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The Effect of Using Imaginary Learning Strategy on the Achievement of Arabic Grammar among the University Students

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ABSTRACT
This study aims at investigating the effect using imaginary learning strategy on the University students' achievement of Arabic grammar, so this study intended to answer the following null-hypothesis:Are there statistically significant differences at (0.05) on the University students' achievement of Arabic grammar who have taught according to imaginary learning strategy and those who have taught according to the conventional method?
The study sample is (60) students at Al-Qasim Green University in the second semester for the academic year 2015-2016.The researcher has designed a tool for this study, which made up of a pre-test (MCQ), the aim of this tool is to measure the equivalence of the two study groups.In order to verify the validity of the test, the researcher presentedthe test to panel of experts as well as he used Test-retest reliability to measure the test reliability.
The data have been analyzed by using suitable statistical tools, and the results show that:
The mean scores of the experimental group students is (38.64), while the mean scores of the control group students is (26.68), and by using T-test for the two independent samples to show if there arestatistically significant differences or not. So, the results show that there are statistically significant differences at (0.05). So, the calculated t-test value is (2.61) with (58) degree of freedom, i.e. the students of the experimental group are better than those in the control Group.
It is concluded that the synchronization of the time of imagination has helped to attract the students' attention and develop their accurate observation of the educational activity that is presented and implemented in front of them, and helped them to focus on the topic and make the lesson more interesting and exciting because the student linked this matter between theory and practice.
The researcher recommended that the teachers should pay more attention to teaching the Arabic grammar at the university level according to the imaginary learning strategy.

I. SECTION ONE

1.1 Significance

Grammar has become one of the most important and indispensable characteristics of the Arabic language because it is important for the interpreter, the reader and the listener in order to understand the exact meanings, the rhetorical and graphical systems involved in the linguistic structures, especially the Quranicstructures, so that they are not misunderstood (31: p. 62).

Therefore, grammar has a great role in linguists, as IbnKhaldun stated in his introduction that the tongue rests on four elements: language, grammar, manifesto and literature, but grammar is the most important one, as it shows the origins of the purposes by semantics, so it can be distinguished between the subject, object and predicate (4: p. 545).

Which concerned as an interesting issue by those who interested in language and linguistics, and they said that (grammar is the father of Arabic, and morphology is its mother), so they considered grammar as the main part, while the other parts are considered as secondary parts. They focus on memorizing the syntactic rules and its differences, but the others have considered grammar as a assist for language but not as a main part (98: p. 80).

The language of Quran is considered as the main source for knowledge of the language. So, Theodor Noldeke (the German orientalist) states that the holy Quran has a great effect on the Arabic language as "The Quran has a great effect on the language of the expanding region, as no one else in the world has" (86: p. 1).

All the tributaries of Arabic converged in this immortal river (towards the Qur'an), and the

dialects of Arabic and its various methods flowed into this stream, so it was the language of the Qur'an, and its style was the best form of Arabic expression, and the finest example of its rhetorical example.

Thus, we find that the holy Qur'an was the focus of Arabic studies, which were mainly established to serve it, including grammatical studies. Without it, the Arabic language would have perished, and had become an ancient language, similar to Latin or Sanskrit (66: p. 115).

There is no arguing that the holy Qur'an is the greatest source, and the most upright proof, in defining the rules of grammar and revolving its issues (44: p. 14).

There is no doubt that the holy Qur'an is the most eloquent among the eloquent Arabic texts. Rather, it is the pinnacle of Arabic eloquence. Its eloquence is manifested in the conciseness of its pronunciation and the miraculousness of its meaning. The truth is that the language of the Qur'an presents, as it is a linguistic trace, a unique image that no linguistic trace in Arabic can match at all.

Since the judgment on the effectiveness of any method is scientific, when it is reached through experimentation, the researcher wanted to subject this method, "the method of using Quranic verses" to experimentation, because Quranic verses have multiple functions, including fixing the grammatical rule in the minds of students, and consolidating it alongside Being an educational means, as it contains values, guidance and guidance that are considered an educational means in modifying the behavior of the individual, in addition to the development of the linguistic wealth of students, and the identification of the method of the Holy Qur'an in expressing meanings.

1.2 Statement of the Problem

Arabic grammar was described as being difficult and called dry, and people began to attribute to it what they find incapable of correctly expressing the feelings and thoughts in their souls and minds, as it was recognized in their minds that Arabic grammar is rugged, unpaved, and difficult and not easy, until it became one of the most important and complex educational problems in the world. Teaching Arabic (71: p. 101).

