

The Effectiveness of Using Generate Ideas (SCAMPER) Strategy on Improving Ninth Grade Students' Writing Skills at Wadi El Sir Schools in Jordan

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Abstract

The purpose of this study is to identify the effect of using SCAMPER strategy in teaching English writing skills; to improve the level of ninth grade students' writing skills at Wadi El Sir Schools in Jordan. The population of the study consisted of all ninth grade students of both sexes. The sample of the study was chosen randomly, four sections from two schools: two sections for males and two sections for females, (experimental and control). The results showed that there were statistically significant differences at the level of ($\alpha = 0.05$) in the performance of students in writing skills, in favor of the experimental group. The results also showed statistically significant differences between the two sexes in their performance in writing in favor of the females. The researcher set some recommendations for future research in this topic.

Keywords: SCAMPER, Writing Skills, Creative writing

Introduction

Language skills occupy the most important place in all academic disciplines, so the development of these skills among learners has received special attention in all programs, systems and curricula offered in the school. Because education faces difficulties in taking students to the required level, as weakness in creative writing is one of the reasons for the lack of creativity of students to express what is going on in their minds.

Thinking is one of the skills given by God to the individual, these skills can only be developed through continuous practice and continuous training, and this is only by using appropriate strategies (Ibrahim, 2009). The process of thinking that the individual thinks consciously and aware, and his thinking is linked to the surrounding environment. Thinking occurs for a variety of purposes including: problem solving, judging objects, feeling happy and enjoying, and imagining and indulging in daydreams (Dames, 2008).

Writing is a basic language skill that is more difficult than other language skills (Kollogg, 2008). Learning to write is one of the most important objectives of the educational process, because it enhances the ability of learners to acquire Grammar and acquire new vocabulary, in addition to writing in the classroom gives them opportunities to express their ideas and feelings in writing without external influences. The goal of teaching writing in the classroom is to give students different opportunities to express their ideas and abilities in writing (Parilasanti, Suarnajaya, Marjohan, 2014).

Among the recent strategies that appeared to promote thinking skills include SCAMPER's strategy to develop thinking skills, develop creative imagination, and motivate students to learn (Serrat, 2009). This strategy was prepared by (Eberle, 2008) and pointed to the most prominent stations of its development. In 1963, Osborn designed a (Spurring checklist), the key words or phrases that make up the word Scamper to be an auxiliary strategy during brainstorming.

Hani (2013) defined Scamper's strategy as a descriptive word describing the process of searching for and generating new ideas. Scamper's philosophy is based on training on imagining in the style of fun and play, and conducting mental treatments through the generation of ideas on these fantasies, thus contributing to the development of creative imagination, which in turn contributes to the development and promotion of creativity (Serrat, 2009).

Scamper's strategy is based on a set of principles mentioned by Hani (2013) as follows: training in imagination, fun and play as a mean of learning, and conducting mental treatments through the generation of ideas on these fantasies to contribute to the development of creative imagination, which in turn contributes to the development and enhancement of creativity.

Statement of the Problem

The problem of the study is represented in the weakness of students in the possession of writing skills, which may be caused by the teaching methods used in the educational process. The Ministry of Education in many documents of the English language curriculum on the need for teachers to develop the writing skills of their students in different stages of schooling, Given their importance in enhancing the creative aspects of students, and giving them opportunities to express these skills, which became an important part of teaching English at all levels of school. Many previous studies have confirmed that there is a marked weakness in writing

skills and lack of English language curricula for a range of basic skills that enhance student possession of these skills. The researcher believes that it is necessary to work on the detection of the effectiveness of using some of the modern strategies to teach writing, including the strategy of SCAMPER to improve the writing skills of the ninth grade students.

Purpose of the Study

The purpose of the study is to identify the effect of using SCAMPER strategy in teaching English writing skills; to improve the level of ninth grade students' writing skills at Wadi El Sir Schools in Jordan. It also aims at exploring the effect of students' gender on their performance.

Questions of the Study

The researcher tries to answer the following questions:

1. Are there statistically significant differences on the students' performance in writing skills due to the teaching strategy (SCAMPER, traditional way)?
2. Are there statistically significant differences on the students' performance in writing skills due to the gender of students (males or females)?

Limitations of the Study

This study is limited to ninth grade students at Wadi El Sir Directorate of Education, and to SCAMPER teaching strategy.

Literature Review

Several studies have been conducted to investigate the impact of Scamper's strategy

Al-Thanian (2015) conducted a study in Saudi Arabia aimed at investigating the effectiveness of a training program based on SCAMPER strategies to improve the skills of generating ideas in expression among students of Princess Noura Bint Abdulrahman University in Riyadh. The sample of the study was (31) students from different disciplines, and the results of the study showed the effectiveness of the program in developing the skills of generating ideas among the members of the study.

