

MEASURING THE LEVEL OF CREATIVE WRITING STUDENTS AT THE SECONDARY SCHOOL

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SUMMARY

the objective of this research to:

- 1 . Determine the level of creative writing students at the secondary school.*
- 2 . Know the difference between the level of students in creative writing , according to the sex variable .*

The two researchers have adopted one of the subjects that being prepared by Ahmed 2013 in the creative writing, depending on his simulation in the correction. It is applied to a sample of outstanding students in Baghdad governorate schools. The researchers have used a set of statistical and computational methods to analyze their research data, and that include : The level of creative writing among the students of the fifth grade /scientific branch in the secondary stage came at the intermediate level. There was not statistically difference at the level (05.0) between the level of medicine and students in the test of creative writing .

THE FIRST TOPIC

Definition of research

I. Problem of research :

The researchers summarize the problem of this research as follows:

- Imaginary improvisation in the preparation of expression lessons in general, and creative expression in particular.

- Choosing classical themes for the lesson of expression that do not permit students to show their creative energies during their writing when being asked to do so.

Asking students to write the subject only, and not to test their creative expression abilities.

- Abiding by students to subjects imposed on them, and not to have them talk freely , write and express what they think of their thoughts and obliging them to the elements of the subject and restrict them.

- Some teachers do not stick to the musical classical language during their conversation, but rather they take the dominant language to teach the Arabic language arts in the classroom, which negatively affects the students' writing skills.

- Not to link the subject of expression with the non-classrooms linguistic activities, including school radio and educational theater, and competitions of delivering poetry readings and rhetoric, and others.

- Paying no attention to the oral expression and training the students on their skills within the classroom.

•Following up the teacher method of indoctrination in the teaching of expression, and not to choose modern methods in teaching subjects of expression. (Al-Jubouri, 2011), (Kazim, 2012), (Ahmed, 2013), and (Qatami and Qatami, 1998, p. 41.)

Second: The importance of research:

The continuous development and renewal in the contemporary human life, within this framework changes the concept of man himself from an object imitator to a creative producer, and his goal was to think about the mechanisms of development that enable him to cope with this huge change (Khasawneh, 2008, p. 3)

The concept of education has altered from automatic to participative, creative, learner-centered, and focused on language. The researchers have studied their words, vocabulary, and structures as a means of documenting one's thoughts and thinking (Khater et al., 1989, p. 3).

The language includes four skills: listening, speaking, reading, and writing. Each of these skills is important in life, but writing is one of the greatest achievements of the human mind, in which man recorded his origin, movement, journey and purpose. Now he is not as he was earlier, which made scientists asserted that the true history of man began with his invention of writing (Al-Naqah, 2006)

Writing is considered one of the means of communication by which one can express his thoughts, stand on the ideas of others, highlight his concepts and feelings. Writing is therefore an important process in education as an essential element of culture and a social need to convey and express ideas and stand with the ideas of others and familiarity (Shehata, 1992, p. 311).

The Creative writing is deemed as one of colors of writing that enable students to express themselves and communicate with their community, and to disclose their psychological needs in a language style appropriate, enjoy what they write and feel psychological comfort when they express their ideas, feelings, emotions and issues of their homeland (Hassan Ahmad Muslim, P. 4).

Writing has a driving force called voice, and it is within every part of the writing process. It must give students the space to write from that voice that emanates from within; because this voice is the thinking and imagination of students (Gnifard, 1971; fp58)

The creative expression reflects the self of the writer, and the agility of the style and its totality depending on the transfer of ideas and feelings and employing the imagination. It thus depicts the special experiences in a way that reflects the personality and passion of the writer, and means more than the content (Khasawneh, 2008, pp. 39-40)

A gifted learner is an early learner who develops early linguistically and mentally, and is absorbed early in preschool age (3-4 years). These children begin to develop their own literacy skills. These individuals are characterized by self-motivation, writing, and completion of work, and have advanced interests at their level for students of their own age (Burk, 1980; fp55). In light of the above, the researchers describe the importance of this research as follows:

1. The researchers present a proposal based on the application of the level of creative writing in students.
2. The importance of language as a means of communication between members of society.
3. This study attempts to highlight some of the reasons for the poor level of outstanding students in creative writing, and put it in front of the educational decision, and treatments and reduce them.

