

Journal of legal and social studies

Issn: 2507-7333

Eissn: 2676-1742

Difficulties of written expression activity in the Arabic language subject for fifth-grade primary school students

Mouas Amal ^{1*}, Ghodbane Mariam ²

¹ Laboratory of Psychological and Educational Applications, University of Constantine 2 (Algeria), amel.mouas@univ-constantine2.dz

² Laboratory of Psychological and Educational Applications, University of Constantine 2 (Algeria), meriem.ghodbanepsy@gmail.com

Date of send: 13/12/2024	date of acceptance: 01/01/2025	Date of Publication: 01/03/2025
--------------------------	--------------------------------	---------------------------------

***Corresponding author**

Abstract :

This study addressed "Difficulties in written expression activity in Arabic language subject among fifth-grade primary school students." This study aimed to reveal the prevalence of difficulties in written expression among fifth-grade primary school students in Arabic language subjects, identify their types, and reveal whether there are differences in these difficulties attributed to the gender factor among the study sample members.

To test the study hypotheses, the descriptive approach was employed by applying the content analysis technique to 82 notebooks of fifth-grade primary school students in the written expression activity collected from some primary schools in the municipality of Barhal, where we reached:

- The existence of varying difficulties among students in the written expression activity in Arabic language subject, where the percentage of errors in the validity criterion was estimated at: (13.68%), and in the consistency and coherence criterion at (36%), and as for the language integrity criterion, the percentage was (30.97%) and in the mastery criterion (19.34%).

- There are differences between males and females in committing errors in the written expression activity in favor of females, with an error rate estimated at (58.49%). In comparison, males made an error rate of (41.51%).

Keywords: Difficulties in written expression - Arabic language - Fifth-grade primary school students

Introduction to the topic, the problem, the method of analysis adopted, the hypotheses adopted, and clarification of the objectives of the article.

-Introduction:

The educational process essentially refers to that organized and coordinated set of activities and procedures that aim to meet the educational needs of individuals within the conditions and objectives determined by the educational system () for each country, as the educational process is based on basic principles that aim to acquire the learner many educational skills that make his personality stronger and more balanced. For the teacher to be able to perform this task, many means and tools must be used, and language is at the forefront of these tools. Language is a set of phonetic symbols governed by a specific system that symbolizes meanings and ideas through which members of human society interact and use them in their life affairs. Sweet defines it as the expression of thought through linguistic sounds, and the American scientist Sapir defined it as a means of communicating ideas, emotions, and desires through symbols that the individual uses of his choice. In this context, Showalter sees that the Arabic language is the key to Semitic languages and is the reference, source, and true measure for learning these languages.¹.

The Arabic language is the first key that the student must possess to enter various fields of learning. It is a subject of education and information delivery, and it has a special place in education at the primary stage, as it aims to provide the student with the basic skills of reading and writing and the appropriate linguistic wealth. "The teacher seeks to use the Arabic language during learning and train students to communicate and interact with each other and express themselves. Expression means the ability to express thoughts and feelings in the soul. The expression represents a literary and social activity and requires its formulation in a correct style in form and content, which is the goal of teaching the language.

Its importance lies in being a means of communication between individuals and the group, and this communication will only be beneficial if this expression is correct and accurate, meaning that the matter depends on the quality of the expression and its correctness. Expression has two types of performance: written and oral. As for written expression, it is a means of communication between a person and his brother who is separated from him by time or space, and it is used to write news or answer written questions or summarize a topic or story after reading it..."²

The primary stage is the first and basic stage the learner enters to receive his education. In it, the individual begins to learn the basics of correct reading and writing, which has been divided into two stages, the first of which includes the first three grades from the age of 6 to 8 years, and the second includes the other three or two grades from the age of 9 to 10 or 11 years.³

Here, the importance of students learning written expression emerges, especially if the learner is proficient in the spoken language, which is the gateway to the written language. However, many students need help with this linguistic activity. Some researchers have attributed this to difficulties in writing among

students, considering that the Arabic language has some characteristics not found in the writing of other languages, which causes some difficulties and obstacles for learners.⁴

It has become clear through readings of some educational literature that these difficulties in written expression include difficulties related to the lack of proficiency in using the rules of grammatical, morphological, and spelling writing and difficulties related to the learner's inability to remember the form of the word and the order of the letters that form it, as these difficulties hinder the learner from employing the acquired skills and cause him educational problems.

