# The Impact of Using Say Something Strategy on Iraqi EFL University Students' Achievement in Reading Comprehension

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## ABSTRACT

Reading is the most important skill among the four skills in learning English and being able to comprehend various English texts as expected. Yet, the experience has not seemed to be realized. The goal of the "Say Something Strategy" is to assist students in understanding what they are reading by predicting, questioning, clarifying, connecting, or commenting. Telling students to "say something" about the reading, or offering them specific things to say, keeps them engaged with the content.

In this study, the Say Something strategy is an appropriate strategy to progress accomplishment for improving students' reading comprehension success. The study's sample comprises of second-year university students from the English Department, the College of Art, and Tikrit University during the academic year 2022–2023. It has been randomly chosen and has been divided into two groups, the experimental group with (33) students taught by Say Something Strategy and the control group with (33) students without Say Something Strategy, both groups completed the same reading comprehension test. An accomplishment exam was developed, validated, and administered to the two groups involved. The essential data has been collected and statistically analyzed. Because of the implementation of the Say Something Strategy, the obtained results show that there are statistically significant differences in the success of the two groups of students in favor of the experimental group.

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**أثر استخدام إستراتيجية "قل شيئا" على تحصيل طلاب الجامعة في الفهم القرائي للغة الإنجليزية لغة أجنبية**

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**الـمـستـخلـص**

القراءة هي أهم مهارة من بين أربع مهارات في تعلم اللغة الإنجليزية والقدرة على فهم النصوص الإنجليزية المختلفة كما هو متوقع. ان أحد العوامل المهيمنة هو إستراتيجية تدريس الفهم القرائي. حيث ان الغرض من " إستراتيجية قل شيئًا ما " هو مساعدة الطلاب على فهم ما يقرؤونه أثناء توقعهم أو طرح الأسئلة أو التوضيح أو الاتصال أو التعليق. إن إخبار الطلاب بـ "قول شيء ما" عن النص ، أو إعطائهم أنواعًا معينة من الأشياء التي يمكنهم قولها ، يحافظ على تفاعل الطلاب مع النص. من هذا التفاعل يأتي المعنى. في هذه الدراسة ، تعتبر " إستراتيجية قل شيئًا ما " إستراتيجية مناسبة لتحسين تحقيق فهم القراءة لدى الطلاب. تتكون عينة الدراسة من طلاب السنة الثانية / قسم اللغة الإنجليزية / كلية الآداب / جامعة تكريت خلال العام الدراسي 2022-2023. تم اختياره عشوائيًا وقسم إلى مجموعتين ، المجموعة التجريبية المكونة من (33) طالباً تم تدريسهم بواسطة " إستراتيجية قل شيئًا ما "  والمجموعة الضابطة مع (33) طالباً وبدون استخدام " إستراتيجية قل شيئًا ما " ، أكملت المجموعتان نفس اختبار الفهم القرائي. تم إنشاء اختبار تحصيل والتحقق من صحته وتطبيقه على المجموعتين المعنيتين. تم جمع البيانات المطلوبة وتحليلها إحصائياً. أظهرت النتائج المتحصل عليها وجود فروق ذات دلالة إحصائية بين إنجازات طلاب المجموعتين لصالح المجموعة التجريبية تعزى لاستخدام استراتيجية قل شيئا.

## 1.1 Introduction

This study is limited to EFL second year students in the Department of English, College of Arts at the university of Tikrit, who are studying reading comprehension and reading passages throughout (Select Readings), during the academic year 2022-2023. The present study is expected to be valuable as it attempts to familiarize teachers and students of EFL universities with the vision of the Say Something strategy in the field of education, aimed at improving the results of reading comprehension in English.

The value of this study can be stated as follows: The main goal of reading comprehension is that learners understand what they read, then internalize this knowledge and through reading comprehension, learners achieve an understanding of the text, thereby becoming familiar with them master pronunciation, practice the beauty of expression, develop the ability to distinguish right from wrong, get used to speaking well, and provide positive contributions or information to second-year students.

