

## The effect of using some enrichment activities in developing some written composition skills for the first grade preparatory students

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**ABSTRACT:** This research includes a statement of the research problem and its applications, identifying written composition skills for the first grade preparatory students which need to be developed, defining composition topics appropriate for the first grade preparatory students, and the effect of enrichment activities on written composition. It also includes results, recommendations and suggestions of the study. Following is a summary of the above.

Language is one of the most important means of communications among people. Written language in particular is so important, for it is used to write down meanings and thoughts, and it constitutes a reference for people in communication with others.

The relationship between activity and composition skills is evident in the various speaking and writing classroom activities performed by students. Such activities enable students to employ the language in written composition; it is through language that students speak together, discuss topics and edit files.

**KEYWORDS:** enrichment activities, written composition skills, first grade preparatory students.

### RESEARCH PROBLEM:

Many previous studies have proved that the first grade preparatory students possess weak composition skills. In addition, the researcher observed that many Arabic Language teachers follow traditional methods in teaching composition, which gave few opportunities for their students to participate in the learning situations, and which, in turn, resulted in such weak written compositions skills for the students who became unable to plan the composition topic, or define its terms, or classify their ideas, or even use quotations or citations in their written composition.

Since enrichment activities are related directly to the students' lives, these activities can be useful for developing some of the students' written composition skills.

### RESEARCH QUESTIONS:

The current study seeks to answer the following main research question:

- What is the effect of using some enrichment activities in developing some of the written composition skills for the first grade preparatory students?

### SUB-QUESTIONS:

In order to answer the above mentioned research question the study seeks to answer the following sub-questions:

1. What are the written composition topics appropriate for the first grade preparatory students?
2. What are the written composition skills that need to be developed for the first grade preparatory students?

3. How could some composition topics be taught through enrichment activities for the first grade primary students?

4. What is the effect of some enrichment activities in developing some of the written composition skills for the first grade preparatory students?

#### **RESEARCH OBJECTIVE:**

The current research aims at investigating the effect of using some enrichment activities in developing some of the written composition skills for the first grade preparatory students.

#### **SIGNIFICANCE OF THE STUDY:**

The current research is of significant importance in terms of the following:

- Improving the students' level in written composition.
- Reconsidering the currently used methods for teaching written composition.
- Exploring the significance of using enrichment activities in developing some of the written composition skills.
- Developing the performance of the Arabic Language teachers through training them on employing the enrichment activities in teaching written composition to students.
- Providing other researchers with new prospects and suggestions that help them conduct more studies especially on the role of enrichment activities in teaching various branches of Arabic language.

#### **LIMITATIONS OF THE STUDY:**

The current study focuses mainly on:

1. A sample taken from the first grade preparatory students in Fayoum city.
2. The following enrichment activities:
  - Facts, terms, and concepts related to the composition topics.
  - Citations that support thoughts and opinions in the written composition such as Quran verses, Hadith, poetic verses, and meaningful sayings.
  - Some reports, related to the written composition topics, which are issued by universal, local or international organizations.
  - Some pictures, charts, tables, and illustrative maps
  - Free reading.
3. Some written composition topics such as: supporting the Prophet (peace be upon him), the importance of friendship, cleanliness is next to godliness, the importance of computer, and the striving merchant.
4. The composition skills that need development (planning, description, classification, inference, and evaluation)
5. The study was conducted in the first school semester.

#### **RESEARCH METHOD:**

1. Descriptive Design: it is used to define the research problem, limitations, hypotheses, and significance. It is also used to describe the research instruments (a test of some written composition skills for the first grade preparatory students).

2. Quasi-Experimental Design: it is used to define the effect of using some enrichment activities in developing some of the written composition skills for the grade preparatory students.

The instruments used by the researcher were classified into:

Firstly: Preparation of the experimental tools which include:

- A questionnaire of the composition topics appropriate for the first grade preparatory students.
- Observation card for the teaching performance of the Arabic Language teachers.

Secondly: Preparation of educational tools which include:

- A student booklet

- A teacher's Guide

Thirdly: Preparation of measurement tools which include:

- A test of some of the written composition skills
- A content analysis for students' pre and post writings.

**HYPOTHESES OF THE STUDY:**

The hypotheses of the study are:

- There is no statistically significant difference between the mean (average) of the experimental group and the average of the control group in the pre-test for some of the written composition skills for the first grade preparatory students.
- There is no statistically significant difference between the mean (average) of the experimental group and the average of the control group in the post-test for some of the written composition skills for the first grade preparatory students.

**RESEARCH PROCEDURES:**

The current study followed the following procedures:

- To answer the first research questions: What are the written composition topics appropriate for the first grade preparatory students?
- The researcher prepared a questionnaire that included the written composition topics appropriate for the first grade preparatory students. The questionnaire was introduced to a group of expert raters to check its validity and reliability, the topics were modified according to the raters' suggestions, and they were employed by the researcher. The results were presented in tables for analysis and interpretation.

