

A strategy (predicted- note - explained) in the achievement of middle-grade second graders in a subject Arabic

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Abstract

The research aims to identify the impact of the strategy (predicted- note-interpreted)in the achievement of middle-grade second graders in Arabic grammar.

To verify the goal of the research and put the researcher the following zero hypothesis:

"There is no statistically significant difference between the average grades of female students in the experimental group who study Arabic grammar strategically (predict, note, interpret) and the average grades of female students in the group who study Arabic grammar in the traditional way."

The researcher followed the experimental approach and adopted a partially tuned experimental design, the design of the experimental and controlled group.

The research sample consisting of (25) students, divided into (12) in the experimental group and (13) students in the control group, from students at the High School (University for Girls) of the Directorate of Education of the First Karkh in Baghdad province.

The researcher rewarded among the students of the two groups researching the following variables: (time age calculated in months, educational achievement for parents, mothers, and Arabic degrees in the previous year. Then the researcher tried to adjust a number of extraneous variables that previous literature indicated may affect this type of experimental designs.

The researcher himself studied the students of the two groups, experimental strategy (prophesied-note-interpreted), and the officer in the traditional way during the duration of the semester-long experiment, which is the first semester of the 2020-2021 academic year.

The researcher prepared a final test as a tool for her research, consisting of (30) paragraphs of the type of choice of multiple, appliedT.E. to the experimental and controlled research groups at the end of the experiment, and the researcher used the appropriate means for her research procedures, namely statistical man, ness and test Samir 1 After processing the data, the result was a statistically significant difference at the level (0.05) between the average grades of female students in the two research groups in the collection of Arabic grammar, and in the interest of the experimental group, in light of this the results emerged from them:

In the light of the results, the researcher concluded a number of conclusions, including:

- 1- Encourage and urge Arabic teachers at all levels of study to use a strategy (prophesied-note-interpreted).
- 2- Conduct training courses for Arabic language teachers while on duty to implement a strategy (predict-note-explain) and how to employ them in teaching Arabic.

A number of proposals have been proposed, including:

- 1- Conduct a similar study of current research according to the sex variable Conduct a similar study of current research in other Branches .

Research problem

In every field of life, it must keep pace with the progress made in it so that it can succeed and achieve the desired goals, and that what students suffer today from weakness in the grammar of the Arabic language has become a clear phenomenon that is not hidden from anyone, and the voices have risen to complain about it except from students Or those in charge of teaching it, as well as educational institutions, and this phenomenon is not limited to one stage without another, but rather includes all academic stages, even university. The problem is with teaching methods, since the methods used in teaching Arabic grammar in our schools are traditional methods that depend on memorization and indoctrination. In the field of knowledge.

Despite the large number of studies that dealt with Arabic grammar to reduce the poor level of achievement in Arabic grammar, the problem still exists. The researchers saw the need to address this problem through the use of teaching strategies that might contribute to raising the level of achievement in grammar, by using a strategy from Strategies of constructivist theory that depend on the active participation of learners, and of these strategies, the (predict - note - explain) strategy.

The problem of the current research is determined by answering the following question:

Is there a strategy (predict - observe - explain) in the achievement of the second-grade students in the middle school in Arabic grammar?

The importance of the research

Education is: an integrated system of facts, standards, fixed values, and experiences, knowledge and changing human skills that an educational institution provides to its learners with the aim of bringing them to the level of perfection that God has prepared for them, and achieving the desired goals in them (Madkour, 2001: 10.)

