

How to Cite:

Ameen, E. F., & Ali, L. A. N. (2022). The effect of the strategy of directing thinking during reading (D-R-T-A) on the achievement of literary fifth grade students in the subject of literature and texts. *International Journal of Health Sciences*, 6(S4), 7413–7423.
<https://doi.org/10.53730/ijhs.v6nS4.10176>

The effect of the strategy of directing thinking during reading (D-R-T-A) on the achievement of literary fifth grade students in the subject of literature and texts

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Abstract---The current research aims to identify the effect of the strategy of directing thinking during reading (D-R-T-A) on the achievement of fifth-grade literary students in literature and texts. The experimental group who study literature and texts using the strategy of directing thinking (D-R-T-A) and the average scores of the students of the control group who study the same subject in the usual way. The researchers adopted the experimental design with partial control, consisting of an experimental group and a control group with a post-achievement test, and the research community consisted of secondary and preparatory schools for boys affiliated to the Directorate of Education of Babel / the Center, and by random drawing, the researchers chose a secondary school (Ibn Sina) located in the center of the governorate. Babylon to conduct the experiment, and the school included two divisions for the fifth literary, and division (B) was chosen randomly to represent the experimental group, while Division (A) represented the control group, and the research sample amounted to (60) students, with (30) students for each group. The two researchers rewarded the students of the two research groups in the following variables: (the students' grades in the Arabic language for the previous academic year, the chronological age calculated in months, the Hanmon-Nelson IQ test, and using the (Kay) square in the parents' academic achievement variable. After identifying the topics of the scientific material that will be studied during the duration of the experiment, which is represented by seven topics, the behavioral goals amounting to (77) were formulated within the six levels of Bloom's classification, and the necessary teaching plans were

prepared for the implementation of the experiment, and its validity after being presented to a group of arbitrators. In order to measure the achievement of the students of the two research groups in the topics that were taught to them, the researchers prepared an achievement test consisting of (30) items, including (24) objective items of a multiple-choice type, and (6) items of the type of essays with a short answer, where the test was applied. The achievement of the students of the two research groups after completing the eight-week experiment, and after using the T-test for two independent samples to calculate the difference at the level (0.05) between the two research groups. It was found that there is a statistically significant difference between the average scores of the students of the experimental and control groups in the achievement test and for the benefit of the experimental group students; The researchers concluded that the reason for the weakness in the achievement of students in secondary stages in the subject of literature and texts may be due to the methods used in teaching by some teachers, and there is an underlying motivation among students towards learning, which needs to be raised by the teacher through the use of strategies and methods. Modern teaching that changed the study atmosphere in the classroom, and in light of this, the researchers suggested conducting a number of studies, including conducting a study to identify the effect of the strategy of directing thinking during reading (D-R-T-A) on literary appreciation and reflective reading literature among middle school students.

Keywords---strategy, direction, thinking, reading, achievement, fifth literary grade.

Introduction

Research problem: Despite the importance of literature, that emotional artistic depiction that takes from imagination the colors in which it depicts the manifestations of life and embodies them wonderfully, and places them in linguistic templates that touch people's feelings and conscience, with what it broadcasts from literary texts, but the educational arena of literature reveals a clear decline in the level of literary performance, especially in the preparatory stage.

In a careful extrapolation from the researcher to the reality of the educational field, he found that the teaching of literature in the preparatory stage is not compatible with its importance, as many reasons have crowded under the umbrella of weakness. This was confirmed by many studies and research conducted by specialists in the methods of teaching Arabic about the presence of a decline in students' achievement in literature and texts, such as: the study (My Curriculum 2018), the study (Al-Esawy 2005), the study (Al-Adly 2002), and the study (Al-Barqawi 2010).

As most teachers follow teaching methods and methods that do not develop the thinking of the learners, the method of teaching literature avoids the student's

effectiveness in receiving knowledge and showing his identity in realizing what is offered to him, and this makes the teacher dominant in the educational process, which is characterized by passivity in analyzing literature lessons. (Zayer and Samaa, 79: 2015). The focus is on raising the achievement level of learners and away from focusing on the higher aspects of the mind, so we find their increasing care in the process of memorizing and memorizing texts and literary information from the care of analyzing the text in a literary analysis that helps in tasting it. (Al-Mousawi, Raed, 2020: 324).

In light of the foregoing, we conclude that there is a clear stumble among middle school students in collecting the subject of the father and the texts, and accordingly the research seeks to test one of the modern active learning strategies, and in light of this, the research problem crystallizes in the following question :Does the strategy of directing thinking during reading (D-R-T-A) have an effect on the achievement of fifth-grade literary students in literature and texts?

