

The effectiveness of the RAFT strategy in the achievement of fourth-grade literary students in the subject of history

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Abstract:

The current research aims to know the effectiveness of the RAFT strategy in literary achievement among fourth-grade students in the subject of history, and to achieve this, the researchers chose a partial-controlled design for the research based on two equal groups and the researchers intentionally chose a sample of fourth-grade literary students in Al-Thaqalin High School affiliated to Diwaniyah Governorate Center for the academic year (2020-2021) for the first course, the study sample consisted of (40) students by (20) students for each group, the researchers are statistically rewarded between students of the two groups in a number of variables, namely (chronological age, intelligence, parents academic achievement, previous achievement of the history).

With regard to the research tool, the two researchers intended to build the research tool represented by an achievement test, in its final form consisting of (50) paragraphs, and the apparent validity, construct validity, discrimination coefficient and difficulty were calculated for this test, as for the reliability of the test, it was extracted by (Alpha Cronbach) method, reaching (0.88), and defined the scientific material in the first five chapters, and formulated the goals according to Bloom's classification of the six levels (knowledge, understanding, application, analysis, synthesis and evaluation), where the number of goals reached (140) behavioral goals, he prepared teaching plans for the subjects to be taught in the history subject. The first researcher also studied the experimental and control research groups himself, starting from Tuesday 1/12/2020 until Wednesday, 2/17/2021.

After analyzing the results statistically using (SPSS) and (Microsoft Excel), the results showed the superiority of the experimental group students who studied according to the RAFT strategy over the control group students who studied according to the usual method of achievement test.

In light of the results of the research, the researchers recommended the possibility of using effective learning strategies, especially the RAFT strategy in teaching history to the fourth literary grade, because of its positive impact on raising students' achievement levels, they also suggested conducting a study to demonstrate the effectiveness of the RAFT strategy in other variables and for other academic stages.

Keywords: The RAFT Strategy , The Achievement

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Chapter One: Definition of Research

Problem of the Research:

It is well known that history is one of the subjects that students suffer from understanding and interacting with, this is due to the abstraction of social terms present in the curriculum that are far from the students' minds. (Khader, 2006: 10)

The prevailing trend in teaching history at the present time is to use the usual method that emphasizes theoretical aspects, without the students' contribution and interaction in educational situations, and that the teaching

of history has remained dependent on the method of recitation and indoctrination on the part of the teacher, and memorization on the part of the students. (Atiyah, 157: 2015)

Therefore, it has become necessary to search for the most effective methods that make the student the focus of the educational process and he'll be active and interactive with his colleagues and his teacher, by reviewing methods of teaching history and adopting educational methods based on students' participation seriously and paying attention to their psychological, educational and social needs in order to participate in the educational process,

and the need to bypass The traditional methods that make students receptive only, but it is necessary to increase students' activity through their interaction with their colleagues and with the teacher.

Hence, the current research problem arises with the following question:

(What is the effectiveness of the RAFT strategy in the achievement of fourth-grade literary students in the subject of history)?

Importance of the Research:

The importance of education is evident by its endeavor to achieve the goals set for it, as it eliminates the gap between theory and practice. Education can only achieve its goals through the most important channels, which is the curriculum, the curriculum, in its comprehensive sense, consists of educational, social, cultural and scientific experiences that the school plans and prepares for its students to learn inside or outside the school to equip them with patterns of behavior, modify or change them towards the desired direction by practicing all the activities necessary to learn the experiences that help them complete their growth, a series of curricula based on solving the problems faced by students have been built, and work continues from the primary stage to the university stage, and these curricula are based on continuous renewal and is based on scientific experiences and evidence and fulfilling the requirements of the educational process. (Solomon & Sue, 2005,13)

Among these curricula are social materials that are considered an important focus for students because of the clear impact on their lives, and social means organizing relationships between individuals and society as it helps to achieve this goal. Teaching social subjects focuses on familiarity with knowledge and transferring it, developing and changing trends, and using skills that would change behavior affecting the quality of life we live. (Khader, 2006: 21)

History, in its broad sense, is concerned with studying the past, starting from the formation of creation until the present time, it is concerned with studying the roots striking in the past of present-day issues and determines the directions of the future and makes it developed from the past. Rather, history is the important measure of the civilized progress that any society makes in various aspects of life (Catot, 184: 2009), the teacher is no longer just a teacher based on communicating information to students, as his primary role is to stimulate enthusiasm and activity among students, as he enjoys wide flexibility in the appropriate choice of teaching methods, as the method leads to enhancing students' participation in the educational process on the one hand and achieving learning objectives on the other hand (Hariri, 2016: 313)

Teaching is the applied aspect of learning and is not effective unless it is planned in advance, that is, it is designed in an organized and sequential manner. Teaching is a communicative activity that aims to obtain a large amount of knowledge, apply facts and procedures, and stimulate learning to include communicative actions between students and teachers, it is also a system of planned work that leads to the learning of students in their various aspects (Watkins et. al, 2007.10) and (Burgess&Imogen,2005,68).

