The Impact of Strategic Planning on EFL Pupils’ Achievement

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Abstract

The study aims at investigating the effect of using strategic planning on developing EFL Preparatory school pupils’ writing skills. This study hypothesized that there is no statistically significant difference between the mean scores of the experimental group which was taught strategic planning and the control group taught conventional strategy in the post-writing test, and there is no statistically significant difference between the mean scores of the experimental group who is taught by strategic planning and the control group who is taught by conventional strategy in the post writing test. The sample of this study consists of (60) pupils who have been chosen from the Fourth scientific grade (biological branch) at Al-Bayan Preparatory School for Girls. (30) pupils have been chosen to be the experimental group, and (30) pupils have been chosen to be the control group in the academic year (2021-2022). Both groups have been equalized in such variables as the educational level of parents, English scores in the previous schooling year, and the pre-test of both groups. The data collected from the results of the post-test have been analyzed statistically by using the T-test of two independent samples and paired samples formula. The results explain that there is a statistically significant difference in the mean scores of the experimental group which is taught according to strategic planning and the control group which is taught by using the conventional method. Based on the obtained results and conclusions in this study, suitable suggestions for further studies are put forward.

Keywords: Strategic Planning, EFL School, writing Skill.

1.1 The Problem of the study

There is no doubt that writing is the most difficult skill for foreign language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts. The skills involved in writing are highly complex. Pupils of EFL have to pay attention to higher level skills of planning and organizing as well as lower-level skills of spelling, punctuation, word choice, and so on (Richards and Renandya, 2003:303). Writing, as one of the most important language skills for those who want to learn English as a foreign language and become literate in it, requires special attention as it is the process of transforming thoughts and ideas into written communication. Writing strategy plays a great role in conveying a written message accurately and effectively (Salahat: 2014:2). The fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of our second language syllabus. There is an additional

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and very important reason: writing helps our pupils to learn. First, writing reinforces the grammatical structures, idioms, and vocabulary that we teach to our pupils. Second, when our pupils write, they also have opportunities to be adventurous with the language, to go beyond what they have just learned to say, to take risk. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning (Raimes, 1983:3). Rao (2007: 94) adds that EFL writing is useful in two respects: First, it motivates pupils’ thinking, organizing ideas, developing their ability to summarize, analyze and criticize. Second, it strengthens pupils' learning, thinking and reflecting on the English language. Abdellatif (2007:57) adds that most language learners at all levels believe that writing is one of the most difficult language skills to master. Most pupils, low and high achievers find writing difficult and view it as something they just have to preserve through in order to pass certain exam.

Furthermore, pupils are likely to feel more secure when they work with the same teacher on a constant basis, which pushes them to work better. Having a different teacher, on the other hand, provides them a varied perspective on their performance when facilitators have various approaches, accents and ways of assessing. So, pupils need to improve their abilities and also to develop their writing skills like an ability to explain an idea clearly, an ability to understand the question and also writing skill (Liddicoat, 2007:17).

1.2 Aim of the study

The study aims at investigating the effect of strategic planning on developing EFL Preparatory school pupil’s writing skill.

1.3 Hypotheses of the Study

1. There is no statistically significant difference between the mean scores of the experimental group who is taught by strategic planning and the control group who is taught by conventional strategy in post writing test.
2. There is no statistically significant difference among mean scores of the experimental group in post 1&2 writing tests.

1.4 Limits of the study

The current study is limited to:

1. Al-Bayan Preparatory School for Girls.
2. Fourth class preparatory pupils
3. The academic year (2021 -2022).
4. Material: Units (1-2) in English for Iraq textbook.
5. Model of the study: Kellogg’s (1996) model of writing is adopted in this study.

1.5 The Values of the Study

The current study is taught to be beneficial to:
1. The pupils who have an important role in new learning methodologies by developing their skills in writing comprehension.

2. This study is expected to develop curriculum design especially literary skills by inserting the effects of strategic planning in pupils' textbook academic achievement and motivation in EFL pupils.

3. Teachers with guidelines for implementing the strategic planning to increase their awareness about the challenges that teachers and pupils may face while teaching literary skills. Furthermore, it will lead to practical recommendations for the Ministry of Education and teachers to improve the educational setting.

