The Effect of Using Pictorial Story in raising the achievement in Arabic among second Grade Students' in Irbid

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Abstract

This study aimed at investigating the effectiveness of Using Pictorial Story in raising the achievement in Arabic among second Grade Students' in Irbid, The sample of the study consisted of 80 male and female students among second Grade, The sample was chosen intentionally, and the students were enrolled in four sections: two experimental groups (25 males and 25 females) and two control groups (25 males and 25 females). Item test was devised for the study. Its validity and reliability were verified, The findings of the study revealed that there were statistically significant differences in student performance due to group variable at α=0.05 level and it was in favor of experimental groups. However, there were no statistically significant differences in student performance due to interaction between gender and group at α=0.05 level, whereas (F) did not reach to the statistical significance level.

Keywords: (Pictorial Story, achievement, Arabic language, second grade).

1. Introduction

Teaching by storytelling is one of the best methods of teaching, the teacher can employ in any lesson presentation and it was used in old time until now especially in the curricula for this type of teaching methods Such as: Arabic, Islamic education, and social education. The stories contributed to the mounding of children's characters as stories carried many social values, story is one of the best literary methods that works on the development of virtues in the soul, it is the way to enter the world of the child and remains the impact in himself and his conscience and the story should be short precise to the point and should have good morals were good behavior is evil deeds and rewarded is punished and not complicated to the children's cognitive conscience (Kilani, 1991: p. 54).

The role of the story is meeting the needs of different children as orientation, love, need for success, need for independence, need for social appreciation so the stories should have interesting images in the minds when listening to a story. Sheikh (1996) the story develops various mental abilities such as memory, imagination, thinking, analysis, criticism and problem solving, And has a significant impact on the development of the psychological aspects at this stage because it has dialogue and reflection on the self and good example, Sheikh (1996) that the story contributes to the relaxation of emotions, conscience, development of feelings and reduce emotional tensions.

Story has assumed this important role of story, since primary education is more concerned with teaching of moral values story becomes a very important method of teaching. Traditional folk stories therefore have great significance in the system of modern education. Hamid (2005) the child's language Increasing through the words of the story, expressions and its correct pronunciation), When a child acquires vocabulary he has a crop and becomes able to synthesize words and sentences and then becomes able to acquire language skills of reading, writing, listening and speaking skills, thus making the child fluent in language.

Story works to develop children's linguistic; a story is something that everybody is familiar with, a majority of people used to listen to stories and like them very much. Children want to enjoy a character's adventures and like to distinguish between good and evil. Stories give many opportunities for practicing everything children have learnt and it allows children of different abilities to have many opportunities to listen to and speak in English in meaningful contexts.

The book that the child reads is an important source of language, as well as information, experience and fun, it is a new world for him, Language is also known as a tool or means of expression, communication and awareness of many things, Therefore, we see the majority of educators and psychologists believe that it is better for the child to introduce in the printed story more new words than the actual level, so that he can enrich his vocabulary and develop it (Kilani, 1991).

Stories can match the themes of the school curriculum and will be appropriate to the developmental needs of the children, Therefore, it is necessary when writing children's stories to take into account the ease of words, proximity to the mental level, and does not mean that the mental level to be difficult not understood by the child does not enrich his language and refrain from reading the story.

Story should be a text that suits the meaning of the child as his food, which gives him vocabulary and sentences, which adds to the linguistic dictionary, increasing the proceeds and develop language, Thus increasing its communication with others and interacting with the surrounding environment through employ those words

thus increases His self-confidence and his concept of self grows by understanding others, Stories give children opportunities to retell the story and to talk about alternative endings, for instance. As stories, consequence can help learners increase language fluency and advance in their content knowledge. The increasing child's wealth of linguistic is directly proportional to his cultural and scientific achievements, his experience and the development of his linguistic wealth (Kilani, 1995).

