

**The effect of the cause and effect strategy on the achievement of the second intermediate grade students in the subject of Arabic grammar**

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**Abstract**

This research aims to: Know the effect of the cause and effect strategy on student achievement (Second intermediate grade in the subject of Arabic grammar). And to achieve the goal of the research, the researcher formulated the following null hypothesis: - There is no statistically significant difference at the level (0, 05) between the average grades of students who studied Arabic grammar according to the (cause and effect strategy), and the grades of the students who studied the same subject will be averaged according to the method. The standard for the achievement test in the Arabic grammar subject. The researcher used the experimental method and the partial control design for the two research groups (experimental and control) with the post-test, and the researcher was chosen randomly and through the lottery (middle segment for boys). Division (B) represents the control group, and the research sample reached (64) students, (31) students in the experimental group, and (33) students in the control group.

Kava the researcher among students of the two research groups statistically by using the second test of two independent samples in the following variables: (chronological age calculated in months, Arabic language masters degrees for the first course of the previous year (2019/2020), IQ test, and by using the (Kai) square in the two variables of academic achievement,

**Keywords :** ( cause and effect strategy , achievement, Arabic grammar, second intermediate grade) .

**Chapter One: (Introducing the Research(**

**First, the research problem:**

The problem of poor achievement of class students The second average in the Arabic language in general, and grammatical rules in particular The problems that were and still exist to this day, as Arabic grammar has become one of the topics Which alienate the students, and narrow them fed up The weakness became This article represents the reality of the situation of many students in all stages of education, and this was confirmed by a number of teachers By visiting the researcher to a sample of schools and meeting with a number of teachers The subject of Arabic grammar in those schools, they made it clear that the Arabic grammar lesson is not It is not well received by the students He will gain from them what the colors of scientific and literary study gain from Care, they treat it as a subject imposed on them as they study it bitterly as if they were

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carrying a heavy load, because of the difficulty they encounter in their study of it, and then it reflected negatively on their achievement in the subject of Arabic grammar.

Therefore, we find a large number of students relying on other branches of the Arabic language, such as: literature, texts, and expression, in order to obtain success in this subject (Al-Dulaimi and Souad, 2005: 196.)

The researcher reviewed the results of studies. Several have clarified that the problem of weakness in the achievement of second-grade students in the Arabic grammar is a problem that has existed for a long time, but it is still continuing to this time, which leads to a problem. The researcher urged to conduct a study on this problem because it exists and does not depend on a specific stage of study or a specific semester, and among these studies the study of Al-Azzawi (2004) showed a decline. The level of students' achievement in Arabic grammar, and after using modern teaching methods, its results led to a high level of students' achievement in Arabic grammar (Al-Azzawi, 2004: 112.)

Al-Hamdani's study attributed weakness. In the grammar of the Arabic language and the large number of grammatical errors among middle school students. There are many reasons, including the defect in the content of the material, the defect in the Arabic language teacher and the method of preparing it, and the defect in the methods. Teaching grammar and many other reasons are why students. The second middle class make grammatical errors (Al-Hamdani, 2000:11.)

therefore the reasons for conducting this research are the poor achievement level of the second intermediate grade students in Arabic grammar, and this was confirmed by the researcher's discussion of a number of Arabic grammar teachers (15 teachers and teachers), about the level of achievement of second grade students. The average in Arabic grammar and the usual way of teaching them. Most teachers of the subject answered that. The learners' achievement ranges between average and weak, and most teachers of the subject depend on the usual teaching methods. Accordingly, the researcher distributed an exploratory questionnaire to teachers of Arabic grammar and obtained the following results:

-1The answer of 90% of them that they use the usual methods in teaching Arabic grammar, such as the method of discussion, asking questions, the inductive method, and the lecture, which are among the usual methods, and the answer of %10 that they use modern methods in teaching Arabic grammar.

-2The answer of %76 of Arabic grammar teachers that there is a weakness in the level of achievement of second-grade students in the Arabic grammar subject. They explained the reasons for this decline due to the length of the curriculum, and the method of teaching that does not take into account the individual differences among students, and the lack of modern teaching aids. The large number of students in the classroom, and the answer is 24%. Among them, there is no decrease in the achievement of the second intermediate grade students in the subject of Arabic grammar.

%100 -3answer (all teachers of Arabic grammar) that they have no knowledge of the (cause and effect) strategy as a teaching strategy, knowing that the researcher gave a definition of the (cause and effect) strategy.

%57 -4answered that the students face difficulty in their study of Arabic grammar, and 43 % answered that the students do not face any difficulty in their studies of Arabic grammar for the second intermediate grade.

and through the results of the above questionnaire, the largest sample. From the teachers of Arabic grammar, they answered that there is a weakness in the level of students'

achievement in Arabic grammar, in addition to their lack of knowledge of the (cause and effect) strategy, and also that most of them use ordinary teaching methods.