1.6 Procedures of the study

The following procedures are used by the studyer to fulfill this study as:

1. A sample of fourth-class pupils will be chosen, one is for the experimental group and the other is for the control group. Both of them are equalized in age, and parents’ level of education.

2. The experimental group will be taught by using strategic planning, while the other group will be taught by using conventional method which depends on recognition, imitation, production, and giving lectures.

3. Both experimental group and control group will be subjected to a pre-test and post-test to find out the effect of the experiment on the pupils’ writing.

1.7 Definitions of the Basic Terms

1. **Effect**: The impact of a controlled experimental element on a specific group for a volume that changes competence in either a favorable or negative way (Good, 1959:195).

2. **Strategic planning**: The literature has a number of overlapping and similar definitions of strategic planning. The focus on a methodical, step-by-step approach to strategy formulation is the most prevalent. (Wendel, 1997).

   Sangarun (2001) defines strategy as the planning which frees pupils from real-time communicative stress. Schendel and Hofer (1979) describe strategic planning as a series of logical steps which are followed to achieve better learning accomplishment.

3. **Writing skill**: good writing is an art, not all people are artists. Learners can learn how to write effectively and they need to have a plan for writing (Birjandi et al., 2004:1).

   Operational definition: A writing skill refers to the ability to write a clear and well-structured topic sentences, supporting sentences and concluding sentences with considering punctuation marks to form a meaningful context and a good paragraph.

2. Theoretical Background

2.1 The Concept of Strategic Planning

Prior to beginning an activity, there is a kind of pre-task preparation called strategic planning. This differs from practice, which entails repeating of the activity, with the first attempt at the task being considered as a warm-
up for a subsequent performance. Unguided strategic planning, in which students are allowed to choose their own paths when preparing a work, has both theoretical and practical benefits. It includes students in task preparation by having them consider what information to keep and how to deliver this knowledge. In contrast, guided planning gives students clear instructions on what and how to plan. In this case, they may be told to focus on linguistic form, meaning, or both. (Ellis, 2005).

Unguided strategic planning is a key variable in this study and is operationally defined as a pre-task preparation phase when EFL students are free to decide what information to encode and how to present it. However, they don't provide any advice on what to say or how to say it.

Furthermore, Strategic Planning, according to Oxford (1990), is a set of actions that the student does to facilitate and accelerate learning. These strategies increase learning's adaptability to different or novel situations while also making it more enjoyable, efficient, and self-directed. Learning strategies, in the opinion of O'Malley and Chamot (1990), serve the twin purposes of improving the learning process and affecting students' motivation. Contrarily, it's important to remember that comparable strategies may have the same positive effects on learning when used subconsciously.

Additionally, according to the kind of mental activity required, O'Malley and Chamot (1990) proposed that learning strategies may be divided into three categories. Cognitive methods include direct modification or transformation of the learning content and are intimately tied to individual teaching processes (O'Malley & Chamot, 1990, p. 8).

In this chain of ideas, the focus of this investigation is on metacognitive techniques. The terms metacognition and metacognitive strategy will be used separately to offer a more full explanation. According to Flavell, it is one's understanding of one's own processes and products, or anything associated with them (as stated in Rowsome, Lane, & Gordon, 2014, p. 152). Despite being succinct, this description essentially captures what metacognition is. The division of metacognition into metacognitive knowledge and metacognitive control and regulation is crucial to understand. One way to think about metacognitive methods is as a person's knowledge of their own memory, comprehension, and learning processes.

The implementation of metacognitive knowledge in the process of self-regulated learning, as stated by Schneider and Artelt (as cited in Handel et al., 2013: 45), is what structures metacognitive strategies. On the other hand, the actual and conscious regulation of the learning process occurs through planning, monitoring, and meta-strategic activities. By organizing, overseeing, or assessing the effectiveness of a learning activity, this form of method aids students in becoming conscious of their learning process. They may also be used in a number of ways. By employing executive function or serious attention (focused on what you are doing), one may strategically plan a task (pay attention to certain pieces of information). Additionally, students may self-monitor their work by utilizing tools like self-questionnaires to assess the task's progress and the strategies they are using to make it better. (1990; O'Malley and Chamot).