(The exchange of talk between the speaker and the speaker requires the use of rules based on the linguistic communication between the two parties (speaker and address), because the grammatical error leads to a change in the meaning to which the speaker or the speaker aims, and the feeling of difficulty in the way is not new, but its roots are historical, this is behind the visual red says in a letter he called (introduction in grammar) "When I saw the grammarians, and the owners of all Arabic, they used prolongation and many ills, and they ignored what he needed. The learner who is informed in the grammar of the abbreviation and strange ways, and the outlet that hides the beginner to save it and works in his mind, and surrounds him understanding, so I looked and thought in a book i write and gathered the assets, tools and factors on the origins of the beginners to spare the learner from lengthening" (12: pp. 33-34).

As for the modern era, the feeling of the difficulty of grammar in education began in the thirties of the twentieth century, and among those who turned to that was Taha Hussein, who saw that our language is not taught in our schools, but rather something strange that has no connection with life, has no connection Between it and the student's mind, feeling and emotion (56: p. 122).

The grammar in Arabic is one of the topics from which students are alienated, and they are fed up with it, and they are hard on learning it, and this situation has led to almost hostility to the use of grammatical rules in speech. Their hatred of the Arabic language as a whole and their underestimation (85: p. 282).

Since Arabic grammar is a prominent problem in terms of learning and teaching it, we have to ask where its difficulty lies, then? Is it in the grammar of the Arabic language itself, or in the methods used to learn it? The difficulty is not in the grammar of the Arabic language, but in the methods used to learn it (77: p. 9).

(Some scholars have attributed the difficulty in grammatical rules to the subject itself, and some of them attributed it to the books written in this field, and some of them attributed it to the subject's teacher, and others attributed the problem to the methods and methods used in teaching this subject, and based on the importance of Arabic grammar in controlling The tongue and straightening it, and that staying away from it leads to falling into the abyss of error and loss (21: p. 101).

The researcher chose the undergraduate level (College of Environmental Sciences) because it is an important stage in teaching Arabic grammar, as students in it have reached an appropriate level of mental and linguistic maturity, by absorbing the sum of words and terms when studying in the intermediate and preparatory stages, which helps them to think and understand questions. presented to them, and realizing the relationships, the points of disagreement, and the subtle taste between structures, phrases and sentences, so that they can make judgments and derive grammatical rules (11: p. 190).

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In addition to the fact that the university stage, which is the first stage of study at the university, during which students go to the field of practical life, and this field, requires that we care about educating them in an Arab education (1: p. 247).

Based on the above, it can be said that the importance of the current research stems from the following:

1. The importance of the Arabic language, as it is the language that Allah Almighty has valued, by making it the language of the glorious Quran.
2. The importance of Arabic grammar, as it is the backbone of the Arabic language, as it protects the tongue from melody.
3. Weakness of students in Arabic grammar, which needs to be addressed.
4. The importance of the university stage, as it is the stage in which students prepare for the field of work.

1.3 The Aims of the Study

The main aim of this study is to identify the impact of undergraduate students' mastery of Arabic grammar.

1.4 Hypothesis

In order to achieve the study aim, the researcher has created the following null-hypothesis: there are no statistically significant differences at (0.05) on the University students' achievement of Arabic grammar who have taught according to imaginary learning strategy and those who have taught according to the conventional method.

1.5 Limits

This study is limited to:

1. A sample of students of the College of Environmental Sciences at Al-Qasim Green University for the academic year 2015-2016 (second semester).
2. Objective limit: (subject and predicate, kānawa-axawātuha, innawa-axawātuha, coordination, numbers and description).

1.6 Main Concepts

1.6.1 Imaginary Learning Strategy

Musa (2000: 87) states that imaginary learning strategy is the amount the student has acquired from the scientific subject, measured by the mark he obtains in the test prepared in the Analytical Engineering Unit after completing the teaching process.

1.6.2 Arabic Grammar

Abdah (68: 54) defines Arabic grammar as the set of rules under which different procedures are combined, the rules that relate to the pronunciation of a word or group of words are called phonetic rules, and the rules that relate to word formation and its weight are called morphological rules, and the rules that relate to sentence systems and their syntactic movements are called grammatical rules.

1.6.3 The First Year Students "Any University student who has finished high school and has commenced his or her first year of college".

