



**USING FIVE FINGERS STRATEGY IN IMPROVING
EFL STUDENTS' ACHIEVEMENT IN LITERARY
TEXT**

**2022
MASTER THESIS
ENGLISH LANGUAGE AND LITERATURE**

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ACHIEVEMENT IN LITERARY TEXT**

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Prepared as

Master Thesis

KARABUK

July 2022

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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Alyaa Khalid KHALAF titled “USING FIVE FINGERS STRATEGY IN IMPROVING EFL STUDENTS’ ACHIEVEMENT IN LITERARY TEXT” is fully adequate in scope and in quality as a thesis for the degree of Master of Science.

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This thesis is accepted by the examining committee with a unanimous vote in the Department of English Language and literature as a Master of Arts thesis. July. 22, 2022

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The degree of Master of Arts / Linguistics by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

Prof. Dr. Hasan SOLMAZ

Director of the Institute of Graduate Programs

DECLARATION

I declare that the work presented for assessment in this dissertation is my own, that it has not previously been presented for another assessment, and that my debts (for words, data, arguments and ideas) have been appropriately acknowledged. It is important that the work conforms to the guidelines for presentation and style set out in the relevant documentation.

Name Surname: Alyaa Khalid KHALAF

Signature :

FOREWORD

This thesis work is dedicated to my husband, who has been a constant source of support and encouragement during the period of writing this thesis. I am truly thankful for having you in my life. This work is also dedicated to my family, especially my parents. I also dedicate this work to my supervisor, Assist. Prof. Dr. Najwa Yaseen Ismail, who has infinite patience to support and guide me to achieve this work.

ABSTRACT

Language remains a significant area that students are required to learn as it forms the base for other subjects. Even though the language is an essential subject, a large number of students experience the challenge of learning. Due to a lack of English skills, some EFL students face many challenges communicating, and thus, to pursue some of the courses, they are required to improve their performance in a literary text. This study aims at exploring how the five-fingers strategy, which is a strategy that can be adopted to improve EFL students' mastery of learning literary text. To complete this study, 60 Iraqi students were recruited for the study, of which 30 presented the Experimental Group and the other 30 presented the Control Group. An achievement test is used as a tool for collecting data, and the results show that the administration of this strategy assisted Iraqi EFL students in understanding how to analyze a text based on the key elements. The result also illustrated that the application of the five-fingers strategy has a statistically significant in the learning of language and mastery of vocabulary, which is crucial in analyzing a literary text. When using the five-fingers strategy, a teacher acts as a critical aspect that enhances the learning process. The paper concludes that the five-fingers strategy helps students to gain the skills to explore a story based on the key elements. The technique provides a good base that students may use to explore particular text, and this gives them the confidence to deal with complexity when learning a language.

Keywords: The five-fingers strategy; Improving; Achievement; Literary Text

ÖZ

Dil, diğer derslerin temelini oluşturduğu için öğrencilerin öğrenmesi gereken önemli bir alan olmaya devam etmektedir. Dil temel bir konu olmasına rağmen, çok sayıda öğrenci öğrenmenin zorluğunu yaşıyor. İngilizce becerilerinin eksikliği nedeniyle, bazı EFL öğrencileri iletişim kurmakta birçok zorlukla karşı karşıya kalmaktadır ve bu nedenle bazı dersleri takip etmek için edebi bir metindeki performanslarını geliştirmeleri gerekmektedir. Bu çalışma, EFL öğrencilerinin edebi metin öğrenme becerilerini geliştirmek için benimsenebilecek bir strateji olan beş parmak stratejisinin nasıl olduğunu keşfetmeyi amaçlamaktadır. Bu çalışmayı tamamlamak için, 30 mevcut Deney Grubu ve diğer 30 mevcut Kontrol Grubunun bulunduğu çalışmaya 60 Iraklı öğrenci dahil edildi. Veri toplamak için bir araç olarak bir başarı testi kullanılır ve sonuçlar, bu stratejinin yönetiminin, Iraklı İngilizce bilen öğrencilere temel unsurlara dayalı olarak bir metni nasıl analiz edeceklerini anlamalarında yardımcı olduğunu göstermektedir. Sonuç ayrıca, beş parmak stratejisinin uygulanmasının, edebi bir metni analiz etmede çok önemli olan dil öğrenimi ve kelime bilgisine hakim olmada istatistiksel olarak önemli olduğunu göstermiştir. Beş parmak stratejisini kullanırken, bir öğretmen, öğrenme sürecini geliştiren kritik bir unsur olarak hareket eder. Makale, beş parmak stratejisinin, öğrencilerin temel unsurlara dayalı bir hikayeyi keşfetme becerilerini kazanmalarına yardımcı olduğu sonucuna varıyor. Teknik, öğrencilerin belirli bir metni keşfetmek için kullanabilecekleri iyi bir temel sağlar ve bu onlara bir dil öğrenirken karmaşıklıkla başa çıkma konusunda güven verir.

Anahtar Sözcükler: Beş parmak stratejisi; İyileştirme; Başarı; Edebi Metin

ARCHIVE RECORD INFORMATION

Title of the Thesis	Using Five Fingers Strategy in Improving EFL Students' Achievement in Literary Text
Author of the Thesis	Alyaa Khalid KHALAF
Supervisor of the Thesis	Assist. Prof. Dr. Najwa Yaseen ISMAIL
Status of the Thesis	Master's Degree
Date of the Thesis	22/07/2022
Field of the Thesis	Methods
Place of the Thesis	KBU/LEE
Total Page Number	75
Keywords	The five-fingers strategy; Improving; Achievement; Literary text

ARŞİV KAYIT BİLGİLERİ

Tezin Adı	EFL Öğrencilerinin Edebi Metinlerdeki Başarılarını Artırmada Beş Parmak Stratejisini Kullanma
Tezin Yazarı	Alyaa Khalid KHALAF
Tezin Danışmanı	Dr. Öğr. Üyesi Najwa Yaseen ISMAIL
Tezin Derecesi	Yüksek Lisans
Tezin Tarihi	22/07/2022
Tezin Alanı	Dilbilim
Tezin Yeri	KBÜ / LEE
Tezin Sayfa Sayısı	75
Anahtar Kelimeler	Beş parmak stratejisi; İyileştirme; Başarı; Edebi Metin

SUBJECT OF RESEARCH

The main topic of the current research is Using the Five Fingers Strategy in Improving is EFL Students' Achievement in Literary Text.

PURPOSE AND IMPORTANCE OF THE STUDY

This study aims at finding the effect of using the Five Fingers Strategy in improving EFL students' achievement in a literary text.

METHOD OF THE RESEARCH

1. Research Design : Qualitative research design
2. Academic major : English Language and Literature
3. Sampling: 60 Iraqi students were recruited for the study. As a way of determining the effectiveness of the five-fingers strategy, the researcher divided the group into two equal categories. The first group was administered using the strategy, which could be used to review the effect of the approach. The other was not given any approach, which was used as a control group.

THE HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

H1-Five-fingers strategy improves EFL students' achievement in a literary text.

H2-Five-fingers strategy does not improve EFL students' achievement in a literary text.

SCOPE AND LIMITATION/ DIFFICULTIES SCOPE AND LIMITATIONS

1. Only 60 students were included in the sample of the study. Hence, the obtained results cannot be generalized to other other schools in Iraq.
2. This study was conducted only at one high school.
3. the study may encounter the barrier of inconsistent data collection standards, which impact how participants respond to questions.
4. Time is another challenge that the study will encounter.
5. cultural and language barriers, the process of collecting data may be linked with a lot of complexity.

1. INTRODUCTION

Language remains a major area that students are required to learn as it forms the base for other subjects. In most parts of the world, English is the dominant language that most people use, and thus, students are required to learn all the skills. Even though the language is a crucial subject, a large number of learners, especially international students, experience the challenge of acquiring the necessary skills (Abdelrahman & Bsharah, 2014). In schools, the English curriculum is made compulsory, and thus, all students pursuing different courses are required to complete it, and this is mostly done in first-year on campus (Ngoc-Anh, 2019). In this curriculum, students are required to learn about vocabulary, grammar, pronunciation, and much more, which affects their English skills. In particular, students from countries such as Iraq encounter the difficulty of learning a language as English is their foreign language, and this illustrates the idea of English as a Foreign Language (EFL) (Ngoc-Anh, 2019). As such, most of these students experience the challenge of acquiring the necessary writing skills. Among the four English skills (listening, speaking, reading, and writing), writing is perceived as the most challenging sector among EFL students (Ngoc-Anh, 2019). In particular, EFL students are required to use English writing skills to express certain ideas. Most learners experience the challenge of expressing ideas as they lack mastery in vocabulary, which affects their overall performance.

As a way of enhancing language learning, schools deploy numerous strategies which aim at supporting EFL students to improve their English skills. Among the most common approaches is the application of the five-fingers strategy. Typically, the five-fingers strategy is an approach that is used in schools with the aim of assisting students in recalling five key elements of an idea (Aghaie & Zhang, 2012). Even though the five-fingers strategy is mostly deployed when analyzing a story, it is also effective in a literary text. In this case, this strategy helps students to recall the particular text, which impacts how they master particular vocabulary. According to Chandran et al. (2019), the application of the five-fingers strategy helps learners to acquire skills in listening, forecasting, summarizing, and writing, and this forms the base for their success in English subjects. Effective application of the five-fingers strategy is associated with the achievement of particular learning objectives, and this helps students to attain high-

level performance. According to Yukselir (2014), the five-fingers rule can be used separately or combined, and this application depends on the need of students. Through the application of this strategy, students are able to find the right vocabulary and words for a certain text.

1.1. Statement of the Problem

Like other EFL learners, students in Iraq are required to complete the English as a compulsory subject in our curriculum. Writing is one of the most challenging skills that students experience, and this hinders how Iraqi students express themselves through text. In this case, writing skill is a crucial element of the communication process, and thus, students are required to use this element to express their feelings, thoughts, and opinions. According to Ngoc-Anh (2019), writing is both a physical and mental activity, and thus, the basis for writing is committing words in a paper. Historically, before 1960, learning foreign languages was not effectively embraced, but the approach has recently been changed (Ngoc-Anh, 2019). In particular, international students consider learning writing skills an important factor in their academic achievement. As such, teaching writing skill acts as a reinforcement approach that teachers use to enhance foreign language learning (Selvaraj & Aziz, 2019). In the same way, writing skill cannot be ignored as it impacts all learning activities.

Even though writing skills are important in the completion of the English curriculum, EFL students experience a lot of challenges which hinder their understanding. Among all skills of languages, writing is mostly acquired last (Aldhafiri, 2020). However, it is perceived as the most challenging skill for students to comprehend. In areas where English is a foreign language, students experience the challenge of comprehending the concept, and this forces them to deploy numerous strategies to enhance the learning process (Ngoc-Anh, 2019). In the same way, students experience the challenge of writing even in their own language, and this clearly illustrates how the skill is so difficult for EFL learners. In comparison to other skills such as speaking, writing engages in a lot of factors, for instance, the ability to develop good ideas, accuracy, vocabulary, grammar, and much more. As such, the engagement of all these factors is regulated by a particular writing style that a student

uses. Due to this factor, writing is perceived as the most complex and difficult skill that students are required to achieve when learning English as a foreign language (Ngoc-Anh, 2019). In this case, writing is extremely hard as it involves more cognitive activities that impact how students regulate numerous variables simultaneously. Based on this statement, students must consider elements, such as content, sentence structure, vocabulary, punctuation, and much more, which impact how an idea is expressed. For a student to demonstrate a high level of language learning, they are required to be in a position to integrate information into coherent paragraphs and texts (Kennedy & Chinokul, 2020). To achieve this goal, students are required to commit a lot of time, which is mostly done through regular practising, and this impacts the ability to express a particular context.