Strategic Planning, according to Oxford (1990), requires moving beyond the cognitive component and giving students greater autonomy. As a result, each of the three categories of strategic planning approaches previously mentioned has its own special methodology. Focusing your learning includes practices like overviewing, making connections with previously acquired material, and paying attention, for instance. In
addition, organizing, defining goals, and looking for practice opportunities are included in the planning and organization of your learning. Additionally, self-evaluation and self-monitoring are two options for gauging one's own growth. Strategic planning is a technique that enables students to mentally arrange the material of a forthcoming assignment and create communication strategies that support their future online performance (Ellis, 2005). By allocating time during strategic preparation, students may reduce the cognitive burden of the task during performance and write more complex phrases with more fluency and accuracy (Bygate & Samuda, 2005).

However, there are some uncertain issues when strategic planning is taken into account, such as how planning aids students throughout a lengthy learning course. Although the correlation between the impacts of students' performance on particular tasks and their longer length of learning time is not well understood, the influence of strategic planning on students' specific performance may be obvious. Pupils may be able to arrange a few lines in the first two or three minutes of their speech due to their limited working memory capacity, but they are unable to go much farther and map out much in depth. In other words, it's unclear how planning works as a construct or as a result (Ellis, 2005).

There has been a lot of study in recent years on many aspects of L2 students' task performance (Ellis, 2003). The majority of this study considered task design elements, implementation techniques, and potential effects on various language usage factors (Skehan, 1996). Currently, task planning is recognized as an implementation factor that has a consistent impact on L2 performance.

### 2.2 Strategic Planning in EFL Classes

Professional development attempts to enhance education by producing better teachers who are concerned about the advancement of their students. In order to learn from one another's experiences, teachers may switch roles with students and vice versa. Additionally, strategic planning may be described as a process that enhances instructors' knowledge and instructional practice while also enhancing student learning outcomes (Wei, 2009: 3). The effectiveness of teachers once they start this process is also a factor in strategic planning, in addition to the actions that help teachers become better. Activities that enhance a person's abilities, knowledge, competence, and other teaching attributes are what define strategic planning. Economic Cooperation and Development Organization Only by setting up clear goals can this be done. The notes state that instructors who wish to adopt strategic planning do so with a set of objectives in mind. These goals may be divided into several categories depending on where they are located, such as: to be aware of the latest knowledge available in their field of expertise (ibid), to promote the sharing of information and skills among educators, as well as to help ineffective teachers become more effective. These goals provide instructors a deeper understanding of growth, how their methods may be put into effect, and the many instruments that are accessible, such as courses, seminars, cooperation between schools or teachers, etc., to facilitate this process. It also proves that a cooperative group can do this.

According to Hammond (2009), strategic planning is more effective when it is oriented on concrete tasks for teachers, assessment, observation, and reflection rather than impersonal discussions. By concentrating on finishing each task, teachers may become more conscious of their own processes. the evaluation of the theoretical skills and knowledge that students will be required to show. Knowing whether or not his students are learning, the teacher gauges his achievement using class statistics. (Wei, 2009:7)
Depending on when the planning takes place, several forms of planning may be defined (Ellis, 2005, 2009). Strategic planning is a sort of pre-task planning that occurs before the activity is completed. This kind of planning differs from rehearsal, which involves repeating the activity with the initial performance being seen as a warm-up for a later performance. By deciding what information to encode and how to convey it, students are involved in the strategic planning process as they prepare to complete the job. According to Ellis (2005), this sort of planning may be divided into further categories that are both theoretically and practically significant. According to Ellis (2005), students are given free rein to develop a task in unguided strategic planning. On the other hand, with guided planning, students get detailed instructions on what and how to plan. They may be instructed to concentrate on linguistic form, meaning, or both in this situation. Unguided strategic planning, a significant variable in this study, was operationally described as a kind of pre-task planning period when EFL students were permitted to determine what material to encode and how to present this information. But they didn't get any guidance on what to say or how to say it.

