



## EFFECTS OF COMPLEMENTARY APPROACH ON ARABIC WRITING SKILLS FOR TRAINEE TEACHERS

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### ABSTRACT

The purpose of this article is to report a quasi-experimental research on Arabic writing skills AWS for the trainee teachers. The effect of complementary approach CA on achievements of AWS for grade one Arabic as a Second Language students was investigated. The null hypothesis ( $H_0$ ); there is no significant difference at 0.05 between students' achievements in the experimental cluster and students' achievements in the control cluster when CA is used to teach AWS was tested. The Randomized Solomon Four Group Design  $n=100$  was used. Different statistical measures were applied to analyze the data including averages, standard deviations, degrees of freedom and independent  $t$ -tests. The findings yielded the rejection of the null hypothesis ( $H_0$ ) of no significant difference between clusters' means when CA is used to teach AWS for the sample in question at: 1-2 = 19.04,  $t=5.223$ ,  $df(48)=.000$ ,  $\alpha, p < .05$ . The alternative hypothesis ( $H_a$ ) was accepted due to the following data abstractions: integrated reading and orthography: 1-2 = 11.12,  $t=3.955$ ,  $df(48)=.000$ ,  $\alpha, p < .05$ ; integrated reading and essay writing: 1-2 = 31.24,  $t=5.630$ ,  $df(48)=.000$ ,  $\alpha, p < .05$ ; integrated listening and summary writing: 1-2 = -6.461,  $t=-1.246$ ,  $df(48)=.220$ ,  $\alpha, p > .05$  and integrated speaking and report writing: 1-2 = 40.44,  $t=7.823$ ,  $df(48)=.000$ ,  $\alpha, p < .05$ . Other than the CA strategy of integrated listening and summary writing which yielded insignificant effects, the rest of the selected CA strategies positively influenced AWS variables in question. These findings can be interpreted in a number of implications, including building integrative AWS curricula for the purpose of Arabic writing benchmarking and standardization. They are also applicable in terms of predicting and controlling of relevant Arabic linguistic variables for different research and practical purposes. The significance of these findings is also feasible with the contemporary scientific call for the diversification of communication andragogy.

**KEYWORDS :** Complementary Approach, Arabic, Writing Skills, Trainee Teachers

### INTRODUCTION

It is imperative to know that the systems of Arabic language arts including orthography, grammar, morphology are different from the rest of modern languages. Generally, these differences result in difficulties in the acquisition of ASL and AWS in particular (Thi, & Anh, 2019). Thus, the syllabi of ASL emphasizes the integration of Arabic grammar, morphology and orthographic system with AWS (Hasibuan, 2019). Thus, this article reports the quasi-experimental findings by Al-Shaeri, Yuslina & Kirembwe (2019) which used the complementary approach CA to investigate the problem of insufficient performance in AWS for teacher trainees (Haerazi et al., 2020).

### RESEARCH VARIABLES

Due to CA procedures, the four basic Arabic skills were systematically set to enhance Arabic writing achievements. Thus, in compliance with students' levels and the syllabus on the ground, the following four Arabic writing dependent variables were feasible for this experiment: integrated reading and orthography IRO, integrated reading and essay writing IREW, integrated listening and summary writing ILSW and integrated speaking and report writing ISRW (Melanie Sperling, 1996; Jalaluddin, 2019; Hillier, 2020; Maruf & Anjely, 2020; Yang & Plakans, 2012).

It is important to note that although ISRW resembled the traditional strategies of pair and group discussions used to teach AWS in a cooperative learning manner, that resemblances could not cause any experimental threat because, they are just like the rest of basic Arabic language skills that were occasionally used in the traditional non CA Arabic writing classroom. The traditional discussions for writing purposes were occurring by chance only; they were not systematically structured for deliberate scientific observation on a particular AWS. On top of that, the said resemblances was fixed by pre-testing procedures and homogeneity testing.

### METHODS

This quasi-experimental study used the "Solomon Four Group Design" of experiment. The experimental materials were

designed based on CA requirements and applied to the experimental group. While, the traditional non CA was applied to the control group (Framenkel & Norman, 1996). Since CA was directed to serve this research objectives, it was technically meant for enhancing AWS. Thus, CA was systematically integrated with the four basic language skills: listening, speaking, reading and writing itself in order to influence AWS achievements (Palupi, et al., 2020). CA and non CA procedures were clearly illustrated in both the experimental scheme of work and in the daily AWS classes for experimental treatments (Al-shaeri, et al, 2019; Xhevdet Rusinovci; 2015).

