

Impact of Cubism Strategy on the Development of Creative Writing Skills of Female Students in the Second-Grade Intermediate

By

Maysoon Ali Jawad Al-Tamimi

Mustansiriya University / College of Basic Education/Iraq

Email: alkamma.center@gmail.com

Teiba Mahdi Jaber

Mustansiriya University / College of Basic Education/Iraq

Abstract

The current research aims to know “Impact of Cubism Strategy on the Development of Creative Writing Skills of Female Students in the Second-Grade Intermediate Students.” This is done by verifying the following null hypothesis: (There is no statistically significant difference at the level of (5.00) between the average scores of the students of the experimental group whose students study the expression subject by the cubism strategy and the average scores of the students of the control group whose students study the same subject in the same way. in the post-test of creative writing), the two researchers followed the experimental research method and chose an experimental design with partial control for two experimental and control groups and the post-test to suit the conditions of the current research, the two researchers also randomly chose a medium (knowledge) for girls affiliated to the Directorate of Education in Babylon to represent the research sample, the researchers chose Division (B) representing the experimental group that is taught using the cubism strategy with (36) students, and Division (C) representing the control group that is taught in the traditional way by (35) female student, the two researchers were rewarded between the two research groups in the variables that may affect the integrity of the research, and after defining the scientific material and preparing the appropriate teaching plans, the two researchers prepared a test to measure creative writing skills, which included (20) essay items, the two researchers prepared a criterion for correcting the test and verified its validity and reliability, and the researchers used the appropriate statistical means for their research procedures, the results showed that the experimental group outperformed the control group in testing creative writing skills, the two researchers also concluded that the cubism strategy gives the students the opportunity to think in a flexible, deep and accurate manner, it stimulates the spirit of teamwork and effective competition in the classroom and strengthens communication between students, the two researchers also recommended the adoption of the cubism strategy in teaching expression to second-grade students, because of its impact on developing creative writing, the two researchers suggested conducting a similar study to the current study to develop creative writing and visual thinking skills in the primary and preparatory stages.

Keywords: Cubism Strategy, Creative Writing Skills, Expression.

Chapter One

Research Introducing

Research problem

Writing, especially the creative one, is one of the tributaries of linguistic communication, the individual's expression of his feelings and thoughts in a way that suggests

the sincerity, clarity, fluency, and flexibility of writing makes it have a clear and obvious impact on the reader's mind, this type of writing faced several problems stemming from the lack of sufficient care for her skill, until the weakness in her performance became clear and evident, as the creative linguistic performance suffers from a severe decline and a level that does not rise to the required level, and all of this is due to the lack of codification of a curriculum that contributes to raising the level of creative performance and creative writing skills, and the lack of adoption of educational activities that contribute to the development of her creative writing skills, and assessment methods based on criteria to measure those skills, teaching methods that take into account the higher mental processes that are related to thinking and creativity in individuals, all of this contributed to the failure of creative writing to take its rightful place among the branches of the Arabic language and weakened the chances of developing the skills of this type of writing, because the attention is focused on the product of writing without focusing on the processes that led to that written product. (Al-Busais, 2011: 43-44)

Education specialists have called for the necessity of moving away from the traditional method of teaching and paying attention to modern teaching methods and strategies, which contribute to the improvement of creative writing skills and visual thinking of students, as traditional methods have become useless and unpopular by learners, hence, it cannot be relied upon in education, rather, it is necessary to search for methods and strategies that are in harmony with the modern educational reality, and it works to raise the level of students' use of the levels and abilities of their higher minds (Mohammed, 2015: 56).

In light of the foregoing, the research problem was manifested in the presence of weakness in the creative writing skills and visual thinking among middle school students, because the researcher will use the strategy of cubism, she hopes to answer the following question: Does the cubing strategy have an impact on developing creative writing and visual thinking skills for second-grade intermediate students?

Research Importance

Language is a tool of communication between individuals and groups, through which information and experiences are transferred from one individual to another, or from one group to another, from a society, and from one nation to another, through it, man was able to preserve his heritage from damage and extinction, and pass it on to others from whom space or time or both are separated from them, language is what preserves the heritage of the nation, and evidence of its high level in various fields, its path to social communication, integration and keeping pace with development, it is a general human phenomenon that performs common functions in human societies of different colors, and it carries its culture, highlights its ideas, orientations, legislation, morals, arts, traditions and knowledge, and shows its view of life, and its philosophy in existence and the universe (Al-Hashimi, and Mohsen, 2009:10).

The Arabic language is a tool for communication, understanding and national interdependence for the unity of the nation, the Arabic language is the language in which the Holy Qur'an was revealed, it is one of the languages that the Holy Qur'an referred to in more than one verse, and this indicates that the Arabic language is of divine honor and honor, and from that is the Almighty's saying: ((A book whose verses have been detailed in an Arabic Qur'an for a people who know)) (Surah Fussilat verse 3) And the Almighty said in: ((And thus We have revealed to you an Arabic Quran, to warn the Mother of the Cities, and those around it, and warn the day of Assembly about which there is no doubt. A team will be in Paradise and a team in the Blaze) (Surah Ash-Shura verse 7), It is more deserving of that, because God, Glory be to Him, chose it for the most honorable of His Messengers, the Seal of His Prophets, the best of His creation, and the elite of His wilderness, and He made it the language of the