Story is not limited to the development of language in the child, but beyond that to become a child fluency of language through his passion for reading and acceptance of them, the story with easy words and simple words and wonderful content and address to the child's mind make him accept it with passion and believes that all that falls in his hands looks like The story is read with enthusiasm, so his language grows and develops his writing skills because he wants to employ these words.

So we must as educators to improve the selection of the content of the story, and investigate the selection of words that fit the mind of the child and the age, which was formulated whether the language, It is clear that the classical Arabic language, if used frequently in the stories of children, Unlike the colloquial or local language, it develops the listening skill more than speaking, it does not enriches its linguistic crop and does not increase its vocabulary enough to qualify for linguistic fluency, The Arab child lives in a double language, which is classical and colloquial but most researchers agree to use a simplified language combining the classical and the colloquial (Harfi, 1996).

Pictorial Story become fantastic bridges to use and understand a new language In teaching students and a great source of content which will progressively prepare students to interaction and global communication about a large variety of themes.

1.2. Previous studies

(Imran, 2014) The present study aims to include verification of the effectiveness of storyboards in supplying the child with Down syndrome communication skills, stand on the appropriateness of a storyboard for a child with Down syndrome as an educational learning as the language play an important role and it is a significant tool for social networking and satisfy the psychological needs. The stories provide the child with vocabularies, structures and new phrases; develop his skills of listening, listening and remembering and training the child to answer the questions after he had understood the story, so it increases the child's linguistic yield and he becomes able to communicate with the surrounding environment, This is experimental study as the researcher used the experimental method with Down syndrome children- the study experimental group- Down syndrome children have simple disability from the center of Bright Hope in the age group of 6-12 and the study will be applied on a sample of 32 Single children males and females. The study will be applied on documentary sample of stories consist of 12 of children's stories. The results showed the effectiveness of using pictured stories in granting the children some verbal communication skills among children with Down syndrome, who are able to learn.

Nassar (2012) this study aimed to reveal the effectiveness of narrative activities in improving oral language performance (verbal fluency, vocabulary diversity), the sample of study consisted of pre-school children of 5-6 years. The effectiveness of two treatments (verbal storytelling, image use, and storytelling only) has been demonstrated to improve oral language performance (verbal fluency, vocabulary diversity) and to understand the story in a sample of pre-school children of 5-6 years. The sample of the research consists of: 30 children, divided into two experimental groups, each group consisting of 15 children, group 1, narrative group only - pictures are presented only after narration - and group 2 narration group +and images. The tools used were: (narrative activities, storytelling, note-taking and evaluation of story comprehension- prepared by the researcher). The result showed there are no differences between the two experimental groups. However, the qualitative analysis showed some differences, although it did not favor a group on the other, clearly, Indicating the importance of diversification between the two modes of displaying images in the narrative activity, according to the objective of the activity.

Al-Mafraji (2011) this study aimed at identifying the effect of Pictorial Story and playing the role in adjusting attention deficit in special education students. The sample consisted of 28 students with (9 students for the first experimental group, 10 students for the second experimental group, and 9 students for the control group studied according to the traditional method. The three groups were rewarded in some variables such as the age of time calculated by months, the grade of reading for the second grade of primary, the general average of the second grade grades, and the educational level of parents. The attention deficit meter was used.

Al-Nassar and Majidil (2010) this study aimed to develop positive reading attitudes among second graders by using the teacher's reading style of stories, and then measuring the impact of the program on students' attitudes towards reading. The program included 10 supporting activities suggested to the teacher because they have an effective effect in enhancing the positive role of the reading program. The application of the program of reading the stories to the students took 6 weeks, during the experimental groups between (12-16) stories, The program was applied to a sample of second grade students, consisting of (70) students, at Prince Sultan

Educational in Riyadh, The study found that the application of the reading program to the students had a significant impact on the development of their positive attitudes towards reading. The T test revealed statistically significant differences between the tribal and remote applications of the reading scale for the benefit of the post application.

