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The effect of the question-and-answer strategies and send a question on the achievement of second-grade intermediate students in Arabic grammar

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Abstract--The current research aims to know (the effect of the question-and-answer strategies and send a question on the achievement of second-grade intermediate students in Arabic grammar). To achieve this goal, the researchers prepared the following null hypothesis: There is no statistically significant difference at the level of significance (0.05) between the average scores of second-grade intermediate students who study Arabic grammar in the two strategies of questions and answers and send a question, and the average scores of second-grade intermediate students who study Arabic grammar in the usual way. Therefore, the researchers relied on the experimental design with partial control for two experimental groups and a control group, and the researchers randomly chose a school (the middle school of thanksgiving for girls), and in the same way, section (E) was chosen to represent the control group of (32) students, and section (D) to represent the experimental group. The first, which has (31) students, and Division (F) to represent the second experimental group, which numbered (33) students. for mothers, and last year's grades for Arabic grammar). The researchers prepared an achievement test consisting of (30) test items of the type of multiple choice, and after making sure of its validity and reliability, the researchers applied the test to the three research groups after completing the duration of the experiment. Ka²), the objective item difficulty equation, objective item

discrimination equation, the efficacy equation of wrong alternatives, Pearson correlation coefficient, Spearman-Brown coefficient, Scheffe method).

Keywords---my strategy, questions and answers, send a question, achievement.

Introduction

First: Research problem

The problem of the current research is determined by the following question : What is the effect of the question-and-answer strategy and send a question on the achievement of second-grade intermediate students in Arabic grammar?

Second, the importance of research

Education is a necessary process for the individual and society together, and its necessity for the individual man in preserving his sex, directing his instincts, regulating his emotions and developing his inclinations in proportion to the culture of the society in which he lives. The way to preserve the cultural heritage and pass it on to the younger generations through education. (Kahwan, 2016: 60). Education cannot achieve its goals in society except with a communication tool that enables the individual to communicate and spread life, which is language, as it is the main means that man used in understanding with the other. (Zayer, Samaa, 2015: 20-21). Language has a basic function that it performs for the human race. It is the tool through which ideas and culture are transmitted and the expression of thoughts that circulate in the soul. Language can be considered as a means of linking the nervous system of the speaker and the nervous system of the addressee, a tool for expression, and language as a means of dealing with members of society. Rather, it is the first means that speakers turn to. (Abu Zaid, 2013: 15)

As for our Arabic language, it is a tool for understanding and expression and a means of understanding and clarity, and it is our national bond that unites the Arab nation and unifies its means and goals. And its writings and its judiciary and a strong factor in linking our present with our past and the communication between the East and the Maghreb culturally, historically and intellectually. Therefore, it is the tongue of preachers and guides in every time and place. (Amer, 200: 27). Most of the world's languages have rules that follow them, and it is necessary to study and know these rules in order to understand, read and write everything that is understood. (Abu Zaid, 2013: 117). Grammar is one of the most prominent branches of the Arabic language, because it corrects tongues, straightens pens, and develops in the learner the ability to reason, elicit, and balance structures, and trains him on accurate thinking. (Atiya, 2006: 269)

Arabic grammar requires modern, contemporary and lively teaching methods and strategies, because its nature and characteristics make it necessary for those who teach it to find advanced teaching methods and strategies in line with their needs,

and to transfer information to their minds in a sound and interesting way. (Abdul Salam, 2001: 189). Among these modern strategies for teaching Arabic grammar, including the question-and-answer strategy, which wants the student to be a skilled researcher in finding the required answers to the supposed questions that may be asked about the subject, and on this basis, its use in teaching requires sufficient training in formulating questions of various types and how Searching for answers to it. (Atiya, 2018: 366). The strategy helps in understanding the different types of questions and improves the understanding of students as well as learning how to ask questions about Arabic grammar and how to find an answer to their questions, and helps students to think creatively and work collaboratively, and challenges their thinking through higher-order thinking skills. (Al-Shammari, 2011: 158).