In this context, the idea of addressing the subject of this study came to fifth-grade primary school students who suffer from difficulties in the activity of written expression in the Arabic language.

Through this study, we seek to answer the following main question:

- Are there difficulties in written expression among a sample of fifth-grade primary school students (individuals of the study sample)?

As for the sub-questions of the study:

- What are the difficulties in written expression among a sample of fifth-grade primary school students?

- Are there differences between males and females in the difficulties of written expression for a sample of fifth-grade primary school students?

2- Study hypotheses:

- There are difficulties in the activity of written expression in the Arabic language subject among a sample of fifth-grade primary school students.

Sub-hypotheses:

A sample of fifth-grade primary school students faces varying difficulties in written expression, represented by errors committed according to the criteria of validity, consistency, harmony, language integrity, and mastery in written production.

- There are differences between males and females in the sample in the difficulties of written expression.

General hypothesis:

- Fifth-grade primary school students face different difficulties in the written expression activity according to the criteria of validity, consistency, harmony, language integrity, and mastery.

Sub-hypotheses:

According to the validity criterion, Fifth-grade primary school students face different difficulties in the written expression activity.

Fifth-grade primary school students face different difficulties in the written expression activity according to the consistency and harmony criterion.

According to the language integrity criterion, Fifth-Grade primary school students face different difficulties in the written expression activity.

- Fifth-grade primary school students face different difficulties in the written expression activity according to the mastery criterion.

- There are differences in the difficulties of written expression in favor of females.

These are the proposed hypotheses instead of the previous hypotheses

3-Study objectives:

The study aimed to:

- Detect the difficulties of written expression and the extent of their prevalence among fifth-grade primary school students.
- Identify the difficulties fifth-grade primary school students face in the written expression activity.
- Detecting the differences in written expression difficulties between males and females among the study sample members.

4-Importance of the study:

The importance of the study is as follows:

- Drawing the attention of teachers and educational staff to the problem of written expression difficulties to suggest appropriate solutions to this educational problem.
- Raising awareness of the importance of written expression and the role of this activity in developing the learner's written language.

5- Defining the study terms:

The subject of the study includes the following main procedural concepts:

- Written expression difficulties:

Needs to improve the learner's ability to produce and record his ideas and feelings and give his opinion in writing on a topic chosen by the teacher while adhering to the rules of the Arabic language and its grammatical, morphological, and spelling phenomena.

- The Arabic language:

It is a group of symbols with phonetic or written meanings that individuals use to communicate and express their ideas and feelings and even to solve their problems according to specific rules, patterns, and levels. In primary education, it is manifested in teaching the learner letters, words, sentences, and verbs and teaching him the oral and written language.

- Arabic language teacher:

He has the academic qualification that enables him to perform well in the Arabic language in all its branches. He can also control teaching skills to convey knowledge and cognitive skills to learners while helping those facing learning difficulties. He teaches at the primary education stage.

- Fifth-grade primary school students:

They are students in the age group between (10 and 11 years) studying in the last stage of primary school. They are characterized by cognitive, motor, and emotional characteristics that differ from students in other stages. These students pass an official exam at the end of the school year to move to the intermediate stage, considered the second stage of the educational system in Algeria.

6-Previous studies:

Arab studies in the field of expression are few, as researchers do not pay much attention to them, but we can present the following:

-The study of "Ahmed bin Ali bin Ahmed Al-Akhshmi" (1426 AH) on "The reasons for the weakness of middle school students in expression skills from the point of view of teachers and supervisors" in Riyadh.⁵

The researcher used the descriptive approach based on the questionnaire as a main tool in this study, which included 51 reasons distributed over five axes (content - learner - teaching methods, styles and means - school administration and educational supervision - evaluation).

It was applied to the study sample, which consisted of 151 Arabic language teachers and 29 Arabic language supervisors at the middle school level in Riyadh.

The study reached several results, the most prominent of which are:

The most important reasons affecting the phenomenon of weakness in expression among students from the point of view of teachers and supervisors are:

Reasons related to the content: the student's turning away from reading and free reading - the lack of linguistic and intellectual balance, and the need for balance in memorizing eloquent texts.

