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The effect of imaginative instruction strategy on speaking skills among female tenth grade students

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Abstract---This study investigates the effect of imaginative instruction strategy on developing speaking skills among female tenth-grade students. The study sample consisted of (53) female tenth-grade students selected by the convenience sampling method from a public school in Jarash directorate of education. The study sample is assigned randomly into two groups: an experimental group of (27) female students, studied through innovative instruction strategy, and the control group of (26) female students, which studied through a traditional approach to achieve the objectives of the study, speaking test is applied; who verified the validity and reliability of the instruments. The study's findings showed statistically significant differences in each of the speaking skills and the skills attributed to the experimental group—so statistically significant differences in each of the speaking skills whole attributed to the experimental group. In light of the findings, the researchers recommend using the imaginative instruction strategy in teaching Arabic language courses because of the positive impact on developing speaking skills.

Keywords---imaginative instruction strategy, speaking skills, female tenth grade students.

Introduction

Language is the primary means of communication between humans. It is either spoken or written, and both types have their skills. Oral communication is one of the most widespread and used types of communication among people. Speaking skill is an art that deals with reason and emotion and focuses on emotion more. The speaker's desire to persuade and influence the other party allows the speaker to express his needs, understand others, and communicate constructively with them. Speaking skills are essential because it is considered a necessary type of communication, as people talk more than they write. One of the advantages of

speaking is that it is a means by which the individual achieves himself through interaction with others. A tool of linguistic communication tools and represents a cornerstone in the communication process, and the individual renews the opportunity to highlight his skills to clarify his ideas and gain confidence. Speaking is an intellectual activity that reflects the human culture and the extent of his intellectual depth. It is also a social activity used to influence the listeners by accepting the speaker and the ideas and opinions. The speaking skill is defined by several definitions, including what Mustafa (2014) described as productive linguistic ability. The speaker formulates the meaning, rebuilds it, and expresses it in verbal forms that suit the listeners. It manifests the positive interaction of his previous experiences and another example of the creative side in directing operations.

The Study Problem

During her work, the researcher noticed a shortcoming of the students in speaking skills. There are problems related to the weakness of the oral communication process between the students, which are: the weak ability to make judgments, the low power to defend an opinion, the liability of self-expression in a correct manner, and the lack of clarity and comprehensiveness of ideas, the logical arrangement of ideas; In addition to the weakness in dividing the subject into paragraphs that express specific views, the disorder of their style, the twisting of its phrases, and a large number of linguistic errors.

Study Questions

The problem of the study is determined by answering the following central question:

- What is the effect of using the imaginative teaching strategy in improving the speaking skill of the tenth-grade students?
- Based on this problem, what determined the study problem by testing the following hypothesis:
- Is there a statistically significant difference at the significance level ($\alpha = 0.05$) between the two arithmetic averages for the performance of the study members, in each of the speaking skills, individually and in combination, attributed to the teaching strategy: (imaginative and habitual education)?

The Importance of Studying

The importance of this study is summarized in two aspects as follows:

- **Theoretical importance:** The importance of the current study stems from being a response to what contemporary educators advocate for the necessity of using modern methods and strategies in the teaching and learning processes. The importance of this study lies in the fact that it attempts to present unconventional approaches and techniques. For example, to develop speaking skills through the use of the imaginative learning strategy.
- **Also the practical importance:** and it is summarized in preparing teaching plans using the imaginative teaching strategy, which what can use to

improve students' performance in speaking skill, educating Arabic language teachers about the importance of using modern teaching strategies, which may help students reduce fear and shyness while speaking in front of others., This study may benefit the developers of Arabic language curricula, authors of its books, and teachers in employing the imaginative teaching strategy in the curricula.

Imaginative Teaching Strategy

Nofal (2010, 64) defined the imagination as "a mental habit that enables the student to generate multiple responses to specific stimuli, as this habit depends on converting stimuli into mental images in the brain. according to a set of cognitive processes, enabling him to practice the process of imagination." Al-Kinani (2010) indicated that imagination is the process of visualizing the stimulus with the mind without the original inspiration. In some cases, perception takes place without relying on natural images, which the senses receive immediately. Still, perception depends on sensory images that are stored in memory, and these images are encoded. Before they are held, here perception is based on retrieving images from memory.

