

اثر استراتيجية افعّلها بنفسك (DIY) على دوافع الإنجاز لدى تلاميذ الصف الخامس الإعدادي

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الخلاصة

تهدف الدراسة الحالية إلى التحقق من أثر استخدام استراتيجية افعّلها بنفسك (DIY) على دوافع الإنجاز لدى تلاميذ الصف الخامس الإعدادي. ولتحقيق هدف هذه الدراسة، تم افتراض أنه لا توجد فروق ذات دلالة إحصائية بين المجموعتين التجريبية والضابطة في دوافع الإنجاز. لتنفيذ هدف هذه الدراسة، وإثبات صحة فرضياتها، تم اختيار عينة قوامها (٦٤) طالبة من مدرسة أبابيل الإعدادية، خلال العام الدراسي ٢٠٢٢-٢٠٢٣. تم تقسيم المجموعتين بالتساوي إلى مجموعة (أ) تمثل مجموعة تجريبية تتكون من (٣٢) تلميذاً تم تدريسهم وفقاً لاستراتيجيات افعّلها بنفسك. المجموعة (ب) تشير إلى المجموعة الضابطة التي تضم أيضاً (٣٢) تلميذاً تم تدريسهم وفقاً للطريقة التقليدية. تم إجراء اختبار تحصيلي قبلي وبعدي وقد تم تحقيق المساواة بين المجموعتين في هذه المتغيرات من المستوى التعليمي للآباء، والتحصيل باللغة الإنجليزية في السنة الدراسية السابقة، والامتحان السابق لكال المجموعتين. تكون الاختبار من خمسة أسئلة وتم تحديد قوة التمييز ومستوى الصعوبة لكل عنصر في الاختبار من خلال التحليل الإحصائي للعناصر. العينة بأكملها تعرضت للاختبار التائي نتيجة لذلك وفي البيانات التي تم جمعها من نتائج الاختبار، تم تحليلها إحصائياً باستخدام الصيغة التائية الخاصة باختبار لعينتين مستقلتين ومتربطتين. بينت النتائج إن هناك فرق كبير في الاختبار التائي إحصائياً بين متوسط درجات المجموعة التجريبية التي درست باستخدام استراتيجية افعّلها بنفسك والمجموعة الضابطة التي درست باستخدام الطريقة التقليدية. وبناء على نتائج واستنتاجات هذه الدراسة، تم تقديم التوصيات والاقتراحات المناسبة لدراسات مستقبلية.

Impact of Do It Yourself (DIY) Strategy on Fifth Preparatory School Pupils' Achievement Motivation

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Abstract

The current study aims at investigating the impact of DIY strategy on fifth preparatory school pupils 'achievement motivation. To achieve the aim of this study, a null hypothesis is assumed to be established there are no statistical significant differences between the mean scores of the experimental group who is taught by (DIY) strategy and control groups who is taught by traditional method in their achievement motivation. For carrying out the aim of this study, and validating its hypothesis, a sample of (64) females from Ababeel preparatory school, during the academic year 2022-2023. The two groups are equally divided into two groups , group (A) represents experimental group that consists of (32) pupils who have been taught according to DIY strategy. Group (B) represents control group which also includes (32) pupils who have been taught according to the traditional method. Making a pre and post achievement test. Both groups

have been equalized in such variables such as educational level of parents, English scores achievement in preceding schooling year, and the pre-test of both groups. Five questions are composed to combine a post-test. Alpha-Cronbach method has been used to confirm the reliability coefficient. The discrimination power and difficulty level for each item have been determined via statistical analysis of the items. The entire sample has been exposed to the post-test as a result. The data gathered from the post-test findings have been statistically examined using the formula for the T-test of two independent and paired samples. According to the results, there is a statistically significant difference between the mean scores of the experimental group who is taught by using compensatory strategies and the control group who is taught by using the traditional method and there is also a statistically significant difference between the mean scores of the experimental group in the pre-post achievement test. Based on the findings and conclusions of this study, appropriate recommendations and suggestions for future studies are put forward.

