

**THE IMPACT OF THE EXPLORATION STRATEGY ON WRITING SKILLS AND LINGUISTIC INTELLIGENCE AMONG FIFTH-GRADE PRIMARY STUDENTS FOR "OUR ARABIC LANGUAGE COURSE"**

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**ABSTRACT**

This study aimed to know the impact of the exploration strategy on writing skills and linguistic intelligence among fifth grade students in "our Arabic language" course. The study sample consisted of (51) female students from fifth grade, from two schools in Na'our district that were chosen through purposive sampling, where the study members were randomly divided into two experimental groups (25) female students, who studied by the exploration method, while the control group was (26) female students who studied by the traditional method. The researcher prepared a writing and a linguistic exam.

The study showed that : there were statistically significant differences at the level (0.05 = a) between the average scores of the control group and experimental group in linguistic intelligence tests and writing skills in favour of experimental group who studied by the exploration method. In the light of the results that the study concluded, some recommendations was made including: Adoption the exploration strategy in tackling students' weaknesses in language intelligence and writing skills, and training Arabic language teachers on how to use the exploration strategy.

**Key words:**

Exploration Strategy, Linguistic Intelligence, Writing Skills.

**1. INTRODUCTION**

Arabic is considered an identity and a symbol of Arabism. It has been endowed by Allah to be the language of the Holy Qur'an. The Almighty said: "Indeed, We have sent it down as an Arabic Qur'an that you might understand." Yusuf (2). Its immortality is related to the Holy Qur'an so it has to be instilled in the souls of young people to render the creativity and

advancement of Arabic civilization. This is cannot be attained without an authentic and comprehensive linguistic revival.

The advancement of any nation is the outcome of a comprehensive vision of all its components (intellectual, cultural, political, scientific and religious.), and the Arabic language represents the essence of this vision.

Any challenge it face must be met with therapeutic programs so that its learning, acquisition and spread are facilitated. Thus, it assumes its role in the unity of the nation and the formulation and preservation of human civilization, it is a means of communication, and understanding between the Arab peoples, we must reinforces belonging and respect to this language.

Writing skill is one of the basic skills in Arabic, and it has an educational value in students' learning, as it triggers and develops their mental capabilities and gives them a wide field of thinking and reflection, the selection of structures and words, the arrangement of ideas, as well as the coordination of style, and the quality of formulation. Writing also enables the learner to seize, write and follow the writer's thoughts, Henceforth is influenced by what the writer feels and appreciates the artistic value of these writings. (Al Bagga, 1999)

Arabic curriculum take into consideration providing students in different classes with writing as a communication skill due to its of its strong impact on the learner's life and future, as well as its role in his scientific and academic life . It is necessary to take care of it in particular in the basic stage classes through the application of a carefully prepared curriculum. A group of tools in this area include are suggested such as: the use of conversation cards, self-evaluation, journal writing, and integration of reading and writing exercises. (kallio 2008)

Writing is a set of diverse skills, which the learner must master in order to be able to express what he feels and thins. Writing is related to the acquisition of knowledge, ideas and experiences, hence the learner expresses himself about this to gain his various knowledge (Jad, 2005).

Writing skills are considered difficult ones compared to other language arts. Because writing does not always represent the spoken part of the language, some letters are silent, also, there are similarities between the forms of letters and their sounds differ, as well as the presence diacritics, the convergence of the sounds of some letters which are difficult to distinguish. Children often

do not realize the social and mental functions of writing for them, they are merely symbols and lines with no significance and need many tools to perform, such as: the note book, the pen and the book and light (Fakher Alddin, 2000)

(AlSaied, 2000) mentioned writing skills and divided them into two types, skills related to form, and skills related to content. As for form skills, they are accurate use of punctuation, the rules of spelling follow, good handwriting, and paragraphing, well organization. There are also content skills which include: topic selection, writing an appropriate introduction, sequence and coherence of ideas in presenting the topic, tackling main and supporting ideas, integration and using evidence.

(Nolen, 2003) defined linguistic intelligence as the ability to address, treat, and use language structures, its sounds, and its use, whether spoken or written effectively in various tasks, and to understand its complex meanings, which indicates high degrees of intelligence as seen in the case of the author, poet, journalist, orator, and presenter.

