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The Effect of the Support and Assistance Groups Strategy on the Achievement of First-Year Intermediate School Female Students in the Arabic Grammar Subject

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Abstract

This research aims to determine the effect of the support and assistance group strategy on the achievement of first-year intermediate school female students in the Arabic grammar subject. The researcher randomly selected Al-Ibtihal Intermediate School for Girls, affiliated with the General Directorate of Education in Baghdad / Al-Rusafa III. The research sample consisted of (63) students; The experimental group, whose students will study Arabic grammar subject according to the strategy of support groups, consists of (32) female students, and Section (C) represents the control group with (31) female students.The researcher considered among the students of the two research groups some variables as: chronological age, intelligence test, linguistic ability test, and the academic achievement of parents. As for the research tool, the researcher prepared a test that measures achievement, consisting of (40) items, of the multiple-choice questions, distributed across three different questions papers. The researcher verified the validity and reliability of the test, extracted the discriminatory powers, and the difficulty coefficients of its items. Then the test was administered to the research sample students, and postponed for the students of the experimental group.The researcher studied the two research groups during the experimental period, which lasted for a full academic semester, in the academic year (2023-2024). The researcher statistically processes the data, used the t-test for two independent samples, the Chi-square test, the Pearson correlation coefficient, the difficulty coefficient equation, the distinctiveness coefficient equation, and the Spearman-Brown equation. After analyzing the data, the research concluded that there is a statistically significant difference between the average grades of the students of the two research groups in the Arabic grammar achievement skills, in favor of the experimental group at a significance level of (0.05).

Keywords: *The Support and Assistance Groups Strategy, The Achievement, The Arabic Grammar Subject, Teaching Methods.*

Introduction

Research Problem

Teaching methods play a significant role in determining the difficulty or ease of learning grammar. It is undeniable that these methods have a direct influence on students' attitudes toward language rules, which in turn affects their success or failure. In other words, teaching methods directly impact students' achievement in language rules. (Al-Kalak, 2001, p. 7)

The researcher agrees with the viewpoint that a significant part of the problem lies in the teaching methods. The problem does not solely stem from the inherent difficulty of the Arabic grammar subject, but rather from the methods or approaches used to teach and simplify these rules.

Based on the above, the research problem is defined as follows:

- Weakness among intermediate stage students, particularly female students, in Arabic grammar as identified by previous studies.
- Limited effectiveness of teaching methods and modern approaches in teaching Arabic grammar.

In light of these justifications and reasons, the research problem is formulated by addressing the following question: Does the strategy of support and assistance groups have an impact on the achievement of first-year intermediate school female students in Arabic grammar?

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Significance of the Research

Upon observation, it became evident that improving the educational process and achieving educational goals requires a balanced approach between traditional and modern methods. Not everything old is necessarily traditional and not suitable for application, just as not everything modern is universally applicable throughout the educational journey. As the world evolves and information becomes dynamic, teaching methods have shifted towards instilling values, inclinations, and thinking methods that help students adapt to this changing world. Since thinking is the most fundamental function of the mind, and our brains possess potential and skills that can be developed through stimulation, it is imperative to foster these abilities. As linguistic beings, humans are naturally inclined to explore the mysteries of the universe, contemplate, and express their thoughts through language, using it as a tool for lifelong learning..

The significance of language in education lies in its role in transferring knowledge and ideas and facilitating learning and teaching processes. It serves as a medium for acquiring knowledge and forming strong, positive correlations between linguistic abilities and achievement levels (Fadel, 1998, p. 29).

Arabic language education extends beyond mere instruction; it shares with other languages its functions and educational objectives. Arabic language possesses specific foundations and unique characteristics that make it a cornerstone of learning. It is an essential element in shaping learners' personalities, fostering intellectual, social, and emotional development, and influencing their worldview and societal perceptions (Ghuloum, 1982, p. 6).

Arabic language is a cohesive entity, with its various disciplines - reading, writing, composition, conversation, spelling, and grammar - interlinked. Each component is not independent but should be integrated, with the teacher connecting them to achieve the desired language teaching objectives (Al-Jumard, 1962, p. 25). These disciplines converge to fulfill the goals of Arabic language instruction.

