The Effectiveness of a Strategy based on Conceptual Theory in the Achievement of Middle School Students in Literature and Texts

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Abstract:

The current research aims to identify the effectiveness of the strategy in the achievement of middle school students in literature and texts. The study sample consisted of middle school students in the fifth scientific grade in the province of Babylon. The sample for the experimental group reached (39) students , and the control group (39) students. The first exploratory sample consisted of (30) students , and the second exploratory sample consisted of(100) students. The research tool consisted of an achievement test, and the effectiveness of the strategy was reached in the achievement of students

Keywords: conceptual theory, secondary stage, literature and texts

Definition of research

Research problem:

Most of the previous studies and literature indicate that there is a weakness in the teaching of literature and texts , and that it did not achieve the purpose of teaching it in the formation of literary taste. Moreover, the methods of teaching it do not seek to develop creativity among students because literary texts are presented to them in an uninteresting way and they do not find the desire to follow them, so that their only concern is memorization , and this is what the experimental studies indicated that the method of throwing is the prevailing method in teaching literature and texts (Ahmed , 1988 :9 :204).

Whereas the weak use in teaching methods in general and the Arabic language in particular for most teachers , which led to hindering the process of developing thinking among students (Saada, 2009: 73)

Their use of inappropriate traditional teaching methods does not reveal to students the richness of texts of artistic perfection that motivates them to understand and taste literary texts (Al-Waeli , 2004:46)

Second: Significance of Research :

The significance of education has emerged in the development of peoples and their social and economic development, as well as in increasing their ability to meet civilizational challenges, as it is an important factor in the social development of individuals as they are members of a social relationship that imposes on them multiple roles in society (Morsi, p. 15, 25, 2009)

Where education is the pillar of each society, it helps the individual to build the spiritual side and instill moral values, and we note the difference of societies in science and knowledge. This difference is due to the type of education that these societies receive. They are concerned with building the human personality. The individual needs to be organized in all works so that it is well prepared, so it is a psychological and social process issued by the individual 0(Zayer and Sky: 20, 2015)

Language is one of the most important social and psychological manifestations in human life, as no society is free from this manifestation. (Allah the Almighty) referred to it in his dear book in saying : (Among his verses is the creation of the heavens and the earth and the difference of your tongues and colors. This is a sign for the

worlds)) Rom 22, It is a means of understanding and expressing what is going on in the mind of man from thoughts and feelings and feelings, and it is the means of communication between peoples , and it is a tool of learning , without which man did not realize what is happening around him from the events 0(Abdul Hadi , 2003 : 17)

Among the means adopted by man in reaching his objective and achieving his objective s , is his good use of language , language is one of the tools of thinking and communicating with others and good use achieves thinking and communication and the purpose of studying the language is to know its rules and reflect on the characteristics of its laws , and in order to reach the essence of its existence, it must be trained to use it properly to achieve its function 0(Mustafa , 2007: 38)

Despite the significance of language in the past, present and future, educators have been keen to ensure that the curricula at all stages are concerned with the development of students' language abilities to understand and guide conviction, as it is a persuasion tool (SMC , 1961: 279)

Because of the significance of Arabic literature, it must be presented to the recipient in a way that helps him to understand it , and contributes to achieving the objectives of his study , and given the significance of the teaching method and its impact on the achievement of students (Al-Hashemi , Taha Ali Hussein Al-Dulaimi, 2008 :19)

The subject of literature and texts at the secondary level has received a good number of studies that tried to search for the best ways and methods to teach this subject , and these studies have proven the existence of many methods and methods that are useful in teaching them, and in any case, there is no optimal way to teach all subjects, what may be suitable for a specific educational position may not be suitable for another position, but we can say that the teaching method is easy to address because of the activities it addresses, which are based on scientific foundations of psychology , the foundations of education , and on the basis of learning theories, it was more successful , and closer to achieving learning objective s. (Ahmad , 1986 :92)

Third: Research Objective:

1- Knowledge of the effectiveness of a proposed strategy in light of the conceptual theory in the achievement of students of the fifth scientific in the subject of literature and texts

Fourth: - Research Hypothesis:

There is no statistically significant difference at the level of (0.05) between the average scores of the experimental group studying literature and texts based on the strategy and the average scores of the control group studying literature and texts in the traditional way.