Education is related to education, which represents a collective system in which several elements of supervisors, administrators, students, and teachers interact with the aim of developing the learner's abilities, attitudes and capabilities by using appropriate educational means and methods to achieve the desired educational goals (Al-Hilah, 2017: 45)

In order for education to achieve its goals, it must have a tool, and language is one of the most important tools that enable education to achieve its purposes, being the main means that man has

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used since ancient times in the process of understanding with the other, and in the light of which he was able to transfer his ideas and life experiences, to be a means to the children of his private life and building his society. Therefore, man needs language in all fields, and it does not stop until life stops. We find that language develops with the development of the environment in which man grows up through dialogues, conversations, radio, books, newspapers and other modern means of communication that link peoples, increase their culture and develop their language (Zayer and Dakhil, 2015). :20.(

Talking about the language in general leads us to talk about the Arabic language, which is one of the greatest languages in the world in its comprehensiveness and accuracy, and the Arabic language is a very rich and accurate language. Roman, Egyptian...etc .The foundations of civilization and the factors of progress in the natural sciences, mathematics and astronomy were transmitted to mankind at some point (Madkour, 2001:38)

The two researchers believe that language conveyed to us the history and heritage of peoples, and without it, we would have been ignorant of what happened in the past eras, and that language is the tool that we learned through the heavenly religions, worship and laws of various kinds, and it transmitted to us our beautiful legacies.

The Arabic language has several branches, including grammar, morphology, criticism, spelling, composition, rhetoric, calligraphy, literature and texts. They did not use their language except Arabic and sound, and there was no time in Arabic when it was stripped of the Arabic language, as it is one of its most prominent characteristics and tangible criterion for the correctness of style and the integrity of structures (Al-Khayat, 1982: 72.)

The teacher's extensive knowledge of teaching methods and various teaching strategies, and his ability to use them, undoubtedly helps him to know the appropriate teaching conditions for the application, as the teaching process becomes interesting and enjoyable for students, appropriate to their abilities, and closely related to their daily life, needs, tendencies, desires, and future aspirations (Marei et al., 2002:25)

The researchers chose the intermediate stage as it is considered a complementary stage to the primary stage in building the learner and forming his personality by revealing his abilities and talents, guiding him academically and preparing him for the secondary stage or joining the fields of work and production. At this stage, the ability to think and the ability to solve problems increases (Bahri, 2012: 41)

Research goal and hypothesis

The research aims to identify:

"The impact of the strategy (predicted -vsr noted the following (in the collection of second grade students average in the material rules of the Arabic language. "

In order to achieve the goal of the research, the researchers formulated the following null hypothesis:

There is no statistically significant difference, at the level of significance (0.05) between the average scores of the experimental group students who study rhetoric using the strategy (predict - note - interpret) and the average scores of the control group students who study rhetoric in the usual way in the Arabic grammar achievement test.

search limits:

The current search is determined by:

- 1- Intermediate or secondary day schools (public) in the first city of Baghdad / Karkh.
- 2- A sample of middle school students for the academic year 2020-2021.
- 3- One semester.
- 4- Some of the topics of the Arabic language book to be taught for the second intermediate grade (the five nouns, the morphological scale, the subject of the subject, the absolute object, the exception.)

define terms

The strategy (predict - note, explain) was defined by:

Ahmed, that“ : It is a strategy in which the school presents an exciting situation to the students that is commensurate with their tribal knowledge, then asks them to record their predictions about the situation, then the school presents the activity in front of the students, and asks them to record their observations, then the students compare their predictions with their observations, and ask them to evaluate a solution problems, and the interpretation of phenomena and events” (Ahmad, 2006: 91)

Al-Zoubi, that“ : It is a strategy that requires the school to present a situation or problem that challenges the students’ thinking and is characterized by some ambiguity and then asks them to predict what is happening and justify their predictions, then comes the observation stage by presenting the activity, followed by a comparison between observations and predictions” (Al-Zoubi, 2010). :41)

The procedural definition of the strategy (predict - observe - interpret:(

The steps that the researcher will follow in teaching Arabic grammar to the experimental group students according to the strategy (predict - note – explain)

Collection

-1Language“ :It comes from everything: what remains and remains established, and what else is gone, it comes from arithmetic, deeds, and the like.

b- Idiomatically: defined by:

Al-Khudair, that“ :The extent to which students have achieved educational goals as a result of studying one of the academic subjects (Al-Khudair, 1996: 81)

Procedural definition of collection:

The amount obtained by the students of the research sample from the topics of Arabic grammar that they are studying during the period of the experiment.