### **Second, the importance of research**

The education, whether intended or not intended It occurs in a society at a certain time in certain circumstances, so education has existed since the existence of man on earth, despite the different methods of knowledge and the diversity of its methods over the years Ages and generations, therefore, it is constantly changing, its goal is for people to live a better life, and this is the movement of education in human societies (Al-Khazraji, 2004: 70-71 .(

and education can only achieve its goals in society Through a means of communication through which educational systems can be applied, namely language, it is the main means that man has used since ancient times in the process of understanding with the other In light of it, he was able to transfer his ideas and life experiences to be a means of building his own life and building a community (Zayer and Sama, 2013: 19.(

Language is what distinguishes a nation It is also considered one of the important educational means in the acquisition of cultures and knowledge It is intertwined in adapting the behavior of the individual to conform to the traditions and behavior of the society, and it is the identity of the peoples, the slate of their countries and their greatest pillar, and it is considered one of the factors of artistic taste (Khalaf Allah, 2002: 155 .(The right of every nation that boasts the language we as Arabs at the forefront of those nations as privileged position , and we are honored that Arabic is the language because it is the language of the Koran as the language that the Holy Quran honor God came down by the state of the Almighty said ) **we sent down our Quran Arabs that you understand** ) ( Yusuf: 2) (Al-Waeli, 2004: 19.(

The Arabic language is the language of the Qur'an, and it is the language that God chose to be His words in which He was revealed. The Almighty said: (And **thus We sent it down an Arabic Qur'an**) ( Taha: 113 .(

The Arabic language is not written correctly except with knowledge of its basic rules, as rules are the shield that protects the tongue from error. And the rules in themselves are a control of speech, and correctness of pronunciation and writing (Zayer and Eman, 2011: 315.(

Grammar is one of the branches of the Arabic language and is not an intended end in itself. Teachers should not exaggerate in teaching it to distinguish it from other branches of the language. Rather, they should focus on the extent that helps students achieve scientific benefit in the integrity of their expressions (Al-Rahim et al., 2003: 111 .(

Societies have given great importance to school achievement since ancient times, and it is still considered the criterion by which we infer the extent of the individual's mental abilities and intelligence. The ratio of an individual's intelligence and superiority (Ismail, 1989: 33.(

And achievement helps in diagnosing many educational phenomena, and the extent to which students possess information and skills in a study subject, through their answers to a set of questions, which represent the content of the study material, or measuring a sample of student behavior (learning outcomes) and evaluating this behavior according to certain standards and norms. And determining the extent of the success of the teaching methods and methods used by teachers, and that it is a means of promoting and following up the growth of students, revealing their abilities and preparations, and directing and developing those abilities in a correct way (Ashour and Muhammad, 2010: 269 .(

Improving the level of achievement in Arabic grammar is not an easy process, as it requires designing programs, drawing plans, and building curricula that lead to the desired goal, using

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modern learning strategies. Rules and procedures, involving means leading to the achievement of a specific goal, are a plan directed towards a specific goal (Al-Hilah, 1999:267 .(

Teaching strategies are important in learning and teaching, and they should become part of the student's knowledge building, and he practices them during his learning and teaching. The practice of these strategies is not achieved in a day or night, but rather requires an effort to become a skill for him (Qatami et al., 2000: 269.(

Therefore, the researcher chose a new strategy that may contribute to raising the achievement of second-grade students in Arabic grammar, which is (cause-and-effect strategy) one of the active learning strategies that focus on the principle of learning by doing and encouraging deep learning, which may help the student understand the educational material better. That the student be able to explain or clarify them in his own words, and ask different questions and answer the teacher's questions, and may work hard to solve various problems after dealing with them effectively and reach generalizations useful in decision-making (Asha and Others, 2012:522.(

The strategy (cause and effect , (one of the active learning strategies based on the educational philosophy, based on the positive role of the learner, which aims to activate its role, through work, research, analysis, synthesis and experimentation itself, access to information and skills within the educational process) [www.naqila.com](http://www.naqila.com):2019. (

The intermediate stage is one of the important academic stages in the life of the individual, as it contributes to building the learner and forming his personality by revealing his talents and abilities, guiding him academically, preparing him for the secondary stage or joining the fields of work and production, as well as increasing the ability to think and solve problems (Bahri, 2021: 41.(

The second intermediate grade aims at consolidating what has been discovered about students' aptitude and inclinations, enabling them to reach and assimilate higher levels of mathematical knowledge and skills, and working to achieve their integration to continue their applications in preparation for the next stage, and to prepare for a scientific and productive life (Ministry of Education, 1990: 4.(