people of His heaven and the inhabitants of His Paradise, and He revealed with it His Clear Book. The Almighty said: {And indeed, it is the revelation of the Lord of the worlds ﴿﴾ the Trustworthy Spirit has brought it down ﴿﴾ Upon your heart that you may be of the warners ﴿﴾ in clear Arabic language ﴿﴾} {Ash-Shu'ara 192- 194}. The Arabic language in various ages is a universal language, as it is the language of the Holy Qur'an and the valuable religion, when I had the honor of having it revealed it, the Book of God became better, preserving its integrity from distortion, and factors of change that occur in other languages, and just as it is the language that the people of Paradise will speak, we must be proud of it, for it is a melting pot of everything that indicates our civilization, our pride, it is what God Almighty distinguished from other languages of the world, and to talk about it and its beauty, eloquence and generosity because the writers did not realize it because of its rare qualities and valuable connotations that distinguished it from others, which increased it with purity and splendor with what came in it of words and new connotations, so it expanded all the features of sophistication to fulfill its sacred and legal role that all other languages have fallen short of, thus, the Arabic tongue assumed a permanent global position. (Al-Batli, 2006: 258)

Since expression is the outcome of students in all Arabic language lessons, its importance is reflected in the branches of the Arabic language in general and on the students' linguistic abilities in particular, because one of the primary goals of teaching Arabic is to enable the student to be fluent in expression and to enable him to master speaking in a sound language that is free of ambiguity, taking into account the requirements of the phonetic, morphological, grammatical and rhetorical systems of the Arabic language, in addition, if the student is properly trained in fluency of expression, he will obtain effective results and benefits such as getting used to active participation in the classroom, developing his social aspect and respect for others, removing the element of shyness and introversion, and acquiring the language correctly (Zayer and Iman, 2014: 30).

Creative or innovative expression is one of the most important types of expression that express the thoughts, thoughts and feelings that revolve in the writer's mind and convey them to others in a distinct literary style, or in an exciting and interesting creative way, with the aim of influencing the hearts of the listeners or readers, so that the degree of their emotion reaches a level that is almost close to the level of emotion of the owners of these literary works. (Ta'ima and Manna'a, 2000: 68)

The element of originality in creative writing is the writer's addition of his view of life and his personal interpretation of it, creative expression is an opportunity for the student to express his feelings, opinions, feelings and emotions, and a second opportunity for the teacher to reveal the literary talents and take them to the path of creativity. (Awad, 2000:82)

Creative writing is a language skill that is of great importance in all the different stages of education; because students are supposed to eventually reach a linguistic level in which they can deal with the topics that are presented to them, in the areas of political, social, economic, psychological and monetary life, and other fields. (Al-Kandari, 1995, 78)

Because of the importance of the foregoing, the two researchers go to the fact that it is necessary to renew and develop in the methods of teaching the subject of expression that serve all that was mentioned in the development of students' abilities and their higher levels of thinking, the cubism strategy presents questions to learners according to their levels; To enable them to share with other groups, exchange opinions and discover.

The cubism strategy is one of the strategies that can be used to develop linguistic

performance and improving it for learners; it may make them more effective and involved in the educational situation, and put them in the daily life situations, as it is a strategy that helps attention, perception, imagination, and innovation.

Saidi (2009) emphasized the importance of using the cubism strategy, and its role in developing the learner's linguistic intelligence during its implementation, which may mature through discussions, exchange of ideas between learners while designing the shape, and developing thinking skills, especially in the three faces of the cube (analysis, application, and proof).) (Ambo Saidi and Suleiman, 2011:62)

The importance of the intermediate stage comes from the ability of its students in this age group to absorb abstract concepts to a large extent, and their intellectual status is more regular or more abstract, also, their ability to pay attention increases, which means that they are able to easily and easily comprehend long, complex problems with an increase in the ability to remember based on understanding. (Al-Dahri, 2011: 72-73)

The importance of this stage increases in view of the nature of that stage in which science and knowledge increase compared to the previous educational stage, from the standpoint of the linguistic development that students reach at that time, as their use of the written language expands, and written expression plays a role in their lives, as it gives them the opportunity to work on vision, imagination, choice of words, vocabulary and selection of structures, methods, and the synthesis of ideas and issues. (Al-Hallaq, 2010:230)

Third: Research Objective and Hypotheses

This research aims to know the impact of the cubism strategy on developing creative writing skills for second-grade intermediate students.

In light of the aim of the research, the researcher formulated the following null hypothesis: There is no statistically significant difference at the level (0.05) between the average scores of the students of the experimental group whose students are taught expression by the strategy and the average scores of the students of the control group whose students study the same subject in the traditional way in a test dimensional creative writing.

Fourth: Research limits

This research is limited by

1. Female students of the second-grade intermediate and preparatory day schools in the center of Babil Governorate for the academic year (2021-2022)
2. Topics of expression from the Arabic language textbook for the second intermediate grade, for the academic year (2021-2022)
3. The first semester of the academic year (2021-2022)

Fifth: Define terms

First: The cubism strategy was defined by

1- (Shaffer) as: "a multi-faceted strategy that takes the form of a cube with six sides that allows the teacher to plan different educational activities for the students individually or collectively based on their preparations, learning methods and interests through a visual tool that is the cube so that each side of the cube represents a point of thinking on the part of the students On the subject of the lesson" (Shaffer, 2008, 1).

