

The Effect of the Pentagon Strategy in the Deep Psychological Comprehension of the Fifth Grade Literary Students in the Arabic Language Textbook

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ABSTRACT

Babylon University and College of Basic Education in Iraq were the locations where this research was carried out. The purpose of this research was to determine whether or not using the pentagram technique improved deep comprehension of the Arabic language textbook among fifth-grade pupils. The total number of students in the study sample was 61, and they were split into two groups: the first group served as a control, and it had 30 students; the second group served as an experimental group, and it had 31 students. The traditional method was used for research by the control group, whereas the experimental group investigated utilizing an approach known as the pentagram. The study attempted to control for a variety of factors, including linguistic aptitude, chronological age, the level of accomplishment of the parents, and Arabic language grades for the first semester. After presenting it to a number of arbitrators and specialists in the ways of teaching the Arabic language and maintaining its stability, the researcher decided to use a post-test of deep comprehension skills as the study tool. This was done after the researcher had submitted the idea to them.

The analysis was carried out with the help of the SPSS program, and the results were determined with the assistance of the T-test for two separate samples, the Ka2 box, and the Pearson correlation coefficient. After conducting statistical analysis on the collected data, the researcher discovered that the students in the experimental group performed significantly better on the post-test than the students in the control group.

Keywords: pentagram strategy, Deep comprehension, fifth grade literary students.

First: Research Problem

One of the most important challenges facing students today is their inability to deeply understand and comprehend the texts. Understanding and deepening it is lacking in our educational institutions, especially in the preparatory stage. As for thinking about the text and using it to solve the problems faced by the individual, middle schools do not care about it in the lesson of literature and do not take anything from the teacher's effort. This prevents students from showing their intellectual talents, expressing their opinions and their ability to reflect, discuss, make judgments and perceive relationships related to meaning (Younis, 2000:248)

The problem of Deep Comprehension of the difficulties facing all peoples, so it is a general phenomenon. Students in secondary schools face great difficulty in Deep Comprehension, and familiarity with it during their reading, which leads to a weakness in their ability to understand the text and follow the main and sub-ideas. (Attia, 51:2009)

As for the reasons for this weakness from the educational side, there are factors that lead to this weakness: the teacher, where some of them neglect some Arabic language materials such as literature and texts, and it is considered a secondary subject, and it is not important, and it can be dispensed with, as it has an opportunity to alleviate the teaching burdens, as well as the teacher's lack of keenness to create the appropriate atmosphere to stimulate the student's activity, As for the analysis of texts and the statement of ideas, discussion, criticism and comment on them, and beyond the phrases of distant meanings, values and useful guidance, the teacher does not give him any Significance (Mustafa, 161:2005)

One of them is related to the method used in teaching, as most teachers follow methods and methods of teaching that do not develop innovation, creativity, taste and Deep Comprehension among learners. Teachers use teaching methods that rely on memorization and memorization and focus on the formal aspects of the text without going into it. (Attia, 2007: 271)

Therefore, the researcher decided to adopt The pentagram strategy and apply it to a sample of literary fifth grade students, so that it may contribute to addressing some aspects of the problem or at least reducing it.

Second: The Significance of Research

Education has been a significant factor in the lives of all people, including those living in rich countries and those living in developing countries. Its Significance and value have been highlighted in the development of peoples and their social development, and in increasing their own ability to face the civilizational challenges they face. Education is the real civilizational entrance to the progress and prosperity of peoples, and it is important in social mobility, if individuals rise and progress in the social ladder, with its ethics, systems and customs surrounding the individual (Al-Taiti, et al., 2011: 23)

The researcher believes that the renaissance of nations and peoples in all stages of history is an inevitable fruit of the development of education and prosperity and growth , through the optimal use of the mind , the peoples who have the elements of living education and must reach their objectives in all areas of life and enjoy their members progress, happiness and prosperity ,while the peoples who did not enjoy this fail to keep pace with civilization and keep pace with developed nations.