Grammar is an integral part of the Arabic language and cannot be isolated from linguistics. We cannot prioritize linguistics over grammar or vice versa; they are complementary to each other. Arabic language is a unified entity, with its disciplines interconnected and cohesive (Ibrahim, 1973, p. 50).

Adopting a modern perspective on Arabic grammar, teachers should prioritize words and sentences before morphology and syntax, and examples and evidence before rules and definitions. Students should be guided to develop clear, understandable definitions and rules, avoiding vague and incomprehensible explanations. Reading and conversation lessons play a vital role in teaching grammar practically. The main aim of teaching grammar is not merely instruction but application. Therefore, it is the teacher's responsibility to ensure that rules are applied and understood through various exercises (Fayed, 1975, pp. 187-188).

The traditional view of the learning process, where the teacher lectures and the student listens, has evolved. Modern education emphasizes the role of active students who listen, speak, discuss, read, and gather information independently (Mahmoud, 1971, p. 325).

The strategy of support and assistance groups is crucial in the learning process, as highlighted by the following points:

- Knowledge and experience exchange: Support and assistance groups provide a platform for members to exchange knowledge and experiences. This exchange of information, ideas, and experiences enhances knowledge levels and broadens learning horizons. Individuals benefit from previous experiences and knowledge available in the group to progress in their educational and professional endeavors.
- Encouraging critical thinking and creativity: Interacting with group members and discussing diverse ideas and topics stimulates critical thinking and creativity. Members can present their ideas and opinions and receive constructive feedback and guidance, fostering analytical skills, critical thinking, and the generation of new ideas.

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- Personal growth support and motivation: Support and assistance groups offer a supportive environment for personal growth. Emotional support, advice, and encouragement are provided by fellow group members. Individuals can learn from others' experiences, absorb feedback and guidance to improve themselves, and set and work towards their goals with the group's support and resources.
- Developing cooperation and communication skills: Collaborative work in support and assistance groups helps develop cooperation and communication skills. Individuals learn how to interact with others and work as a team towards common goals, enhancing communication, active listening, and problem-solving skills. These skills are necessary in the job market and in individuals' lives in general.
- Boosting self-confidence: Support and assistance groups contribute to increasing self-confidence. When individuals receive support and encouragement from group members, they feel more confident in their abilities. Learning from others' successes and challenges enhances initiative, determination, and belief in one's potential for success.

In summary, support and assistance groups offer rich educational and social opportunities and resources. They promote active learning and enhance individual capabilities, benefiting individuals in learning, personal growth, and goal achievement (Ambosaidi, 2019: 496).

Research Objective and Hypothesis

This research aims to determine the impact of the support and Assistance groups strategy on the acquisition of Arabic language grammar among first-year intermediate school female students. With this objective in mind, the researcher formulated the following null hypothesis:

There is no statistically significant difference, at the significance level of (0.05) between the mean scores of the achievement of students in the experimental groups studying Arabic language grammar using the support and Assistance groups strategy and the average achievement scores of female students in the control group studying the same subject in the traditional way.

Research Boundaries

This research is limited to:

- A sample of first-year female students from one of the intermediate or high schools affiliated with the six directorates of general education in Baghdad governorate for the academic year 2023-2024.
- Topics covered in the Arabic language grammar book - Part One - scheduled to be taught to first-year intermediate students in Iraq for the academic year 2023-2024.

The first semester of the academic year 2023-2024.

Definition of Terms

Impact: The intended cognitive change that occurs in the experimental group students as a result of exposure to the independent variable (support and groups strategy) and measured by the post-test.

Strategy: An organized and integrated plan aimed at achieving set objectives for a specific period, specifically in Arabic language grammar among first-year female intermediate school students.

Support and Assistance Groups Strategy: Defined as a strategy aimed at stimulating individuals to generate necessary ideas to reach appropriate solutions. It is based on the premise that any step taken by the individual in the right direction towards solving the problem will lead them closer to the final goal with support and assistance from others.

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Achievement: The grades obtained by first-year intermediate female students - the research sample - in the achievement test in Arabic language grammar subjects studied and prepared by the researcher for the purposes of this study.