Arabic grammar:

A-language" :The rule: the origin of Wallace, and rules: Basically, the rules of the house based in the download)) :"**raising rules Ibrahim from the House and Ishmael**) ((Cow A: 127), in which :))**came God edification of the rules**) ((Al-Nahl verse: 26) Al-Zajjaj said: The bases are the foundations of the building that you build." (Ibn Manzur, 2004: Volume 4, Article Q and 1 Ad: 433)

b- Idiomatically: defined by:

Zafer, that: "a specific semantic term that includes the rules of grammar and morphology. The organization of the geometry of the sentence, the locations of the words in it and their functions in terms of meaning, and the syntactic conditions that connect that are called syntax, and the set of rules that relate to the structure, formulation and weight of the word is called morphology" (Zafir) , 1984: 281.(

Procedural definition of Arabic grammar:

The first five set of Arabic grammar topics from the Arabic language book to be taught to second-grade intermediate students in the first half of the academic year (2020-2021), which are (the five nouns, the morphological scale, the subjunctive verb, the absolute object, the exception)

Second grade average:

The grade that falls in the middle of the intermediate stage, and the formation of female students in this grade in a transitional stage of preparation to the third intermediate grade (Ministry of Education, 2012: 12)

Theoretical framework and previous studies

A-Constructivist theory

Derivative singular construct) Constructivism (from construction (construction)or structure)structure It has Latin roots and origins sturere) (means the way in which a building is erected or constructed. Theorists of constructivism differed to find a specific definition of constructivism for several reasons, including:

The term constructivism is one of the relatively new terms in the psychological, educational and philosophical literature, and the theorists of constructivism were divided into several teams and not one team, and there was no unanimity among them to define a specific definition for it .Some of its theorists have tried to define it as "the philosophy related to the learner, which imposes on the learners a need for new meanings within the context of their knowledge coming with their previous experiences and the learning environment" (Shalayel, 2003: 16.(

❖ **The concept of constructivist theory:**

Pratt and Flodden see: "The constructivist theory is a philosophical position concerned with the mental construction of the learner. It is a theory of knowledge and learning. It provides an explanation or interpretation of the nature of knowledge and how to form human learning. It also confirms that individuals build their understanding or new knowledge through interaction with what they know and believe in ideas or events, or activities they have gone through before.

(Prawat and floden.1994:39).

❖ **Principles of constructivist theory:**

There are many basic principles upon which the constructivist theory is built

- 1The learning process requires mental effort
- 2Maintain the real educational context.
- 3Emphasizes providing the learner with continuous feedback .
- 4The learner's cognitive structure is affected by his previous experiences.

(Qatami, 2013: 758)

- 5Constructivism theory emphasizes curiosity.
- 6The meaning differs from one learner to another, and this can be seen through the different posts.

The origins of the strategy of predict-note-interpret the investigation goes back to the classic style of scientific research, which begins with formulating hypotheses, collecting information, and then choosing hypotheses to reach generalizations .34 , WITe 1988).

❖ The strategy (predict - note - explain): requires the teacher not to provide any reinforcement or praise towards the correct prediction, in any way, and he must implement activities and tasks at the time prior to their implementation by the learners in the classroom, and to build bridges of trust Between him and the educated, so that they feel their complete freedom to express their opinion at the appropriate time (Al-Muhtasib, 2008: 81)

❖ **Strategic steps (predict - observe – explain)**

The (predict-observe-interpret) strategy includes three important steps, which are as follows:

- 1- Prediction: In the first step, the school asks the students to describe the phenomenon under study, and to predict what will happen based on what they have prior knowledge about it. About his ideas, perceptions and expectations for the phenomenon.
- 2- Observation: In the second step, the students will observe whether their predictions and expectations are correct or not, and it is through a test in which the results determine the validity of the expectations. Towards the correct scientific ideas included in learning.

