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THE EFFECT OF THE PERFORMANCE-BASED
ASSESSMENT STRATEGY ON THE ACHIEVEMENT OF
SECOND-GRADE STUDENTS THE AVERAGES SUBJECT
IN ARABIC GRAMMAR

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ABSTRACT

The current research aims to identify the impact of the performance-based assessment strategy on the achievement of the second-grade intermediate students. To achieve this goal, the researcher put the null hypothesis that there is no statistically significant difference at the level (0.05) between the average achievement of the experimental group students who study the Arabic grammar subject according to the performance-based evaluation strategy and the average achievement of the control group students who study the same subject in the traditional method 0 and for verification From that, the researcher relied on an experimental design with partial control, for the two equal experimental and control groups, and she chose a randomized method of medium flasks for girls in the center of Najaf Governorate to be a sample for research. The control group represented (28) students. The researcher conducted parity between the students of the two groups of research in several variables, namely: (the chronological age of the students of the two research groups calculated in months, the academic achievement of the parents, the intelligence test) 0 After the researcher identified the subject that included (6) topics from the Arabic grammar book to be taught to the students of the class The second medium, she formulated behavioral goals that reached (64) behavioral goals and prepared model teaching plans for the subjects to be taught during the experiment. The researcher herself taught the material for both groups, and in order to measure the achievement of the students of the two groups of research in the six topics, she prepared an objective achievement test consisting of (30) paragraphs, (20) paragraphs of the multiple choice type, and (10) paragraphs of the type of supplement, the researcher proved his sincerity and its stability and the discriminatory power of its paragraphs, the difficulty factor and the effectiveness of the wrong alternatives.

By using the T-test for two independent samples in data processing, a statistically significant difference at the level of (0.05) emerged between the achievements of the students of the two research groups and was in the interest of the experimental group that was taught according to the performance-based evaluation strategy.

Introduction

Research problem:

The problem of the difficulty of the Arabic language has come to mind. Grammar is one of the complex problems in the Arabic language, as it is one of the subjects that learners are most alienated from, and become impatient with, and suffer in order to learn it, and educators all agree that the grammar material is difficult, complex and dry, despite one of the development of teaching methods and the followers of these methods are logical methods appropriate to the perceptions of students, as it is the distinction of the Arabic language from others that made it necessary for researchers to take care of grammar to control the last words (Zayer and Iman, 2014: 408), and among these reasons is that the grammar material is taught as an intended goal For himself, it became established in the students' minds that grammar is an end and not a means to perfection of other branches of the language, and one of the reasons is also to follow dry methods in teaching Arabic grammar, which was limited to the theoretical side (memorization and memorization), as well as the method of teaching grammar was not based on self-learning methods, which required the learner Linguistic effort and activity (Al-Mousawi and Raed, 2020: 204).

The researcher believes that a large part of the problem relates to the traditional teaching methods used, as most Arabic language teachers use traditional teaching methods in which the major role is for the teacher. As for the student, he is a recipient of information and passive away from practical application, as some teachers are content to explain the grammar material in the traditional way (standard or Inductive) and showing some examples on the blackboard and thinking that they explained the lesson thoroughly, contenting themselves with traditional methods and ignoring the development of themselves by examining the theories of learning and its modern strategies that keep pace with the development in the field of education, and this may be due to their fear of everything new they do not know or a lack of their motivation Towards Evolution (Al-Khafaji, 2012: 38)

Research objective: The research aims to know the effect of the performance-based evaluation strategy on the achievement of second-grade intermediate students in the Arabic language grammar subject.