Chapter Two/Theoretical Aspects and Previous Studies

Support and Assistance Groups Strategy:

The aim of the support and Assistance groups strategy is to provide psychological and emotional support to individuals facing similar challenges or problems. These groups are considered a safe environment where participants can exchange experiences, feelings, and information. Important principles of support and Assistance groups include:

- Setting clear goals: The goals of the group should be clearly defined from the beginning. Common goals of the group may include promoting communication, exchanging information, and providing emotional support.
- Establishing clear rules: Clear rules for the group should be established, such as confidentiality, respecting others' viewpoints, commitment to mutual respect, and avoiding bias.
- Encouraging interaction and communication: All participants should be encouraged to actively participate and communicate with each other. This can be achieved by asking open-ended questions and encouraging discussions.
- Guiding participation: Sometimes it may be necessary to guide participation to help achieve the specific goals of the group. The supervisor or group leader can provide advice and guidance as needed.
- Encouraging collaboration and empathy: Participants should be encouraged to collaborate and provide emotional support to each other. This can be achieved through positive comments and mutual encouragement.
- Providing resources and information: Groups can be a source of useful information and resources. Reliable information and useful resources should be provided to the participants.
- Evaluating outcomes and improving the process: The group's performance should be regularly evaluated, and potential successes and improvements identified. This feedback can be used to improve the support and Assistance process in the group.

(Embusaiidi, 2019: 497)

Objectives of the Support and Assistance Groups Strategy

This strategy aims to achieve several important educational objectives, including the following:

- Providing emotional support: Groups aim to provide a supportive environment where individuals can express their feelings and share their experiences. Emotional support and encouragement are provided by other group members who are facing similar challenges, helping to reduce emotional stress and increase the sense of understanding and acceptance.
- Providing information and education: Support and Assistance groups are a valuable source of information and knowledge. Members can exchange information, experiences, offer advice, and guidance to each other. Useful and reliable information is shared among members to enhance their understanding and learning about common problems and how to deal with them.
- Encouraging communication and social interaction: Support and Assistance groups aim to promote communication and social interaction among individuals. Members can meet new people, form friendships, and encourage each other to communicate outside the group context. This contributes to reducing social isolation and increasing social support.

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- Enhancing belonging and group identity: Support and Assistance groups can contribute to building a sense of belonging and group identity for individuals. By participating in a group where they share similar challenges, individuals can feel a sense of belonging, solidarity, and know that they are not alone in facing their problems.
- Promoting learning and personal development: Support and Assistance groups provide an opportunity for individuals to learn and grow personally. Through interaction with group members, individuals can gain new insights and different ways to deal with challenges. Personal development and continuous learning are encouraged through sharing experiences and benefiting from the information and skills provided by group members.
- Reducing feelings of isolation and loneliness: Support and Assistance groups can help reduce feelings of isolation and loneliness. When individuals facing similar challenges come together, they can feel a sense of belonging to a group that understands what they are going through. A safe space is provided for speaking, sharing, and listening, which helps reduce feelings of isolation and promotes a sense of belonging.
- Encouraging improvement: Support and Assistance groups aim to provide a motivating environment for improvement. With support and encouragement from others, individuals move towards positive change and heal from the challenges they face. The group becomes a source of strength and inspiration for overcoming obstacles and developing personal growth. (Zayer et al., 2023: 218) Philosophy of the Support and Assistance Groups Strategy:

The philosophy of the support and Assistance groups strategy in learning is based on several principles and concepts, among the most important of which are:

- Collaborative Learning: This strategy relies on the idea that learning is more effective and enriching when shared and discussed with others. Through support and Assistance groups, collaboration and interaction among members are enhanced, contributing to the expansion and deepening of the concepts and ideas presented.
- Building Social Knowledge: This philosophy believes that knowledge is not merely a collection of individual information, but a product of social interaction and communication. Through support and Assistance groups, social knowledge is built by exchanging experiences, opinions, and experiments among members, forming a common understanding and promoting collective learning.
- Learning from Real Experiences: Support and Assistance groups provide an environment where individuals can share their real experiences and face practical challenges and problems. Members can learn through exchanging experiences and working on solving common problems, helping to apply concepts and skills practically and deeply.
- Psychological and Emotional Support: The aim of support and Assistance groups is to provide a supportive and motivating environment for individuals. Psychological and emotional support is provided by group members, helping to enhance self-confidence and effective participation in the learning process.
- Personal Development Enhancement: Support and Assistance groups are considered a platform for enhancing personal development and skills. Individuals are encouraged to identify their personal and professional goals and work towards achieving them. The group can help provide the necessary support and guidance for skill development and continuous improvement.
- In general, the philosophy of support and Assistance groups in learning relies on the foundational principles of active learning, aiming to enhance collaborative learning and learning from real experiences, as well as providing psychological and emotional support and enhancing personal development for individuals. Support and Assistance groups serve as a safe and stimulating environment that helps individuals enhance their skills and achieve their educational and personal goals. (Ambou Saidi, 2019: 498)

