH*

# Appendix G:  The model paragraph provided during the first session for both groups

*Part I: Learning about paragraph*

*1) **What is Paragraph?** A group of related sentences that express particular topic or theme. It shouldn't be mixed thoughts or ideas.*

*2) **Components of paragraph:** Topic sentence, supportive details and concluding sentence*

   *2a) **Topic sentence:** The general idea of the paragraph. It should be broad enough to allow for explanation but narrow enough that doesn't require the paragraph too long**.***

   *2b) **Supporting Sentences:**  Sentences that explain and elaborate the topic sentence.*

   *2c) **Concluding Sentence:** it is mainly, the last sentence of a paragraph. It briefly ends the paragraph.*

*3) **Features of a paragraph***

   *3a) **Unity-** all sentences should speak about one single idea or one main subject.*

      *-The topic sentence, supporting sentences and concluding sentence focus on only one idea**.***

   *3b)  **Coherence -**establishing smooth flow of ideas or sentences in a paragraph from one to the other.*

   *3c)  **Adequate development-**a paragraph should provide adequate information in order that the reader is not left wanting more information. It should include enough evidence to support its topic sentence.*

           *( from www.wheaton.edu.Retrieved in 21,10,2010EC)*

***Part II. Read the paragraph below and discuss about its components and features.***

***Flood Occurrence***

*Floods occur when there is too much water in a place where this is not normal. Some floods happen after a long period of heavy rain. This happened, for example, in, Dire-Dawa, Ethiopia in 1996 EC. Some floods occur when rivers over flow their banks. This frequently happens when the river flows across a low plain as in the case of Hang Hein, China. Floods also sometimes, occur in certain coastal areas after very high tides. Parts of Bangladesh and certain coastal areas in the pacific- ocean often suffer great damage as a result of such floods. Finally, huge areas of land are flooded every year in cold parts of the World when the summer sun melts the snow that has fallen in the winter.*

*From www.wheat.edu. Retrieved in 21, 10, 2010EC*

# APPNDIX H:  Sample writing Activities for Practice

### Writing Activity 1

**In your group, add phrases which complement the following phrases to be meaningful.**

1. When there is no rain ……………            2. One can be healthy when………..

3. Ethiopia could be developed country if ………4. Reading should be one's habit because……….

5. In order to live peacefully, countries of the world………….

### Writing Activity 2

**In your group, rearrange the following jumbled sentences to produce a well-organized paragraph.**

A. For example, malaria is caused by a certain type of mosquito.

B. Disease can also be caused by lack of hygiene.

C. Many diseases are caused by insects.

D. In dirt conditions, it is very difficult to stop the spread of disease like cholera, dysentery and trachoma.

E. Other diseases that are caused by insects are yellow fever and bilharzia.

### Writing Activity 3

**In your group, develop the following topic sentence in to paragraph by providing supportive details and concluding sentence.**

My town is pleasant to live in for various reasons**.**

### Writing Activity 4

**In your group, join the following paired sentences using appropriate connectors, for example, in the table below. Then write a well- organized paragraph using them.( which, like, in order that, so as to, for example, for, etc.)**

A. Parents have to provide safe and supportive environment. This environment allows children to grow healthy.

B. To raise their children properly, parents' duties are not limited to food, shelter and protection. They are required to teach, shape knowledge and character and prepare their children face the real world.

C. The first role of parents is to take care of their child's biological needs. Biological needs includes food, shelter, recreation, fresh air,

D. Parents have great roles to their children. They should provide them to their children apparently.

E. Parents should aware of their roles. Parents give the benefits to their children.

# Appendix I: Pre-training Writing Results of the Two Groups

*Group 1 Pre-Writing Scores*

| No | NW | NC | NT | LD | W/C | W/T | C/T | NE | EFT | NE/T | EFT/T |
|----|-----|----|----|----|-------|-------|------|----|-----|------|-------|
| 1  | 75  | 10 | 7  | 49 | 7.50  | 10.71 | 1.42 | 15 | 1   | 2.14 | 14    |
| 2  | 65  | 6  | 6  | 62 | 10.83 | 10.83 | 1.00 | 14 | 1   | 2.33 | 16    |
| 3  | 6   | 6  | 6  | 55 | 10.83 | 10.83 | 1.00 | 16 | 0   | 2.66 | 0     |
| 4  | 103 | 11 | 9  | 51 | 9.36  | 11.44 | 1.22 | 15 | 2   | 1.66 | 22    |
| 5  | 86  | 10 | 7  | 50 | 8.60  | 12.28 | 1.42 | 15 | 1   | 2.14 | 14    |
| 6  | 73  | 11 | 9  | 55 | 6.63  | 8.11  | 1.22 | 12 | 1   | 1.33 | 11    |
| 7  | 101 | 11 | 10 | 56 | 9.18  | 10.10 | 1.10 | 13 | 2   | 1.30 | 20    |
| 8  | 84  | 11 | 10 | 54 | 7.63  | 8.40  | 1.10 | 12 | 2   | 1.20 | 20    |
| 9  | 105 | 12 | 10 | 48 | 8.75  | 10.50 | 1.20 | 14 | 2   | 1.40 | 20    |
| 10 | 68  | 8  | 5  | 69 | 8.50  | 13.60 | 1.80 | 9  | 1   | 1.80 | 20    |
| 11 | 79  | 10 | 8  | 58 | 7.90  | 9.87  | 1.25 | 10 | 1   | 1.25 | 12    |
| 12 | 86  | 9  | 7  | 56 | 9.55  | 12.28 | 1.28 | 11 | 2   | 1.57 | 28    |
| 13 | 92  | 10 | 8  | 54 | 9.20  | 11.50 | 1.25 | 12 | 1   | 1.50 | 12    |
| 14 | 73  | 9  | 8  | 53 | 8.11  | 9.13  | 1.12 | 12 | 1   | 1.50 | 12    |
| 15 | 96  | 10 | 8  | 54 | 9.60  | 12.00 | 1.25 | 11 | 1   | 1.30 | 12    |
| 16 | 106 | 11 | 9  | 53 | 9.63  | 11.77 | 1.22 | 13 | 1   | 1.44 | 11    |
| 17 | 112 | 13 | 10 | 40 | 8.61  | 11.20 | 1.30 | 12 | 0   | 1.20 | 0     |
| 18 | 97  | 12 | 9  | 44 | 8.08  | 8.08  | 1.33 | 14 | 1   | 1.55 | 11    |
| 19 | 95  | 9  | 8  | 47 | 10.55 | 11.87 | 1.12 | 11 | 2   | 1.37 | 25    |
| 20 | 107 | 12 | 10 | 43 | 8.91  | 10.70 | 1.20 | 14 | 1   | 1.40 | 10    |
| 21 | 98  | 10 | 9  | 52 | 9.80  | 10.88 | 1.11 | 13 | 1   | 1.44 | 11    |
| 22 | 86  | 9  | 8  | 58 | 9.55  | 10.75 | 1.12 | 12 | 1   | 1.50 | 12    |
| 23 | 77  | 10 | 9  | 53 | 7.70  | 8.55  | 1.11 | 12 | 2   | 1.33 | 20    |
| 24 | 73  | 9  | 7  | 46 | 8.11  | 10.42 | 1.28 | 9  | 1   | 1.28 | 14    |