Third / Objectives of the research aiming at knowing:

- Measuring the level of creative writing among students of the fifth grade scientific excellence.
- Knowing statistical significance at the level (0,05) according to gender variable.

Fourth: Limits of research:

1. One of the schools of excellent students for girls, and one of the schools of excellent students for boys belonging to the Directorate General of Baghdad/ Rusafa/1.

2. Students of the fifth grade of distinguished students.
3. A number of expressive themes.
4. The academic year 2017-2018.

Fifth / Terminology:

- The level of terminology used is: to provide specific detailed information, in which an individual can perform and can not (eg, 2001, p. 729).
- Procedural definition: This is the limit that students of the fifth grade in the schools of excellence can reach in creative writing as measured by the test prepared for it.
- Creative writing is a term known as: Abd al-Bari; it is a color of writing meant to show feelings and express emotions, self-expression, and translation of different sensations in terms of selected good-form words such as writing articles and writing stories and
- poetry systems (Abd Al-Bari, 2010, p. 15)
- Procedural definition: It is the expression of feelings, sensibilities, emotions, ideas, beliefs, and opinions in a beautiful language in terms of style and clear meanings, and the originality in the ideas and passion in the presentation in order to be accepted upon the recipient.
- Qatami and Merizig are the most prominent students, distinguished from their colleagues in progress in different fields such as the field of study, or one of the different fields of activity, in the sense that they have special abilities and motivation to innovate and creativity and outstanding achievement, P. 31).

The second topic/ Previous Studies

1 – The study of al-Rabae 2002:

This research aims to identify differences in learning strategies according to excellence (distinct / non-distinct) and according to:

- Learning strategies in general (combined).
- For each of its component learning strategies.

The study sample was limited to (500) male and female students from the distinguished schools and their non-privileged peers in the preparatory stage of the fifth grade of science by (250) students from the schools of excellent students and (250) students from peer schools in the city of Baghdad. the level of learning strategies of outstanding students is statistically significant, ie, distinguished students are characterized by planning in their study of the courses offered to them, although differences in learning strategies between males and females was statistically insignificant, males were distinct from females in two categories and at the same time females were also characterized by two categories (al-Rubaie, 2002: i).

2 - the study of Kadhum 2012:

Its goal is to know the effectiveness of a proposed program according to the theory of multiple intelligences in the development of critical reading skills and creative writing of fourth-grade literary students. To achieve the research objective, the researcher has prepared two tests, one for critical reading skills and the other for measuring creative writing. Using a set of statistical methods, the results of the study showed that there were differences between the average of the students in the experimental group who studied the proposed program and the average female students in the control group Studying the traditional program in the development of critical reading skills, there are differences between the average grades of students in the experimental group who studied the proposed program and the average grades of students in the control group who studied the traditional program in Creative writing (Kadhum, 2012: K-L).

4 - Study of Ahmed 2013:

The purpose of this study was to find out the effect of the Renzuli model on creative writing and contemplative thinking among students of the fifth grade . The researcher has used a unified tool to measure creative writing and reflective thinking in the students of the two research groups. Based on the scores she has built, the researcher has prepared a measure of the tendency towards creative writing

among students and a measure of contemplative thinking. The study sample was composed of two regular study sections in Al-Attazaz secondary school for girls. The sample of 60 students was divided into two groups: experimental and control. The researcher reached the following results after the application of the experiment: a significant difference at (0.05) Between the average performance of the students who studied using the Renzoli model and those who studied using the traditional method for the benefit of the experimental group. There was a statistically significant difference at (0.05) level in reflective thinking. The students of the experimental group who studied creative writing in the Renzoli model excelled the students of the control group who studied the expression in the traditional way (Ahmad, 2013, pp. And j).

