Creativeness Strategies in Creative Writing & Speculative Thinking by Preparatory School

Dr. Hamza Hashim Al-Sultany

Abstract——This study aims to know ledge the effect of earnest creativeness strategies in creative writing and speculative thinking by preparatory.

To achieve this aim, the author adapts design of experiments from designs of experiments which have partial control and post test for three equal groups two of them are experiments and the third is control.

The researcher and only chooses Al-Fayha a preparatory school to applicant his research. The sample of this research consists one hundred and four subjects distributed in (35) subjects in excremental group which is studied expression by (Random Entry) strategy, (34) subjects in the second experimental group which studied expression by (Challenge strategy) and (35) subjects in the control group which is studied expression by normal method. The classes have chosen randomly.

The researcher makes statistics among three groups. The tools of research are testing in the creativeness writing in the first and measurement for speculative thinking in the second.

The researcher uses means of statistics (analysis of variance, Kay square, Pearson correlation coefficient, Schiff's, T. test.)

The researcher has gotten higher results in experimental groups which have studied by using earnest creativeness & speculative thinking in creative writing. In the light of the results, the researcher suggests some of suggestions and recommend actions.

Keywords—Earnest creativeness strategies, Human Sciences, Behavioral Sciences, Challenge strategy.

I. INTRODUCTION

1.1 The Problem

Preparatory school pupils have no ability in writing, they cannot produce to a subject or atopic and this comes with other problems noticed by the researcher through his experience in teaching at the preparatory school and university level.

They do not go with the main element of the topic, their sentences are not correctly joined but they seem as if they are separated phrases or clauses.

They do not use speculation and figuration effectively and they do not offer real solutions to views, They are not aware enough of the time sequence of events and they commit so many grammatical and spelling errors. They study is an attempt to answer the question: what is the effect of earnest creativeness strategies in creative writing and speculative thinking by preparatory school pupils?

1.2 The Significance

Language seems to be as it is a live creature and its science also looks like the creature's science itself, from its pronunciation the prosodic formed and the things core be. When uttering language the prosodic form of nature is well represented. (Odnes 1989:88).

As man is a linguistic and social creature, he is also creative and eager to knowledge, so language should he educational to achieve man needs, thus a society promotion greatly relates to its language development.

Writing is considered one of language branches so it should have that language features and character is tics as it is a necessity to support language use rather than language usage. Writing is mental process every difficult and complicated it depends on creativity where thoughts and information and mental images (perceptions) of the writer clanged into graphic symbols that carry or translate thoughts and reflect information in a seen image.

Writing is practicing to think in one side and to use language skills from the other side (Zamel, 1992;402)[1].

Creative writing functionalizes language grace fully to express feelings and thinking and carryings then to others in a hiss literary style. (Ashoor, 2005:204)

Through writing the learner viziers his creative abilities that help him face different functional situations and problem solving that face him as it expands his wltural level and provides him with human values and cultivates his observation and accuracy.

Writing helps to acquire thinking skills as it garters the related thoughts and departs the separated ideas, then sued thoughts put in an oral norm (utterance) after that a lexicon (vocabulary) checked to choose the most suitable words that refer to lines thoughts in meaningful sentences.

Pupils urgently need teaching strategies help them enrich their information and develop their skills, one of these strategies is the earnest restiveness strategy that let the learner looks for substitutions and many other views before diced and this will give him participation and self respect moreover it

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makes him speculative and educationally active when relating between what he reads and what he knows.

1.3 Aims

The study aims to find out the effect of earnest creativeness strategies in creative writing and speculative thinking by preparatory school pupils.

1.4 Hypotheses

It is hypothesized that there is no statistical significance between the average of the experiential group scores who study writing using the two strategies of earnest creativeness and the average of the controlled group who study writing using the normal method in creative writing and superlative thinking.

1.5 Limits

The study is limited to:
1. A sample of the fifth literary class at the preparatory secondary schools 2012–2013.
2. The strategies of random entry and challenge strategies.

1.5 Term Limit

Earnest creativeness
Dee bono (2003: 102) defines creativeness as looking for methods substations, views, and many suggestions before taking their decisions[2].

Creative writing

It means the pupils ability to translate his thought into beautiful and accurate meaningful clauses.

II. RELATED WORK

2.1 Characteristics of Good Thinking
- Fluency and its types
- Verbal fluency
- Association fluency
- Ideational fluency
- Expressional fluency
- Figural fluency
- Flexibility
- Spontaneous flexibility
- Adaptive flexibility
- Originality
- Elaboration
(Rodgers 2002 :114) [3]

2.2. The criteria of Thinking
1. Clarity
2. Correctness
3. Accuracy
4. Join
5. Depth
6. Expansion

7. Logic
2.3. Speculative Thinking
2.3.1. Characteristics of Speculative Thinking
- Lessen abnormality
- Flexibility in Thinking
- Accuracy in Language
- Checking and Control
- Questioning
- Creativity
- Design (Kirk, 2000) [4]

III. METHODOLOGY

3.1 Experimental Design

The researcher chooses partial control experimental design to go with this study.