Reasons related to teaching methods, styles, means, and activities: using traditional methods and ways of teaching expression and not helping students eliminate fear and shyness.

Reasons related to school administration and educational supervision: not providing the school library with books and references that suit the level of the intermediate school student and attract their interest and making the expression period at the end of the school day.

Reasons related to evaluation: not informing the student of his mistakes and how to treat them and the lack of applications that the student performs on expression.

-The study of "Asmaa Muhammad Abdullah Abu Sharkh" (2016) on "The extent of the effectiveness of a proposed strategy based on reading the picture to develop the skill of written expression among third-grade students" at the Islamic University of Gaza.⁶

The researcher followed the semi-experimental approach and prepared a list of the most important written expression skills needed for third-grade students and a picture reading skills test. The test consisted of 6 questions to measure the effect of the picture reading skill strategy on developing written expression skills. The study sample consisted of (74) third-grade students, and the sample was divided into two groups (an experimental group consisting of (36) students and a control group of (38) students). The written expression test was applied to a survey sample of (40) students from outside the research sample. The pre-test was applied to the experimental and control groups, and the experimental group was guided and directed with picture reading skills at the levels (recognition - description - interpretation). All scientific pictures were used in various subjects. The experiment lasted for 3 days, and then the post-test was applied. The results of the study were as follows:

- There were statistically significant differences at the level of ($\alpha \leq 0.05$) between the average scores of the experimental group students in the picture reading skill and the control group students who studied in the usual way in the

post-test of the picture reading skill to develop the written expression skills of third-grade students. The differences were in favor of the experimental group.

- The picture reading skill strategy greatly impacts the development of the written expression skills of third-grade students, as the effect size of the picture reading skill strategy reached 3.42. - Study "Najm Abdullah Musawi and Raja Saadoun Zboon" (2010) ⁷

The researchers used a questionnaire, and the research sample was 100 male and female teachers. The researchers reached a set of reasons that lead to the weak achievement of students in the subject of expression, and some of these reasons can be presented:

- The need for libraries in most schools.
- Expression topics do not suit the mental and age levels of students.
- The weakness of the linguistic and intellectual output of students.
- The need for teachers' knowledge of modern methods of teaching written expression.
- Increased distractions.
- The time allocated for expression needs to be increased.
- Marginalization of the lesson of expression and its exploitation of other Arabic language subjects.
- The weakness of the student's personality, which hinders oral expression

Comment on previous studies:

Previous studies in the field of written expression cover many fields. The study of "Ahmed bin Ali bin Ahmed Al-Akhshmi" (1426) dealt with "the reasons for the weakness of middle school students in expression skills from the point of view of teachers and supervisors," the study of "Asmaa Muhammad Abdullah Abu Sharkh" (2016) dealt with "the effectiveness of a proposed strategy based on reading pictures to develop written expression skills among third-grade students." The study of "Najm bin Abdullah Musawi and Raja Saadoun Zboon" (2010) dealt with "the reasons for the weakness of primary school student's achievement in the subject of expression from the point of view of the subject's teachers."

This study will deal with the difficulties of written expression in Arabic for fifth-grade primary school students.

- Previous studies varied in the educational stages in which they were conducted. The study of "Ahmed bin Ali bin Ahmed Al-Akhshmi" (1426) was conducted in the intermediate stage, which differs from the current study, unlike the study of "Asmaa Muhammad Abdullah Abu Sharkh" (2016) and the study of "Najm Abdullah Musawi and Saadoun Zaboun (2010 AD), which agrees with this study in the educational stage, i.e. the primary stage.

Previous studies agreed with the current study regarding the methodology used, which is descriptive, except for the study of "Asmaa Muhammad Abdullah Abu Sharkh" (2016), where the researcher followed the experimental methodology, which suits her study.

Previous studies differed from the current study regarding the educational environment. The study of "Ahmed bin Ali bin Ahmed Al-Akhshmi" (1426) was conducted in Riyadh. The study of "Asmaa Muhammad bin Abdullah" (2016 AD)

was in Gaza, as was the study of "Najm bin Abdullah and Saadoun Zaboun" (2010 AD), which was at the University of Maysan / Iraq.