3- Interpretation: In the third step, the school asks the groups to explain the results based on their previous theories, and the school intervenes to transfer the students to a sound understanding that is consistent with scientific theories (Zierewachron, 2013: 239-240)

b- Previous studies:

Ahmed's Study (2006)

This study was conducted at the University of Jordan, Amman, and this study aimed to know the effect of learning science with investigative scientific activities (predict - observe - explain) on students' understanding of scientific concepts, their epistemological beliefs and their attitudes towards science, and the study sample consisted of (351) male and female students (184 of them).) male students and (167) females, and the researcher rewarded the students of the experimental and control groups statistically by using the t-test in the following variables: (chronological age, science subject grades for the previous academic year, the achievement test of scientific concepts and the scale of attitudes towards science ,(the experiment continued. one semester, a researcher and prepared to test the collection of scientific concepts, corresponding newspaper beliefs epistemological, and the measure of attitudes towards science ,art The researcher reached the following result (the students of the experimental group outperformed the interaction between the teaching method, and the differences were in favor of the males in the experimental group (Ahmed, 2006: i)

Sabah Study (2016)

Conducted in the State of Palestine (Gaza , (and threw away this study was to determine the impact of the employment (strategy predicted noted the following- vsr) in the development of some of the habits of mind the product material science among students of the seventh main grade, study sample consisted of (83) students amounted to (42) students and other An experimental group of (41) students, and the researcher rewarded the students of the experimental and control groups statistically by using the t-test in the following variables: (chronological age in months, science grades for the previous academic year ,Build test habits of the product material science in the physical characteristics of science) mind, experience one semester continued, the researcher prepared a test to measure the acquisition of students seventh grade habits of mind and be a test of 40 items, the researcher for this study used (retail half - way ,way Qoder– Richardson , Form21 ,the test t for the two independent samples), and the study reached the following result) the experimental group students excelled in a test Some Habits the mind dimensional Favor the group Experimental $\alpha \geq$) (Sabah, 2016: T)

Research Methodology and Procedures

First, the research methodology

As the current research aims to To identify the effect of the strategy (predict - observe - explain) on the achievement of second-grade students in average in Arabic grammar, so the researcher adopted the experimental approach as a method for her research, and the experimental approach is defined as: The use of experiment in testing hypotheses decides between

two factors or two variables except for the variable that is interested The researcher studies its effect (Al-Tamimi, 2013: 24)

Second, the experimental design

The researchers chose one of the experimental designs with partial control Because it is more appropriate to the conditions of the current research ,which is the design of two equal groups (experimental and control) with a random test.

Figure 1 shows this.

the tool	dependent variable	independent variable	the group
achievement test	collection	Strategy (predict - observe - explain(Experimentation j of
		_____	control

Figure (1) Experimental Design

Third, the research community

The two researchers chose the General Directorate of Education in Baghdad Karkh / Al-Oula as a community for research purposefully among the six directorates of Baghdad governorate.

Fourth: The researchers chose the Secondary School (University for Girls) from among the schools of Baghdad education Karkh / first for the academic year (2020-2021) by random drawing method after the approval of the General Directorate to facilitate the researchers' task by applying the research experience in it.

The number of female students in the two research groups was (25), with (12) female students in Hall (7) and (13) female students in Hall (8), and no female student was excluded from the research groups due to the absence of failed students.