The importance of research: Education plays a major role in the life of the world and peoples and highlights its value and importance in the development of peoples and their social and economic development, and it tries to elevate the human being and bring him to elevation, and it is a science and art that complement each other, science means knowledge and art skill and talent to apply this knowledge and then Art is only an application of science (Al-Khaz'leh, 2012: 11), and education can only achieve its goals in society by means of communication through which educational systems are applied, namely language (Zaire and Sama, 2016:

21), which is one of the basic means of communication to express themselves. And understanding others, through which people communicate and achieve their goals and objectives, and they transfer ideas, feelings and feelings and achieve their interests among themselves. (Al-Ghazali, 2011: 11), therefore, language is one of the main components of society, as it is a basic means of social communication through which self-expression, understanding others, achieving communication between them, achieving their purposes, and transmitting ideas as well as feelings and feelings. (Al-Ghazali, 2011: 11) The more the language spread, the more it influenced its speakers in thought and action, and the Arabic language had reached the height of sophistication and the height of perfection, and with this linguistic sophistication and perfection, it was able to preserve the integrity of its laws and the consistency of its controls from one generation to another, and they were transmitted naturally, authoritatively and intuitively until The linguistic queen faded and weakened the linguistic queen through their mixing with non-Arab nations and thus the urgent need to highlight the grammar of the Arabic language (Zayed, 2013: 159) because it is one of the branches of the Arabic language and a means of controlling speech and controlling the correctness of speech and writing (Al-Mousawi, 2015: 21), and grammar Arabic is the basis for preserving the language from corruption and decay, and preserving its authenticity and stability in other languages and dialects (Taher, 2010: 327).

In order to teach the grammar of the Arabic language, there are many educational and cultural discussions because grammar is its beating heart (Al-Jubouri, 2015: 361). The teachers of the Arabic language must be interested in the important rules that students need. This does not mean studying the rules in detail while it is limited to what students need Rules for straightening their tongues and correcting their style (Smak, 1969: 446) The researcher believes that it is necessary to write all our ideas and sciences in a language free from weakness and linguistic errors in order to reach the past, present and future, and it can only be achieved by studying the grammar of the language properly and correctly because it is the bridge that connects all the materials and this is done by choosing the appropriate method of teaching

Among these strategies is the performance-based evaluation strategy, which is one of the active learning strategies, which is a suitable and interesting strategy for students. It is also modern strategies and its idea is based on evaluation because in light of the development that included the learning and teaching process, the need to search for modern evaluation methods and strategies that keep pace with development and contribute to the development The educational system as a whole, as from the evaluation, the extent to which the planned educational goals have been achieved, and provide feedback to the student, teacher and decision maker.

Human, spatial and temporal limits of research: a sample of female middle school students in Najaf - Kufa, for the academic year 2019-2020.

Research terms:

1- The effect in language: the trace (with two holes) is what remains of the drawing of the object and the sword strikes it, and (appropriating) the thing

that has been replaced by it (and the effect) is the preservation of the thing (Al-Razi, 1982: 3).

Idiomatically: the outcome of a desired or unwanted change that occurs in the learner as a result of the intended learning process (Shehata and Zainab, 2004: 22).

Procedural definition: the intended cognitive change that occurs in the achievement of the experimental group students as a result of their exposure to the independent variable of the performance-based evaluation strategy.

2- Performance-based evaluation strategy: defined by (Bani Yasin) that the learner clarifies his learning by employing his skills in real life situations, situations that simulate real situations, or by making practical demonstrations through which he shows the extent of his mastery of the skills acquired in light of the educational outcomes to be achieved (Bani Yasin, 2012: 520).

Procedural definition: Observing and following up the student's performance while carrying out tasks that represent performance situations that require thinking, practice, and judging their achievement with evaluation tools that assess the level and degree of performance.

3- Achievement in linguistic: What is obtained from everything that remains and is proven and its misfortune is gone, and something happened that takes place, and the attainment distinguishes what is happening, and the name is the outcome and the thing is collected and proven (Ibn Manzur, 2005, vol 4/143).