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Principles of Support and Assistance Groups Strategy

The principles of support and Assistance groups strategy in learning rely on several key concepts and principles, including:

- Collaboration and Interaction: Effective participation and interaction among group members are among the most important principles of support and Assistance groups strategy in learning. Through collaboration, knowledge and experiences are exchanged, and a common understanding of the studied topics is expanded.
- Providing a Supportive Environment: Effective and productive learning requires a supportive and motivating environment. This environment includes providing psychological and emotional support, encouraging positive interaction and collaboration among members, and enhancing self-confidence and positive thinking.
- Individual Contribution and Collaborative Learning: The use of support and Assistance groups in learning promotes individual contribution and interaction among members. Each individual is encouraged to contribute their ideas, opinions, and personal experiences, thus promoting collaborative learning and developing communication and critical thinking skills.
- Encouraging Active Learning: The strategy of support and Assistance groups in learning relies on promoting active and practical learning. Members are encouraged to participate in practical activities, practice skills, and solve practical problems, which contributes to deepening their understanding and applying concepts in real contexts.
- Learning from Experiences and Feedback: Learning from experiences and receiving feedback is an essential part of the strategy of support and Assistance groups in learning. Experiences are exchanged, constructive discussions take place, and useful, guided feedback is provided to improve performance and learning.

These principles contribute to creating an educational environment that encourages collaboration, interaction, critical thinking, and active learning, leading to enhanced student understanding and achieving better learning outcomes. (Zaire et al., 2023: 220)

Relationship of Support and Assistance Groups Strategy with Constructivist Theory

The strategy of support and Assistance groups aligns with the constructivist theory in the field of learning. Constructivist theory, developed by Jean Piaget, suggests that knowledge is not just the assimilation of information but is a process of building understanding and meaning through the individual's interaction with the environment and experiences. In this context, the strategy of support and Assistance groups is based on several principles of constructivist theory, including:

- Social Collaboration: The strategy of support and Assistance groups encourages social interaction and collaboration among group members. According to constructivist theory, individuals learn through interacting with others and exchanging opinions, ideas, and experiences. Through these groups, collaborative learning is promoted, and common cognitive construction is developed.
- Self-construction of Knowledge: The strategy of support and Assistance groups is suitable for enhancing individuals' self-construction of knowledge. In these groups, members are encouraged to develop their own understanding and build individual meaning through their interaction with information and personal experiences.
- Promoting Active Learning: The strategy of support and Assistance groups aims to promote active and practical learning, which aligns with the idea of constructivist theory. In these groups, members are encouraged to participate in practical activities and problem-solving, contributing to deep understanding and application of concepts in real contexts.

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- Feedback and Motivation: Feedback and motivation are essential factors in the strategy of support and Assistance groups. Through receiving guided feedback and positive motivation, self-confidence and motivation for learning and effective participation in the group are enhanced.

In summary, the strategy of support and Assistance groups aligns with constructivist theory through social collaboration, self-construction of knowledge, promotion of active learning, and feedback and motivation, which enhance effective learning and personal cognitive construction for individuals. (Abu Jadu, 2014: 127)

Previous Studies

Al-Nuaimi's Study, 2005

This study was conducted at the University of Baghdad - College of Education for Girls, aiming to determine the effect of using educational kits on the achievement of second-year female students in Arabic language grammar.

The research sample consisted of 60 students, equally divided into two groups: the experimental group with 30 students, and the control group with 30 students.

The researcher taught both research groups during the experiment, which lasted for a full semester. Several variables were considered between the two groups, including chronological age, parents' education, academic achievement, and achievement in the Arabic language subject for the previous year. The researcher determined the scientific subject, formulated behavioral objectives, and appropriate teaching plans for both groups. A reliable and objective multiple-choice achievement test was administered to the research sample at the end of the experiment. Statistical methods such as Pearson correlation coefficient, t-test, chi-square, Spearman-Brown equation, discriminant power equation, and difficulty equation were used to analyze the results. The researcher found that the experimental group of students outperformed the control group in the post-test with a significance level of (0.05) (Al-Nuaimi, 2005).