(Rashid, 2007) stated that imagination proceeds in three forms, the first: spontaneous, like imagining a person speaking on the radio, and the second: motivational: such as presenting a story in precise details, stimulating the brain to form mental images of what the student hears, and the third: internal self-direction; to generate creative ideas: Assuming a problem that requires possibilities and solutions, and this is self-directed. Teaching with the imaginative education strategy aims to develop students' three-dimensional imagination and spatial thinking abilities, bring abstract concepts closer. Increase the ability to think about many phenomena with an in-depth view, develop metacognitive skills in addition to training students on clarity of mind, Mental images of students (Zittoun & Cerchia, 2013).

Also, Obeidat and Abu Al-Sameed (2013) show the importance of imagination in the teaching-learning process; Imagination provokes active and actual participation from the student when he imagines himself as a poet, a prisoner, or a seed. He becomes an involved party in the behavior of these things. Also, learning through imagination is like an experience that will remain in the memory for a more extended period. The invention provides the student with information. Facts and relationships are also a creative thinking skill, which leads the student to discoveries and methods. And innovative teaching is mastery learning; The student lives and enjoys it and stimulates the right and left side of the brain. In addition, Leboutillier & Marks (2008) indicated that students practice two types of imagination: the first is distracted imagination; Which leads the student to daydreams, and the second is creative imagination; Which leads the student to draw a painting create a poem, or solve a problem. What is required to be taught in our schools is productive, creative imagination. The teacher must be imaginative; To accustom his students to creative imaginations, and thus imagination is a strategy in innovative teaching.

Jarwan (2016) pointed out that many techniques rely on imagination and are used in probing discussions and ideas during the lessons. And that these techniques contribute to developing the level of ideas proposed by students. Among these techniques is the method of personal analogy: it means that the student imagines himself the place of the thing or subject for discussion. Symbolic Symmetry Technique: This technique refers to the student's ability to use imagination; To describe and define the problem. And the innovative symmetry technique: this technique means the student's ability to use imagination based on thinking and fulfilling needs and wishes.

Speaking Skills

(Ismail, 1991) stated that speaking is the first and oldest form of human communication at all. As it is the only means available to man before the discovery of writing, oral communication played a significant role in the transmission of human civilization since ancient times until writing spread. The rest of the forms of communication are easy. Speech is a human activity carried out by the young and old, the illiterate and the educated alike. Who does not mean that everyone is proficient in it with the same degree of efficiency regardless of their educational levels?

Mujawar (1974) believes that speaking is a means of communication and communication. The individual expresses his needs, feelings, and feelings, and it is an essential need for each individual. Other subjects - to enable students to use them, as they are the outcome of language learning, a helpful indicator of possession of the cornerstone of the statement, and strong evidence of language proficiency. In another hand, Abdel Bari (2011) indicated that the importance of teaching speaking skills in the educational process lies in developing the student's personality, accustoming him to boldness, good manners. The etiquette of speech and training the student in good listening and thinking before speaking and enabling him to Transfer visuals the ideas, sentences, or phrases, strengthening and deepening some of his positive intellectual and social habits, and making the student confident in what he says. Speaking makes him accustomed to coordinating ideas and keeping them away from ambiguity and confusion.

The importance of teaching speaking skills is that they represent the practical side of language learning. Moreover, it is a linguistic skill that depends on the student's culture in producing meaning and conveying it to the listener or reader. Therefore, most educators believe that paying attention to language production skills (speaking) is necessary. Furthermore, its importance in education represents the functional aspect of language in formulating ideas and expressing them in words describing meaning; Form, and substance (Argawati & Suryani, 2017). Also, Yalcinkaya, Bayar & Sahin, 2009 stated that speaking is a complex process that includes two main types of operations: Analysis: The student returns to his linguistic balance and searches for words or units that enable him to express the meanings that arise in his mind. And the second type of structure: in which the student composes these words or teams into a sentence or phrase that forms a solid, integrated design.