It aims to enhance the students' understanding of Arabic grammar through thought-stimulating questions that focus on two important sources of information that the students need in understanding the text of the grammar, namely: the information of the text itself, and the students' prior knowledge of the subject, which makes the students able to answer those questions. Questions in a correct manner. (Al-Muqaqi, Suleiman, 2017: 375). As for the "Send a Question" strategy, it helps the students to understand the basic scheme, and enables the students to work with their colleagues in groups to solve the questions, and also helps the students to be more careful and comprehensive in completing the solution of the questions, so that all the students are active and participating in the learning. (<http://Onal- artikel.blogspot.com/send-a-problem.html>).

It has the importance of reducing the students' reluctance to participate in class activities and the school's control over the teaching in the classroom and creating an educational climate that depends on the students, in addition to that all the students interact with their colleagues and participate in an effective way in learning so that the depth of their understanding of information increases when they teach each other more than listening to him or even discuss it with them. (Barkley, 2010; 270). The importance of the academic achievement of the school and the students lies in revealing the level of the students through the grades they obtained, and helps the school to know the usefulness of the means and methods used for the students, as well as identifying individual differences between them, and enabling parents to know the levels of their daughters by following them. (Al-Mousawi, 2015: 26). The researchers chose the intermediate stage because it is the stage of maturity of mental abilities, the processes of deduction, induction, balancing, criticism and judgment. (Dhafer and Youssef, 1984: 80-83).

Third: Research objective and hypotheses

The current research aims to know the effect of the question-and-answer strategies and send a question on the achievement of second-grade intermediate students in Arabic grammar .In order to verify the objective of the research, the researcher formulated the following null hypotheses :The main null hypothesis: "There is no statistically significant difference at the level of significance (0.05) between the average scores of the second-grade intermediate students who will study the Arabic grammar subject with the question-and-answer strategies and

send a question, and the average scores of the second-grade intermediate students who will study Arabic grammar in the usual way.

The first sub-null hypothesis: "There is no statistically significant difference at the level of significance (0.05) between the average scores of the second-grade intermediate students who will study Arabic grammar using the question-and-answer strategy, and the average scores of the second-grade intermediate students who will study Arabic grammar in the usual way". The second sub-null hypothesis: "There is no statistically significant difference at the level of significance (0.05) between the average scores of the second-grade intermediate students who will study the Arabic grammar subject using the "Send a question" strategy, and the average scores of the second-grade intermediate students in the Arabic grammar subject in the usual way". The third sub-null hypothesis: "There is no statistically significant difference at the level of significance (0.05) between the average scores of second-grade students who studied Arabic grammar using the questions and answers strategy, and the average scores of second-grade students who studied Arabic grammar using the "Send a question" strategy.

Research limits

The current research is determined by the following:

- Spatial boundary: middle and secondary schools for girls affiliated to the General Directorate of Education in Babil Governorate.
- Time limit: the first semester of the academic year (2021-2022) AD.
- The human limit: female students of the second intermediate grade (research sample) within the intermediate and secondary schools for girls affiliated to the General Directorate of Education in Babylon Governorate (2021-2022)
- Cognitive limit: a number of topics of Arabic grammar, which are specified in the first semester, namely (the five nouns, the morphological balance, the subject of the subject, the object in it, the absolute object, and the exception)

Fifth: Define terms

Athar linguistically: - It came in the intermediate dictionary: "Athar: the mark, the shine of the sword, and the trace of a thing is the rest of it, and others, 2005, 5)

Effect, idiomatically, is defined by

- **Al-Hanafi:** It is "the amount of change that occurs in the dependent variable after being affected by the independent variable." (Hanafi, 1991: 253)
- **Ibrahim:** "The ability of the factor under study to achieve a positive result, but if this result is not achieved and is not achieved, then the factor may be one of the direct causes of negative repercussions." (Ibrahim, 2009: 30)

Procedural definition

It is the extent of the change caused by the question and answers strategies and sent a question in the achievement of second-grade intermediate students after completing the experiment, which is measured by the post-test.