II. METHODOLOGY

Research Methodology

This section includes a presentation of the research procedures, including the selection of the experimental design, the research community and its sample, its tool, the application of the experiment and what is related to it, and the statistical methods as follows:

First. Experimental design:

The researcher followed one of the designs with partial adjustment, which seemed to him suitable for the requirements of the current research, and it was the experimental design. :

Second: The research community and its sample

The researcher intentionally chose the college of Environmental Sciences.

Third: Equality of the two research groups:

Before starting the experiment, the researcher was keen to equalize the two research groups in some variables that affect the results of the experiment, and these variables are:

1. The ages of the students.
4. The grades of Arabic language in the sixth grade of middle school

(Ministerial Exam) for the 2015-2016 academic year. Which can affect the level of students in the Arabic language, and the rules are part of it, and the following is an explanation of the procedures for statistical equivalence in the aforementioned variables between the students of the two research groups.

1. Students' ages, calculated in months:

He used the College's Registration Department to obtain the required information about the sample members with regard to the chronological age, as the average age of the experimental group students was (24,221) months, and the average age of the control group students was (93,221) months. And by using the t-test for two independent samples, to find out the significance of the difference between the ages of the students of the two research groups, it appeared that there is no statistically significant difference at the level of significance (0.05) between the mean ages of the experimental group students and the average ages of the students of the control group, as the calculated T value was (0.208). It is less than the tabular t-value of (2.000), with a degree of freedom (58), which

indicates that the two research groups are statistically equivalent in chronological age.

2- Arabic language grades in the final ministerial exam in the sixth preparatory

The researcher obtained the grades of students of the two research groups in the subject of Arabic language in the sixth grade preparatory, for the previous academic year (2015-2016) from the department of registration in the college, where the average grades of students of the experimental group in the subject of Arabic language in the final exam (ministerial) in Sixth grade preparatory (69,233) degree, average grades of students of the control group (68,733) degrees, and using the next test, for two separate samples to know the significance of the difference in arabic language grades between the students of the two groups, It appeared that there was no statistically significant difference at the indicative level (0.05) between the average grades of the experimental group and the average grades of the control group, as the calculated T value (0,239), which is lower than the t-table value of (2,000), was freely (58), indicating that the two research groups were statistically equivalent in the variable.

Adjusting extraneous variables:

In addition to the statistical parity measures that the researcher has mentioned among the students of the two research groups in four variables that may affect the dependent variable (achievement), try to adjust some extraneous (non-experimental) variables that may affect the integrity of the experiment, because adjusting them leads to more accurate results.

Here is a presentation of some of these variables and how to adjust them:

1. Experimental extinction: The effect generated by leaving some students (research sample) or interrupting them during the experiment, which affects the average achievement (47: p. 59), and the current research in which students (research sample) were not exposed to abandonment or interruption, or to move from school during the duration of the experiment, except for individual absences experienced by the two research groups in almost equal proportions.

2. Associated incidents: they are intended as possible accidents during the experiment, and have an impact on the dependent variable (collection), as well as the effect of the experimental variable (47: p. 95), and the experiment in the current research has not been exposed to the effect of this factor, because there was no significant incident during the duration of the experiment.

3. Measurement tool: The researcher controlled this variable, using a unified tool to measure the achievement of students of the two research groups, and this tool is (the distance attainment test) prepared by himself, characterized by objectivity, validity, and reliability.

4. Processes related to maturity: What is meant by them are the variables related to the processes of biological and psychological growth that may occur to the individuals of the experiment during their application, which affects their response (47: p. 95).

Due to the short duration of the experiment in the current research, these operations had no noticeable effect, as they started on 03/06/2016 and ended on 05/28/2016.

5. Differences in selecting individuals: The effect of this factor was controlled by random selection of the sample, and parity between students of the two research groups in (chronological age, and the degree of Arabic language in the sixth grade of middle school in the ministerial exam.

6. The effect of experimental procedures: The researcher tried to reduce the impact of this factor on the course of the experiment, and his attempt was as follows:

a. Subject :

The study material specified for the experiment was unified for the two research groups, which numbered seven subjects (the subject and the news, was and her sisters, that and her sisters, the number, kindness, and the call). .

b. teacher:

The researcher himself taught the two research groups, because assigning a teacher to each group, it may make it difficult to refer the results to the independent variable, and they may refer to one teacher's mastery of the subject more than the other, or to his personal characteristics, or other factors.

c. Lessons:

The researcher controlled the effect of this factor, by distributing lessons equally between the two research groups, in agreement with the department heads, to organize the schedule of distributing Arabic language classes for the two groups between the days of the week, so that the second lesson on Sunday is the Arabic grammar subject for the experimental group, and the class The third of Monday, and the second session of Monday, the Arabic grammar for the control group.

