

How to improve writing skill for intermediate school

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Abstract : To achieve the objective of the study, the researcher used the semi-experimental approach, which relies on the design of the experimental and control groups. A number of research materials and tools were prepared for this, represented in preparing a list of creative writing skills, the subject of research, and its behavioral indicator, And an achievement test to measure creative writing skills (targeted for development), as well as preparing a guide for the teacher to teach the strategy of directed expression. The researcher verified the validity of the study tools and materials, and measured their stability. He proceeded to apply them to the study sample that was chosen by the method available, which consisted of (86) male and female students from the second intermediate grade students Secondary School, and after the end of the application period .In carrying out the post-test, the researcher used a number of statistical methods and treatments to reach the results of the study. between the arithmetic means of the control and experimental groups .Statistically significant differences at the significance level $0.05 = \alpha$ (in development) the experimental group in the combined creative writing test. There are statistically significant differences at the level of significance $0.05 = \alpha$ Creative writing skills combined according to the variable of gender and in favor of females, and in the light of the results of this study, the researcher recommended the need to use guided expression strategy in developing creative writing skills

Keywords : Directed expression, creative writing, middle school students

كيفية تحسين مهارة الكتابة للمدرسة المتوسطة

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المخلص: لتحقيق هدف الدراسة استخدم الباحث المنهج شبه التجريبي الذي يعتمد على تصميم المجموعتين التجريبية والضابطة. تم إعداد عدد من المواد والأدوات البحثية لهذا الغرض ، تتمثل في إعداد قائمة بمهارات الكتابة الإبداعية ، وموضوع البحث ، ومؤشره السلوكي ، واختبار تحصيل لقياس مهارات الكتابة الإبداعية (المستهدفة للتطوير) ، وكذلك إعداد دليل للمعلم لتعليم استراتيجية التعبير الموجه. تحقق الباحث من صدق أدوات الدراسة والمواد وقياس مدى ثباتها. وشرع في تطبيقها على عينة الدراسة التي تم اختيارها بالطريقة المتاحة والتي تكونت من (86) طالباً وطالبة من طلاب الصف الثاني المتوسط ثانوي وبعد انتهاء فترة التقديم. - الاختبار استخدم الباحث عدد من الأساليب والمعالجات الإحصائية للوصول إلى نتائج الدراسة. بين الوسيلة الحسابية للمجموعة الضابطة والتجريبية. فروق ذات دلالة إحصائية عند مستوى الدلالة $0.05 = \alpha$ (قيد التطوير) المجموعة التجريبية في اختبار الكتابة الإبداعية المجمعة. توجد فروق ذات دلالة إحصائية عند مستوى الدلالة $0.05 = \alpha$ مهارات الكتابة الإبداعية مجمعة حسب متغير الجنس ولصالح الإناث ، وفي ضوء نتائج هذه الدراسة أوصت الباحثة بضرورة استخدام استراتيجية التعبير الموجه. في تنمية مهارات الكتابة الإبداعية



Chapter one

Research problem: In view of the importance of creative writing, and the weakness in expressive writing in general and creative writing in particular, which is manifested through the weakness of the ability to employ the language correctly, which is reflected in the weakness of the ability to compose and create, as well as the overlapping of the colloquial dialect with eloquence in writing, and the lack of interest in it showed the students' creative written expression, and this was confirmed by a number of studies, such as the study of (Al-Harbi, 2012, p. 4; Al-Mahmoud, 2008, p. 9; Khasawneh, 2005, p. 5; Al-Khamisa, 2004, p. 3).

In the same context, some studies indicate that one of the reasons for students' weakness in creative expression is the teaching methods used in teaching, which makes the teacher monopolize the conversation and does not give the student the right to participate, which negatively affects his ability to communicate in different situations, which leads to This is due to his weak linguistic ability, and thus the ability to express creatively in different situations declines, as well as the inability of these methods to spread the spirit of creativity to them because they depend on the traditional intellectual pattern based on memorization and memorization. Irrigation and problem analysis are not widely used (Al-Halaq 2010, p. 3; and Zaid, 20, p. 11). Therefore, it is necessary to employ teaching and learning strategies aimed at developing students' writing skills, especially creative ones. Therefore, the current research - a modest attempt - investigated the impact of the directed expression strategy on developing creative writing skills. For intermediate grade students.

Research importance:

Expression is of great importance in life, as it is one of its necessities, and no one can do without it at any stage of his life.