The RAFT strategy is one of the effective learning strategies, and its purpose is to be a catalyst for later learning and provides students with the opportunity to recall, seek clarification, and ask about what they know and what they are looking to know in doing so, it provides students with an opportunity to uncover what is difficult for them to understand and provides them with an opportunity to gauge how well students understand the content they are learning, writing to learn is to make them think about what they are about to learn, to find the right words to explain this learning and how they understood it, and to know the processes they used to reach this understanding (Al-Ma`aytah et al., 2011: 11)

Achievement is important to bring about a behavioral, cognitive and social change in students, which is called learning. Achievement is a product of learning, and this importance is evident in the degree to which it achieves the cognitive, emotional and skill goals, so the more influential the achievement among students, its positive effectiveness and its educational importance in the behavior of students for the better and helps them to interact with the environment. (Hewitt, 2008, 44)

The Objective of Research

The current research aims to identify: The effectiveness of the RAFT strategy in literary achievement among fourth-grade students in the subject of history.

Hypothes of Research

- There are no statistically significant differences at the level of significance (0.05) between the mean scores of the experimental group students who study with the RAFT strategy and the average scores of the control group students who study in the usual way of achievement.

Limitations of Research

The current research is limited to:

- 1- Fourth-grade literary students in the preparatory schools of the Diwaniyah Education Directorate.

2- History of the Arab Islamic Civilization book for the fourth literary grade, the first six chapters.

3- The first semester of the year (2020-2021).

Bounding of the Terms

RAFT Strategy: Known by:

- (Rudasil: 2011, 75): It is one of the strategies that focus on higher thinking skills and aims to integrate reading and writing in an enjoyable and challenging way of thinking as well, and it is implemented for all students of the class or in the form of groups.

Achievement: Known by:

- (Baines et. Al, 2009, 21): "The acquired result of accomplishing or learning something successfully, effortlessly and skillfully".

- Procedural definition: It is the outcome of what students learn after completing the study of the educational material directly, and it is measured by the total score obtained by the student in the test prepared for this purpose.

Chapter two: The theoretical background

Active learning is the student's work directly and actively in the teaching process (learning by activities) that is carried out inside the classroom where active learning emerged at the end of the twentieth century and its importance increased at the beginning of the twenty-first century as one of the contemporary education trends that have a positive impact on education inside and outside the classroom on school and university students. (Ambosaidi & Hoda, 25: 2015)

The foundations that the effective learning based on

1. Involving students in choosing the work system and its rules.
2. Allowing students to self-administer and create an atmosphere of reassurance and enjoyment while learning.
3. Diversity of learning resources and the use of student-centered teaching strategies.
4. Enabling communication from all directions between the teacher and students.
5. Arrange the students' session to suit the topic.
6. Timely reinforcement. (Adams, 2011, 19)

RAFT strategy

The scientist and university professor Ruddel created the RAFT Strategy. (It is a strategy in which writing is integrated in an unconventional way with reading, as students are asked to reflect their deep understanding of what they read by employing it in the production of a thing, a new product, or an idea, and it is used with all topics, regardless of real or fictional. The high degree of flexibility in the form of the subject gives both the teacher or researcher and the student an unlimited opportunity for productivity.

And that the phrase RAFT is composed of the following elements:

- (Role) it means the role (R).

- (Audience) it means the audience (A),

- (Format) it is the writing form (F)

- (Topic) means its subject (T).

We will discuss in detail these four elements:

1- Role (R): In the final product, what role will the learner play (writer, editor, actor, painter, politician, scientist ...?)

Audience (A): To whom does the final product present, present or direct (class students, school council, parents, and local community.)

3- Format (F): What is the shape or form of the final product that will be presented and reflects the learner's understanding and in-depth interaction with the text (the content):

Brochure, magazine, video, editorial (editor-in-chief), song, game, writing assignment (message), artwork, play, poem, project, implementation plan.

4- Topic (T): What will the final product focus on?

The answer to an urgent question, a case consistent with the text or its period of time

A personal interest or interest related to the audience and the role they play or represent

(Persuading others, marketing an idea, developing instructions or pleading to defend an idea) (Al-Ma'aytah et al., 10: 2011)

Significance of RAFT Strategy: (Integrated with Activity-Based Learning:

Project, trial, investigation.