The study of Abdelkader and Ismail (2015) in Egypt aimed at revealing the impact of SCAMPER strategy in developing the creative linguistic performance of linguistically gifted students in the second preparatory stage. The study sample consisted of (30) students. The study used the experimental design of the same group through pre and post application. The results of the study indicated the effectiveness of SCAMPER strategy in developing creative language skills, by implementing the SCAMPER idea generation list for all courses.

Poon, Au, Tong & Lau (2014) conducted a study in Hong Kong aimed at exploring the impact of using SCAMPER strategy to generate ideas in improving creative thinking among high school students. The study sample consisted of (74) secondary students randomly selected. To achieve the objective of the study, the students were divided into two groups: experimental consisting of (37) students taught using the usual method, and the impact of the strategy was measured through the response of students on the Torrance scale of creative thinking before and after participation in the study. The results of the study revealed a positive impact of SCAMPER strategy to improve students' creative skills. The results showed positive attitudes among students towards using this strategy in teaching creativity.

Toraman & Altun (2013) conducted a study in Turkey aimed at exploring the use of a Six Hats Model and SCAMPER strategy to improve students' creative abilities. The study sample consisted of (20) students of the seventh grade students were randomly selected. The results of the study indicate the effectiveness of using the proposed teaching strategy (SCAMPER) in improving the skills of creative thinking.

Abu Majid, Tan & Soh (2003) conducted a study in Singapore aimed at identifying the impact of Internet use and SCAMPER's strategy to improve creative writing among primary school students. The study sample consisted of (60) students and randomly divided into two groups: experimental (30) students studied creative writing using the Internet and SCAMPER strategy, and (30) students studied creative writing in the normal way. The results showed that students who used the Internet improved their level of creative writing. Those who practiced creative writing using SCAMPER strategy did not show any significant improvement in creative writing, and the study recommended using the Internet and SCAMPER strategy more frequently than it does now.

The study of Fattouhi and Zidan (2003) aimed to investigate the impact of the SCAMPER program in the development of creative thinking among fourth grade students. The sample consisted of (50) students randomly divided into two groups: an experimental group consisting of (25) students taught using SCAMPER, (25) students taught by using the traditional way. The study revealed a positive impact of the SCAMPER program in the development of creative thinking.

Methodology of the Study

Population of the Study

The population of this study consisted of all ninth grade students enrolled in public schools in the Wadi Al-Seer directorate of education/ Jordan in the second semester of the academic year 2017-2018. Their number is (2130), (900) males and (1230) females.

Sample of the Study

The sample of the study was chosen randomly. It consisted of four sections of the ninth grade students from two schools at Wadi Al-Seer directorate of education, (males, and females), experimental group (240) students, and control group (228) students.

Procedures of the Study

The researcher trained teachers from both sexes on using SCAMPER strategy for teaching writing skills, then she applied her study during the second semester 2017-2018. The researcher has visited the schools repeatedly to follow up the implementation of the experiment, and check on the progress of the experiment according to the plan prepared in advance, and to provide any assistance or guidance to teachers.

Validity of the Tool

To verify the validity of the test was presented to seven arbitrators, who confirmed the validity of the test for the application and its quality.

Tool of the Study

The study tool consisted of a pretest and posttest that includes all the writing skills found in the text book of English language for ninth grade.

Reliability of the Tool

The test was applied to the sample month before the start of the program and it was re-applied after two weeks to verify the reliability of the test. The degree of reliability of performance and the consistency of the test results were calculated if applied to the same sample under the same conditions using the Alpha Cronbach equation which reached (0.995) this result considered high reliability coefficient indicates that the test is applicable and measuring what it is intended to measure

The Results of the Study and its Discussion

The purpose of the study is to identify the effect of using SCAMPER strategy in teaching English writing skills; to improve the level of ninth grade students' writing skills at Wadi El Sir Schools in Jordan.

Before conducting the study, the researcher conducted a pre-test of the sample of the study: (experimental group), which will learn English writing skills using SCAMPER strategy, and (control group) which will learn English writing skills using the traditional way, in order to determine the degree of parity of the two groups in their performance in English writing. After obtaining the first results of the pre- test, the means and the standard deviations of the results were extracted as follows:

Table 1: Means and standard deviations of the scores of the study sample in the pre-test in English writing skills according to the variables: group and gender of students

Group	Gender	N	Results of pre-test	
			Means	Standard deviations
Experimental group	Male	140	22.664	6.548
	Female	100	22.210	5.068
	Total	240	22.437	5.868
Control group	Male	116	26.563	7.220
	Female	112	25.516	6.665
	Total	228	26.040	6.943
Gender	Male	256	24.613	7.994
	Female	212	23.863	7.081

Table (1) shows that the highest mean scores in the English writing skills for the ninth grade were in favor of the control group, with a value of (26,040), while the mean of the experimental group (22.437).