And, Tumah (2004) indicates that speaking is a linguistic art that includes four essential elements: Voice: no speaking without a voice. Otherwise, the communication process will turn into signs and movements for understanding. Language: the sound carries letters, words, and sentences that are pronounced and understood, and not just sounds that have no meanings. Thinking: There is no meaning in speech without thinking that precedes it and is during it; otherwise, the lesson is displayed with no substance or purpose. Performance: It is an essential element of speaking, and it refers to how speech is carried out: representation of meaning, movements of the head and hands, which contributes to influence and persuasion, and reflects the intended purpose. Among the theories that explain the conversation is the behavioral approach; The owners of this theory believe that learning or acquiring language is done through simulation, and understanding the child's verbal behavior is done by imitation of the sounds he hears. (Al-Waqfi, 2009). Cognitive theorists believe that there are links between language, thought and experience, and the interactions between the child, language and the environment, which are essential elements in language acquisition. Social theorists focus on the importance of interpersonal contacts in learning or acquiring spoken language (Baja, 1999).

Based on the preceding, and to increase the scientific vision, and to create a practical and theoretical experience in the possibility of improving students' performance of speaking and writing skills, by selecting the methods, strategies and activities necessary to develop these skills, and focusing on the essential modern educational techniques: such as the imaginative education strategy, which is a field product of theories learning; For knowledge to be a tool for change, progress and facing challenges, this study came as an attempt to verify the effect of using the imaginative teaching strategy in improving the speaking skill of the tenth-grade students.

Methodology

What used the quasi-experimental approach, based on dividing the study members into two groups, experimental and control, and using a pre-and post-test; To measure the effect of using the imaginative teaching strategy in developing the speaking skill of the tenth-grade students.

The Sample

The study sample included (53) female students from Al-Khansa Secondary School for Girls in the Directorate of Education of Jerash Governorate. The school is chosen by the access method. The people are assigned in a simple random way into two groups: an experimental group, the number of its members (27) students, taught using the education strategy The imaginative group, and a control group, numbering (26) students, led according to the usual process, which is described in the teacher's guide prescribed by the Ministry of Education in Jordan.

The Tool

To achieve the objectives of the study, the researcher has developed a tool for this purpose, namely: the speaking test, and the following is a description of this tool: To achieve the objectives of the study, the researcher prepared a situational speaking test, which included a set of situations, and each student is allowed to choose one of the situations to speak for about two minutes. Who is done using a video device? The test included speaking skills and behavioral indicators indicative of them: intonation, physical movements, organization, and expression of opinion.

- Reviewing the Arabic language book for the tenth grade in Jordan. And teacher's guide is set by the Ministry of Education to identify the objectives of teaching speaking in this class, topics to be taught, and the areas included in the curriculum.
- Develop a list of the sub-speaking skills, after reviewing previous studies, such as Zureikat (2009) and Al-Harash (2014), and identifying behavioral indicators indicative of each skill.
- Choosing a set of 12 positions suitable for the tenth grade, as the student chooses one situation to talk about it.

Test Validity

To verify the validity of speaking skills, behavioral indicators, and the validity of the test as a whole. The researcher presented them to a group of arbitrators with expertise and specialization in the Arabic language, teaching methods, and etiquette, including (18) faculty members, supervisors, and teachers. They are asked to express their opinion on the suitability of the behavioral indicators, the proposed attitudes for the proposed speaking skills, the usefulness of the perspectives for the tenth-grade students. The referees' comments are taken, including modifying the linguistic formulation of some skills and behavioral indicators.

Consistency between the two observations to test speaking skills

What verified the stability of the agreement of the two correctors to test speaking skills by applying it to an exploratory sample of the study community and from outside its representative, which numbered (29) students. The researcher hired an Arabic language teacher after training her on how to use the speaking skills notecard and monitor female students' performance. According to behavioral indicators for each speaking skill in the observation the researcher prepared in the study, the coefficients of agreement of the two observances are calculated; table (1) shows that.