## 1.2 Statement of the Problem

Among other language abilities, reading is the most crucial. Students might read for enjoyment, escape, or to strengthen their background knowledge through reading. Readers who read extensively can expand their ideas for communicating with others and get background information on the subject of reading.

Reading involves communication between the reader and the author. Students should create questions to help them anticipate meaning, seek for information, respond intellectually and emotionally, infer concepts, and explain the text's extra content. The overall purpose of reading instruction is to educate students to successfully and efficiently read English literature, particularly narrative ones. However, the students are unable to understand the general structure of narrative writing. (Macceca,1995).

However, the primary purpose of teaching English in Iraqi universities is to provide students with knowledge as well as the ability to actively use English.

Most Students still have some challenges and difficulties in English, particularly in reading skills; some students are unable to identify accurate information from the text. Students are unable to recognize the meaning of the vocabulary in the text and are unable to determine the primary theme of the text. Some students are unable to form inferences from the material. (Watson,1977).

Any college fails miserably if it does not succeed in teaching its students to read correctly. The student's success and progress in all other academic subjects depend on his ability to read. Because most English language teachers focus on grammar and frequently transform the reading lesson into a grammar lesson, presence reals have a problem in reading comprehension, because they believe that the grammar subject is more important than reading and because of the many branches of the English language lesson and its division into several lessons, including grammar reading material, do not get enough attention from English teachers. This leads the researcher to look for a study on second grade reading comprehension and administer a test of strategy (say something as long as it is a factor). A wizard can resolve problems in reading material.

## 1.3 Aims of the Study:

The current study aims at:
1. Finding out the impact of the Say Something Strategy on the reading comprehension of Iraqi EFL university students.
2. Finding out the effect of using Say Something Strategy on the students' achievement in the experimental and the control groups in pre-test and post-test.

3. Finding out the effect of using Say Something Strategy on the students' achievement in the experimental group in pretest and post-test.

## 1.4 Hypothesis of the Study:

The study hypothesizes the following:

1. There is no statistically significant difference at 0.05 between the mean score of the experimental group and the mean score of the control group in pre-test scores.
2. There is no statistically significant difference at 0.05 between the mean score of the experimental group and the mean score of the control group in post-test scores.
3. There is no statistically significant difference at 0.05 between the mean score of the experimental group and the mean score of the control group in pre-test and post-test scores.

## 1.5 Procedures

The action research process includes planning, action, observation and reflection. Planning includes plans about what the researcher will do in the classroom. Then, focused observation of student activities and researcher activities will be observed, and reflection will be done to improve the teaching and learning process (Ferrance ,2000). The researcher used certain procedures to achieve the research objective:

1- Selecting two groups of 2nd year college students from the college of Arts at Tikrit University Researcher is arranged the Planning process based on preliminary study. From the study, the researcher will get the general description about the problem faced in the Classroom.

2- Action is the method of learning teaching activity in reading comprehension via teaching the identical English reading comprehension to the experimental group and the control group utilizing the Say Something Strategy.

3- Observation is the process of gathering information on the students' learning activities and the researcher's constructing an achievement exam during the teaching-learning process.

4- Reflection is the action of studying, interpreting, and explaining all of the data collected and statistically addressing it.

5- Information obtained by observation of what is happening in action. Give both sets of students an achievement exam, gather the data, and statistically analyze it.

## 1.6 The Definition of the Terms

To avoid confusion and misconception concerning the title of the research, the following terms must be defined:

1.6.1 **Effect** is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Jack and Schmidt ,2002).

1.6.2 **Reading Comprehension:** According to Richards, reading is the perception of a written material in order to comprehend its meaning (Jack and Schmidt, 2002). And according to Sharon, comprehension is the process of actively constructing meaning from the text. Reading comprehension refers to a process or a product of understanding the text in order to obtain information and meaning from the text (Sharon ,2004).