2- Ambo Saidi and Al Balushi as: "A visual learning strategy that helps students organize scientific information and one scientific phenomenon by looking at the scientific phenomenon from its six sides, that is, through the six faces of the cube" (Ambo Saidi and

Suleiman, 2011: 496).

Procedural definition: A strategy with many aspects that takes the form of a cube with six faces, the teacher plans various educational activities that confront the interests and learning methods of the second intermediate students by presenting the topics of the expression from different angles, each representing a starting point for them to think individually or collectively.

Second: Creative Writing: Defined by

1- (Ali) as: “the student’s ability to express in writing his thoughts and feelings in linguistically correct paragraphs characterized by the largest possible number of fluencies, flexibility and originality in the direction of the topic being presented to him or the issue being discussed in an interesting and exciting way.” (Ali, 2008: 154)

2- (Madhkour) as: “It is an expression of thoughts, expressions, emotions, feelings of sadness, joy and pain, describing the manifestations of nature, people’s conditions, writing poetry, stories, articles, sermons, plays and everything that is a beautiful thought in a beautiful manner.” (Madhkour, 2008: 258)

Procedural definition: A mental process that enables the student to read the visual form, convert the visual language of this form into a verbal spoken language, and extract information to communicate with others, it is measured by the visual thinking test prepared by the researcher.

Third: the second intermediate class

The Ministry of Education defined it as “one of the years of middle school, defined as three years, and it is complementary to what students realize in the primary stage.” (Ministry of Education, 2012:7)

Procedural definition

It is the class that is in the second rank of the ranks of the three grades that make up the intermediate stage in the educational system in Iraq, from which the researcher took a sample for her research.

Chapter Two

Theoretical frameworks and previous studies

First: the constructivist theory

The constructivist theory is defined as a reception process represented by the rebuilding of learners with new meanings within the context of their following knowledge with what they gained from previous experiences and the learning environment, as each of their real-life experiences and previous information, along with the learning environment, represent the foundations of the theory of constructivism.

As for the international education community, it defines it as “a vision in the theory of learning and the growth of the learner based on the fact that the learner is active in building his thinking patterns as a result of the interaction of his innate abilities with experience” (Zaytoon, 2002: 212).

The constructivist theory is one of the cognitive theories, which focused on the learner who builds his own knowledge and adjusts it based on what he receives of new knowledge data, so his learning is better and is characterized by permanence, and continuous development,

this is what the modern educational view focuses on urging students and directing them to research using the sources of knowledge available to them; to access information and raise their skill level in the field of communication with others; with the aim of exchanging knowledge, information and experiences that contribute to the development of their knowledge building, and motivate their motivation to learn continuously in what their mental and physical abilities allow. (Samara, Al-Adili, 2008: 49-50).

Second: Active Learning

The strategies that appeared at the end of the twentieth century and the beginning of this century depended on active learning, and it is considered a broad door to a large number of educational strategies, after the development of the cognitive and constructivist theory, many strategies were built upon it that focused on producing active, effective and long-term learning that would be employed in another position for the learner.

Active learning is not limited to a specific theory, each theory claims to be able to achieve active learning according to its interpretation of individual learning, for example, the behavioral theory sees that active learning can be achieved in the classroom if the teacher can provide appropriate reinforcements for students, this vision comes through the interpretation of this theory of learning, but such a theory cannot explain mental processes and is satisfied with describing the external effects without paying attention to what is going on inside the brain of cognitive processes, as for the cognitive theory, learning is the result of the learner's attempts to give meaning to the world around him, through his higher mental abilities, the ways of thinking, knowing, expecting, and interacting with others influence how and what we learn, accordingly, learning is an active mental process of acquiring, processing, and employing what an individual learns, the constructivist theory is one of the cognitive learning theories that encourage active participation and effective interaction between teachers and learners, it focuses on activities that require discussions, debates, one-to-one communication and other activities that encourage learning. (Al-Shammari, 2011: 19).

Cubism Strategy

It is one of the strategies of (Spencer Kagan), who was studying in the United States of America, he began to apply his theories related to cooperative learning and to practice their plans and structures in the school where he was studying in 1980, in an effort to develop education and move away from the traditional teaching methods and curricula widely used at the time, during his career Kagan received a lot of objections from some of the principals of the schools where he taught, and little by little his theory began to gain amazing acceptance and response from teachers and aid continued until whole boycotts were opened to apply his teaching theories.

Cubism aspects

The cubism strategy expands the student's thinking and makes it flexible, as a result of the depth of vision of the subject from its various sides, which represents the facets of cubism, and includes building and forming a six-sided cube, each of the six sides looking at the subject from a certain perspective (Al-Shammari, 2011: 78), cubism includes six aspects:

1- Describing: It searches for questions related to the characteristics of the topic, whether it is a phenomenon or a concept, taking into account that students ask questions that seek to generate ideas in order to answer the situation in which the phenomenon exists, so that students use the five senses (sight, hearing, Taste, touch, smell).

2- Analyzing: the student searches for the components of the topic so that the topic or concept is divided into many parts.

3- Comparing: looking for similarities and differences between the subject and other things, the teacher asks a question in which he explains the phenomenon that is similar to the phenomenon being studied.

4- Association: It searches for things that are related to the topic and make the student think about it when the topic is raised, the teacher seeks to ask questions that point the student and make him think or deny the list of memories associated with the topic

5- Translating: It searches for uses, that is, the usefulness of the subject, whether it is a phenomenon or a concept.