To test the significance of this apparent difference between the means, (One- Way Anova) was used, in order to determine the degree of equivalence of the sample members of the study, where the results are as follows:

Table 2: One- Way ANOVA of variance of the scores of the study sample in the achievement test in English writing skills according to the group variable

Source of variance	Df	Sum of squares	Mean of squares	F value	Sig
Between groups	3	64.923	32.462	3.619	0.068
Within groups	116	1390.72	48.43		
Total	119				

Table (2) shows that the value of calculated (F) in degrees of freedom (3) is equal to (03.619) and the statistical significance level is (0.068), this value is not statistically significant: it came higher than ($\alpha=0.05$) indicating that there were no statistically significant differences between the arithmetic mean of the pre-test achievement scores of the two groups in the English writing skills test for ninth grade can be attributed to different groups.

Therefore, the results indicate that the mean of the writing performance test mentioned in the gender variable was (24,613) for males, with a standard deviation of (7.994), while the average for females was (23,863) and a standard deviation of (7.081).

T-test was used to compare the scores of the sample of the study in the pre-test according to the gender variable. The results were as follows:

Table 3: Test results (T) to compare the scores of individuals in the study sample in the achievement test in English grammar due to gender variable

Gender	N	Mean	Standard deviation	T value	Sig
Male	256	24.613	7.994	1.467	0.026
Female	212	23.863	7.081		
Total	468	24.238			

Table (3) shows that there are statistically significant differences between the scores of males and females in the pre-test scores in the English writing test for the ninth grade level in favor of males. The statistical significance of this test was (0.026), which is less than the statistical significance value ($\alpha = 0.05$) and can be attributed to different groups depending on the gender variable before actually applying the experiment.

Results related to the first question: Are there statistically significant differences on the students' performance in writing skills due to the teaching strategy (SCAMPER, traditional way)?

In order to answer this question, means and standard deviations of the scores of the study sample were calculated in the English writing skills performance in the post- test and the traditional method of teaching. The following table shows the results:

Table 4: Means and standard deviations of the results of the study sample in the post-achievement test according to the teaching strategy variable

Group	N	Results of the post test	
		Mean	Standard deviation
Experimental group	240	27.001	6.730
Control group	228	23.568	6.755

Table (4) shows that the mean of the experimental group scores reached (27.001) for the control group scores in the writing test (23.568). To test the significance of this difference, the T-test was used, the results are as follows:

Table 5: T-test of the scores of experimental and control groups in the post-test in writing skills according to the teaching strategy variable

Groups	N	Mean	Standard deviation	T value	Sig
Experimental	240	27.001	6.730	2.774	0.004
Control	228	23.568	6.755		

Table (5) shows that there are statistically significant differences between the two groups: experimental (taught using SCAMPER strategy) and control; (taught using traditional strategy) in the post-test, the statistical significance level is (0.004), and its value is lower than the level ($\alpha=0.05$), where these differences came in favor of the experimental group that studied writing skills by SCAMPER strategy, and this indicates that this strategy, which is modern for students, contributed to raising their level of achievement in the acquisition of writing skills among ninth grade students through positive interaction by students, accompanying activities and the way in which educational learning situations are implemented in this area.

Results related to the second question: Are there statistically significant differences on the students' performance in writing skills due to the gender of students (males or females)?

In order to answer this question, means and the standard deviations of the experimental group scores in the post-test were calculated in the English writing skills according to the gender of the students' variable (male and female). The results were as follows:

Table 6: Means and standard deviations of experimental group members in the post achievement test due to gender variable

Group	Gender	N	Results of post-test	
			Means	Standard deviations
Experimental group	Male	140	16.141	4.194
	Female	100	20.671	4.584

Table (6) shows a marked difference between the average of male and female scores, in order to test the significance of this apparent difference between the arithmetic mean of the sample, which is due to the gender difference of the students in the experimental group taught by SCAMPER strategy, T-test was used for this purpose. The results are as follows:

Table 7: T-test results of the scores of experimental group members in a post achievement test in writing skills for the ninth grade according to gender variable

Experimental group	Gender	N	Mean	Standard deviation	T value	Sig
	Male	140	16.141	4.194	2.079	0.003
	Female	100	20.671	4.584		

Table (7) shows statistically significant differences between males and females students of the experimental group in the post - test in writing skills for the ninth grade in favor of females, where the statistically significance reached (0.003), which is less than ($\alpha = 0.05$).

Recommendations

The researcher recommended the following:

1. Training teachers to employ the strategy of generating ideas (SCAMPER) in the development of language skills in general and writing skills in particular.
2. Focusing on the skill of expansion and linking it to creative thinking while teaching creative writing to enable students to practice the skills of creative thinking in learning English.
3. Conduct other studies similar to the current one, to explore the impact of the strategy of generating ideas (SCAMPER) on other language skills

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