Question and answer strategy: defined by

Abu Al-Hajj, and Hassan: “The question-answer relationship is a strategy that helps the students to understand the different types of questions, where they learn that there are four types of questions, some of which are in direct text, and some of them require thinking to search for them, and some of them are in the minds of the students and are not included in the text. In this strategy, they learn how to construct sound questions before they look for answers.” (Abu Al-Hajj and Hassan, 2016: 139). Attia: “The question-answer relationship is considered one of the metacognitive strategies in reading comprehension, and it stresses on training readers to search for the required answers by relying on their awareness of what they are looking for. What kind of questions can you ask about the topic” (Atiya, 2018: 364)

Procedural definition: are the steps adopted by the researchers in teaching Arabic grammar to the second intermediate grade students (the research sample) and applied to the first experimental group according to the (questions and answers) strategy that encourages students to learn how to solve problems better, in this Strategy Students are asked to indicate whether the information used to answer the question is a literal text, or is implied in the text rather than verbatim. Helps students to think consciously while reading. The information used is based on prior knowledge.

Strategy Submit a question: Everyone knows it

(rahmi):- “It is an activity that encourages students to think independently and think about teams critically and analytically based on the problem.” (Rahmi, 2007:1). Al-Shamri: “It is a strategy used to urge female students to discuss with each other, as well as to review the material and solve questions related to the content of the knowledge material.” (Al-Shammari, 2011: 91)

Procedural Definition

These are the steps adopted by the researchers in teaching Arabic grammar to second year intermediate students (the research sample) and applied to the second experimental group according to the (send a question) strategy, which is based on solving problems collectively and answering all questions, and providing the students with many One of the positive ideas because it can show the inner skills of each student, and reveal the speed of her understanding and mental abilities.

Al-Tahsil language

“Whoever has achieved, and the one who has obtained from everything: what remains and is established, and everything else has gone, and the thing has happened, it will be achieved, and the achievement will be achieved, and the achievement will be achieved, and the achievement will be done”.

Idiomatically: The collection is defined by

Al-Subaie: It defines the knowledge, understanding, and skills that the learner has acquired as a result of specific educational experiences. (Al-Subaie, 2009: 87)

Al-Fakhiri: It is “the outcome of the knowledge, information and experiences that the student acquires from the educational process, and it can be measured by regular school exams at the end of the school year.” (Al-Fakhiri, 2018: 11)

Procedural definition: It is the degree obtained by the students of the research sample in the Arabic grammar subject by means of the achievement test tool that the researcher prepares.

The second intermediate grade: defined by the Ministry of Education (2012) "is the second grade of the intermediate stage in Iraq and comes after the primary stage and before the preparatory stage, and their ages are not less than 13 years." (Ministry of Education, 2012:18)

Arabic grammar

Grammar is a language: “The rule is the origin of the exponents, the rules is the foundation, and the rules of the house are its foundation” (Ibn Manzur, Part 12, Article (Qa’ad), 2005: 150)

The rules are idiomatically defined by

Zayer and Samaa: as “the foundations and rules that protect the tongue from making mistakes when pronouncing and writing.” (Zayer and Samaa, 56: 2015)

Al-Mousawi and Raed: “It is one of the branches of the Arabic language, and it is a means of controlling speech and correctness of pronunciation and writing. It is not intended by itself, but rather it is a means by which the student can use it in the problems they face in study or daily life.” (Al-Mousawi and Raed, 2020: 52)

Procedural definition: a set of grammatical rules related to the subject to be studied during the trial period, and these rules control the end of words in the sentence in terms of structure and syntax.

The second chapter: theoretical aspects and previous studies

The first axis: theoretical aspects

First: Active learning: it is learning that depends on the learner’s positivity in the educational situation and aims to activate the learner’s role in terms of

learning through work, research and experimentation, and the learner's dependence on himself in obtaining information, acquiring skills, and forming values and trends. It is not based on memorization and indoctrination, but rather on the development of thinking. And the ability to solve problems, teamwork and cooperative learning. (Abdul Salam, 2021: 8).

Second: Active Learning Strategies: There are many teaching strategies that are suitable for active learning, and this diversity is due to the fact that active learning depends on the activity and efforts of female students during their learning and makes them the focus of the educational process and share their learning with their colleagues.