- Most previous studies differed from the current study in terms of the tool used, which is the questionnaire, in addition to applying a list of the most important skills, Written expression, and picture reading skill test "Asmaa Muhammad Abdullah Abu Sharkh" (2016).

- Study method:

The scientific method has several types, including descriptive, experimental, comparative, and historical, so we had to follow a specific method that facilitates the process of completing the research, which must be consistent with the nature of the subject and the objectives of the study, and this is what prompted us to choose the descriptive method for its suitability to the subject of the current study, to reveal the difficulties of written expression among fifth-grade primary school students and to reveal the differences in these difficulties between males and females.

Study community:

The current study community included fifth-grade primary school students, numbering (407) male and female students distributed over (06) primary schools in the Kalitusa neighborhood of the Barhal district of Annaba state.

Table No. (01): The distribution of fifth-grade primary school students in the Kalitusa neighborhood/Barhal schools.

School	students	Number of sections
Saou Sharif	34	1
Ghajati Lakhdar	78	3
Bouarisha Youssef	107	3
Bouachah Ahmed	71	2
Ben Atwi Ahmed	54	2
Souaia Masoud	63	2
Total	407	16

Table No. (01) shows the distribution of fifth-grade primary school students in the schools of the Kalitoussa/Barhal neighborhood, where it showed that Bouarisha Youssef School includes the largest number of students with (107) male and female students, who were divided into three sections, followed by Ghajati Lakhdar School, which has (78) students distributed into three sections, then Bouacha Ahmed Primary School, which is not much less than Ghajati Lakhdar School, as the number of its students reached (71). They are distributed into two sections, then Souaia Masoud School, which has (63) students in two sections, and Ben Atwi Ahmed School, which has an estimated number of students (54) distributed into two sections, while Saou Sharif School came in last and included (34) in one section.

Study sample:

It is a subset of the study community, selected in a specific way, and requires the availability of the community's general characteristics.

The current study sample included (82) students, representing 20% of the original community, which was estimated at (407) male and female students, distributed among three primary schools in the Kalitusa/Barhal neighborhood (Saou Sharif, Ghajati Lakhdar, Bouarisha Youssef). The following table shows the study sample. Add the percentage to the table.

Table (02) shows the distribution of the study sample students in some primary schools in the Kalitusa/Barhal neighborhood.

School	students		Number of sections
	Males	Females	
Saou Sharif	04	09	01
Ghajati Lakhdar	18	12	02
Bouarisha Youssef	22	17	03
Total	44	38	06

Study limits:

Spatial limits:

Some primary schools in Annaba, Berhal district, and El Kalitoussa neighborhood represented them.

Time limits:

The study was conducted within three months, from April to May 2021.

Human limits:

This study included fifth-grade primary school students.

Study tools:

The content analysis tool was applied during this study, considered one of the most commonly used tools in scientific research. This method organizes the material's content (book, newspaper, picture, etc.), whose content or form is analyzed, and its characteristics are identified to obtain qualitative or quantitative information.

In this study, the content of notebooks and written expression papers completed by some fifth-grade primary school students and corrected by teachers was analyzed, where it amounted to (82) models with the identification and classification of the difficulties and errors that occurred in this activity based on the approved written expression evaluation network, divided into four basic criteria, which are (the validity criterion, the consistency and coherence criterion, the language integrity criterion, and the mastery criterion). (See Appendix No. (01)).

At this stage, a unified topic or two topics were relied upon for each section, which are topics included in the fifth-grade primary school curricula. This was done to accurately identify the difficulties that learners face in dealing with these topics, which were as follows:

School (A) (Saou Sharif School):

First group: Written expression topic (fast food). The learner had to follow the following document and instructions:

- **Document:** Eating fast food leads to a possible increase in weight, especially among children, due to foods that contain high amounts of sugar and fats, in addition to the possibility of contracting chronic diseases resulting from obesity and consumption of fats and sugars.

Instruction: Talk about the harms of fast food on children, using (speaker pronouns and direct and indirect speech).

School (B) (Ghajati Lakhdar School):

-**First group:** In this group, two topics were relied upon due to the teacher's random selection of students' papers for written expression, which fell on the topic (migration and the environment).