Indicators of previous studies:

1. The objectives of the previous aim to know the level of students in Arabic language sciences and others aimed at knowing the effect of some strategies in Arabic language sciences as well.
2. The different stages of study dealt with in the previous studies, including the preparatory stage, and university stage.
3. The previous studies differed in their research tools, including the use of the test, and the other was used alongside the test as a measure of types of thinking.
4. The previous studies differed in the size and shape of the original society, as well as in the manner in which they were chosen.
5. The results of the previous studies showed a difference in interpretation, according to the materials used in the study and research
6. This research and some procedures of the previous studies agree, and differ from each other.

THE THIRD TOPIC

Research methodology and procedures

1. Method of research: The researchers have adopted the descriptive approach, which is the approach that fits the nature of their research.
2. The research community and its sample: The research community consists of students in the fifth grade in the secondary school in Baghdad governorate, Rusafa/1 for the academic year (2017/2018) of (180) students, and from the original research community, the exploratory sample and the basic sample were determined. The researchers randomly selected three distinct schools, two for girls and one for boys, with 60 students representing 33.33% representing the original society accurately and comprehensively. The survey respondents were selected from schools outside the primary sample, 1) shows that.
3. Research tool (creative writing test): For the purpose of achieving the goal of research, it was necessary to determine the subject of a special test to measure the level of creative writing, the researchers presented a range of topics (your city, a scientific article about the bee, a letter from a student to his friend, To the experts and specialists in the field of Arabic language curricula and methods of teaching, to identify one subject, and the subject was identified (our house in the mountain), to represent the news item in creative writing.
4. The experiment was conducted on a survey sample within the study population consisting of (40) students to determine the clarity of the instructions, their suitability and the level of the students, and to determine the time period for answering the test. Accurate .
5. Stability of the correction of the test: The researchers have corrected the students' sample based on the rules of corrections adopted by the researchers using two types of agreement of correction:

- Agreement over time: One of the researchers has corrected the first correction papers in the light of rules of corrections, and the grades were placed in an external list, and then marked the papers with a special code, two weeks after the date of correction, the papers were corrected again in a manner agreed over time, Using the Pearson correlation coefficient between the two correction grades, it reached (78.0) which is an acceptable stability coefficient.

In this way, the second co-researcher has corrected in the light of the rules of the correction tests, then the consistency coefficient was then obtained using the Pearson correlation coefficient, and it reached 80.0, which is an acceptable stability coefficient (see Smara et al., 1989, P. 120).

6. The test instructions: The researcher has put all the instructions for testing, and then set instructions for correction. The total score was determined by the total number of paragraphs (17) divided by the four fields within the corrective tests used in this research to which that paragraph belongs, so that the total score will be 100.

7. Final application of the test: After the series of statistical procedures related to the test and its preparation, the final test is ready for the actual application on the basic sample.

8. Statistical and arithmetic methods: The researchers have used statistical means, Pearson correlation coefficient, and T-Test for two independent samples. (Al-Bayati et al., 1977, pp. 183-294).

THE FOURTH TOPIC

Presentation and interpretation of results, conclusions, recommendations and proposals

First / Results Display:

The first objective: (measuring the level of creative writing among the excellent students of the fifth grade scientific branch). Following the application of the creative writing test on the research sample represented by students of the fifth grade / scientific branch , the researchers followed the following procedures:

1. Responses of the members of the research sample were completed in special forms.
2. Calculating the score of each member of the research sample in the light of the correction tests rules approved in this research.
3. Extracting the arithmetic mean, standard deviation, and variance of all test scores.
4. Classification of the subjects of the research sample on the test paragraphs according to three levels (high, medium, and weak).

For the purpose of defining the level of creative writing for the sample of 60 students, the statistical specifications of the students' sample and their repetitive grade were extracted. Table (1) shows that:

Table (1) The statistical specifications of the sample of students in the creative writing test

Number of sample. Range / Min./ Max / Arithmetic mean/ standard deviation/ discrepancy/ Flattening, torsion

60	43	41	90	62.48	12,315	151,683	0.666	0.480
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In order to verify the level of creative writing in the students, the researchers have resorted to the standard (average - one standard deviation) by which students with degrees equal to (average + standard deviation) have a high level of creative writing, and those having scores equal to (average - standard deviation) have a weak level in the creative writing.