3.2. Society Sample

It is the secondary school pupils in the Norte of Babylon – Iraq the fifth literary class.

3.3. The sample

The researcher randomly chooses (104) pupils from Al-Fayhaa preparatory school; the sample is randomly divided into three groups. 35 pupils are in the first experimental group who study writing with random entry strategy, 35 pupils are in the second experimental group who study writing with challenge strategy, and 35 pupils are in the control group who study writing veins the normal method.

3.4. Research Group Equality

The researcher makes a statistical equality for three research group in age, the parent education, and the last year scores. He also tries to control the un experimental changes that may affect the experience.

3.5. Scientific Material Scope.

The researcher identifies the materiel that will be taught during the experiment. He also prepares teasing plans in accordance with the two strategies (random entry and challenge strategy) and they are checked by experts.

3.6. Statistical Means

The following statistical methods are used:
- T.test
- Qui square
- Sheffe method
- Pearson corr
IV. RESULTS AND DISCUSSION

4.1 Results

Table I shows that there are statistically significant differences among the research group. To know the significance of the statistical differences of the awareness of the three research group scores, the researcher used One way analysis of variance, the results are as shown in table II.

<table>
<thead>
<tr>
<th>Group</th>
<th>No. of pupils</th>
<th>Average</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>First (randomly)</td>
<td>35</td>
<td>33.85</td>
<td>10.44</td>
</tr>
<tr>
<td>Second (challenge st)</td>
<td>34</td>
<td>35</td>
<td>4.71</td>
</tr>
<tr>
<td>Controlled</td>
<td>35</td>
<td>30.42</td>
<td>51.5</td>
</tr>
</tbody>
</table>

Table III shows the results of speculative thinking, table IV shows the results of speculative thinking.

<table>
<thead>
<tr>
<th>Difference source</th>
<th>Squares</th>
<th>Decree</th>
<th>Square means</th>
<th>F</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among group</td>
<td>392.5</td>
<td>2</td>
<td>191.22</td>
<td>516</td>
<td>3.07</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Statistically significant</td>
</tr>
<tr>
<td>In group</td>
<td>3839.86</td>
<td>101</td>
<td>38.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>4232.36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As there are statistically significant differences, the researcher used the Sheffe method to know the difference directions, table III shows there results.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Sheffe accounted value</th>
<th>s. table value</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First experimental(random entry + control)</td>
<td>7.23</td>
<td>2.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>2</td>
<td>2nd challenge + control</td>
<td>13.19</td>
<td>2.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>3</td>
<td>experimental(random entry + challenge)</td>
<td>0.86</td>
<td>2.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not significant</td>
</tr>
</tbody>
</table>

The results of speculative thinking table no IV shows the results of speculative thinking.

<table>
<thead>
<tr>
<th>Group</th>
<th>No. of pupils</th>
<th>Averages</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Random entry</td>
<td>35</td>
<td>62.68</td>
<td>15</td>
</tr>
<tr>
<td>Challenge</td>
<td>34</td>
<td>65.38</td>
<td>12.41</td>
</tr>
<tr>
<td>Control</td>
<td>35</td>
<td>54.91</td>
<td>8.84</td>
</tr>
</tbody>
</table>

Table IV shows that there are statistically significant differences in the research groups. To know the significance of statistical differences among engraves of the pupils scores, the research uses One way analysis of variance table V shows the results.

<table>
<thead>
<tr>
<th>Difference source</th>
<th>Squares</th>
<th>Decree</th>
<th>Avowed squares</th>
<th>F</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among groups</td>
<td>2038.21</td>
<td>2</td>
<td>1019.10</td>
<td>6.67</td>
<td>Significant</td>
</tr>
<tr>
<td>In groups</td>
<td>15409.1</td>
<td>101</td>
<td>152.56</td>
<td>3.07</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Because there are statistically significant differences the researcher uses sheffe method to know the direction of differences as stated in table VI.

<table>
<thead>
<tr>
<th>Group</th>
<th>Sheffe accounted value</th>
<th>s. table value</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First experimental(random entry + control)</td>
<td>9.83</td>
<td>2.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>2</td>
<td>2nd challenge + control</td>
<td>18.23</td>
<td>2.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>3</td>
<td>experimental(random entry + challenge)</td>
<td>0.46</td>
<td>2.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not significant</td>
</tr>
</tbody>
</table>

II. CONCLUSION

1. Using the two strategies of earnest creativeness makes the pupils the center of education process, and gives them freedom to express their view point's without hesitation and fear.
2. Positive directions to others viewpoints appeared and respected. This makes pupils participate in view creating.
3. The creative strategies lead to increasing the pupils' knowledge.
4. The earnest strategies dwelled the light thinking levels.
5. The earnest strategies make the thinking process logical, and try avoid pupils the common errors through logical decisions to the suggested issues.

REFERENCES