Questions and Answers Strategy: It is one of the strategies that depends on students' understanding of the questions and locating the answers, how the information is organized and determining the time to infer the answers. The students will be able to identify the possible answer by classifying the questions by type as well as their understanding of the text. Higher-level questions and can motivate students to think critically and creatively. (Abdul Baqi, 2013;19)

Question and answer strategy steps

- Choosing a text suitable for searching for answers to questions that gives the types of relationships between questions and answers
- Formulating questions that require different types of answers, some of which are direct, and some that require research and thinking in the text to reach the answer, and some that require reviewing previous information and linking it to the implicit information in the subject for the purpose of arriving at the answer, including what requires reliance on the experience and knowledge background of the student in arriving at To answer, students can be trained to formulate various questions that have a different relationship with the answer.
- Ask the questions to be answered and write them on the board.
- Read the topic by the students for the purpose of searching for answers to the questions asked.
- Determining the required answers in light of what is directly present in the text, or what can be reached in more than one structure in the text, or in light of the use of text information and linking it with previous knowledge, or relying on the knowledge background and previous experience of the students
- Record the answers from the students.
- Discussing the answers and linking them with the questions asked to make sure that they are correct and that they actually work the answers searched for. (Atiya, 2016: 366)

Send a question strategy: It is considered one of the very important strategies, because working in a group is important and beneficial to all members of the group, and there are many outstanding female students in the classroom and they have strong mental abilities, which makes them different from other students, this strategy makes each student distinct in providing opportunities For

students to benefit as well, and make the whole classroom work to stimulate creative ideas in her mind. (Amilia,2016;4).

Strategic steps submit a question

- Each student in the group writes a question related to the content on a card, and then asks each member of the group her question that she wrote to all her peers.
- The members of each group discuss the questions they wrote on their cards, and when they agree on the answer to the question, they write the answer behind the card. If they do not agree or know the answer, the card is left.
- The group writes on the card in a clear font a word or letter indicating (the question) and in the back (the answer). Like the letter (c) or (o). Each group sends its cards to another group.
- Then the cards are distributed to all the members of the group, and one of them reads the question of the card and they discuss among themselves the answer without looking at the answer of the other group, and after they agree on the answer, they look at the answer of the previous group behind the card, if their answer agrees with the answer of the card, they move to the second card at Their other female colleague, but if they do not agree on the answer to the card, they write an alternative answer on the card.
- This method continues and the cards are sent to a second and third group until they return to the original group to discuss the change or agreement that occurred. (Al-Shammari, 2011: 91)

The second axis: previous studies

- Putri study (2015): This study was conducted in Indonesia, Medan State University, College of Language and Literature, Department of English and Literature. In this study, the researcher followed the experimental approach, based on the design of the experimental and control groups, and the researcher chose in this study (60) students from grade X in Tembung Murni Cerdas SMS School by cluster sampling method, and the experimental group included (30) students and the control group (30). Students, and the researcher used the tool to collect data, the multiple-choice tests that were made in the pre and posttest, and the researcher used in this study the statistical methods (test. T) and Richardson Couder equation (21-k), the arithmetic mean, and the standard deviation, And the results reached by the researcher, are that the strategy of the relationship between the question and the answer has a significant impact on the understanding and comprehension of the students of the experimental group compared to the students of the control group who studied in the usual way (putri, 2015:6-47).
- Al-Muqimi and Suleiman study (2017): This study was conducted in the Sultanate of Oman, Sultan Qaboos University, and College of Education. The two researchers in this study the quasi-experimental approach, which is based on the design of the experimental and control groups. The researchers chose (55) of the eighth grade students in the Governorate of Muscat in the Sultanate of Oman in a random way. The experimental group included (27) students, and the control group (28) students from two

different schools. The researchers used the research tool, which is the reading comprehension skills test, and it aimed to measure the level of eighth grade students in fifteen reading comprehension skills that the researchers identified in the study. test), and the results reached by the researchers are that the strategy of the question-and-answer relationship proved effective in developing the reading comprehension skills combined for the students of the experimental group who studied it, compared to the lab of the control group who studied in the usual way. (Al-Muqaqi, Suleiman, 2017:373-377).