Linguistic intelligence includes remembering information, understanding the structures of words and their meanings, the ability to talk beyond language, memorizing the meanings of words and their connotations, the ability to remember information, expressing oneself in thoughts, feelings, and trends, persuading others, employing and manipulating words, and producing and interpreting relationships to find meaningful information , And the use of language in creating an atmosphere of entertainment and fun (Al-Badur, 2004).

(Damas, 2008) stated that there are different types of exploration, such as guided exploration, in which students are provided with sufficient instructions to ensure that they obtain valuable experience, and this ensures their success in using their mental abilities to discover concepts and principles. Among them is also semi- guided exploration, in which the teacher presents a problem with some general guidelines, so that it does not restrict the student nor deprive him of opportunities for practical and mental activity.

### **Statement of the Problem and Questions:**

The problem of study comes first from the status quo of Arabic language teaching for basic stage, in particular , has led to students' backward level in this subject due to it is no longer attractive to the learner, as their level of different language skills has been decreased in listening, speaking, reading and writing. Moreover, most of the aspects of the decline were obvious in

writing skills. The students' writing is charged with the language errors in dictation, writing, grammar, and syntax.

It appears that one of the most important reasons for students' weakness in Arabic, as mentioned by Al-Dulaimi and Al-Waeli (2003) was the lack of Arabic language teacher's interest and the teachers of other subjects in using Arabic, and that no reader complies with the spirit of the age to teach the reading curriculum, the lack of Arabic language teachers' preparation as well as Their low level of education.

Some studies indicated that there are serious problems among students in the different stages of education regarding their ability to write. One of these studies is the Education Policies Report in Jordan (1995). Al-Qasim's study (2000) and Ammar (1999) pointed to the students' weakness in different writing skills.

This study is a modest addition to studies and research based on structural learning, including the exploration strategy among students, which seeks to answer the following main question:

### **The impact of the exploration strategy on writing skills and linguistic intelligence among fifth-grade primary students for "our Arabic language" course**

1. The impact of the exploration strategy on writing skills and linguistic intelligence among fifth-grade primary students for "our Arabic language " course
2. Are there statistically significant differences at the level (0.05 = a) in writing skills improvement among the experimental group taught "our Arabic language " through exploration strategy and control group taught through traditional method

### **Study Significance:**

The importance of the Arabic language, the mother tongue and the language of the Holy Qur'an that students should master all their skills, especially writing and linguistic intelligence skills

- The importance of the teaching strategies to be followed in teaching our Arabic language, and the suitability of the exploration strategy to teach this language, the basic stage in particular.
- Benefiting everyone who has a relationship with the Arabic language in terms of copyright, instruction and research with results of this study.

### **Study Limitations:**

The study has the following limitations:

- A sample of fifth grade students from two basic schools in [Na'our](#) directorate of education.
- Teaching three units from "**our Arabic language**" course (second semester).

The applied tools in this study are prepared by the researcher, so the generalization of the study results is determined by the validity and reliability of these tools.

Exploration is considered one of the best strategies that make the student get a meaningful education, as it permits learning sustainability and increases students' self-motivation and cognitive readiness and achieving self-learning and retention, as well as transferring the material between learners more easily. Learning through exploration strategy makes the student an active participant. (Schulman, 1986)

### **Operational Definitions:**

**(Exploration Strategy):** It is a self-learning strategy that learners perform (the study sample), to reach a problem solving themselves, by generating ideas and testing hypotheses. It is a special strategy for student learning at the school level, because it gives students full learning experiences, and creates opportunities for them to use the available materials and their sources, which help them observe, gather information, write facts, and reach evidence and compare them with each other, which enables the learner to have variety of experiences.

**Writing Skill:** well command of written language to re-encode the spoken language in a written form on paper, through forms that are related to each other according to a known system where each of these forms corresponds to a linguistic voice in order to transfer Ideas, opinions and feelings from author to another. This leads to proper language production pinpointing the required meaning. This study is confined to functional and creative writing.

**Linguistic Intelligence:** It is the learner's ability to use the Arabic language and its meanings efficiently to express the situation that various activities require. It is also a talent for learning and using the language. It includes the effective ability to express oneself and remember things.