Al-Saadi (2009) this study aimed at tracing the story in developing the skills of speaking and writing at the basic stage in Jordan. The study sample consisted of (120) students in four people chosen by cluster method. To achieve this goal, three tools were built: speech test with recording, story writing test, and six stories developed from six special topics for teaching speaking and writing. The results of the study showed differences in the performance of the students in each skill in speaking and writing the story due to the method of teaching for the experimental group, and there is a statistically significant difference due to the gender variable for females, and there is no a statistically significant difference due to the interaction between the teaching strategy and gender.

alqda and alqda (2008) this study aimed at verifying the impact of a training program based on role playing strategies and story development in pre-school reading readiness, and revealing whether this effect varies by group, gender and interaction between children in the reading readiness test Macro and its sub-dimensions. The sample of the study consisted of (66) children of the second grade of kindergarten in Jerash, aged between 5-6 years, distributed according to the gender variables and the group randomly in three groups: the first experimental group (role play), The second group (story) the control group. In order to achieve the objectives of the study, a training program was prepared in the reading readiness based on the role playing and story strategies. It was divided into two parts: each of which included 18 activities. The impact of the training program on the gender dimensions of reading readiness (visual recognition, auditory distinction, understanding, information, auditory recall and visual recall) was revealed due to the group variable, while no statistically significant effect of gender variable or interaction between group and gender was found on all dimensions Readiness test. The results showed that the first experimental group (role play) was more influential in the dimensions of reading readiness (visual discrimination, information, and visual memory) compared to the story group, and there were no significant differences between the experimental groups on the other dimensions.

Abu Jamous and Kenan (2008) this study aimed at the identification of the effect of using the movement and action story on developing some language patterns and movement performances of first primary children. The problem of the study was formulated by the following questions: 1) what is the effect of the movement and action story on developing the basic action and movement skills of first primary children according to method and gender variables and their interaction? 2) What is the effect of the movement and action story on developing some language patterns of first primary children according to method and gender variables and their interaction? To answer these questions the researchers intentionally selected a sample consisting of two equal groups (62) male and (62) female children. The study was conducted after ensuring the equivalence of the two groups and obtaining validity and reliability coefficients. The teaching method used movement and action story. The findings revealed statistically significant differences between the experimental group and the control group. The children in the experimental group out performed their peers in the control group in their performance of all the target basic actions, The experimental group also excelled in the target language patterns viz, the vocative, the oath, exclamation, coordination, interrogative, wishes, hope, command, and prohibition.

1.3. Comment on previous studies

Many studies have shown the effectiveness of learning by using narratives compared to the traditional method as Abu Al-Hijja, (2010); Al-Nassar and Majidil, (2010) and there is studies showed a statistically significant difference in student achievement due to gender, Saadi, (2009), and studies concerned achievement as a study (Abu Al-Hija, 2010), Studies of the basic stage as a study (Abu Al-Hija, 2010) in Jordan, And studies dealt with special education, such as Mufraji (2011) in Iraq, This study meets with previous studies focus on storytelling in the field of Arabic language, and focus on it.

2. Problem of the study

Educators need to recognize how this phenomenon impacts on teaching and learning and identify ways to support language development, in the transfer of experiences, and their suitability, and the abilities of the learner, one of the most important elements of the educational situation, Some practices in teaching methods have delayed the achievement of educational situation; Learners who are learning in a language other than their mother tongue will often have a wealth of knowledge in a language other than that of the classroom, so it is necessary for the teacher to look for ways to increase student achievement, One of these methods is the Pictorial Story which works to give the student a linguistic inventory that helps to understand and analyze the words through the story and develop students' readership, This study seek to investigate the effectiveness of Using Pictorial Story in raising the achievement in Arabic among second Grade Students' in Irbid, Based on the researcher's belief that the creative student is able to read what he writes with all skill and mastery. So the study

was to answer the following question:

Does a mean of student performance differ from the achievement test in raising the achievement in Arabic due to (Teaching method, gender) and interaction between them? (There is no statistically significant difference at (α = 0.05) between means of students' performance on achievement in Arabic as a whole due to the variable (teaching method, gender) and interaction between them).