Students whose grades range from the previous two groups have a level of creative writing within the center.

In this light, the scores of the individuals in the test sample were classified according to three levels - after converting them from one hundred (Ibrahim, 1999, p. 166) and Table (2) shows this.

Table (2) Classification of test scores according to their three levels

High level (74% or more) Average (50% less than 73%) Poor (less than 50%)

Grades 74 active 5073 48 less

Number of individuals

% 20% 33.68% 33.11%

Table (2) shows that the level of the members of the research sample in the creative writing is at the (average) level (33.68%), while the level of (high) (20%) and showed (33.11%) of Students of the fifth grade distinguished scientific level weak in creative writing.

To determine the significance of the statistical differences between male and female students the two researchers have calculated the average and standard deviation of the students, in the test of the level of creative writing, and then use the T -test for two independent samples, to see if there is a significant difference at the level (05.0) between the two averages as that indicated in the the Table (3).

The second objective is to know statistical significance at (0.05) according to gender variable.

Table (3) The arithmetic mean, the standard deviation and the value of (T) for the level of the fifth graded students / scientific branch

Gender	No.	Arithmetic mean	Standard deviation	T- Value (Calculated tabular)	freedom degree
Male Students	30	64,266	10,893	0.306	2,009
Female students	30	60.933	13.547		

Significance Level indication at level (0.05) having no

It is clear from Table (3) that there is no statistically significant difference at the level of (05.0) between the level of male and female students in the test of the creative writing level. The calculated T value (306.0) was less than the table T value (009.2) And to a degree of freedom.

2nd / Results Interpretation :

1. The level of creative writing among excellent students of the fifth grade /scientific branch in the secondary stage came at the middle level, and this is not up to the level of ambition for schools of excellent students , and the outcomes showed that the outstanding students are those who have mental preparations where the cleverness proportions get near to the Max level of the excellent that approach to the higher limit of the peace of the privileged is higher than other ordinary individuals, in addition to special mental abilities such as numerical, artistic and linguistic ability.
2. The focus of teaching the subjects within the schools of the excellent students may be more on scientific subjects than on subjects of a literary nature; creative writing requires specialized mental abilities in aesthetic taste, thus affecting the expressive creativity of students.
3. The results of this study indicated a significant percentage (33.11%) of students whose level of creative writing was weak. This may be due to their neglect of the external self-reading which are an important factor in the development of expressive abilities in general; The expression material strategies to keep pace with modernist developments in language and literature; and no doubt that this has implications at the level of creative writings.
4. (20%) of the students at this level may have the literary abilities in writing the story, poetry, , yet it is a weak ratio that does not fit the curricula of the distinguished schools
5. It was found in the results of the study that there is no significant difference at the level

(05.0) between the level of medicine and female students in the creative writing test; it can be explained that the sample of both sexes apply the same reasons mentioned above, From a small gender difference, may be due to the nature of their socialization, since males mostly enjoy the opportunities for collective communication, attendance in poetic forums, and monetary sessions.

3rd / CONCLUSIONS:

1. The level of students in the distinguished schools in creative writing came at the intermediate level.
2. The lack of concentrated comprehensiveness in the teaching of scientific subjects within the decisions of the distinguished schools.
3. There is no statistically significant difference in the level of creative writing between the two sexes.

4th / Recommendations:

- 1 - The need to pay attention to the capabilities of creative students and develop the assets of aesthetic taste in them during the teaching of Arabic language by searching for methods and strategies that help in their development and raise their level in creative writing.
- 2- Informing the administrations of the distinguished schools and their instructors at the level of their students in creative writing so that they can deal with them in the light of the scientific standards and the instructions prepared for them.
3. Having inform the parents of the excellent students with the levels of their outstanding children in their expressive writings, so that they can encourage their children, , and stimulate their literary and scientific motives in an equal manner, and increase their confidence in their abilities and potentials to improve their levels in creative writing.

Suggestions / The two researchers propose to conduct descriptive studies in the distinguished schools throughout the country , and others in the Arabic

language; to find out the reasons for their weakness in their creative level, as it is considered as a complementary to this study and similar to it.

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