1.6.3 **Say Something** can help can help students express themselves verbally with others, helping individuals make connections with The author's intention of sharing knowledge and sentiments (Jack and Schmidt, 2002).

1.6.4 **Achievement:** The quantity of learning that occurs in a defined educational procedure and that is accomplished effectively via effort, skill, or courage, or the process or action of attaining something (Dwyer, 1982).

## 2. THEORITICAL BACKGROUND

### 2.1 Say Something Strategy

Saying something is a clear and effective strategy among small groups. It helps to think a lot about a topic in a short time. It is effective because it helps readers consider and explore concepts and ideas in depth; it is used in written text. Students in small groups take turns saying something about their ideas about the topic, and this is also intended to help students understand what they are reading by asking them to "say something" about the text or by giving them context. They can use it to start saying something, it helps students focus on the text. Thus, students can understand the text they read (Shute, 2007).

The "Say Something" strategy is highly successful for students who learn aurally since they say (read) the material out loud and listen to their partner's opinions and ideas about the text. By "saying something", the student begins a discussion about the topic (and the teacher can identify this student) and comments on the experience, activity, reading of a text or information while the remaining students listen, then another group member listens. group. Students begin to comment and say something about the topic by adding an idea. Another new problem is that he gives his opinion on the first comment and so the process continues until all the members have a chance to participate and add ideas to the original comment (Elkins, 2005).

Say Something is a simple method that breaks students' reading of the material, allowing them to reflect on what they are reading. This encourages them to discuss what they have read as they read. This is significant because it is more vital, especially for dependent readers, to discuss the material while reading rather than after reading (Beers, 2003).

The purpose of Say Something is important and a major part of the process is to gather feedback related to the topic of discussion in order to investigate and explore all relevant ideas and concepts. Through this process, students can make comments or notes about a topic or clarify something ambiguous or infer, make connections, or ask questions. Say Something is designed to assist students to grasp what they are reading while anticipating, asking questions, finding connections, or commenting. Saying something is a basic method that breaks students' reading of the material and allows them to reflect on what they are reading. Students separate into groups of two or three and take turns reading a chunk of the text aloud. When reading, they occasionally stop to "say something" about what they have read. Reading partners give answers to what is said, then another student continues reading until the next time they stop to say something. The Say Something activity aims to give students the opportunity to gain activity and interest in written text, and then respond and interact with each other in classroom situations. It

can be used as a way to create additional activities within the lesson. The Say Something strategy is widely used today to help students read text with interest (Shute, 2007).

## 2.2 The Procedure of Say Something Strategy

According to Watson (1977), this strategy can help students express themselves verbally to others and help individuals connect with the author's goal of Sharing facts and emotions.

1- Each student receives a copy of the content to read and respond to.
2- Partners or group members decide how much to read before discussing the author's ideas or facts, and who will talk first.
3- After reading a selected piece of literature, students pause and listen to a speaker discuss the material.
4- Every student listens and answers with observations, responses, or questions. Before proceeding to the following section for additional discussion, group members may want to review the material to clarify thoughts or answer questions. They decide how far to read the next section, and readers take turns reading until the content is finished.
5- Each student should take notes on the important points that are addressed so that a group or partner report may be given.

According to Beers, (2003) the teacher should follow the steps for implementing the "say something" strategy, which are:

1- Choose the text that the students will read and decide what they will read silently or aloud.
2- Give the students an introduction about the "say something" strategy and provide them with an example of the actions to be taken to ensure that the students understand how to use and follow its procedures.
3- Explain to the students that after reading the text, they should summarize what they have read, and link it to an idea or topic. Asking what, questions, making predictions or conclusions...etc.
4- Presenting a tabular post with options that helps students choose what to say after reading.
5- Divide the students into spouses or partners according to the method mentioned below.
6- Summon the names of the students and their partners so that each student knows who his partner is.
7- Students read the text that was designated for reading in today's lesson.
8- The students who read the text or the text paragraphs turn to their partners and "say something" to them. This process is repeated until the end of the text or all its paragraphs, based on the length of the content.
9- The teacher rotates among the groups of students to monitor guide, support and provide assistance during reading.