Idiomatically: (Al-Jalali) defined it as a concept that is determined based on the actual performance level of the individual in the academic field resulting from the student's cognitive mental activity process, and it is inferred through his response to a set of tests (Al-Jalali, 2011: 25)

Procedural definition: The amount of knowledge obtained by female students of the second intermediate grade from the scores in the achievement test for the subject of Arabic grammar.

4- Grammar in language: ((The rule: the origin of the exponent, and the basic rules and the root of the grammar of the qad defines the grammar) (Ibn Manzur, 2006: 150).

Idiomatically: (Al-Mousawi) defined it: "One of the branches of the Arabic language, and it is a means of controlling speech and correct speech and writing, and it is not intended for its own sake, but rather a means that enables the learner to use it in the fields that confront them in the study or daily life" (Al-Mousawi, 2015: 21).

Procedural definition: It is the grammatical and morphological material to be taught for second-grade students, intermediate for the second semester, for the academic year (2019-2020).

Methodology and procedures

Research methodology: The researcher followed the experimental method, because it is the appropriate approach to achieve the goal of the research.

the tool	Dependent variable	Independent variable	the group
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Achievement test after me	Attainment	Performance-based calendar	Experimental
		The normal way	Control

Research community and sample: The research community included middle school students in middle school day schools in the province of Najaf - Kufa. The researcher selected the research sample randomly and it was (average bottles for girls) with three sections and randomly. Section (A) was chosen to represent the experimental group, and Division (B) the control group, where the final research sample was (57) students, from (29) students for the experimental group. And (28) female students of the control group after excluding (5) female students who had failed in the previous year, as shown in the following table:

The number of students after exclusion	Excluded	The number of female students before exclusion	Division	the group
29	3	32	a	Experimental
28	2	30	B	Control
57	5	62	Total	

The experiment was applied to the two groups, and the researcher studied the same two experimental groups on the basis of (performance-based evaluation) and the control group on (the usual method).

3 - Equation of the two research groups: the researcher conducted a statistical equation between students of the two research groups in some variables, including:

A- Chronological age calculated in months: the researcher did not find statistically significant differences between the average ages of the students of the two groups, as the average age of the experimental group students was (163.83) months, and their variance was (26.32), and the average age of the control group students (163.54) months, their variance (22.66) and the calculated T value (0.222) is smaller than the tabular T value of (2.000) at the level of significance (0.05) and with a degree of freedom (55) and this indicates the parity between the two research groups in the chronological age.

(The schedule for female students is calculated in months).

level indication	T-value		Degree of freedom Freedom	variance	SMA	The number of group members	the group
	Tabular	Calculated					
Not statistically significant at the level of significance (0.05)	2,000	222 ,0	55	26,32	163,83	29	Experimentation
				22,66	163,54	28	Control

B- Academic achievement for parents

The results of parity in achievement for parents using Chi Square (Ca2) showed no statistically significant differences at the level of significance (0.05) with the degree of freedom (3) between the experimental and control groups in the achievement of parents. (Parents' academic achievement).

level indication	Degree Freedom	The two Ca2 values		Bachelor of So what above	preparatory And institute	Average	Elementary and below	Sample volume	group
		Tabular	Calculated						
Not statistically significant at the level of significance (0.05)	3	7,815	1,485	7	8	8	6	29	Experimental
				8	9	6	5	28	Control

C- Academic achievement for mothers: The data showed the results of using the Chi square (Ka). There was no statistically significant difference at the level of (0.05) and the degree of freedom (3) between the two groups. (Academic achievement for mothers).

level indication	Degree Freedom	The two Ca2 values		Bachelor of So what above	preparatory And institute	Average	Elementary and below	Sample volume	the group
		Tabular	Calculated						
Not statistically significant at the level of significance (0.05)	3	7,815	1,481	9	8	5	7	29	Experimental
				6	11	6	5	28	Control

D- IQ test measurement: The researcher used the T-test for two independent samples to find out the significance of the difference between the mean scores of the students of the two groups in the test, as the arithmetic mean of the experimental group reached (42.45).) And its variance (44.22), while the arithmetic mean of the control group was (41.32) and its variance (40.20), and the calculated value of T is (0.654), which is smaller than the tabular value of T (2.000), and with the degree of freedom (55) This indicates the parity of the two groups. Research into an IQ test. (Raven IQ test table).