Fifth:- Research Limits: The current research is determined by a sample of middle school students for the fifth grade in the province of Babylon , for the academic year 2022-2023

Sixth: - Definition of Terminology :

Strategy : terminologically :

Attia, (2009): "It is a homogeneous set of sequential steps that the teacher can convert into teaching methods and skills that suit the nature of the teacher, the learner, the course, the circumstances of the educational situation, and the possibilities available to achieve a previously defined objective or objective s" (Attia , 2009: 38).

Al-Haila and Marai (2008): "It is a set of specific methods and procedures for implementing a specific skill" (Al-Haila and Marai, 2008 :64)

Procedural definition of strategy: a set of procedures, steps and activities planned based on the conceptual theory to teach the topics of literature and texts scheduled for the fifth grade scientific

Conceptual Theory:

Abdul Jalil (2001) : It represents a level of semantic study 0It has been called by some researchers as intellectual theory because the word refers to an idea in the mind and that this idea is the meaning of the word 0 It has its roots in the English philosopher (John Locke) who called it mental theory and called it that the use of words must be a sensitive reference to ideas , and the ideas they represent are their own direct meaning (Abdul Jalil ,2001 : 89)

Collection in Terminology: Defined by :

Zayer , Wissama(2013): "The abilities that the learner has from the experiences and information that he can employ to solve the largest number of questions that are directed to him" (Zayer , Wissama, 2013: 153).

Procedural definition of achievement : It is what the students of the research sample get from scores in the achievement test for literature and texts for the fifth grade prepared by the researcher for the purpose of research

<u>**Literature**</u>:

1- Language :

- Ibn Manzur (1979): "The subject (literature) is : (literature) which means the literature by which the literary man is disciplined by people , and it is called literature because it manages people to Muhammad and forbids them from ugliness. Literature continued: prayer , literature, literature, literature of self and lesson" (Ibn Manzur R, 1979: 206)

Idiomatically : Defined by:

- Al-Hashemi (1976AD): " It is the beautiful idea in the beautiful phrase, which occurs in the same reader or hearer of artistic pleasure"   (Al-Hashemi , 1976 :47)

A procedural definition of literature: It is the aphorism of rhetoric and prose , and it is the eloquent human speech that is intended to affect the emotions of readers and hearers or in their minds and is found in the book of literature and texts to be taught to fifth grade scientific students.

Chapter Two: Theoretical Framework and Previous Studies and Aspects of their Utilization:

Conceptual theory: Conceptual theory represents a level of semantic study and is one of the most important theories that support the theory of indicative and come into contact with it in some foundations and principles. It is based in its study of linguistic texts to link what is in the mind of the reader with the information and ideas of the text and then analyze and interpret it and acquire what it contains of meanings and values (Manqur Abdul Jalil , 2001: 86:85)

Jakandov defined it: (It is a semantic theory that considers that the meaning is represented in the mind and has intersections with neurological gratitude and evolutionary psychology) (Jakandov, 2007 :3)

Conceptual theory considers that the meaning of words and symbols is linked to the existence of the idea , and its roots go back to the English philosopher John Locke, who calls it mental theory, saying : The use of words must be a sensitive reference to the ideas and ideas they represent.

For every linguistic expression, or for every distinct meaning of linguistic expression, to have an idea , these ideas must be :

1. Present in the speaker's mind

The speaker must produce an expression that makes the audience realize that the particular idea is in his mind at the time.

3-Expression should invoke the same idea in the hearing mind (Omar, 1985, 57)

Conceptual theory is based on a number of foundations, including :

1- **Mental psychological basis:** Linguistics is based on mental axioms that language is encoded in the human mind, the information obtained from language is regulated by the mind , and this information can not refer to the real world where realistic perception is no longer enough on the existence of things in the external world, but is collected by mental interpretation.

2- **Synthetic basis:** Language is characterized by the characteristic of authorship and the ability of man to create an unlimited number of words and understand them. The synthetic position is a linguistic and mental phenomenon where it is related to man's connection to his world through his use of language (Al-Shammari , B-C : 1 :2)

Educational Applications of Conceptual Theory:

1- The significance of interactive activities at the cognitive level in addition to physical activities, and the confidence that the teacher gives to the learner in caring for the body in order to carry out activities that are compatible with the activities of the mind

2- Expands the circle of knowledge by benefiting from the experiences of others through simulation and quotation

Convincing the child to coexist in harmony with nature and society and hopes to advance himself and achieve more cognitive development

4- Relying on the controversy of pleasure and pain is the fundamental basis on which the educator works in order to train the child to control his emotions and take the directions of the mind seriously