For an ELF student to demonstrate their comprehension in writing skills, they must be in a position to express an idea in a logical, effectively structured, and organized in a particular manner with numerous vocabularies and an understanding of convention mechanics. For an EFL student to be in a position to develop a sentence and paragraph with all the requirements, they face a lot of challenges. The challenging experiences, especially when using grammar, vocabulary, and much more, affect how an idea is expressed. In this case, an EFL student experiences the challenge of understanding and using the English grammatical rules, for instance, verbs and nouns (Ngoc-Anh, 2019). For example, a student may face the challenge of understanding and applying the subject-verb agreement, and this impacts how they structure particular sentences. Usually, EFL students experience the challenge of learning how to use articles, prepositions, pronouns, and conjunctions, and this impacts how they logically write particular text.

Additionally, English syntax is another factor that makes writing skills more challenging for EFL students. In this case, English syntax illustrates a number of sentence structures that students may deploy when writing. Thus, most EFL students experience the challenge of understanding which type of sentence structure to use, and this confusion affects the application of elements, such as conjunctions and dependent/subordinate clauses (Ngoc-Anh, 2019).

This study applies the five fingers strategy to tackle the students' weakness in understanding and analyzing a literary text, which is a major issue in language

learning. In literature, the application of the five fingers strategy helps students analyze the story by examining the main elements, which is crucial for understanding. Through this approach, students are able to develop confidence, which creates a condition that allows them to take responsibility for their learning (Alnoori, 2020). Due to the establishment of groups, the five fingers strategy promotes collaboration among learners (Behrend, 2019). This approach assists them in creating an environment that enhances problem-solving as students are able to cooperate and discuss how to deal with a particular condition. Therefore, students are required to have a range of vocabularies to understand what to use based on a task. In this case, EFL students experience the challenge of choosing the appropriate vocabulary in context, which impact the structure of sentence and paragraph (Hasan, 2015). Since writing is highly grounded on how a student organizes and develops ideas, the inability to understand the type of words to use in a particular setting affects the logical structure of a sentence, and this becomes a major challenge among EFL students (Toba et al., 2019). Even though they have comprehended a range of vocabulary and grammar knowledge, it becomes a challenge for them to understand how to use it to develop a good sentence that expresses an idea in a logical manner. Therefore, EFL students experience the challenge of completing a task due to inefficient organization capability. Inability to writing becomes a challenge to students and lecturers, which affects overall performance.

1.2. Aims and Questions of the Study

This study aims:

1. Finding the effect of using the Five Fingers Strategy in improving EFL students' achievement in a literary text.
2. To explore if there are any statistically significant differences between control and experimental groups in using the Five Fingers Strategy in pre and post-test.
3. To examine whether there is any statistically significant difference between the experimental group's achievement of using the Five Fingers Strategy at the recognition and that at the production level.

So, the study tries to answer the following questions:

1. Is there any effect of using the Five Fingers Strategy in improving EFL students' achievement in a literary text?
2. Are there any statistically significant differences between control and experimental groups in using the Five Fingers Strategy in pre and post- test ?
3. Is there any statistically significant difference between the experimental group's achievement of using the Five Fingers Strategy at the recognition and that at the production level ?

1.3. Hypotheses of the Study

Language learning among EFL students remains a major problem that they experience. As a way of enhancing the learning process, scholars have been investigating the application of strategy to support these students in improve their language learning. The five-fingers strategy is one of the approaches that is suggested for its effectiveness in supporting EFL students to enhance their language learning process. In order to investigate the effectiveness of the five-fingers strategy, the study is based on null and alternative hypotheses:

H1-Five-fingers strategy improves EFL students' achievement in a literary text.

H2-Five-fingers strategy does not improve EFL students' achievement in a literary text.

1.4. Value of the Study

The achievements in a literary text are a major issue in language learning. Even though most institutions that offer international education have diverse strategies to support language learning, most EFL students continue to express the challenge of achieving literary text goals. As such, a study on students could benefit from the five-fingers strategy in an effective way that could help to improve language learning. In this case, the study could profoundly benefit a large number of students who are suffering from writing challenges as it highlights numerous steps they are required to embrace to enhance particular goals. As such, the five-fingers strategy will help

students to create a platform that will impact their mastery of numerous language concepts, which is a key aspect of writing.

Additionally, the five-fingers strategy will assist students in learning how to practice writing, especially by the application of elements, such as clauses, nouns, verbs, and much more, which impact the structure of a sentence. Through this approach, EFF students will be in a position to improve their English writing skills, which will enhance their achievement of a literary text. In this case, the study will assist students in comprehending the central elements that they are required to use when learning a language, and this will impact how they participate in writing. As such, the study will benefit students to understand how a particular writing context is conducted, and this impacts the overall performance in the learning process. Through this study, EFL students will enhance their self-reliance, which will impact how they learn and apply the particular concept.

Additionally, the study will assist EFL students in enhancing their communication skills through writing. In this case, the study will form the base that EFL students can use to comprehend how to write logical sentences that express particular thoughts and feelings, which is a critical aspect in enhancing communication. Typically, the lack of an effective way to express a particular feeling is a critical aspect that affects the writing ability among EFL students. In this case, most of the students fail to communicate effectively, and this hinders the understanding of a particular message. However, the study will form the ground that EFL students can use to learn how to apply text language, and this will impact their ability to express an idea in the right manner. The approach will be linked with positive outcomes, which is a key aspect in achieving the learning goals. Additionally, the study will help students to understand how to engage in and integrate all the language elements, such as vocabulary, which will impact how they communicate. The approach will regulate aspects, such as confusion, which may occur due to poor application of writing elements. Therefore, the EFL students can effectively interact and communicate with lecturers and other learners in the environment.

Typically, fluent writing language is a critical aspect that EFL students strive to achieve. The approach impacts their confidence when writing a particular concept, and this influences how they link with lecturers. Through this study, EFL students will

develop textual analysis skills that will help them to work across literary learning, which is crucial in the achievement of the goals. In this case, the study will expose the student to real-life settings on how they can improve their literary and overall learning language, which impacts other subjects. The technique will positively impact how EFL student pursues the career of their dream. Therefore, the study will have a lot of value to EFL students as they will develop the confidence to purchase courses in countries, such as the United States, where English is their first language.

1.5. Plan for the Study

The qualitative research design will be based on primary data, whereby 30 Iraqi students will be selected. All the participants selected will be from high school in the 5th class. To enhance the study, the process will divide the group into two categories. One of the groups will be administrated using the five-fingers strategy, and the other will be the control group, which will help to determine the effectiveness. In order to complete the study, the process will take five months. This period will give the group that is administered with the five-fingers strategy enough time to learn and apply it in writing text. During this period, the researcher will use evaluation text, which will be conducted monthly. The test will be administered in both groups, and the data collected is then recorded in a file for final analysis. This test will play a vital role in determining how students are learning a language using the strategy.

Additionally, the researcher will administer a teste to all participants, which they will be required to respond to based on their understanding of language. As a way of observing their privacy, all participants will not be required to provide any personal data, such as their names. Based on how students respond to writing, the researcher will develop a conclusion, which will help in determining the effectiveness of the five-fingers strategy in language learning.

2. THEORETICAL BACKGROUND AND PREVIOUS STUDIES

In English subjects, the understanding of a literary text is a key aspect that forms the base for students' success. In particular, understanding literary text requires a student to have the skills and knowledge to analyze character, setting, plot, and much more. The approach helps in comprehending exactly when an author is trying to communicate in the story. In the same way, understanding literary text impacts students' ability to write poems, novels, and other materials, which helps in demonstrating their creativity and skills in writing (Raximqulovich, 2020). Students whose English is a foreign language (EFL) face a lot of challenges associated with reading and writing, and this affects their ability to analyze text. Due to a lack of English skills, some EFL students face a lot of challenges communicating, and thus, for them to pursue some of the courses, they are required to improve their performance in a literary text (Raximqulovich, 2020). Typically, for students to achieve high marks in a literary text, they are required to analyze complex writings, which requires them to identify the hidden message, and this becomes a major challenge for EFL students (Ghazanfari-Moghaddam et al., 2020). As a way of enhancing EFL students' achievement on a literary text, numerous approaches, such as applying the five-fingers strategy, have been adopted by most schools (Raximqulovich, 2020). In particular, this strategy requires that students should focus on setting, characters, problems, events, and solutions when reading a text (Schat et al., 2021). When a student is able to effectively remember the five strategies, they are in a good position to succeed in analyzing literary text.

2.1. Theoretical Background

As a way of understanding literary text, different theories have been established with the aim of making it easier for students to comprehend. Literary theories are ideas that help to analyze and identify underlying principles, and this impacts the interpretation. The structuralism theory is one of the literary concepts that helps a student to set objective criteria for analyzing and evaluating rigor in a text (Schat et al., 2021). This theory encourages students to pay attention to aspects, such as words, symbols, and setting, which helps in the identification of hidden concepts in a text (Raximqulovich, 2020). By focusing on this aspect, an individual is able to decode the

variation in language, which is a crucial aspect when dealing with EFL students. The approach helps EFL students to comprehend the essence of language to communicate, which is the basis for enhancing achievement in a literary text (Schat et al., 2021). Cultural materialism is another theory that is essential in enhancing the achievement of a literary text in EFL students (Ghazanfari-Moghaddam et al., 2020). This theory encourages students to focus on cultural aspects that are deployed in a story, which helps in understanding character, setting, problems, and much more, which are crucial in the analysis of a story (Ghazanfari-Moghaddam et al., 2020). The ability to understand numerous cultural backgrounds forms the base that EFL students may deploy to enhance their ability to deal with numerous conditions in a text. As a way of enhancing diversity, most schools deploy cultural text, and thus, the application of cultural materialism theory forms the base that EFL students may use to enhance their ability to analyze a story (Schat et al., 2021). As such, the application of structuralism and cultural materialism theories helps EFL students to summarize and analyze text, which forms the base for understanding the meaning (Raximqulovich, 2020). The effectiveness of these theories is enhanced by the ability of students to link with approaches, such as the Five Fingers Strategy.

2.1.1. The Concept of Literary Text

A literary text is a genre of literature, which transfer message artistically and creatively. In particular, the literary text concentrates on both content and forms, and thus, the authors deploy a stylistic language and idiosyncratic approach to show the reality or tackle phenomena. Even though the literary text has one common goal, and thus, it operates in the same manner (Ghazanfari-Moghaddam et al., 2020). There are numerous forms of a literary text, such as narrative, literary description, literary recount, and much more, which present the same objective (Van-Heerden & Bas, 2021). Typically, the narrative text is a form of a story that tells a story using a sequence of events, which is seen when reading fairy tales and fiction. In narrative text, the author encodes the message in a particular context (Schat et al., 2021). The narrative text is differentiated from other texts based on its focus on settings, such as place and time (Ghazanfari-Moghaddam et al., 2020). In the same way, the descriptive text is more specific and detailed stories that engage in physical appearance, landscape,

and other natural materials. All these types of literary text share the same factor of creativity, freedom of choice, and power of imagination (Ghazanfari-Moghaddam et al., 2020). Through this approach, the literary text creates a notion that helps to entertain readers but ends with particular teaching (Schat et al., 2021). In this case, creativity and innovation are key concepts that define literary text. Due to this concept, the literary text is crucial in language learning.