This research is an extension of previous research and complementary to it, as it comes in line with calls for the development of Arabic language curricula. And the methods of teaching it, and the importance of the current research lies in:

- This research can contribute to drawing the attention of Arabic language teachers and their students to the importance of a strategy to encourage students to come up with creative writings characterized by originality and novelty while employing their emotions and imaginations.
- It can contribute, along with other research, to developing expression and improving creative writing skills in the higher educational stages.



- It is possible to benefit from the tools of this research and employ them in other researches.

Define terms:

directive expression:

(Awad 2002) defined this strategy as “granting the learner a degree of freedom in choosing the topic with the teacher’s guidance and his participation in defining the topic together, and then in dealing with the topic” (Awad, 2002: p. 3)

(Fadlallah 2003) defined it as “a linguistic performance: its essence is information, ideas, opinions and feelings, and its appearance is drawn letters and specific signs: both of which are essence and form (organized and tightly organized with the aim of communication, improving expression, and achieving proof and documentation” (Fadlallah, 2003). p. 143). It is defined procedurally as the expressive written performance of the second intermediate grade student about the feelings, feelings and thoughts inside him on a topic he chooses from a group of topics proposed by the teacher and students.

Creative writing skills:

Madkour (2009) defined it as consisting of four skills, which are listening, speaking, reading and writing, and it is considered one of the pillars of linguistic communication, and the Arabic language is an integrated whole. In the view that it is the set of skills targeted in this study, which are fluency, originality, flexibility, elaboration, creative writing mechanisms and its behavioral indicator indicating it to measure the extent to which students possess these skills through the test prepared by the researcher for the purposes of this study.

Creative writing:

The Camel (2009) defines it as “the expression in which the writer expresses his feelings, feelings, emotions, close experiences, innovative ideas, new visions, and wonderful thoughts in a refined linguistic style and in an interesting way.” Creative writing differs from other types of writing such as functional writing, as it deals with topics that express The soul and its emotions and sensations, that is, it is emotional, aims primarily to stimulate the recipient’s being, his enjoyment, and influence him (The Camel, 2006: p. 9)

It is defined procedurally as a set of performances that the students trained on based on the directed expression strategy, enabling them to perform them easily, accurately and proficiently, and measured by the degree obtained by the students in the creative writing test prepared by the researcher for the purposes of this study.



hinder the realization of his aspirations creativity. Linguists paid attention to the nature of expression, and the most famous one was defined by Ibn Manzur (the subject of expression) in Lisan al-Arab as: “Through the vision, he conveys it as a phrase and a phrase, and he crosses it: he interprets it and informs about what will lead to it, and he expresses what is in himself, he expresses and clarifies, and he expresses a flan: he speaks about it; And the tongue expresses what is in the conscience..”

And it was mentioned in the decisive revelation: “If you interpret dreams” (Surat Yusuf: Verse 43). As for a term, Al-Baja (1999) defines it as “a person’s disclosure by speaking or writing about his inner feelings, feelings, thoughts, and meanings. In correct phrases that correspond to the different levels of students” (Al-Baja, 1999, p. 1).

In the light of the previous definitions, the researcher believes that they were similar in several aspects, namely, the means by which the expression is carried out, which is the language, the content that the language is used to express, and the criterion upon which the expression is based, which is clarity, correctness, and linguistic integrity. These definitions also differed in other aspects, including What focused on the educational dimensions, types of expression, and the rhetorical formula, and some of them focused on the dimension

In addition to the educational dimension, or the intellectual or ideological visions, and in general we notice that most of the definitions dealt with the expression in general.

The concept of creativity:

An old concept associated with the existence and development of man, and reached its heights with the middle of the twentieth century, when it became seen as a synthesis in which the mental and cognitive processes of man, his thinking pattern, his personality, his motivation, and his environment merge.

Jarwan (2002) defines it as “a combination of abilities, preparations, and personal characteristics that, if an appropriate environment exists, can elevate mental processes to lead to authentic and useful results, whether in relation to the individual’s previous experience or the experience of the institution, society, or the world if the results are from the level of creativity in one of the fields of life” (Jarwan, 2002, p. 22)

As for pleasure (2002), she defines it as “the ability to develop new meanings, and new connections and relationships that are not

(Expected) (Al-Surour, 2002, p. 22). Through this, the researcher believes that the creative student is the one who possesses the qualifications for creativity in terms of special personal abilities and skills, and who employs the circumstances



of his surroundings and environment and invests them as much as possible in finding ideas and means that distinguish him from the best. Ring in doing and doing things.