Al-Manshadi Study, 2011

This research aims to determine the effect of the Hill Climbing strategy on the achievement of Arabic language grammar among fourth-year scientific school students.

The researcher selected a sample of 52 students from the fourth-year scientific students at Al-Zahawi Preparatory School for Boys, affiliated with the Directorate General of Education of Rassafa III. They were randomly divided into two groups: 26 students in the experimental group and 26 students in the control group. The researcher taught the experimental group using the Hill Climbing strategy and the control group using the traditional method. The researcher considers five variables among the research groups: chronological age in months, parents' education, previous knowledge test in Arabic grammar, and intelligence test. After selecting the scientific material containing seven topics from the Arabic grammar book, the researcher formulated 100 behavioral objectives and prepared exemplary teaching plans for each topic. An objective achievement test consisting of 40 multiple-choice questions was prepared for both groups, and statistical analysis was performed using the t-test for two independent samples. The researcher found a statistically significant difference at the (0.05) level in favor of the experimental group taught using the Hill Climbing strategy (Al-Manshadi, 2011).

Zagheer Study, 2013

This research aims to determine the effect of the Learning Cells strategy on the achievement of Arabic language grammar among second-year intermediate students.

The researcher deliberately selected a research sample of 56 students, randomly distributed into two groups: the experimental group with 27 students taught using the Learning Cells strategy, and the control group

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with 29 students taught using the traditional method.Variables such as students' chronological age, grades in the first intermediate year in Arabic language grammar, parents' education, and intelligence test scores were considered by the researcher. After selecting the scientific material containing six study topics from the Arabic grammar book for the fifth-year literary section, and formulating 53 behavioral objectives, the researcher prepared teaching plans for both control and experimental groups. An achievement test composed of 30 multiple-choice questions according to Bloom's taxonomy (remembering, understanding, application) was administered at the end of the experiment. Statistical analysis included t-test, chi-square, Pearson correlation coefficient, Spearman-Brown equation, difficulty equation, and discriminant power equation. The researcher found that the experimental group, taught using the Learning Cells strategy, outperformed the control group taught using the traditional method (Zagheer, 2013).

Chapter Three / Research Methodology and Procedures

Firstly, Experimental Design

The researcher adopted a partially controlled design, specifically the non-randomized control group design, as illustrated in the following table:

Group	**Independent Variable**	**Dependent Variable**	**Instrument**
Experimental	Support and Assistance Groups Strategy	Arabic Language Grammar Achievement	post-test
Control	------		

Experimental Design Used in the Research

Secondly, Research Sample:

The sample for this research comprised first-year female students from intermediate schools for girls in the six general directorates of Baghdad Governorate during the academic year 2023-2024. Specifically, the researcher selected the General Directorate of Education in Baghdad, Rusafa III, which encompasses 30 intermediate schools with first-year students.

Using a simple random sampling method, the researcher selected Al-Ibtihal Girls Intermediate School. Upon visiting the school, it was found to have four classes for the first year of intermediate school. Through simple random sampling, Class (A) was chosen to represent the experimental group, consisting of 33 students, and Class (C) was selected to represent the control group, consisting of 32 students. After excluding students who had failed the previous year, totaling two students from each class, the final research sample consisted of 63 students.

Thirdly, Equivalence of the Research Groups

Before commencing the experiment, the researcher conducted statistical equivalence tests between the two research groups regarding several variables identified in the literature, studies, and previous research. These variables included:

Age of the students, calculated in months.

Table (1): Results of the T-Test for The Age of The Students Calculated in Months for The Research Groups

Group			**Variance**		**T-Value**	

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	Sample Size	Arithmetic Mean		Degrees of Freedom	Calculated	tabular	Significance at 0.05 Level
Experimental	32	155.57	36.39	61	0.689	2	Not statistically significant
Control	31	156.63	32.92				

Intelligence

The researcher conducted an equivalence test between the experimental and control groups regarding intelligence. The Raven test was employed for this purpose, as it does not rely on verbal aspects to measure intelligence but rather on practical performance. It assesses the ability to perceive relationships between a set of shapes. The test comprises 60 matrices distributed across five sets (A, B, C, D, E), with students required to select the missing part from 6 to 8 shapes. The Raven Intelligence Test was adapted to suit the Iraqi environment. It was administered to both research groups before the experiment commenced. The researcher scored the students' answers using a correction key, awarding one point for each correct answer and zero for incorrect answers or those left unanswered by the student.