## **2. PREVIOUS STUDIES**

The researcher tackles previous studies through four strands, namely:

- Studies in exploration strategy, studies in class interaction,

➤ Studies in writing and written composition, and studies in linguistic intelligence.

- **Studies in Exploration Strategy:**

(Alhaysony, 2012) conducted a study which aimed at testing strategies for discovering the vocabulary that EFL Saudi students prefer .it used the Intensive English Language Program at the University of Hail. The sample of the study consisted of 746 male and female students. The questionnaire was used as a study tool. The results revealed that students use different strategies to discover vocabulary. The results of the data analysis showed that social strategies are the most used kinds of strategies, while the strategies based on using dictionary and guessing were not used much. It also showed that female students used all the strategies more frequently than students.

- **Studies in Writing and Written Composition:**

(Ahmed, 2012) conducted a study to investigating the impact of different teaching methods on developing writing skills for Saudi learners of the English language. The sample of the study consisted of 50 female students. They were randomly chosen and divided into a control and an experimental groups. A written test and a pre and posttest were used as study tools. The results showed that the average performance of all female students in both groups was equal. The results also showed a remarkable improvement in the performance of the experimental group which was much better than that of the control group in written skills.

- **Studies in Linguistic Intelligence:**

The study of (Totanji, 2013) aimed to identify effect of using the strategy of mutual teaching in improving oral presentation skills, observation and linguistic intelligence. A sample of 98 male and female students was chosen to implement the study. It was divided into experimental and control groups. To measure the impact of the strategy, the researcher prepared three pre- and post-tests, namely an oral presentation skills test, a test in taking note skills, and a test in linguistic intelligence skills. The results showed that there were statistically significant differences in the oral presentation, taking notes, and linguistic intelligence in favor of the experimental group. And statistically significant differences in favor of female students in improving oral presentation skills attributed to the interaction between strategy and gender, and

there are no statistically significant differences in taking notes skills according to gender variable. There were also statistically significant differences in favor of male students in linguistic intelligence skills

The study (Suwandi & Slamet, 2013) aimed to investigate the difference in the short story appreciation ability between students with multiple linguistic intelligence and those with low linguistic intelligence, and whether there was an effect of interaction between learning models and linguistic intelligence on the ability to appreciate the short story. The sample of the study consisted of 530 fifth graders from 15 basic schools. The tests were used as a tool to collect data. The results showed that the ability of students with high linguistic intelligence to appreciate the short story was better than students with low linguistic intelligence, and there was no interaction between learning models and linguistic intelligence. And that teaching short story appreciation for students with high linguistic intelligence using education and contextual teaching, is better than teaching students through problem-based education model.

With a review of the previous relevant studies, it is clear that the variables of the experimental studies or others, their independent variable had an effect on the dependent variable. The exploration strategy outperformed all the methods to which it was compared. The dependent variables affected by the exploration strategy were: transfer of learning effect, achievement in different subjects all year long, and vocabulary acquisition.

Studies of writing and written composition found that the cooperative learning strategy improves writing skills as well as the educational programs which aimed at developing written composition. The diversity of methods also improves writing skills. Linguistic intelligence studies found that students have this type of intelligence at a moderate degree, as stated in the study of sukar and Ghanem (2011).

Another study revealed a negative association between anxiety in conversation and linguistic intelligence, while another study found that there was a high correlation between vocabulary and linguistic intelligence. As for (Totanji Study, 2013), It is found that mutual teaching has an effect in improving language intelligence skills. Another study concluded that the story appreciation is better for students who enjoy linguistic intelligence.

The researcher has made use of the previous studies, especially the studies that followed the semi-experimental research, and dealt with the variables of the current study: exploration strategy, with regard to the choice of the members of the study, and constructing tools, necessary procedures, and statistical treatments, as well as a benefit of how the results are presented and discussed. However, the current study dealt with variables- whether independent or dependent- not addressed by previous studies as in this study in terms of showing the impact of the exploration strategy in improving writing skills and linguistic intelligence.

### 3. METHODOLOGY

This study used the semi-experimental approach, in which the design of the experimental group and the control group were adopted. This can be expressed in the following design:

**G 1: O1 O2 X1 O1 O2**

**G 2: O1 O2 X2 O1 O2**

**As:**

G1: Experimental group (exploration).