Key words: Impact, DIY Strategy, Fifth Preparatory School Pupils, Achievement Motivation

1.INTRODUCTION

1.1 Study Problem and Significance

Considering the importance of achievement motivation, and its impact on pupils' reading skill (Mucherah & Yoder, 2008), and the importance of reading skill instruction (Duffy et al., 1986), and the benefits of DIY strategy in teaching reading skill (Williams, 2004), the researcher endeavored to see if reading skill instruction integrated with DIY strategy can improve pupils' reading comprehension and their achievement

motivation. In other words, the researcher tried to explore the impact of teaching reading skill to EFL Iraqi pupils' reading comprehension.

Shifting from teacher-centred into learner centred teaching methods, paved the way to investigate other ways of teaching and testing(Sadiqa, 2020).

Furthermore, achievement motivation, based on the related literature, influences pupils' performance in reading comprehension (Mucherah & Yoder, 2008). Accordingly, the findings of the present study may provide the details regarding the way pupils' reading comprehension and their achievement motivation are interrelated. Moreover, the results of the study may clarify how DIY strategy can be implemented in an EFL context for instructing reading skill. In addition, the study may reveal what aspects of achievement motivation of pupils and what parts of reading comprehension may have stronger relationship, and what part the weaker relationship.

1.2 Aims

The present study aims at finding out ;

2.The impact of DIY strategy on fifth preparatory school pupils' achievement motivation.

1.3 Hypothesis

A hypotheses will be investigated to fulfil the study's aim:

1.there are no statistically significant differences between the mean scores of the experimental group who is taught by (DIY) strategy and control groups who is taught by prescribed method in their achievement motivation.

1.4 Limits

This study is limited to the following:

1. Iraqi EFL Fifth preparatory school pupils.
2. The academic year (2022-2023).
3. The textbook “English for Iraq” for fifth preparatory school pupils (Olivia et al.,2013).

1-5 Value

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

1. It could be valuable for EFL teachers through explaining the steps of teaching English to intermediate school pupils in terms of the recommended strategy
2. The current study helps the EFL teachers to attract the attention of the Iraqi intermediate pupils to study material, assists teachers in shifting from the traditional instructional methods that are still common in teaching to the most up to-date ones, and helps them to present the educational material effectively.
- 3-Researchers who seek for modern strategy in teaching English reading text.

1.6Procedures of the Study

The researcher follows a number of procedures in order to fulfill the aims of the study, they are:

1. Choosing a sample consists of (64) pupils who have been chosen from fifth -preparatory school pupils at Ababeel preparatory school pupils for girls and dividing them into two groups.

- Experimental and control group, each group consists of (32) pupils
2. Exposing the experimental group to DIY strategy
 3. Two groups are exposed to a post-test to know the effect of DIY strategy on the pupils' achievement reading skills in English language
 4. Collecting and analyzing data by using different statistical means and interpreted the results to conclude some conclusions of the study
 5. Giving recommendations and suggestions for further studies

1.7 Definitions of Basic Terms

The following terms are defined theoretically and operationally:

1.7.1 Impact

The Impact is the result of something that makes the difference between experimental and control groups.

Good (1959) defines that the Impact is the test agent in controlled condition on the control variable.

1.7.2 DIY Strategy

DIY Strategy is a philosophy that puts the pupils at the center of the learning experience, by turning her into the maker of her own learning materials (Eryana,2018).

The operational definition of DIY Strategy: is the method of building, modifying, or repairing things by oneself without the direct aid of professionals or certified experts a set of practical tools to trigger and support social innovation.

1.7.3 Achievement

Richards and Schmidt (2010) express that achievement is an effort which determines how much pupil has learned with reference to a specific course of learning, textbook, or programmer of teaching or instruction.

An achievement is something that pupil or anyone has achieved it or done well after a lot of work, and he has accomplished his aims (Collins, 2002).