Creative writing:

There are many concepts and definitions that dealt with creative writing in various scientific fields, such as the field of literature, the field of language, and the field of education. Al-Qalqashandi (2004) defined it as “the art of composition or composition writing; it is the writing industry of: composing words and arranging meanings, and including the statement indicating the subtleties of meanings that are The froth of ideas, the jewels of words, and what they require of intelligence, quality of vision, and increased learning” (Al-Qalqashandi, 2004, pg. 5)....

In the educational field, Abdel-Wahhab (2002) defines it as “a process through which the student can easily and freely express what is going on in his mind of opinions and thoughts, and what is going on in his heart and conscience of feelings and feelings, in a language that is characterized by novelty, accuracy of expression, beauty of composition, and splendor of performance, while preserving The eloquent literary style leads to a deep impact on the recipient” (Abdul-Wahhab, 2002, p. 25). According to the above, the researcher defines it as that advanced type of writing that requires a set of mental abilities and linguistic skills, which make the learner able to select words and construct structures by which he bases his feelings, feelings, and emotions in describing His ideas, beliefs, and his special view of the situations he goes through in his daily life, which reveal the clarity of meanings and ideas to the reader.

Creative writing skills:

Creative writing needs a set of skills that school students must master in order to achieve their goals and objectives of creative writing, and in order to produce their work according to the latter with the highest possible quality. In this study, the researcher relied on five skills referred to by Abd al-Bari (2010), Basal 2005, and al-Naqah (2000), where the most important elements of creative writing are: originality, fluency, flexibility, elaboration, organization of content, Mechanisms (writing), and the following is a detailed explanation of each of them:

-Originality

It is “uncommon production that no one has ever seen before, and the idea is called original if it is not subject to common ideas, and is characterized by distinction, and the person with the original idea is the one who gets tired of using repetitive ideas” (Shaaban, 2010: p.

- Fluency:

Abu Jadu and Nawfal (2007) define it as “the ability to create and generate a large number of ideas and solutions to problems and lead to a good understanding of the information that the individual has learned and is characterized by the production of a large number of ideas and perceptions in a specific period of time” (Abu Jadu and Nawfal, 2007).

-Flexibility:

Defined as the ability to generate diverse ideas outside the range of expected ideas (Al-Khasibi, 2012, 57). It is referred to as “the ability to produce a diverse and different number of ideas or responses, and to switch from a certain type of thought to another.” Through this, the behavioral indicators of student resilience can be identified as follows:

- Support ideas with various evidence and evidence.
- Gives various convincing reasons for a particular idea or solution.
- Expresses the same idea with multiple linguistic alternatives.
- It moves from one idea to another easily and connects with observance of the logical sequence (Al-Kinani, 2005, 85).

4- Ifadh:

Ifadha represents the ability to identify the details that contribute to the development of a particular idea, and Zaytoun (2003) defines it as “the ability to add new and varied details to an idea or a solution to a problem or an artistic painting that will help improve, develop, enrich or implement it.” Zaytoun, 2003, 65).

(Abdul-Bari 2010) asserts that it is building on the basis of the information given to complement a building from its various aspects in order to become more detailed, and through this, the behavioral indicators of the student's elaboration skill are identified as follows:

Describes accurately a specific human value through a number of words formulated in linguistic structures.

- Explains a particular idea through a number of interpretations. It expands the single idea through a number of ideas and meanings (Abdul-Bari, 63, 2010).

Second: Related previous studies:

Previous studies related to the subject of the strategy of directed expression and creative writing were examined through research in previous literature and



previous university theses. It was found that there are a number of studies that looked at the strategy of directed expression and creative writing. Of which:

1- Shull Study (1 200, Shull)

The aim was to identify the impact of the cooperative learning strategy on the level of written expression among eleventh grade students in the state of Illinois, USA. On a sample of (54) students from Romoville School, who were divided into two experimental groups that included (28) students and a control group that included (26) students. The results showed the effectiveness of the two methods, with weak differences in the level of statistical significance in favor of the experimental group.

2- DeFoe Study (2005, DeFoe)

The aim of the study was to investigate the impact of learning using the directed expression strategy to teach students writing in the linguistic arts for the intermediate stage in the Canadian city of Toronto. The study sample consisted of (21) male and 24 female students. Medium in essay writing skills, and the results showed an improvement in writing skills among the study sample who failed to achieve intermediate and above average marks in essay writing skills, but in a limited and non-statistically significant manner.