Research importance

Education is a social process, and the society's means to change its reality in order to advance, flourish and develop through the establishment of morals and the ideals of society, developing the student's talents, and imparting knowledge that has social value (Hammadi, 31: 2014). One of the important functions of education is the preparation of active learners, and this requires The level of education and the pattern of learners impose the existence of a flexible educational system that paves the way for achieving the required capabilities that reflect that level of education that is in harmony with the rhythm of life (Zayer and Nima, 137: 2014).

Language, in its conventional terminology, is one of God's commands by which he distinguished the children of humankind over all other creatures, as in the Almighty's saying: "And if you count the grace of God, you will not be able to count it." Indeed, God is Forgiving, Most Merciful. It is among other blessings over all of his creatures, as man is the only creature capable of using idiomatic reading and writing to express his thoughts, ambitions, nation and hopes, and communicate with his species of different colors and tongues (Al-Khaffaf, 2014: 21).

The Arabic language is distinguished by its ancient history, and its closeness related to the Holy Book of God, and it is an important means in achieving the school's multiple functions, because it is one of the most important means of communication and understanding, and the student's activity depends on it, whether through listening, reading, or speaking and writing (Hammadi, 2022: 9). The Arabic language is characterized by its smooth nature that is close to logic, so a clear-minded speaker can express in it what he wants without pretentiousness or manufacturing. His feelings and obsessions help him in emotional, emotional, and psychological balance. (Zayra, 2020: 26).

The importance of literature lies in the fact that the literary text, as interconnected and interacting linguistic structures, constitutes wide energies that are impossible to define in one dimension, or based on an expressive level

directed or perceiving separate from the unity, strength, or richness of meaning. A sense of emotion gives the reader energy, enthusiasm, and enthusiasm towards life. How many inactive were awakened by a brilliant poem, and how many sad breathed poetry. Literature is a tool for linking man and man, and an effective social tool in developing the national sense of the people of the same country, meaning that it is a criticism of life and directing its study to the study of humanity. In its most beautiful meanings (Zayer and Samaa, 76: 2015).

Teaching literature needs an active learning environment that helps the learner to be active and effective, as it returns to active learning and the importance of active learning in helping. The teacher and the learners on the one hand and the learners themselves on the other hand, and works on developing positive attitudes towards the educational material by increasing the learners' motivation to learn and achieves the development of higher-order thinking skills such as analysis, synthesis and evaluation, increasing the attention of learners and arousing their attention compared to traditional learning methods, and working on increasing the achievement of learners of skills, experiences, facts and concepts and works to strengthen trust between the teacher and learners and build bridges of dealing by providing an educational environment in which a safe, friendly and supportive atmosphere prevails, and provides the learners with the necessary experiences in dealing with life problems (Al-Sherbiny and Al-Tanawi, 70: 2011)

Among the active learning strategies is the strategy of directing thinking during reading (D-R-T-A), which encourages students to be active thinkers, activates their prior knowledge, trains them to evaluate their understanding of the text when they read, and helps them to read critically by practicing the skills of: prediction, proof, investigation and interpretation, Reasoning and determining the purpose of reading, and extracting, understanding and assimilation of information (Al-Shammari, 143: 2011), which increases learners' integration into work and active educational situations, makes the learning process more enjoyable and joyful, develops self-confidence and the ability to express opinions, ideas and suggestions, and returns learners On following the rules and organization during the learning process (Shaheen, 104: 2010).

Active learning expands learners' horizons and develops their creative abilities in dealing with educational situations, problems and projects, and makes the learner more realistic by helping him solve problems and come up with solutions and transfer the impact of this active learning from virtual reality to real reality. (Al-Mousawi and Ali, 2020: 112-113). In light of the above, the middle school stage was chosen as a field for research due to its importance and as one of the stages characterized by multiple characteristics, and because growth in this stage is not limited to the actual, physical and physiological aspects only, but is characterized by maturity in various methods of mental and cognitive thinking (Al-Jalali, 2011: 21).

Research goal and hypothesis

The current research aims to identify the effect of the strategy of directing thinking during reading (D-R-T-A) on the achievement of fifth-grade literary

students in literature and texts. The achievement of the experimental group students who study literature and texts according to the strategy of directing thinking (D-R-T-A), and the average achievement scores of the control group students who study the same material in the traditional way.

Research limits: The current research is determined by

1. Time limits: the first course of the academic year 2020-2021 AD.
2. Spatial boundaries: secondary and middle schools for boys in the center of the province of Babylon.
3. Human limits: fifth grade literary students.
4. Scientific limits: seven topics for literature and texts from the Arabic language book from the book to be taught for the fifth literary grade for the academic year (2020-2022)

Define terms

First/ Impact

A. The impact linguistically: the effect: “the sign and the shine of the sword and the effect of the thing is the rest of it.