- YENI study (2018): This study was conducted in Indonesia, University of the Islamic State Sultan Taha Saifuddin Jambi, College of Education and Teacher Training. In this study, the quasi-experimental method, which is based on the design of the experimental and control groups, the researcher chose (74) students from the eleventh grade of Asaad Kota Gambi High School, and the experimental group included (37) students and the control group (37) students, and the researcher used tools The research is a multiple-choice reading comprehension test for students consisting of (30) questions. There is a significant impact on students' reading comprehension after teaching them using the question-and-answer strategy. (YENi, 2017 ;5-19)
- Khalifa study (2018): This study was conducted in Indonesia, Sultan Maulana Hassan Al-Din Islamic State University, College of Education and Teaching. The researcher The research community in this study is Mutla' Al-Anwar Islamic Middle School Chigakua Lebak, and the researcher chose (40) students, the experimental group included (20) students, and the control group (20) students. In this study, the researcher used several statistical methods, including (arithmetic mean, standard deviation, standard errors, standard errors difference, comparison hypothesis test to the degree of freedom) and the results reached by the researcher in this study indicate that the students' ability to speak skill in the second grade In Mutilat Al-Anwar Islamic Middle School, Chigakua Lebak, before using the strategy, he sent a question that was not good, they were unable to pronounce the Arabic language so that the students had difficulty in speaking Arabic. (Khalifa, 2018:36-47)

Aspects of benefit from previous studies

The researchers reviewed previous research and studies as they are rich in information that will benefit the researcher and this benefit can be summarized in the following points:

- Getting to know the research procedures in the experimental design, imposing hypotheses, selecting the sample, building tests, and choosing the appropriate statistical means.
- Analyzing and interpreting the research results, and reviewing the sources related to the current research topic.

Research Methodology and Procedures

First: The research method: The experimental method is one of the scientific research methods used in educational and psychological sciences for its accuracy and achieving equivalence to treat variables because it is not affected by personal opinions, and the results are based on data that have been reached through experiment and measurement. (Younis et al., 2007: 101-104).

Second: Experimental design: The researchers adopted one of the partial control designs (with the two experimental groups, the control group and the post-test) that they deem appropriate to verify the current research goal. The design came as shown in Figure (1), the experimental design of the research.

the group	independent variable	dependent variable	search tool
first trial	Question and answer strategy	collection	Final achievement test
The second experimental	Strategy Submit a question		
control	the usual way		

Third: The Research Community: The current research community includes middle and high school day schools for girls for the academic year (2021-2022) in Babil Governorate to conduct the experiment.

Fourth: the research sample

- **A-Sample of schools:** This research requires the selection of one school from the middle and secondary schools for girls that include classes for the second intermediate grade, within the boundaries of the Musayyib district. In which.
- **B- Sample of female students:** The school includes six divisions for the second intermediate grade, they are: Division (A), Division (B), Division (C), Division (E), Division (D), and Division (F). In a random way, the researchers chose a division (E) to be the control group and Division (D) to be the first experimental group that will study Arabic grammar using the question-and-answer strategy, and Division (F) to represent the second experimental group, which will study Arabic grammar with a strategy, send a question, and the number of students in the research sample was 101, By (33) female students in Division (D), (35) female students in Division (F) and (34) female students in Division (E), and after excluding the failed students, whose number is (5) students, two students are in the first experimental group And (1) in the second experimental group, and (2) in the control group, the final sample became (96) female students distributed among three divisions, (31) female students in the first experimental group, and (33) female students in the second experimental group, and (32) female students in the control group

Fifth: Equality of research groups

Before commencing the experiment, the researchers were keen on the statistical equality of the research groups in a number of variables, which may affect the results of the experiment, and these variables are: - (the chronological age calculated in months, and the scores of the students of the two research groups in the Arabic language for the second intermediate grade in the end-of-school year exam) 2020-2021), and the previous information test, the academic achievement of fathers, and the academic achievement of mothers).