Fifth: Equalization of the two research groups

For the purpose of verifying the internal safety of the experimental design, equivalence was made between the two groups (experimental and control) in the variables believed to be interfering in the influence of the independent variable on the dependent variable that affect the results of the experiment, namely:

- 1The chronological age of the students is calculated in months.
- b- The educational attainment of the parents.
- C- Academic achievement of mothers.
- D- Previous scores of female students in the Arabic language in the final mid-year exam of the academic year (2019-2020).(

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The researchers used the Mann and Whitney test for the average samples in the variables (chronological age of the students calculated in months, the academic achievement of the fathers, the academic achievement of the mothers, the previous grades of the female students in the Arabic language in the final exam for the mid-year of the academic year 2019-2020). The researchers found that there is no A statistically significant difference between the average of the students of the two groups (experimental and control) at the level of significance (0.05), where the calculated value of Mann and Teni was greater than the reported tabular value (5,000), and this indicates that the two groups are statistically equivalent and Table (1) shows that .The researchers rewarded the academic achievement of the fathers and mothers by using the Colmogrove Samir Nof test, and Table (2) shows that.

Table (1) Equivalency variables using the Mann-Whitney test for mean samples

Indication level (0.05)	Mann Whitney value		control group				experimental group				variable
	tabular	calculated	average rank	total ranks	standard deviation	Arithmetic mean	average rank	total ranks	standard deviation	Arithmetic mean	
nonfunctional	41	5,000	18,62	242,00	2,13638	165,308	6,92	83,00	1,50504	160,917	Chronological age
nonfunctional	41	74,500	12,73	165,50	14,27612	72,8462	13,29	159,50	12,77397	73,5833	last year
Statistical function	41	18.5	8,42	109,50	3,04454	18,5385	17,96	215,50	3,74469	24,25	achievement test

Table (2)

Equivalency Variables Using Colmo-Grove Samir Nov

Significance at 0.05 level nonfunctional	Values k Smirnov		Parents' educational attainment level				medium	Primary	He does not read and he does not write	Sample volume	group
	tabular	calculated	Ph D	Master's	B A	prep					

nonfunctional statistically	0.26404	0.0336	2	1	2	2	2	2	1	12	Altger j endodontic
			3	2	1	2	2	1	2	13	Officer

Table (3)

Significance at 0.05 level non functional	Values k Smirnov		The educational attainment level of the mothers				medium	Primary	He does not read and he does not write	Sample volume	group
	tabular	calculated	Ph D	Master's	B A	prep					
non functional statistically	0,26404	0,384	0	2	2	3	2	2	1	12	Altger j endodontic
			2	1	2	3	2	2	1	13	Officer

Sixth: Adjusting the extraneous variables

Extraneous variables that may affect the results of the current research have been identified:

1- The teacher: one of the researchers taught the two research groups throughout the duration of the research experiment, in order to ensure that there are no school personnel for each group so that this factor does not have an impact on the results.

2- Study subject: The study period specified for the experiment was the two research groups, which are the five primary topics of the Arabic grammar book scheduled to be taught for the year 2020-2021 AD (the five nouns, the morphological balance, the absolute object, the exception.)

3- Experimental extinction

It did not happen that one of the students of the two research groups left or interrupted attendance, or moved to another school for the duration of the experiment, except for the individual absences that the two research groups were almost equally exposed to.

4- Associated accidents

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The conditions of the experiment were controlled and there was nothing that affected the conditions of the experiment for the duration of its application.

5- Research tools The researchers adopted the achievement test, which is one of the most important tools for collecting data, which must have specific instructions for its application, correction and interpretation of its results, and it has the scientific elements of validity, reliability and objectivity (Al-Abadi, 2015: 120), as it was applied simultaneously on my two groups. The research (experimental and control) after the end of the experiment.

6- Shares distribution:

In cooperation with the school administration and to facilitate the researchers' task, an equal distribution of shares was carried out between the two research groups through the weekly class schedule, with a share for each of the two research groups according to the Ministry of Education's curriculum for rhetoric classes, taking into account the class times between the two groups and organizing them backwards; to create a balance; between them.