Operational Definition: It is the quality and quantity of pupils' effort in learning Target Language to assess and evaluate their ability in learning Target Language

1.7.4 Achievement Motivation

Motivation is an inner drive, impulse, emotion, or desire that moves one to a particular action (Sadiq, 2020).

achievement motivation refers to generalized evaluative and behavioral tendency to determine success or failure of the target population in achieving the attempted activity or behaviour (McClelland, Atkinson, Clark, & Lowell, 1953). The operational definition of achievement motivation is understood as a generalized evaluative and behavioural tendency in situations in which a standard of excellence can be applied.

2.literaturereview

2.1 DIY Strategy

is a philosophy that puts the pupil at the center of the learning experience, by turning her into the maker of her own learning materials, the method of building, modifying, or repairing things by oneself without the direct aid of professionals or certified experts a set of practical tools to trigger and support social innovation. (Souza, et al ,2021). The DIY Strategy, available as individual downloadable templates, has been especially designed for development practitioners and social entrepreneurs to invent, adopt or adapt ideas that can help them deliver increased positive social impact through their work DIY Learn is a set of modules that support a deeper understanding of how to get the most out of each DIY tool, and know where and when it is most appropriate and applicable. The modules have primarily been designed for learners to work through on their own, but this is not the only way in which they can be of value (Marshall& Jonker, 2010). The modules can be used individually or in combination. Although they cross-reference each other, they are designed to stand alone and there are no learning dependencies between them. You can use one or more modules in any combination as a programme of study, according to your requirements. They can be studied in any order, although there are some logical orders in which to use certain tools for generating, selecting, evaluating and refining ideas (Farisa, 2017).

Language learning strategies research areas need to be enhanced in the education process since they consist of different phenomena such as age, gender, individual differences and learning environment (Sadiqa, 2020).

2.3.1 Module components

Each module is designed for approximately two to three hours of independent study time for a learner with good English and at least secondary level education. Each study session follows a standard template that provides users with a familiar framework and so makes it easier to plan study activities. The main components of each study session are as follows:

- a title that concisely and clearly describes the session contents
- learning outcomes, each tested by at least one SAQ (see below)
- an introduction that lays out what will be covered in the study session
- core content, text with illustrations, diagrams, graphs, examples etc.
- key points that are highlighted
- a summary, which includes key points covered in the study session
- at the end of each study session there are four self-assessment questions (SAQs) to help pupils test their learning.

The structure creates a learning pathway for the pupil that links the components in a narrative route through the text. They can track the introduction of a topic and a statement of the corresponding goal in a learning outcome, through the relevant section of core content to the summary points and SAQs at the end. Table 1 describes some of these components in more detail and highlights the reasons why they are included in each study session.

2.3.2 Using DIY Learn modules for classroom teaching

Pupil success with the DIY Learn modules relies on the following teaching practices:

- ensuring pupils successfully achieve the learning outcomes of the study session
- encouraging pupils to discuss the topics together
- encouraging pupils to think how they could apply what they learn in a work context.

Consider the following general points when planning your teaching:

Although they are all approximately the same length, some study session topics might be more challenging for pupils than others, so you should consider how to build in more time for those sessions.

Pupils will get the most out of the materials if you guide them through the most important principles, ideas and concepts in the modules.

Build in time for pupils to share and discuss their thoughts during sessions. This is just as important as setting aside time to go over the written materials.

Consider getting the pupils to work together in small groups rather than individually and think creatively about activities and exercises that could be suitable for group work in addition to those we have suggested.

Reading text to pupils or getting the pupils to read the text in class is likely to be the least effective teaching or learning strategy.

2.2 The Correct Order for Teaching the DIY Learn Modules

The DIY tools can all be studied and used independently, but will probably have most value (particularly for a group) when seen in the context of a process of innovation.

Innovation is sometimes written about as something almost magical. However it is wrong to see innovation as a mystery. It is true that innovation is rarely simple or predictable but, looking closely at what actually happens, it is also true that the overall innovation process is structured and systematic.