Table 1
Correspondence coefficients of the two observations for each speaking skill

No.	Skills	Indicators	Compatibility Factor of The Correctors
1	Toning skill	3	0.86
2	Physical movement skill	3	0.81

No.	Skills	Indicators	Compatibility Factor of The Correctors
3	Organizing skill	3	0.89
4	Expression skill	3	0.85
Speaking skills as a whole		12	0.85

Table (1) shows that the coefficients of agreement of the two observations for each of the speaking skills ranged (0.81-0.89) and speaking skills as a whole (0.85). Which are acceptable values for the application; Most of the studies indicated that the acceptance rate of the coefficient of the two correctors is (0.60).

Speaking Test Correction

The researcher prepared a criterion for correction, and grades are estimated based on the skills displayed in the speaking skills note card. The steps in the correction criterion are distributed on five levels, with the total score for the highest level (5). Then, these levels are sequenced to obtain one (1) degree for the student in the lowest class, according to the student's performance on the measured skill, bearing in mind that the final upper grade of the testis (60) degrees.

Teaching procedures using the imaginative teaching strategy

what conducted the training on the innovative education strategy by preparing the classroom situation. For example, creating a calm and secure classroom environment and providing the appropriate conditions to achieve the highest degree of motivation for the student. In addition, the strategy that she worked on talking to her boosted her self-confidence and achieved satisfaction with her completed learning; Based on the content of this strategy. She has not experienced this type of learning before. After that, who made a move towards defining the goals of each imaginative activity in the teaching situation, and then the teacher worked to attract the students' attention by building a pattern of appropriate classroom preparation. That paved the way for each imaginative activity and provided an atmosphere full of freedom and cooperation among them by allowing them to discuss each other. in the imaginary article.

The teacher gave the students the option in the relaxation phase between closing their eyes, keeping them open and or staring at the classroom space, and allowing them to change the sitting position when bored or sit moderately on the bench. Thus, the rid of psychological pressures and reach a state of mental focus to control ability to imagine. The need for physical-sensory awareness by using many hands because of their importance and feasibility in expanding imagination. Then the students became ready for the visualization process; The teacher assigned them to imagine according to its multiple and disciplined stages. Based on the imaginary situation that has been set. To serve a specific pattern of fictional images, I worked to link them to the previous imagination by passing it to them by asking them to simulate some structures and come up with similar models. And weave to their patterns, based on their imaginations derived from the mental world, to benefit from these new imaginations in learning. Thus, the students are given a new imaginative position, different from what is taken in the innovative activity, to carry out the imagining process independently, formulate

written material, including creative images that are skilled and novel, and draft the main points of the talk. Based on the imaginary images formed in their minds.

Study Design

In designing this study, the researcher relied on the design of equivalent groups: (before-after). Accordingly, the design scheme of the survey with symbols is as follows:

$$\begin{array}{ccccccc} O_2 & O_1 & EG: & & O_1 & O_2 & \times \\ O_2 & O_1 & O_1 & O_2 & _ & & CG: \end{array}$$

EG refers to the experimental group, CG to the control group, (O1) to the speaking test, (O2) to the writing test, and (x) to the experimental treatment.

Study Variables

The research design of this study includes the following variables:

- First: the independent variable: the teaching strategy, and it has two categories: (the imaginative teaching strategy and the usual strategy).
- Second: The dependent variables are:
 - Speaking skills as a whole, expressed by the study members' performance of these skills combined in the test prepared for this purpose.
 - Individual speaking skills expressed by the study members' performance of these skills individually in the test prepared for this purpose.

Statistical Processing

The study questions and their hypotheses are answered using descriptive statistics (arithmetic averages and standard deviations), analytical statistics (analysis of variance (ANCOVA). And analysis of concurrent variance (MANCOVA) to examine the impact of the virtual education strategy on developing speaking skills for tenth-grade students. And the effect size is calculated using the eta square.