G2: control group.

O1: Pre- and post-test for writing skills.

O2: Pre- and post-test for linguistic intelligence.

X1: Exploration Strategy.

#### **Study Population:**

The researcher chose three schools on purposive sampling: Mansheya Husban Secondary School and Princess Haya School, and these schools are close to each other.

The principals of these schools had indicated their willingness to cooperate with the researcher, and the teachers were willing to facilitate the researcher's mission, as well as there were sufficient number of fifth-grade sections in every school. The strategy and the traditional method were distributed to these sections randomly, and one of the sections represented the first experimental group (exploration), (25) students, and the other section represented the control group, (26) students.

**Study Instruments:**

The goals of the study require constructing two tests, the first in writing and the second in linguistic intelligence

**First: Writing Skills Test:**

Having reviewed a number of studies that include writing tests, the researcher prepared a writing skills test, Appendix (1). She chose three topics that the student has to write about. The researcher presented these topics to a group of arbitrators and asked them to choose what seems to be the most appropriate for the fifth grade students, and these topics are:

1. Description of Tafila Valley, which the poet described as the most beautiful valley.
2. Writing no more than a page about the friend and supporting the idea with evidence.
3. Writing a topic about Jerusalem.

Most of the arbitrators selected the friend's topic, because the experts felt that this topic was suitable for the child in this stage in which friendships are made.

**Writing Test Correction criterion:**

The researcher used special criteria to correct female students' writing, making use - when preparing these criteria- of previous studies which dealt with the topic of writing or written composition, as a dependent variable in different academic stages. Some adjustments were made to those criteria, to become appropriate for the fifth basic grade. The correction criterion was divided into two areas: the organization or shape field, and it included (8) sub criteria. The content and style field, and it included (5) sub criteria. Certain scores were assigned to each standard, and Table 1 illustrates this.

**Table 1: Writing Correction Criteria**

The first field	Sub criteria for the form	Score
1	Subject division into introduction , presentation and conclusion	3
2	Writing organization as paragraphs	2
3	Using punctuation correctly	3
4	Writing on lines	1

5	Good handwriting and paper neat	1
6	Grammatical error- free	3
7	spelling error –free	2
8	Using appropriate conjunctions	2
<b>Second field</b>	<b>Sub criteria and content</b>	
9	Including simple figure of speech	2
10	Using standard vocabulary	2
11	Writing each idea in a paragraph	2
12	flow of subject thoughts	3
13	Support ideas with some evidence	2
<b>Total</b>		28

### Reliability of the Writing Skills Test Correction:

To verify the validity of the correction of female students' writing, the researcher corrected a sample of female students' writing about the chosen subject (friend) twice, within two-week period, and extracted the reliability over time, using the Pearson correlation formula, and found that it reached (0.87). To make sure that reliability is accurate, the researcher asked one of her colleagues, who specializes in Arabic language curricula and teaching methods to correct the same writing sample. Using the Pearson correlation coefficient, the researcher extracted the correlation coefficient between her and her colleague, and this coefficient reached (0.78).

### Second, the Linguistic Intelligence Scale:

Having reviewed a number of studies that adopted linguistic intelligence tests, the researcher prepared a test to measure linguistic intelligence skills in the current study. The test consisted of prose and poetic text from the female students' course, and a set of questions was developed. A set of questions was developed for the two texts, each question measured a skill of the (seven) skills, two grades were allocated for each skill, the total score of the prose text and the poetic text is (14) scores each, the degree will be (28) for the linguistic intelligence test.

### The Validity of the Test of Linguistic Intelligence Skills:

To verify the validity of the test of linguistic intelligence skills, it was submitted to be reviewed by a group of arbitrators specialized in curriculum teaching, tests and standards as well as was to

a number of Arabic language teachers, appendix (5). The arbitrators made changes to some of the test items in terms of language and orders, all of which were taken by the researcher.

### The Reliability of Linguistic Intelligence Skills Test:

To find out the reliability of the test, the researcher chose a sample of fifth-grade students from outside the study sample, and conducted the first application of the test. Two weeks later, were the second application. The correlation coefficient between the applications was (0.82), according to the Pearson correlation coefficient.