Although every real innovation is a complex story of loops and jumps, there are various stages that most innovations pass through. This framework is useful for understanding how to put ideas to work, and focusing on the different methods, and different mindset, needed at each stage.

2.2 Achievement Motivation

Achievement motivation is a conscious effort from within pupils that is able to encourage pupils to learn, do assignments, solve problems and move and direct themselves to achieve the desired achievements (Yamin, 2008).

Achievement motivation is very important in learning because the pupils who have a strong achievement motivation tends to make various efforts to be able to master the field which they are studying so that they can achieve higher achievement. Achievement motivation is also an internal factor in learning that makes a large contribution, namely 64% in determining one's learning achievement (Mc Chelland in Siregar and Nara, 2010). It shows that achievement motivation has an influence on the achievement of learning outcomes. Furthermore, learning success is

often caused by strong motivation. Achievement motivation is a conscious effort from within pupils that is able to encourage pupils to learn, do assignments, solve problems and move and direct themselves to achieve the desired achievements (Yamin, 2008).

It should be noted that there are intrinsic and extrinsic motivations. Motivations are of two major types, intrinsic and extrinsic. Intrinsic motivation is based on the internal factors such as self-determination, effort, challenge and curiosity while extrinsic motivation incorporates external factors such as rewards and punishment (Santrock, 2010).

Based on the literatures those have been described, it can be said that achievement motivation can be interpreted as a stimulus or drive or strength that comes from an individual who is able to succeed or achieve the goals. This cannot be separated from the role of educators that should create a fun and meaningful learning environment, where the pupils are in that situation indirectly can motivate to be able to achieve academically which in turn increases academic involvement for academic success as expected to be achieved.

As the teachers' role in enhancing the students' interest in learning process, they should create any something different to assist the students in learning English (Saalh & Salim, 2020).

It made perfect sense that pupils who did well in the school might enjoy learning, feel capable of taking on challenges, and enjoy mastering material independently as a result of receiving high marks and positive feedback. It was also possible that pupils who did poorly in school were more frequently subjected to lectures from teachers and parents about how and why they should do better, thus turning their attention to more

external sources of motivation. At least some evidence, however, suggestion that democratic parenting practices are positively correlated with achievement even when controlling for previous academic achievement (Steinberg, Lamborn, Dornbusch, & Darling, 1992).

Motivation is the driving force behind all of a person's actions. Individual needs and wants have a strong effect on their behavioral pathways. Motivation is an internal condition that stimulates, directs and maintains behavior. There is a strong relationship between learning and motivation. According to Abraham Maslow when the needs for love and ownership are met, the individual can then focus on the need for a higher level of intellectual achievement. At this stage the urge to learn increases (Woolfolk, 2004).

Motivation itself can come from within or come from outside. For example, pupils ' intrinsic motivation will tend to learn when they are about to face an exam because they feel happy with the subject being tested. They will be motivated to learn when they are given choices and will tend to feel happy in facing challenges, for example, assignments given by their lecturers can be done because they are according to their abilities. This is in accordance with the research of Hassanzadeh and Galin (2013), In general, motivation helps people to be successful & happy, also when people are motivated by happiness, they tend to experience life satisfaction. They will be motivated to continue working for the things that will make them happy. Motivation inspires people to move forward and progress will help to make people happy, especially if they are working towards the things that make them happy, so motivation leads to happiness in life.

Each individual has a different motivation - maybe the one who has a low motivation for achievement is because of an unpleasant learning experience in the past. While several pupils are motivated by extrinsic factors, others may be motivated purely by intrinsic factors. In this situation, pupils may have goals they want to achieve at a certain time. In order to achieve their goals, the information they learn is very valuable to them.

Maslow's theory quoted by Kotze (2008) states that a person has the motivation to fulfill several different kinds of needs, namely physiological needs, security needs, social needs, self-esteem needs, and self-actualization needs. Meanwhile, according to Woolfolk (2004), personal factors that affect motivation include goal orientation, interests and emotions, as well as self-schemas or pupils' beliefs about themselves. In the learning process, there are several kinds of motivation that can be given to pupils, including giving numbers or grades, prizes, competition, ego-involvement, giving tests, knowing the results, praise, punishment, desire to learn, recognized interests, as well as goals.