2.2. Significance of Study

Education process refers to the process of receiving an education or being educated whereas educational process would refer to a process that educates and it is an integrated process requires an educational material, a teacher, a learner, and a teaching method so our study came to illustrate the importance of teaching method that helps students to be able to read in a correct way (Pictorial Story) Because students at this stage like to hear stories and participate in the events, Pictorial Story has an active role in the development of students and help in raising the achievement significantly because it develops all aspects of mental, psychological, emotional, social.

2.3. Limitations

The following are limitations to the study:

1. The study focuses on the effectiveness of Using Pictorial Story in raising the achievement in Arabic among second Grade Students' in Irbid**.**
2. This study was limited to a sample of students in primary second grade at Rokaya bint al-Rasul school for girls, and mixed Ala'al School/ 2016- 2017.
3. The schools of study were selected from a range of schools, and to consent to the application of the study procedures and to provide appropriate assistance to work.
4. It has been identified to measure achievement of the scientific concepts by using a test developed for the purposes of the present study.

2.4. Key Terms

Pictorial Story: Is a set of events revolve around a specific topic that lists an interesting way, the language understandable, expressive and clear voice by photographs reflect those events ranging in appearance from beginning to end.

Achievement: is the result of what students learn after the completion of a study of educational material directly, and it measured by the total of marks in the test, which was prepared for this purpose.

Arabic language: Is a set of skills acquired by students in the second grade, including listening, speaking, reading, and writing.

Normal method: are steps that determine the course of action and it identified procedural by offer the educational material using different instructional except the story, such as board, chalk, pen and paper, and the basic role of the teacher, and the participation of the learner.

Second grade: is the second year of primary education in the first semester of the year 2016/2017.

3. Study Approach:

The researcher has used the semi experimental to suitability the nature of the study, and its ability to achieve its goals, using the post measure for the two sets of experimental group and control group.

3.2. Population of study:

The study population consisted of second grade students in the educational district of Irbid and registered for the academic year 2016/2017, and number reached (1867) male and female students.

3.3. The study sample:

The sample of study consisted of (100) students from the primary second-graders, the groups of study was distributed in each school randomly to the experimental groups and the control group, the experimental group consisted of 50 students (25 males and 25 females) and the control group consisted of (50) students (25 males and 25 females).

4. Instrumentation:

Firstly- Educational material divided to:

- **Educational material (Pictorial Stories):** Pictorial stories are often neglected or used in a very predictable way in the classroom, usually as a starting point for an ultimately writing activity and narrative speaking, but they can also be of key importance in the communicative and interactive classroom, Such as the distinction between the non-lunar and the solar and the instrument of appeal and the full wonder and question and singular, It also dealt with educational material, which is given through the stories topics on the characters of the long and short tide, and the static section, And consisted of (10) stories, distributed in the gift for a period of two months

in the first semester. In these stories, the elements of movement and suspense, prompt reinforcement, direct feedback, and formative evaluation were taken into consideration.

After selecting stories, preparing them, formulating behavioral goals, and preparing notes, the stories were presented to a group of PhD, MA, Arabic language, educational technology, curriculum and teaching professionals.

Secondly: Achievement Test

The researcher has been developed (50) Question of multiple choice (4 options), then making adjustments by the arbitrators, (10) questions were deleted, and the test became (40) questions.

4.2. Difficulty and discriminate indices for test

In order to ensure the validity of the test was extracted difficulty and discriminate indices for each item and test as a whole, (Table 1) illustrates this.