d. Teaching plans:

The researcher prepared appropriate teaching plans for the seven topics to be taught during the experiment period, and the independent variable.

e. Teaching aids:

The researcher controlled the effect of this factor, by using the same teaching aids for the two research

groups, with the exception of the examples that are considered an independent variable, and among these means: and the use of crayons and the usual, in addition to the similarity of the blackboards in terms of size and color.

f. College building:

The experiment was applied in a college and the halls were of equal size, number of windows, lighting, number of flights, their type and size.

g. Experiment duration:

The duration of the experiment was one equal for the two research groups, which is (12) weeks. It started on Sunday 06/03/2016 and ended on Thursday 05/26/2001.

Formulating behavioral objectives:

After defining the scientific material that the researcher will study during the duration of the experiment, he formulates the behavioral objectives to be achieved for each of the seven topics concerned, and derives the objectives in light of the content of the material, and the requirements of the special grammar rules for each topic.

The researcher looked at the general objectives and found them comprehensive and not measurable, so he derived behavioral objectives for teaching the subjects identified by the Arabic language, and their number reached (42) behavioral objectives distributed among the grammatical subjects.

After that, he presented it to a group of experts in the field of teaching methods of the Arabic language *, to know the validity of its formulation and suitability, its coverage of the content of the material concerned with the study, and the grammatical requirements of each Experts agreed, on all behavioral objectives.

Experiment method:

After completing all the requirements of the experiment, the researcher started applying it on Sunday, 06/03/2016, which was devoted to getting to know the students of the two research groups and guiding them.

The researcher followed the same method in teaching all the subjects concerned with the study, and the experiment was completed on Thursday, 03/26/2016.

Research tool:

Among the requirements of the current research, the application of an achievement test to measure the achievement acquired by the students of each of the two research groups during the experimental period, in the subjects concerned with the study for students of the first stage 2016-2017, and knowing the differences between the two groups in the average achievement, and finding their statistical significance.

The achievement tests are one of the most common measurement tools in our schools (97: p. 170), for the simplicity of their preparation, and their application compared to other means.

And since the current research requires preparing a post-test to measure the achievement of the students of the two research groups after completing the experiment, and due to the lack of a ready-made achievement test characterized by objectivity, validity and reliability, covering the seven topics studied by the two research groups, the researcher prepared an achievement test to measure the effect of a method on the achievement of the students of the two research groups, According to the following steps:

A- Drafting the test items:

For the purpose of formulating the test Items, the researcher preferred objective tests over other tests, for their ability to cover the largest possible amount of the contents of the study material due to the large number of questions that the test could include, the ease of correction and objectivity, as well as being characterized by high validity and reliability (97: 178-179).

For this reason, the researcher chose one of the types of objective tests, which is multiple choice, and the number of items of the post-achievement test in its initial form was (30) items, distributed among the seven specific topics of the experiment. The researcher tried to make the test items comprehensive to cover the special objectives of teaching the seven topics.

b- The validity of the test:

The validity of the test means "the ability of the test to measure what it was designed to measure" (72: pg. 137), and for the purpose of verifying the test's validity, the researcher presented his test items in their initial form of (30) items to a number of experts and specialists in the Arabic language and its teaching methods, to explore their opinions about Covering the content of the seven topics specified for the experiment, as well as the validity of each item and its suitability to the level of students.

After reviewing the opinions of the experts and taking the necessary minor modifications in this regard, the test is ready for implementation with its 30 items.

Survey application of the tool:

The test was applied to a sample of (100) students from another college (College of Agriculture) on 05/14/2016 in the morning, after the researcher

confirms that he has finished teaching the specific topics of the experiment before this date, and the monitoring process has been assigned to three teachers to make it easier for the researcher to supervise the progress of the testing process for the students of the exploratory sample, and the testing process proceeded naturally.

Through the survey application, the following emerged:

Test time.1

In light of the application of the test to the exploratory sample, it became clear to the researcher that the average time that the students took to answer the test was (55 minutes), and the average time required for the post-achievement test was determined by recording the time taken by the fastest student, and the time taken by the slowest student to answer the test items Then, the average test time was calculated using the following equation:

$$\text{Test Time} = \frac{\text{time of the fast students} + \text{time of slow student } 50+60}{2} = 55 \text{ minutes}$$

Analyzing the Test Items

The purpose of analyzing test items is the process of examining individuals' responses to each item of the test or test, and knowing how difficult or easy each item is, and the extent of its effectiveness or ability to distinguish between individual differences for the trait to be measured (69: p. 67).