2.1.2. The Features of Literary Text

The characteristics of the literary text include characters, setting, plot, conflict, and resolution. The application of these characteristics assists the reader in comprehending who is in the story, where and when the story takes place, and much more associated with the text (Schat et al., 2021). Typically, the characters are the persons that are involved in the story. The author provides a detailed illustration of the characters, which helps the reader to visualize each individual (Ghazanfari-Moghaddam et al., 2020). This approach is attained by providing information associated with the physical attributes and personality traits of the character (Van-Heerden & Bas, 2021). In every narrative, there is a main character which determines the plot and aims at solving the issue that revolves around the narrative (Schat et al., 2021). Other characters in the story are crucial as they provide additional information and information, which helps support the protagonist to achieve the goals (Magulod Jr, 2018). The setting represents the location where the story is based (Raximqulovich, 2020). To enhance the understanding of the setting, the author provides an illustration of the environment, which helps in reader to develop a realistic picture of the surrounding (Schat et al., 2021).

The plot is the actual story around which the whole narrative is grounded. The plot is linked with a clear start, middle, and end, which provides all the necessary information, and this helps the reader to make sense of the action. Every story has a conflict or an issue that it aims to solve (Alam et al., 2021). In particular, the plot is centered on this conflict, and this impacts the approaches that the character deploys to develop a solution (Ghazanfari-Moghaddam et al., 2020). The resolution is the solution that the story has established based on the issue. The resolution provides the tone and

creativity within a particular story (Alam et al., 2021). Other crucial characteristics of the literary text include tone, image, symbolism, foreshadowing, and much more.

2.1.3. The Concept of Drama

Drama is a mode of fiction that is illustrated through dialogue and performance. As such, drama is a type of literary genre that is an imitation of particular actions (Rahimipour, 2020). According to Alam et al. (2021), drama is a composition in verse illustrating a tale pantomime. As a way of making expressing the idea, drama engages in a conflict of characters, which most perform in front of audiences. According to Alam et al. (2021), there are numerous forms of types of drama, such as comedy, tragedy, farce, and much more. The key concept of a drama includes role, character and relationships, situations, voice, and language. These concepts form the base factor for the development of the story in a drama (Hanifa, 2020). The character plays a vital role as they form the base factor for a story (Alam et al., 2021). Through these concepts, the dramatist is able to develop a fiction story that involves messy, unpredictable, and complicated events. These events help in expressing a particular theme, thoughts, ideas, and actions that are associated with a particular teaching. As a way of making the story more interesting, drama engages in music, which is a key aspect when expressing a particular idea (Alam et al., 2021). Through the use of music, the dramatist is able to ensure audiences effectively follow as it acts as a key aspect that attracts attention, which makes it more attractive (Yasin et al., 2021). Additionally, the plot and setting are other crucial concepts that make the drama more effective, and this has been associated with providing a real story in a natural way (Alam et al., 2021). The application of symbols helps a drama to portray the inner meaning of a story, which makes it easier for audiences to understand.

2.1.4. The Importance of Teaching Drama

In most learning institutions, dramatic art education has become a crucial aspect that is effectively embraced. In particular, the approach has been linked with stimulating creativity, especially in problem-solving (Rahimipour, 2020). Through the integration of drama in learning, teachers are able to change students' perceptions,

particularly on a matter associated with the real world (Alam et al., 2021). Dramatic exploration provides learners with an outlet for emotions, thoughts, and dreams, which could not otherwise be expressed. In the same way, drama creates a condition that allows a student to become better at exploring a new role, and this influences them to try new challenges, which is crucial in solving real problems (Koushki, 2020). In this case, drama requires that students should learn new ways of tone, which is the base for creativity. Additionally, learning drama is associated with creating a safe environment that engages in actions and consequences, which forms the base for students to view real sense, and this helps them to solve some of the issues that they are experiencing (Alam et al., 2021).

Additionally, learning about drama creates a condition that improves students' ability to communicate. In this case, drama is a crucial tool of communication. Like other forms of art, learning drama allows students to communicate and comprehend each other in a new way (Koushki, 2020). During training, students are required to learn aspects, such as coordination, which are crucial in communication, especially when working as a team (Koushki, 2020). The approach impacts how they approach audiences, and this helps in creating a positive environment, which impacts their ability to speak in public. The approach impact how students express themselves, which is crucial in art (Koushki, 2020). In this case, learning drama helps in improves the confidence of students, which allows them to participate in numerous activities, and this creates a condition that forms the base for their career success (Yasin et al., 2021). When a person is confident, they tend to try new challenges in life, and this is crucial for students to achieve a particular goal.

Furthermore, learning drama creates a condition that allows students to practice self-control and discipline (Alam et al., 2021). In this case, for a student to work in a particular manner, they are required to show a high level of discipline, and this creates a condition that enhances how they engage in aspect. Through self-control and discipline, students learn the importance of working together, and this helps them to deal with numerous aspects of life as a group (Yasin et al., 2021). Working together forms a strong base that assists students in solving issues that they may experience, which is crucial to industrial success (Alam et al., 2021). Typically, drama is one of the art that requires collaboration as most activities engage more than one person

(Koushki, 2020). Therefore, learning drama improves students' self-control, which acts as a base for preparing them to live and work in a team-oriented world.

Learning drama assists students in developing tolerance and empathy. Typically, for a student to play a role competently, they must learn how to fully inhabit another soul. In this case, learning drama helps a student to fully comprehend how other people view the world (Koushki, 2020). This approach impact students to be tolerant of others, which is the basis for developing a strong team. Even though a student may not agree with every character, learning drama helps them to view an idea based on other people's perspectives (Hanifa, 2020). This technique allows a student to be tolerant of the variation that may exist, for instance, culture, which is the basis for dealing with people from different backgrounds (Koushki, 2020). The approach acts as a motive that influences students to embrace particular aspects even though it does not align with their cultural aspects (Koushki, 2020). Through this approach, students learn to push the goals without considering aspects outside the setting, which may affect the process (Alam et al., 2021). This technique forms a good base that builds responsible global citizens, which helps to fight vices, such as racism.

Drama is a critical aspect that is associated with different emotions, and this may impact how a person expresses a particular character. As such, learning drama helps a student to learn how to deal with diverse emotions, and this promotes approaches, such as relaxation, which forms the base for dealing with issues such as stress (Koushki, 2020). Through this approach, a person is able to overcome the tension that may arise when dealing with a particular aspect, and this forms the base for the attainment of a particular goal (Hanifa, 2020). In the same way, learning drama helps students to express a range of emotions, which forms the foundation for the development of several characters (Koushki, 2020). The approach influences a student to play numerous roles when acting, which is the base factor for being successful. Due to the ability to hold emotion, an individual is able to create a condition that enhances their ability to recall, which is crucial in drama (Alam et al., 2021). Through this approach, a person creates a condition that helps enhance their memory performance (Koushki, 2020). The ability to develop emotional intelligence creates a condition that allows students to work and engage in a safe and supportive environment, which helps to express their particular character.

Learning drama is linked with physical fitness, which is a key aspect in enhancing a particular moment. In this case, for a person to manage to beating drama in a particular manner, they must be flexible, and this is clearly done through learning. Through this approach, learning helps students to control and balance, which influences their ability to participate for a long period (Koushki, 2020). Due to the ability to balance and control numerous aspects, a person is able to create a condition that promotes trust, and this enhances the application of the value of practice and perseverance (Alam et al., 2021). Physical fitness ensures a person can effectively embrace creative movement, which is the center of the drama.

Additionally, learning drama helps to reinforce the rest of the school curriculum. Typically, communication and empathy are the base factors for learning drama. Thus, students who have a better approach to drama tend to have a better comprehension of ideas, especially in history (Koushki, 2020). This approach allows students to put themselves in the shoes of figures in history and literature, which forms the base factor for their success (Koushki, 2020). In this case, learning drama forms the base factor that influences students to comprehend the ways human beings interact, which forms the base for activities, such as group work (Hanifa, 2020). Furthermore, drama is closely associated with other subjects, for instance, English and Social Studies (Alam et al., 2021). In this, the study of literature would be typically impossible without drama (Koushki, 2020). As such, there is an essential period of collective literary history that is fully based on drama. Therefore, the application of drama in learning helps students to develop intellectual understanding, which impacts their ability to interpret concepts, which is the basis for school success (Koushki, 2020). Furthermore, drama impacts students to learn the importance of attention, which is crucial when learning other subjects (Alam et al., 2021). The technique influence students to view problems from different perspectives, which is crucial in solving education and real-life issues.

2.1.5. Types of Drama

There are four major forms of drama, namely comedy, tragedy, tragicomedy, and melodrama. Typically, comedy is a form of drama that aims at making audiences laugh (Alam et al., 2021). Historically, comedy was established during the Middle Age

but was mostly conducted in the form of a narrative poem. In particular, comedy was established in Athens, Greece, in the 5th century (Alam et al., 2021). This form of drama is linked with a light tone with a happy ending. As such, the speaker engages in a lot of jokes that make them laugh (Koushki, 2020). Through this approach, comedy creates a condition that helps to link particular concepts with emotions, and this is achieved due to its satirical nature (Hanifa, 2020). Usually, the theme of the comedy is to achieve victory over unpleasant circumstances, which triggers a happy ending (Koushki, 2020). As a result of this theme, comedy is perceived as a concept that aims at entertaining the audiences. Based on the context and form of humor, comedy can be grouped into three forms, namely, farce, burlesque, and satire (Koushki, 2020). Typically, the role of comedy is to bring amusement. In most cases, comedy integrates entertainment with a particular message to readers (Alam et al., 2021). Due to this approach, it is effective for both literature and movies. The approach helps to make a literature fund, which impacts people to read comics or watch the book (Floare-Bora, 2021).

Tragedy is a form of drama in which the protagonist is brought down by their flaws. In this case, tragedy is a drama that is grounded on human suffering, and the main character is the most affected (Alam et al., 2021). Traditionally, the key role of tragedy comedy is to invoke a particular pleasure in the audiences, which impacts them to comprehend the consequences of a particular action. Historically, tragedy was established in Greece 2500 years ago (Koushki, 2020). In this period, this form of drama was mostly grounded on religious-based, and thus, they engaged in aspects associated with a god, priest, and much more (Koushki, 2020). The development laid the foundation for many stories, such as “Jean Racine” (Alam et al., 2021). In most cases, tragedy is closely associated with misfortune and other disturbing conditions. When used in art, the condition triggers particular serious questions regarding the role of man in the world. In most cases, tragedy engages in themes, such as love, pride, abuse of power, and much more (Alam et al., 2021). Thus, the main characters tend to commit some terrible crimes without identifying their consequences, and this demonstrates particular weaknesses (Koushki, 2020). This approach triggers fear, moral confusion, and trauma, and this cautions the audience against taking particular action without considering the consequences (Alam et al., 2021). Up to now, tragedy is one of the most commonly used forms of drama in literature.

Tragicomedy is a type of company that engages in tragic and comic factors. This form of drama is mostly experienced in dramatic literature. As such, the genre involves suffering and happiness, and thus, one leads to the other (Alam et al., 2021). Therefore, tragicomedy engages in aspects that can make an individual cry or laugh. In this case, tragicomedy is linked with aspects such as suffering, sorrow, sense of humor, forgiveness, and reunion (Alam et al., 2021). Additionally, tragicomedy may be a serious drama interconnected with funny moments that periodically lighten the mood (Koushki, 2020). Historically, tragicomedy was established during the Renaissance period. At this period, tragicomedy engages in danger, reversal, and happy endings. Modern tragicomedy is mostly linked with absurdist drama, which illustrates that laughter is the only reaction that is left to a person when they face a tragic emptiness (Koushki, 2020). Therefore, tragicomedy aims at creating particular emotional feelings after the protagonist has dramatically suffered (Yasin et al., 2021). Due to this approach, the play engages in both sad and happy moments.