Students can interact with a single text in a distinct way, as it leads to various products: essay, brochure, design, project, painting, and poem. (Al-Ma`ayta et al., 2011: 11).

Achievement in its modern sense is the acquisition of correct scientific means through which school skills can be accessed in an organized scientific manner, so it is concerned with two aspects of learning outcomes, namely the cognitive and skill aspect, and that the interest in defining the cognitive and skill side implies an interest in the emotional aspect. (Baines et. Al, 2009, 22)

(David Harger Yves) suggested that there are at least four aspects of achievement that the school needs to develop:

1. The ability to remember and use facts: This aspect is concerned with the type of achievement that general examinations seek to measure on the students.
2. Practical and spoken skills: It is concerned with the practical ability to apply knowledge with a focus on problem-solving and research skills.
3. Personal and social skills: The focus is on the student's ability to communicate and communicate with others. This aspect is also concerned with personal facts such as initiative, self-reliance and leadership readiness.
4. Motivation and self-confidence: This aspect is concerned with the student's perception of himself and his

ability, for example, to withstand failure in the face of failure (Hewitt, 2008, 45).

Previous studies

1-Abd al-Kadhim, (2018) study: conducted in Iraq and aimed at knowing the effect of Rafat's strategy on acquiring grammatical concepts and developing creative thinking among fifth-grade literary students, the sample reached (63) students distributed into two experimental and control groups. The study used the experimental design, and the researcher used an achievement test, and it resulted from the superiority of the experimental group over the control group in creative thinking.

2. (Al-Fartousi, 2018) study: conducted in Iraq and aimed at the impact of Rafat's strategy in developing creative expression skills among fifth-grade literary students. The sample reached (64) students distributed into two experimental and control groups, the researcher used the experimental design, and he used a test for the skills of creative expression. The results showed a superiority in the test of creative expression skills in favor of the experimental group.

Chapter three: Procedures of the Research

The researchers used the experimental method in this research, and the researchers chose an experimental design with partial control for the equivalent groups (control and experimental) with the post-test to measure achievement, as shown in Figure (1).

The group	Parity	Independent variable	Dependent variable
Experimental	Chronological age Intelligence Previous information	RAFT Strategies	Achievement
Control	Previous achievement	The usual way	

Figure (1) the experimental design of the research

Research Sample and Population

The current community of research is determined by fourth-grade literary students in the governmental boys' schools (morning study) in the center of the city of Qadisiyah for the academic year (2020-2021), and the researchers intentionally chose Al-Thaqelain high school

students from among the schools, which contains three divisions and by random assignment, from which Division (A) was chosen as an experimental group and Division (C) as a control group, and after excluding students who had failed from the previous year, the number of students in the two groups was (40) by (20) students per group ,they are (chronological age, intelligence, previous information, previous academic

achievement), and there were no differences between the two groups in these variables.

Research Procedures:

The scientific material was specified in Chapters (1, 2, 3, 4, and 6) of the book on the history of Arab-Islamic civilization for the fourth literary grade, and (140) behavioral goals were formulated according to the six levels of Bloom's cognitive classification, and the

Research tool

The researchers prepared a tool for measuring (achievement in the history course) to find out the extent of the effect of the independent variable (RAFT) on this variable, and the following is an explanation of the procedures followed in building the tool:

Preparing the achievement test

The test aims to measure the literary achievement of fourth-grade students, and the test included (50 items) with 34 items of the multiple choice with four alternatives and 16 items of the type of essays, in addition to preparing instructions for students explaining how to answer the test items with an illustrative example in the test To facilitate the answer, the validity of the apparent test was verified by presenting it to a number of arbitrators in the field of education, psychology and teaching methods, to express their views on the validity of the test paragraphs and some of them were amended in the light of their opinions, the paragraphs that obtained an agreement percentage (80%) or more were retained, and the validity of the test content was also confirmed by determining the psychological characteristics of the test as follows:

A- Item Difficulty Index:

When calculating the difficulty factor for each of the test items, it was found that it ranged between (0.32 - 0.68), so all the objective test items were of moderate difficulty and thus all are acceptable, as Bloom believes that the test is good and valid for application if the difficulty index of its paragraphs is between (0.20 - 0.80). (Al-Azzawi, 2008: 82)

B- Item Discrimination Index:

When calculating the discrimination index for each of the test items, he found it between (0.30 - 0.66), as (Eble)

researchers prepared (16) study plans For each of the two groups according to the (RAFT) strategy of the experimental group and according to the usual method with regard to the control group students, the behavioral plans and objectives were presented to a group of arbitrators in education and methods of teaching history to see their suitability for the purpose for which they were prepared and in light of what the experts showed, some necessary amendments were made to it.

sees that the test items are considered good if their distinction strength is (0, 30) or more, provided that they do not exceed (1), which means that all the test items Is good (Rani et. Al, 2007: 63)

C- The Test Reliability:

In order to verify the stability of the achievement test, the researcher used the (Fakronbach) method, which reached (0.84), which is a very good reliability indicator. (Najm and Khulod, 140: 2016)

The achievement test has become ready to be applied to the research sample, and it is composed of (50) paragraphs 34 of which are objective in the multiple choice type with four alternatives, one correct, and 16 essay items and the highest score for the test is (50) and the lowest score is (zero).

Application of the experiment: The first researcher began applying the experiment on the members of the two research groups on Tuesday, 12/1/2020, by teaching two classes per week according to the plans prepared for each group, as the teaching continued until Wednesday, 2/17/2021.

Statistical methods: The two researchers used the Statistical Package for Social Sciences (SPSS) and the (Microsoft Excel) program in calculating: the arithmetic mean, standard deviation, t-test, chi-square, difficulty coefficient for the two test, discrimination coefficient, effectiveness of false alternatives, Alpha Cronbach coefficient.

Chapter Four: Presentation of findings, conclusions, recommendations and proposals

Presentation of results: The null hypothesis stated that (there is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who study with the RAFT strategy and the average scores of the control group students who study in the usual way of achievement).

In order to verify the validity of this hypothesis, the two researchers calculated the arithmetic mean and the T-

value of the scores of the two research groups in the achievement test, as shown in the following table:

Table (1) results of (t.test) test for two independent samples of the two search groups in the achievement test

The group	The number of students	Average arithmetic	standard deviation	Degree of freedom	t-test value		Statistical significance at (0.05) level
					Calculated	Tabular	
Experimental	20	42.1	3.712	38	5.893	2	Function
Control	20	30.8	7.7296				

It appears from Table (4) that the arithmetic mean of the grades of the experimental group students equals (42.100), while for

the control group it equals (30.800) and that the calculated T value amounted to (5.893), it is greater than the tabular value of (2) at the degree of freedom (38) and the level of significance (0,05), which means that there is a statistically significant difference in favor of the experimental group in the achievement test, and thus the null hypothesis is rejected and the alternative hypothesis is accepted.

Interpretation and discussion of the results: In light of the findings of the research, this can be attributed to one of the following reasons:

- This strategy helps to deliver information to students' minds in an effective way, as if they saw it in a short charade presented to them by their colleagues.
- RAFT strategy within the active learning strategies that works to compel students to participate in the learning and teaching process as they are positive, not negative, as in the usual way.
- The strategy worked to stimulate the students' senses in terms of observation, reflection, attention and focus in presenting roles.
- The strategy ensured spreading the spirit of teamwork and eliminated hesitation and fear among students to participate effectively in the educational situation.
- Teaching with the RAFT strategy provides a measure of suspense and simulation of historical character and events.

Conclusions: In light of the results of the current research, the researchers can conclude the following: -

1. The effectiveness of teaching with the RAFT strategy in achievement compared to the usual method.
2. The RAFT strategy makes the student's role positive, effective and active in the lesson by discussion and exchange of ideas.
3. The students of fourth middle school need modern and varied teaching strategies.

Recommendations: In light of the results of the research, the two researchers recommend the following:

- 1- Adopting effective learning strategies when teaching history in middle school, especially the RAFT strategy.
2. The necessity of training teachers of social subjects on modern strategies, especially strategy (RAFT).
3. Encouraging specialized supervisors to use social subject's teachers of modern strategies that have proven successful experimentally during their visits to schools.
4. Include the curricula of the methods of teaching history prescribed for students of the Faculties of Education and Basic Education, strategies, methods and modern methods in the teaching process, including effective learning strategies.

Proposals: In order to complete the research, the two researchers suggest several proposals, as follows:

1. Study the effectiveness of effective learning, especially the RAFT strategy, in other variables such as the development of other types of thinking such as strategic thinking, future thinking or systematic thinking.
2. Study the effectiveness of RAFT in other study stages, such as the primary stage, taking other variables into consideration.
3. Conducting studies similar to the current study in other subjects such as physics, chemistry or mathematics.
5. Preparing a training program to train in-service teachers and students of Faculties of Education, and Basic Education, especially the stages ending on the RAFT strategy.

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