| 25 | 68 | 7 | 6 | 41 | 9.71 | 11.33 | 1.16 | 12 | 0 | 2.00 | 0 |
|----|----|---|---|----|------|-------|------|----|---|------|---|
| 26 | 76 | 7 | 6 | 44 | 10.85 | 12.66 | 1.16 | 17 | 1 | 2.83 | 16 |
| 27 | 84 | 8 | 7 | 45 | 8.50 | 12.00 | 1.14 | 13 | 3 | 1.85 | 42 |
| 28 | 85 | 9 | 8 | 42 | 9.44 | 10.62 | 1.12 | 11 | 1 | 1.37 | 12 |
| 29 | 94 | 10 | 8 | 42 | 9.40 | 11.75 | 1.25 | 11 | 2 | 1.37 | 25 |
| 30 | 106 | 14 | 11 | 44 | 7.57 | 9.16 | 1.27 | 13 | 1 | 1.18 | 9 |
| 31 | 89 | 11 | 9 | 58 | 8.90 | 9.88 | 1.22 | 9 | 1 | 1.00 | 11 |
| 32 | 103 | 12 | 11 | 46 | 8.58 | 9.36 | 1.09 | 11 | 2 | 1.00 | 18 |
| 33 | 97 | 13 | 10 | 53 | 7.46 | 9.70 | 1.30 | 12 | 2 | 1.20 | 20 |
| 34 | 76 | 7 | 8 | 43 | 10.85 | 9.50 | .87 | 14 | 1 | 1.75 | 12 |
| 35 | 82 | 10 | 9 | 45 | 8.20 | 9.11 | 1.11 | 15 | 2 | 1.66 | 22 |
| 36 | 107 | 13 | 11 | 42 | 8.23 | 9.72 | 1.18 | 14 | 2 | 1.27 | 18 |
| 37 | 93 | 11 | 10 | 39 | 8.45 | 9.30 | 1.10 | 15 | 2 | 1.50 | 20 |
| 38 | 66 | 6 | 5 | 34 | 11.00 | 13.20 | 1.20 | 12 | 1 | 2.40 | 20 |
| 39 | 72 | 7 | 6 | 59 | 10.28 | 12.00 | 1.16 | 14 | 0 | 2.33 | 0 |
| 40 | 98 | 10 | 8 | 53 | 9.80 | 12.25 | 1.70 | 15 | 1 | 1.87 | 12 |

### *Group 2 Pre-Writing Scores*

| *No* | *NW* | *NC* | *NT* | *LD* | *W/C* | *W/T* | *C/T* | *NE* | *EFT* | *E/T* | *EFT/T* |
|------|------|------|------|------|-------|-------|-------|------|-------|-------|---------|
| *1* | *95* | *9* | *7* | *53* | *10.55* | *13.57* | *1.28* | *13* | *2* | *1.85* | *28* |
| *2* | *60* | *7* | *6* | *41* | *8.57* | *10.00* | *1.16* | *14* | *1* | *2.33* | *16* |
| *3* | *75* | *8* | *7* | *44* | *9.37* | *10.71* | *1.14* | *12* | *2* | *1.71* | *28* |
| *4* | *79* | *9* | *8* | *51* | *8.77* | *9.87* | *1.12* | *11* | *1* | *1.37* | *12* |
| *5* | *110* | *10* | *9* | *52* | *11.00* | *12.22* | *1.11* | *16* | *1* | *1.77* | *11* |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 105 | 12 | 11 | 52 | 8.75 | 9.54 | 1.09 | 14 | 1 | 1.27 | 9 |
| 7 | 109 | 13 | 11 | 51 | 8.38 | 9.90 | 1.18 | 15 | 1 | 1.36 | 9 |
| 8 | 84 | 9 | 8 | 48 | 9.33 | 10.50 | 1.12 | 14 | 0 | 1.75 | 0 |
| 9 | 86 | 9 | 8 | 43 | 9.55 | 10.75 | 1.12 | 14 | 2 | 1.75 | 25 |
| 10 | 90 | 10 | 9 | 44 | 9.00 | 10.00 | 1.11 | 15 | 2 | 1.66 | 22 |
| 11 | 91 | 10 | 9 | 43 | 9.10 | 10.11 | 1.11 | 13 | 0 | 1.62 | 0 |
| 12 | 88 | 9 | 7 | 39 | 9.77 | 12.57 | 1.28 | 12 | 1 | 1.71 | 22 |
| 13 | 77 | 8 | 7 | 42 | 9.62 | 10.00 | 1.14 | 15 | 2 | 2.14 | 28 |
| 14 | 103 | 11 | 9 | 43 | 9.36 | 11.44 | 1.22 | 14 | 2 | 1.55 | 22 |
| 15 | 69 | 8 | 6 | 44 | 8.62 | 11.50 | 1.33 | 12 | 1 | 2.00 | 16 |
| 16 | 99 | 10 | 8 | 39 | 9.90 | 12.37 | 1.25 | 11 | 1 | 1.37 | 12 |
| 17 | 107 | 13 | 11 | 50 | 8.23 | 10.70 | 1.18 | 10 | 1 | 1.00 | 10 |
| 18 | 91 | 12 | 10 | 54 | 7.58 | 9.10 | 1.20 | 16 | 1 | 1.60 | 10 |
| 19 | 93 | 11 | 9 | 50 | 8.36 | 10.33 | 1.22 | 9 | 2 | 1.00 | 22 |
| 20 | 92 | 10 | 8 | 53 | 9.20 | 11.50 | 1.25 | 10 | 1 | 1.25 | 12 |
| 21 | 68 | 7 | 5 | 50 | 9.70 | 13.60 | 1.40 | 9 | 2 | 1.80 | 20 |
| 22 | 78 | 8 | 6 | 52 | 9.75 | 13.00 | 1.33 | 15 | 1 | 2.50 | 16 |
| 23 | 95 | 11 | 9 | 45 | 8.63 | 10.55 | 1.22 | 12 | 2 | 1.33 | 22 |
| 24 | 109 | 13 | 10 | 46 | 8.38 | 10.90 | 1.30 | 13 | 1 | 1.30 | 10 |
| 25 | 104 | 12 | 11 | 49 | 8.66 | 9.45 | 1.09 | 11 | 1 | 1.00 | 9 |
| 26 | 88 | 10 | 10 | 46 | 8.80 | 8.80 | 1.00 | 14 | 2 | 1.40 | 20 |
| 27 | 75 | 8 | 6 | 42 | 9.37 | 12.50 | 1.33 | 16 | 1 | 2.66 | 16 |
| 28 | 69 | 7 | 5 | 43 | 9.85 | 13.80 | 1.40 | 13 | 0 | 2.60 | 0 |