Melodrama is a genre that is based on hyperbolizing, and this triggers a strong emotional appeal. As such, melodrama focuses on dialogue that is mostly bombastic with little action (Alam et al., 2021). Typically, characters in this form of drama most appear stereotyped, and thus the concept focuses on home, moral issues, love, and marriage. Additionally, melodrama is linked with suggestive music that offers cues to the audiences on what is expected to happen (Alam et al., 2021). The main character of melodramatic may be ordinary individuals who are caught with an abnormal event or highly exaggerated condition. Based on the high emotion, melodrama brings out a concept that demonstrates victory over repression (Koushki, 2020). In this same way, melodrama may engage in a conscious focus on realism in a stage, which creates a condition that props anti-realism character (Yasin et al., 2021). Additionally, melodrama engages in a lot of drama on the victim, and thus, the concept brings out the struggle between good and evil decisions (Koushki, 2020). For instance, this form of drama may focus on a man who is bring encouraged to leave his family (Alam et al., 2021). Due to the nature of the theme, melodrama mostly focuses on concepts that are closely associated with the family and social matters in the context of a private home.

2.1.6. Elements of Drama

The nature of drama is created and shaped by the kind of elements it deploys; among the key elements that a drama deploy includes roles, character, relationship, situations, and much more (Koushki, 2020). In this case, the role is a responsibility that a character engages in to present a particular concept, figure, and much more (Alam et al., 2021). The character is an individual in the drama that may have defined personality traits. A drama may engage in flat and round characters based on the demand of the story (Koushki, 2020). Atmosphere represents the connection between the audience and the mood of a drama performance (Koushki, 2020). As a way of forming a particular mood, a drama may engage in tension, which comes when trying to oppose characters, actions, values, and emotions (Alam et al., 2021). Language and texts are other key elements that are deployed in a drama. This element focuses on the application of spoken or written words that maintain particular conventions and language, and this helps a drama to communicate a particular context, feelings, and other related notions (Alam et al., 2021). Metaphor is a concept that allows a drama to create an image or idea by illustrating it in a particular manner, and this is a crucial experience when illustrating the theme of the drama (Koushki, 2020). The mood illustrates the feeling and attitudes associated with a particular character, and this is mostly influenced by the situations (Yasin et al., 2021). The relationship demonstrates the linkage between two or more characters in a drama (Alam et al., 2021). As such, the relationship may be fixed or variables (Koushki, 2020). The element of symbol focuses on the scenography representing a particular theme, emotions, mood, and atmosphere. Symbol occurs in the form of sound effects, music, style, and image (Koushki, 2020). The time factor is another crucial element that shows the day, year, month, or period when the drama was conducted (Alam et al., 2021). Different aspects are deployed to show the time.

2.1.7. Teaching of Drama

In literature, teaching drama remains a major aspect that is highly embraced in most institutions. In particular, teaching drama involves providing clear guides on theater, acting, and stage presence. In the same way, teaching drama may engage in design, construction, and costumes, which influences students' understanding of how

to perform particular concepts (Koushki, 2020). Based on the kind of knowledge and skills offered in drama class, students tend to improve their confidence, public speaking, and self-expression, which are crucial traits in their careers (Alam et al., 2021). An effective teacher should inform students on how to effectively communicate and manage their voices, which impacts how they demonstrate a particular concept in drama (Koushki, 2020). Through this approach, the teacher is responsible for challenging and inspiring drama students, which marks the start of their acting, and this triggers the application of concepts that enhances the improvisation of concepts (Yasin et al., 2021). Improvisation creates a condition that allows students to enhance their self-confidence, which improves their capability to perform independently (Koushki, 2020). Based on the demand of students, teachers may deploy numerous approaches to teach drama. For instance, if the teacher wants to focus on a single student, they may decide to deploy monologue (Alam et al., 2021). This technique allows a teacher to pay attention to a particular student, which impacts the kind of practices deployed, and this forms the base factor that helps the teacher to explore a particular ability.

When teaching drama, the teacher should be keen on the establishment of a lesson plan to ensure it meets the demand of each student (Yasin et al., 2021). The application of the lesson plan provides a framework that illustrates the goals to achieve within a particular period in alignment with the curriculum of the school (Koushki, 2020). Through the establishment of clear objectives, the teacher is able to deploy approaches that improve particular areas that students feel are weak, which is a way of improving their acting ability (Alam et al., 2021). Additionally, the lesson plan should provide an illustration of the kind of activities the teacher should provide in a drama class (Koushki, 2020). The approach creates a condition that allows students to manage their weaknesses, which is crucial in the achievement of the objectives.

2.1.8. The Concept of the Five Fingers Strategy

Learning literature is a complex aspect that requires the application of numerous aspects to enhance the students' understanding. As a way of enhancing students, most schools have adopted the five-fingers rule, which is designed to assist learners in remembering five crucial elements of a narrative (Behrend, 2019). The

strategy has been linked with the improvement of skills, such as listening, forecasting, and summarizing. Typically, in the education sector, the teacher appears to be the central element as they have a close connection between qualitative learning outcomes and teaching strategies (Behrend, 2019). As such, the teacher directs students on the kind of systems that they are required to deploy to attain a particular goal, and this forms the base for the learning process (Wang, 2017). In the same way, the outcome of the educational process mostly relies on the service offered to learners by the teachers, which helps to push particular educational learning objectives (Behrend, 2019). Therefore, the teacher has the role of deploying approaches that creates a condition for developing students' ability in order to achieve the highest level, which enables them to encounter life challenges and improve self-reliance (Yasin et al., 2021).

To attain the education goals and enhance instructional processes, scholars have been emphasizing the importance of the Five Fingers Strategy. This approach is deployed with other approaches to enhance the learning process (Wang, 2017). In this case, a five-fingers strategy is an approach that assists students in acquiring several skills, and thus, it is crucial when dealing with literature (Behrend, 2019). In particular, the strategy focuses on setting, character, problem, event, and solution. In this case, the thumb represents the setting, the pointer illustrates the character, the tall fingers shows the problem, the ring finger demonstrates the event, and the little finger represents the solution (Behrend, 2019). The strategy creates a condition that allows students to focus on key aspects in literature, and this provides a base for understanding.



Figure 1. An illustration of Five Fingers Strategy (Behrend, 2019).

Additionally, the application of the Five Fingers Strategy creates a condition that allows students to find the right materials to enhance their learning. The approach creates a condition that allows students to prepare, and this forms a good base for their success in local learning (Behrend, 2019). Through this approach, the strategy guides students on how to analyze and summarize the story, especially by arranging into the grammar concept of setting, character, problem, events, and solution (Wang, 2017). The approach forms the base factor that helps students to understand the key message that an author is trying to communicate in a story (Behrend, 2019). Thus, it is deployed to allow students to develop the narrative in their words. The application of the Five Fingers Strategy has become effective, especially when dealing with a new concept, which is crucial in improving the understanding of literature.

2.1.9. The Components of Five Fingers Strategy

When dealing with the Five Fingers Strategy, the teacher engages in five components. Each of these components is represented by one finger. In this case, the thumb illustrates the settings, which shows where the story took place based on the time frame and location (Behrend, 2019). The pointer illustrates the characters who are the persons that participate in the narrative. Additionally, the tall finger shows the problem that forms the center of the story, and this acts as a key aspect that the author is trying to seek a solution (Wang, 2017). The ring finger illustrates the event that triggers a problem that is highlighted in the story (Behrend, 2019). Finally, the little finger shows the ending and solution that the author is trying to portray based on the issue identified (Behrend, 2019). These components form the base factor that students are required to deploy to enhance the analysis of a story. The application of these components is linked with the improvement of holistic thinking, which impacts students to understand the best approach to enhance their success in a particular area (Behrend, 2019). The technique triggers to development of students' ability to generate an aim approach that helps to solve a particular issue in their school and real life, which is a crucial aspect in individual success.

2.1.10. The Role of Teacher and Learner in Five Fingers Strategy

The Role of the Teacher

In the application of Five Fingers Strategy, both teacher and students are supposed to embrace a particular role to enhance its effectiveness. Specifically, it is the role of the teacher to divide learners into groups, which forms a good ground for the application of this strategy (Wang, 2017). In this case, the group promotes collaboration, which is crucial to the success of the five-fingers strategy. Additionally, it is the role of the teacher to provide a framework and illustration of how the Five Fingers Strategy works (Behrend, 2019). The approach may be achieved through the application of questioning tools, which form the base for the implementation of the strategy. Furthermore, the teacher has the role of encouraging students to respond to questions they have drafted as a way of enhancing their understanding of the lesson (Behrend, 2019). In this case, the teacher has the role of employing the approach that promotes thinking skills, which is crucial in the application of the process. Through this technique, the teacher is able to give students an opportunity to formulate hard tasks and develop deep thoughts regarding particular questions.

Moreover, it is the role of the teacher to deploy approaches and tools that improve the thinking skills among learners, which impacts their ability to perceive things in different ways. The technique allows the teacher to give students a chance to formulate and analyze challenging tasks, which impacts them to view things from different perspectives (Behrend, 2019). In the same way, the teacher is mandated to offer continuous feedback, especially on the correctness of the collection of questions (Wang, 2017). Through this method, the teacher is able to develop a fertile classroom environment that motivates learners to engage in numerous actions.

The Role of Students

To enhance the success of Five Fingers Strategy, students are required to play particular roles. As such, learners are expected to formulate logical questions based on the task at hand. This approach should form the base for developing powerful and thought-provoking questions regarding the task or story (Wang, 2017). Additionally, students have the role of changing themselves and creating a condition for solving the instructional questions that they have already developed (Behrend, 2019). To enhance their ability to solve the questions, students are required to engage in individuals,

which promotes collaboration, and this forms the base for attaining particular goals (Alnoori, 2020). Furthermore, students have the role of paying attention to the teacher's explanation and answers associated with the task already formulated (Behrend, 2019). Students should be in a position to ask everyone in the group answers associated with the group, which ensures the process benefits all those who are involved (Wang, 2017). Additionally, it is the requirement for all students to participate in the learning and evaluation process, which ensures all learners are included, and this reduces the cases of exclusion due to the difference among learners (Behrend, 2019). Through participation, students ensure they can effectively comprehend every aspect that is being discussed, and this makes the process more effective in learning about a particular task.

2.1.11. The Advantage of the Five Fingers Strategy

In literature, the application of Five Fingers Strategy helps students to analyze the story by examining the main elements, which is crucial for understanding. Through this approach, students are able to develop confidence, which creates a condition that allows them to take responsibility for their learning (Alnoori, 2020). Due to the establishment of groups, Five Fingers Strategy promotes collaborations among learners (Behrend, 2019). This approach assists them in creating an environment that enhances problem-solving as students are able to cooperate and discuss how to deal with a particular condition. These goals also promote purposeful dialogue between students themselves and the teachers, which helps them to analyze particular aspects, and this is essentially the achievement of particular goals (Wang, 2017). In this case, the students tend to develop the skills of teamwork, which is crucial for their career goals. Furthermore, Behrend (2019) investigates and explains that the application of Five Fingers Strategy helps in developing students' ability, which impacts their ability to generate key ideas that assist them in dealing with issues. In this case, the approach creates a condition that allows students to perceive and approach an issue from different perspective, which is crucial in critical thinking skills.