3- The Barber's Study (2005)

The aim was to identify the effect of using free, directed and restricted written expression strategies on developing critical thinking skills and expressive performance among first year secondary students in Irbid Governorate. The sample of the study consisted of 224 male and female students from the first grade of literary secondary school, consisting of 121 male and 103 female students, divided into six academic disciplines that were chosen intentionally. The results of the study showed that the directed expression strategy is more effective than the free expression strategy. Restricted expression regression. The results also showed that there was no effect of the gender variable on students' performance on the scale of critical thinking and expressive performance.

4- Study by Wanas (2010)

The aim of the study was to identify the effect of free expression and directed expression on the development of critical thinking among students of the fourth grade of literature in the governorate. The third research was conducted randomly as follows: The first experimental group consisted of 32 students studying in the free expression method, the second experimental group consisted of 32 students studying in the directed expression method, and the third group, which is the control group, consisted of 31 students studying in the traditional way. The researcher relied on a ready-made test to measure critical thinking



- The researcher read each student's writing, in order to correct it according to the scale modified for creative writing skills.

- The researcher corrected each student's answer in the light of his performance in the test

The arithmetic average of the scores was taken, as each skill was assigned the degree it deserved according to the five-point Likert scale (1-5).

The stability of the agreement in the correction was verified between the researcher and the Arabic language teacher by using the Pearson equation (to determine)

The degree of agreement in the correction, and the results of this equation led to an agreement rate that reached (83%) when correcting the pilot sample test, and this is an acceptable degree for the purposes of stability

Steps for teaching the wave expression:

To achieve the objective of the current research, the researcher followed the following steps:

- Examine the previous educational literature related to the subject of the research, such as the study of Lafta (2014), the study of Wanas 2010, and the study of Al-Halaq 2005 related to directed expression and creative writing.
- Determine the proposed expression topics that will be studied according to the directed expression strategy.
- Refer to the teacher's guide and define the objectives of expression as follows:

Students practice correct writing, which helps them acquire the correct language and master its use according to its rules and regulations.

- Gaining the accuracy of observation, and the ability to start describing things, scenes, accidents, and situations quickly and correctly.
- Selection of words and structures appropriate to the meanings, ideas and feelings that are to be communicated, which leads to clarity of meaning.
- Disclosure of the inner parts of the soul in an easy way and in a manner that manifests imagination and creativity.
- Possess the ability to write various written works, such as stories, essays, thoughts, autobiographies, non-fiction, and plays.
- The objectives of teaching directed written expression.

The objectives of teaching directed written expression:



- Expressing a specific topic in a written expression consisting of paragraphs, so that each paragraph consists of sentences with proper structure, connected in meaning and carrying an idea. Main and subsidiary ideas.

Divide the topic into paragraphs, and link them together logically.

- Using graphic images and creative improvements as needed, which are appropriate to the student's academic level in his writings.

- Training in creative literary styles while writing. Correct use of punctuation while writing.

- Expressing in a correct language free of errors and conforming to the rules of grammar, morphology and spelling

- Steps to implement the directed written expression strategy.

Teaching steps using the directed expression strategy:

1- The teacher prepares the students mentally, so that this preparation moves them from the atmosphere of the previous session to the new lesson to be addressed, such as the hadeeth. On the importance of expression in life, and the interest of the Arabs in writing, or talking about the paragraphs of the test, the standard of written expression that takes place in the light of it

Correcting students' writing.

2- The teacher provides definitions and brief explanations of the general areas that can be written about.

3- The teacher proposes a set of expressive topics related to the students' tendencies and desires, and asks them to choose one of them. Selection by voting to find the desire and motivation of the students.

4- The teacher conducts a discussion with the students related to the subject of the expression, with the aim of highlighting the main and subsidiary ideas of the subject of the expression.

Students write on the chosen topic, drawing on ideas raised during the discussion.

5- The teacher takes care that the students write their expressive topics inside the classroom, and not allow them to write them at home or outside the line.

6- The teacher collects the notebooks or papers written by the students at the end of the expression session.

7- The teacher corrects the notebooks.

8- The teacher follows up on students' mistakes in the subjects that have been corrected and works on correcting them.

Chapter Fourteen

Display the search result

The following is a presentation of the results of the research, which aims to identify the impact of the directed expression strategy on developing creative writing skills. The result of the research was presented according to the hypothesis it dealt with.

Research hypothesis:

Are there statistically significant differences in the performance of the study individuals on the creative writing skills test due to the teaching method (strategy directive expression, regular method). To answer this hypothesis, the arithmetic means and standard deviations were extracted for students' achievement in the telemetry on the testing creative writing skills combined according to the group variable. Table (2) illustrates this (experimental and control).