### **From the above, the importance of the current research can be highlighted**

- 1The importance of education and its role in the development of the individual and society .
- 2The importance of language as a means of communication .
- 3The importance of the Arabic language as the language of the Noble Qur'an and the language of Arabs and Muslims
- 4- The importance of grammar, which is the key to science and a lively practice of the linguistic, cultural and scientific outcome.
- 5- The importance of academic achievement, as achievement is a measure of the extent to which the subjects that have been taught are understood, and academic achievement measures the extent to which educational goals are achieved.
- 6- The importance of active learning.
- 7- The importance of the (cause and effect) strategy as it is an educational - learning strategy that makes the learner active and effective, as it motivates the learner to learn and this is what the modern educational philosophy emphasizes.
- 8- The importance of the intermediate stage because it is the basis on which the educational process is based.
- 9- The importance of the second intermediate grade as it is a qualitative stage in the students' journey in terms of the diversity of study subjects.

-10 Informing the concerned authorities of the results of the study, including the Ministry of Education.

### **Third: the purpose of the research**

The current research aims to know (the effect of the cause and effect strategy on the achievement of second-grade intermediate students in Arabic grammar.)

### **Fourth: the research hypothesis**

**To achieve the goal of the research ,the researcher formulated the following null hypothesis:**

))There is no statistically significant difference at the level of significance (. 05 ) , (0between the average achievement scores of students ) the experimental group ( who study the Arabic grammar subject according to the cause and effect strategy and the average achievement scores of the students ) the control group ( who study the same subject according to the usual method in the post -achievement test. (

### **Fifth: The limits of the search**

. 1Second grade average students in middle school and secondary day Boys of the Directorate of Education Dhi Qar / Tents Education for the academic year 2020.2021 -

. 2Topics of the book (Arabic Grammar) for the academic year (2020-2021) to be taught in the (first ( course.

### **Sixth :Define terms**

#### **First: the effect**

It came in Lisan al-Arab: The effect is the rest of the thing .And the collection is traces and traces. And I came out after him, and in his trail, that is, after him .I was influenced by him and influenced by him: I followed his effect .And the effect by moving: what remains of the drawing of the thing .Effect: keeping the effect in something .And a trace in a thing: He left a trace in it (Ibn Manzur, Volume 1, 2005: 52.(

#### **procedural definition:**

It is all the differences that occur to the second intermediate grade students (the experimental group) when they are taught according to the (cause and effect strategy) in improving their academic achievement in Arabic grammar.

#### **Second: the strategy**

The researchers pointed out that the origin of the word) strategeDerived from the Greek wordstrategia ,(which refers to the art of leading the army in war, or in other words the ability to set plans and manage the fighting forces in the battlefield (Abu Jadu and Nofal, 177: 2007.(

#### **Procedural definition (strategy):(**

They are the procedures that the researcher applies to the students of the experimental group to deliver the assigned study material to them, based on one of the active learning strategies, which is the cause and effect strategy.

#### **Third : Cause and Effect Strategy:**

The researcher did not find an appropriate definition of the (cause and effect) strategy, except for one definition in the Internet, as follows:

#### **Strategy (cause and effect):(**

It is a set of decisions that the teacher takes in the classroom, which reflects the patterns of the educational act of the learners, in which the teacher urges the learners to understand the hadith

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with its own reason, or that the result that appeared to you is nothing but the results of a reason) w . mta . sa : 2019. (

### **The procedural definition of the strategy (cause and effect):**

It is one of the active learning strategies that aim to engage second-grade students in the middle school in the lesson by creating columns on grammar topics and containing the agreed upon ideas ,and then starting the discussion process.

### **Fourth : Language collection:**

The result of everything, what remains, is established, and everything else is gone, is from the account, deeds, and the like .And the thing happened to be achieved, and Al-Fara' (d. 207) said in the Almighty's saying: (And **what happens in the breasts happened**) ( Al-Adiyat: 10.( Meaning between, and others said: distinguish, and some of them said: plural, and something happens: assembled and proven (Ibn Manzur, 2005: 155).(Al-Tahseel distinguishes what happened: Al-Tahseel: extracting the pulp from the husks, like extracting gold, mineral stones, and wheat from straw (Al-Zubaidi, 1984: 279.(

### **.Procedural definition of collection:**

It is the grades obtained by students (the research sample) in the achievement test of Arabic grammar in the second intermediate grade.