## 2.3 Advantages of Say Something Strategy

According to Beers (2003), there are two advantages of Say Something Strategy. They are:

1- Through the "say something" strategy, students constantly remember that their reading of the text includes dialogues and logical mental conversations between them.
2- The text includes signs that direct the students towards finding and understanding the meaning or meanings it contains, which necessitates the need to give students deductive thinking.
3- Through this strategy, students express their general understanding of the contents of the text they read by summarizing what they have gained from reading them.

## 2.4 Definitions of Reading Comprehension

One of the English skills that students must learn is reading. There are four English skills that must be learned, according to Brown. They are listening, speaking, reading, and writing (Brown, 1994).

Reading is a vital activity in life since it allows people to stay current on their information. Reading is more than just a source of knowledge and an entertaining pastime; reading is also a way of strengthen and increasing one's mastery of language. (Patel and Jain, 2008). Lince and Nunan argue that reading is a set of skills related to understanding and deriving meaning from printed words (Lince and Nunan, 2005).

Furthermore, Nunan (2003) asserts that Reading is also a flexible activity in which readers generate meaning by combining information from the text and their own prior knowledge. Reading is a dynamic activity that requires abilities in recognition and comprehension skills.

Based on the explanation, reading is a general learning rule that helps connect unknown things with known things. Reading is not only an enjoyable activity but also an understanding of the subject of something new that we read (Patel and Jain, 2008).

## 2.5 The Process of Reading

According Patel and Jain (2008) the reading process divided into three stages:

**a. The recognition stage:** At this stage, learners simply recognize the corresponding images of phonological elements. For example, it can identify spoken words written down. The difficulty at this stage is determined by the variations in spelling between the learner's original language and English, as well as the spelling norms of the two languages.

**b. The structuring stage:** Learners recognize fundamental syntactic links and comprehend the structural meaning of syntactic components.

**c. The interpretation stage:** This is the most advanced level of reading.

Learners comprehend the meaning of a word, statement, or sentence within the larger context of the distinctions. It recognizes the serious and pleasurable use of words, distinguishing between a declaration of truth and a statement of opinionAt this point, a person reads for either information or amusement (Patel and Jain, 2008).

Reading comprehension is a sophisticated process in which the reader strives to duplicate the writer's meaning given in pictorial language. It refers to the author's relationship with the reader. Five elements impact reading comprehension, according to Harris and Smith (1986). They are as follows:

 **a. Background Experience:** In reading activities, when students have basic experience, they will easily understand the reading text.

**b. Language Ability:** Language skills are crucial in the reading comprehension process. To understand the read material, one needs have fundamental knowledge of English such as syntax, semantics, morphology, and so on.
**c. Thinking Abilities:** Thinking is a vital part of understanding. When students read a book, they must notice relationships, make comparisons, and follow the flow of events, and do a variety of other mental operations. So it appears that convincing themselves that reading includes thinking is unnecessary.

**d. Affection:** Affective aspects are vital for instructors to grasp because They are increasingly acknowledging that students' interests, motives, attitudes, beliefs, and emotions are critical variables that must not be overlooked in the educational process.
**e. Reading Purpose:** The aim of reading is significant. The goal may help some students focus on an essential question and get a deeper understanding of a key feature of the tale.

## 3. METHODOLOGY

### 3.1 The Experimental Design

Choosing an acceptable study design is one of the most significant considerations that a researcher should make (Van Dalen, 1962). An experimental design is defined as "the blueprint of techniques that allow the researcher to test hypotheses by obtaining reliable conclusions regarding the connection between independent and dependent variables" (Best and Khan, 2006). The pretest-posttest equivalent group design was utilized in this study, as shown in table (3-1). It includes the following steps:

1- Selecting the experimental and the control group randomly.
2- Make equalization between the students of the experimental group and control group in some variables.
3- Applying the Say Something Strategy on the variable that is independent exclusively for the group performing the experiment.
4- Educating the control group using the identical English materials as in the Teacher's Book in a traditional manner as presented in the Teacher's Book in the conventional way.
5- Subjecting both groups of students to the posttest.
6- Applying appropriate statistical procedures to assess the acquired data and provide the final findings.