7- Duration of the experiment:

The duration of the experiment equal to the two sets of research as it began (Wed (2020/12 / 7 and ended in (only Tnin (2021/2/ 8 for the entire semester.

Seventh: Research Requirements

1- Selecting the scientific material:

The researchers determined the scientific material that will be taught to the students of the two research groups during the duration of the experiment according to the curriculum vocabulary and its chronological sequence for the four topics of the Arabic grammar book, application according to the curriculum decisions to be taught by the Ministry of Education for students of the second average for the academic year (2020-2021), which are (Names The five, the morphological balance, the absolute object , the passive participle , the exception.)

Formulating Behavioral Objectives:

The researchers formulated the behavioral objectives, and after reviewing the general objectives of teaching grammar, the number of behavioral objectives in its final form reached (41) objectives distributed on the six levels of the cognitive domain of Bloom's classification (knowledge, understanding, application, analysis) and the researchers presented these objectives to arbitrators and specialists in The field of teaching methods, Arabic language, measurement and evaluation, in order to verify its validity and fulfillment of the content of the study material, and in light of the arbitrators' opinions and proposals, it was modified and reformulated.

2- Preparing teaching plans:

The researchers prepared the teaching plans for the topics to be taught during the experiment period in light of the contents of the textbook and the behavioral objectives of the subject, and according to the strategic steps (predict - observe - interpret) in teaching the experimental group students, and according to the steps of the usual method in teaching the control group students. The researchers

samples of these plans on a group of arbitrators specialized in the Arabic language and its teaching methods and subject teachers to explore their opinions, observations and suggestions for the purpose of valuing those plans to ensure the success of the experiment, and in light of what the arbitrators showed, the necessary amendments were made to them and they became ready for implementation.

Eighth: the search tool

In the absence of a standardized achievement test that is characterized by honesty and reliability that covers the topics to be taught to the second intermediate grade students, the researchers prepared an achievement test according to the following steps:

❖ **Objective of the test**

The achievement test in the current research aims to measure the effect of the strategy (predict - note - explain) on the achievement of second-grade students in the Arabic grammar subject.

Determine the scientific material measured by the test:

It was previously mentioned in the research requirements.

❖ **Prepare specification table:**

The researchers prepared a table of specifications that included the content of the topics of the Arabic grammar book to be taught in the first semester of the academic year 2020-2021, specifying the number of pages for each topic, and the behavioral objectives of the six levels of the cognitive domain of Bloom’s classification, and determined the number of test items, which amounted to (30) items, Distributed to the content of the course, the four levels, and the relative importance

for the goals and according to their percentage in the test map , **and** table (4) shows that.

total p	level of goals				The relative importance of the topics	number of pages	Topics
	analyzing	application	Understanding	knowledge			
	%15th	%21	29%	35%			
6	1	1	2	2	%19	5	The five names
6	1	1	2	2	%22	6	exchange balance
6	1	1	2	2	%19	5	deputy actor
4	1	1	1	1	%14%	4	absolute effect

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8	1	2	2	3	26%	7	the except ion
30	5	6	9	10	100%	27	the total

❖ **Test instructions:**

The special instructions were formulated for the test paragraphs, as these instructions included the name, division, time allotted for the answer, the way in which the answer is done by means of an illustrative example and the student should not leave any paragraph without an answer, and the correction instructions if one point is allocated to the paragraph whose answer is correct. And a zero for the paragraph whose answer is incorrect, and the left-over paragraph or which contains more than one answer is treated as the incorrect paragraph.

❖ **Determining the type of test paragraphs and their formulation:**

The researchers prepared an achievement test consisting of (30) test items, and this test is characterized by containing objective questions.

In order to verify the validity of the test, the researcher adopted the following:

1- Virtual validity:

The researchers presented the test items to a group of arbitrators and specialists in the Arabic language, its teaching methods, measurement and evaluation, to express their observations regarding the validity of the achievement test items. And thus distinguishing the test with apparent honesty.