2.3 Writing Comprehension

Writing serves as a mean to communicate thoughts and emotions. Despite the fact that writing skill takes time to develop pupils, it is an essential component of second language learning (Fageeh, 2011). Furthermore, writing requires pupils to understand not just how to construct certain components of a language, such as grammar, pronunciation, or vocabulary, but also when, why, and how to make language (Cunningham, 1999).

As a result of the growing importance of writing as a productive language component, selecting correct and appropriate techniques to teach writing as a critical component (Elbow, 1999). Writing is also seen as one of the more difficult in the EFL learning environment. According to Hyland (2003), writing is a sociocognitive activity that requires planning and drafting abilities. Writing is traditionally regarded as one of the most important abilities in EFL instruction, and its importance is particularly emphasized in academic and higher educational contexts. However, most pupils perceive writing as a difficult and unmanageable endeavor. This places a tremendous burden on EFL teachers and writing instructors, who are supposed to help pupils understand this critical but neglected ability. Teachers should support and build pupils' confidence in order to improve their writing performance since self-efficacy beliefs are very significant in writing and even in daily life. Self-efficacy beliefs, for example, may influence health, cognitive aspects, job growth, and academic performance (Bandura, 1997).

According to Leki (2001:60), typical obstacles of teaching EFL writing might include managing big class sizes, time, instructors' lack of expertise and experience in teaching writing skills, and pupils' lack of education in writing. This demonstrates that there is a big issue in schools when it comes to teaching writing, thus undertaking such studies may assist. We should address such issues, but it seems that writing education is a difficult assignment for instructors that requires attention since when pupils write freely, they feel more comfortable than when performing a formal writing task (Lavelle, 2006).

As Celce-Mercia (1991) points out, expressing one's ideas in writing form in a second language with adequate precision and coherence is a significant achievement. The capacity to express the, which includes message clarity and the ability to outline the pupils' thoughts effectively in writing, is dependent on the pupils'
feeling of effectiveness to the skill that he/she develops in his/her study. Writing helps pupils form and articulate their thoughts as they go from the phase of learning to read to the phase of writing to learn.

Writing requires logical analysis; pupils must be taught explicitly how to organize their writing, make clear choices based on the main subject, and develop acceptable claims. Harmer claimed in 1998 that writing had now been recognized as a crucial ability for language acquisition. Having said that, during the past decade, a variety of methodologies and procedures for ESL or L2 writing have been developed via considerable study. However, the purpose of this research is to determine if map concept knowledge has a significant influence on the self-efficacy and expository writing performance of Iranian EFL pupils. And the findings reveal that it has a significant influence on EFL pupils. This is precisely what the researcher hopes to demonstrate by researching if the map idea technique has an impact on the writing performance of intermediate pupils.

Strategic Planning in writing skill is categorized into three types: planning, monitoring and evaluating.

a. Planning: Planning occurs at the pre-writing phase. The capacity to plan is really important in learning (Palinscar & Brown, 1984; Zimmerman & Pons, 1986). It entails mastering skills such as previewing a writing material, activating past knowledge, forecasting, goal setting, and constructing a writing agenda or plan.

b. Monitoring: Following the preparation step, readers begin to implement their strategy while writing. The writing tactics chosen during the planning phase are applied during the monitoring phase. However, when writing occurs, the effectiveness of this method may wane. As a result, monitoring is critical to maintaining the efficacy of the approach and the quality of understanding. Monitoring is defined by Schraw (1998:115) as one's on-line awareness of comprehension and task performance. Readers should participate in critical thinking to be able to supervise their writing. This entails critiquing their comprehension's progress toward previously established objectives, as well as examining their judgments on the usage of tactics, time allocation, and mental effort (Magno, 2010). Monitoring, as a metacognitive writing approach, may be supported by tactics such as self-questioning and self-regulation.

c. Evaluating: According to Facione (1990), the assessing stage includes reviewing one's cognitive processes. According to Schraw (1998), assessing means appraising the products and efficiency of one's learning (p. 115). This explains why, as the last metacognitive step of writing, evaluating entails judging the entire quality of writing. In other words, consider the reader's total performance over the preceding two periods.