Every pupils has different achievement motivation. There are pupils who have high achievement motivation, some are low. Pupils are said to have high achievement motivation if the desire to succeed really comes from within oneself. These pupils continue to work hard both in situations of competing with others, and in working alone. Meanwhile, pupils who have low achievement motivation tend to fear failure and are less willing to take risks in achieving higher achievement.

According to Anni (2004) pupils who have high achievement motivation will study longer than pupils who have low achievement motivation. Even though they have experienced failures, failure is interpreted due to

lack of effort and not due to external factors. In short, pupils who have achievement motivation have the desire and hope to succeed and if they experience failure, they will try hard to achieve success. Therefore, pupils who have high achievement motivation tend to experience success in doing learning tasks at school. No matter how difficult the failure they experienced, they still tried. Shah (2008) also argues that motivation is the internal state of the organism, both humans and animals, which encourages it to do something. In this sense, motivation means a power supplier (energizer) to behave in a directed manner.

The success of pupils in achieving high learning outcomes is determined by achievement motivation. According to Dale H. Schunck, motivation and learning can influence each other. When pupils learn and they feel more skilful, they will be more motivated to continue their study. Achievement motivation refers to someone's effort to be more competent in a particular activity. Furthermore, John Atkinson's theory of achievement motivation cited by Schunk describes that someone's attitude depends on his expectation to gain something. The action gives hope to success and also fears to fail. The best way to develop achievement behavior is by combining the strong hope to success and the less fear of failing. This way suggests that pupils who have high achievement motivation will choose the most difficult tasks, in which the pupils believe that they can solve the tasks and will gain the feeling of achievement. In contrast, pupils who have low achievement motivation tend to choose the simple and easy tasks and have little effort to success (Schunk, 2012).

Kumaravadivelu (1999) idea comes up as the teacher has a vital role in maintaining classroom communicative competence (Saalh & Kadhim, 2020). Based on curriculum structure of PPKn Department,

Faculty of Education, Nusa Cendana University, there is a Land Law course. This course has a competency in which pupils will be able to demonstrate considerable knowledge of concepts, norms and theories of Land Law, able to investigate land problems and able to find the solution in a fair and humane way.

Christ Kyriacou argues that in relation to empowerment and motivation, there are three central and crucial aspects of pupils' involvement in learning activities. The first is attentiveness, in which pupils should pay more attention to learning experiences. The second is receptiveness, in which pupils should have the willingness to learn and should response the experience. The third is appropriateness, in which learning experience should be appropriate with desired learning outcomes and considers pupils' initial knowledge and consideration (Kyriacou, 2012).

Schunk & Hanson (1989) describes motivation as a process of push and maintain a particular purpose by steering someone's behavior. Motivation is power in learning that gives pupils power and strength to study. Learning with full energy will make pupils maximise their potency and push them to explore learning resources especially under a supervision of professional teachers. Motivation is not developed by itself but it needs a condition that could attract pupils. There are several variables that motivate pupils to learn. In addition, pupils have social purposes that can be integrated with their academic purposes.

Motivation is power or forces or energy or complex condition and readiness of the individual to move to achieve particular purposes. Slavin (2005) states that motivation is one of the most important aspects of learning. If there is no motivation in learning, there is no learning process. Motivation can affect both learning process and learning

outcomes. Effective learning forms motivation. If learning process is effective, interesting, useful, and matching with pupils' interest, it will increase pupil involvement in the learning process (Uno, 2011).

The relationship between motivation and purposes happens when someone has a high level of anxiety to fail but able to conduct his task properly and learn from his previous experiences. When someone has a low level of anxiety, he will need more motivation to finish his job. There are two things that motivate pupils to learn. First, pupils learn because they want to know and want to increase their knowledge. Second, pupils learn to obtain a high grade, promoted to the next level, get a certificate and so on (Rohani, 2004).