### **Fifth :Grammar language:**

The rule is the origin of the exponent, and the basic rules, and the rules of the house are its foundation, as in the Almighty's saying (And when Abraham lifted the rules from the House and Ismail, our Lord, accept from us that you are the All-Hearing, the All-Knowing) (Ibn Manzur, Volume 1, 2003:3.(

### **Procedural definition of the rules:**

It is a set of topics from the Arabic grammar book for the second intermediate grade, which are taught during the experiment period.

### **Sixth :Second Grade Intermediate:**

It is the second grade of the intermediate stage, which follows the first grade intermediate, as well as precedes the third grade intermediate, and parallels the eighth grade in basic schools (Ministry of Education, 2010: 18.(

## **Chapter II Theoretical aspects and previous studies**

### **The first topic:**

#### **First, the constructivist theory**

#### **the introduction**

It was called the constructivist theory because it sees that rational knowledge is built Nor It is given directly as Biagi\* proceeds from the postulate that there is a genetic basis from Through which knowledge is built and consists of mental frameworks, through the interaction of the self with the environment This is for a biologically necessary purpose, which is to adapt to the environment and achieve a balance between the self and the environment, meaning that there is a relationship between the educated self and the environment. This relationship develops the genetic foundations and regulates reality According to the needs of the self, which creates a kind of balance. If this balance is disturbed for some reason, a new process of adaptation must be restored through the process of assimilation that leads to the integration of new data into the old mental

frameworks, and the process of adaptation that leads to the formation of new mental frameworks (Al-Raji, 2007: 48).

**The principles of constructivist theory:**

-1I considered introspection to be its method, and introspection for this school is derived from physiology and not from philosophy.

-2Constructivists held that psychology should focus on studying the human mind was interested in what is general, and therefore it did not pay attention to the study of individual differences, nor did it pay attention to the study of what is abnormal, in other words, it ignored the study of the injured Psychological and mental disorders (Mohammed, 2004: 27).

-3The scientific material of psychology must be obtained through introspection in honest experimental conditions.

-4With regard to the relationship of the soul to the body, the constructivism considered the soul and the body to be two balanced systems. The most important contributions of the constructivist school is to move psychology into metaphysics, and also criticism was directed at it, which affected the field of psychology (Muhammad, 2007: 28).

**Second: Active Learning:**

The term active learning refers to the process in which learners are active in the learning process through reading, writing, thinking, discussion, participating in problem solving, and the ability to analyze, construct and evaluate. Until recently, there was no common definition of active learning. There are those who believe that all learning methods are active, while in most cases they depend on lecture and recitation.

**The origin of active learning:**

Active learning appeared in the last years of the twentieth century, and interest in it increased clearly with the beginning of the twenty-first century. The twenty-first century as one of the contemporary educational and psychological trends, which has a great positive impact on the learning process inside and outside the classroom on the part of school and university students (Badawi, 2010: 25).

Studies and scientific research that conducted for active learning, the student's ability to focus diminishes after ten minutes, and this naturally results in a decrease in the amount of information that the student can retain (Awwad and Zamel, 2009: 25).

**Active Learning Principles:**

Among the principles of active learning are the following:

-1Organizing the school to give priority to effort, and this includes having knowledge and satisfaction that the educational work requires an organized effort.

-2Clarity of expectations so that there is no ambiguity or ambiguity in defining what is expected of the educational process and the cooperation of its parties to respond to these expectations.

-3Equitable evaluation so that the student makes sure that the evaluation is done on the basis of the effort and not for any other considerations and based on criteria whose ability to equalize between students can be tested.

-4Appreciation of achievements is a prerequisite for making effort and equitable evaluation, and it does not only represent the role of the motivator, but also represents a role in giving the student a non-marginal role in the learning process.

-5The method of thinking, and for the learners to be able to it, it is necessary not to be satisfied in the teaching process by giving the students the information and their demands to retrieve it on the test paper.

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### **Active Learning Disabilities:**

The characteristics of active learning are:

- 1 Student activity and positivity during the educational process.
- 2 The student's interaction with the scientific material in a positive, planned and purposeful manner.
- 3 The learner exerts mental and physical effort to build knowledge in his mind, and the works of his mind in understanding scientific matter and things, phenomena and solving problems (Abd al-Wahhab, 2005: 137.)

### **Active learning features:**

The advantages of active learning are the following:

- .1 Active learning is characterized by the participation of the student as a key member in the process of education and learning, where he participates in the selection of the work system and rules of the classroom, and in determining educational goals, the selection of learning resources, and in evaluating himself and his colleagues, and also participate in educational situations department, and this provides an opportunity for each student according to his speed and abilities.
  - 2 leads to learning in mastery, and enhances the spirit of initiative and responsibility and also promotes positive competition between students.
  - 3 It enhances confidence in self, social skills, and mental abilities.
  - 4 It is characterized by the possibility of change in the learning environment according to the chosen educational situation, learning may take place in an individual style that supports independent learning, or learning in small groups and in different forms such as peer learning or cooperative learning (Ministry of Education in Egypt, 2006: 12 .)