Table (1) difficulty and discriminate indices for each item and test as a whole

No.	Difficulty index	Discriminate index	No.	Difficulty index	Discriminate index
1	0.55	0.61	21	0.53	0.56
2	0.46	0.51	22	0.55	0.59
3	0.61	0.53	23	0.59	0.63
4	0.52	0.58	24	0.48	0.52
5	0.66	0.51	25	0.62	0.67
6	0.41	0.47	26	0.50	0.61
7	0,46	0.52	27	0.43	0.48
8	0.44	0.45	28	0.45	0.49
9	0.51	0.49	29	0.59	0.63
10	0.55	0.61	30	0.41	0.43
11	0.66	0.41	31	0.55	0.77
12	0.40	0.55	32	0.46	0.88
13	0.73	0.80	33	0.61	0.94
14	0.55	0.70	34	0.52	0.93
15	0.63	0.75	35	0.66	0.92
16	0.67	0.85	36	0.41	0.90
17	0.70	0.90	37	0.46	0.41
18	0.37	0.66	38	0.44	0.42
19	0.40	0.55	39	0.51	0.45
20	0.50	0.67	40	0.55	0.47
Test as a whole	**0.52**	**0.58**			

Table (1) shows that difficulty indices for items of test ranged between (0.37 - 0.73) and difficulty index for testing as a whole was (0.52) this shows the degree of medium difficulty and is suitable to apply the test.

But discriminate indices show the ability of test items to distinguish between weak group and strong group in the achievement ranged between (0.41 - 0.94) and discriminate index for the test as a whole was (0.58) This demonstrates the ability of discriminate is acceptable for the purposes of test application, Whereas the test is considered acceptable if the discriminate index increased from (0.30).

4.3.The validity of Achievement Test

To make sure of the validity test, it was distributed to (8) arbitrators from experts in the field of learning and modern teaching methods in universities, two teachers are studying the same curriculum and supervisor of school stage, then he asked them to give their comments and suggestions on the achievement test questions, The test was edit based on comments and suggestions, So 10 of questions was deleted, to become a component of the test (40) Question of multiple choice.

4.4. The reliability of Achievement Test

In order to extract the reliability of achievement test was applied Cooder Richardson equation (25) on all the paragraphs of the test amounted to (0.841), it was applied twice in two weeks on a prospective sample of 25 students from outside the study sample, and account between Pearson Correlation Between the two applications, where was (0.89), it is a high values, indicating a high degree of reliability of the application for testing purposes.

5. Study Procedures

The study was conducted in accordance with the following procedures:

1. Prepare a series of comic books to suit the educational content in the Arabic language for the second grade during the academic year 2016/2017.
2. Prepare achievement test commensurate with required material and educational goals in the textbook.
3. Get the book to school administrators concerned with the study, coordination with the management of both schools to conduct the study, implementation of lessons by learning of the experimental group, and implementation of the lessons in the usual way for the control group.
4. Determine the community and members of the study, which was divided into two groups: Experimental consisted of 25 male and 25 female, who studied in built-learning and a control group, which consisted of 25 male and 25 female, who studied in the traditional manner.
5. Equalization of experimental and control teacher in terms of expertise, efficiency and the ability to teach.
6. The study test applied and the test time is 45 minutes, to measure the improvement in the experimental group students.

6. The study variables:

1- Independent variables included two variables: the group has two categories (control and experimental) and gender has two categories (male and female).

2- Dependent variables: Post achievement for second-grade students.

6.2.Statistical Treatment:

To answer the study question was used the following statistical methods: difficulty and discriminate indices for all the items of the test and the test as a whole, to make sure of the stability, (2- Way ANOVA) to make sure that equalization of the two groups on the pre application and (2- Way ANCOVA) to detect differences between the two groups on the post application existence of pre.

7. Parity between two groups on Achievement Test:

To make sure from equalization of the two groups on the pre measurement on achievement of second grade students in Irbid, it was applied (ANOVA) and the following are the results:

Table (2) the means and standard deviations of pre measurements due to group variable and gender

Group	Gender	Means	S.D
Control (n=50)	Male(n=25)	14.28	1.90
	Female(n=25)	14.68	1.97
	Total	14.48	1.93
Experimental (n=50)	Male(n=25)	15.56	2.63
	Female(n=25)	14.36	2.04
	Total	14.96	2.41

Table 2 shows that the means of the control and experimental groups were convergent; to detect statistical significance between them due to of group and gender variables, it was applied (ANOVA), Table 3 illustrates this.