*Table 1. Observed Frequencies, Expected Frequencies, and the Values of  $\chi^2$  for the opinions of the teachers and supervisors of the Arabic language - the research sample for the written composition topics appropriate for the first grade preparatory students.*

Order by Significance	Relative Weight	Significance	$\chi^2$	Appropriateness			Item
				Low	Medium	High	
				K	K	K	
1	.975	0.01	55.26	0	2	38	1
8	.9	0.01	29.6	0	12	28	2
13	.883	0.01	26.60	2	10	28	3
3	.958	0.01	53.75	0	5	35	4
7	.908	0.01	32.15	0	11	29	5
13	.883	0.01	31.40	4	6	30	6
21	.733	Not Significant	2.45	9	14	17	7
2	.960	0.01	53.83	0	3	37	8
16	.875	0.01	27.95	4	7	29	9
8	.9	0.01	32.60	2	8	30	10
19	.841	0.01	24.35	7	5	28	11
4	.933	0.01	44.45	1	6	33	12
13	.883	0.01	31.40	4	6	30	13
10	.891	0.01	27.95	1	11	28	14
17	.858	0.01	27.65	6	5	29	15
17	.858	0.01	20.45	3	11	26	16
10	.891	0.01	29.45	2	9	29	17
10	.891	0.01	29.45	2	9	29	18
5	.930	0.01	48.20	2	4	34	19
19	.841	0.01	21.05	6	7	27	20
6	.925	0.01	38.15	0	9	31	21

Table 1: It shows that the order of the written composition topics by relative weight is as following:

Supporting the Prophet (peace be upon him), Relative Weight (.975).

1. Friendship and choosing the good friend, Relative Weight (.960).
2. Cleanliness is next to godliness, relative Weight (.958).
3. The story of a poor merchant who became rich, Relative Weight (.933).
4. The importance of computer, Relative Weight (.930).
5. The role of science and work in our life, Relative Weight (.925).
6. 6<sup>th</sup> of October War, Relative Weight (.908).
7. Birth of the Prophet, Relative Weight (.9).
8. How to maintain school facilities, Relative Weight (.9).
9. River Nile and its bounty to Egypt, Relative Weight (.891).
10. A historical character, Relative Weight (.891).
11. A sound mind in a sound body, Relative Weight (.891).
12. The role of fasting in our life, Relative Weight (.883).
13. How sports refine our souls, Relative Weight (.883).
14. The 25<sup>th</sup> of January Revolution, Relative Weight (.883).
15. Benefits of journey and what you like most about them, Relative Weight (.875).
16. Egypt winning the African Cup, Relative Weight (.858).
17. Tourism in Egypt, Relative Weight (.858).
18. Mother’s Day and it impact on society, Relative Weight (.841).
19. The role of library in your life, Relative Weight (.841).
20. Elections and current events, Relative Weight (.733).

1. To answer the second research question: What are the written composition skills appropriate for the first grade preparatory students?
  - The researcher reviewed the literature on written composition skills.
  - The researcher prepared a composition test and it was introduced to raters to check its validity and reliability. A pre-test and a post-test were presented to the control and experimental groups (research sample).
2. To answer the third research question: How could some composition topics be taught through enrichment activities for first grade primary students?
  - The researcher prepared a student’s book.
  - The researcher prepared a teacher’s guide.
  - The researcher trained the research sample (control group) only on using the enrichment activities to write composition topics.
3. To answer the fourth research question: What is the effect of some enrichment activities in developing some of the written composition skills for the first grade preparatory students?
  - The researcher applied a post-test on the sample, and the data were statistically analyzed.

**Table 2. The experimental group achieved higher scored in the post-test of composition skills than the control group.**

Sig.	Calculated t value	df = 53	Control (28)		Experimental (27)		Statistical Data Skill
Significant at 0.01 level	10.913		1.13	2.39	0.70	5.22	Planning
Significant at 0.01 level	11.050		571.1	2.29	0.76	5.26	Description
Significant at 0.01 level	10.406		1.14	2.96	0.58	5.56	Classification
Significant at 0.01 level	11.625		1.73	3.43	1.30	8.33	Inference
Significant at 0.01 level	8.236		0.98	1.71	0.64	3.59	Evaluation
Significant at 0.01 level	11.540		1.36	2.71	0.85	6.22	Writing Composition

Table 2: It shows that the scores of the experimental group on the post-test application were higher than the scores of the control group in the following skills:

1. Planning skill, calculated t value .10.913.
2. Description skill, calculated t value .11.050.
3. Classification skill, calculated t value .10.406.
4. Inference skill, calculated t value .11.625.
5. Evaluation skill, calculated t value .8.236.
6. Writing composition skill, calculated t value .11.540.

#### **RESULTS:**

The results of the research are summarized as following:

1. There are statistically significant differences between the observed frequencies and expected frequencies for the opinions of the Arabic language teachers and supervisors concerning the written composition topics appropriate for the first grade preparatory students. The five topics with the highest relative weights are:
  - a. Supporting the Prophet (peace be upon him), Relative Weight (1).
  - b. Friendship, Relative Weight (.975).
  - c. Cleanliness is next to godliness, relative Weight (.958).
  - d. Struggling Merchant, Relative Weight (.933).
  - e. The importance of computer, Relative Weight (.930).
2. There are statistically significant differences between the average scores of the research sample before and after the application of treatment i.e., teaching composition skills using enrichment activities; there are significant differences at the levels of (0.01) and (0.05) between the experimental group and the control group in the post-test and written composition skills in favor of the experimental group. These results indicate that:
  - The experimental group that studied written composition through using enrichment activities had their following written composition skills developed:
    1. Planning skill, calculated t value .10.913.
    2. Description skill, calculated t value .11.050.
    3. Classification skill, calculated t value .10.406.
    4. Inference skill, calculated t value .11.625.
    5. Evaluation skill, calculated t value .8.236.
    6. Writing composition skill, calculated t value .11.540.

#### **RECOMMENDATIONS OF THE STUDY:**

1. Employing enrichment activities in Arabic language lessons especially written composition.
2. Training Arabic language teachers on employing the student's booklet in classes assigned specially for written composition at schools.
3. Considering students' preferences when choosing the topics for written composition classes.
4. Linking written composition to other branches of Arabic language lesson.

#### **SUGGESTIONS FOR FURTHER RESEARCH:**

- Future research may seek to:

1. Develop other written composition skills.
2. Employ enrichment activities to develop skills in different other branches of Arabic.
3. Employ enrichment activities on students of primary and secondary stages.