### **Third : Cause and Effect Strategy:**

The result is one based on the educational philosophy of education strategies reason strategy, based on the positive role of the learner and efforts to activate its role through work, research, analysis, synthesis and experimentation (proud to receive information and skills within the educational process by learning one of which strategies strategy cause and effect) w . mta . sa : 2019. (

### **The concept of cause and effect strategy**

It is a set of decisions which the teacher takes in the classroom, which reflects the patterns of the educational act for the learners, in which the teacher asks the learners to understand the hadith with its own reason, or that the result that appeared to you is nothing but the results of a reason, and that ability upon which the learners are based requires the work of higher intellectual skills based on intellectual abstraction to understand the relationships between cause and effect from through the processes of analysis, synthesis and evaluation, and linking relationships, concepts, and strategy that are easy to use in most educational materials, which contributes to the consolidation of information in the mind significantly without being quickly forgotten) w . mta . sa : 2019. (

### **How to implement a cause and effect strategy:**

The teacher asks the students in the classroom to read the passage, if it is in Arabic or the reading class. The teacher makes an organizational chart, in which the teacher clarifies four columns divided in them cause, effect, and prevention. After reading, the student summarizes the most prominent ideas in memory from the piece he read. The learner performs self-assessment after returning again to reading the text, to sort out what he made a mistake and the strategy has the ability to be implemented individually, or in educational groups or the collective form of education in the form of small divided groups, and here the teacher must divide the roles, and

define them for each learner Effectively within the application group via organizing methods for equal participation among team members) w.mta . sa :2019. (

### **The second topic: previous studies**

This topic includes a number of previous studies close to the subject of the study carried out by the researcher in order to benefit from its objectives, methods and results after reviewing a number of previous studies and literature in this field. The researcher would like to point out that there are no Arab or foreign studies directly related to the subject of his research. The effect of the cause and effect strategy on the achievement of second-grade intermediate students in Arabic grammar, but this does not prevent the researcher from reviewing the methods and methodology that some studies have followed and the results they have reached. Of which:

#### **Studies based on active learning**

##### **- 1Dahlaki study (2009):**

- ❖ **Place** : This study was conducted in Baghdad, Al-Mustansiriya University, College of Basic Education .
- ❖ **Aim of the study** : This study aimed to know (the effect of using introductory and probing questions on the achievement of second-grade intermediate students in Arabic grammar .(
- ❖ **Method** : The researcher adopted the experimental design.
- ❖ **Sample size** : The researcher confined her research to second-grade average students in (Al-Anwar Intermediate School for Girls) affiliated to the General Directorate of Education in Baghdad, Al-Rusafa First. 30) female students, the second experimental group (30) female students, and the control group (30) female students.
- ❖ **Equivalence** : The researcher rewarded the students of the three research groups in the following variables (chronological age for the students calculated in months, the academic achievement of the fathers, the academic achievement of the mothers, the scores of the Arabic grammar subject in the mid-year test for the academic year (2008-2009.(
- ❖ **The Tool** : To measure the achievement of female students in Arabic grammar, the researcher prepared an achievement test of a multiple-choice type consisting of (50) items .
- ❖ **Experimenter** : The researcher herself.
- ❖ **Duration of the experience** : a full course.
- ❖ **Statistical means** : The researcher has adopted the following statistical methods: (one-way analysis of variance, chi-square, Pearson correlation coefficient, Spearman-Brown equation, effectiveness of alternatives, item difficulty coefficient, item discrimination coefficient ,LSD least significant difference.(
- ❖ **Results** : After analyzing the students' answers and treating them statistically, it was clear that the first experimental group and the second experimental group outperformed the control group.

##### **-2Jafar's study (2012):**

- ❖ **Place** :This study was conducted at the University of Baghdad, College of Education - Ibn Al-Rushd .
- ❖ **Objective of the study:** It aimed to know (the effect of the (think-pair-share) strategy in the achievement of Arabic grammar for third-grade students in teacher preparation institutes .
- ❖ **Method** :The researcher used the experimental method.