Subject (01) Immigration:

Document 1: Recently, the phenomenon of immigration and leaving the homeland has spread, and you came across one of your friends who also wants to immigrate when he grows up. You wanted to convince him to stay in the homeland and show him the richness and beauty of our country.

Instruction 1: Write a paragraph of no less than (12) lines in which you talk about the dialogue that took place between you and your friend and explain his arguments for leaving the country and the arguments you presented to him to convince him to stay in it, and the result you reached, using (the adjective, an interrogative sentence, a dual noun, and the soft alif in verbs).

Topic (02) Environment:

Document 2: In the schoolyard, you noticed one of the students spoiling the school garden by cutting flowers, breaking tree branches, and throwing dirt on the ground, so you wanted to advise him.

Instruction 2: Write a text of no less than (12) lines in which you advise this student about what the environment represents and how we must preserve it, using (the adjective, the weak verb, and the imperative).

Group Two: Topic of written expression (Visiting the sick).

Document: One of your friends or relatives became seriously ill and was admitted to the hospital, so you and your parents visited him.

Instructions: Write a paragraph of no less than (12) lines in which you talk about this visit and describe what you saw and your feelings towards your sick relative.

School (C) (Bouarisha Youssef School):

Group One: Topic of written expression (Algeria).

- **Document:** The Algerian homeland contains within it the elevation and magic of the desert, the diversity of customs and traditions, and the distinction of structures.

- **Instruction:** Write a paragraph of no less than (08) lines in which you talk about the beauty of your homeland and your relationship with your national identity, using (dual nouns and soft alif verbs).

Group Two: Topic (Keeping a promise)

Document: Your classmate promised his mother that he would achieve excellent results but needed to remember his promise. He became uninterested in

his studies and did not complete his homework because he spent most of his time playing football.

- **Instruction:** Write a paragraph of (08) to (10) lines in which you talk about the necessity of keeping promises and the consequences that your colleague may be exposed to if he breaks his promise as an employee (interrogative sentence and additional verb).

Third group: Topic (Work diligence)

Document: I noticed that your colleague at school neglects his work, does not work hard to perform his duties, and is characterized by laziness and indolence.

- **Instruction:** Write a paragraph of (08) to (10) lines in which you talk about the value of work and diligence and the benefits of doing our work.

Approved statistical methods:

Frequency tables and percentages were relied upon to estimate and identify difficulties.

Presentation and discussion of the study results:

Through this study, we reached several results that will be presented as follows:

: Presentation and discussion of the results of the general hypothesis

The general hypothesis states that there are difficulties in the activity of written expression in the Arabic language subject among a sample of fifth-grade primary school students, and this is confirmed by the results presented in the following table:

Table No. (03) shows the frequencies and percentages of students' errors in written expression according to the determinants of the evaluation network standards

Error Pattern Data	Relevance Criterion Errors	Consistency and Coherence Criterion Errors	Language Correctness Criterion Errors	Proficiency Criterion Errors	Total
Fréquence	87	229	197	123	636
Percentages	%13.68	%36	%30.97	%19.34	%100

Table No. (03) shows that fifth-grade primary school students face varying difficulties in writing written expression according to the standards of this activity network, where the highest value of students' errors was recorded about the consistency and coherence criterion, which was (229) repetitions, or (36%). This reflects the degree of difficulty that the learner faces in this criterion. The second value was represented in the errors recorded in the language integrity criterion, estimated at (197), or (30.97%). This percentage is not much less than the previous one, as it indicates that the learner has not yet mastered the rules of the Arabic language in grammar, morphology, spelling, using correct language, and

employing linguistic clues. However, the division of these errors is somewhat less in the mastery criterion, estimated at (129) repetitions, or (19.34%). This indicates that the learner needed to receive proper attention for his initial learning, which affected his writing performance through style and coherence of ideas and his failure to form a consistent expression. The value of the validity criterion is weaker than the previous one by (87) or by (13.68%), as this value shows that the learner did not respect the instructions given in the integration situation (written expression) through their proper use and what he is required to accomplish.

A detailed presentation of these criteria and the determinants of each criterion will be presented separately through the sub-hypotheses.

The first sub-hypothesis:

According to the validity criterion, Fifth-grade primary school students face various difficulties in writing expression.