**Table (3-1)**

| No. | Groups | Independent variable | Pre-Posttest |
|-----|--------|----------------------|--------------|
| 1 | Experimental Group | Say Something Strategy | **Pre-Posttest** |
| 2 | Control Group | Conventional Method | **Pre-Posttest** |

### 3.2 Population and Sampling

The current study's total population includes 64 EFL second-year students at the Department of English, College of Arts at the university of Tikrit, during the academic year 2022-2023. The sample of the current study is divided into two groups, A and B. Section A and B have been selected randomly to be the experimental and control groups whose total number is 66. The first group is designated as the experimental group and is taught using the Say Something Strategy, while the second group is designated as the control group and is taught using the traditional manner. The experimental group has thirty pupils, and the control group has thirty students as well. As stated in table (3-2), the total number of participants in the study is sixty pupils from the original population.

**Table (3-2) The Population and Sampling**

| Groups | Sample before excluding | Repeaters | Largest age group students | Sample |
|---|---|---|---|---|
| **Experimental** | 33 | 1 | 2 | 30 |
| **Control** | 33 | 1 | 2 | 30 |
| **Total** | 66 | 2 | 4 | 60 |

**3.3 Equivalence of the Groups**

After selecting samples from the two groups and before performing the experiment, equivalence comparisons are made based on a few facts contributed by students or other sources. This covers the students' ages as well as their parents' educational levels.

**3.4 Instruments**

Pre- and post-tests of reading comprehension were utilized to collect data in this study. The test consists of three reading passages and each passage is followed by five comprehension questions. The questions focus on the passage's basic idea, detailed specifics (factual questions), and summary. In this study, however, the exam assessed students' understanding by testing ability.

1- Correctly identify the passage's main idea.
2- Correctly answer factual questions regarding the passage.
3- Remember and summarize the paragraphs.

**3.5 Validity and Reliability of the Test**

Validity refers to "the authenticity of a test in that it measures the components the tester intended to measure." (Bynom, 2001). Face values and content values are the two main sorts of values. Brown (2004) defines reliability as the consistency of outcomes when researchers offer the same exam to the same sample of test takers on two separate occasions. The Cronbah Alpha test formula considers the estimated coefficient of 0.81 to be satisfactory, hence the research test is judged credible.

**3.6 Instructional Material**

Three passages are included in the material taught to the experimental and control groups. **"When to use Female nouns",** "**Your Negative Attitude Can Hurt your Career",** **and "The Colorful World of Synesthesia".** The first passage "Your Negative Attitude Can Hurt your Career" is written by Julia Cameron. **"When to use Female nouns"** is written by Melissa Gilbert. The first paragraph talks about how we use

masculine and feminine nouns within their own scope, if you use them, be careful when a term refers to one or the other gender, or an Other terms refer only to women, and no term refers only to men. In these cases, avoid indicating a person's gender if possible, and if not, carefully evaluate your audience's usage.

 But remember that these "rules" are basically fair: what matters is access through the message you want to send. The second passage **"Your Negative Attitude Can Hurt your Career"** is written by Julia Cameron. The purpose of this article is to persuade and educate people how to be habitual negativity is a problem because it can quickly become your dominant trait and overshadow any accomplishments. And in difficult working times, when workers feel stressed and employers consider reducing the number of employees. Therefore, negative employees think about how troubles will affect them, while positive employees think about how to solve a challenge. The third passage **"The Colorful World of Synesthesia"** is written by Bryan Singer. The aim of this article is to teach students that we do not live in the world of reality, we live in the world of how we perceive reality. This sensation is called synesthesia. People with synesthesia experience a combination of the senses, so some see sounds, smells colors, or forms of taste. See most of the injured numbers, letters and days in specific colors. Singer added it in a set of 200 people you are likely to find someone with synesthesia. So much sensual processing of people occurs in the cortex.