Miss level indication	The two values		Degree Freedom	variance	Average Arithmetic	Number of individuals the sample	the group
	Tabular	Calculated					
Not statistically significant at the level of significance(0.05)	2,000	654 , 0	55	44,22	42,45	29	Experimental
				40,20	41,32	28	Control

4 - The research tool: The researcher prepared an achievement test for the topics that she studied during the experiment, taking into account honesty, consistency, comprehensiveness and objectivity.

5- Statistical methods: The researcher used (T-test for two independent samples, Chi-square (Ca2), Pearson correlation coefficient, paragraph difficulty equation, paragraph description equation, invalid substitutes efficacy equation, Spearman - Brown coefficient).

Presentation and interpretation of results: After applying the achievement test on the experimental and control research groups and correcting the students 'answers, the result showed that the average achievement scores of the experimental group students amounted to (20.93), and the standard deviation (4.68). As for the average achievement scores of the control group students, it was (17.96) and the standard deviation was (4.12). To find out the significance of the statistical differences, the researcher used the T-test (T-test) at the ends of two independent samples, where it was found that the calculated T value reached (2,535) at the level (0.05) and the degree of freedom (55) and this value is greater than the value of the tabulated T for adults (2000 This indicates the superiority of an experimental student group who studied Arabic grammar using the performance-based evaluation strategy. Students of the control group who studied the same subject in the traditional way, and thus rejected the null hypothesis, which states that there are no statistically significant differences at the level of (0.05) between the average achievements of the experimental group students who studied Arabic grammar. Using the performance-based evaluation strategy, and the average achievement of the control group students who studied the same subject in the traditional way. (Final exam schedule).

A level indication	T-value		Degree of freedom	variance	standard deviation	SMA	The number of the sample	the group
	Tabular	Calculated						
Statistical function at the level(0.05)	2,000	2,535	55	21,90	4,68	20,93	29	Experimental
				16,97	4,12	17,96	28	Control

It is evident from the results that were presented that the performance-based evaluation strategy benefited the students of the experimental group, as they outperformed the students of the control group, and the researcher attributed this to:

- 1- The role of the strategy in generating creative responses to solve problems, break the mental deadlock among the students, make the abstract information more sensual, and make the lesson more fun and active, which contributed to the superiority of the students of the experimental group.
- 2- The investment of previous knowledge structures in building new learning, and benefiting from previous experiences in acquiring new experiences, gave the experimental group students an opportunity to outperform the control group students (Attia 2015: 381) 0
- 3- Accepting the physical similes presented by the students without confronting them with criticism or rejection helped get rid of fear and shame and obtaining, organizing and presenting information, which positively affected the achievement

Conclusions:

- 1- The use of strategy in teaching Arabic grammar helped develop students 'thinking and increase their creativity, and this may lead in the future to female students' dependence on themselves in solving the problems they face.
- 2- The model helped transfer the student from being a listener and receiving information to being an effective participant dependent on her own activity that is, making her the focus of the educational process.
- 3- The model helped the students to break free from monotony and get used to, and push them to contemplate and override the tradition framed for thinking.

Recommendations:

- 1- Introducing Arabic language teachers to the performance-based evaluation strategy, by holding training courses under the supervision of specialists in teaching Arabic language methods, so that it can be used in teaching all branches of the Arabic language.
- 2- The use of modern methods and methods of teaching and work to provide school libraries with books that include models and modern strategies needed by teachers and teachers during the period of service.

The proposals:

- 1- A study similar to the current study in other variables such as (acquisition, motivation, and tendency towards material) 0
- 2- Conducting a study similar to the current study on middle school students.

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