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- ❖ **Sample size** :The sample of the study amounted to (55) female students, (29) students from the experimental group whose students studied Arabic grammar using the (think-pair-share) strategy, (26) students from the control group whose students studied Arabic grammar using the “Think-Pair-Share” strategy. traditional .
- ❖ **Equivalence** :then rewarded between the two groups in the variables (chronological age, Arabic language scores for the previous year, parents' academic achievement, and intelligence.(
- ❖ **Tool: post** -test achievement only.
- ❖ **Experimenter** : The researcher herself.
- ❖ **Duration of the experience** : a full course.
- ❖ **Statistical means** : The researcher used the statistical means t-test for two independent samples.test-T (And chi square test (Ca ,(2 and Pearson correlation coefficient, and the equation of Spearman-Brown, and the equation of the difficulty factor, and the equation of discrimination, and the effectiveness of the equation wrong alternatives coefficient .
- ❖ **Of the results** : researcher found to exceed the control group studied the traditional way, and the difference was statistically significant at the level (0.05.(

### **Chapter III Research Methodology and Procedures**

#### **First: Research Methodology:**

The researcher chose the experimental method to reach the goal of the research, as it is the appropriate method for the research that aims to study the effect of an independent variable on a dependent variable.

The experimental method is a method that depends on trying to control all the variables, and the factors that affect the phenomenon except for one factor, which is a deliberate and controlled change of the specific conditions of an event, and the observation and interpretation of these resulting changes in the event itself, the researcher here performs a series of procedures in order to ensure that the experiment such as time, place, and the conditions surrounding it (Al-Jabri and Sabri, 2015:93. (

#### **Second: Research procedures:**

##### **-1The experimental design of the research:**

Choosing the experimental design is the first step that falls on the shoulders of the researcher when conducting a scientific experiment, as the safety and validity of the design are the basic guarantee to reach sound and accurate results, and it is difficult to find an ideal experimental design that can be applied or used for all types of experimental research, as each The experience of its specificity and conditions, and therefore the researcher faces a challenge and needs a high skill in choosing the appropriate design for his research, the practical procedures planned precisely during the experiment process are called experimental design (Al-Jabri and Sabri, 2015: 103 .(

shape (4(

**Experimental design of the two research groups (experimental and control.(**

the tool	dependent variable	independent variable	the group
post achievement test	collection	Cause and effect strategy	<i>Experimental</i>
	collection	the usual way	control

**-2 Research community:**

Identifying research community methodological steps important in educational research which requires very precise, as it depends on the research, design tools, and the adequacy of its results and the intended community research is (individuals or persons all of whom are the subject of the research problem) ( Muhammad 2001: 184 .(

And the research community current second - grade students average in the middle and high school day in the district of Shatra in the academic year 2020/2021 consists, so visited the researcher Educational Planning / Division of Research and Studies Department at the Directorate General of Education Dhi Qar spend Tents under a book to facilitate the task of the College of Basic Education Annex (2) To find out the number of students and the names of the schools in which the second intermediate grade is located, and given that the geographical area managed by the Directorate is sprawling and very large, the researcher chose close schools in his study area, which included the areas (Al-Moalemeen District, Al-Khalisa, Seven Nissan, Al-Tajjar District, Al-Tajneed). , Shomali, Khalsa, Institute, Al-Fattah, Al-Shula, Al-Bid'ah, Al-Zahraa, Al-Taher, Al-Jahl, Al-Hami, Bani Zaid, Al-Thajeel) as they are close and almost equal areas in social and scientific levels, so the number of schools reached (16) secondary and middle schools. Table (1) shows the names of secondary and middle schools.

**Table (1)**

number of students	of	number of people	of	Address	middle name	NS
122		4		Shomali	medium shard	1
251		4		Abstract	Abdul Amir Al-Rikabi Intermediate School	2
85		3		recruitment	Dhi Qar medium	3
118		4		Institute	Intermediate Martyrs of the Intifada	4
120		4		teachers district	Medium Lug Alwathqa	5

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75	3	opener	Martyr Ahmed Al-Aboudi Intermediate School	6
155	5	the flame	Qutaiba Medium	7
142	5	Merchants District	medium justice	8
112	4	heresy	Saeed Ibn Jubayr middle school	9
84	3	al Zahraa district	Thaqif medium	10
160	6	Al Taher	Sacred Valley Medium	11
321	7	Al Jahl	Martyr Ali Hanish Al-Samaha Intermediate School	12
218	4	Al Jahl	medium military	13
326	4	Al Hami	medium spring dew	14
267	5	Bani Zaid	medium faw	15th
429	6	Al Thajeel	medium to be	16

**-3Research sample:**

The selection of the sample is one of the important things that the researcher should do, because its study leads to the issuance of generalizations about the community from which this sample is taken, which is part of the original community, and the sample is elected according to scientific rules and regulations.

We can define the research sample: (as a subset of the research community whose elements represent the best representation, through which the results of that sample can be generalized to the entire community) Abbas et al., 2011: 218. (

After reviewing the research community consisting of middle and secondary day schools for boys, which includes people for the second intermediate grade, which are shown in Table (1), the researcher randomly selected \* Intermediate (Shatrah for Boys ( affiliated to the Directorate of Education of Dhi Qar, Shatrah District, by making a lottery between schools within the plot. geographical area.