Results

This study aimed to investigate the impact of the imaginative education strategy in developing the linguistic skill of tenth-grade students. After applying the study procedures and collecting its data, the required descriptive and inferential statistical analyzes are used. The results related to the question that stated: "Is there a statistically significant difference at the level of significance ($\alpha = 0.05$) between the two arithmetic averages of the performance of the study members, in each of the speaking skills, individually and combined that is attributed to the teaching strategy: (imaginative and conventional education)". The first null hypothesis is derived from this question, which states that: "There is no statistically significant difference at the significance level ($\alpha = 0.05$) between the two arithmetic averages of the performance of the study members, in each of the

speaking skills individually, attributed to the teaching strategy: (innovative learning, and capitalization). The hypothesis test, the arithmetic averages and standard deviations of the performance of the study members are calculated. in each of the speaking skills individually, in the two groups: experimental and control, as shown in Table (2):

Table 2
Arithmetic averages, standard deviations, adjusted averages, and standard error of the study's performance in each of the speaking skills in the two applications: the pre and post speaking test

dependent variable (Speaking skills)	The strategy	Pre		Post		Modified Arithmetic mean	Standard error
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Toning skill (Score out of 15)	Ordinary	7.23	2.64	8.90	1.41	8.68	0.256
	imaginative education	7.27	1.63	11.45	1.01	11.66	0.249
	Ordinary	8.42	3.55	7.00	3.86	6.33	0.551
	imaginative education	5.77	2.67	12.59	1.81	13.22	0.536
Physical movement skill (Score out of 15)	Ordinary	6.04	3.41	5.19	3.35	4.74	0.598
	imaginative education	5.04	2.43	11.31	2.69	11.74	0.582
	Ordinary	5.28	3.63	8.52	1.28	8.48	0.260
	imaginative education	6.18	3.31	12.86	1.32	12.89	0.253

Table (2) shows apparent differences between the averages of the two groups: experimental and control, in the two applications: pre and post, for each speaking skill individually. To show the significance of the statistical differences between the arithmetic mean, the multiple accompanying analysis of variance (MANCOVA) test is used for the performance of the study members in speaking skills alone in the post-application. According to the difference of the group variable and Table (3) shows these results.

Table 3
The results of the associated multiple variance analysis (MANCOVA) for the performance of the study members in speaking skills individually in the post-application according to the teaching strategy

Contrast source	Scale fields	Sum of squares	Degrees of freedom	mean of squares	F value	The level of significance	Size effect (ETA square partial)
Tribal Toning Skill	Toning Skill - Dimension	2.666	1	2.666	2.345	0.134	
	Physical	4.080	1	4.080	0.772	0.385	

Contrast source	Scale fields	Sum of squares	Degrees of freedom	mean of squares	F value	The level of significance	Size effect (ETA square partial)
	movement skill - dimensional						
	Organizing skill - dimensional	23.106	1	23.106	3.714	0.062	
	Expression of opinion skill	3.501	1	3.501	2.975	0.093	
Physical movement skill	Toning Skill - Dimensional	1.302	1	1.302	1.146	0.291	
	Physical movement skill - dimensional	63.512	1	63.512	12.014	0.001	
	Organizing skill - dimensional	5.163	1	5.163	0.830	0.368	
	Expression of opinion skill	0.000	1	0.000	0.000	0.985	
Tribal organization skill	Toning Skill - Dimensional	1.982	1	1.982	1.744	0.195	
	Physical movement skill - dimensional	0.389	1	0.389	0.074	0.788	
	Organizing skill - dimensional	11.707	1	11.707	1.882	0.178	
	Expression of opinion skill	1.297	1	1.297	1.102	0.301	
Expression of opinion skill	Toning Skill - Dimensional	1.411	1	1.411	1.241	0.272	
	Physical movement skill - dimensional	2.180	1	2.180	0.412	0.525	
	Organizing skill - dimensional	2.575	1	2.575	0.414	0.524	
	Expression	0.516	1	0.516	0.439	0.512	

Contrast source	Scale fields	Sum of squares	Degrees of freedom	mean of squares	F value	The level of significance	Size effect (ETA square partial)
	of opinion skill						
The Group Hoteling =4.124 F = 35.05 H=0.000	Toning Skill - Dimensional	68.270	1	68.270	60.063	0.000	0.619
	Physical movement skill - dimensional	363.898	1	363.898	68.835	0.000	0.650
	Organizing skill - dimensional	375.944	1	375.944	60.436	0.000	0.620
	Expression of opinion skill	149.048	1	149.048	126.654	0.000	0.774
The Error	Toning Skill - Dimensional	42.056	37	1.137			
	Physical movement skill - dimensional	195.602	37	5.287			
	Organizing skill - dimensional	230.161	37	6.221			
	Expression of opinion skill	43.542	37	1.177			
Total Average	Toning Skill - Dimensional	131.116	42				
	Physical movement skill - dimensional	703.163	42				
	Organizing skill - dimensional	781.442	42				
	Expression of opinion skill	272.186	42				

