THE EFFECT OF STRATEGY SELF-QUESTIONING LN COLLECTION ARABIC LSLAMIC HISTORY THE STUDENTS HAVE THE SECOND AVERAGE GRADE

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RESEARCH SUMMARY

The aim of this research is to identify the effect of the strategy of self-questioning in the collection of Islamic Arab history among intermediate second grade students by verifying the null hypothesis. There is no statistically significant difference between the average scores of the experimental group studying the Arab Islamic history using the self-query strategy Classes of control group students who study the same material using the traditional method.

In order to achieve the research objective, the researcher prepared the measuring instrument. The test consisted of (25) test cases of multiple choice type, verified its validity and stability. The results showed that the results exceeded the experimental group on the control group in the collection test. In addition to the current study, the researcher suggested several proposals, including: study the effect of the strategy of self-questioning in other subjects and stages of study

CHAPTER ONE: DEFINITION OF RESEARCH

First: Research problem

Today, the world has faced many rapid and successive changes in all aspects of life. In order to face them, we have to raise our children to sound scientific education so that they can adapt to everything new. These changes require educators to deal with education as a process that calls for teaching the student how to learn

And how he thinks, because this is especially important because it holds future significance is very important, the teaching methods have continued for several years in simulation and education and conservation, and fill the minds of students with information and facts and the lack of harnessing that information in daily life and this is incompatible with the development of the twentieth century, The traditional teaching method has the effect of increasing student achievement   **(Attia, 2008: 19).**

The teacher is still committed to the traditional methods that provide the students with the greatest amount of information and facts without taking into account the mental, emotional and technical benefit, so it is mandatory for those in the field of education to use

modern strategies in teaching that help to increase awareness of

the processes of thinking and increase the achievement of students, And the departure of traditional methods.**(Dodds 2011: 37).**

Therefore, the researcher tried to experiment with the strategy of self-questioning by teaching the course of Islamic Arab history for intermediate second grade students because he believes that this worker may help them learn the history material deeply and change their approach in dealing with the information provided to them and increasing the achievement of students. Specific problem.

Based on the above, the problem of this research can be framed by the following question:

Does the strategy of self-questioning have an impact on the achievement of the Arab-Islamic history of second grade students?

Second: The importance of research

The era in which we live is characterized by scientific progress and accelerated technology, which requires all individuals to acquire the fundamentals of scientific culture, and to acquire some skills and processes of science, and to be able to adapt to life and keep up with the times**. (Alian, 2010: 105)**

Education is the primary responsibility for preparing the individual to face the challenges, to take responsibility for decision-making and to build an integrated personality capable of participating in a democratic society so that the individual can defend his point of view and accept the views of others.**(Mcfarland, 1985: p23)**

In order to achieve the teaching process, its objectives are to use modern educational strategies in teaching. A set of strategies and educational models have contributed positively to the learning process. These strategies and models are based on cooperative learning. **(Olive, 2001: 28**).

The strategy of self-questioning is one of the strategies of knowledge beyond which it can develop thinking and delving into it, because it is based on the learner's orientation of a set of questions for himself during the processing of information, which makes him more integrated with the information he learns and creates awareness of the processes of thinking (**Abu Ajwa, 2009, p.).**

The increasing interest in self-questioning as self-questions creates an emotional and cognitive structure. When students use them, they become more positive. The processing of information in question raises the students' motivation to look at their previous experiences and daily lives, And its use in the future and in diverse situations is eas.

(Afana and Al-Khazendar, 2009, 140).

Third . search limits :

Current search is determined by:

1. A middle school in the center of Diyala province.

A sample of second grade students in a day school affiliated to the Directorate General of Diyala.

3. Topics from the book of Arab Islamic history for the second grade, the average course for the academic year 2017-2018.