It is the tool of expression and the tool of thinking (Zayer and Sky, 2018: 19). Education cannot achieve its goals in society only by a means of communication through which the application of scientific educational systems, which is the language, which is the tool of education and is the main means used by man since ancient times in the process of understanding with others and was able in the light of which to transfer his ideas and life experiences. Education cannot achieve its goals in society only by a means of communication through which the application of scientific educational systems

If language in general is the means of individual and groups to communicate and understand, our Arabic language is also the title of our Arab identity, our cultural identity, a symbol of our national entity, our nation's civilizational inventory, and the language of our Qur'an (Ali and Maher, 2014: 86).

The pentagram Strategy is based on searches with the aim of correct and direct access to information with minimal effort and time. It is a new educational strategy aimed at developing higher thinking skills such as planning, monitoring and evaluation, as well as providing a new educational system for students. It is also flexible that can be used at all academic levels and in all subjects and disciplines (Abdul Aziz , 2016: 71)

The importance of a student's level of comprehension in the classroom stems from the role it plays in facilitating learning and the transformation of information into cognitive activities that contribute to a higher level of achievement. (Allam, 2019: 308)

Third: Research Objective and Hypothesis

The purpose of this study is to determine how the pentagram approach affects students' deep comprehension of literary material presented in an Arabic language textbook at the fifth-grade level.

The following null hypothesis was developed by the researcher in order to complete the study:

There is no statistically significant difference between students who study literature using The pentagram Strategy and students who study literature using the conventional approach, as measured by the Deep Comprehension test developed for that purpose.

Fourth: Limitations of Research :

- 1- **Spatial Limitations:** Central Babylon Governorate is home to a number of prestigious boarding and day academies.
- 2- **Time Limitations:** Second Semester (2022-2023)
- 3- **Human Limitations:** Students in the fifth grade who study literature in the middle of Babylon Governorate
- 4- **Cognitive limitations:** The Iraqi Ministry of Education's literature curriculum for grade five, written in Arabic. (Abu Al-Tayeb Al-Mutanabbi ,Abu Tammam Al-Tai , Prose in the Abbasid Era, Introduction to the Andalusian Era, Al-Muhashahat,Lisan Al-Din Ibn Al-Khatib , The Arts of Andalusian Prose, Al-Mundhir bin Saeed Al-Baluti,Literature in Late Ages).

Fifth: Definition of Terminology

The pentagram Strategy : Defined by:

- 1- Abdulaziz (2016) is a new educational strategy that aims to develop higher thinking skills such as planning ,monitoring ,and evaluation , as well as to provide a new educational system for students , and it is flexible that can be used at all levels of study and university and in all subjects and disciplines (Abdulaziz , 2016 : 72)
- 2- According to Ghayyad (2018), the term "penta strategy" may be broken down into its component parts, "penta" and "gram," both of which refer to circular designs. The goal of this up-to-date method is to monitor the learner's thought processes, arrange and evaluate these processes as they work to answer a predetermined problem. (Ghayyad, 2018: 29-30).

Deep Comprehension : Identified by :

- 1- Identified by (Cox Clark 2005)... Is the ability to use interpretive concepts creatively and the ability of learners to think about problems and create new solutions to these problems , that is, a set of mental abilities by which the learner tries to include a specific study material within his cognitive structure during several manifestations (Abdul Hassan , 2016 : 175)

Procedural definition of the researcher :: A level of comprehension that can be gauged by a student's performance on a specially designed test of "Deep Comprehension," which assesses generative thinking skills like (making assumptions and forecasts in light of data, fluency, and flexibility), questioning, expounding, and deciding.

Chapter (2):

First: The pentagram Strategy :_

Pentam is a two-syllable word (Penta + gram) that describes a modern strategy that involves a series of steps taken in a predetermined order to solve a problem, with the goal of making the student conscious of his own thought processes, as well as their management and evaluation. This approach works to employ higher levels of thinking by motivating students, posing realistic problems, providing them with the resources they need to solve those problems, and organizing them individually to improve their capacity for self-reflection as talented people working together to share and learn from one another's experiences.(Ghayyad & Ahmad, 2018: 30)

Stages of the strategy: This strategy consists of five stages:

- 1- **Knowledge:** Learners are expected to do this all the way from identifying the idea of searching for information and threatening the objectives by asking the fundamental questions of the tas at this stage because the knowledge background of the subject of the lesson is available in a way that stimulates their motivation for research and learning.