Table No. (04) shows the mistakes students make in writing the written expression according to the validity criterion

Difficulty	Frequency	Percentages
Non-adherence to the topic	9	%10.34
Lack of non-adherence to the requirements	44	%50.57
Non-adherence to the written expression methodology	18	%20.69
Non-adherence to the required number of lines	6	%6.90
Weak linguistic balance	10	%11.49
Total	87	%100

Table No. (04) shows that the total errors committed in the validity criterion were estimated at (87). The determinants of this criterion recorded the highest value from (50.57% to 20.69%), where this percentage represented the learners' lack of commitment to the written expression methodology and the lack or non-adherence to what is required. The average percentages of the determinants of the criterion recorded values from (11.34% to 11.49%), which represented the lack of commitment to the topic and the weakness of the learners' linguistic balance in written expression, while the weakest percentage of the determinants of this criterion was estimated at (6.90%), which is represented by the learners' lack of commitment to the number of lines required, as it was found that the sample students exceed the number of lines required in writing the expression.

This shows that the learner needs help adhering to what is required of him in the document and what it contains of the determinants above.

The second sub-hypothesis:

Fifth-grade primary school students face various difficulties in writing expression according to the criterion of consistency and harmony.

Table No. (05) shows the students' errors in writing the written expression according to the consistency and coherence criterion.

Difficulty	Frequency	Percentages
Improper arrangement	39	%17.03
Lack of lack of coordination between sentences	32	%13.97

Lack of lack of coherence	7	%3.06
Lack of lack of use of linking tools	36	%15.72
Weakness in formulating sentences	11	%4.80
Weakness in the coherence of ideas	16	%6.99
Random use of ideas	3	%1.31
Not using evidence (Quranic verses, hadiths, rulings, etc).	22	%9.61
Use of inappropriate terms	15	%6.55
Repetition	36	%17.03
Lack of sequence of ideas	4	%1.75
Linguistic errors	5	%2.18
Total	229	%100

Table No. (05) shows that the total value of errors was estimated at (229) in the consistency and coherence criterion, and this was shown in the percentages represented by the errors committed according to the criterion's determinants, where the largest percentage was recorded from (13.97% to 17.03%), which showed that the students had difficulty in constructing sentences and frequent repetition with a lack or deficiency in employing the appropriate linking tools in place and a lack of coordination between sentences. As for the average value of the criterion's determinants, which was from (6.55% to 9.61%), it was shown that the students did not employ evidence (Quranic verses, hadiths, wisdom, etc.) to support their ideas, and they also had a weakness in the coherence of ideas, and the employment of appropriate terms that express the idea intended to be conveyed to the reader. As for the lowest values expressing the errors committed in this criterion, they were from (1.75% to 4.80%), which reflects the learners' weakness in formulating sentences and coherence of ideas, their committing of linguistic errors, their failure to adhere to the chronological sequence, and their random employment of For ideas.

Third sub-hypothesis:

According to the language integrity criterion, fifth-grade primary school students face various difficulties in writing expression.

Table No. (06) shows the students' errors committed in writing the written expression according to the language integrity criterion:

Difficulty manifestations	Fréquence	Percentages
Lack or deficiency in the use of punctuation marks	50	%25.38
Spelling errors	55	%27.92
Grammatical errors	22	%11.17
Morphological errors	24	%12.18
Not using the required (verbs, adjectives, etc.)	22	%11.17
Weak and incorrect language	24	%12.18
Total	197	%100

Table No. (06) shows that the total value of errors committed by fifth-grade primary school students in this criterion was estimated at (197). This value was distributed over several aspects specific to the criterion, as it included the largest

percentage of values from (25.37% to 27.92%), which showed the percentage of spelling errors committed in students' writings and their failure to use punctuation and punctuation marks. As for the lowest percentages of aspects of this criterion, they were between (11.17% to 12.18%), which reflects the percentage of grammatical errors and the extent of the learner's language weakness and lack of integrity in expressive formulas, as well as grammatical errors and the learner's failure to use what is required, if any, such as (verbs, adjectives, adverbs, etc.).

Fourth sub-hypothesis:

According to the mastery criterion, fifth-grade primary school students face various difficulties in writing expression.