Fourthly . Terminology:

1. Strategy: defined by:

(D) as "systematic and sequential procedural steps that are flexible and responsive to the nature of the learners, and represent the real reality of what happens within the classroom from the exploitation of available possibilities, to achieve desirable educational outcomes" **(Dodas, 2011, p. 60**)

2. Self-questioning:

(Coyne) is a collection of questions posed by students before, during, or after reading. These questions require the integration of information, students' thinking in the reading process, and require students to answer these questions **(Coyne, 2007, p85)**

3-Achievement defined by: -

Samara and Abdel Salam (2008) as: "The information and skills acquired by the learner as a result of the study of a specific subject or unit of study (**Samara and Abdel Salam, 2008: 52)**.

4- History Known by:

Khadr, (2006) "A mental perception of a changing nature based on a relationship between things, facts and historical events and written in verbal form." **(Khadr, 2006, p. 33)**

5- Middle school :

The researcher is defined by the researcher as: the school stage that comes after the primary stage and includes the grades (first, second and third intermediate) and the duration of study is three years, where students receive materials and the age of between 12-15 years).

CHAPTER II: BACKGROUND THEORY AND PREVIOUS STUDIES

There are many self-questioning labels. Self-help strategies such as self-planning, self-esteem, and self-reflection are called self-help. (Al-Azifi, 2009, p. 50)

It is also called the strategy of self-questioning, because it is based on the questioning of the individual to himself, which he poses many questions during the processing of information, which makes him more integrated with the information he learns, resulting in that he has awareness of his thinking processes, and Addressing the topic according to this strategy enables the learner to retrieve his previous positions and

experiences and to investigate the strengths and weaknesses in them,**. (Attia, 2009, p. 245)**

Steps of self-questioning strategy

This strategy is taught in three main stages: (before-and-after) learning and as follows:

First: the pre-learning stage

The teacher presents the subject of the lesson to the students and trains them to use self-questioning (ie, questions that the student can ask for himself) with the aim of activating knowledge processes that precede the lesson (**Arian, 2003, p. 211).**

Second: the step of education

In which the teacher trains students in self-questioning methods; to stimulate cognitive processes, the teacher can guide students to the importance of follow-up reading performance; by asking themselves a set of questions

Answering these questions helps the student organize, organize and remember his information, and generate new ideas, which makes him think about the steps that will help him solve the problem from its various aspects   (**Abu Ajwa, 2009, p. 36).**

Third: the post-education step

The teacher trains the students in this step on self-questioning methods to stimulate knowledge-driven processes. Answering these questions helps students to analyze, analyze, evaluate, and use information that they have learned (**Shehab, 2000, p.19)**

Previous studies

1- Abu Ajwa study, 2009

The study was conducted in Palestine and aimed to know the effect of the strategy of self-questioning in developing the skills of solving the chemical problem for the 11th grade students. The study followed the experimental method. The sample of the study was selected (62) students, divided into two experimental groups and an observer, The two groups were tested in the external variables and the skills of solving the chemical problem were tested (and applied to the groups both before and after the test). The validity of the test was verified. The results of the study showed the following results: - There were statistically significant

differences at (0.05) in the average test of solving the chemical issue between the experimental group which was studied using the self-questioning strategy and the control group which was taught in the usual way for the benefit of the experimental group.   **(Abu Ajwa, 2009, p., W, h)**

2- The study of Chung (Sheung 2009)

This study was conducted in China in order to investigate the impact of the self-questioning strategy on students 'learning of English as a language of reading and the development of understanding of students' attitudes toward this strategy. The sample consisted of (118) students in English at the first stage at Shu'An University, And the results of the following research:

1- There are statistically significant differences in the average achievement of students in the pre and post test of the group as a whole.

2 - There are statistically significant differences in the average performance of students in the pre-test and post-group students with the ability to read lower than other groups of high and medium.