Dale H. Schunk argues that reward is an important component that could encourage someone to do similar action in the future. Motivation is presented by the increase in number, intensity and duration of actions. Schunk also describes that cognize theory and constructivist theory about motivation states that desire to get rewards motivate an action. Rewards can increase motivation when it is given based on people's achievement and progress in learning. Motivation can decrease when people see rewards as things that control their behavior by the time (Schunk 2012).

The main thing in learning is a research about learning achievement. Achievement motivation refers to the attempts to be competent in activities that need hard work.

Motivation theory explains two of factors that encourage someone to reach the satisfaction and to avoid the dissatisfaction. There is hygiene factor (extrinsic factor) and motivation factor (intrinsic factor). This motivational factor includes everything that can push someone to reach

his or her success. The motivational factor can be a job, an achievement, a chance to growing up, progression in a career, and people's recognition known as "hope theory". Hope theory describes that when a person really wants something and has a big hope to get it, the person will be motivated to reach what the person wants. On the other hand, when a person has only a little hope towards it, their motivation to make efforts will be low as well.

3. Methods

3.1 Sample

Bluman (2012) expresses the sample as a group of people who share the characteristic of population. While Fry et al (2000) define the sample that it is a subgroup of a population ,But Majid (2018) describes a sample as the procedure of choosing an example of individuals who are statistically representative. Sampling is a significant instrument for the study because the quantity of population typically includes too many participants.

The sample consists of (64) pupils who have been chosen from fifth - preparatory school pupils at from Ababeel preparatory school pupils for girls. Sample (A) has been randomly chosen to be the experimental group, while sample (B) as the control group. Each section consists of (30) pupils as shown in table (3).

Table 3.1

The Sample of the Study

Group	Number	Gender	Level	Total
Experimental	32	Female	5 th Preparatory	64
Control	32	Female	5 th Preparatory	

3.2. Equalization

According to Good et al (1976), it is important to account for a wide range of potential confounding variables when analyzing test taker achievement. Before the experiment begins, it is important to ensure that the two groups are comparable in terms of demographics like mother and father education, pre-test results, and English achievement from the previous school year. If this is not done, the research's results could be affected.

3.21 The Level of Fathers' Education

In order to find out whether there is any significant difference between the academic level of the pupil's fathers, the chi-square formula has been utilized. Results show that the chi-square of the calculated value is (4.352) which is found to be lower than the tabulated value (0.934), at the degree of freedom (6) and a level of significant (0.05) which means that there is no significant difference between the two groups in fathers' academic level, as shown in table (4-3).

Table 3.2

Homogeneity of groups in terms of pupils' fathers' educational level

Level of Education	Group		Total	Chi-square		DF	Level of Significance
	Experimental	Control		Calculated	Tabulated		
Bachelor	1	11	24				
Diploma	7	6	15				

Higher studies	5	4	9	0.934	12.128	6	0.05
Primary	3	٤	6				
Secondary	٧	٧	15				
Total	32	32	64				

3.2.2 The Level of Mothers' Education

To see if the educational level of the pupils' mothers is also equal and does not make significant difference, the chi-square test was employed. Results, degree of freedom (4) 0.739 (showed that the chi-square of the calculated value is freedom (4) and the level of significance (0.05) which means that there is no significant difference between the two experimental and control groups (in terms of pupils mothers' educational level, as shown in Table 3.5).

Table 3.3

Homogeneity of groups in terms of pupils' fathers' educational level

Level of Education	Group		Total	Chi-square		DF	Level of Significance
	Experimental	Control		Calculated	Tabulated		
Bachelor	9	8	17	0.739	11.091	6	0.05
Diploma	6	8	14				
Higher studies	6	5	11				
Primary	3	5	8				
Secondary	8	6	14				
Total	32	32	64				

4. Results

4.1 Data Analysis and Results

In order to examine the second hypothesis which is " 1. there are no statistically significant differences between experimental and control groups in their achievement motivation ", mean scores are computed and compared to see if there is a statistically significant difference between them. The acquired data indicates that Pupils ' mean scores in the experimental group is (27.04) and those in the control group is (12.36).