2.4 Kellogg's (1996) Model of Writing

Kellogg's (1996) model examines writing process management and cognitive functioning, such as the significance of writing performance and individual variations in the development of writing competence. Kellogg (1996) focuses on the restriction of the writing model for the demanding cognitive resources that the writing processes needed from the central executive. Kellogg’s (1996) model presents three different systems which is drawn in written text production: formulation, execution, and monitoring. Each system involves two processes:

1. The formulation involves:
(a) planning (the writer’s goals and ideas, and organization of ideas),

(b) translating (the writer’s lexical and syntactic choice to encode ideas).

2. The execution entails:

(a) programming (the writer’s output translation is transformed into production for the motor systems – handwriting or typing – to take place, and

(b) executing (the writer’s real language production). Last but not least, the monitoring involves

(c) reading (the writer’s reading of his own text), and

(d) editing (the writer’s attention to micro (linguistic errors) and macro (text organization) language aspects (Ellis, 2005).

According to Kellogg (1996), the writer activates all three systems (formulation, execution, and monitoring) at the same time, and this activation is dependent on the writing model. Kellogg first emphasizes the working memory capacity constraint and the fact that all writing processes exert high demands on the central executive (considered as a pool of cognitive resources). Second, it investigated how writing processes activate code-specific components of working memory (the phonological loop and the visuospatial sketchpad). As a result, since planning writers perceive pictures, arrange diagrams, and create plans, planning procedures rely heavily on the visuospatial sketchpad. In contrast, both translating and reading, as well as editing, place significant demands on the phonological loop. Finally, the execution component does not include any of the slave systems. Kellogg's approach attempted to describe the demands of adult and expert writing on working memory.

Kellogg's approach seeks to describe the demands of pupils writing on working memory. This model looks heuristic, and numerous tests have since been done to evaluate its assumptions, the bulk of which employed the dual-task. Working memory's role in writing may be explored from two perspectives in this conceptual framework. It can investigate the demands of writing in short-term storage, specifically the interaction between the writing processes and the slave systems. Second, given the large number of processes necessary to write a text and the restricted capacity of working memory, the role of working memory in textual creation may be examined by analyzing the central executive's attentional and management tasks.

Kellogg (1996) contends that spatial working memory helps in the planning of conceptual material and verbal working memory aids in the translation of this knowledge into phrases. Kellogg put this notion to the test in a sentence generating exercise. Participants defined abstract or concrete nouns while also undertaking a secondary task that involved the identification of visually displayed targets that were either verbal (ba or da) or visual (a triangle or a circle). Participants had to determine if the target was different from the previous one. The verbal and visual secondary tasks disturbed the collection of sentence length, secondary task accuracy, and secondary response times. More specifically, the verbal task interfered with the generation of definitions for both concrete and abstract nouns, while the visual task interfered with the development of definitions for just concrete nouns. According to Kellogg (1996), verbal working memory is required for sentence linguistic encoding while visual working memory is required for image-based conceptual content planning. The visuospatial sketchpad has mostly been used in writing projects that require individuals to remember spatial or visual data (Levy & Ransdell,
2001). According to Passerault and Dinet (2001) overloading the visuospatial sketchpad should have a greater influence on descriptive writings than on arguing texts. When writing descriptive texts, authors' fluency slow as predicted.

3. Methodology and Procedures

According to Kirk (2013:2), a strategy for defining the circumstances of experimental participants and the statistical analysis associated with the plan are both mentioned. The experiment's independent and dependent variables are identified, and the experiment's statistical approach is shown. In the same vein, Seltman (2013:3) claims that an effective experimental design strikes a delicate balance between a number of factors, including cost, power, validity, and practicality. According to Vandalen (1979:232), one of the wise choices made by studyers is selecting an acceptable experimental design for carrying out a study. For this study, aims and hypotheses are demanded for the use of Non-Randomized Pre- Post-test Design of the Fourth scientific (biological branch) preparatory school pupils are the sample of the study. The study was divided into two sets:

1. Experimental group: pupils that develop skills by getting benefits from strategic planning models.

2. Control group: pupils that learn skills the conventional method. The experimental design is shown in the following table:

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Independent variable</th>
<th>Dependent variable</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>writing skill</td>
<td>Strategic planning</td>
<td>writing skill</td>
<td>writing skill</td>
</tr>
<tr>
<td>Control Group</td>
<td>writing skill</td>
<td>Conventional strategy</td>
<td>writing skills</td>
<td>writing skill</td>
</tr>
</tbody>
</table>

3.1 Population and sample of the Study

According to Best and Kahn (2006:13), a population is a collection of people who share at least one trait that sets them apart from other people. The population is the whole set of people, occasions, or interesting objects that the studyer needs to look into (Sekaran & Bougie, 2016:52). According to Cresswell (2012:78), the population is a group of individuals with comparable physical traits and other traits that may be recognized and studied by studyers. As a result, the population is the universal element from which to draw a sample. (2007) (Dillman, p. 60). The population of the current study consists of EFL Iraqi preparatory students at Tikrit City's Salah Al-den Government's Fourth Scientific (Biological Branch) Preparatory. When sampling is being done, the sample size may be thought of as a portion of the whole population that is accessible for collection. It denotes a subset of the population or an interest sub-collection that has been selected from the total population. Additionally, Sekaran and Bougies (2016:89) argued that one of the primary purposes for using the sampling technique is to gather data, making the choice of sample size crucial for study. If the right sample size is employed, a more accurate and dependable result will be achieved, and it also lessens fatigue and data gathering mistake. Sampling is a method or process used to collect samples from a population (Fatriana, 2017:25). At Al-Bayan Preparatory School for
Girls, the fourth scientific grade (biological branch) is where the study's sample of (60) students was randomly selected. 30 students will make up the experimental group, while 30 students will make up the control group. Al-Bayan Preparatory School for Girls has been divided into an experimental and control group.

3.2. Test Construction

Studyers utilize post-tests as a way to verify whether there are statistically significant changes between control and experimental groups, therefore they designed a test based on the subject chosen at the beginning of their study.

3.3. Face Validity

According to Oluwatayo (2012), face validity is the researcher’s subjective assessment of the measurement tool's relevance and presentation to establish if the instrument's items are understandable and reasonable. Despite the fact that, according to Mousavi (2009:247), facial validity refers to the degree to which a test looks correct and seems to evaluate the knowledge or skills based on the subjective opinion of the examinees who take it. Therefore, the degree to which the test or other determining tool is accurately measuring what it should be measured is the extent to which it is valid. The exam is presented to a jury member of English language professionals who have 100% agreement on the test's questions in order to confirm its face validity.

3.4. Content Validity

Pennington (2003) states that content validity refers to the level to which a measure means accurately represents all characteristics of a notion. The assertion of content validity is to determine whether a measuring instrument is adequate or its items represent a sample of the total possible content.

The content analysis of t According to Pennington (2003), content validity is the degree to which a measure means properly depicts all aspect of an idea. In order to assess if a measuring tool is suitable or whether its items reflect a sample of the whole available content, content validity is asserted.

The behavioral goals are stated in the content analysis of the exam, which is based on Bloom's Taxonomy of the cognitive domain. The lower level of cognition is where the cognitive domain starts, and creativity is where the higher level of cognition ends. The test is based on Bloom’s Taxonomy of cognitive domain to state the behavioral objectives. The cognitive domain begins with the lower level of cognitive and end with the higher level of cognition which is creation.

3.5. Reliability of the Achievement Tests

According to Ravitch (2007), dependability is a gauge of test consistency. Therefore, the outcomes on both examinations should be equal when the student completed the same test in two different ways on two separate days. The reliability of the test is assessed using the Alpha Cronbach formula. The coefficient, which was discovered to be (0.85), is regarded as satisfactory.

3.6. Pilot Study

The term pilot study describes a scaled-down form of a larger study and a particular pre-test of particular study, including questionnaire or interview schedules (Teijlingen and Hundley, 2001). Pilot studies are primarily intended to stop studyers from doing large-scale studies without appropriate understanding of the suggested approach, not to address particular study issues (Lowe, 2019).