3 - There are statistically significant differences at (0.05) in the average measure of the trend towards training on the strategy of self-questioning in the application of the tribal and remote measure for the benefit of the dimension. **(p44, chang, 2009 hui-fang)**

3- Asefi study (2009)

The study aimed to identify the effectiveness of the strategy of self-questioning in the development of some of the skills of reading comprehension among students in the first grade secondary. To achieve the objective of the study, the researcher used the experimental method. The study was applied to a sample of 50 students from the first grade secondary in Qunfudah governorate. They were divided into two experimental groups consisting of (25) students studied according to the strategy of self-questioning, and an officer of (25) students studied in the usual way. The study tools and their materials were in the list of students 'reading comprehension skills. The skills were limited to 80 referees' opinions and a test to be applied. This was applied before and after it was verified. After proper statistical analysis, the researcher found statistically significant differences (0,05) in post-achievement in literal understanding skills, deductive understanding skills, critical understanding skills, taste comprehension skills, and creative understanding skills,

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after controlling tribal achievement for experimental group students. **. (Al-Azhafi, 2009, p. 22)**

Balance between previous studies

1-The aim of the study was to study the impact of the strategy of self-inquiry To learn the English language as a language of reading and to develop understanding of the students' direction towards this strategy. The Al-Athifi study aimed at the effectiveness of the strategy of self-questioning in the development of some reading comprehension skills among students in the first grade secondary

2. Approach: All studies adopted the experimental approach.

The studies were carried out in various stages of study, where Abu Ajwa, 2009 and Al-Azifi 2009 were conducted on the secondary stage and the study was conducted in 2009, hui-fang.

3. Sample: In the previous studies, the sample ranged from (62) students in the study (Abu Ajwa 2009) and (118) students in the study (chang, 2009 hui) -fang) and (50) students in the study (Azafi 2009) .

4 - Sex of the sample: Most studies were conducted on males and the study (Abu Ajwa 2009) (and the study of al-Azifi 2009), while studies conducted on males and females as a study chang, 2009 hui-fang)).

5- Statistical Methods: The previous studies varied in their statistical means.

6 - Results: All studies showed the superiority of the experimental group on the control.

Aspects of the use of previous studies

The researcher has benefited from previous studies in many aspects:

1. Determine the research objective.

2. Adopting the experimental design appropriate to the current research conditions and purpose.

3 - Determination of sample size and method of selection.

4. Selecting the appropriate statistical means for the current research procedures and itsobjective.

CHAPTER III: RESEARCH METHODOLOGY AND PROCEDURES

First: Research Methodology:

The researcher followed the experimental approach to identify (the impact of the strategy of self-questioning in the collection of Islamic Arab history among intermediate second grade students) because it is the appropriate method for the nature of the research and its purpose, as well as one of the methods used in educational and psychological research.

1 - Selection of experimental design:

The choice of experimental design is the first steps that the researcher has to undertake when conducting a scientific experiment. The safety of the design and its validity are the basis for obtaining sound and accurate results. Therefore, the researcher adopted a experimental design   with   partial   adjustment

The group	Independent variable	the test
Experimental	Self-questioning strategy	Post-test
Control		Post-test

Shape (1)   Demonstrates experimental design

2 .Research community:

The research community, which was deliberately chosen from the middle schools for boys in the Directorate of Education of the district of Khalis belonging to the General Directorate for the cultivation of Diyala province, and random choice emerged medium-Waqidi boys for research.

3 -Research Sample:

After the random identification of the school to which the experiment will be applied, the intermediate researcher visited the research sample and found that the second stage consisted of two divisions. In the random drawing method, Division B became the number of students (31) representing the experimental group and the (A) 30) Students represent the control group.

After the exclusion of the five students, the total number of students (the research sample) is (56) students and table (1).

The group	Division	Number of female students
Experimental	B	28
Control	A	28
Total		56

4 .The equivalence of the two research groups:

The researcher was statistically rewarded between the two research groups (experimental and control) in a number of variables as they may affect the safety of the research experience.