6- Arguing: It seeks to emphasize the importance of the subject in life, whether the outlook is positive or negative (Al-Sharqiya, 2009:49).

Third: Creative Writing

Creative writing is one of the arts of the Arabic language at which all other linguistic arts meet, and writing is one of the tools of communication between people, through which it is possible to convey the idea that revolves in the writer's mind and has written it down on paper to the person who reads that idea or hears it, the previous theoretical trends towards teaching writing were dominated by the problem of paying attention to the output, and this interest stemmed from a traditional view, which looks at the writing process as a one-dimensional activity, in which the linguistic accuracy variable is the most important variable alone, and the fluency, originality, flexibility, or context or self-expression with any given priority, most of the systematic studies that have adopted this trend have viewed writing as a habit, which requires training over and over again in order to acquire it. (Mojawar, 2000: 20-26)

That is, they paid more attention to the verbal elegance and the proper order that the writer followed in constructing sentences, paragraphs, and texts involved in writing tasks. This has created a state of artificiality, and the inability of learners to engage in writing tasks that are inconsistent with their intellectual or emotional traits. As a result of these conditions, writing became a heavy burden on the teacher and the learner, and this situation remained until the direction of creative writing came to light, which is concerned with investing the writer's imagination in creating new and distinct ideas that are captured from the reality of daily life, or from events that the writer went through in his life, or the lives of people he knows, or derived from stories he heard or read. (Khasawneh, 2008:38)

Creative writing skills

Creative writing has taken the word "creativity" as its companion because the word creativity has a uniqueness that leads to liberation from stereotypes and traditionalism, and its close relationship to the principles of purposeful education in all its dimensions, in light of the foregoing, the researcher reviewed a number of creative writing skills that were mentioned in the previous literature, as it became clear to him that the most important creative writing skills are:

- Originality, or the ability to generate unique ideas.
- Selective aggregation: means re-combining the elements of a situation or problem, changing its structure and finding innovative solutions.
- Finding succession solutions to problems related to the writing process, or the production of elements of the original story
- Group Thinking: grouping ideas that might not normally be associated with each other or reproducing rare and valuable ideas.
- Divergent Thinking: The process of producing a wide range of ideas in response to a

specific stimulus or result (Madhkour, 2008: 258)

Creativity in writing has five skills

- 1- Fluency: It is the ability to produce many ideas, verbal and per formative, for a given issue. Fluency is determined according to the number of responses provided by the respondent, and the speed of their issuance.
- 2- Flexibility: It means the amount of diversity or distinction in the ideas presented by the writer, and his ability to move between them without the contract of a particular idea being rigid.
- 3- Originality: It is the writer's ability to produce ideas or come up with new and unfamiliar solutions, and not to repeat the ideas of others from the writing process.
- 4- Elaborations: the writer's ability to add new and diverse details to an idea, or to find a solution to a problem, that would help to overcome it.
- 5- Problem Sensibility: The writer's awareness of the existence of problems or weaknesses in the written position, and suggests solutions to them, or adding new knowledge, or introducing modifications or improvements on it (Abdul Bari, 2010: 158-163).

Previous Studies

1- Al-Bayati study (2017)

This study was conducted in Iraq and aimed at "to know the effectiveness of a proposed program according to the theory of serious creativity in developing creative writing skills for fourth-grade literary students." The researcher used the descriptive and experimental method, as well as an experimental design with partial control and a post test, the research sample amounted to (65) female students of the fourth preparatory grade, the researcher prepared a test to measure creative writing skills, consisting of (24) essay and objective test items, the researcher adopted the t-test for two independent samples and the t-test for two related samples as a means of extracting the research results, the results of the research revealed the superiority of the experimental group students over the control group students in the creative writing skills test (Al-Bayati, 2017: i).

2- Salama Study (2018)

This study was conducted in Jordan and aimed to "discover the effect of digital stories in improving the performance of fifth grade students in creative writing skills." The researcher used the experimental method, and adopted an experimental design with partial control and a post-test, the sample of the research was (57) female students from the elementary school, the researcher prepared a test to measure creative writing skills, and the T-test for two independent samples was adopted as a statistical method to extract the results, the results revealed that the students of the experimental group outperformed the students of the control group (Salama, 2018: J).

Chapter Three

Research Methodology and Procedures

First: Research Method

The researcher followed the experimental method to achieve the goal of her research, as it is the most appropriate scientific method for the current research procedures. Because this approach does not stop at merely describing the situation or defining the situation that is subject to study, but rather it uses independent factors and determines them and how they affect the approved factors, and this is done with exact conditions (Alyan and Othman, 2013: 83).

Second: Experimental design

Experimental design is a strategy by which the researcher can collect the necessary information and control the factors or variables that may affect this information, experimental design means developing an experimental plan, by which the researcher intends to achieve or reject a hypothesis, and to measure the extent of change that occurs to one of the variables as a result of a change in the extent of an influence (Al-Mousawi, 2015: 77).

Therefore, the researcher chose the experimental design with partial adjustment, because it is more suitable for his research procedures, so the design came to what is shown in the following figure:

Group	independent variable	dependent variable	Tool
experimental group	Cubism strategy	Creative writing skills	Creative writing test
control group	—		

The researcher used two groups, one of them is an experimental group that is exposed to the independent variable (the cubism strategy), and the other is a control group that is not exposed to it, then the two researchers conduct a post-test for the two groups in creative writing, and the difference between the results of one group in the two tests is calculated.