And after correcting the answers of the exploratory sample by giving (one score) for the correct answer, and (zero) for the incorrect answer, the treatment of the left-over items, the items for which more than one indication was given, and the items whose alternatives were not clear, the treatment of the incorrect answers, and after correcting the answers The students arranged their scores in descending order, then took the highest and lowest (27%) of them, as the best percentage of comparison between two different groups of the total group for studying the characteristics of the test items (69: p. 69).

The number of students in the upper and lower groups reached (54) students, and the highest degree among the degrees of the upper group was (28) degrees, while the lowest degree among the degrees of the lower group was (13) degrees, then according to the average difficulty and strength of discrimination for each item of Test items, as follows:

A- Difficulty level:

The difficulty of the item is the percentage of those who answer the item correctly in a sample (64: p. 295). The degree of difficulty is explained by the fact that the higher the percentage of the correct answer indicates the ease of the item, and the less it indicates the difficulty of the item (7: p. 214).

In general, one item achieves maximum success in distinguishing between individuals if its level of difficulty allows (50%) of the group members to succeed in answering it (10: p. 256).

After calculating the difficulty coefficient for each of the test items using the difficulty coefficient equation, it was found that it was between (0.35) and (0.74). Thus, the test items were neither very difficult nor very easy, as (Bloom) believes that the test items are good if their difficulty coefficient is between (0.50 - 0.60), while they are considered acceptable if their difficulty coefficient is between (0.20) (80: P. 66).

After calculating the power of discrimination of each of the test items,

(33% - 59%) and the item is considered good if its distinguishing power is (30%) or more.

Calculation of the reliability coefficient:

There are many methods for calculating the reliability of the test, including the method of retesting, the method of equivalent images, and the method of split-half (69: pp. 80-82).

The researcher used the split-half method, and in this method, the researcher applies the test once, then there is the correlation coefficient between the individuals' scores on all the odd questions in the test, and its scores on all the even questions in it.

In order for the use of this method to be appropriate, the test design must be such that it allows equivalence between the individual questions in the test, and the pairwise questions so that the average and difficulty of the questions are equal in each of the two halves (72:135)

This method is one of the most common methods of test reliability, and this is due to the fact that it avoids the defects of other methods. It avoids the defects of the retest method in the case of not guaranteeing the same conditions for conducting the first application in the second application, and also avoids the issue of costs and the length of time used in retesting. Therefore, this method is characterized as being economical in time for the application of the test, as it is applied only once, not to mention that it is of low effort and low cost (45: p. 152).

To calculate reliability in this way, the researcher adopted the scores of the exploratory test application that was conducted in the College of Agriculture, and he drew (54) answer sheets in a random manner from those students' answers, then collected the individual items for each student on one side, and the paired answers on the other hand, that is, the scores were divided by Two groups, one of them represents the scores of individual items, and the other represents the scores of even items and an appendix (16) illustrates this. The reliability was calculated using the Pearson correlation coefficient between the scores of the odd items and the scores of the even items (89: pp. 70-71).

The reliability coefficient was (0.79), then corrected by the Spearman-Brown equation, then it became (0.88), which is a good correlation coefficient, as unregulated tests are good, if their reliability coefficient reaches (0.68) and above.(8: p. 434), and thus the test is ready for application.

Application of the final exam (post-test)

The researcher told the students (the research sample) that there would be a test for them in the seven subjects, two weeks before the date of its conduct so that the research sample would be equal in preparation for it. The first page was devoted to writing the student's name, class and division, and test instructions. There are (30) item

The researcher applied the test to the students of the two research groups on 05/24/2016 at (8.45) in the morning, in one hall that the researcher prepared in agreement with the Deanship of the College of Environmental Sciences, and organized it in a way that reduces the chances of students benefiting from each other in the answer and has contributed to the monitoring process. Two professors from the college, in addition to the researcher, and things went smoothly, and there was no accident affecting the test process.

How to correct the achievement test (post-test):

After applying the achievement test to the students of the two research groups, the researcher corrected their answers on the basis of giving (one point) for the correct answer for each of the test items, and (zero) for the incorrect answer.

As for the left-over items, and the items whose alternatives were not clearly indicated, or more than one indication was placed, they were treated as the wrong answers, and on this basis the test's highest score was (30) and the lowest score was (zero).

After the researcher corrected the students' answers about the post achievement test items, he found that the degree (28) was the highest degree, and the degree (11) was the lowest.

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