Additionally, the application of Five Fingers Strategy creates a condition that enhances the understanding of linguistic results of learning. This approach is achieved through the formulation of questions based on the task, and this allows them to review

by engaging in literature elements (Wang, 2017). Through this approach, the technique allows students to search for alternative perspectives based on the available options, and this forms the base for understanding how to deal with particular conditions, as illustrated by Behrend (2019). In the same way, the technique gives students a chance to recognize contradictions that may exist in a particular area, and this forms the base for solving a problem.

Furthermore, the strategy creates a condition that helps to maintain the impact of learning, especially as it allows students to perceive things in different ways. The approach is enhanced as it promotes participation in solving issues, which makes the class action (Behrend, 2019). In the same way, participation creates a condition that gives learners the ability to self-assess and make a meaningful evaluation, and this forms the base for working toward the weakness. Guo (2020) demonstrates that understanding the weaknesses creates a condition that allows students to improve in sectors, and this is crucial for enhancing their performance. As such, the technique promotes a deeper mastery and understanding of cognitive content, which is crucial for students to achieve their target goals.

2.1.12. Using Five Fingers Strategy in Teaching Literary Text

In the literary text, the application of Five Fingers Strategy is deployed with the intention to guide students on how to understand a story. In particular, the approach focuses on key elements, namely setting, characters, problems, events, and solutions, as explained in the article by Guo (2020). The application of the approach allows students to recall the five elements as they are used in a story. To enhance the approach, the teacher requires a student to use a drawing of a hand, and each finger represents a particular concept (Alnoori, 2020). Through this approach, students are able to summarize a story by arranging the numerous components based on the structure of the fingers. To enhance the approach, Behrend (2019) demonstrates that a teacher is supposed to categorize students into a group of five students. In each group, students are supposed to discuss based on the fingers' structure, and this forms the base for understanding a text (Wang, 2017). The approach gives students the confidence to deal with numerous conditions, and this acts as a key aspect for attaining

a particular goal in the learning process. In the same way, the approach gives students the ability to self-assess, which forms the base for making a meaningful judgment.

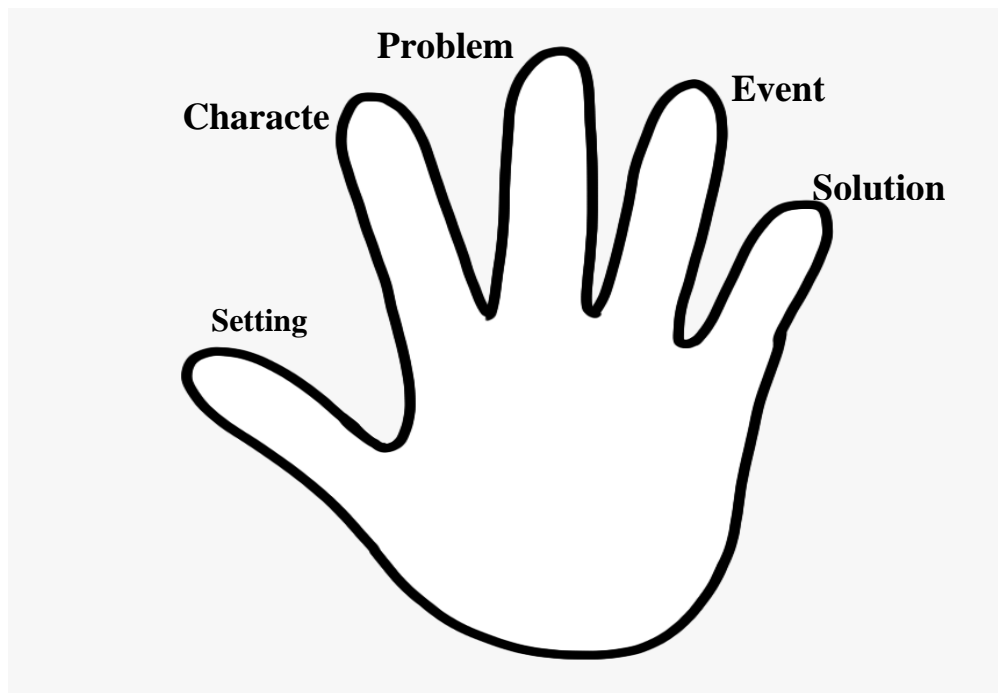


Figure 2. An illustration of key elements of the Five Fingers Strategy (Wang, 2017).

2.1.13. Steps of Teaching Drama by Using Five Fingers Strategy

Drama is one of the genres that is effectively taught using the Five Fingers Strategy. When teaching drama using this strategy, the teacher is first required to demonstrate what exactly the concept involves. After providing a framework about what the strategy involves, the next step is to direct students on how to draw the hand fingers structure. In the article, Guo (2020) illustrates that Each finger should represent a particular element of drama, and this forms the base for the analysis. This step is followed by dividing students into groups of five, in which they are assigned a particular role (Alnoori, 2020). Through the structure already developed, students are required to establish the setting, which represents the first fingers or thumb, as explained by Behrend (2019). In this case, the fingers that illustrate the thumb should form the base for explaining the location and time of a drama. Using the second finger, students are required to explore characters as they appear in the text (Guo, 2020). The strategy helps students to recognize people based on their roles in the drama, which is crucial for understanding particular themes. The third finger illustrates the problem,

and thus, students in groups are required to identify the issue as illustrated in the text (Alnoori, 2020). In most cases, the problem is not direct, and hence, students are required to explore the drama in detail, which forms the base for developing the solution. The fourth finger illustrates the event as they happen in the drama, which shows how a character is working toward the issue (Wang, 2017). The final finger illustrates the solution that the author shows. The final step is to provide an evaluation based on the structure, which shows students' understanding, as explained by Guo (2020). Based on this analysis, the five-fingers strategy creates a condition that allows students to perceive drama in different ways, and this impacts their understanding and recall, which is crucial in success.

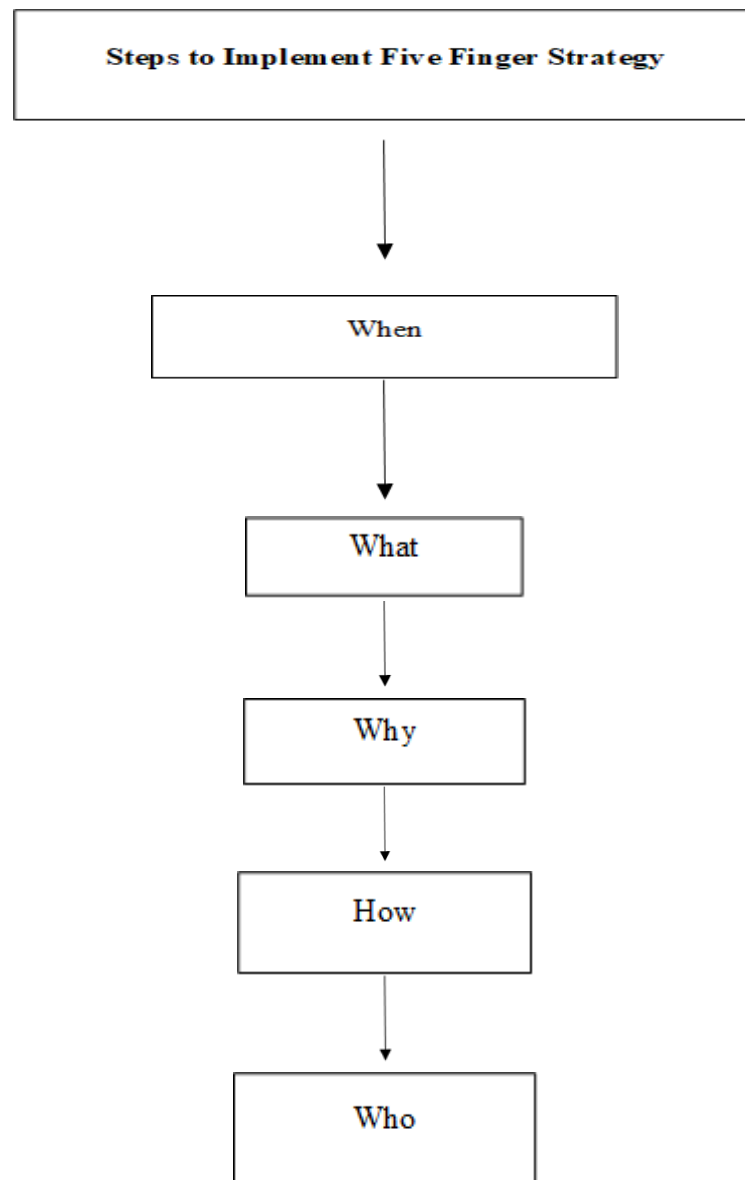


Figure 3. An illustration of steps in five-fingers strategy

2.2. Related Previous Studies

In exploring a literary text, Five Fingers Strategy is closely related to other subjects. In particular, the application of the strategy is closely influenced by other topics. Therefore, a student with better knowledge and skills in different fields forms a strong base for understanding the concept. Typically, linking ideas in class is an integral aspect that enhances the learning process, impacting how groups, for instance, Iraqi students comprehend English text, their foreign language.

2.2.1. The Effect of the Five Fingers Strategy and Traffic Signal Strategy in Study of Physic

The article by Shebed and Abed (2015) aims to explore the impact of the five-fingers strategy and traffic signals among first-grade intermediate-level students. To complete the study, the sample for this research was chosen from an intermediate school for boys, and 101 students were selected (Shebed & Abed, 2015). The participants were divided into three groups, whereby two groups were experimental, and the third was a control. Participants were given an evaluation test, which contained 26 questions (Shebed & Abed, 2015). The study found a vast difference between the experimental and control students. In particular, the experimental group was linked with a high intelligence level, which was enhanced by applying a five-fingers strategy. This study was limited to a sample of first-graders at the middle school.

2.2.2. Effect of Five Fingers Strategy on Holistic Thinking in Study of Chemistry

In exploring the five-fingers strategy, the article by Alnoori (2020) explores the application of the five-fingers strategy among students in the second intermediate grade. This study aims to identify the impacts of the five-fingers strategy on holistic thinking among students in the second intermediate grade. In the study, Alnoori (2020) conducted qualitative research, whereby 60 female students were recruited. The researcher conducted an experimental design by dividing the group into two, whereby one was perceived as partial control while the other was administered using the five-fingers strategy. The evaluation test was administered to all participants using

scientific courses and a holistic thinking scale paragraph that deployed multiple choices (Alnoori, 2020). The result of this study found that there is a vast difference between the two groups. In particular, the study concluded that students using the five-fingers strategy had a significant impact on applying scientific concepts (Alnoori, 2020). This study was limited to the second intermediate grade female students.

2.2.3. The Five Fingers Method in Study of Human Anatomy

Anatomy is one of the most challenging subjects in schools. In the article, Rao et al. (2016) aim at exploring how the five-fingers strategy can enhance the study of human anatomy. In the exploration of this aim, the study recruited 98 students (Rao et al., 2016). The students were divided into two groups, the first being experimental and the other being control. All students were administered using similar questions, which were used to evaluate the strategy's effectiveness (Rao et al., 2016). The result indicated a high score among students administered using the five-fingers strategy. The authors concluded that research study the application on the five-fingers strategy is a crucial technique that can be deployed to improve the learning of human anatomy (Rao et al., 2016).