Third: Research Community and its Sample

1- Research Community

The community of this research includes middle schools for girls in the center of Babil Governorate for the academic year 2021-2022 AD, so the researcher visited the General Directorate of Education in Babylon, according to the book issued by Al-Mustansiriya University - College of Basic Education, Statistics Division, to find out the middle and secondary day schools for girls affiliated to it.

2- Research sample

Sample selection is an important step in scientific research, if the results reached are not possible to generalize, this research did not add anything new to the field of knowledge, therefore, the researcher has to choose a study sample that properly represents the community, and the research sample is part of the original research community, it is chosen in different ways, and in a way that represents the original community, achieves the research objectives, and spares the researcher the hardship of studying the original community as a whole. (Al-Nuaimi and Ammar, 2015: 87)

Therefore, the current research sample is divided into the following:

A. School sample

The current research requires the selection of one school from the middle schools for girls within the boundaries of the province of Babylon, provided that the number of people in the second grade intermediate in it is not less than two divisions, in order to achieve this, the researcher used the Statistics Department of the General Directorate of Education in Babylon to determine the intermediate schools for girls that included two or more divisions for the second intermediate grade, and the number of those schools was (19), the researcher chose (AL- Maraifa) intermediate for girls in a random way (*)to conduct her research.

* The researcher used the simple random drawing method, where she wrote the names of the schools on small papers and put them in a bag, and she pulled out one sheet, and it was the paper that bears the name of the medium of knowledge for girls.

Female sample

The researcher visited the intermediate level of knowledge for girls according to the book issued by the Directorate of Education of Babylon Appendix (2), and found that it contains four for the second intermediate grade, which are (A, B, C, D), the researcher chose the two sections of the experiment in a random way (**) so Division (B) represented the experimental group that is taught using the cubism strategy, and Division (C) represented the control group that was taught in the traditional way, and Table (2) shows that.

Table (2). *The number of female students in the experimental and control groups before and after exclusion*

Division	group	The number of students before exclusion	The number of students who failed	The number of students after exclusion
B	Experimental	37	1	36
c	Control	35	0	35
	Total	72	1	71

We note from Table (2) that the number of female students in the research sample was (72), with (37) female students for the experimental group, and (35) female students for the control group, and after the researcher excluded the data of the failed students from the two groups, and she is one student from the experimental group, because she studied the same subject, and the survival of its data is considered a defect in the research results, the total of the students of the research sample was (71) students, with (36) female students for the experimental group, and (35) female students for the control group.

Fourth: Equality of the two research groups

Before starting the experiment, the researcher was keen to ensure that the students of the two research groups are statistically equal in some variables that she believes may affect the safety of the experiment, even though the sample students are from one residential area, studying in one school, and of the same sex, and these variables are:

- 1- The chronological age of the students, calculated in months
- 2- Academic achievement of fathers.
- 3- Academic achievement of mothers.
- 4- The scores of the Arabic language subject in the previous year, the academic year 2020/2021
- 5- IQ test scores
- 6- The scores of the creative writing skills test.
- 7- The scores of the tribal visual thinking test.

The researcher obtained the data on the variables (1, 2, 3) mentioned above directly from the students by directing a form containing the required information in Appendix (6), and from the school's grades records in cooperation with the school administration for the fourth variable, as for the fifth, sixth and seventh variables, the researcher obtained them from applying intelligence tests, creative writing skills, and visual thinking.

Fifth: Preparation of teaching plans

Teaching planning is a set of actions and measures taken by the teacher to ensure the

** The researcher wrote the names of the people on small papers and put them in a bag and pulled out the first paper to be the experimental group, so the pulled paper bore the name of Division (B), as for the paper bearing the name of Division (C), it was the control group.

success of his teaching mission, educators agree on the necessity of the planning process and the teacher preparing a written plan that directs his activity and that of his students, it provides an opportunity for the teacher to analyze the study material, and to extract the concepts, principles and general rules (Alyan and Othman, 2010: 213), since the preparation of teaching plans is one of the requirements for successful teaching, the researcher prepared four plans for the experimental group using the cubism strategy, while the control group prepared four plans in the traditional way.

The researcher presented two of these plans to a group of experts and specialists, in Arabic language and literature, teaching methods, educational and psychological sciences, and Arabic language teachers, Appendix (7), in order to benefit from their opinions, observations and suggestions for the purpose of improving the formulation of the two plans, and making them sound, and in light of what the experts showed, some amendments were made to them and the plans became ready for implementation (Appendix 8).

Sixth: Research Tool, Creative Writing Test

One of the requirements of the current research is to prepare a test to measure the creative writing skills of the students of the research sample, therefore, the researcher followed a set of procedures to prepare this test, following the following procedures:

1- Determine the purpose of the test

One of the most important step in preparing any test is to know the purpose of its preparation, so it was necessary for the test paragraphs to be appropriate to the goal for which the test was set, it is a test of the second intermediate grade students in creative writing skills, the researcher collected a set of creative writing skills, Appendix (9), in order to include them in the test, the researcher presented it to specialists in Arabic language teaching methods and educational assessment and evaluation, Appendix (7), in order to choose the most appropriate and modify it in order to build a test of creative writing skills.

2- Test build sources

In constructing the creative writing test, the researcher relied on several sources:

- 1.Literature and sources dealing with creative writing skills.
- 2.Previous studies and research that prepared a test of creative writing skills.
- 3.A list of the skills that the researcher presented to the specialists in teaching methods that obtained their approval.