2- Content authenticity

The specification table is an evidence of the content validity to ensure that the test items represent the academic content.

❖ **Test validity:**

The researchers applied the achievement test to a pilot sample and it was in two stages:

The first stage: the first exploratory trial of the test

The researchers applied the test to a sample of (35) female students from the second intermediate school (Al-Farouq Secondary School for Girls) affiliated to the Baghdad Education Directorate / Karkh First on February 2021 , 16 corresponding to Tuesday to reveal the clarity of the test instructions and the clarity of the wording of its paragraphs and the time taken To answer these Euphrates, and through the supervision of one of the researchers on the application of the test, the necessary notes were recorded, and the time for the first and last student was calculated, finding the mean for it, and then determining the time required to answer the test paragraphs .

The second stage: the second exploratory experiment of the test

After the researchers made sure of the clarity of the test paragraphs and its instructions, the test was applied to a second exploratory sample consisting of (105 female students other than the first exploratory sample of the literary fifth students other than the first exploratory sample, from (Al-Farouq Secondary School for Girls) affiliated to the Baghdad Education Directorate The first Karkh on February 2021, 17 corresponding to Tuesday, knowing that the students had completed the test date a week before it was conducted, and one of the researchers supervised the application of the test.

❖ **Statistical analysis of the achievement test items:**

Item analysis: It is a process of examining or testing individuals' responses to each test, and this process includes revealing the level of (paragraph difficulty), (strength of distinction) and (effectiveness of wrong alternatives) in the test items. The following is an explanation of the procedures for statistical analysis of test items:

A-Strength of distinguishing test items:

The power of discrimination is the ability of the test to distinguish female students with higher levels and female students with lower levels in the trait to be measured.

The test items are good, as their discriminatory power was (0.30) or more (Al-Kubaisi, 2007: 171). The researcher calculated the discrimination of each test item and found that it ranges between

0.30)-, (0.18 and this indicates that the test items distinguished between the female students of the upper and lower groups.

B - The difficulty of the test paragraphs : it means the percentage of female students who answered the test paragraph correctly. If this percentage is high, it indicates the ease of the paragraph, and if it is low, it indicates that it is difficult (Melhem, 2001: 235.)

When calculating the difficulty coefficient for each of the test items, it was found that it ranges between) 0.2-0.80 ,(which is an acceptable percentage, as the paragraphs are considered to have fulfilled this condition.

❖ **Test stability**

1- **Stability of correcting test items (objective:(**

In order to calculate the test reliability coefficient for the objective items in this way, the researchers chose randomly

The answers of (40) female students from the exploratory sample on whom the test was applied, and through their answers, the researchers extracted the coefficient of ease and difficulty for each paragraph, and the total variance of the sample scores was calculated, and based on the equation (Kioder - Richardson 20), the reliability coefficient reached (0.84), which is a high and good stability coefficient For non-standardized tests, if its stability coefficient is (0.67) or above, it is considered good

Final exam:

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After completing the statistical procedures related to the test, the test in its entirety became composed of (30) items of the type of multiple choice, pairing and matching.

Tenth: Statistical means:

The researcher used the appropriate statistical methods in the current research by using the statistical program SPSS as follows:

-1Discrimination coefficient

-2Difficulty factor

-3The effectiveness of the wrong alternatives

-4Kolmogrove Samir Nouf: The researcher used this method to find out the significance of the difference between the experimental group and the control group in:

A- The educational attainment of the parents.

b- The educational attainment of the mothers.

-5Mann Whitney for the average samples: The researcher used the Mann Whitney test for the average samples in the nonparametric tests to find out the significance of the difference in the mean ranks between the experimental group and the control group:

A - The chronological age is calculated in months.

B- The scores of the Arabic language subject in the mid- year test from the previous academic year.2020-2019

C- The two hypotheses of the research.