Table (3) the results of (ANOVA) to detect differences between two groups on the pre measurement (n = 100)

Variable	Sum of Squares	DF	Mean Square	F	Sig.
Group	5.760	1	5.760	1.239	.268
Gender	4.000	1	4.000	.860	.356
Group*Gender	16.000	1	16.000	3.441	.067
The error	446.400	96	4.650		
Total	472.160	99			

Table (3) shows that (F) is not statistically significant at the significance level (0.05), and this shows the parity between two groups (control and experimental) on the pre measurement

Question of the study:

Are there statistically significant differences (α ≤ 0.05) between the mean scores on the achievement of second grade student in Arabic due to the variables (group and gender)?

To answer this question, it was extracted means and standard deviations of the estimates of the study sample on the pre dimensional for the control and experimental groups, as it has been apply (ANCOVA) to detect differences between the two groups on pre measurement to take account of the post differences between the two groups in achievement, table 4 illustrates this.

Table (4) means and standard deviations for the study sample grades in pre and post measurements which adjusted due to group and gender variable

Group	Gander	Pre measurement		Post measurement		Corrected Means	The standard error
		Mean	SD	Mean	SD		
Control	Male	14.28	1.90	28.20	2.35	28.20	0.50
	Female	14.68	1.97	28.28	2.64	28.28	0.50
	Total	14.48	1.93	28.24	2.47	28.24	2.47
Experimental	Male	15.56	2.63	34.96	0.84	34.96	0.17
	Female	14.36	2.04	34.92	0.81	34.92	0.17
	Total	14.96	2.41	34.94	0.82	34.94	0.82

Table (4) shows the existence of differences between means for study sample grades in the post measurement and modified due to group, gender variable, and to ensure from statistical significance of these differences, it was applied (ANCOVA) Table 5 illustrates this:

Table (5) the results of (ANCOVA) to detect the differences due to group and gender variables (n = 100)

Source	Sum of Squares	DF	Mean Square	F	Sig.	Eta Squared
Pre measurement	35.263	8	4.408	1.308	.250	.106
Group	1085.736	1	1085.736	322.159	.000	.785
Gender	.180	1	.180	.053	.818	.001
Group*gender	1.764	1	1.764	.524	.471	.006
The error	296.577	88	3.370			
Corrected Total	1454.190	99				

Table (5) shows as follows:

- There is statistically significant differences in the scores of students due to group variable at the significance level (0.05), (F) was (322.159) and at statistically significant is (0.000) and the differences in favor of the experimental group, means is (34.94) for the experimental group, while the means was for the control group (28.24), and amounted to impact the size of the group variable (79%) and is a high value, it indicate to the effect of strategy of teaching used in the improvement of the achievement level for the students compared with the control group, which has been taught in the traditional way due to The researcher attributed this result to the fact that the stories provide new vocabulary, structures and phrases for students. He develops the skill of listening, remembering and training, to answer the questions after he understands the story, thus developing the child's linguistic output and being able to communicate with the environment around him. Thus, it monitors the verbal communication skills contained in the storyboard that a child with Down syndrome can learn, and identifies the attractions of the storyboard (Imran, 2014). In addition, the superiority of the students of the experimental group to the students of the control group that the method of narration of the story enabled them during the implementation of the role of roles and representation, and the use of physical movements to express meanings, including the movement of hands and eye and head in addition to the composition of the tone of sound, Has led to the proper assimilation, development and retention of information (Yaghmur and Obadiyat, 2016).

- There were no statistically significant differences in the performance of students due to the gender variable and the interaction between gender and group at the level of significance (0.05), where (F) did not reach to the level of statistical significance.

8. Recommendations:

Upon the results the researchers recommended the following:
1. Instruct the curriculum teachers in the Ministry of Education to include the stories in the basic stage of the lower stage (the first three grades).
2. Instructing the curriculum teachers in the Ministry of Education to include short stories in the teaching methods of the basic stage (first three grades).
3. To conduct further studies about the Effect of Using Pictorial Story In teaching the first three grades.

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