A. The student's age is calculated in months:

The experimental mean of the experimental group (171,107) and the control group (169,535) and the calculated T value (0.756), which is less than the scale value of (2,021) at the freedom degree (54), indicating that the two research groups are equal In chronological age and table (2) it shows:

Table (2) Shows the arithmetic mean, variance, and tabular value calculated for the ages of the two research groups

Total	Number	Arithmetic mean	variance	The degree of freedom	T value		Level of significance
					Calculated	Table	
Experimental	28	107.171	29.59	54	0.756	2.021	0.05
Control	28	169.135	31.060				

B - degrees of final grade material for the first intermediate grade for the academic year 2017-2018:

The experimental mean of the experimental group (81,214) and the control group (80,285) and the calculated T value (0.043), which is less than the scale of (2,021) at the degree of freedom (54), indicating that the two research groups are equal in degrees of date, 3) shows that:Table (3)

Shows the arithmetic mean, variance, and the tabular and calculated value of the date scores of the two research groups

Total	Number	Arithmetic mean	variance	The degree of freedom	T value		Level of significance
					Calculated	Table	
Experimental	28	81.214	6595.760	58	0.043	2.021	0.05
Control	28	80.285	6445.68				

)C) Educational attainment of the father:The students' academic achievement was obtained through the information form and the school card, where the level of achievement was divided into four categories and to verify the equivalence of the two groups in this variable using a quadratic test and a table (4.)

Shows the value of a quadratic square in parental achievement among the two groups

the group	Father's educational attainment				Number	The degree of freedom	Kay squared value		Level of significance
	Primary	Medium	Middle school	College and above			Calculated	Table	
Experimental	6	5	7	10	28	3	1.575	7.81	0.05
Control	8	6	5	9	28				
Total	14	11	12	19	56				

E) Educational attainment of the mother:

The educational achievement of the parents was obtained by means of the information form and the school card. The level of achievement was divided into four categories and to verify the equivalence of the two groups in this variable using the ki squared test and table (5)

Shows the value of a quadratic square in the mother's academic achievement between the two research groups

the group	Father's educational attainment				number	The degree of freedom	Kay value squared		Level of significance
	Primary	Medium	Middle school	College and above			Calculated	Table	
Experimental	4	9	7	8	28	3	0.516	7‚81	0.05
Control	6	5	7	10	28				
Total	10	14	14	18	58				

Table (5) shows that the value of any square (0,516) is less than the tabular value (7,81). This indicates that it is not statistically significant, confirming that the two research groups are equal in this variable.

5 -IQ test scores:

Before the start of the experiment, the researcher applied the IQ test - the Raven test - which is based on the Iraqi environment on the students of the two research groups and the experimental average of the experimental group (31,857) and the control group (30,678). The calculated T value (0.362) (2021) at the degree of freedom (54). This indicates that the two groups of research are equivalent in IQ and Table (5) shows this: Table (6(

Shows the arithmetic mean, variance, and the calculated and calculated value of the IQ te**st**

The group	Number	Arithmetic mean	variance	The degree of freedom	T value		Level of significance
					Calculated	Table	
Experimental	28	31.857	163.968	54	0.362	0.021	0.05
Control	28	30.678	131.191				

In addition to the above procedures of statistical equivalence between the two groups of research, the researcher tried to avoid the effect of some of the variables extraneous to affect this type of experimental designs, and the following is a presentation of these variables and how to control the alien:

Experimental Extinction:

B- Experiment and incident conditions:

C. Differences in sample selection Try the researcher.

Measuring tool.

F- Confidentiality of Search:

R - Distribution of shares: Organization of the distribution of quotas so that the material of Islamic history in the days (Tuesday and Wednesday), and table (7) shows that.

Distribution of history subjects to students of the two research groups

Days	At 8.15 pm	At 9.5 hours
Tuesday	Control	Experimental
Wednesday	Experimental	Control

Search requirements

A - Determination of scientific materialThe researcher identified the scientific material covered by the research, which was studied for the students of the two groups (experimental and control) of the vocabulary of the book of Islamic Arab history to be taught to students of the second intermediate grade, for the year 2017 :.

b- Behavioral objectives :The researcher formulated 56 behavioral goals based on the general objectives and the content of the topics to be studied during the trial period, distributed among the first three levels of the Bloom classification (knowledge, understanding and application). In order to verify its validity and meet the content of the study material, And after the analysis of the experts' responses, some goals were modified and the objectives that did not reach the agreement percentage approved by the researcher (80%) or more were eliminated. Thus, the number of behavioral goals Its final form (50) is a behavioral goal.

c- Preparation of teaching plansSince the preparation of the teaching plans is one of the requirements of successful teaching, the researcher prepared plans for the topics to be taught during the trial period from the book of Arab Islamic history for the second grade in the middle, in light of the content of the book and behavioral goals formulated, and according to the strategy of self-questioning and the traditional way:.