For the present investigation, doing a pilot test is highly recommended. From Al-Bayan Preparatory School for Girls, fifteen (15) students are selected at random for this purpose. The Pilot test was conducted on 25, December, 2021, in a typical setting and in a classroom setting. The pilot exam was specifically designed to determine how
long it would take respondents to complete the test and if the questions were understandable to them. The pilot test has shown that the amount of time needed to complete all test items is (55 minutes). Additionally, the pilot study assisted the researcher in finalizing the post-test administration.

3.7. Item Analysis
Examining test items for difficulty and discriminating power is the process of item analysis. Item analysis as a method to help the test writer locate test material and assess an item's level of difficulty or ease. As a consequence, it has the ability to recognize and separate pupils who are below average.

3.7.1 Difficulty Level
The percentage of students that successfully answered each question determines the difficulty level for each item (Rosas, 2000:3). The degree to which an item seems to be complex or facilitated for a certain number of tests is referred to as its item difficulty. It simply displays the proportion of students that correctly identify the thing. The most appropriate test item will range in item difficulty from 0.15 to 0.85. (Brown, 2010). It was discovered that the difficulty level of the present test items ranged from 0.42 to 0.85.

3.7.2 Discrimination Power
Calculating a test's discrimination power involves determining how closely a given item's results match those of the whole test (Alderson, 1995:80). This indicates that if an item is appropriately rated by both high- and low-skilled students, it is said to have limited capacity of discriminating. The degree to which an item can distinguish between pleasant and bad tastes is referred to as item discrimination. If an item gathers the correct responses from the excellent students and the incorrect responses from the bad students, it has a strong capacity for discriminating. It is important to remember that the low power of discriminating will be zero and the high power will be close to 1.0 (Brown, 2010:71). The collected findings show that the test item discrimination power is between 0.37 and 0.58.

4.0 Analysis of Data and Discussion of Result
In order to confirm the study's initial premise. All mean scores are acquired and compared in order to determine if there is a statistically significant difference between the posttest mean scores of the experimental group and the control group. According to statistics, the control group's mean score is while the experimental group's mean score is both (72.11). The calculated t-value is found to be (4.31) using the t-test formula for two independent samples, while the tabulated t-value is found to be (2.00) at the degree of freedom (58) and level of significance (0.05). This shows that there is a significant difference between the two groups, favoring the experimental group. Consequently, the first and second hypotheses that assert the post-writing test results show that there is no statistically significant difference between the mean scores of the experimental group, which is taught using strategic planning, and the control group, which is taught using conventional strategy (see table 2).
Table (2) The Experimental and Control Groups in the Post Test

<table>
<thead>
<tr>
<th>Groups</th>
<th>No. of pupils</th>
<th>Mean</th>
<th>SD.</th>
<th>T-Value</th>
<th>DF</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG.</td>
<td>30</td>
<td>83.43</td>
<td>111.8</td>
<td>Calculated</td>
<td>58</td>
<td>0.05</td>
</tr>
<tr>
<td>CG.</td>
<td>30</td>
<td>72.11</td>
<td>214.6</td>
<td>4.31</td>
<td>2.00</td>
<td></td>
</tr>
</tbody>
</table>

There is no statistically significant change in the mean writing scores of the experimental group in Post 1 and Post 2 tests, supporting the second hypothesis of the study. It is discovered that the post-mean test's score is 70.65 with a standard deviation (12.54), whereas the post 2-test has a standard deviation of 8.32 and is (83.23) (11.82). When the degree of freedom is 29, the computed t-value of (3.33) is determined to be larger than the tabulated t-value of (2.06) at (0.05) level of significance, as shown in Table (13). The collected data show that there is a statistically significant difference between the experimental group's mean writing test scores after Posts 1 and 2. The theory is thus disproved.