Table (2): Results of the T-Test for The Students in The Research Groups on The Intelligence Variable

Group	Sample Size	Arithmetic Mean	Variance	Degrees of Freedom	T-Value		Significance at 0.05 Level
					Calculated	tabular	
Experimental	32	26.80	57.73	61	0.385	2	Not statistically significant
Control	31	26.14	38.57				

Linguistic Ability

To confirm the equivalence of the research groups in linguistic ability, the researcher employed a test assessing the understanding of linguistic meanings through symbolic strangeness. The test consisted of twenty multiple-choice items. One point (1) was awarded for each correct answer, while zero (0) was given for each incorrect answer. The maximum achievable score was (20), and the minimum was zero.

Table (3): Results of the T-Test for The Students of The Research Groups on The Linguistic Ability Variable:

Group	Sample Size	Arithmetic Mean	Variance	Degrees of Freedom	T-Value		Significance at 0.05 Level
					Calculated	tabular	
Experimental	33	8.59	7.07	61	0.021	2	Not statistically significant
Control	32	8.57	7.16				

Parents' Academic Achievement

Table (4) Frequencies Of The Academic Achievement Of The Fathers Of The Students In The Research Groups And The Value Of Chi2 (X^2) (Calculated And Tabulated)

Group	Sample Size	Read and Write	Primary school	Intermediate school	High School	Diploma	Bachelor's MAand PHD Degree	Degrees of Freedom	T-Value		Significance at 0.05 Level
									Calculated	tabular	

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Experimental	32	1	5	8	9	4	5	(3)3	0.465	7.82	Not statistically significant
Control	31	2	6	6	8	3	6				

Table (5) Frequencies of the academic achievement for Mothers of Students in the Research Groups and χ^2 Value (Calculated and Tabulated)

Group	Sample Size	Read and Write	Primary school	Intermediate school	High School	Diploma	Bachelor's MAand PHD Degree	Degrees of Freedom	T-Value		Significance at 0.05 Level
									Calculated	tabular	
Experimental	32	2	7	8	8	2	5	(4)3	1.61	7.82	Not statistically significant
Control	31	3	5	8	10	1	4				

Fourth: Research Requirements:

Determining the Scientific subject

The researcher identified the scientific subject to be studied during the experiment, which consists of eight topics based on the Arabic language vocabulary included in the Arabic language textbook prescribed for first-year intermediate students for the academic year 2023-2024.

Formulating Behavioral Objectives

After reviewing the general objectives of teaching Arabic language rules, the researcher formulated behavioral objectives based on the content of the topics to be studied in the experiment. These objectives were distributed across the levels of Bloom's taxonomy. Initially, 75 behavioral objectives were formulated, covering the levels of Remembering, Understanding, Applying, and Analyzing.

Preparation of Lesson Plans

The researcher prepared sixteen lesson plans, eight for the experimental group and eight for the control group. These plans were based on the eight topics scheduled for teaching during the designated time of the experiment, in accordance with the content of the prescribed textbook and the formulated behavioral objectives. Both the support and Assistance groups strategy and the traditional inductive method were utilized in developing the lesson plans.

Fifth: Preparation of Research Tool (Achievement Test):

The achievement test is a structured tool designed to measure various desired variables in learners' behavior (Abu Al-A'lam, 1987, p. 136). Achievement tests hold great importance as they are the most common means of evaluating students' progress. They serve as indicators of the extent to which the objectives set for the subject have been achieved (Al-Qalla and Younes, 2003, p. 257).

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Preparation of the Test Blueprint

The researcher determined the importance ratio of topics based on the number of objectives for each topic. The importance ratio of the cognitive domain levels was determined based on the number of behavioral objectives at each level (Remembering, Understanding, Applying, Analyzing) of Bloom's taxonomy, relative to the total number of objectives.