| 29 | 108 | 12 | 9 | 45 | 9.00 | 12.00 | 1.33 | 14 | 1 | 1.55 | 11 |
|----|-----|----|----|----|------|-------|------|----|---|------|----|
| 30 | 106 | 13 | 12 | 42 | 8.15 | 8.83 | 1.08 | 16 | 2 | 1.33 | 16 |
| 31 | 108 | 13 | 11 | 48 | 8.30 | 9.81 | 1.18 | 17 | 1 | 1.54 | 9 |
| 32 | 71 | 8 | 7 | 56 | 8.87 | 10.14 | 1.14 | 16 | 0 | 2.28 | 0 |
| 33 | 89 | 9 | 8 | 46 | 9.88 | 11.12 | 1.12 | 18 | 2 | 2.25 | 25 |
| 34 | 91 | 10 | 8 | 53 | 9.10 | 11.37 | 1.25 | 19 | 1 | 2.37 | 12 |
| 35 | 86 | 10 | 9 | 54 | 8.60 | 9.55 | 1.11 | 17 | 1 | 1.88 | 11 |
| 36 | 75 | 8 | 8 | 56 | 9.37 | 9.37 | 1.00 | 11 | 2 | 1.37 | 25 |
| 37 | 111 | 14 | 11 | 52 | 7.92 | 10.09 | 1.27 | 13 | 1 | 1.18 | 9 |
| 38 | 68 | 8 | 6 | 60 | 8.50 | 11.33 | 1.33 | 15 | 0 | 2.50 | 0 |
| 39 | 79 | 9 | 7 | 36 | 8.77 | 11.28 | 1.28 | 13 | 1 | 1.85 | 14 |
| 40 | 78 | 10 | 8 | 51 | 7.80 | 9.75 | 1.25 | 13 | 2 | 1.62 | 25 |
| 41 | 87 | 9 | 7 | 56 | 9.66 | 12.42 | 1.28 | 12 | 1 | 1.71 | 14 |
| 42 | 78 | 8 | 8 | 51 | 9.75 | 9.75 | 1.00 | 13 | 1 | 1.62 | 14 |

# PPNDICES J: Post-training Writing Results of the Two Groups

*Group 1 Post Writing Result*

| No | NW | NC | NT | LD% | W/C | W/T | C/T | NE | EFT | E/T | EFT/T% |
|----|-----|-----|----|-----|-------|-------|------|----|-----|------|--------|
| 1 | 80 | 12 | 7 | 48 | 6.66 | 11.42 | 1.71 | 13 | 1 | 1.66 | 14 |
| 2 | 69 | 7 | 6 | 61 | 9.85 | 11.50 | 1.60 | 15 | 1 | 1.66 | 16 |
| 3 | 70 | 7 | 6 | 55 | 10.00 | 11.66 | 1.60 | 15 | 1 | 1.66 | 16 |
| 4 | 104 | 10 | 8 | 52 | 10.40 | 13.00 | 1.25 | 15 | 2 | 1.66 | 25 |
| 5 | 87 | 9 | 8 | 53 | 9.66 | 10.87 | 1.15 | 12 | 1 | 1.66 | 13 |
| 6 | 75 | 14 | 9 | 56 | 6.50 | 8.66 | 1.33 | 15 | 1 | 1.66 | 11 |
| 7 | 102 | 11 | 12 | 52 | 9.27 | 11.33 | 1.22 | 11 | 2 | 1.66 | 16 |
| 8 | 71 | 8 | 7 | 50 | 8.87 | 10.14 | 1.14 | 14 | 2 | 1.66 | 29 |
| 9 | 101 | 12 | 9 | 49 | 8.41 | 11.22 | 1.33 | 12 | 2 | 1.66 | 22 |
| 10 | 70 | 9 | 6 | 64 | 7.77 | 11.66 | 1.50 | 11 | 1 | 1.66 | 16 |
| 11 | 83 | 10 | 8 | 59 | 8.30 | 10.37 | 1.25 | 13 | 1 | 1.66 | 13 |
| 1 2 | 91 | 9 | 8 | 57 | 10.11 | 12.25 | 1.12 | 14 | 1 | 1.66 | 13 |
| 1 3 | 95 | 10 | 8 | 54 | 9.50 | 11.87 | 1.25 | 13 | 2 | 1.66 | 25 |
| 14 | 76 | 9 | 7 | 53 | 8.44 | 10.85 | 1.28 | 14 | 1 | 1.66 | 14 |
| 15 | 98 | 12 | 8 | 52 | 7.53 | 12.25 | 1.62 | 17 | 2 | 1.66 | 25 |
| 16 | 90 | 11 | 9 | 54 | 8.18 | 10.00 | 1.22 | 11 | 1 | 1.66 | 12 |
| 17 | 120 | 14 | 12 | 40 | 8.57 | 10.00 | 1.16 | 15 | 1 | 1.66 | 8 |
| 18 | 101 | 12 | 9 | 45 | 8.41 | 8.41 | 1.33 | 13 | 2 | 1.66 | 22 |
| 19 | 97 | 11 | 8 | 48 | 8.81 | 12.12 | 1.37 | 14 | 2 | 1.66 | 25 |
| 20 | 110 | 13 | 10 | 46 | 8.46 | 11.00 | 1.30 | 11 | 2 | 1.66 | 20 |
| 21 | 88 | 8 | 7 | 49 | 11.00 | 12.57 | 1.14 | 12 | 1 | 1.66 | 14 |
| 22 | 88 | 11 | 8 | 59 | 8.00 | 11.00 | 1.37 | 9 | 1 | 1.66 | 14 |
| 23 | 76 | 10 | 8 | 53 | 7.60 | 9.50 | 1.25 | 12 | 2 | 1.66 | 25 |
| 24 | 75 | 9 | 7 | 48 | 8.33 | 10.71 | 1.28 | 14 | 1 | 1.66 | 14 |
| 25 | 69 | 8 | 7 | 43 | 8.62 | 9.85 | 1.14 | 13 | 1 | 1.66 | 14 |