## 3.7 Construction of the Posttest

When teaching any language structure, a test that closely tracks the teaching process is required (Elaine, 2008). Achievement tests are limited to a specific subject covered in a program within a certain time frame and are given after the course has covered the objectives covered. It can serve as an indicator of what features students will need to develop in the future. The fundamental purpose of achievement testing is to identify whether or not students have met the course goals by the conclusion of the teaching time. Achievement exams must complement the teaching of relevant topics (Mcnamara, 2000).

An accomplishment exam was developed based on the training material's content and behavioral objectives. As mentioned in table (3-3), it comprises of eleven questions and is scored out of 100. The first six questions assess students' recognition level achievement, while the last two assess students' production level achievement. Question one contains five items, students are asked to read a passage and answer questions about the passage and scored out of ten. Question two consists of five multiple-choice questions, with one mark assigned to each item that encircles the correct answer and is scored out of five. Question three consists of five multiple-choice questions, with one mark assigned to each item that encircles the correct answer and is scored out of ten. Question four has five questions with blanks that must be filled with appropriate words and scored out of five. Question five comprises ten questions that are scored out of 10 for providing the appropriate synonym for the following terms. Question six has five true/false items that are scored out of five. Question seven contains one item, students are required to choose one topic to write a composition it is scored out of twenty-five. Question eight contains one item for comprehending the main idea and supporting details in a specific paragraph to write a summary and is scored out of twenty.

**Table (3-3)**

**The Specifications of the Contents and Behaviours of the Achievement Test**

| Level No. | Questions No. | Contents | Behaviors | Items No. | Marks |
|---|---|---|---|---|---|
| **Recognition** | 1 | Students should read and answer questions about a passage | Read the passage and answer the questions | 5 | 10 |
| | 2 | A text that the students should choose the correct answer | Encircle the correct answer | 5 | 10 |
| | 3 | Students read a passage and Comprehension: identify the Author's Purpose , main idea and supporting details | Encircle the correct answer | 5 | 10 |
| | 4 | During a cloze test, the students must in complete the gaps with the correct word. | Fill up the gaps with appropriate words. | 5 | 10 |
| | 5 | Words that the students should give synonyms of them | Give the synonym of the following words or phrases | 10 | 10 |
| | 6 | Reading the statements, mark T (True) or F (False). | In front of each item, write true or false. | 5 | 5 |
| **Production** | 7 | Students should read the question carefully and write down a topic and a summary | Write composition | 1 | 25 |
| | 8 | Read and comprehend the main idea and supporting details of the following text. | Write a summary about the text | 1 | 20 |
| **Total** | | | | 37 | 100 |

## 3.8 The Behavioral Objectives

According to Al-Mutawa and Kalian (1989), "the English curriculum determines behavioral goals at each stage of learning." They are divided into cognitive, emotional, and psychomotor domains. Select Reading grade 2 books aim to further develop students' reading comprehension skills. The stories use simple sentences to motivate students to read, understand, and report on what they learn.

### 3.9 Validity of the Test

The term "validity" means "the truth of the test when it measures the components that the examinee intended to measure". (Bynom, 200). Validity is classified into two types: face validity and content validity. One of the most important characteristics of a good test is its reliability. A test is considered reliable if its degree of accuracy remains stable and consistent each time it is administered to the same sample of students under the same conditions (Veram and Beard, 1981).

### 3.10 Reliability of the Test

The same test is administered to the pilot sample of 64 students twice in three weeks. Throughout the two occasions of the test, the location, time, and quietness of administration were all taken into account. The study's test is regarded reliable since the computed coefficient is 0.80, which the Cronbah's Alpha test formula considers satisfactory (Brown,2004).