3- Drafting of test items

The researcher prepared a test based on the skills that were presented to the arbitrators, the test contained essay questions, and the question items were from the realities of the students' lives and were appropriate for their mental and scientific level, the items were formulated in a way that each group measures a specific skill for creative writing and what it requires of fluency in ideas, flexibility and treatment of the situations presented in a creative way and in the form shown below:

- 1.For fluency skill (7) questions divided into two questions for intellectual fluency and associative fluency one question while verbal fluency is four questions.
- 2.For flexibility skill (5) questions distributed between flexibility (associative), (deconstructive) and (flexibility of the kind, redefining in a special way).
- 3.For the skill of originality (4) questions.
- 4.The skill of enriching with details (4) questions to complete the test items by 20 questions, each of its items tested a skill in creative writing.

4- *Build a correction standard*

For the integrity of the correction and the accuracy of the results of the essay tests, researchers must build a correction standard that includes specific scientific criteria that are linked to qualitative and quantitative indicators and are included in levels and each level may include several levels, and all of this is to reach an accurate and sound correction, especially in the essay tests (Al-Bayati, 2014: 154)

Therefore, the researcher prepared a criterion for correcting the paragraphs of the essay creative writing test. Since there is no standard that serves this purpose, the researcher was keen to take into account several aspects when formulating the levels of the standard in the light of each skill, accordingly, the degrees were distributed among the situational questions that measure the sub-paragraphs, according to what each question requires, the degrees of the standard varied according to the skill conditions, taking into account the details of the question, the researcher presented the standard to a group of arbitrators and specialists, Annex (7), after verifying its validity, the researcher modified the linguistic wording of some of its paragraphs in the light of their observations, and thus the standard became ready for correction in its final form, Annex (10)

5- *The honesty of the test*

The honesty of the test means that the test actually measures what it was prepared to measure, and honesty is one of the most important characteristics of the tests.

6- *Two types of honesty were verified by a researcher:*

Apparent honesty: The test is outwardly honest if its title indicates the behavior that it measures, and the apparent honesty of the test is calculated by looking at its form and content, and for the purpose of verifying the test's apparent honesty and achieving the goals for which it was set, the researcher presented it to a selection of specialists in the Arabic language and methods Teaching it, and in educational and psychological sciences, to seek their opinions on the suitability of the test for the stage, the researcher has adopted a percentage of (80%) or more as a criterion for accepting the test, the honesty of the content was also extracted by presenting the test items to experts and specialists to know their suitability for the specific text of the test, as well as the honesty of the correction criterion and the appropriateness of distributing scores on the test items, and in light of their observations, the researcher modified some of the items, as the calculated value of (χ^2) ranged between (8-18), which is higher than the tabular value of (3.84), which is why the two researchers kept all the items and table (1) shows this

Table (1). *Calculated and tabular chi-square value for the validity of the creative writing skills test*

S.	Agrees	Opponents	Chi-square value	Tabular value	percentage	Statistical significance
1-3-8-9-11-14-17	18	0	18	3.84	100%	function
5-7-10-12-15	17	1	14.22	3.84	94%	function
2-6-18-13	16	2	10.89	3.84	89%	function
16-4-19-20	15	3	8.00	3.84	83%	function

7- *Calculation of the stability coefficient*

The stability of the test means that if the test is reused several times, it will give us approximately the same results (Abu Alam, 2007: 466), and stability is important in the use of tests, as it indicates the amount of confidence that we can put in the results of our tests, the main objective of testing individuals is to reach decisions and judgments related to them and

be reassured about it, therefore, these judgments, in turn, must be based on accurate and reliable tools in their measurement (Omar et al., 2010: 215), stability is one of the important factors that must be available for the validity of any test, and the test is re-applied on the same day or different days, as these results are a good indicator for measuring individuals (Al-Mahasna and Abdel-Hakim, 2013: 228).

The researcher chose Alphas method to calculate the stability of the creative writing skills test, as it relied on the scores of the same statistical analysis sample, this method is effective if the test items are essay or objective, and the reliability coefficient has reached (0.96), which is a very good stability coefficient for such a test. Thus, the test is ready for application.

8- Seventh: Apply the two research tools

One week before the end of the experiment, one of the two researchers informed the students of the date of the test, the creative writing test was applied to the students of the two research groups on Monday (10/1/2022), the monitoring process was entrusted to the Arabic language teachers in the aforementioned school, and one of the researchers personally supervised the application of the test in order to preserve the integrity of the experiment.

After completing the application, the two researchers corrected the creative writing skills test, whose degree was set at (64) degrees, and found that the highest degree was (60) and the lowest was (8).

9- Eighth: Statistical means:

The two researchers used the appropriate statistical means for the purpose and tools of the research, they used the t-test for two independent samples, the Pearson correlation coefficient, the chi-square, the coefficient of difficulty and the discriminatory power.

Chapter four

10- Presentation and Interpret search results

This chapter includes a presentation of the results of the research that the researcher reached after completing the experiment to know (Impact of Cubism Strategy on the Development of Creative Writing Skills of Female Students in the Second-Grade Intermediate) and according to the research procedures and hypotheses and knowing the significance of the statistical difference between the averages to verify the research hypotheses.