Table 1. Related Previous Studies

Author/s	Research Design	The aim of the study	Sampling	Data Collections	Findings	Limitation & suggestion
Shebed and Abed ,2015	Qualitative	To explore the impact of the five-fingers strategy and traffic signals among first-grade intermediate-level students.	101 male students	The evaluation test	a vast difference between the experimental , which was enhanced by applying a five-fingers strategy, and control students	sample of first-graders at the middle school
Alnoori ,2020	Qualitative	identify the impacts of the five-fingers strategy on holistic thinking among students in the second intermediate grade	60 female students	The evaluation test	The study concluded that students using the five-fingers strategy had a significant impact on applying scientific concepts	the second intermediate grade female students This method may be used to teach certain topics in other disciplines.
Rao et al., 2016)	Qualitative	exploring how the five-fingers strategy can enhance the study of human anatomy	98 students	The evaluation test	the application on the five-fingers strategy is a crucial technique that can be deployed to improve the learning of human anatomy.	

3. METHODOLOGY

This chapter illustrates the approaches that were deployed in data collection. In particular, it offers a detailed demonstration of the strategy, participation, and recruitment process. To complete the project, the chapter illustrates numerous ethical considerations put in place by the researcher. Additionally, it explains the limitations experienced during data collection and analysis. The researcher provides a framework for acquiring and analyzing data through these steps. The study deployed a qualitative research strategy, which helps explore persons' experiences toward a particular condition. This technique is effective as it offers a flexible and reliable way of collecting and analyzing the data.

3.1. Experimental Design

The experimental design is a blueprint of the procedure that allows the researchers to explore the hypotheses by attaining a valid conclusion regarding the connection between independent and dependent variables (Alnoori, 2020). Rao et al. (2016) define the experimental design as a concept deployed to organize, conduct, and analyze the outcomes of an experiment. The process of carrying out an investigation in an objective and controlled manner to maximize accuracy to ensure a clear conclusion regarding the hypothesis, as explained by Behrend (2019). In this study, the experimental design adopted was the pre-posttest, equivalent-group design, as illustrated in table (2)The steps of applying the experimental design of the current study can be presented in the following steps.

1. Select two groups of learners randomly and assign them to both the experimental and control group.
2. Establish equalization between learners of the experimental groups, on one side and the control groups, on the other side, in some variables.
3. Apply the independent variables only to the experimental group.
4. Teach the control group the same instructions used to the experimental group, but based on the conventional approach.
5. Post-test the two involved groups of learners

6. Utilize statistic tools to analyze the already collected data and obtain the final results.

Table 2. The experimental design of the study

Groups	Independent variable	Posttest
EG.	Five-Fingers Strategy	Posttest
CG.	Conventional Method	Posttest

3.2. Participants

To complete the study, the researcher relied on the application of primary data. Typically, in qualitative research, the application of primary data is crucial as it ensures the study is based on current data, enhancing the precision. In particular, 60 preparatory school students from Iraq / Fallujah city were recruited for the study. During the recruitment, the researcher deployed a randomized technique to select participants, ensuring all students were offered an equal chance. As a way of determining the effectiveness of the five-fingers strategy, the researcher divided the group into two equal categories. The first group was administered using the strategy, which could be used to review the effect of the approach. The other was not given any approach, which was used as a control group. To complete the study, the researcher used an achievement post- test. The application of this test formed a good ground for exploring the effectiveness of the five-fingers strategy between the two groups. 30 students are closed for the experimental group and 30 for the control group. Table (3) shows that clearly.

Table 3. The number of participants

No. of Participants	No. of Experimental Students	No. of Control Students
60	30	30

3.3. Equivalence of the Two Groups

Equalization refers to the balancing of the experimental and control groups and the two groups' means and variables are as similar as possible. (Best and Khan, 2006: 17). Thus, the researcher equalized the two groups experimental group and the control group, in the following variables.

3.3.1. Variables Ages of the Students

The students' age months for the two groups were counted up to a fifth of March 2022, which helped in examining whether there is a variation between their ages. By applying the t-test formula for the two independent groups, it was found there is no significant difference between the two groups in their age because the mean value of the experimental group is (167.2) the standard deviation is (2.88), and that of the control group is (167.42), and the standard deviation is (3.27). The calculated t-value is (0.326), which is lower than the tabulated value, which is (2.00) at the degree of freedom is (58), and the level of significance is (0.05). Therefore, the outcome illustrates that students in both groups are equal in their age. Table (4) shows that clearly.

Table 4. The Results of Students' Age

Group	No. of subject	Mean	S.D.	t-Value		D.F.	Level of Significance
				Computed	Tabulated		
Experimental	30	167.2000	2.88409	0.326	2.000	58	0.05
Control	30	167.4250	3.27295				

3.3.2. Parent's Educational Level

3.3.2.1. Father's Educational Level

The study used the chi-square formula to find out whether there was a significant difference between the students' fathers' educational levels. The result indicated that the chi-square of the computed value is (1.73), which is lower than the tabulated value (11.46) at the degree of freedom (4) and the level of significant 0.05, which illustrates that there is no significant difference between the two groups in father's education, as illustrated in table

Table 5. Frequency and chi-square value for the level of fathers' education in both groups

Stages of Education	Group		Total	Degree Of Freedom	Chi-Square Value	
	E	C			Calculated Value	Chi-Square Distribution
illiterate	6	10	10	4	1.73	11.46
Primary	7	8	20			
Secondary	7	6	10			
bachelor	8	5	18			
M. A	2	1	22			
total	30	30	60			

3.3.2.2. Mothers' Educational Level

By the use of the chi-square formula, both groups were found to be equal in the mothers' educational level. The calculated value is (1.03), which is lower than the tabulated value, which is (11.56), at the degree of (4) and the level of significance (0.05). This means that there is no significant difference between the two groups of the mothers' educational levels, as illustrated in the table.

Table 6. Frequency and chi-square value for the level of mothers' education in both groups

Stages of Education	Group		Total	Degree Of Freedom	Chi-Square Value	
	E	C			Calculate d Value	Chi-Square Distribution
illiterate	13	12	10	4	1.03	11.56
Primary	5	4	26			
Secondary	7	5	18			
bachelor	5	9	16			
M. A	0	0	10			
total	30	30	60			

3.3.3. The Result of Both Groups in the Pre-Test

In order to find whether there is a significant difference in performance in the pre-test, an analysis using the t-test formula was conducted. The mean score of the experimental group is (43.4630), and the standard deviation is (6.12340). The means of the control group is (42.6340), and the standard deviation is (6.24630). The computed t-value was found to be (0.128) while the tabulated T-value was (2.000), when the degree of freedom was (58), and the level of significance was (0.05). Based on the result, there is no significant difference between the two groups in literary text performance in the pre-test.

Table 7. Result of pre-test

Group	No. of subject	Mean	S.D.	t-Value		D.F.	Level of Significance
				Computed	Tabulated		
Experimental	30	43.4630	6.12340	0.128	2.000	58	0.05
Control	30	42.6340	6.24630				

3.4. Construction of the Achievement Test

To achieve the goals of this study, the researcher deployed an achievement post- test as the source of data collection. , through the application of the unstructured technique, which assists in identifying students' emotions, feelings, and opinions regarding the application of the Five Fingers Strategy. In data collection, the researcher allocated each participant 50 minutes, and they were required to answer questions associated with the topic of the study. Within this period, the researcher created an interactive environment, which helped participants give their views regarding applying the Five Fingers Strategy. Even though the process effectively collects primary data, it is associated with being time-consuming, which may affect the overall completion of the study. Therefore, observing the required time is critical in managing this issue. To complete the process of data collection, the researcher took two months. All data collected from the evaluation tests and testes were recorded in a notebook, which assists analyze information. Similarly, filling the data in the notebook assisted in the development of graphs and charts, which were used in the analysis. Data collected were presented using tables, graphs, and charts. The application of graphs helps in illustrating the variation between the two groups of participants. To analyze this data, the researcher deployed a thematic technique, which assists in exploring the already collected information, which helps the researcher identify the impacts of a particular approach. The collected data was linked with the existing studies on the study topic, which helped develop a more accurate conclusion. To enhance data collection, numerous instruments were deployed. Some of the key instruments deployed during data collection include pens, record books, rubber, teste booklets, timers, and computers. Pens and record books help in collecting data given by clients after completing the evaluation test. In case of an error when collecting and recording data, the researcher used a rubber, which helped in making the material clean. The booklets were offered to participants, which were required to fill them based on the questions outlined. The application of a timer helped the researcher set the region period that participants were required to use to complete the evaluation test. Setting time in a study is an integral factor that ensures all participants are offered an equal chance to complete the study. The approach helps in collecting data based on the participants' ability, which is crucial in developing a precise conclusion. The computer helps in filling data and developing graphs that were used in the analysis. Through the

application of , the researcher developed an accurate graph based on the data collected. In the same way, the application of computers created a good way for the researcher to preserve data. This approach helps in preventing any interference, which may distort the quality. Additionally, the computer helped in producing copies of questions that were used in the evaluation tests. This diversity also assisted in sending consent letters to all participants. A consent letter is crucial in informing participants about the study and seeking permission for their participation. Through these instruments, the researcher managed to collect enough data to complete the study. Table (8) presents the specifications of content, behavioral, items and marks of the post test.

Table 8. The Specifications of the Contents, Behavioral, Items, and Marks of the Post-test.

Level	No. of Question	Contents	Behavioral objectives	No. of Items	Marks
Production	1	True or False	The students' ability to present the correct answers.	5	25
Recognition	2	Multiple Choice	The students' ability to choose the correct answers.	5	25
Production	3	Wh-question	The students' ability to answer the questions correctly	5	25
Production	4	Completion	The students' ability to complete the correct answers.	5	25
Total	4			25	100

3.5. Scoring Scheme of the Posttest

The Scoring scheme aims to increase transparency by giving teachers clear criteria to use when grading students' work (Claire et al , 2015:48). The scoring schema of the post- test is presented in the following table.

Table 9.

Criteria	Qualities	Scores	Number of Items	Mark
Reading Comprehension	Very good	2	5	25
	Weak	0		
Text book	Very good	2	5	25
	Weak	0		
Vocabulary	Very good	2	5	25
	Weak	0		
Grammar	Very good	2	5	25
	Weak	0		
Spelling	Very good	2	5	25
	Weak	0		
Total			25	100

Scoring Committee

1. The researcher herself.
2. Ahlam Abd fayad (Ministry of Education /AM English teacher in AL-Fallujha Preparatory School)
3. Sahar Naseer (Ministry of Education /B.A English teacher in AL-Fallujha Preparatory School)

The achievement test includes four questions out of hundred .Each question has (5) items, each item has five marks.

3.6. The Validity of the Test

The validity entails the test's ability to reflect the feature it is designed to evaluate accurately. A test's validity may be determined by examining the components being tested to a job's criteria and credentials. Meaning is added to the test outcome when the test is valid (Heale & Twycross, 2015). The test was subjected to a jury of linguistics, and literary text, which helped in assessing its validity. All the comments made regarding the concepts were highly considered.

3.7. Pilot Administration of the Test

Before the main study was conducted, pilot testing was done to allow the researcher to evaluate their research strategy with a small series of subjects, which helped in examining its effectiveness (Heale & Twycross, 2015). Although it is an extra step in a project, it is worth to be done. In the pilot study, the researcher aims to understand more about the tools and estimate the time to complete all the test items. The test's discriminating strength and difficulty level and the clarity of test instructions were deployed during the evaluation. Hence a random sample of 15 students from each group were tested. The outcome illustrated that the process took 40-50 minutes to complete all the test questions. The findings of the pilot test demonstrated that the post-test items were acceptable.

3.8. Reliability of the Achievement Tests

In testing, reliability entails the degree to which a group of test takers' scores remain consistent across the process that has been offered to them multiple times (Heale & Twycross, 2015). Heale and Twycross (2015) explain that reliability is a testing approach that evaluates internal consistency. There should be no variation in test scores if learners take the same test form on two separate days. The reliability is reviewed by the Alpha-Cronbach formula. The element (0.85) refers to the homogeneity of the test questions.