The t-test formula for two independent samples is employed, and the calculated t-value is (9.441), whereas the tabulated t-value is (2.01) at (0.05) level of significance, as shown in table (14).

This means that there is a significant difference between the experimental group's Pupils ' achievement motivation and that of the control groups, for the benefit of the experimental group. Therefore, the second hypothesis which states that there is no statistically significant difference between the mean scores of experimental groups and that of control group in post achievement motivation test, is rejected, as shown in table (4.1).

Table (4.1)

Pupils s' Mean Scores, Standard Deviation and T-Value of the Experimental

Group in Post Test

Groups	No. of Pupils	Mean	SD.	T-value	DF	Level of Significance
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E. writing	٢3	27.04	6.05	Calculated	Tabulated	48	0.05
C. writing	٢3	12.36	4.88	9.441	2.01		

4.2 Discussion of Results

1. pupil's reading comprehension in the experimental group who have been exposed to DIY get better scores than the control group who have been taught using the conventional method in the post-test.
2. pupils 's achievement motivation in the experimental group who have been exposed to DIY get better scores than the control group who have been taught using the conventional method in the post-test
3. DIY assistance pupils learn contents of the unit after they have achieved it.
4. DIY makes the pupils able to keep the new words or phrases that they acquire in their memory.
5. DIY help the pupils to learn the essential skills which lead to the development of the next unit.
6. DIY support the teacher in identifying and correcting areas of weaknesses, thus stopping the cycle of failure.
7. Pupils s learn new ideas, analyze, and understand their content of the lesson. This will develop the pupil's skill and ability to access ideas, link between vocabulary and know how to communicate easily.
8. The use of non-linguistic form such as pictures and cards increase pupils 'interaction and motivation to participate in answering the correct reply.
9. DIY enhance pupils ' confidence in their learning process.

- 10.To use the DIY in the teaching-learning process encourages pupils to be more active, monitor, and self-evaluate their learning.
- 11.Pupils prefer utilizing the DIY in class to reinforce their engagement with others and their teacher.
- 12.The teacher provides pupils the chance to freely pupils express thoughts without hesitation, that improve the relationship between pupils and teacher.
- 13.pupils understand when they can construct meaning from oral, textual, and graphic instructional messages, lectures, books or computer monitors.

5. Conclusions

1. DIY is an effective strategy to improve pupil's reading comprehension. Pupils are able to understand the passage, using the DIY strategy. This can be seen by the significant difference in mean scores between the experimental group and the control group in the post-test. This means that both groups were in the same class level before the treatment was performed. By giving the treatment, Pupils in the experimental group achieve a higher average score than pupils in the control group.

Therefore, the hypothesis of this research was accepted

2. DIY strategy is well implemented by pupils and implementation is able to improve pupils ' reading and comprehension. Most pupils state that using DIY is very important and makes it easier for them to understand the passage by looking at specific information and constantly repeating the current information so that it can be transferred to the pupils ' long-term memory. However, the successful implementation of the DIY strategy in improving pupils '

reading comprehension in an EFL class depends on how well the researcher explains the importance of the strategy and how well the respondents understand how to apply this strategy during reading.

3. Pupils connect visual and nonvisual information while writing; the visual information on the page interacts with the nonvisual information in the pupils' heads to generate meaning. These two pieces of data are crucial in the process of creating meaning in achieving strategic success.
4. Pupils who understand the processes of the DIY strategy will be better able to understand the idea of writing.
5. The use of scripting strategy in the classroom, allows pupils to take an active role (pupil–cantered), while their teacher serves as a facilitator and organizer.
6. The experimental group's writing skill improved more than the control groups, indicating the important function of DIY strategy in reinforcing pupils' ability to create and connect their thoughts to what they have previously studied and learned.

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