| NO | NW | NC | NT | LD % | W/C | W/T | C/T | NE | NET | E/T | EFT/T% |
|----|----|----|----|------|-----|-----|-----|----|-----|-----|--------|
| 26 | 73 | 7 | 6 | 46 | 10.42 | 12.16 | 1.16 | 9 | 2 | 1.66 | 33 |
| 27 | 80 | 9 | 7 | 40 | 8.88 | 11.42 | 1.28 | 12 | 2 | 1.66 | 28 |
| 28 | 86 | 10 | 8 | 45 | 8.60 | 10.75 | 1.28 | 10 | 1 | 1.66 | 13 |
| 29 | 97 | 11 | 8 | 46 | 8.81 | 12.12 | 1.37 | 13 | 1 | 1.66 | 13 |
| 30 | 110 | 14 | 12 | 46 | 7.85 | 9.16 | 1.16 | 15 | 1 | 1.66 | 8 |
| 31 | 91 | 12 | 9 | 60 | 7.58 | 10.11 | 1.33 | 13 | 1 | 1.66 | 11 |
| 32 | 103 | 12 | 10 | 47 | 8.58 | 10.30 | 1.20 | 12 | 2 | 1.66 | 20 |
| 33 | 94 | 11 | 9 | 55 | 8.54 | 1.44 | 1.22 | 13 | 1 | 1.66 | 11 |
| 34 | 78 | 7 | 7 | 45 | 11.14 | 9.75 | 1.00 | 12 | 1 | 1.66 | 14 |
| 35 | 105 | 10 | 9 | 46 | 10.50 | 11.66 | 1.11 | 14 | 1 | 1.66 | 11 |
| 36 | 108 | 13 | 12 | 43 | 8.30 | 8.30 | 1.08 | 13 | 2 | 1.66 | 16 |
| 37 | 95 | 11 | 9 | 40 | 8.63 | 10.55 | 1.22 | 16 | 1 | 1.66 | 11 |
| 38 | 68 | 5 | 5 | 35 | 13.60 | 13.60 | 1.00 | 10 | 1 | 1.66 | 20 |
| 39 | 78 | 7 | 7 | 60 | 11.14 | 11.14 | 1.00 | 13 | 1 | 1.66 | 14 |
| 40 | 102 | 12 | 9 | 55 | 8.50 | 11.33 | 1.33 | 10 | 1 | 1.66 | 11 |

## Group 2 Post Writing Result

| NO | NW | NC | NT | LD % | W/C | W/T | C/T | NE | NET | E/T | EFT/T% |
|----|----|----|----|------|-----|-----|-----|----|-----|-----|--------|
| 1 | 126 | 14 | 11 | 58 | 9.00 | 11.45 | 1.27 | 11 | 3 | 1.00 | 27 |
| 2 | 98 | 11 | 8 | 42 | 8.90 | 12.25 | 1.37 | 13 | 3 | 1.62 | 37 |
| 3 | 118 | 13 | 10 | 45 | 9.07 | 11.80 | 1.40 | 15 | 2 | 1.50 | 18 |
| 4 | 125 | 15 | 10 | 42 | 8.33 | 12.50 | 1.40 | 14 | 1 | .71 | 10 |
| 5 | 120 | 9 | 8 | 53 | 13.33 | 15.00 | 1.12 | 11 | 3 | 1.37 | 37 |
| 6 | 118 | 13 | 8 | 49 | 9.07 | 14.75 | 1.20 | 10 | 1 | 1.25 | 13 |
| 7 | 110 | 12 | 9 | 62 | 9.16 | 10.00 | 1.44 | 13 | 2 | 1.44 | 20 |
| 8 | 112 | 11 | 8 | 58 | 10.18 | 14.00 | 1.22 | 12 | 1 | 1.50 | 13 |
| 9 | 124 | 13 | 10 | 44 | 9.53 | 12.40 | 1.20 | 11 | 2 | 1.00 | 20 |
| 10 | 108 | 12 | 8 | 48 | 9.00 | 13.50 | 1.11 | 12 | 2 | 1.33 | 22 |
| 11 | 108 | 11 | 8 | 42 | 9.81 | 13.50 | 1.37 | 9 | 1 | 1.12 | 13 |
| 12 | 296 | 11 | 9 | 40 | 8.72 | 10.66 | 1.22 | 12 | 3 | 1.33 | 33 |
| 1 3 | 398 | 10 | 8 | 43 | 9.80 | 12.25 | 1.25 | 9 | 2 | 1.12 | 20 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 14 | 106 | 12 | 9 | 44 | 8.83 | 11.77 | 1.33 | 11 | 2 | 1.22 | 22 |
| 15 | 98 | 10 | 8 | 45 | 9.80 | 12.25 | 1.25 | 9 | 2 | 1.12 | 25 |
| 16 | 108 | 12 | 10 | 36 | 9.00 | 10.80 | 1.20 | 11 | 2 | 1.10 | 20 |
| 17 | 119 | 13 | 10 | 48 | 9.15 | 11.90 | 1.30 | 10 | 2 | 1.00 | 20 |
| 18 | 96 | 12 | 10 | 54 | 8.00 | 9.60 | 1.20 | 11 | 1 | 1.10 | 10 |
| 19 | 99 | 11 | 9 | 52 | 9.00 | 11.00 | 1.22 | 10 | 2 | 1.11 | 22 |
| 20 | 98 | 11 | 9 | 54 | 8.90 | 10.88 | 1.22 | 18 | 1 | 2.00 | 11 |
| 21 | 88 | 9 | 8 | 52 | 9.77 | 11.00 | 1.12 | 11 | 2 | 1.37 | 25 |
| 22 | 97 | 10 | 8 | 50 | 9.70 | 12.12 | 1.25 | 12 | 1 | 1.50 | 12 |
| 23 | 97 | 11 | 9 | 48 | 8.81 | 10.70 | 1.22 | 13 | 2 | 1.44 | 22 |
| 24 | 119 | 14 | 11 | 47 | 8.35 | 10.81 | 1.27 | 11 | 2 | 1.00 | 18 |
| 25 | 112 | 14 | 12 | 50 | 8.00 | 9.33 | 1.16 | 12 | 2 | 1.00 | 25 |
| 26 | 98 | 11 | 9 | 47 | 8.72 | 10.88 | 1.22 | 13 | 2 | 1.44 | 22 |
| 2 7 | 88 | 9 | 8 | 44 | 9.77 | 11.00 | 1.12 | 12 | 2 | 1.50 | 25 |
| 28 | 82 | 10 | 8 | 46 | 8.20 | 10.25 | 1.25 | 12 | 1 | 1.50 | 13 |
| 29 | 114 | 13 | 11 | 46 | 8.76 | 10.36 | 1.18 | 13 | 2 | 1.18 | 18 |
| 30 | 117 | 13 | 10 | 46 | 11.70 | 11.70 | 1.30 | 14 | 2 | 1.40 | 20 |
| 31 | 113 | 13 | 10 | 50 | 11.30 | 11.30 | 1.30 | 13 | 2 | 1.30 | 20 |
| 32 | 84 | 10 | 8 | 52 | 8.40 | 10.50 | 1.25 | 12 | 1 | 1.50 | 13 |
| 33 | 96 | 11 | 11 | 44 | 8.72 | 8.72 | 1.00 | 13 | 2 | 1.18 | 18 |
| 34 | 94 | 10 | 8 | 52 | 9.40 | 11.75 | 1.25 | 14 | 1 | 1.75 | 13 |
| 35 | 93 | 11 | 9 | 56 | 8.45 | 10.33 | 1.22 | 11 | 2 | 1.22 | 22 |
| 36 | 84 | 10 | 9 | 56 | 8.33 | 9.33 | 1.11 | 12 | 2 | 1.33 | 33 |
| 37 | 118 | 14 | 12 | 53 | 8.42 | 9.83 | 1.16 | 13 | 1 | 1.08 | 8 |
| 38 | 86 | 9 | 8 | 62 | 9.55 | 10.75 | 1.12 | 11 | 1 | 1.37 | 12 |
| 39 | 94 | 10 | 8 | 37 | 9.40 | 11.75 | 1.25 | 13 | 2 | 1.62 | 25 |
| 40 | 94 | 10 | 8 | 50 | 9.40 | 11.75 | 1.25 | 12 | 2 | 1.50 | 25 |
| 41 | 96 | 10 | 9 | 52 | 9.60 | 10.66 | 1.11 | 14 | 2 | 1.33 | 22 |
| 42 | 88 | 10 | 8 | 48 | 8.80 | 11.00 | 1.25 | 12 | 1 | 1.50 | 13 |

