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## The Effect of SNIPS Strategy on Schools Pupils

**Rasha Saeed Hameed\***

University of Tikrit/ College of Education for Women

[rasha7027@gmail.com](mailto:rasha7027@gmail.com)

&

**Asst.Prof. Muthana Mohammed Badie**

University of Tikrit/ College of Education for Women

[Muthana\\_albazi@tu.edu.iq](mailto:Muthana_albazi@tu.edu.iq)

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### Abstract

The current study aims at investigating the effect of SNIPS strategy on EFL Iraqi pupils' achievement. To achieve the aims of this study, two hypotheses are assumed to be established. First, there is no statistically significant difference between the mean scores of the experimental group (EG) who are taught by SNIPS strategy and the control group (CG) who are taught by traditional methods in the post achievement test. Second, there is no statistically significant difference between the mean scores of the experimental group who is taught by SNIPS strategy and the control group who is taught by traditional methods in a post test.

**Key Word:** Effect, Achievement, Control Group, Experimental Group

\* **Corresponding Author:** Asst.Prof. Muthana Mohammed, Email: [Muthana\\_albazi@tu.edu.iq](mailto:Muthana_albazi@tu.edu.iq)

**Affiliation:** University of Tikrit - Iraq

## أثر استراتيجية SNIPS على طلاب المدارس

رشا سعيد حميد

جامعة تكريت كلية التربية للبنات

و

مثنى محمد بدع

جامعة تكريت كلية التربية للبنات

### المستخلص

تهدف الدراسة الحالية إلى التحقق من تأثير استراتيجية SNIPS على تحصيل طلاب اللغة الإنجليزية كلغة أجنبية في العراق. لتحقيق أهداف هذه الدراسة، تم افتراض وجود فرضيتين. أولاً، لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات المجموعة التجريبية (EG) التي يتم تدريسها بواسطة استراتيجية SNIPS والمجموعة الضابطة (CG) التي يتم تدريسها بالطرق التقليدية في اختبار ما بعد التحصيل. ثانياً، لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات المجموعة التجريبية التي يتم تدريسها بواسطة استراتيجية SNIPS والمجموعة الضابطة التي يتم تدريسها بالطرق التقليدية في اختبار لاحق.

**الكلمات الدالة:** تأثير، انجاز، المجموعة الضابطة، المجموعة التجريبية

### Introduction

Mercer has created SNIPS (1993). SNIPS is a five-step reading method that speeds up online processing by interpreting visual cues. Graphs, charts, maps, time lines, and other visual representations found in texts are the only emphasis of SNIPS. As a result, SNIPS can be effectively employed in conjunction with more text-based techniques to improve students' comprehension of reading assignments. According to Ellen (2002), SNIPS is a reading comprehension technique that will aid in your understanding of the visual aids included in textbooks and reference materials. You may better understand the meaning of images, graphs, charts, timelines, maps, and other visual representations in your textbooks for math, science, and social studies by using the snips technique.

Some students learn best visually; others, however, may become distracted by the visual cues included in modern textbooks. The SNIPS technique seeks to make use of the visual cues on a page as an aid for reading comprehension. The visual learner will benefit from this strategy since they are frequently drawn to visual representations. However, having a mechanism for adding words and meaning to images, graphs, charts, and other visual representations will be helpful for the non-visual learner.

### Statement of the Problem

There are numerous issues with teaching English. The majority of teachers rely on the traditional approach, which has an impact on how well their pupils acquire the English

language. Further, there are communication problems, which prevent pupils from expressing their thoughts. The use of the English language has increased globally as it rises to prominence in the sphere of education (Kitos 1996). Understanding and mastering the English language naturally requires vocabulary, grammar, pronunciation, and the verbal, nonverbal, and written communication skills. The primary issues and challenges that students have in Iraqi schools are that they find it difficult to memorize the words and acquire a concept since the EFL teachers' methods for teaching English as a foreign language are ineffective. According to Alsalhi (2020), educators in schools need to be able to use fresh approaches to raise students' academic progress. There are numerous instructional methods that aim to improve pupils' proficiency in the English language. Due to this, the impacts of SNIPS strategy on pupils' achievement are being studied.

### **Aim of the Study**

Finding out the Achievement in English effect of SNIPS strategy on the Iraqi intermediate pupils' language

### **The Value of the Study**

The value of the current study can be summarized in the following points :

1- practically, it has practical value Since it will be useful for intermediate pupils' achievement and teachers, it will improve pupils' skills . Reading.writing speaking and listening.

2- This study will be valuable for teachers since it will enhance their knowledge of how to teach English text books by suggesting different teaching methods to be implemented by the teacher .

3- Curriculum designers, educators,specialists and interested pupil developers

### **THE Definition of Basic Terms**

#### **SNIPS strategy**

SNIPS strategy is a five steps strategy such as start with question, note what can be learned from hints, identify what is important, plug the important matter into the text, and see if you can explain the text to someone. (Vaughn and Boss 1994).