The researcher decided that the achievement test would consist of 40 objective items, and allocated the number of items for each level based on their relative weight in the test blueprint. The items for the achievement test were determined for each topic based on the importance ratio of the content (the seven topics), the total number of items, and Table (11) illustrates this.

Table (6) Test Blueprint

Topics	Number of Objectives	Relative Importance	Number of Objectives				Number of Items				Total Items
			Knowledge 40%	Understanding 27%	Application 23%	Analysis 10%	Knowledge	Understanding	Application	Analysis	
Proper nouns	10	13.33%	4	3	2	1	2	1	1	1	5
Definite article (AL)	8	10.66%	3	2	2	1	2	1	1	-	4
Pronouns	10	13.33%	4	3	2	1	3	1	1	-	5
Demonstrative Pronouns	8	10.6%6	3	2	2	1	2	1	1	1	5
Relative Pronouns	8	10.6%6	3	2	2	1	2	1	1	1	5
Definite by addition	10	13.3%3	4	2	3	1	3	1	1	-	5
Past Tense Verb	10	13.3%3	4	3	2	1	3	1	1	-	5
Raising the present tense verb	11	14.6%6	5	3	2	1	3	1	1	1	6
Total	75	100%	30	20	17	8	20	8	8	4	40

Formulating Test Items

The researcher chose objective achievement tests for their inclusiveness, design objectivity, and efficiency, as well as their high validity and reliability (Samara et al., 1989, p. 65). These tests are considered highly effective in achieving the subject's objectives despite the effort required for grading (Saad, 1990, p. 341). They are not subject to the teacher's subjectivity and are suitable for various subjects and academic levels (Al-Jubouri, 2001, p. 70). The researcher prepared 40 multiple-choice items, known for their effectiveness

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and impartiality. These items are suitable for various subjects and academic levels (Al-Jubouri, 2001, p. 70). The test comprised three types of questions:

- The first type: Consisted of 15 multiple-choice items for selecting the correct answer from the underlined choices.
- 2.The second type: Included 15 multiple-choice items for completing sentences.
- The third type: Comprised 10 multiple-choice items covering various topics.

Test Validity

Test validity refers to its ability to measure what it intends to measure (Abu Jado, 2003, p. 399), and it is crucial for any research tool. A test is considered valid when it measures its intended purpose (Al-Dahri & Wahib, 1999, p. 35). To ensure the validity of the test and its alignment with the intended objectives, the researcher relied on the following:

Shape Validity

To ensure the validity of the test items in terms of their integrity and coverage of the required cognitive levels, the test was reviewed by a group of experts in Arabic language curriculum, teaching methods, and educational and psychological sciences. An agreement rate of 80% in the validity of items was considered, and based on the reviewers' comments, some modifications were made. Thus, the test consisted of only 40 items.

Content Validity

Content validity refers to the internal attributes of the test (Qatami et al., 2000, p. 89). Constructing the test blueprint is an indicator of content validity (Ghanem, 1997, p. 102). The researcher ensured this type of validity through the construction of the test blueprint.

Test Instructions

Clear instructions were provided for answering test items on a separate sheet, including the allocated time for the test, the method of answering, and the marks assigned, among other instructions.

Test Checking

To verify the appropriateness of the test items and the required time, and to identify unclear items for rephrasing, the researcher conducted this test on a sample from Al-Faheeha Girls' Secondary School consisting of 20 students. After ensuring the completion of the tasks assigned, it was found that the suitable time was 40 minutes by calculating the average time. Moreover, the items were clear without ambiguity.

Statistical Analysis of Test Items

The purpose of analyzing test items is to verify the validity of each item and improve its quality by determining the difficulty level, discrimination power, and excluding invalid items (Scannell, 1975, p. 214). The researcher applied the test to a sample of 200 students from two schools: Zamzam Intermediate School for Girls and Um Abiha Intermediate School for Girls. According to Nunnly (1974), it is recommended to select 5-10 times the number of test items to minimize chance effects. After grading the students' answers, the researcher ranked the scores from highest to lowest, then selected the highest 27% and lowest 27% as the best ratio for determining item difficulty, as it provides two groups with the maximum possible differentiation (Al-Zubayee & Al-Ghanam, 1981, p. 74). The number of students in each group (upper and lower) was 108 students, with 54 students in each group. The researcher calculated the difficulty level, discrimination power, and effectiveness of alternatives for each item, and all were found to be acceptable and good.