## Appendix K:Raw Data of the overall writing score and in the 3 aspects for the pilot testing

A. Raw data of the overall writing score for pilot testing.

| No | Score | 25 | % |
|----|-------|------|------|
|    | R1    | R2   | Aver |
| 1  | 9     | 11   | 10   |
| 2  | 18    | 16   | 17   |
| 3  | 15    | 13   | 14   |
| 4  | 11    | 15   | 13   |
| 5  | 11    | 13   | 12   |
| 6  | 17    | 19   | 18   |
| 7  | 16    | 14   | 15   |
| 8  | 18    | 20   | 19   |
| 9  | 11    | 11   | 11   |
| 10 | 10    | 8    | 9    |
| M  | 13.60 | 14.00 | 13.80 |
| SD | 3.534 | 3.682 | 3.42 |

R1- Rater 1       R2- Rater 2       Aver- Average       M- Mean SD=Standard Deviation

Correlation of the two raters= .802

## B. Raw Data in the three aspects of writing for the pilot testing

| Aspects of writing | Measures | Mean | Scores | |
|---|---|---|---|---|
|  |  | R1 | R2 | Aver |
| Fluency | NW | 85.9 | 85.9 | 85.9 |
|  | NC | 9.01 | 8.95 | 8.98 |
|  | NT | 8.01 | 8.01 | 8.01 |
| Accuracy | NE | 11.98 | 12.78 | 12.38 |
|  | NEFT | 1.39 | 1.23 | 1.31 |
|  | EFT/T | 13% | 14% | 14% |
|  | E/T | 1.24 | 1.82 | 1.53 |
| Complexity | LD | 48.4% | 47.6% | 48% |
|  | W/c | 7.98 | 9.60 | 8.79 |
|  | W/T | 10.02 | 10.30 | 10.16 |
|  | C/T | 1.42 | 0.98 | 1.20 |

Correlation of the two raters for NW= .97; NC= .85;NT=.92;NE= .88; NEFT=.94   ; EFT/T= .92;E/T=.86  LD=.98; W/C=.84  W/T= .96   C/T= .88

# Appendix L: Raw data of the Writing Score for the two Groups

| Coding | |
|---|---|
| ID Number | Students' Name |
| 1 | Control |
| 2 | Experimental |

A. Control Group

| ID | Pre-test 25% | | | Post-test 25% | | |
|---|---|---|---|---|---|---|
| | R1 | R2 | Av | R1 | R2 | Av |
| 1 | 14 | 16 | 15.0 | 15 | 17 | 16 |
| 2 | 11 | 13 | 12.0 | 14 | 13 | 13.5 |
| 3 | 11 | 10 | 10.5 | 11 | 9 | 10 |
| 4 | 13 | 11 | 12.0 | 15 | 16 | 11.5 |
| 5 | 10 | 6 | 8.0 | 12 | 10 | 11 |
| 6 | 13 | 17 | 15.0 | 16 | 17 | 16.5 |
| 7 | 10 | 12 | 11.0 | 10 | 11 | 10.5 |
| 8 | 8 | 10 | 9.0 | 9 | 11 | 10 |
| 9 | 7 | 9 | 8.0 | 8 | 10 | 9 |
| 10 | 11 | 9 | 10.0 | 11 | 11 | 11 |
| 11 | 15 | 13 | 14.0 | 11 | 13 | 12 |
| 12 | 11 | 11 | 11.0 | 15 | 14 | 14.5 |
| 13 | 11 | 12 | 11.5 | 12 | 13 | 12.5 |
| 14 | 12 | 14 | 13.0 | 16 | 12 | 14 |
| 15 | 10 | 9 | 9.5 | 12 | 8 | 10 |
| 16 | 11 | 12 | 10.5 | 11 | 12 | 11.5 |
| 17 | 13 | 14 | 13.5 | 14 | 16 | 15 |
| 18 | 14 | 16 | 15.0 | 16 | 15 | 15.5 |
| 19 | 17 | 18 | 17.5 | 16 | 14 | 15 |
| 20 | 19 | 17 | 18 | 19 | 20 | 19.5 |