5-The educational process depends on a pillar, which is language, which it considers as an essential means of social communication and requires the preservation of its rules and their good application (Al-Khuwailidi, 2017: 15)

Previous studies: Studies that dealt with the effectiveness of the proposed strategy

Study (Ahmed, 2012)

No.	Study Title	The effectiveness of a proposed strategy based on problem-centered learning to develop the acquisition of grammar rules and their application in oral and written performance among first-grade secondary students
1	Place of the study	King Khalid Secondary School/ Egypt
2	Aim of the study	Knowledge of the effectiveness of a proposed strategy based on problem-centered learning to develop the acquisition of grammatical rules and their application in oral and written performance

3	Methodology of the study	Quasi-experimental
4	Subject, grade and grade	Grammar for Grade 1 Secondary
5	Sample size and gender	50 students
6	Equivalence variables	Chronological age, parents' achievement, previous year's grades
7	Instrument used	Achievement test , two tests to measure oral and written performance
8	Statistical means	Pearson coefficient, Spearman, T-test, difficulty coefficient and differentiation coefficient, effectiveness of faulty alternatives
9	Conclusions	Experimental group

Hussein's study: (2011)

No.	Study Title	The impact of the reciprocal teaching strategy on the achievement of literary fifth grade students in literature and texts
1	Place of the study	Baqubah Secondary School for Girls
2	Aim of the study	To know the effect of reciprocity in the achievement of literary fifth grade students in literature and texts
3	Methodology of the study	Experimental approach
4	Subject, grade and stage of study	Literature and texts , fifth grade literary
5	Sample size and gender	54 students
6	Equivalence variables	IQ test, academic achievement for the previous year in Arabic language, previous literary information test, chronological age
7	Tool used	Summative assessment
8	Statistical means	T-test, Pearson correlation coefficient, Spearman equation, difficulty coefficient, item discrimination coefficient, effectiveness of faulty alternatives

9	Conclusions	The experimental group outperforms the control group

Chapter Three : Research Methodology and Procedures

The researcher adopted two approaches to conduct the research : the descriptive approach and the experimental approach in order to achieve the research objectives. The descriptive approach is to build the proposed strategy based on the conceptual theory and the experimental approach to know the effectiveness of the proposed strategy in the achievement of middle school students in literature and texts

The research community and its sample:

The research community of fifth grade female students is scientific in the girls' day secondary schools of the Directorate of Education of Babylon for the academic year 2022-2023,

A- Sample of schools:

After the researcher identified the schools of the Hashemite District Education Department covered by the research, which are (8) schools :

No.	School Name	LOCATION
1	Balqees Secondary School for Girls	Al Hashimiya Center
2	Al Farzadeq Girls High School	Al Mazidiyah Village
3	Al khlood High School for Girls	Al Hashimiya Center
4	Midtahiya Secondary School for Girls	Al Midhatiya
5	Maysaloun Secondary School for Girls	Al Midhatiya
6	Al Amal Secondary School for Girls	Al Hussain Village
7	Thuraya Secondary School for Girls	Al Midhatiya
8	Al Ghassanieh Secondary School for Girls	Al Showmali

The researcher chose randomly (secondary immortality for girls)to apply the research experiment.

B- Sample of female students: The researcher visited the school (Al-Khulood Secondary School for Girls) under the book issued by the General Directorate of Education of Babylon to facilitate its task, Appendix No. (1). The researcher found that it contains two divisions for the fifth scientific grade, Division (A) and Division (B) by random drawing. The researcher chose Division (B) to represent the experimental group that will study literature and texts using a proposed strategy based on the conceptual theory, and Division (A) to represent the control group that will study in the traditional way. The number of female students was (78), of whom (39) were students in Division (A) and(39) were students in Division (B) , and there are no excluded students in the two research groups

As the researcher's pests between the two research groups in terms of the chronological age calculated in months and the academic achievement of parents, the researcher obtained the data through the school card

Research tool: Achievement test The researcher prepared a test consisting of (30) item s of a multiple test with alternatives (4)

Test Validity:

1- **Face validity:** The researcher presented the test to a group of experts and arbitrators , to ensure its validity and provide opinions

2- **construct validity:** The researcher extracted the construct validity of the tool based on the extraction of discriminatory force and difficulty of items , and the effectiveness of the wrong alternatives

Test Reliability : The researcher used the equation (Kyoder Richardson 20, the method of halving

Application of the test : The researcher applied the pre-test to the experimental group before starting the experiment , and then re-testing the control and experimental groups

- **Steps of Teaching in Strategy:**

For each method or strategy of teaching sequential steps used by the researcher and follow them , so the researcher had to develop steps for the proposed strategy based on (conceptual theory) in the achievement of middle school students in literature and texts.