B. Idiomatically: known by:

1. Shehata and Zainab: It is “the result of a desirable or undesirable change that occurs to the student as a result of the intended learning process” (Shehata and Zainab, 2003: 22).
2. Ibrahim: “It is the ability of the factor under study to achieve a positive result, but if this result is transferred, and is not achieved, then the factor is one of the direct causes of negative repercussions” (Ibrahim, 3: 2009).

Second / The strategy of directing thinking during reading (D-R-T-A)

A. Language strategy: By looking at the language dictionaries, the researchers did not find an Arabic origin or definition for this term, but he found that the term strategy was originally derived from the Greek word (Strato) meaning army, and in the educational process or in learning and teaching means the army, and teachers dealt with Students in the classroom, and one of the derivatives of this word (Straego), which means the art of leadership, and it means the art of classroom leadership and management (Qatami, 2013: 32).

B. The strategy of directing thinking during reading (D-R-T-A), defined by:

1. (Al-Shammari) as: “a multi-faceted strategy that encourages active reading and increasing understanding, and it includes four processes: prediction (anticipation), reading, proof, and reasoning (Al-Shammari, 2011: 143).

Steps to implement the strategy of directing reflection during reading:

1. Reading from the teacher.
2. Forecasting: directing students' thinking by asking questions for the purpose of including their expectations and assumptions and recording them on the board about the topic.

3. Reasoning: giving a number of practical educational questions that stimulate their thinking towards the text, with mentioning and justifying new expectations that approach the intended meaning of the text.
4. Evidence: directing students to check their predictions or predictions by connecting the prediction paragraphs they made; For the purpose of mastery and proof.

The second axis: previous studies

1. Verda Zakiah study (2019): "The study aimed at the effectiveness of using the strategy of directing thinking during reading (D-R-T-A) in the reading skill of students at Muhammadiyah Intermediate School 17 Chivutat. Intermediate 17 chivots in eighth grade .The researcher followed the experimental method, which has partial control, which is the design of the experimental and control group with the pre-test and the post-test. The control group was (32) students and the researcher herself studied the two groups .The researcher used the following statistical methods: the t-test for two independent samples. She also used: direct observation, personal interview, pre-test and post-test. The results showed that the experimental group was superior to the control group (Verda Zakiya, 2019).
2. Al-Mutairi study (2013). The study aimed to identify the effectiveness of a proposed training program based on the (D-R-T-A) strategy in developing reading comprehension and attitude toward reading among some adult learners .This study was conducted in Saudi Arabia/Riyadh, with adult learners enrolled in adult education classes in the city of Riyadh, and the study sample was (30) learners, and the researcher used the following statistical methods: T-test for two independent samples, and the ETA square, and the results of the study showed that the proposed training program based on the strategy (D-R-T-A) is effective in developing reading comprehension skills, and this led to the superiority of the experimental group over the control group (Al-Mutairi, 2013).

Research Methodology and Procedures

Research Methodology

The researchers adopted the experimental method for the suitability of this approach to the research procedures and requirements. on experiences. (Al-Arini, 2016: 45-46).

Experimental Design

Choosing the experimental design is the first step that falls on the shoulders of the researchers when they conduct a scientific experiment, since the safety and validity of the design are the basic guarantee to reach sound and accurate results. In light of this, the experimental design with a control group with a post-test was adopted because it fits the research objective, and Figure (1) shows that:

Figure (1) the experimental design of the research

the group	independent variable	dependent variable	the tool
experimental	Thinking Direction Strategy (D-R-T-A)	collection	post achievement test
control			

The research community and its sample

The research community means “a set of elements and vocabulary that pertain to a particular phenomenon” and it is called the statistical community. The purpose of defining the community is to know the scientific limits of data collection and to obtain conclusions by conducting the study (Tohme and Iman, 37:2009). The current research community was represented by students of the fifth literary grade in secondary and preparatory day schools in the center of Babil Governorate (2021-2022).

Equality of the two research groups

Before the start of the experiment, the two researchers conducted a statistical equivalence between the two research groups in some variables that may affect the results of this experiment, and the variables were: (the chronological age of the students calculated in months, the intelligence test (Henmon - Nelson) for mental ability, the academic achievement of the parents, the scores of the students of the two research groups in Arabic language for the previous year.)