#### **Effect**

Hornby states that effect is a change of procedure by an action or cause as defined in this research, the effect means the alteration of students' achievement between students who are taught by using SNIPS strategy and those who are not taught by using SNIPS strategy of the second year students at school.(Hornby,1995)

#### **Literature Review**

Shaikha[2019] argues that This current study intends to determine the effect of the S.N.I.P.S method on fifth-grade pupils' performance in natural geography. The researcher used an experimental approach to ensure that the research's goal was met. The General Directorate of Education in Baghdad / Karkh III provided two groups of (60) fifth-grade literary pupils at random, with 30 pupils in each experimental and control group. The researcher created an accomplishment exam with 32 items—26 multiple-choice questions and 6 essay questions—and generated 26 lesson plans for each group. The mean scores of the experimental group's pupils, who used the S.N.I.P.S approach to study, and the control group's pupils, who used the traditional technique, showed statistically significant differences at (0.05).

While Makassar [2016] argues that This study sought to determine if applying the SNIPS Strategy while teaching may help pupils' reading comprehension by comparing the pupils

' reading comprehension before and after instruction. Pre-test and post-test designs for this study were created using the experimental method. The research's target audience was made up of eighth graders at SMP Somba Opu Kabupaten Gowa . The researcher used a technique called purposeful sampling. There were 25 students in the sample. The use of the SNIPS Strategy as an independent variable and the pupils ' reading comprehension as a dependent variable made up the research variables. The study's conclusions showed that pupils ' reading comprehension had increased with regard to literal comprehension details with primary concept and supporting idea. It implies that the pupils ' reading comprehension may be enhanced by using the Start, Note, Identify, Plug and See (SNIPS) strategy.

### **Method and Brocedures**

This part of the study presents the methodology that the researcher conducted in this study. It includes the population, the sample, the instrument and its validity and reliability, and the procedures of the study

### **Method of the Study**

Alpha-Cronbach method was used in this study. This method studies a certain issue or a phenomenon in order to collect information that answers the questions of the study without any bias from the Researcher

### **The Population and Sample of the Study**

According to Lehman and Mehrens (1971, P.18), the population includes all of the designated groups of items, which are often people.

EFL Iraqi intermediate pupils in second grade in Al-Dour Town in Salah Al-den Government make up the population of the current study 2022-2023 .Intermediate School for boys was deliberately chosen because the school consists of two classes in the second grade of school and also for the cooperation of the school administration with the researcher.

### **Table[1]**

#### **The Sample of the Study**

Group	A	30	60
Experimental	B	30	
Control			

### **Post-Test Construction**

To achieve the goals of the study, a post-achievement test is created.

According to Mcnamara (2000), an accomplishment test is restricted to a specific subject matter in a curriculum. The main purpose of achievement assessments is to identify whether pupils at the conclusion of a specific period of training, having attained the course objectives. An achievement exam that is pertinent to the lesson being taught provides feedback to the teacher. The purpose of the post-test, which consists of six questions, is to examine how SNIPS strategy affects pupils' achievement.

### **Table[2]**

#### **Specification of the Achievement post -test**

No	Type	N0.of Items	Category	Total Scores
Q1	<b>Read this text</b>	5	Objective	15

	<b>carefully and...</b>			
Q2	<b>Answer or complete the following questions</b>	5	Semi objective	15
Q3	<b>Identify the correct answer</b>	5	Objective	15
Q4	<b>Identify the correct choice</b>	5	Objective	15
Q5A	<b>-Match these words with pictures -Rearrange the following sentences -Identify an important idea..</b>	5	Objective	5
B		5	Objective	10
C		1	Objective	5
Q6A	<b>Express your ideas...</b>	1	Subjective	10
B	<b>Write a paragraph about..</b>	1	Subjective	10

**Comparison between Experimental Group in the Pre-Test and the Post-Test Scores**

It is found that the mean score of the difference between the pupils' performance of the Experimental group in the posttest is (79.36) with a standard deviation of (9.68). Whereas that of the pretest is (53.26) with a standard deviation (11.80). The calculated t-value is (9.748), which is found to be higher than the tabulated t-value which is (2.04) at (0.05) level of significance when the degree of freedom is (29), as shown in Table (14). Thus, the second hypothesis states that there is not a statistically significant difference between the students' performance in experimental groups for pre and their performance in the post-test in favor of the SNIPS strategy (4.2) .

**Table[3]**

**The T. Test Value of Paired Samples, The Experimental Group Performance in the Pretest and Postest**

Level of Significance	DF	T-Value		SD.	Mean	No. of students	Group
		Tabulated	Calculated				
0.05	29			9.68	79.36	30	posttest
		2.04	9.748	11.80	53.26	30	pretest

### **Conclusion**

According to the findings of the current study , SNIPS strategy was employed in this study. The goal is to find out how the SNIPS strategy affects the academic performance of EFL pupils . Following analysis and data collection and test results indicate that SNIPS-educated pupils do better than those who were taught using traditional methods. The use of SNIPS strategy helps pupils become more motivated to study EFL and enhance the relationship between pupils and teachers . When teaching English, teachers should employ a range of strategies , such as establishing an environment where students can be active .that inspires pupils to take part in class.

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