Table (14) post 1 & 2 tests of the Experimental Group

<table>
<thead>
<tr>
<th>Group</th>
<th>No. of pupils</th>
<th>Mean</th>
<th>SD.</th>
<th>T-Value</th>
<th>DF</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post 1 test</td>
<td>30</td>
<td>70.65</td>
<td>12.54</td>
<td>Calculated</td>
<td>29</td>
<td>0.05</td>
</tr>
<tr>
<td>Post 2 test</td>
<td>83.23</td>
<td>11.82</td>
<td>3.33</td>
<td>2.06</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.1 Discussion of the Results

This study attempts to investigate the effect of strategic planning on developing EFL preparatory school pupils’ writing skill. It also attempts to show whether there are significant differences between the two groups, the experimental and the control group at pupils’ strategic planning. The aims of previous studies deal with using of strategic planning in writing while the aims of current study at investigating the strategic planning in writing and writing. Moreover, the results of the current study provide positive results and this contrary to previous studies. It is found that there is a statistically significant difference between the mean scores of the experimental group who is taught by strategic planning and the control group who is taught by conventional strategy in post writing tests. Directing pupils’ attention to form the meaning of language and that help them in better performing a task in
writing. The study also show that in terms of accuracy, form- focused strategic planning improves pupils' performance more than meaning- focused strategic does, as well as meaning- focused strategic planning improves pupils' writing more than form- focused strategic planning does.

Conclusions

Based on the result of the current study, directing pupils' attention to the form and meaning of language can be more effective than just putting pupils on their own to have strategic planning. In fact, the study finds out that directing pupils’ attention to the meaning or form of language through instruction would change pupils’ written production for better. Many researches have been conducted to examine the impact of strategic planning on L2 pupils’ complexity, correctness, and fluency of language output. Overall, the findings indicate that providing pupils pre-task preparation time has a considerable impact on these performance indicators. Fluency effects seem to be the clearest and most consistent among performance components (Tavakoli & Skehan, 2005). Foster (1996) and Foster and Skehan (1996) find that in all three activities studied, planners halted less often and spent less time in utter stillness than non-planners. Strategic planning improves writing ability, strategic planning should be used effectively to improve writing skills in the teaching/learning process because it emphasizes that the text should be restructured through planning and revising, monitoring, evaluating, and editing, instead of having pupils write compositions with only topics and simple instructions.

Developing the experimental group pupils post 1 and 2 test in writing through the strategic planning help them to engage in regulation of cognition when writing. More specifically. According to Bandura’s (1986) social cognitive theory, developing pupils’ self-efficacy, attitudes, and beliefs is a good predictor of their academic achievement and motivations. In that regard, beginning writing after determining the pupils’ affective and cognitive knowledge in the process of knowledge of cognition and developing them within the process help the pupils be aware of their self-efficacy and be prepared for the contextual, stylistic, and language and expression attributes of writing. However, the pupils in the control group display no improvement in developing of the quality of their writing in the categories of not having an idea of what to write with the given topic, not knowing how to keep writing, not assessing the content, and not knowing how to edit writing. It is necessary, in every way, to evaluate and enhance writing. Their writing must have a specific topic and purpose, and they must also understand how and when to perform these procedures about topic and purpose before engaging in regulation of cognition.

Recommendations

Through the conclusions of this study, some recommendations can be drawn:

1. The findings of this study may not be representative of all Iraqi pupils. Including pupils, so it should be applicable in different stages and from different types of educational institutions and a wide range of disciplines.
2. The present study employs a pre-test and post-test experiment design. In future studies, it is better measuring the potential changes in pupils’ writing development.
3. It is recommended that various scales be used in further studies.
4. They are no follow-up studies for the instruction for the experimental group, it is unknown how long the pupils’ improvement in writing skill might last. Thus, the research process should also be supported by follow-up studies.

5. The pupils’ socioeconomic conditions are not taken into consideration. Therefore, such additional conditions should be included in the research to determine whether they affect writing skills.

6. This production of less accurate when they are provided with strategic planning time can be attributed to the level of the participants in the current study.

7. Pupils are not instructed about how they can use that time to plan their written performance.

8. Most of the pupils do not know how to employ that pre-task time to focus and attend to form of the language that consequently leads to produce more accurate language.

5.3 Suggestions for Further Studies

There are some aspects left which deserve to be investigated by researchers, as shown below:

1. This study is only conducted on the preparatory school, a similar study can be done on the primary or intermediate school.

2. Since this study is only conducted on the female participants, a similar study can be done on the male’s gender or both together.

3. This study is only conducted to develop writing skill, a similar study can be done to develop speaking and listening.

References