| 21 | 9 | 8 | 8.5 | 8 | 6 | 7 |
|---|---|---|---|---|---|---|
| 22 | 12 | 8 | 10.0 | 8 | 9 | 8.5 |
| 23 | 12 | 11 | 11.5 | 9 | 11 | 10 |
| 24 | 10 | 8 | 8.0 | 10 | 8 | 9 |
| 25 | 7 | 9 | 8.0 | 8 | 8 | 8 |
| 26 | 13 | 12 | 12.5 | 12 | 16 | 14 |
| 27 | 8 | 9 | 8.5 | 12 | 8 | 10 |
| 28 | 16 | 15 | 15.5 | 15 | 19 | 17 |
| 29 | 13 | 13 | 13.0 | 13 | 15 | 14 |
| 30 | 10 | 12 | 11.0 | 12 | 14 | 13 |
| 31 | 8 | 8 | 8.0 | 11 | 9 | 10 |
| 32 | 12 | 14 | 13.0 | 13 | 15 | 14 |
| 33 | 10 | 8 | 9.0 | 12 | 14 | 13 |
| 34 | 13 | 12 | 12.5 | 11 | 12 | 11.5 |
| 35 | 12 | 10 | 11.0 | 10 | 9 | 9.5 |
| 36 | 11 | 12 | 11.5 | 11 | 9 | 10 |
| 37 | 11 | 11 | 11.0 | 11 | 11 | 11 |
| 38 | 9 | 7 | 8.0 | 9 | 7 | 8 |
| 39 | 10 | 9 | 9.5 | 11 | 9 | 10 |
| 40 | 8 | 6 | 7.0 | 10 | 8 | 9 |
| M | 11.30 | 11.43 | 11.35 | 12.13 | 11.98 | 12.05 |
| SD | 2.83 | 3.08 | 3.84 | 2.92 | 3.28 | 2.93 |

Pearson correlation of the two raters in pretest= .78   and in post- test= .70

B. Experimental Group

| ID | Pre-test 25% | | | Post-test 25% | | |
|---|---|---|---|---|---|---|
| | R1 | R2 | Ave | R1 | R2 | Ave |
| 1 | 14 | 16 | 15 | 20 | 22 | 21.0 |
| 2 | 11 | 11 | 11 | 12 | 14 | 13.0 |
| 3 | 11 | 13 | 12 | 16 | 14 | 15.0 |
| 4 | 9 | 11 | 10 | 13 | 14 | 13.5 |
| 5 | 8 | 9 | 8.5 | 12 | 13 | 12.5 |
| 6 | 11 | 15 | 13 | 17 | 19 | 18.0 |
| 7 | 10 | 11 | 10.5 | 15 | 14 | 14.5 |
| 8 | 9 | 7 | 8 | 13 | 11 | 12.0 |
| 9 | 20 | 19 | 19.5 | 16 | 15 | 15.5 |
| 10 | 13 | 15 | 14 | 14 | 12 | 13.0 |
| 11 | 12 | 11 | 11.5 | 12 | 14 | 13.0 |
| 12 | 13 | 17 | 16 | 17 | 18 | 17.5 |
| 13 | 14 | 13 | 13.5 | 16 | 15 | 15.5 |
| 14 | 8 | 9 | 8.5 | 8 | 10 | 9.0 |
| 15 | 17 | 19 | 18 | 21 | 19 | 20.0 |
| 16 | 18 | 17 | 17.5 | 15 | 17 | 16.0 |
| 17 | 15 | 16 | 15.5 | 16 | 18 | 17.0 |
| 18 | 13 | 14 | 13.5 | 16 | 15 | 15.5 |
| 19 | 10 | 9 | 9.5 | 9 | 11 | 10.0 |
| 20 | 9 | 9 | 9 | 12 | 10 | 11.0 |
| 21 | 15 | 14 | 14.5 | 15 | 16 | 15.5 |
| 22 | 11 | 11 | 11 | 13 | 11 | 12.0 |
| 23 | 12 | 13 | 12.5 | 13 | 14 | 13.5 |
| 24 | 16 | 14 | 15 | 16 | 17 | 16.5 |
| 25 | 10 | 10 | 10 | 12 | 11 | 11.5 |
| 26 | 6 | 9 | 7 | 10 | 9 | 9.5 |
| 27 | 14 | 13 | 13.5 | 13 | 13 | 13.0 |
| 28 | 10 | 12 | 11 | 12 | 12 | 12.0 |
| 29 | 11 | 12 | 11.5 | 13 | 15 | 14.0 |
| 30 | 12 | 12 | 12 | 14 | 13 | 13.5 |
| 31 | 13 | 14 | 13.5 | 14 | 16 | 15.0 |
| 32 | 9 | 7 | 8 | 10 | 11 | 9.5 |
| 33 | 10 | 12 | 11 | 14 | 13 | 13.5 |
| 34 | 8 | 8 | 8 | 11 | 10 | 10.5 |
| 35 | 6 | 8 | 7 | 9 | 9 | 9.0 |
| 36 | 14 | 13 | 13.5 | 14 | 16 | 15.0 |
| 37 | 11 | 13 | 12 | 13 | 15 | 14.0 |
| 38 | 8 | 10 | 9 | 10 | 12 | 11.0 |
| 39 | 8 | 9 | 8.5 | 10 | 9 | 9.5 |
| 40 | 12 | 14 | 13 | 13 | 15 | 14.0 |
| 41 | 15 | 14 | 14.5 | 16 | 15 | 15.5 |
| 42 | 12 | 10 | 11 | 14 | 12 | 13.0 |
| M | 11.62 | 12.21 | 11.93 | 13.55 | 13.79 | 13.66 |
| SD | 3.12 | 3.04 | 3.02 | 2.77 | 3.00 | 2.81 |