11- First: Presentation the results

The result of the research hypotheses related to the creative writing skills test, which states that (there is no statistically significant difference at the level (0.05) between the average scores of the experimental group students who study the expression material using the cubism strategy and the average scores of the control group who study the expression material in the traditional way in the post test creative writing skills) to verify the validity of the previous hypothesis, the researcher extracted the arithmetic mean and standard deviation of the experimental group students, it appeared that the average scores of the experimental group students amounted to (41.39) and with a standard deviation of (8.3), and that the intermediate grades of the control group amounted to (27.46) and with a standard deviation of (13.93), and the results were on What is shown in Table (2)

Table (2). *The arithmetic mean and the calculated and tabular T-value of the control group students in the creative writing test*

Test	Sample	Arithmetic mean	Standard deviation	T value	degree of freedom	Statistical significance
Experimental	36	41.39	8.3	calculated	69	Function at level (0.05)
Control	35	27.46	13.93	5.136 2.000		

It is noted from Table (2) that there are statistically significant differences, as the value of (calculated t) reached (5.136), which is greater than the value of (tabular t) of (2,000) and the degree of freedom (69), thus, the third null hypothesis is rejected, which states (there is no statistically significant difference at the level (0.05) between the average scores of the experimental group students who study the expression material using the cubism strategy and the average scores of the control group who study the expression material in the traditional way in the post test of creative writing skills), this means that there are statistically significant differences between the experimental and control groups in favor of the experimental group.

12- *Statement of the impact size of the independent variable*

The two researchers used the ETA square equation to extract the impact size (d) for the independent variable cubism strategy in the post test, and the amount of the impact size (d) was (1.24), and this is an appropriate value to explain the impact size and a large amount for the teaching variable using the cubism strategy in the creative writing test, table (3) shows the impact size:

Table (3). *the impact size of the independent variable in the creative writing variable*

Independent variable	Dependent	D-value	The amount of the impact
Cubism strategy	Creative writing	1.24	Big

The researcher relied on the gradient set by Cohen (Cohen, 1988), and Table (4) shows that:

Table (4) *lists the values of the impact size (d) set by Cohen*

(D-value) the size of the impact	Effect amount
0.2 - 0.5	Small
0.5 - 0.8	Medium
0.8 and above	Big

(Kieess, 1996: 164)

13- *Second: Interpretation the results*

In light of the results presented by the researcher, she sees that the reason for the superiority of the experimental group students who studied expression using the cubism strategy over the students of the control group who studied the same material in the traditional way in improving creative writing skills is due to the following reasons:

1- The knowledge of the second-grade average students of the theory and performance of the cubism strategy increased their abilities and skills in determining the purpose of writing and arranging the text in a hierarchical manner from the main ideas to the secondary ones, the superiority of the cubism strategy over the traditional method of teaching expression also helped them improve their writing style and take into account the organization and diversity of ideas, opinions and presentation.

2- Training the students to form their own opinions about the problem or topic at hand has contributed to increasing their focus on the ideas that are related to the topic or problem, and bypassing unnecessary details in the text, and linking important ideas without others, all this led to an increase in their ability to distinguish between the main ideas from the sub, and to determine the answer accurately, cubing strategy was in line with the literature, as

it sees (Al-Sharqiya, 2009) that the cubing strategy increases the learners' abilities to think and measure their willingness to learn and benefit from their previous knowledge and experiences (Al-Sharqiya, 2009: 44).

3- The process of presenting the stereo to the students increased the students' ability to know the tasks and the limits they reach through the answers to the question and to include more than one answer to one question, it so contributed to increasing the students' ability to remember the answer and the sentences that are related to the topic.

4- The cubing strategy depends in its steps on dividing the classroom into groups and exchanging answers among themselves and the discussions that took place between students within the same group and groups separately after each group finished writing the task entrusted to it in the class contributed to increasing linguistic and logical intelligence through the process of storming the mentality touched by the students during the various answers to the question of the group that represents one of the faces of the cube.

14- Third: Conclusions

Through the previous presentation of the results and their interpretation, the researcher concludes the following:

1. Improving the performance of the students in expression, taking into account the organization, ideas and opinions, and distinguishing between the main and subsidiary ideas.
2. The cubism strategy increases interaction and activity within the classroom, which serves the educational process in general and the learners in particular by increasing their emotional intelligence.
3. It inspires the spirit of teamwork and effective competition in the classroom and strengthens communication between students.

15- Fourth: Recommendations

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

- 1- Adopting the strategy of cubism in teaching expression to second year intermediate students because of its impact on developing creative writing.
- 2- Training teachers to use the cubism strategy during the preparation of Arabic language teachers and female teachers in the faculties of education, or when they join in-service training courses.
- 3- Increasing interest in teaching other types of writing, especially creative ones.
- 4- Curriculum planners should benefit from the strategy of cubism in building curricula of expression.

16- Fifth: Suggestions

To complement the current research, the researcher suggests conducting the following studies.

- 1- Conducting a study similar to the current study on first-grade intermediate students.
- 2- Conducting a similar study to the current study to develop creative writing and visual thinking skills in the primary and preparatory stages.

Sources

1. Abu Allam, Raja Mahmoud. Research Methods in Psychological and Educational Sciences, Egypt Universities Publishing House, Cairo, 2004.