Adjusting extraneous variables

Adjusting extraneous variables is one of the important procedures in experimental research in order to provide an acceptable degree of internal validity of the experimental design, so that the researchers can attribute most of the variance in the dependent variable to the independent variable in the research. (Melhem, 2010: 73)

Research Requirements

1. Determining the scientific subject: The researchers identified the scientific subject that will be taught to the students of the two research groups during the experiment in the seven subjects of literature and texts for the fifth literary grade, for the academic year (2021-2022).
2. Behavioral goals: The educational practices prevailing in the various educational institutions may become automated practices if they are not guided by a set of goals and pushed them in specific directions to achieve the goals sought by the educational process in general and (behavioral) educational processes in particular (Nashwati, 2003: 47).
3. Preparation of teaching plans: After the teacher finishes preparing his annual plan, he moves to the task of planning to implement one class or a group of classes in a specific subject in the form of daily lesson notes, and

within the framework of this basic educational task, the teacher prepares a daily plan for teaching all the scheduled lessons. Zayer et al., 2014:160)

The search tool

Achievement test: Since the current research requires the preparation of an achievement test used to measure students' achievement after the end of the experiment, and given the formulated behavioral goals and based on the scientific content of the seven topics of literature and texts, taking into account the test conditions of achieving honesty, stability, comprehensiveness and objectivity, the researchers set up a test. My assessment consisted of (30) paragraphs, according to the following steps:

- a. Determining the objective of the test: an achievement test to measure the level of fifth grade students in literature and texts (the specific topics of the experiment).
- b. Preparing the test map (specification table): The test map includes the content of the study material, which can be represented in the form of semesters or study topics, as well as the number that is related to the academic content (the pages of the chapters or arenas in which the topics and chapters are taught, the relative importance of the chapters or topics, and the presence of behavioral goals that should be achieved in the course) (Al-Yaqoubi, 2013: 91)

Validity of the test

The validity of the test is intended for the test to measure the characteristic or characteristic that it is intended to measure. (Al-Tayyib and Muhammad, 2011: 26), and to verify the validity of the test, the researchers relied on the use of two types of honesty:

1. Apparent honesty: it means that the test is honest to others, especially if they do not look at its content carefully. The test should have its title compatible with the content. The test may be outwardly honest if its title indicates the behavior it measures. (Al-Zubaidi, 2021: 243 -244).
2. Content validity: Content validity means the extent to which the test represents the content to be measured, meaning that the test covers all aspects of the topics specified in the test (Awad, 1998: 60). The researchers verified this honesty by preparing a specification table.

Test stability

The stability of the test is one of the qualities that a good measuring instrument should characterize, and the stability of the test means that the test gives the same results if it is re-applied to the same individuals in the same circumstances. (Al-Azzawi, 2008: 97). The researchers used the half-segmentation method and the alpha-Cronbach equation to ensure the reliability of the test.

The final application of the test

After completing the necessary procedures for the test, which included the organizational and statistical procedures for all test items, the test became ready in its final form, which consisted of (30) items, including (24) multiple-choice items, and (6) essay items. After the researchers prepared the achievement test once and for all, set a date for conducting it for the two research groups, a week before it was conducted, in order to prepare the students, then the researchers applied it on the set date for its conduct.

Statistical Means

The researchers used the following statistical methods in the procedures of their research and analysis of its results, using the statistical program (SPSS) as follows: (T-test for two independent samples, chi-square, Pearson correlation coefficient, Spearman-Brown coefficient, alpha-Cronbach equation, difficulty coefficient equation, paragraph discrimination equation efficacy of wrong alternatives.

Presentation and Interpretation of the Result

First, show the result

To achieve the goal of the research and verify its hypotheses, the researchers applied the achievement test in the subject of literature and texts to the two research groups, the experimental group, which was taught by the strategy of directing thinking during reading (D-R-T-A), and the control group, which was taught in the traditional way. After correcting the test results, the results showed that the experimental group outperformed the control group.

Second: Interpretation of the results

In light of the presented result, the researchers believe that the reason is due to:

1. The strategy of directing thinking during reading (D-R-T-A) helped the students of the experimental group to understand the material easily. It stays in his mind for a longer period of time.
2. The students of the experimental group were more positive and active in light of the strategy followed with them. The student searches, explains, investigates, asks, discusses, evaluates and writes down new information, all of which helped him to acquire information easily and easily.
3. The strategy of directing thinking (D-R-T-A) increased the motivation of the students of the experimental group, and perhaps the reason for this is due to the fact that the strategy stimulated their motivation and desire towards the study material because it contained stimuli and excitement, and there is no doubt that the motivation towards learning raises the students' level of achievement.
4. The strategy of directing thinking during reading (D-R-T-A), changed the study atmosphere in the classroom. The authoritarian role of the teacher in the traditional methods turned into the role of guide, guide and facilitator

for the teaching and learning process, and this matter broke the barrier between the teacher and the learner that was present, and became a feature of dialogue Discussion and expression of opinion between the teacher and the learner are prevalent, and all this has enhanced the learner's confidence in himself towards the entire learning process.

Conclusions

Through the results reached in the research, the researchers concluded the following:

1. The reason for the weakness in the achievement of students in the secondary stages in literature and texts may be due to the methods used in teaching by some teachers.
2. There is an underlying motivation among students towards learning, which needs to be raised by the teacher through the use of modern teaching strategies and methods that change the study atmosphere in the classroom.

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