3.9. Analysis of the Test Items

It is essential to evaluate the test item to determine two fundamental criteria, namely the difficulty level and the discriminating power.

3.9.1. Difficulty Level

In order to estimate the difficulty level of the question, the percentage of learners who correctly responded to each question is used (Heale & Twycross, 2015). An item's difficulty level is evaluated based on how tough or easy it appears on several tests. The proportion of learners who successfully responded to questions is all that matters. The Best test item is the one with a difficulty levels ranging from 0.15 to 0.95 (Heale & Twycross, 2015). Test item difficulty level range from 34 to 58, which shows the acceptability of items as illustrated in the following table.

3.9.2. Discrimination Power

To determine the discrimination index, deduct from the number of learners in the higher and lower groups that correctly answered a question. When the process is completed, divide the total by the number of learners in each group. In contrast, if both high and low-skilled students appropriately rate an item, they must have a poor capability of discriminating. In another way, item discrimination is the variation between excellent and bad testers when it comes to an item. Based on the data, if an item gathers the correct answer from exceptional learners, and the incorrect response from bad learners, it has a strong discrimination capacity. Note that the high power of bias will be close to 1.0, and there will be no power of unequal treatment that is null. Based on the findings, the permissible range for the test item discrimination power is between 0.26 to 0.46 and it presents acceptance of the items. The test elements in discrimination power and difficulty level are clearly illustrated in the table below.

Table 10. The Results of the Items of the Post Test

	High	Low	Diss	Dif
Q: 1	95	44	0.47	0.33
	94	58	0.43	0.30
	91	57	0.48	0.33
	98	54	0.40	0.38
	92	46	0.43	0.33
Q:2	94	47	0.42	0.36
	88	30	0.46	0.44
	98	47	0.52	0.36
	93	58	0.45	0.26
	100	59	0.58	0.31
Q: 3	92	38	0.53	0.36
	100	48	0.58	0.37
	84	36	0.44	0.44
	86	31	0.42	0.40
	90	48	0.38	0.29
Q:4	84	49	0.38	0.33
	89	48	0.43	0.37
	91	49	0.51	0.32
	96	42	0.54	0.35
	93	47	0.46	0.32

3.10. The final Administration of the Posttest

The test was finally administered to two groups of students on March 20th, 2022, after the pilot administration, validity, and reliability were verified. Students who took part in the process were offered exam sheets, were instructed to read the passage and offered a limited amount of time to respond. All the test papers were collected after the testing time and evaluated in accordance with the established scoring approach.

4. ANALYSIS OF DATA AND DISCUSSION OF RESULTS

This chapter provides a framework on how data collected was analyzed based on the aim of the study to verify the hypotheses. From the data, the researcher found that there are statistically significant differences between the means of experimental groups, who were taught by the use of the five-fingers strategy, and the control group that was prepared by a conventional method. The study also found that there is statistical significance between the experimental and control groups based on their improvement in a literary text.

4.1. The Students' Achievement in the Previous Year

In the evaluation test before the experiment, the researcher found that there was no statistically significant difference in means between the two groups. In particular, the statistics showed that the means score of the experimental groups was 47.5210, and the standard deviation was 5.34383. The means of the control group was 45.3620, and the standard deviation was 4.59888. The computed T-value was found to be 0.3, while the tabulated T-value was 2.000 when the degree of freedom was 58 and the level of significance was 0.05. From this data, the research found that there is no significant variation in scores between the two groups. During this level of pre-test evaluation, as indicated in the table

Table 11. An illustration of previous performance

Group	No. of subject	Mean	S.D.	t-Value		D.F.	Level of Significance
				Computed	Tabulated		
Experimental	30	47.5210	5.34383	0.30	2.000	58	0.05
Control	30	45.3620	4.59888				

4.3. The Result of Both Groups in the Post-Test

To test whether there is a significant difference in performance at post-test, an analysis using the t-test formula was conducted. The result found the mean score of the experimental group is (52.4520), and the standard deviation is (5.13432). The means of the control group is (37.5314), and the standard deviation is (5.22361). The computed t-value was found to be (6.32) while the tabulated T-value was (2.000), when the degree of freedom was (58), and the level of significance was (0.05). From the outcomes, there is a significant difference between the two groups in literary text performance in the post-test.

Table 12. Post-test results

Group	No. of subject	Mean	S.D.	t-Value		Level of Significance	
				Computed	Tabulated		
Experimental	30	52.4520	5.13432	6.32	2.000	58	0.05
Control	30	37.5314	5.22361				

4.4. The Results of Experiment Group in Pre and Post test

To examine the variation of performance in the pre and post-test of the experimental group, an analysis using the t-test formula was conducted. The mean of the pre-test was 43.463, the standard deviation was 6.86383, the mean score of the post-test was 52.4520, and the standard deviation was 7.17363 when the computed t-value was 13.242, and the tabulated t-value is 2.04, and the degree of freedom is 29. Based on the result, there is a significant difference between the performance of the pre and post-test.

Table 13. Pre and post-test of the experiment group

	Mean	Std. Deviation	Mean	Std. Deviation	T	Tabulated t	D.F.
pre	43.4630	6.86383	11.60000	3.73786	13.242	2.04	29
post	52.4520	7.17363					

4.5. Comparison between the Recognition and Production level of the Experimental Group in the Post-Test

The obtained mean scores of the students' achievement of the experimental group at the level of recognition in the post-test is (40.05) while that at the level of production is (47.08). The t-test formula for the two-related samples is then used to determine whether there is any significant difference between the obtained mean scores. The computed t-value is (3.342) while the tabulated t-value is (2.04) at the degree of freedom (29) and level of significance is (0.05), as shown in table (14).

This means that there are statistically significant differences between students' achievement at the recognition level and that of the production level in favor of Production level. Therefore the third question which stated that There are statistically significant differences in the mean scores of the students of the experimental group in using the five fingers strategy at the Recognition level and that at the Production level in the post-test is accepted.

Table 14.

Levels	No.	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Recognition	30	40.05	3.76	3.342	2.04	29	0.05
Production		47.08	4.03				

4.5. Discussion of the Analyzed Data

Based on the results, students administered using the five-fingers strategy performed better than the control group. The control group was taught using the convention approach, which was illustrated to be less effective. From the data, a five-fingers strategy is an integral approach that helps students to improve their mastery of learning literary text. In particular, the administration of this strategy assisted learners in understanding how to analyze a text based on the key elements. The result also illustrated that the application of the five-fingers strategy has a statistically significant in the learning of language and mastery of vocabulary, which is crucial in analyzing a literary text. This approach is effectively based on improving performance among students administered using the five-fingers strategy. By introducing a five-fingers strategy, students tend to develop an effective way of identifying key elements of a story. This condition promotes an in-depth understanding of words, which is critical in analyzing based on the key features. In the same way, the approach impacts students to link various elements as they are used in a story, which is an essential factor in identifying the themes. By assisting the student in recalling the five critical components of a story, it becomes easier for them to understand even when responding to questions.

Additionally, the achievement of high performance when using the five-fingers strategy is based on how the students acquire several language skills, such as listening, forecasting, summarizing, and much more, which are crucial in enhancing the analysis of a text. In the case of a story, students deploy the five-fingers strategy to establish the setting, characters, problems, events, and solutions. Through this technique, a student can develop the link between various factors that an author deploys in a story, which is a critical aspect in improving their performance. In this case, the approach helps students in improving their ability to analyze a literary text, thus, enhancing their overall learning of language. Therefore, applying language skills is a crucial aspect that helps students show positive outcomes after completing the test.

The success of the five-fingers strategy is based on the fact that it is easier for students to use. In particular, it requires students to use their fingers to be able to understand key aspects to focus. In the illustration, the thumb represents the setting, the pointer demonstrates characters, the tall finger shows problems, the ring finger

represents the event, and the little finger stands for a solution as they are portrayed in the story. Due to this application, most students find it enjoyable and exciting, which is crucial in improving their ability to remember. Additionally, the use of the fingers acts as a symbol that stimulates learners to follow a particular pattern when analyzing a literary text. Through this technique, students are able to integrate key aspects to enhance the analysis. In the same way, using the fingers as a symbol improves how the brain coordinates elements, for instance, images with words, which is crucial in improving their language. Due to this understanding, students tend to develop the confidence to tackle issues, which is a critical aspect of showing a positive outcome. In comparison, most students who were taught language using the traditional technique were associated with a low confidence rate. This approach could have been triggered by the confusion that students may experience as they are trying to analyze a text. In this case, the traditional system lacks effective ways that may assist students in understanding how to break a story for an easier understanding, and this is a critical factor that shows low performance among the control group.

Additionally, when using the five-fingers strategy, a teacher acts as a critical aspect that enhances the learning process. In this case, the teacher helps create an environment that promotes collaboration, which is crucial in assisting students in sharing ideas regarding a particular idea in a text. Additionally, the teacher assists students in understanding how to apply each finger based on its representation, which forms a good base for understanding a story. Through this approach, the teacher helps students deploy critical thinking skills, which impact how they perceive a concept used in a story. As such, the teacher facilitates students to comprehend how to apply all the critical aspects of the five-fingers strategy, which is a crucial aspect in improving the overall performance in language learning.

When using the five-fingers strategy, students are required to make an effort by analyzing a text based on the five critical elements as illustrated in the fingers. The approach creates a condition that helps in the identification of the main aspects of the story, which is a crucial aspect in developing a solution based on an event that the author portrays. From this perspective, students can evaluate language concepts, which help in uncovering hidden ideas, which shows the understanding of a particular story. Therefore, the success of the five-fingers strategy is based on the effective participation of teachers and students. Moreover, the five-fingers strategy helps

students to formulate questions associated with their story, which further enhances their understanding. Through this technique, students tend to develop the confidence to analyze a text as they can effectively evaluate it from different perspectives. Due to confidence, most students tend to be active in class, which is a crucial aspect of the learning process. When students are engaged, they tend to ask challenging questions, enhancing their learning process. When students are allowed to analyze a story independently, the five-fingers strategy improves self-assessment, which is an essential factor in making a meaningful judgment. Through this technique, it is easier for students to analyze a text and make their decisions based on how the author portrays aspects, for instance, the theme. The approach helps students to establish a critical solution that matches the need of a particular story. Typically, for a student to achieve better performance in a literary text, they must be able to recall key aspects, which is effectively done by applying the Five Fingers Strategy.

The result of this study is supported by the ideas of Alnoori (2020) on how the approach helps students in the identification of the problem. Through problem identification, students are able to engage in aspects that help in developing solutions, which is a crucial aspect of language learning. In the same way, Guo (2020) explains how the five-fingers strategy helps students recognize the elements based on their role. This technique allows students to overcome challenges that they experience due to the inability to identify the role of language concepts as used in a story, as explained by Guo (2020). As said by Wang (2017), learning linguistics is a challenging concept. Thus, the application of a five-fingers strategy helps learners to analyze a concept by examining each element independently and effectively. This approach helps simplify concepts in a manner that makes it easier for them to respond to questions. In this case, the five-fingers strategy creates a condition that allows students to overcome most of the challenges that they encounter when learning linguistics. As Behrend (2019) explains, the application of Five Fingers Strategy improves the capability of learners to generate critical ideas that help in dealing with problems. Due to this approach, students who were administered using the five-fingers strategy were able to effectively develop essential concepts, which assisted them in analyzing stories, triggering high scores as compared to the control group. As demonstrated by Behrend (2019), the use of a five-fingers strategy helps students to perceive problems in a story in a different manner, which impacts the kind of solution they establish. Through this technique, the

experimental group showed high performance in applying critical thinking skills, especially when analyzing a text.