The researcher visited (Al- Shatrah Intermediate School for Boys ( according to a letter facilitating the task issued by the General Directorate of Education in Al-Shatrah Annex (3) and presented the matter to its management, and the administration welcomed the matter, and expressed full readiness to cooperate to conduct the study in full, and also the researcher made sure that the medium is suitable for scientific research and can be Experiment with the current search.

The researcher chose randomly and by lottery also two divisions, they are Division (A) to be an experimental group whose students are taught using the cause and effect strategy. The number of students reached 31 students,

(\*)The researcher wrote the names of the people (A, B, C, D) on a small piece of paper and put it in a bag and pulled out the first, so the (A) division was to represent the experimental group, and the second paper was pulled out, and the (B) division was to represent the control group.

And Division (B) is a control group whose students are taught using the usual method, the number of students is (33), and after the students who failed statistically were excluded from the results because of their acquisition of previous experiences that may lead to affecting the results Table (2)

Number of students after exclusion	Number of excluded students	Number of students before exclusion	groups	Division	the group	NS
10	1	11	1	a	Experimental	1
11	1	12	2			
10	0	10	3			
11	1	12	1	NS	control	2
11	1	12	2			
11	1	12	3			
64	5	69	_____		_____	Total

**-4Equality of the two research groups:**

Before starting the experiment, the researcher was keen to verify the equivalence of the two research groups (experimental and control) with the following variables:

A - The chronological age of the students, calculated in months, Annex (5.(

b\_ Parents' academic achievement Supplement.

C - Academic achievement of mothers.

D - Arabic language scores for the first semester for students in the first intermediate grade in the first semester of the previous academic year Supplement (6.(

C - Language ability test Annex (7.(

**-5Adjusting extraneous variables:**

The experimental work is scientifically characterized by being precise, but the process of controlling the experiment is not an easy work, because the complex non-physical behavioral phenomena, in which the factors overlap and intertwine (Al-Zoba'i et al. 2009: 91.(

**-6Research requirements:**

The application of this research requires the preparation of some requirements, including:

## The effect of the cause and effect strategy on the achievement of the second intermediate grade students in the subject of Arabic grammar

### A - Determining the scientific content (scientific subject):

The researcher identified the first five topics according to the vocabulary of the Arabic grammar book for the second intermediate grade for the academic year 2020/2021 AD and according to their sequence in the prescribed book

**-7Research tool (achievement test)** : (The achievement test is defined as: "An organized procedure or an organized method to determine the level of students' acquisition of information and skills in a subject, which they learned through their answers to a sample of questions that represent the content of the subject" (Touq Others, 2007). : 414 .(

### :8 Procedures for applying the experiment:

**-1**He started the application to try it on the students of the two research groups (experimental and control) on Monday, 11/30/2020, with two lessons per week for each of the two research groups, ending on 4/2/2021.

**-2**The researcher started teaching the students of the two research groups without telling them about the nature of the study or its objectives.

**-3**The researcher presented his scientific material according to the teaching plans prepared for the two research groups.

**-4**After completing the teaching of the subjects outlined in the study plan specified in the syllabus for the first semester, the researcher applied his achievement test to the two research groups on Sunday 2/2/2021, when the researcher himself supervised the application of the test.

### :9 Statistical means:

The researcher used a number of statistical methods to process information and data .To achieve the objectives of the experiment in his research and as follows.

**-1T-test (t-test)For two independent samples:** the researcher used the t-test(t-test (for two independent samples to find out the significance of the statistical differences between the two research groups at the statistical equivalence.

**) -2Ka2) chi-square test :** The researcher used the (Ka2) chi -square test to find out the significance of the statistical differences between the two research groups in the variables of

academic achievement for parents .

**-3Difficulty coefficient :** used to calculate the difficulty coefficient of the achievement test paragraphs.

**-4Wrong alternatives effectiveness coefficient :** used to find the effectiveness of wrong alternatives for the achievement test items.

-5**Discrimination coefficient** : used to calculate the discriminatory power of the achievement test items .

-6**Pearson correlation coefficient) pearson** : (used to calculate the reliability coefficient of the test.