Sixth: Adjusting the extraneous variables: Adjusting the extraneous variables is one of the important procedures in the 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 variation in the dependent variable to the independent variable in the research. (Melhem, 2010: 73)

Seventh: Research Requirements

- Determining the scientific subject: The researcher determined the scientific subject that will be taught to the students of the three groups during the experiment in the subjects of Arabic grammar for the second intermediate grade, which number (6), for the academic year (2021-2022)
- 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)
- Preparing daily plans: Lesson planning is one of the basic skills for the school because mastering this skill requires mastering many skills, such as formulating specific and clear educational goals. (Jaber, et al., 1985: 6)

Eighth: the search tool

The final achievement test: Since the current research requires the preparation of an achievement test used to measure the achievement of students at the end of the experiment and according to Bloom's classification in its three levels (remembering, understanding, and application), based on the scientific content of the six topics of Arabic grammar, taking into account the test conditions In order to achieve honesty, stability, comprehensiveness and objectivity, the researcher prepared a post-achievement test consisting of (30) paragraphs, according to the following steps:

- **Determining the objective of the test:** The achievement test in this research aims to know "the effect of the question-and-answer strategies and send a question on the achievement of second-grade intermediate students in Arabic grammar".
- **Preparing the test map (Table of Specifications):** The test map contains 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 classes or arenas in which the topics and

chapters are studied and the relative importance of the classes Or topics, and the presence of behavioral goals that should be achieved in the study material) represented in remembering, understanding and applying. (Al-Yaqoubi,2013:91)

Formulation of test items

In formulating the achievement test items (30) items, which measure the three levels (knowledge, understanding, application) of the cognitive domain of Bloom's classification, the researcher relied on one of the types of objective tests (multiple choice) with four alternatives (Ghoneim). , 2004 : 169)

A- Test validity: The test validity is the most important characteristic among the characteristics of a good test. (Omar, et al., 2010: 192)

To verify the validity of the test, the researcher relied on the use of two types of validity:

- Apparent honesty: it is the simplest type of honesty, and the purpose of it is to judge the appearance of the items of the test questions by the arbitrators. (Abu Al-Nasr, 2004: 183)
- Content validity: This type is considered one of the most important types of honesty that is appropriate with achievement tests, and it means that the test questions designed by the researcher are a sample that is a true and honest representation of the various topics studied by the students during the experiment period, as well as the goals that they set in the specification table. (Rabee , 2012: 194)

Test stability: Stability is one of the characteristics that a good assessment tool must have, and it must have a high degree of accuracy, perfection, and consistency in the results given by the assessment tool if it is applied to a sample of examinees more than once in similar application conditions. (Abdul-Raouf, Waihab, 2017: 72)

The final application of the application

After the researchers prepared the achievement test definitively, a date was set for conducting it for the three research groups, a week before it was conducted, in order for the students to prepare, then the researchers applied it on the set date for its conduct, and it consisted of (30) objective paragraphs and included the first three levels of Bloom's cognitive classification (knowledge, understanding, and application)

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: (one-way analysis of variance, chi-square, Spearman-Brown coefficient, Scheffe value for dimensional comparisons, difficulty coefficient equation, paragraph discrimination equation, effectiveness of alternatives wrong)

Presentation and interpretation of results

- **First:** Presentation of the results: The results showed that the students of the two experimental groups were superior to the students of the control group in the post-achievement test that was conducted after the end of the experiment.
- **Second:** Interpretation of the results: Teaching according to the question and answer strategies and send a question makes the students search for information, which increases their academic achievement. A student to actively participate in the activities according to her ability and thinking.

Conclusions, recommendations and suggestions

Conclusions

In light of the results of the current research, the following can be concluded:

- The use of the question-and-answer strategies and the sending of a question in teaching second-grade students in the Arabic grammar subject has proven its effectiveness in increasing the achievement of the Arabic grammar subject
- The two strategies give questions and answers and send an energetic and active question to the second year middle school students as they are modern strategies in teaching.

Recommendations

In light of the findings of the researcher in this research, she recommends the following:

- The necessity of informing the teachers of Arabic language about modern teaching methods and strategies, including the question and answer strategies and send a question
- Teachers confirm the use of the question and answer strategies and send a question as one of the effective teaching strategies in achievement in addition to other strategies.

Suggestions

To complement the findings of this study, the researcher suggests conducting a similar study:

- Conducting an experimental study similar to the current study on other branches of the Arabic language
- Conducting a study similar to what the researcher has done in other subjects and stages of study, for both sexes.

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