1- Dividing students into groups : The aim of the discussion is to give them the opportunity to enhance self-confidence, strengthen social relations and modify the mistakes that groups make. In this division, the researcher believes that distributing students into groups to record ideas and questions and answer them through the observation card that is distributed to groups

2- introduction: Preparing the minds and drawing the attention of students to the new topic.

3- Appointment: The words are characterized by extreme ambiguity and their meanings are not clear except through the context in which they are mentioned. The appointment is made through:

A-Appointing people by attributing different pronouns to what the texts refer to

B-Identifying the fluctuations of words by identifying the function of words and their fluctuations of meaning and singularity and collecting the relationships between them that contribute to understanding the text.

4- Understanding the meaning of single and compound words: Paying attention to the significance of the words and their conformity to what is in the mind of the reader and the extent of his knowledge to reach the appropriate meaning of the single word, and then revealing the compatibility of the significance of single and compound words.

5-Analyzing the general meaning of the text: The teacher asks to divide the text into its intellectual units so that the process of analyzing it is easy.

6- Activation: (Design a mental map of the lesson in which the review of ideas and information in full that has been summoned from the subconscious mind and reach the learner to build his knowledge himself or reach to establish links exchange ideas , so the teacher that each learner displays the results of his dialogue in front of the rest of the students.

7- Evaluation : Presentation of a set of questions and activities performed by students at the end of the lesson

Statistical means: The researcher adopted a set of statistical means Spss statistical program   to achieve the objectives of the research

 Chapter Four: Search Results,

Search Results:

To achieve the objective of the research, the researcher found that there is no statistically significant difference at the level of significance (05, 0) between the mean scores of the experimental group that studied literature and texts using the teaching strategy based on the conceptual theory and the mean scores of the control group that studied the same subject based on the traditional method. For the purpose of verifying the validity of the

hypothesis , the researcher used the T-test for two independent samples, which resulted in finding the mean scores of the experimental group of (153, 26) and the standard deviation (914, 5) with a variance (97, 34) while the mean scores of the control group (615, 21) and a standard deviation (097, 5) and a variance (97, 25). The calculated value of (T) was (630, 3), and the table shows the scores obtained by the students of the research sample.

Results of the T-test for the students of the two research groups in the final academic achievement test scores

Group	Sample Individuals:	Mean	Standard Deviation	Variance	degree of Freedom	T value		Significance level 0.05
						Calculated	tabular	
Experimental group	39	153, 26	914, 5	97, 34	76	630, 3	2,000.	Not significant
Control group	39	615, 21	097, 25	97, 25				

To find out the the effect size of the independent variable (strategic effectiveness based on the conceptual theory) in the dependent variable (achievement) , the researcher used the ETA square test (2?) , so the value of (2?) was (881, 0), which indicates that the effect of the variable was large and in favor of the experimental group

Conclusions : In light of the results of the research, the researcher concluded the following :

1-The strategy proved effective in the achievement of middle school students in literature and texts.

2-Teaching by strategy is in line with scientific development in that it meets the needs of students and pushes them towards correct learning in a cooperative manner.

3-Teaching in the strategy guides the educational and pedagogical process towards achieving the objective s because of its significance in organizing the classroom environment.

4- There is a need for modern methods and strategies commensurate with the levels of female students

5-Teaching literature and texts to fifth grade students using a proposed strategy better than teaching in the traditional way

6-Using the strategy in teaching literature and texts helps students raise their level of achievement

Third: recommendations

1- The need to inform teachers of Arabic language and its teachers on the steps of strategies when teaching literature and texts to fifth grade students

2-Emphasizing the use of strategy based on the conceptual theory that helps students to think mentally

3-Providing an educational atmosphere characterized by cooperation and acceptance of opinions among students

Fourth : Proposals : The researcher proposes the following :

1- Conducting a study to determine the effectiveness of the proposed strategy in variables such as the development of formal thinking.

2- Building a strategy based on the conceptual theory in the teaching of reading material

3-Building a strategy based on the conceptual theory in teaching the subject of rhetoric

4- Building a strategy based on the conceptual theory in the teaching of the subject of expressional writings.

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