-7**Spearman - Brown equation** : it was used to correct the correlation coefficient between the two parts of the achievement test in Arabic grammar (scores of odd and even items (after extracting it with Pearson's correlation coefficient (Allam, 2000: 15.(

**The fourth chapter Presentation and interpretation of results**

This chapter includes a presentation of the research result, which the researcher reached after completing the experiment ;To know the **effect of the cause and effect strategy on the achievement of the second intermediate grade students in Arabic grammar** and according to the research procedures, the research objective and its null hypothesis which stated that: (There is no statistically significant difference at the level of significance (0.05) between the average scores of students' achievement) The experimental group) who study the Arabic grammar subject according to the cause and effect strategy and between the average scores of the students (the control group) who study the same subject according to the usual method in the post achievement test, and from calculating the significance of the difference between the average scores of the experimental group students and the average scores Students of the control group in the post test.

**First : View the result:**

After making a test on the two sets of experimental research students and the control corrected the researcher leaves the test, and analyzed the results (Supplement Type number supplement money degrees final test), was the average scores of the experimental group students ( **97.23** ) and a standard deviation equal to ( **938.2** ) while The mean scores of the control group students were (20,09), with a standard deviation of (3,591), and when using the t-test) test -t (for two independent samples to find out the significance of the statistical difference at the level (0.05), as the calculated t-value was ( **4,709** ) greater than the tabular t-value of (000, 2) and with a degree of freedom (62) and table (12) shows that:

**Table (12( Arithmetic mean, standard deviation ,variance and T-value (calculated and tabular) The scores of the students of the two research groups in the achievement test**

Statistical significance at the 0.05 . level	The two t values		degree of freedom	variance	standard deviation	average	the number	the group
	tabular	calculated						
statistic	2.000	4,709	62	8,632	2,938	23,97	31	Experimental
				12,895	3,591	20,09	33	control

**Second : Interpretation of the result:**

## **The effect of the cause and effect strategy on the achievement of the second intermediate grade students in the subject of Arabic grammar**

The result of the research showed the superiority of the students of the experimental group who study the Arabic grammar subject according to the (cause and effect strategy) in achievement over the students of the control group who study the same subject according to the usual method, and this result that resulted from the current study can be attributed to more than one reason:

- 1The use of the (cause and effect) strategy increased students' attention and concentration as a modern teaching method they were not familiar with before, and as a result increased test scores .
- 2The (cause and effect) strategy made the students of the experimental group more active and positive in the learning process than the students of the control group. And speed when you need it .
- 3The (cause and effect) strategy is concerned with organizing the scientific material and the methods of treating it, and it presents various activities that are close to the minds of the students and provoke thought, which contributed to raising their level of achievement .
- 4The association of the scientific material with the cognitive levels through the use of the (cause and effect) strategy raised their pride in their scientific abilities and their abilities to understand the material .
- 5- Teaching with the (cause and effect) strategy took into account the difference in the cognitive levels of the students of the experimental group by presenting the material in more than one way according to the cognitive levels.
- 6- The effectiveness of the (cause and effect) strategy put the students in a positive attitude interacting with the lesson based on good listening, instead of a negative attitude that depends on the teacher.
- 7The use of the (cause and effect) strategy may be consistent with the age stage, maturity level and mental development of the students, which led to their understanding of the subject .

### **Third : Conclusions:**

The effect of employing the (cause and effect) strategy had the greatest impact on the achievement of the students of the experimental group, and through the superiority of the students of the experimental group who study Arabic grammar according to the (cause and effect) strategy over the students of the control group who studied in the usual way, we can conclude the following:

- 1The correctness of what most of the literature says in its emphasis on making the student the focus of the educational process from which we begin and end, confirming the student's participation in the learning process, and this was confirmed by the use of the (cause and effect) strategy as it leads to positive interaction between students and active participation throughout The duration of the experiment .
- 2The (cause and effect) strategy expands students' thinking, develops their mental abilities, activates dormant abilities according to their learning style, diversifies teaching methods and uses appropriate educational aids and activities, and this has a significant impact on raising their level of achievement .

### **Fourth : Recommendations:**

In light of the research results, the researcher recommends the following:

- 1That the Ministry of Education emphasize diversity in the methods of teaching Arabic grammar and move from the usual method to modern methods, methods and strategies as a (cause and effect) strategy, in line with the topics listed within the prescribed curriculum .
- 2Emphasis on teaching according to the (cause and effect) strategy in all secondary schools .
- 3The necessity of informing male and female teachers of the Arabic language about modern teaching methods and strategies, including the (cause and effect) strategy .

-4Creating classrooms, classrooms, furniture and educational aids necessary to help the teacher and school teach according to modern teaching strategies, including the cause and effect strategy .

#### **Fifth : Suggestions**

To complement the current research, the researcher suggests:

1. Conducting a similar study in other branches of the Arabic language (literature, expression, spelling, rhetoric, criticism.)
2. Conducting a similar study on other study stages.
3. Conducting a similar study on both sexes of the same stage to make a comparison between males and females.

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