### Equivalence of Groups:

Equivalence of groups was verified by adopting female students' scores in the pre-test for writing skills, linguistic intelligence skills, Table (2) illustrates this.

**Table 2: Arithmetic means and standard deviations for female students' scores in study groups in writing skills and post linguistic intelligence.**

Field	Group	Number	Arithmetic mean	Standard deviation
Writing Skills	Experimental Exploration	25	10.42	2.97
	Traditional Control	26	12.23	3.06
Linguistic Intelligence	Experimental Exploration	25	15.77	3.97
	Traditional Control	26	16.02	4.11

As noted in Table (2) there are few apparent differences between the arithmetic means in the writing and linguistic intelligence skills test between the students' scores of the two groups. To find out the significance of these slight differences, the analysis of variance was used, Table (3) shows that.

**Table 3: Results of the analysis of variance for female students' scores in the three groups in the writing skills test and post linguistic intelligence.**

Field	Source	Sum of squares	D.f	Mean of Squares MS	"F"	Level of Significance
	Method	111.660	2	110.211	1.401	0.28

Writing skills	Error	4850.200	108	83.140		
	Total	5961.860	110			
Linguistic intelligence	Method	68.915	2	35.415	1.702	0.15
	Error	1112.090	108	18.301		
	Total	1181.005	110	110.211		

Table (3) shows equivalence of the study groups in writing skills test and linguistic intelligence test, as there are no statistically significant differences between the arithmetic averages. The calculated value of (F) is (1.401), the statistical significance is (0.28). For the writing skills test, the calculated (F) is (1.702), and the statistical significance is (0.15) for the test of language intelligence skills. This indicates that there are no statistically significant differences between Study groups.

### Methodology and Procedures:

The study follows the following procedures:

1. Having access to some of the theoretical literature and studies that dealt with the strategies at issue.
2. Determination the topics covered in the study from "our Arabic language" textbook for the fifth grade class.
3. Obtaining a letter to facilitate the researcher's mission in the schools where the experiment will be applied.
4. Choosing the schools mentioned in the study population.
5. Conducting a continuous meeting with the teachers who will teach the study groups. This is to show them the skills to be taught within the exploration study strategy.
6. Preparing a writing skills test and a linguistic intelligence test.
7. Conducting validity and reliability processes.
8. Applying the two pre tests after verifying the equivalence of the study groups.
9. Prepare lesson notes related to the exploration strategy throughout the study and verify the validity of these notes.

10. Follow up on the progress of the study by communicating with the teachers concerned with implementing the teaching
11. Applying the post-test on the study population.
12. Presenting the results in light of the study hypotheses.
13. Discussion the results and writing recommendations and suggestions.

Among the procedures, the researcher also verified the equality of female teachers who will carry out teaching through the two strategies at issue. As I found that female teachers are close in years of service, their service ranged from 7-10 years, and each of them had taught the fifth grade for no less than five years, all of whom have a Bachelor's degree in Arabic language.

### **Statistical Treatment:**

To verify the study hypotheses, mathematical means and standard deviations for female students' scores were used in the writing and linguistic intelligence tests. ANCOVA also was used to determine the significance of the differences between the means.

To verify the reliability of writing skills, and linguistic intelligence skills, Pearson correlation coefficient was used.

## **4. RESULTS**

This chapter deals with the findings of the study, and these results are presented in light of the study's hypotheses.

I. Results related to the first hypothesis which states: There is no statistically significant difference from the level of significance ( $\alpha = 0.05$ ) in improving writing skills and linguistic intelligence between students of the experimental group studying 'our Arabic language' in exploration strategy and students of the control group studying in the traditional method.

To verify the validity of this hypothesis, arithmetic means and standard deviations were extracted for female students' scores in the post-writing skills and linguistic intelligence tests, to know whether there were statistically significant differences between the mean of scores of female students of the experimental group (exploration) and the mean score of female students of the control group. Table (4) shows that.