Table (3) shows the following:

- The value of the statistical significance of each speaking skill is unique; According to the teaching strategy variable, it amounted to (0.000), which is

less than the level of statistical significance. Therefore, the first null hypothesis is rejected, which states: "There is no statistically significant difference at the significance level ($\alpha = 0.05$) between the two arithmetic averages for the performance of the study members. in Each individual speaking skill is attributed to the teaching strategy: (innovative learning, habitual learning). And the acceptance of the included alternative hypothesis "there is a statistically significant difference at the significance level ($\alpha = 0.05$) between the two arithmetic averages for the performance of the study members in each of the individual speaking skills due to the teaching strategy: (imaginative and habitual education).

- There are statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the arithmetic averages in the skill of post-toning, attributed to the teaching strategy, as the value of (F) reached (60.063). Through the adjusted standards shown in Table (2), the toning skill of the experimental group is (11.66) compared to (8.68) for the control group. Thus, the experimental group had better intonation skills than the control group after using the imaginative teaching strategy. It is clear from Table (3) that the effect size calculated through the Eta-square of intonation skill is (0.619), which explains (61.9%) of the variance. The rest (unexplained) is attributed to other variables.
- There are statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the arithmetic averages in the skill of physical movements, attributed to the teaching strategy. The value of (F) reached (68,835). Through the adjusted standards shown in Table (2), the physical movement skill of the experimental group is (13.22) versus (6.33) for the control group. Thus, the experimental group possessed the mastery of physical movements better than the control group after using the imaginative learning strategy. It is clear from Table (3) that the effect size calculated through the Eta square for physical movement skill is (0.650), which explains (65%) of the variance. The rest (unexplained) is attributed to other variables.
- There are statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the arithmetic averages, in the skill of dimensional organization, attributed to the teaching strategy; The value of (F) is (60.436). Through the adjusted standards shown in Table (2). The organizational skill of the experimental group is (11.74) versus (4.74) for the control group. Thus, the experimental group possessed the organization skill better than the control group after using the imaginative teaching strategy. It is clear from Table (3) that the size of the effect calculated through the Eta-square of organization skill is (0.62), which explains (62%) of the variance. The rest (unexplained) is attributed to other variables.
- There are statistically significant differences at the level of statistical significance ($\alpha = 0.05$) in the arithmetic averages, in the skill of expressing a post-opinion, attributed to the teaching strategy. The value of (F) reached (126.654). Through the adjusted averages shown in Table (2). The skill of expressing an opinion for the experimental group is (12.89) compared to (8.48) for the control group. Thus, the experimental group possessed the skill of expressing opinions better than the control group after using the imaginative teaching strategy. It is clear from Table (3) that the effect size calculated through the Eta square for the skill of expressing an opinion is

(0.774), which explains (77.4%) of the variance. The rest (unexplained) is attributed to other variables.

Table 4
Arithmetic means, standard deviations, adjusted averages, and standard error of the performance of the study members, in the two applications: pre and post in speaking skills as a whole

dependent variable (Speaking skills)	The strategy	Pre		Post		Modified Arithmetic mean	Standard error
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Speaking skills as a whole (score out of 60)	Ordinary	27.00	11.58	29.61	9.18	28.91	1.30
	Imaginative education	24.27	7.91	48.22	5.88	48.89	1.27

Table (4) shows apparent differences between the averages of the two groups: experimental and control. In the two applications: pre and post speaking skills, the significance of the statistical are Show differences between the arithmetic averages. The one-way analysis variance (ANCOVA) is used for the performance of the study members in the post-speaking skills as a whole; According to the different variables of the teaching strategy as that are shown in Table (5).