2- **Planning:** It organizes the learner's prior knowledge with the information and data gathered from the knowledge stage in order to help him visualize the steps of implementing the task's walking component, identify the steps that should be followed to answer the questions posed in the knowledge stage, and identify the methods or means that help him achieve the task's intended outcome.

3- **Decision making:** At this point, students are instructed to use the electronic program's icons in a way that will help them answer the task's primary questions and complete the activity in the most efficient manner possible.

4- **Application:** It's when you put into action all the good ideas you had when planning and deciding. The process can therefore be used. It's the most important part of the process since it's where students actually do the work that ends up solving the problem.

5- **Evaluation:** Learners' actions in each preceding stage are monitored and evaluated at this stage to assess their approach and level of advancement. In order to achieve success, educators must inspire their students and boost their self-esteem through both material and spiritual means. The design process begins with inputs, passes through processing processes and ends with outputs. At each stage, the learner's experience and knowledge increase and the stages are integrated (Abdul Aziz, 2017:20)

Second: Deep Comprehension

Deep Comprehension is the critical examination of new ideas and facts and put them in the cognitive structure and make multiple links between them, while the learner seeks meaning and focuses on the arguments and basic proofs and concepts required to solve a problem. (Newton, 2000, 149)

Learners who demonstrate "deep comprehension" are able to "appear in the interpretation and expansion of some parts of the material, the clarity of ideas and their application in new events," "depict the problem and solve it in different ways," and "understand the meaning of the material and the educational experience" (Jaber, 2003: 67).

Learners who take the time to plan and organize their information and engage in self-reflection as they work to comprehend a topic are more likely to remember its key points long after they've put in the effort to learn it, and they'll have an easier time recalling those points when they need them later on in life (Students, 2009: 111–112).

Third: Factors that lead to Deep Comprehension

Factors that lead to Deep Comprehension can be identified as follows :

- A) The original evaluation processes and the interactive processes between the teacher and his students, and what he provides of nutrition reviewed after reading literary texts that lead to Deep Comprehension.
- B) Deep Comprehension does not occur spontaneously but is supported by discussions between students after reading texts, which are informed by feedback via the Web and modern communication methods.
- C) Authentic structural evaluation accompanied by feedback leads to the growth of Deep Comprehension, as well as multilevel and thought-provoking questions lead to the achievement of Deep Comprehension among students (Hussein, 2009: 54).

Deep Comprehension skills:

D Meditation, conversation, and the application of concepts all contribute to the growth of deep understanding skills, which constitute a set of interrelated abilities. Deep Comprehension means that the student achieves more than just possessing knowledge, but it includes and requires insights and abilities that are reflected in different performances, and these skills can be developed through readable text. (Chalhoub, 2019: 156)

It is evident from the above that there is consensus among teachers and certain prior studies regarding the categorization of Deep Comprehension skills, with examples including:

One of the hallmarks of generative thought is the ability to draw conclusions and make predictions based on available information.

Ability to make sound choices

Three-Questioning Four-Interpretation

Previous Studies:

Presentation of previous studies on the strategy of pentagram

1- Tamimi study (2021): The purpose of this research was to determine "the impact of The pentagram Strategy in the collection of the material of the principles of educational research among students of fine arts institutes." The study was carried out at the University of Baghdad's Faculty of Education, Ibn Rushd, in Iraq. Based on the setup of the experimental and control groups, the researcher here adopted an experimental methodology. In this study, the researcher selected a total of 60 participants: 30 from Division (B), representing the experimental group, and 30 from Division (A), representing the control group. For this study, the researcher relied on an objective, trustworthy, and consistent achievement exam named after me. Statistical methods (including the mean, the Aita box, the correlation coefficient, and the t test) were employed to arrive at the researcher's conclusions. The students in the experimental group who follow the production strategy of study profit from a statistically significant difference at the 0.05 level.12–95 (Tamimi, 2021).