First, show the results

To achieve the goal of the research and a hypothesis that states that (there is no statistically significant difference, at the level of statistical significance at the level of significance (0.05) between the average scores of the students of the experimental group who study according to the strategy (predict - note - explain) and the scores of the students of the control group who study according to The usual method in the achievement test in the subject of grammar.

The researchers used the statistical package) SPSS-28To calculate the arithmetic mean and standard deviation of the achievement test scores for the subject of rhetoric and application, each of the two research groups (experimental and control) and Table (5) shows that :

Significance level at)5 0.0 (Mann Whitney value U		average rank	total ranks	standa rd deviati on	Arithme tic mean	the numb er	group
	tabul ar	calculat ed						
Is a function statisti	.41	18.5	17.96	215.50	3.74469	24.2 5	12	Experimen tal

cally			8.42	109.5 0	3.04454	18.5385	13	Officer
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Second: Interpretation of the results:

Through the results of the research, which showed the superiority of the students of the experimental group, which is taught with the strategy (predict - notice - interpret) over the students of the control group, which are taught in the traditional way. The researcher believes that this superiority may be attributed to the following reasons :

-1Teaching Arabic grammar according to the strategy (predict - observe - interpret) in a sequential, interconnected manner and according to its three steps has contributed to attracting students' attention and motivating them towards the learned material and enhancing the learning process in balance with the usual method, which helps them to focus, distinguish information and organize ideas Reaching to the right solution to ensure a better absorption of knowledge in the rules and an increase in achievement.

-2This strategy takes into account the differences that exist between the students, which are of various types and sources. These differences appear in several aspects, including the difference in tendencies, abilities and trends.

-3The (predict-observe-interpret) strategy helped create a positive atmosphere among the students themselves through the activities and tasks that were distributed to each group.

-4Responding to students' readiness levels, interests, preferences and needs in the teaching process.

-5Enhancing the students' confidence in themselves and their abilities to achieve the work and activities required of them.

Third, the conclusions

The conclusions reached by the researcher are:

I contributed strategy)prophesy – note – interpret(in a broke down deadlock and remove Boredom in a Use

modalities traditional and exchange opinions between female students themselves And the school and who mirror positively On consequences search.

.2The use strategy)prophesy – note – interpret(Relies On activity Al -Bat which Student's success in a the group Means success His whole group, and this enhances the practice of the soul Social Sharing with female students.

-3The strategy (predict - observe - explain) with its three steps has the effect the clear in a to lift The achievement level of the second intermediate female students in Arabic grammar and improving their levels.

-4Teaching in the light of the strategy (predict - observe - explain) made the student a main focus in the teaching and learning process, and this strategy provided the students with opportunities for thinking and interpretation.

Fourth: recommendations

In light of the researcher's findings, the following recommendations were made:

- 1 Encouraging male and female teachers of Arabic language and urging them at all levels of study to use the strategy (predict - note - explain) in teaching Arabic grammar.
- 2 Conducting training courses for male and female Arabic language teachers and during their service on the application of the strategy (predict - note - explain) and how to employ it in teaching Arabic.
- 3 The necessity of including the courses of the Arabic language teachers' preparation program in the faculties of education and basic education of modern strategies in teaching as a strategy (predict-observe-interpret).
- 4 Encouraging the teachers of the Arabic language and urging them, before starting the explanation, to identify the prior knowledge related to the subject of the lesson among his students.
- 5 Paying attention to the availability of capabilities and materials necessary to conduct scientific activities that help improve achievement.

Fifth: Suggestions

To complement the research, proposals were made to conduct the following studies:

- 1- Conducting a similar study to the current research on the intermediate stage of Arabic grammar.
- 2- Conducting similar studies for the current research on other stages of study and according to the gender variable.
- 3- Comparing the strategy (predict-observe-interpret) with other strategies to know the judgment on the preference of those strategies.

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