Table (2) :The arithmetic means and standard deviations of the study individuals' achievement in the post-measurement on the creative writing skills test combined according to the variable of the group

skill	Group	Tribal		Remote	
Combined skills		Mean	Stander deviation	Mean	Stander deviation
	Control	45.56	3.88	55.56	3.88
	experimental	44.89	3.94	70.55	8.76

* The maximum mark = (100) marks

Table (2) shows that there are apparent differences between the arithmetic means of students' achievement in the post-measurement on the creative writing skills test combined, according to the group variable. The collective creative writing was chosen according to the group variable. Table (3) illustrates this

Table (3) The results of the application of analysis of variance associated with ANCOVA on the achievement of the study individuals on the telemetry on the creative writing skills test combined, according to the variable of the group.

Source	Sum of averages	degrees of freedom	The mean of the squares	F	Statistical significance
Group	7825.74	1	7825.74	242.53	0.00



Accompanying tribal	1798.10	1	1798.10	*55.72	0.00
Mistake	4065.71	126	32.27		
Total	527004.00	129			
Total	13111.26	128			

*Statistically significant at $\alpha = 0.05$ level

It appears from Table (3) that the value of f between the arithmetic means of students' performance in creative writing skills combined according to the list of skills according to the group variable amounted to 55.72, which is a statistically significant value at the significance level $5 \alpha = 0.0$ in favor of the experimental group, as shown in Table No. 2 The arithmetic mean of the students in the experimental group was higher than that of the control group, as it reached 70.55 for the experimental group, and 55.56 for the control group, and this indicates that there is a statistically significant effect at the significance level 0.05 of using the directed expression strategy in developing creative writing skills.

Chapter V

Conclusions, recommendations and suggestions

Interpretation of the research result:

This chapter deals with the interpretation of the results of the research and the recommendations and proposals reached by the research: Research hypothesis: Are there statistically significant differences in the performance of the study individuals on the creative writing skills test due to the method of Teaching (guided expression strategy, regular method)?

The results of this hypothesis showed that there are apparent differences between the arithmetic means of students' achievement in the post-measurement test.

Creative writing skills combined according to the variable of the group and in favor of the experimental group.

The performance of the students of the experimental group to the positive impact of the strategy that was used in this research, which depends on a set of elements.

The positivity represented in the participation of students in presenting ideas, linking them, and finding correlations between those ideas in order to reach results.



New, as well as the role of the teacher in directing students to sources of knowledge through the library or the Internet or looking at some sources

available, prompted the students to improve the skills of creative writing, as the teacher's guidance to the student regarding the topics of the subject prompted him to

The emergence of a distinctive productivity that enhanced his creative originality skills, and the students' discussion among them contributed to raising their fluency level.

It was represented by generating a large amount of ideas that helped them and became clear through the topics they presented. The participatory environment also prompted

Inside the classroom, which generated a great deal of diversity in the ideas of the students, with which they dealt with their expressive topics, and also helped

Cooperation in developing the students' ability to take care of the details of their ideas and to process them well.

This was reflected in one way or another on the extent to which the students were able to master the mechanics of writing, by relying on their experience and follow-up by the teacher.

This was confirmed by Dr. Rusty (Wanas, 2010; and the throat, 2005

This result agrees with the study of Scholl (2001), where the study concluded the effectiveness of the experimental and control methods, with significant differences.

Weak in the level of statistical significance in favor of the experimental group, where the results showed that there were statistically significant differences between

the two groups in favor of the experimental group, which indicated the superiority of the proposed strategy based on self-regulated learning in developing some

Experimental creative writing skills: fluency, flexibility, and originality.

This result also differs from the study of Wanas (2010), which concluded that there was no statistically significant difference between the group's

the first, and asked the second experimental group to test critical thinking. The results also showed the superiority of the two experimental groups over the group. The control group in the critical thinking test.



Recommendations:

- The need to adopt the directed expression strategy in the different school stages because it has proven effective in improving creative writing skills.
- Conducting more research based on the comparison between the directed expression strategy and other modern teaching strategies.

Suggestions:

- Applying the directed expression strategy to other educational environments to determine its effectiveness in developing creative expression skills more accurately.
- Adopt the list of creative writing skills identified by the current research, and take it as a starting point for building graded lists for the various educational stages.
- Conducting qualitative research in addition to quantitative research, to find out the reasons for female dominance in it.

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