The use of CA for this experiment was also integrated with both theoretical and the practical aspects so that the student could be exposed to different situations of problems solving in a complementary manner. Such integrations could enhance students' interpretation of the situations and amend them whenever deems necessary in favour of Arabic writing product. Only to this extent the use of CA was empirically applied in this experiment.

The rest of skills' integrations that occurred during the experimental period were naturally based on the prevailing curricula domains, because the basics linguistic skills were functionally integrated with one another in the linguistic schemes and the curricula set up of the institute. The implementation of curricula at the institute was involving a broad linguistic areas which functionally seemed like linguistic integration. Unlike the traditional curricula integration that was happening naturally, the current experiment was set up to specifically observe whether or not CA effects AWS's achievements (Al-Sabaa, 2002).

### POPULATION AND SAMPLE

The target population for this case study were the grade one students of ASL at Jakarta Higher Institute of Teacher Training, Using a procedure of randomized cluster sampling, the sample classes of this research were drawn from the institute.

In accordance with the randomized cluster sampling the four clusters were selected due to the adopted (Solomon Four Group Design) which consisted of one experimental cluster and three traditional control clusters. The overall number of subjects obtained from the four clusters was  $n = 100$ ; that is to say that  $n = 25$  times four clusters.

**Experimental Versus Control Treatments**

The basic content of six week AWS lessons were the same for all students in the sample clusters. The only difference among the four clusters was that other than the experimental cluster which was purposefully treated by the structured CA procedures, the traditional non CA clusters were not receiving CA treatments. In other words, the techniques of integrated Arabic language skills for AWS improvement were only applicable in teaching the experimental cluster using CA, whereas the traditional techniques of non CA strategies were applied to teach the rest of control clusters.

The experimental students were taught to exercise different types of Arabic writing stimuli which were selected for experimental treatment including IRO, IREW, ILSW and ISRW (Al-shaeri et al., 2019). Other than the experimental specifications mentioned earlier the rest of instructional procedures remained the same for all clusters; That is to say that all clusters were instructed to start with their pre-writing activities such as brain storming and mind-mapping. They were taught to appropriate the use of connectives and discourse markers, correct spelling, appropriate punctuations, layout and systematic division of the written content into meaningful paragraphs.

**Resources And Class Room Materials**

AWS content and class room materials for both experimental and control clusters were within the scope of the adapted syllabus of ASL at Jakarta Higher Institute of Teacher Training. Yet, AWS support resources were selected from all over the academic writing references.

Usually IREW is used for both reading and writing objectives. However, some scholars use IREW as separate reading or writing learning programs for different reading or writing purposes (Syam, Indah, Sauri, & Ruqayah, 2020). In this manner one can concentrate on observing either IREW for reading or writing objectives (Slavin, 1994). Bearing this procedure in mind, the IREW methodology was applied in this research for the purposes of observing writing skills only.

The researchers ran the homogeneity test through pre-testing where they fixed the magnitudes of variations that could naturally happen among sample parameters by chance only. Up to that extent the threat of intervening values of unwanted variables including unstructured language-arts were significantly controlled. The following Table 1 presents the general pre-test means scores, standard deviations, & (t) values for experimental & control cluster.

**Table 1. General Pre-Test Means scores, Standard Deviations, & (t) Values for Experimental & Control Cluster (Al-shaeri et al., 2019).**

| cluster              | n  | Means scores | Standard Deviations | df | (t) Value | significance 0.05 |
|----------------------|----|--------------|---------------------|----|-----------|-------------------|
| experimental cluster | 25 | 39.280       | 12.150              | 48 | .142      | .888              |
| contro cluster (1)   | 25 | 38.800       | 11.747              |    |           |                   |

The table No. 1. indicates the failure to reject an (Ho) of no statistically significant differences at (0.05) between general pretest scores in the experimental cluster and general pretest scores in the control cluster. Thus, there is no statistically significant differences between the experimental and the control clusters' parameters.

The second an (Ho) stated that: There is no significant difference at 0.05 between students' scores in the experimental cluster and students' scores in the control cluster at Jakarta Higher Institute of Teacher Training when CA is used to teach AWS. The following table 2 presents a detailed contrastive summary of post-test scores between the experimental and control clusters by dependent variables which manifests the rejection an (Ho) of no difference between sample means when CA versus non CA are used to teach AWS to the sample in question.