Table 5
The results of the one-way analysis of variance (ANCOVA) test for the differences between the average performance of the control and experimental groups in the post-speaking skills as a whole according to the different teaching strategy

dependent variable	Scale fields	Sum of squares	Degrees of freedom	mean of squares	F value	The level of significance	Size effect (ETA square partial)
Tele-Speaking Skills	Tribal speaking skills	1005.053	1	1005.053	28.517	0.000	
	the group	4203.178	1	4203.178	119.259	0.000	0.749
	The error	1409.763	40	35.244			
	Adjusted total	6135.163	42				

Table (5) shows that the value of the statistical significance of speaking skills combined; According to the teaching strategy variable, it amounted to (0.000), which is less than the level of statistical significance. Therefore, the second null hypothesis is rejected, which states: "There is no statistically significant difference at the significance level ($\alpha = 0.05$) between the two arithmetic averages for the performance of the study members, in speaking skills collectively, it is attributed to the teaching strategy: (innovative learning and habitual learning). And the acceptance of the included alternative hypothesis: "There is a statistically significant difference at the significance level ($\alpha = 0.05$) between the two arithmetic averages for the performance of the study members, in the speaking skills combined, due to the teaching strategy: (imaginative and habitual education).

It also appears from Table (5) that there are significant differences at the level of statistical significance ($\alpha = 0.05$) between the arithmetic averages in the post-speaking skills as a whole. Which are attributed to the teaching strategy; The value of (F) reached (119,259). Through the adjusted averages shown in Table (4). The speaking skills are for the experimental group (48.89) compared to (28.91) for the control group. Thus, the experimental group had better speak skills than the control group after using the imaginative teaching strategy. It is clear from Table (5) that the effect size calculated by the Eta square for speaking skills as a whole is (0.749), which explains (74.9%) of the variance. The rest (unexplained) is attributed to other variables.

Conclusion

This study sought to demonstrate the impact of the imaginative education strategy on the speaking skill of tenth-grade students. The study results showed a statistically significant difference at the significance level ($\alpha = 0.05$), between the two arithmetic averages of the study members' performance, in each of the speaking skills attributed to the teaching strategy. Furthermore, the differences favored the experimental group, which is taught using the imaginative teaching strategy. The researcher can attribute this result to the fact that the imaginative education strategy allowed the students to form mental images and realize the relationships between abstract and tangible concepts. Furthermore, he contributed to bringing it out through the speaking process, with a strong personality characterized by intellectual dialogue and the ability to debate and argue with others; Which led to the superiority of the experimental group.

The use of the imaginative education strategy created an educational environment characterized by freedom, activity and fun. It helped to use all the senses of the students. And stimulated their motivation towards teaching and learning, which enabled them to be creative comprehensively, encouraged their mental processes, and facilitated the storage of information in their memories to a large extent, which helped keep them for a more extended period. In turn, it helped to simplify the process of remembering and recall events faster and motivated them to express their emotions, without hesitation or shame, by speaking in front of their colleagues in an atmosphere of affection and love.

This result can be because the use of the imaginative teaching strategy has helped the experimental group members in the process of empathy and role-playing. The student imagined herself in the place of others and represented their views. And made her a positive and active element in the learning process and held her responsible for learning, raising self-reliance. And realizing her thought to design innovative intellectual products from her imagination increased her self-confidence, which contributed an active role in developing her speaking skills. And that the use of the imaginary education strategy enabled the experimental group members to form mental images are allowed for the link between experiences and transformed the share from abstract information to gain experiences in imaginary situations, similar to natural life situations, which what reflected in the students' ability to speak. As a result, memory is an actual condition that flows through the student's tongue with ease and ease.

This result may be attributed to the fact that the activities of the imaginative education strategy are related to the psychological and social needs of the students. Its use helped their self-dimension, deepen understanding and provoke feelings by developing their emotional intelligence skills, insight into various topics, and the formation of mental images related to the subject of learning, which allowed female students to speak in front of their colleagues without fear or shame. These activities gave me the chance to practice constructive mental thinking before the language production process. It worked to enhance the students' motivation towards learning. It gave them enough time to produce the language through the speaking process.

Recommendations

In light of the study results, the researcher recommends conducting other studies to evaluate the innovative teaching strategy's effect in teaching Arabic language skills in developing different types of thinking at different academic levels and in different linguistic branches.

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