Search Tool

The following are the procedures for setting up the search tools:

1 -The achievement test:

The results of the current research are the existence of an achievement test to measure the effect of the independent variable in the dependent variable and the absence of a ready-made test. The researcher prepared the achievement test based on the content of the material and the behavioral objectives.

A - Prepare the test map: Table (8) shows the details of the test map

The optional map of behavioral objectives and the number of achievement test paragraphs are broken down by importance

Levels Themes	Relative importance	Behavioral objectives			
		Knowledge 40%	Understanding 30%	Apply 30%	Number of questions

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Mecca before Islam	**24%**	**2**	**2**	**6**	**6**
Secret role and migration to Abyssinia	**16%**	**2**	**1**	**1**	**4**
Immigration to Yathrib	**12%**	**1**	**1**	**1**	**3**
Battle of Badr and Ohod	**20%**	**2**	**2**	**1**	**5**
The Hudaybiyah reconciliation	**12%**	**1**	**1**	**1**	**3**
Jews order the Arabs	**16%**	**2**	**1**	**1**	**4**
Total	**100%**	**10**	**8**	**7**	**25**

B - The formulation of the test paragraphs: The researcher adopted the multi-test mainly in the test, the number of optional paragraphs in the initial version (27) paragraph, distributed on the three chapters to be taught, and covered the behavioral goals prepared by the researcher and based on the optional map prepared for this purpose.

C - Validation of the testAfter the researcher obtained the expert's opinions and opinions, some of the paragraphs were reworded, some of them were reworded, and some of the paragraphs were deleted because they did not get the approval rate set by the researchers (80%) and more than the total of the total experts.

Application of the collection test on a survey sample

To ascertain the cykometric characteristics of the test and the clarity of its vertebrates and the estimation of the appropriate time to answer, the researcher applied the test to a sample of second grade students from the same research community. The sample of the sample was 20 students from Ibn al-Haytham students. Of students, and that the average time taken to answer is (20) minutes and calculated by the following equation:

Average time = total time spent by the first student + total time spent by the second student + ... student Number

Statistical analysis of test paragraphs

1 .Discriminatory power:

After the researcher calculated the discriminative force of each of the test paragraphs, it was found to be between (33, 0) and (63, 0), and the paragraph is good if the strength of it is (30%) or higher (return, 1999, 215) All paragraphs without deletion or modification.

2 .The difficulty factor:

After the researcher calculated the difficulty of each of the paragraphs of the test found between (31, 0) and (68, 0), which means that the paragraphs of the test is acceptable, as the test is good as the proportion of difficulty paragraphs between (20 - 80%), (Fatalawi, 2004: 185) This means that all test paragraphs are acceptable.

3. Effectiveness of wrong alternatives.

After the researcher conducted the necessary statistical operations, he found that the wrong alternatives to the test scores have attracted a number of students in the lower group than the students of the upper group, as they ranged between (8% - 24%), so it was decided to keep them all without Delete or modify.

Stability of the achievement test:

The researcher used the method of retesting on the survey sample to calculate the stability of the test. The first test of the second test was done after 14 days. In correcting the answers of the tests, the researcher used the Pearson correlation coefficient to reach the stability coefficient (0.92).

Apply the search experience

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After the end of the experiment and the first week of the end of the experiment, the researcher conducted a test in the subjects he studied and applied the test to the students of the research groups (experimental and control) on Wednesday, 4/1/2018 at nine thirty, after the students organized in the classrooms and supervised the researcher himself Conduct the test and clarify the purpose of the test and how to answer the test in order to maintain the integrity of the experiment.

How to correct the test

The researcher gave (1) scores for the correct answer for each of the test paragraphs and (0) for the incorrect answer. The left and left paragraphs were not treated correctly and the missing answers were treated as incorrect answers.