Presentation of previous studies on Deep Comprehension

1- Hammoud Study (2022)

The purpose of this research, which was undertaken at Iraq's Sumer University's Faculty of Basic Education, was to examine (how well the method of movement discussions helped fifth-grade students in general fulfill their learning goals and develop a profound understanding of science). The study was conducted using an experimental methodology with carefully constructed experimental and control groups. In this investigation, the researcher opted for (60). There are a total of sixty students in both the experimental (group A) and control (group B) groups. The researcher employed the Science Achievement Test and the Deep Comprehension Test to gauge the two dependent variables. Statistics (including the T-test, the coefficient of vertebrate discrimination, the coefficient of difficulty, and the effectiveness of false alternatives) were employed by the researcher, the coefficient (Alpha-Cronbach) to find stability , the equation (Ka) , the Kauder-Richardson equation 20 , and the coefficient of the link between Point Pacer and Yalmel Pearson correlation, and the results of the researcher, who is superior to the experimental group, who studied the same science by studying the same subject by studying the strategy of the movement students who studied the same method. (Hamoud, 2022: 7-86)

Chapter Three

First: Methodology

Since the study's overarching goal is to determine "the impact of The pentagram Strategy in the Deep Comprehension of the students of the fifth literary grade in Arabic language Textbook," the researcher opted for a controlled experiment as the best method by which to accomplish this.

Second: Experimental Design:

Selecting the appropriate design for the research is an initial basic process in each experimental research to enable the researcher to reach the required results, which is the planning prepared by the researcher to be able to answer the questions of the current research and represents the basis of the experiment, which goes back to the experimental foundations that determine the features of the experiment and reflect the impact of independent variables in dependent variables. (Myers, Well&Lorch Jr 2013:37)

The experimental design consists of the following :

- A) **Experimental group:** The group that receives The Pentagon Strategy instruction is the one that is subjected to the experimental design's independent variable.
- B) **The control group:** the group that studies the subject of the Arabic language (topics of literature and texts) in the Traditional Method .
- C) **Deep Comprehension:** In order to determine how much of an effect the independent variable has on the dependent variable, the researcher must first administer a final Deep Comprehension test he or she has created.

Figure (1) Experimental design

Group	Measurement tool	The independent variable	The dependent variable	Measurement tool
Experimental group	Deep comprehension test	The strategy of pentagram	Deep Comprehension	Post Deep Comprehension Test
Control group	_____	The traditional method		

Third: The research community and its sample:

In the current study, secondary and preparatory day schools for boys in the Babylon province for the 2022-2023 school year are included. To learn how many secondary and preparatory schools there are for boys in the central part of the province, the researcher traveled to the Directorate General of Education of the province of Babylon (Statistics Division) using the book published by the Faculty of Basic Education at the University of Babylon Appendix(3).

Schools Samples: - For the purposes of this study, two secondary and preparatory schools for boys located in central Babylon province that offer fifth-grade literary lessons must be chosen. The schools Jihad Preparatory for Boys in the Teachers Association area and Imam Ali Preparatory (P) in an unusual neighborhood were chosen at random for the experiment.

Fifth : Equivalence of research groups :-

- 1- The researcher was cautious in implementing the experiment until he or she was confident that the two groups were statistically equivalent in all relevant factors. The factors include:
 - 1 - The months are used to determine the chronological age.
 - 2- Language Aptitude Test
 - 3- Educational Achievement of parents.
 - 4- Educational Achievement of mothers.
 - 5- Arabic Language Degrees for the first semester 2022-2023AD

Research tool: Following the completion of the experiment, the researcher administered a Deep Comprehension test to both groups of students at the same time to determine how well each group had done on the standardized tool.

Chapter Four: Presentation of the Research Result:

Research Hypothesis: (There is no statistically significant difference between the average scores of the experimental group students who study literature using The pentagram Strategy and the average scores of the control group students who study literature using the traditional method on the Deep Comprehension test that has been specially prepared for this study.

The researcher calculated the means and standard deviations of the students in the experimental and control groups (see Table 3) to test the hypothesis.