Pre-test Pearson correlation of the two raters = .86

Post-test Pearson correlation of the two raters=.85

**Student 2**

Student 6
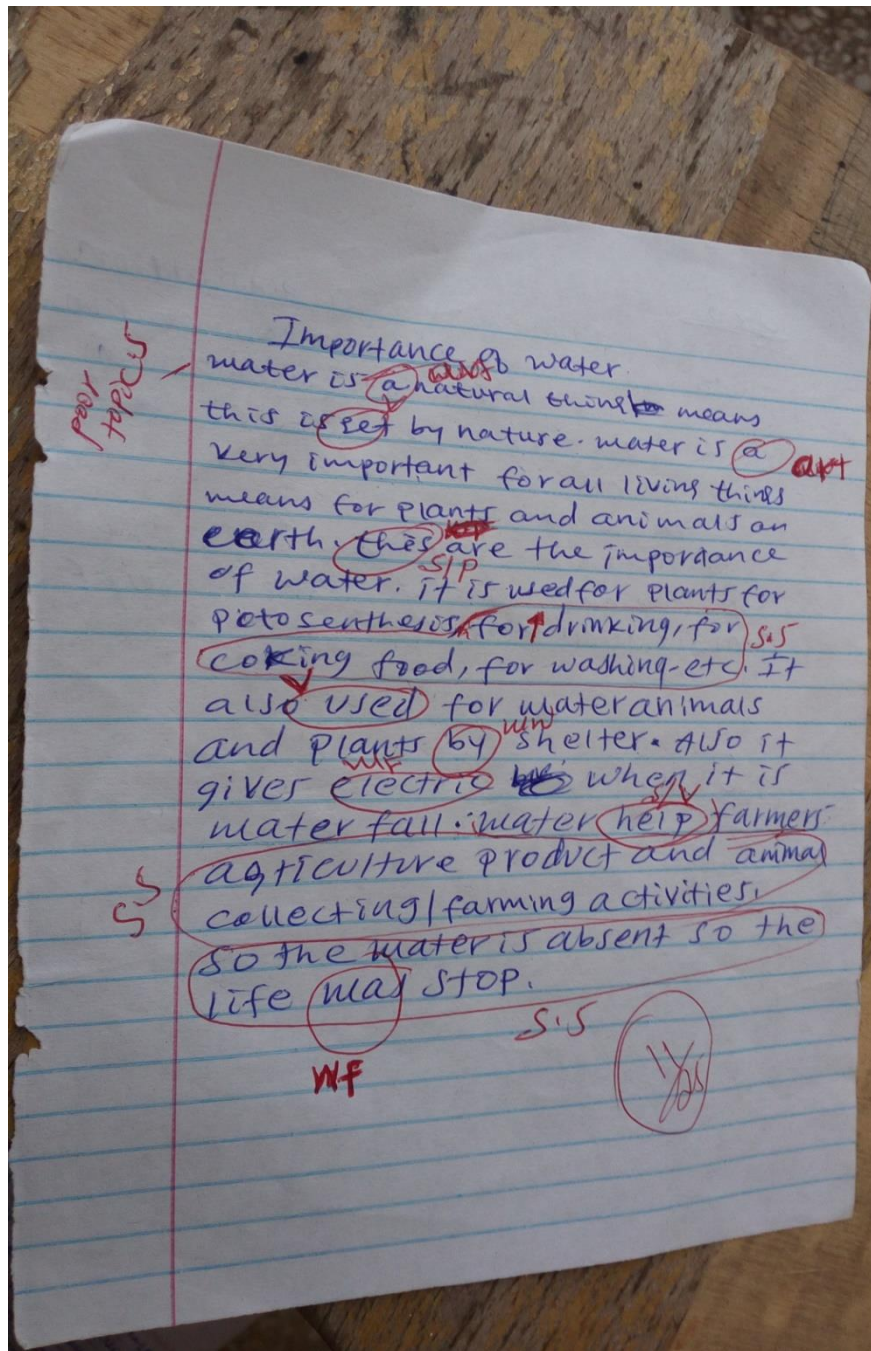


The Importance of water
Water is the very much isential
need (by) living thing organisms.
and it contaned elements
hydrogn and oxgnen infact that
the one third of the world
are made in water. when we
talk about the Importance of
water it is the back bone of
our metabolic system and
photosynsesis. And also it user
preparing to our tay to day
activity. That means washing,
drinking and preparing food.
Generally water is our life
so when no water life stop.

B: Pre-Test Paragraphs of the Experimental Group

Student 17

Importance of water

Very importance of living thing is water becose water used to varous things like washing cloth and body, prepare foor, plant groth etc. It use also not twarm the inviroment because it cool the weather and not warm To go farming activities like agricalture product and animal herding. Also it use to irigation, transport and sorce of electric,

Student 25



Importance of water

water is necessary of our life such as for dringing, washing, crop production, plant srow and animal drinking. There are the use of water directly. water is use as source of energy, manufacere good and services. Also it used to make Building block. These are the use of water indirectly. Generaly it is very isential for plant and animal and other organism like that of alge.

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# Appendix N: Sample Post Test Paragraphs
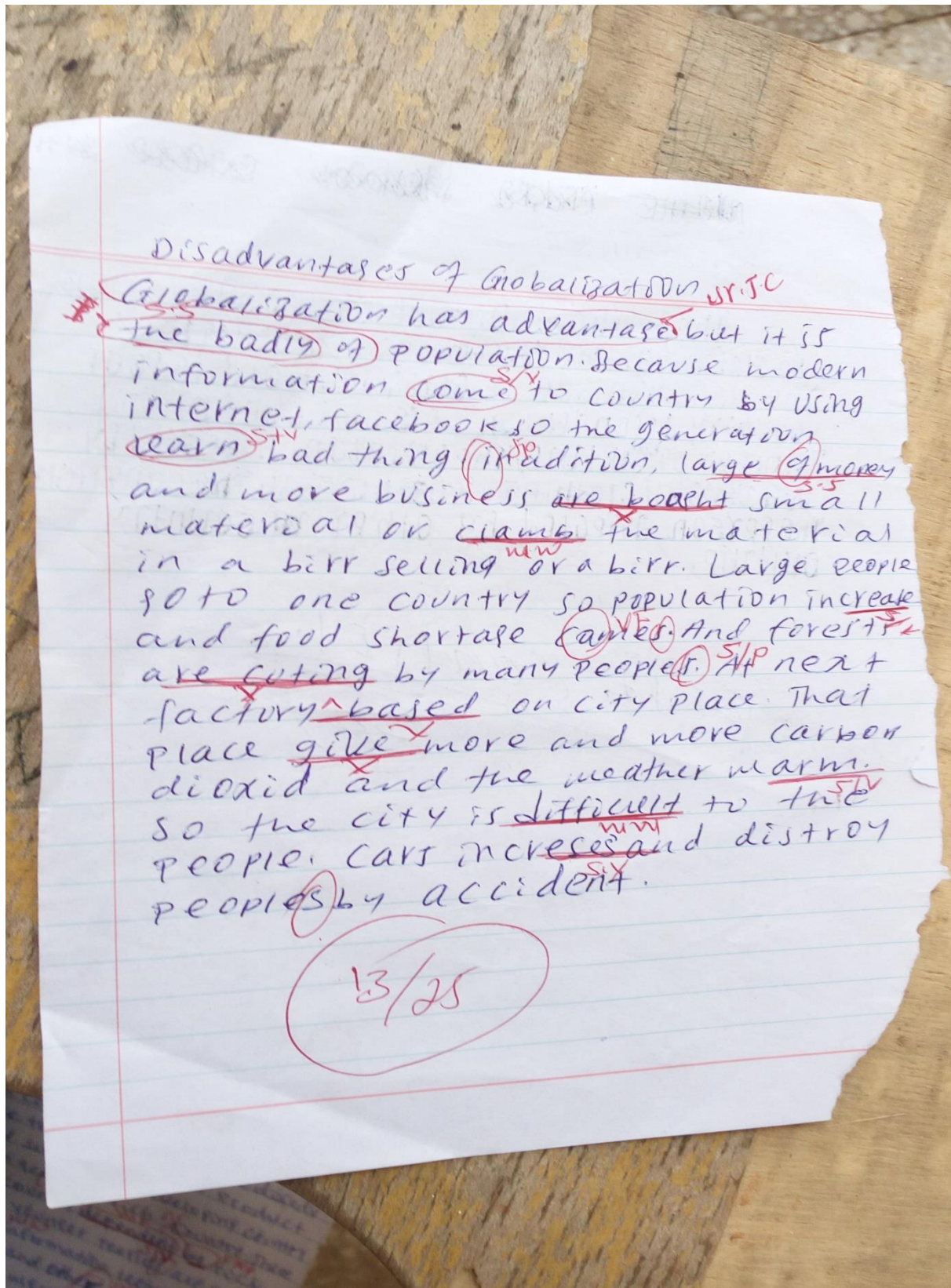
A: Post Test Paragraphs of the Experimental Group