### 3.11 Difficulty Level (DL)

The DL refers to the proportion of the examiners who passed the test. It is studied d by determining the proportion of students who answered the item correctly divided by the total number of students. The aim behind this procedure is to select the items whose difficulty is proper to students' level (Madsen,1983).

### 3.12 Discrimination Power

Ebel (1972) states that when the administrating power is 0.30 and above the item is acceptable; less than 0.30 then the item is weak, the teacher should change them. All the test items have proved to have satisfactory discrimination power of acceptable difficulty level. There are only some items which are modified and changed to be satisfactory.

### 3.13 Pilot Administration of the Test

It is a preliminary study conducted with a sample from the experiment sample in order to familiarize the researcher with any obstacles that may arise during the test (Good, & et al, 1976). The purpose of the pilot study is to allow the researcher to collect information about the performance of the device and define the time necessary to answer all questions or objects on the test. It also tries to measure the test's discriminating ability and level of difficulty, as well as the clarity of the test instructions. The test is administered to (66) students randomly selected from the relevant experimental sections and the control group. The findings show that the time necessary to answer all of the questions on the exam is between 60 and 70 minutes, and that there is no ambiguity in the test instructions.

### 3.14 Final Administration of the Test

After establishing that the exam is valid, trustworthy, administratively sound, and of an adequate level of difficulty, it is administered to a sample of 66 students from Tikrit University's College of Art. It had been tested on students under comparable circumstances. The teacher asked each student to record their responses on the

examination papers. Following the distribution of the examination papers, the investigators read the directions to the students, demonstrated how to respond to some of the questions, and explained the purpose of the test so that they would take it more seriously and successfully. The individuals were given adequate time to completely answer the questions. The exam was limited to one hour.

### 3.15 Scoring Schema of the Posttest

Test takers' responses are evaluated out of 100. In the first six questions, i.e. at the recognition level, each correct item or response receives two marks, whereas each wrong answer receives zero. At the production level, right answers receive twenty-five points, while erroneous responses receive zero points at the seven questions, correct answers receive a score of eight out of twenty, while incorrect answers receive a score of zero. As shown in table (3-3).

### 4. ANALYSIS OF DATA AND DISCUSSION OF RESULTS

### 4.1 introductory Note

Following the administration of the pre-test and post-test, the collected data was statistically analyzed. The mean score, variance, and standard deviation were calculated using the data in the appendices, and the results were statistically analyzed in accordance with the study's objectives before the hypotheses were tested. The results obtained show the following:

### 4.2 Comparison Between the Achievement of the Experimental Group and The Control Group in The Pre-Test.

To verify the first hypothesis which states that "there is no statistically significant differences between the mean scores of the experimental group, and that of the control group in the pre-test", both average scores are collected and compared. The experimental group's mean score is (62.20), whereas the control group's score is (60.00). Using the t-test procedure for two independent samples, the computed t-value is (7.03), whereas the tabulated t-value is (2.00) at degrees of freedom (60) and level of significance (0.05), as shown in table (4.1).

### Table (4.1)

**The Means, Standard Deviations, and T-Values of the Two Groups in Pre-Test Achievement**

| Group | No. of Students | Means Scores | SD | T-Value | | DF | Level of Significance |
|-------|-----------------|--------------|------|----------|-----------|----|----------------------|
| | | | | Computed | Tabulated | | |
| **EG.** | 33 | 62.20 | 11.69 | 7.03 | 2.00 | 60 | 0.05 |
| **CG.** | 33 | 60.00 | 7.75 | | | | |

As a result, the first hypothesis states, "there is no significance difference in the mean scores of students' achievement between the two groups in the pre-test" is accepted.

Both groups received a pre-test, which is essential for the experimental reasons and for comparing outcomes. The findings serve as a starting point for the experiment's continuance and the data of the pre-test has been used to equalize the two groups of this study.