Table 3 shows that students in the experimental group who studied The pentagram Strategy had an average score of 14.81 with a standard deviation of 2.548, while students in the control group who studied in the traditional fashion had an average score of 12.37 with a standard deviation of 2.052. Using a T-test for two samples to determine whether or not there is a statistically significant difference between the means of the experimental and control groups, we find that the difference is significant at the 0.05 level, with a calculated T-value of (4.092) that is greater than the T-table value of (2,000.2) and a degree of freedom of (59).

Students in the experimental group that used The pentagram technique to study literature outperformed those in the control group who used the Traditional Method, indicating that the outcome supports the alternative hypothesis and negates the null.

Impact of the Independent Variable on the Dependent Variable (Statement of Effect Size) -

The researcher used the law of (KIS) to determine the effect size (d) of the independent variable on the dependent variable, and found that the effect size (d) was (0, 470) and, when squared, (0, 221), both of which are very large numbers that can be used to interpret the magnitude of the effect. Table 4 reveals that the pentagram strategy worked in favor of the test group on the Deep Comprehension test.

Effect Size of the independent variable in the Deep Comprehension test

The independent variable	Dependent	Effect Size	η^2
The pentagram strategy	Deep Comprehension	0,470	221 .

The researcher was adopted according to the hierarchy developed by Cohen (1988) and Table (5) shows that

Value of Effect Scale and Effect Size determined by Cohen

Table (5) A referencetable to determine the the Effect Size

Instrument used	effect size			
η^2	Small	Moderate	Large	Very Large
	0.01	0.06	0.14	0.20

Interpretation of the result .

Students in the experimental group who used The pentagram Strategy to study literature outperformed students in the control group who used the standard method in terms of Deep Comprehension, and this difference can be explained by the following factors: Because of the positive interactions between the student and the subject, the student and the teacher, and the student and his peers, the pentagram approach is effective at piqueing the

Group	No.	Mean	Standard Deviation	T-values		Degree of freedom	Statistical significance at (0.05)
				Calculated	tabular		
Experimental group	31	14.81	2.548	4.092	2.000	59	statistically non-significant
Control group	30	12.37	2.052				

student's interest in the study of literature.

2- Teaching literature with The pentagram strategy enables students to generate questions and ask them during the lesson , which develops their ability to understand the texts deeply , thus increasing their academic achievement.

1- The pentagram Strategy , which was followed in teaching the subject of literature , helps Deep Comprehension and abandonment of superficial understanding, and enables them to understand the material read, analyze the vocabulary contained in the text, and form a link between vocabulary, sentences and ideas , which led to an increased understanding of the texts deeply .

This chapter contains a presentation of the conclusions reached by the researcher after presenting the result of the research and its interpretation and in the light of which the conclusions, recommendations and proposals are evaluated as follows:

First : Conclusions

The division of students into groups in light of the strategy of the Pentagram helped weak students in literature to participate with their peers in the lesson, which led to a spirit of teamwork and increased interaction between them .

2-The pentagram strategy is consistent with modern education, which focuses on stimulating motivation among students and increasing their activities.

3-The pentagram strategy has a positive impact on the Deep Comprehension of literature among fifth grade literary students, because of its ability to enable students to examine the reading material, and to understand between the lines deeply.

Second: Recommendations

- Taking the skills of Deep Comprehension reached by the research , and for students of" the fifth literary grade", and then recommends the study to start from those skills and take into account by the developers of the Arabic language curricula when building and composing the Arabic language curricula, and work to develop them, and acquire them during educational events .

2- Issuance of a brochure or guide by secondary education officials that includes Deep Comprehension exercises and skills, for teachers to refer to when needed.

Two, providing Arabic language teachers with training in modern pedagogical practices, such as the pentagram method, during the preliminary part of their employment in literature.

Third/Suggestions:

Using experimental methods to determine the role that the pentagram technique plays in the formation of intermediate-level understanding.

2- Building a program based on active learning strategies, including The pentagram strategy in acquiring critical concepts, grammatical concepts or rhetorical concepts.

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