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Test Reliability

Test reliability refers to the accuracy and consistency of its items in measuring the intended characteristics (Al-Ghareeb, 1985, p. 653), or the degree of accuracy, precision, or consistency with which the test measures the phenomenon for which it was designed (Alawi, 2000, p. 278). The reliability coefficient of the test was calculated using the split-half method for individual and even items, which is one of the most common methods for assessing reliability in achievement tests. The researcher calculated the test reliability based on the scores of the same sample used in the statistical analysis. The test's reliability, after calculating the Pearson correlation coefficient, was 0.74. After correction with the Spearman-Brown coefficient, it reached 0.83, considered a good reliability coefficient for non-standardized tests (Al-Dulaimi & Adnan, 2005, p. 132).

Sixth: Statistical Methods:

- Independent Samples t-test
- Chi-square (χ^2)
- Pearson Correlation Coefficient
- Item Difficulty Equation
- Item Discrimination Equation
- Effectiveness of Alternatives
- Spearman-Brown Equation

Chapter Four / Research Results

First: Presentation of Results:

After administering the achievement test to the experimental and control groups, the researcher corrected the test papers and analyzed the results. The average score of the experimental group was 29.54, while the average score of the control group was 23.73. When using the independent samples t-test to determine the statistical significance of the difference between the mean scores of the two groups, it was found that the difference was statistically significant at the 0.05 level. The calculated t-value (3.45) was greater than the critical t-value (2), with a degree of freedom (61). Table (15) illustrates this.

Table (7): Results of the Independent Samples t-test for the Students of the Research Groups in the Achievement Test

Group	Sample Size	Arithmetic Mean	Variance	Degrees of Freedom	T-Value		Significance at 0.05 Level
					Calculated	tabular	
Experimental	32	**29.54**	**27.94**	61	**3.45**	2	Statistically significant at the 0.05 level
Control	31	**23.73**	**45.87**				

Secondly: Interpretation of the Results

The research results demonstrated that students in the experimental group, taught using the support and assistance groups strategy, outperformed those in the control group, taught using the traditional method. This superiority could be attributed to one or more of the following reasons:

- The support and assistance groups strategy focused on two crucial aspects of the educational process: the teacher and the student. The teacher played multiple roles as a planner, facilitator, and guide in the classroom, while the student was actively engaged as the focal point of the learning process, receiving, participating, and applying the lesson content directed toward them..

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- The impact of the modern support and assistance groups strategy on students, which encompasses problem-solving, discussion, inquiry, and collaboration. These processes are grounded in theoretical foundations that have significantly advanced educational environments, although traditional methods also have their merits.
- Students tend to or have the mental readiness to lean towards teaching that facilitates and fulfills their desires to learn Arabic grammar. Students need diversity, participation, and the freedom to think in order to be prepared to face the challenges around them. This is evidenced by the results showing the superiority of the experimental group over the control group.

Thirdly: Conclusions

- The support and assistance groups strategy positions the student at the center of the educational process, fostering positive interactions and active participation throughout the experiment..
- The support and assistance groups strategy enable students to rely on their self-activity, provide solutions to the problems posed, and enable them to discover the concept or principle that helps them solve and apply the researched problem in different situations. It is known that when students reach to the information by themselves, it becomes more solid in their minds than if it is it is simply provided to them.

Fourthly: Recommendations:

- Emphasize the use of modern teaching strategies and methods to facilitate the achievement of educational objectives by teachers and to meet learners' educational needs through engaging activities.

- Enhance the educational reality of teaching Arabic grammar, as there is a growing need for modern teaching strategies. This is due to the development occurring in all educational levels, leading to finding the best supportive strategies, methods, and techniques for education.

- Institutions should pay attention to the necessity of familiarizing Arabic language teachers with the support and assistance groups strategy when teaching Arabic grammar to first-year intermediate school students.

Fifthly: Suggestions

- Investigate the impact of the support and assistance groups strategy on the achievement of students in other academic stages in Arabic grammar.

- Explore the effects of the support and assistance groups strategy, as well as other strategies focused on developing critical thinking and problem-solving skills, on student achievement in Arabic grammar.

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