The findings in this study are profoundly supported by Behrend (2019), saying that learning of language requires students to integrate several skills, such as listening. From this perspective, the integration of several skills helps students to comprehend and analyze stories based on critical elements, which is a vital aspect in enhancing their success. In the same way, the approach allows students to search for suitable materials to support their learning process, as explained by Behrend (2019). By integrating the appropriate materials, students can effectively learn how to analyze a text to enhance their understanding. In the same way, the approach helps students to understand how to arrange critical aspects of a story based on the five elements. Furthermore, Wang (2017) supports the idea that integrating materials promotes critical thinking as students explore different approaches based on their abilities. Through this technique, it is easier for students to understand which skills to deploy when analyzing a particular literary text, which is a crucial aspect of improving their understanding. When using several skills and materials, the five-fingers strategy encourages students to collaborate and support each other during the learning process. This technique promotes purposeful dialogue, which is critical in supporting all students regardless of their ability. Purpose dialogue helps even students who are slow learners to improve their understanding, thus, building the confidence to tackle language problems on their own. Wang (2017) explains that the ability of students to integrate several skills when analyzing a literary text helps in improving language learning.

Additionally, based on the findings, 70% of the students demonstrated that they enjoy using the five-fingers strategy when learning the language. According to Wang (2017), when students are learning and doing something they love, the outcome is always positive. In the same way, students tend to develop value on a particular course topic based on their interests. Therefore, if they enjoy using a specific concept in the learning process, they tend to perform better, work hard, and engage in other aspects that improve overall performance. In the same way, the power of interest drive impacts students to work hard to achieve particular goals, which is an essential aspect of their success in learning languages. Typically, each student is driven by their individual goals, and their achievement is determined by how interested they are in the topic.

Therefore, most students are interested in learning a language when using the five-fingers strategy, which is a crucial aspect that may impact their success in the course. Due to a large number of students who are interesting in using the technique, a few who have no interest may be influenced to love and appreciate the approach. Through this technique, the class will manage to achieve higher in language learning as compared to students who are using the traditional method of learning. From this perspective, the application of a five-fingers strategy is a critical aspect that improves language learning, which is an essential factor that triggers positive outcomes. Additionally, when students are learning something that is interesting, they tend to work hard to enhance their understanding, which is an essential factor in their success. Through this approach, students tend to deploy other resources, for instance, books, to enhance the application of the five-fingers strategy, and this impacts the success in language learning. Therefore, learning something that interests students helps in articulating ways to attain individuals' needs. From this perspective, the researcher discovered that the application of the five-fingers strategy gives students a concept that helps in dealing with individual needs, which improves their reading and comprehension of a literary text, as demonstrated by Wang (2017). Therefore, students who deploy this technique appears more confident when dealing with reading challenging text. Due to this approach, the study found that there is a significant improvement in the application of Five Fingers Strategy among students learning the language.

In learning, the ability to recall is a crucial aspect that impacts the success of a student. In particular, when a student is performing a task, they are required to remember critical elements that they had previously learned. Therefore, the application of the five-fingers strategy forms a good base that improves the ability of students to identify a particular concept. Due to the effective arrangement of critical elements of a story, students develop a comprehensive way to deal with challenges in the learning of a language. As explained by Wang (2017), the application of the five-fingers strategy improves students' long-term retention, which is a crucial aspect in achieving good performance in language learning. Through this approach, students are able to deploy already retained knowledge to improve their performance. From this perspective, Five Fingers Strategy is a fundamental approach that enhances the performance of students. Most students experience the challenge of analyzing a literary text due to the problem

of remembering how to integrate critical elements. However, the application of the five-fingers strategy helps in logically organizing critical aspects that they are required to deploy when analyzing a text. Through this approach, students will effectively engage in essential elements, which is a vital aspect in enhancing their success. When students are able to recall particular learning concepts, they tend to develop confidence, which is a crucial aspect of achieving high performance. The technique helps in improving self-confidence when dealing with specific conditions during the learning process. Based on the result, the five-fingers strategy was a fundamental approach that enhanced language learning.

CONCLUSION AND RECOMMENDATION

Conclusions

The application of the five-fingers strategy is associated with improvement in learning literary text. In particular, students who use the strategy tend to have a procedural approach that explores the key elements of the story with the support of fingers. In particular, students are able to link a specific finger with a component of a text, which makes it easier for them to understand and analyze. Even though English may not be their first language, the five-fingers strategy creates a good base for helping Iraqi students to explore a text effectively. Additionally, the five-fingers strategy assists students in identifying a sequence of events as they appear in a story, and this impacts how they respond to particular questions associated with the literary text. Due to this understanding, Iraqi students are able to identify a problem that an author portrays in the story, which is a crucial factor in the development of a solution. Through this approach, students tend to develop the confidence to read and analyze any text as they can easily explore all the events, which is a crucial factor in positive outcomes. Furthermore, the five-fingers strategy is associated with the development of the students' abilities, which impacts their critical thinking skills. This technique affects how students approach an issue the issues, which is an essential factor in enhancing their academic performance. By simplifying of content, Iraqi students will develop a positive way of reviewing a text, which is a crucial factor that helps them to achieve their academic goals. Therefore, the application of the five-fingers strategy has demonstrated a positive outcome in the learning of literary text among children whose English is their foreign language.

The Contributions of the Study

The five-fingers strategy has many benefits that could help to improve language learning in an effective way. In this case, the study could profoundly benefit a large number of students who are suffering from writing challenges as it highlights the numerous steps they are required to embrace to enhance particular goals. As such,

the five-fingers strategy will help students to create a platform, which will impact their mastery of numerous language concepts, which is a key aspect of writing.

The five-fingers strategy will assist students in learning how to practice writing, especially through the application of elements such as clauses, nouns, verbs, and much more, which impact the structure of a sentence.

The study will assist students in comprehending the central elements that they are required to use when learning a language, and this will impact how they participate in writing.

The study will benefit students to understand how a particular writing context is conducted, and this impacts the overall performance in the learning process. Through this study, EFL students will enhance their self-reliance, which will impact how they learn and apply the particular concept.

Limitation of the Study

This section discusses the overall limitations of this study, such as the fact that the study was limited to one school and that this is an extremely small sample size, which may have results that are not generalizable. Other challenges of the study, which occur during data collection and analysis. Typically, the study may encounter the barrier of inconsistent data collection standards, which impact how participants respond to questions. Even though all information that participants are required to fill in was effectively outlined, there may be inconsistencies, which affect the trend of data. Additionally, the study may experience the challenge of the context of data collection, which will be regulated by a variety of situations and settings, and this makes it hard to collect complete and accurate data. In this case, the amount of data collected varies based on the context of the situations, which hindered precision. Due to the context situation, such as the school environment, a participant may find it hard to provide accurate data regarding their approach to language learning. In the same way, students may be in fear of privacy violations, which may occur if they submit particular data.

Time is another challenge that the study will encounter. In this case, the study is time-consuming as it requires the researcher to set a longer period for the experiment

when using the five-fingers strategy. In particular, the study will take a period of five months, and thus, the researcher will be required to keep track, which is time-consuming. In this case, the researcher will be required to follow up with all the participants to ensure there is no interference, and this requires committing a lot of time to the process.

Due to cultural and language barriers, the process of collecting data may be linked with a lot of complexity. In particular, most of the participants may experience the challenge of understanding exactly when is needed, especially at the early stage of the data collection. The approach will hinder how the controlled group responded to the testes as most of them will be unable to properly write and respond to questions. Due to this approach, the study will experience incomplete data collection, which affects the overall process. In some cases, the language barrier will affect how the participants will respond to different conditions, and this will be contrary to what the testes asked, which affects the overall data collection process. In this case, the process will be linked with huge wastage of data. Furthermore, the process may lack a better instructor who could direct participants, especially those that experienced the challenge of reading and writing. A lack of instructor could create a condition that hindered how participants followed a particular learning procedure.

Additionally, the study will face a financial challenge, which is triggered by the long period for completion. In particular, the researcher will be required to have a huge amount of money to facilitate movement during data collection and other activities that are associated with the study. If the study does not have enough capital, it may experience the challenge of acquiring enough data to develop a conclusion. In the same way, the researcher may be required to give participants some incentives, which will impact their participation.

Recommendations

From the result of the study, the five-fingers strategy assists students whose English is a foreign language. From these findings, it is recommendable that schools should embrace a five-fingers approach to enhance the learning process. By making it mandatory to use the five-fingers strategy, the teacher will be in an excellent position to support students who are experiencing challenges in learning literary text. In

particular, the strategy will help students to understand how to identify critical elements of the story, which is a crucial factor in enhancing their achievement of academic performance.

It is also recommendable for schools to deploy supporting materials to enhance the practical application of the five-fingers strategy. Through the use of functional materials, it will be easier for students to understand how to deploy the strategy when learning.

To enhance the effectiveness of the strategy, it is essential for a teacher to create groups of five students, whereby each will be required to represent a particular element. Through this technique, students will create a good base for maximizing the application of Five Fingers Strategy.

Suggestions for Further Studies

This study provides a good base for future research on concepts associated with the five-fingers strategy. More studies need to explore how the five-fingers strategy can be deployed to support other subjects, for instance, STEM. A large number of students, especially girls, experience the challenge of pursuing STEM, and therefore, more studies are needed to provide a framework on how the five-fingers strategy can help to assist these learners. Through this approach, teachers will be in an excellent position to improve their performance in the most challenging subjects. Additionally, most studies are needed to understand other methods that can be linked with improving the application of the five-fingers strategy in the learning process. This approach could give schools a good base for supporting students to achieve their academic goals.

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APPENDIX

Achievement post –test

Q1// identify whether the following sentences they are (True) or (False) using the information from your Textbook: (25 M)

1-Majeed decided to get to Baghdad with corpse as a final solution to this problem.

2-Hadee and Majid are the main characters in this play.

3-One of the main events in the play is the American checkpoint that the two Iraqi drivers have to pass through with the dead body.

4-The characters faced the problem of carrying the Iraqi dead body and get it inside Iraq.

5-The setting of the play takes place inside Jordan.

Q2//Fill in the blanks with the correct choice using the information from your Textbook: (25 M)

1- The characters who play the main role in the play are.....

- A) members of the dead man's family.
- B) the two Iraqi drivers
- C) American soldier

2-The setting of the play takes place on the border between Iraq and.....

- A) Syria
- B) Jordan
- C) Turkey

3- One of the events in the play is carrying the.....

- A) crops
- B) corpus
- C) corpse

4- The Iraqi drivers faced the problem of being checked by.....

- A) Iraqi checkpoint
- B) American checkpoint
- C) None of them

5. Hameed asked Majeed to throw the corpse out and he

- A) agree
- B) disagree
- C) neutral

Q3// Answer the following questions with information from your

Textbook:

(25 M)

- 1-Explain the event that the author is portraying in this play?
- 2-From the play, identify the characters as portrayed by the author?
- 3-Elaborate the plot of this play based on the main elements?
- 4-What is the setting of the play?
- 5-What are solutions the author gives in this play?

Q4// Complete the following sentences with information from your

Textbook:

(25 M)

The main characters in the play are.....and

.....

One of the events in the play was the dead body should checked byon the borders.

Majeed said we will lose the deal if we.....

The scenes of the play take place in

The problem the Iraqi drivers faced was carrying

CURRICULUM VITAE

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