Statistical means:

1 .Mean arithmetic, variance, and standard deviation

2 .The test of two independent samples of equivalence between the two research groups in some variables and

in calculating the difference between them in the collection test.

3. Kay box to find out the difference between the two groups when conducting the statistical equivalence in the parental achievement variable.

THE FOURTH CHAPTER : VIEW AND INTERPRET RESULTS

First: View results:

To identify the impact of the strategy of self-questioning in the collection of the material of Arab Islamic history, which provides the premise of:

There is no statistically significant difference between the average score of the students of the experimental group studying the Arab Islamic history using the self-questioning strategy and the average score of the students of the control group who study the same subject using the traditional method: Table (9(

Shows the arithmetic mean, standard deviation, variance, and calculated and tabular values of the two research groups

Total	Number	Arithmetic mean	standard deviation	Variance	T value		The degree of freedom	Level of significance
					Calculated	Table		
Experimental	**28**	**19.142**	**5.431**	**29.495**	**11.819**		**54**	**Statistical function 0.05**
Control	**28**	**16.392**	**2.907**	**8.450**		**0.021**		

From the observation of the table, the average score of the students of the experimental group who studied the Islamic Arab history using the strategy of self-inquiry (19.142) with a difference of (29.495). The average of the students of the control group who studied the Arab Islamic history in the traditional way (16,392)). When the T-test was used to determine the difference between the two groups, there was a statistically significant difference at (0.05) with a degree of freedom (54) for the benefit of the experimental group. The calculated T value (11.819) was greater than the T) Thus rejecting the zero hypothesis Yeh.

Second: interpretation of the results

Through the results of this research, which showed the superiority of the students of the experimental group who studied the strategy of self-questioning on the students of the control group who studied the traditional way to acquire concepts and this superiority can be attributed to:

1-The independence of students during the learning process, and their self-reliance in acquiring and interacting with knowledge directly through conscious learning and reading activities, providing an appropriate environment for meaningful learning based on understanding and increasing achievement. A new style based on mental processes and self-questioning and

made it the focus of the educational process. **(Attia, 2008: 207)**

2- The researcher believes that the strategy of self-questioning led to the creation of an atmosphere of vitality between the student respondent or student respondent and student asks and student answers and analyzes and analyzes the subsequent analysis, and all this leads to the thinking of students and helps them to acquire the facts on their own and develop the ability to form an opinion Personal Organizer is able to organize, arrange and categorize information.

CHAPTER V: CONCLUSIONS, RECOMMENDATIONS AND PROPOSALS

I. Conclusions

1 -The superiority of the strategy of self-questioning in increasing the collection of the Arab-Islamic history among second-grade students, as it helped them to raise their level of achievement more than the traditional method

2 -Teaching using the strategy of self-questioning impact on improving the level of achievement of students in the experimental group more than the students of the control group who studied in the usual way.

3-The strategy of self-questioning on the lesson added vitality and novelty, and allowed students to participate and speak and to create facts better than the traditional way of middle-grade students in the Arab Islamic history.

II. Recommendations

In light of the current research findings and conclusions, the researcher recommends the following:

1 - interest in modern strategies in the teaching of history and adoption as much as possible to teach.

2 -Adopting a strategy of self-questioning in the teaching of the Arab-Islamic history

3 - Training teachers of history to use the strategy of self-questioning in teaching by engaging them in training courses in this strategy so that they can help students to increase their collection.

III. Proposals

In order to complete the current study results, the researcher proposes the following:

1 - Conduct similar studies on the effect of using the strategy of self - inquiry in variables

Such as critical thinking, creative imagination and other stages of study.

2 -Conduct a similar study to the current study of other stages of education such as: fourth and fifth grade preparatory in other materials such as: geography, Arabic or other materials

3 - Study the effect of using the strategy of self-questioning in the development of skills historical thinking.

4- Conducting a study to identify the impact of other teaching strategies such as: role play, concept maps, brainstorming, discovery learning, collaborative learning, and meta-knowledge.

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