**Table 4: Arithmetic means and standard deviations for the score of the members of the control group and the experimental group (exploration) on post writing skills and linguistic intelligence**

Field	Group	Arithmetic mean	Standard deviation
Writing skills	Control	14.02	3.25
	Experimental	17.96	6.75
Linguistic intelligence	Control	18.77	6.97
	Experimental	21.35	7.38

The results presented in Table (4) indicate that there are differences between the arithmetic means of the experimental group taught by the exploration strategy, and the control group taught by the traditional method, in writing skills and linguistic intelligence skills. To find out the significance of these differences, ANCOVA was used. Table (5) shows that.

**Table 5: ANCOVA results for students' scores of the experimental groups (exploration) and control group in post writing and linguistic intelligence tests**

Field	Source	Sum of squares	D.f	Mean of Squares MS	"F"	Level of significance
Writing skills	Pre -	35.576	1	35.576	2.7412	.054
	Group	91.0252	1	91.0252	11.9336	.000
	Error	250.9465	47	5.361		
	Total	341.9717	49			
Linguistic intelligence	Post	66.985	1	66.985	0.56	.376
	Group	2004.4339	1	2004.4339	18.249	.000
	Error	3613.708	47	76.8873		
	Total	5618.143	49			

Table (5) shows that there is an effect of the exploration strategy with regard to improving writing skills for the fifth graders taught by this strategy, the value of F was (11.9336). The level of significance was (.000), which is a significance at ( $0.05 = \alpha$ ) That is, the difference is statistically significant in favour of the experimental group taught through exploration. It appeared also that there is an impact of the exploration strategy with regard to improving

linguistic intelligence skills for the fifth graders taught by this strategy, the value of F was (18.249). The level of significance was (.000) which is a significance at ( $0.05 = \alpha$ ) That is, the difference is statistically significant in favour of the experimental group taught by exploration

Based on this result, the first zero hypothesis stating that there is no difference is rejected, and the alternative hypothesis which states that there is a statistically significant difference is accepted.

## 5. DISCUSSION THE FINDINGS AND RECOMMENDATIONS

This chapter deals with discussing the findings of the study, recommendations and suggestions to be formulated in light of the results. The results will be discussed in light of the study's hypotheses.

First: Discussion of the results related to the first hypothesis: The first hypothesis stated: **There is no statistically significant difference at the level of significance ( $\alpha = 0.05$ ) in improving writing skills and linguistic intelligence between students of the experimental group studying 'our Arabic language' by the strategy of exploration and the control group students who study in the traditional method.**

The results related to this question showed that the experimental group students outperformed the control group students, and the difference was statistically significant in favor of the exploration and classroom interaction strategy. That is, the strategy of exploration and classroom interaction had an impact in improving writing skills and linguistic intelligence.

The researcher attributes this to the fact that female students in exploration strategy were depend on themselves to express themselves, as the strategy encouraged them to understand. Students who acquire knowledge by themselves broaden the scope of this knowledge constantly, and in this case they are superior to their peers who receive knowledge in a direct way.

Learning by exploration strategy helps the student to infer meaning and distinguish between the ideas to be addressed during writing. Moreover, this strategy trains the student to paraphrase paragraphs and discover the errors herself, by repetition this process, the student becomes more skilled in using vocabulary, demonstrate its meanings, and puts it in its correct place in the sentence or phrase.

This result was in agreement with the results of (Riyadh, 1999) study, whose results concluded that there was a statistically significant difference between the experimental group taught by guide exploration using educational portfolios in the field of activities and practical skills and the control group in the achievement test after teaching the proposed units in favor of the experimental group. It also agreed with (Mahmoud, 2014) study, whose results indicated that there was a statistically significant difference between the experimental group that was taught using the exploration strategy to teach grammatical rules, and the experimental group that was taught in the traditional method.

As for the superiority of the students of the same group, who were taught by exploration in linguistic intelligence, it may be due to the fact that this strategy enables students to take their freedom to think, and use the language that seems suitable to the situation. This freedom has a positive reflection on linguistic intelligence.

This may also be attributed to the activities that were done in this strategy, which aroused enthusiasm and competition among students, as each of them aspires to reach what is required based on their own efforts, and to sharpen the concern. This is necessarily reflected on the thinking of the issue at hand, and the result is an improvement linguistic intelligence skills.

Based on these results, there are recommendations, including: Adopting the exploration strategy in tackling students' weakness in linguistic intelligence and writing skills, and training Arabic language teachers how to use the exploration strategy to get a better level in these skill

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