### 4.3 In the post-test, the Experimental Group's Achievement compared to that of the Control Group.

To test the second hypothesis, which claims that "there is no statistically significant differences between the mean scores of the experimental group, and that of the control group in the post-test", both mean scores are obtained and compared. The group performing the experiment's average score is 82.20, whereas performing the controls' average score is 64.00. The estimated t-value for the two independent samples is (8.03), while the tabulated t-value is (2.00) at the degree of freedom (60) and level of significance (0.05) using the t-test procedure. This comparison shows that there is a substantial difference in the post-test between the experimental and control groups, as indicated in table (4.2).

This signifies that the achievement of the experimental group taught using the Say Something Strategy is higher than the achievement of the control group taught using the traditional way. As a result, the second hypothesis is rejected.

### Table (4.2)

**The Means, Standard Deviations, and T-Values of the Two Groups in Post-Test Achievement**

| Group | No. of Students | Means Scores | SD | T-Value | | DF | Level of Significance |
|-------|-----------------|--------------|-----|---------|-----------|-----|------------------------|
| | | | | Computed | Tabulated | | |
| EG. | 33 | 82.20 | 12.69 | 8.03 | 2.00 | 60 | 0.05 |
| CG. | 33 | 64.00 | 6.75 | | | | |

### 4.4 Comparison Between the Achievement of the Experimental Group in The Pre-Test and The Post-Test.

To verify the second hypothesis which states that "there is no statistically significant differences between the mean scores of the experimental group in the pre-post-test", both mean scores are collected and compared. The results reveal that the mean scores of the experimental group in the pre-test are (62.20), and in the post-test, it is (82.20). Using the t-test formula for two independent samples, the calculated t-value is (7.03), whereas the tabulated t-value is (2.00) at 60 degrees of freedom and 0.05 level of significance. This comparison of the third hypothesis suggests that there is a substantial difference between the mean scores of the experimental group's achievement in the pre-post-test, and it is also rejected, as indicated in table (4.3).

### Table (4.3)

**Comparison Between the Achievement of the Experimental Group in The Pre- Test and The Post-Test.**

| Group | No. of Students | Means Scores | SD | T-Value | | DF | Level of Significance |
|---|---|---|---|---|---|---|---|
| | | | | Computed | Tabulated | | |
| **Pretest** | 33 | 62.20 | 11.69 | 8.03 | 2.00 | 60 | 0.05 |
| **Posttest** | 33 | 82.20 | 12.69 | | | | |

## 5. DISCUSSION OF RESULTS

The study's findings demonstrate that the experimental group, which was taught using the Say Something Strategy, outperformed the control group, which was taught using the traditional way. This suggests that the Say Something Strategy is a more effective and useful technique for teaching reading comprehension than the traditional way.

When the results of the experimental group and the control group are compared, it is clear that the experimental group's mean has significantly increased from (62.20) to (82.20) in the pre-test and post-test, respectively, whereas the control group's mean has not significantly increased from (60.00) to (64.00) in the pre-test and post-test, respectively.

The statistical analysis of the achievement test results show that the experimental group's accomplishment is much greater on average than the control group's achievement in post-test scores. This suggests that the Say Something Strategy demonstrated considerably stronger learning effects in reading comprehension as a result of the trial.

## 6. CONCLUSIONS

The following conclusion is obtained based on data analysis and study findings about the effect of adopting the Say Something technique on reading comprehension of second-year students in the Department of English at the University of Tikrit:

1- The subjects of the experimental group of the present study have dealt positively with Say Something Strategy, showing high interest and motivation. Students' reading comprehension is categorized into good level.
2- Say something Strategy is helpful, suitable, and successful for improving reading skills.
3- It improves EFL second-year students' comprehension of reading texts.
4- SSecond-year students in the Department of English at the University of Tikrit benefit significantly from reading comprehension instruction utilizing the Say Something technique. As a result, it is possible to conclude that the Say Something technique improves reading comprehension.

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