Student: 6
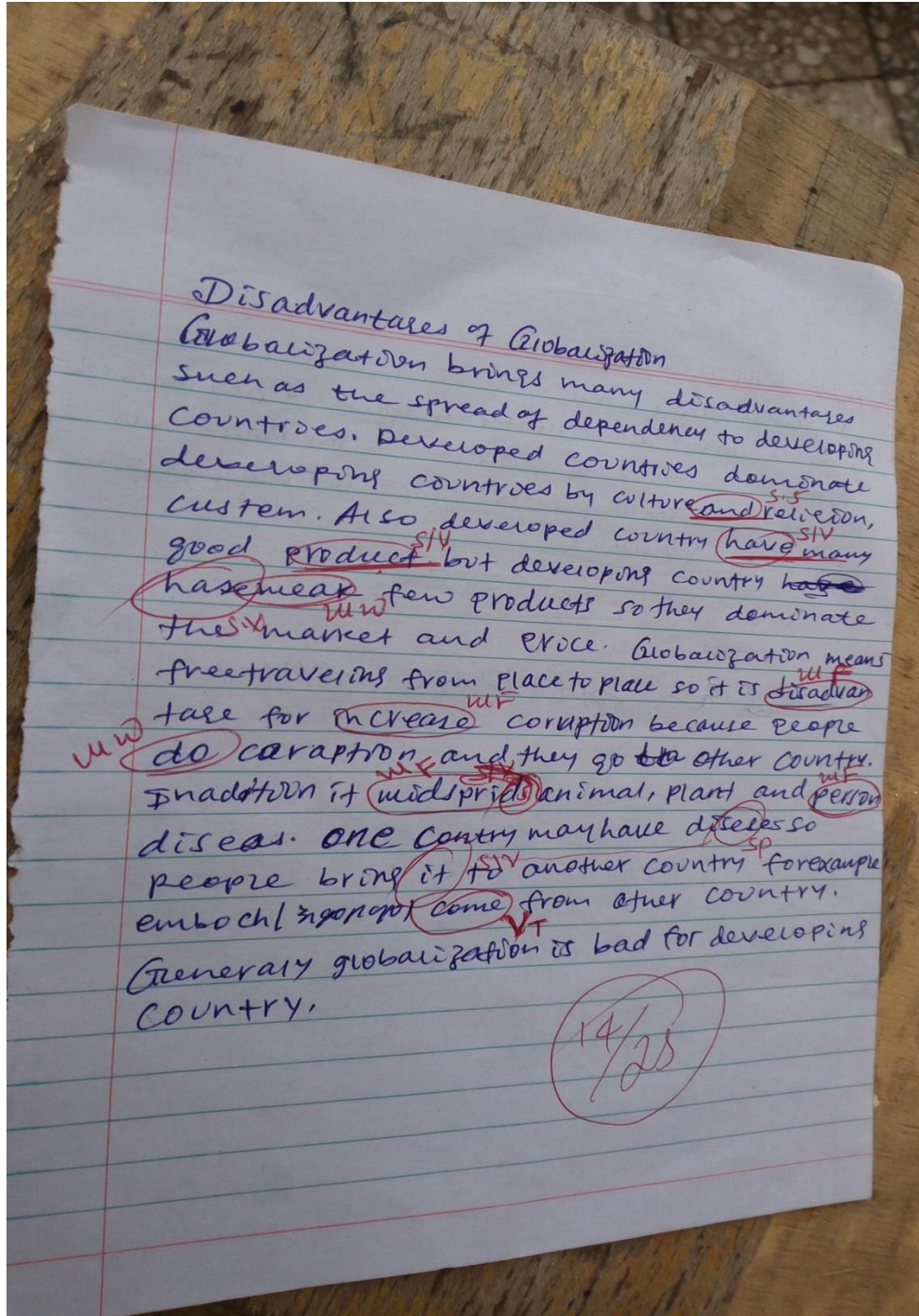
Disadvantages of Globalization

Globalization is the process of changing information, goods and services by free dom from country to country. The disadvantages are that it limits the product of goods and services of developing country because they get from rich country. Therefore the poor country dependent by rich country. The younger peoples are condu cted by many information tecnolopy like facebook, gople and other so the culture is Influenced by western wond countries The tax of lexury materials are very expensive and belifs and the religion also affected because the unnecesarily ideas or unnecesarily cloths wearing come to the country. The main dis advantage is to bother the poor country development, the religion and the culture influence by other developed world countries.

17/25

Student 37

B: post Test Paragraphs of the Control Group

Disadvantages of Globalization sr.JC

Globalization has advantage but it is the badly of population. Because modern information come to country by using internet, facebook so the generation learn bad thing tradition, large of money and more business are boaght small material or ciamb the material in a birr selling or a birr. Large people go to one country so population increase and food shortage cames. And forestr are cuting by many peoples. At next factory ^based on city place. That place give more and more carbon dioxid and the weather warm. So the city is difficult to the people. Cars increses and distroy peoples by accident.

13/25

Student 18

disadantages of globalization S.S
Globalization is good of sometimes.
Globalization have many dis
advantage. The disadvantage is by
effected one country example educa
tion, religion, calter. Also it is
Kill the generation by bad things
FoRexamples makife is extravan
cy becose many time people use
it repetly in calling, face book
and game. Therefor, the Pace
is less and less and the work ti
reduce. In adition globalizati
is bad when people travel
place to place, the speed a
diseses cath people. S.S

12/25

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