**Table 2. The Contrastive Summary of Post-Test Scores Between Experimental and Control Clusters by Dependent variables (Al-shaeri, et al. 2019).**

| Dependent variable | cluster              | n  | Means scores | Standard Deviations | df | (t) value | Significance 0.05 |
|--------------------|----------------------|----|--------------|---------------------|----|-----------|-------------------|
| IRO                | experimental cluster | 25 | 53.640       | 7.691               | 48 | 3.955     | .000              |
|                    | contro cluster (1)   | 25 | 42.520       | 11.769              |    |           |                   |
| IREW               | experimental cluster | 25 | 71.000       | 17.671              | 48 | 5.630     | .000              |
|                    | contro cluster (2)   | 25 | 39.760       | 21.391              |    |           |                   |
| ILSW               | experimental cluster | 25 | 51.040       | 17.985              | 48 | -1.246    | .220              |
|                    | contro cluster (1)   | 25 | 58.600       | 24.446              |    |           |                   |
| ISRW               | experimental cluster | 25 | 81.280       | 9.572               | 48 | 7.823     | .000              |
|                    | contro cluster (2)   | 25 | 40.840       | 24.046              |    |           |                   |
| General            | experimental cluster | 25 | 65.600       | 9.904               | 48 | 5.223     | .000              |
|                    | contro cluster (2)   | 25 | 46.560       | 15.303              |    |           |                   |

Table 3 presents a detailed contrastive summary of post-test scores between the experimental and control clusters by dependent variables. It clarifies the rejection of an (Ho) of no difference between sample means when CA versus non CA are used to teach AWS to the sample in question. The table 3 shows that other than the insignificant (t) value of ILSW 0.220  $\alpha_2, p > .05$ , the rest of (t) values were statistically significant at 0.000 for IRO, ISRW and IREW tests.

**RESULTS**

The experimental procedures yielded the rejection of an (Ho) of no difference between sample parameters when CA versus non CA are used to teach AWS for trainee teachers. This decision was based on the following holistic experimental data: 1-2 =19.04,  $t = 5.223, df (48) = .000, \alpha_2, p < .05$ . The following are the scientific justifications for the rejection of an (Ho) for this research; In other words, the acceptance of an (Ha) for this research was based on the following details of experimental report on each AWS dependent variables: IRO 1-2 =11.12,  $t = 3.955, df (48) = .000, \alpha_2, p < .05$ ; IREW 1-2 =31.24,  $t = 5.630, df (48) = .000, \alpha_2, p < .05$ ; ILSW 1-2 =-6.461,  $t = -1.246, df (48) = .220, \alpha_2, p > .05$  and ISRW: 1-2 =40.44,  $t = 7.823, df (48) = .000, \alpha_2, p < .05$ . This data assert that other than ILSW insignificant effects on AWS, the rest of CA strategies positively influenced AWS achievements for trainee teachers.

**CONCLUSION**

This quasi-experimental research investigated the selected Arabic writing skills for trainee teachers. A null hypothesis that there is no significant difference at 0.05 between students' achievements in the experimental cluster and students' achievements in the control cluster when CA is used to teach AWS was rejected. Therefore an alternate hypothesis that

there is a significant difference at 0.05 between students' achievements in the experimental cluster and students' achievements in the control cluster when CA is used to teach AWS was accepted. Although the proportions of post-test values varied among clusters, it was observable, on one hand, that the experimental cluster improved its performance significantly in post-test compared to their pre-test means which was below average. On the other hand, the control clusters' performance was constant between medium and low which proves the effectiveness of the CA in enhancing AWS in particular and overall language-arts in general.

These findings can be interpreted in a number of implications, including building integrative AWS curricula for the purpose of Arabic writing benchmarking and standardization. They are also applicable in the predictions and control of relevant linguistic skills for different research and practical purposes. The significance of these finding is also manifested in the pedagogical call for diversification of linguistic skills and activities in order to address the contemporary instructional needs for linguistic andragogy. Thus, further researches are warranted to investigate AWS benchmarks for deferent educational environments with specific focus of identifying common factors influencing both Arabic writing acquisition and application for the adults. Further AWS standardisation are further recommendable for scientific research perspectives so as to explicitly describe, predict and control all possible factors influencing AWS for different purposes including educational curricula and communities' applications.

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