2. Ambo Saidi, Abdullah Khamis and Suleiman bin Muhammad Al Balushi. *Methods of Teaching Science: Principles and Practical Applications*, 2nd Edition, Dar Al Masirah, Amman - Jordan, 2011.
3. Al-Batli, Ahmed bin Abdullah. *Linguistic dictionaries and their arrangement methods*, Dar Al-Raya, Giza, Egypt, 2006.
4. Al-Busais, Hatem Hussein. *Developing reading and writing skills "Multiple strategies for teaching and assessment"*, Publications of the Syrian General Authority, Damascus, 2011.
5. Al-Bayati, Esraa Fadhel Amin. *The effectiveness of a proposed program according to the theory of serious creativity in developing creative writing skills for fourth-grade literary female students*, unpublished doctoral thesis, College of Education, Ibn Rushd, University of Baghdad, Iraq, 2017.
6. Al-Bayati, Abdul-Jabbar. *Experimental research and hypothesis testing in educational and psychological sciences*. 1st Edition, Dar Juhayna, Amman - Jordan, 2004 AD.
7. Al-Bayati, Abdul-Jabbar Tawfiq. *Statistics and its Applications in Educational and Psychological Sciences*, 1st Edition, Ithra for Publishing, Distribution and Printing, Amman - Jordan, 2008.
8. Al-Hallaq, Ali Sami. *The reference in teaching Arabic language skills and sciences*, Modern Book Foundation, Beirut, Lebanon, 2010.
9. Khasawneh, Raad. *The foundations of teaching creative writing*, 1st edition, Amman, Jordan, for the International Book, 2008.
10. Al-Dahri, Saleh Hassan. *Fundamentals of Educational Psychology and Learning Theories*, 1st Edition, Dar Al-Hamid Publishing, Distribution, Amman - Jordan, 2011.
11. Zayer, Saad Ali, and Iman Ismail Ayez. *Arabic Language Curricula and Teaching Methods*, 1st Edition, Egypt Murtadha Foundation for Iraqi Books, Baghdad - Iraq, 2011.
12. Zaytoon, Hassan Hussein. *Teaching thinking, an applied vision in the development of thinking minds*, 1st Edition, World of Books, Cairo, Egypt, 2002.
13. Al-Shammari, Mashi Muhammad. *Active Learning Strategy*, Hail, Boys, Saudi Arabia, 2011.
14. Abdel Bari, Maher Shaaban. *Descriptive and Creative Writing*, 1st Edition, Dar Al-Maysara for Publishing and Distribution, Amman - Jordan, 2010.
15. Ali, Mohammed El-Sayed. *Modern trends and applications in curricula and teaching methods*, 1st Edition, Dar Al Masirah, Amman - Jordan, 2011.
16. Alyan, Ribhi Mustafa and Ghoneim, Othman Muhammad. *Scientific Research Methods (Theory and Application)*, 5th Edition, Dar Safaa for Publishing and Distribution, Amman, Jordan, 2013.
17. Omar, Mahmoud Ahmed and others. *Psychological and Educational Measurement*, 1st Edition, Dar Al Masirah Publishing, Amman - Jordan, 2010.
18. Awadh, Ahmed Abda, *Introductions to Teaching Arabic*, Copyright © Umm Al-Qura University, 2000.
19. Al-Kandari, Abdullah. *Evaluation of the competencies of Arabic language teachers in Kuwait English School - a case study*, the Educational Journal, p. (33), Kuwait University, College of Education, 1994 AD.
20. Majawar, Mohammad Salah al-Din. *Teaching Arabic in the secondary stage: its foundations and applications*, Dar Al-Fikr Al-Arabi, Cairo - Egypt, 2000.
21. Al-Mahasna, Ibrahim Muhammad and Abdul Hakim Ali Mahadat. *Class Measurement and Evaluation*, 1st Edition, Jarir Publishing, Distribution and Printing, Amman - Jordan, 2013.
22. Mohammad, Atif Fadl. *Descriptive and Creative Written Editing*, 1st Edition, Dar Al

- Masirah, Amman - Jordan, 2015.
23. Madhkour, Ali Ahmed. Teaching Arabic language arts. 1st Edition, Dar Al Masirah for Publishing and Distribution, Jordan - Amman, 2008.
 24. Al-Moussawi, Abbas Noah Salman. Psychological and educational phenomena among university students, 1st Edition, Dar Al-Radwan for Printing and Publishing, Amman, Jordan, 2015.
 25. Al-Nuaimi, Mohamed Abdel-Al and Ammar Adel Annab. The use of statistical methods in the design of scientific research, 1st Edition, Dar Al-Yazuri for Publishing, Amman - Jordan, 2011.
 26. Al-Hashimi, Abdul Rahman, and Mohsen Ali Attia. Analyzing the content of the Arabic language curricula, an applied theoretical vision. 1st Edition, Dar Al-Safaa for Publishing and Distribution, Amman - Jordan, 2009.
 27. Ministry of Education, Republic of Iraq. Planning of primary education in Iraq, Baghdad, 2012.
 28. Bloom, B. S. and others: Handbook on formative and summative evaluation of student learning. New York, McGraw-Hill, 1971.
 29. Oxford, (1994). Advanced Learner's Dictionary of Current English, fifth Edition by Jonathan Oxford: University Press.
 30. Kiss, H.O. (1996): Statistical concepts for Behavioral science. London, Sidney, Toronto, Allyn and Bacon.
 31. Kagan, Spencer. (1994). Cooperative Learning, Publisher; Resources for Teachers, Inc. 1 (800 wee co-op).
 32. Shaffer, J. (2007/2008). Cubing: what is it? What does it look like? ELO0, Vol.1, Iss.