Table No. (07) shows the students' errors committed in writing written expression according to the mastery criterion:

Difficulty manifestations	Frequency	Percentages
Weak presentation style	32	%26.02
Lack or deficiency in aesthetic presentation	21	%17.07
Weak production and expansion of ideas	23	%18.70
Weak words were chosen in the expression	9	%7.32
Poor writing (incomprehensible words and phrases)	13	%10.57
Difficulty in understanding and reading the content	12	%9.76
Poor organization	6	%4.88
Incomplete expression	7	%5.69
Total	123	%100

The data in Table No. (07) indicates that the total number of errors committed under the mastery criterion is 123, representing the sum of all errors recorded according to this criterion. The errors showed varying percentages, with the highest ranging between 17.07% and 26.02%, reflecting the students' weak writing style in presenting written expression, generating and expanding ideas, and the lack of aesthetic appeal in their presentation. The average percentages for this criterion ranged between 9.76% and 10.75%, representing unclear writing among learners that affects the readability and comprehension of the content. The lowest percentages of errors under this criterion ranged between 4.88% and 5.69%, indicating that, at times, students fail to complete their written expression. This could be due to time constraints, a need to understand the topic, or their efforts to adhere to the required number of lines. Poor organization, messy handwriting, and excessive erasures also contribute to this issue.

Interpretation of Results:

The overall results support the four sub-hypotheses, which state that fifth-grade elementary students face various difficulties in written expression, reflected in errors committed according to appropriateness, coherence, cohesion, linguistic correctness, and mastery criteria. These findings differ from most previous

studies. However, the study by Abdullah Mousawi and Saadoun Zubun (2010) noted that some causes of students' weak performance in written expression are the lack of libraries in most schools, inappropriate topics for the student's cognitive and age levels, and the students' weak linguistic and intellectual skills.

Similarly, Ahmed Al-Akhashmi (1426) highlighted other reasons for students' weakness in expression skills, including teaching methods, instructional techniques, tools, activities, school administration, educational supervision, and evaluation methods.

The current study results reveal difficulties in written expression among the study sample. Based on the evaluation network criteria and theoretical framework, several reasons for these errors were identified:

Coherence and Cohesion Errors: These are attributed to the lack of oral expression practice in the classroom, which could provide students with ideas and train them in logical sequencing. Many students present scattered ideas without using linking words or maintaining chronological order. Additionally, insufficient reading and lack of exposure to written material negatively impact coherence and cohesion. Reading enriches students' vocabulary, helps them use appropriate terms, and avoids colloquial language, which many students lack (e.g., "My grandmother's illness is big" instead of "My grandmother's illness is severe").

Linguistic Accuracy Errors: Most errors were spelling-related and stem from reasons such as students forgetting how to write certain letters or confusing similar-sounding or similarly-written letters (e.g., "tadrubni" instead of "Hadrian" or "There are many tourist areas" instead of "There are many tourist areas"). Errors may also result from adding or omitting letters (e.g., "thalik" instead of "dhalik"). Writing difficulties could also be due to students needing more attention or concentration.

Grammatical Errors: Students often fail to differentiate between grammatical cases of nouns and verbs (e.g., "I saw children" instead of "I saw children"). Morphological errors arise from an inability to distinguish between pronouns and verb tenses (e.g., "I went to them and she said" instead of "I went to them and said").

Misuse of Linguistic Context: Students rarely use linguistic clues correctly in their written expressions or employ them inappropriately.

These findings highlight the need to improve instructional practices, enhance reading habits, and integrate oral expression activities to address these challenges in written expression.

General interpretation:

It was found that the total value of students' errors in the written expression activity was estimated at (636) errors, which is a significant value that reflects the difficulty of this activity for fifth-grade primary school students. Hence, the general hypothesis is accepted and confirmed, which states that there are difficulties in the written expression activity in the Arabic language subject for fifth-grade primary school students.

As students face problems in expressing their ideas in writing, organizing and arranging them logically, linking sentences and ideas, and using linguistic

clues, it was also found that students' writings are not free of spelling, morphological, and syntactic errors, frequent repetition, weak language, and the use of colloquial language in expression. They rarely adhere to what is required, such as the topic, number of lines, and a feature related to the methodology of written expression. This is a result of several factors that were the reason for the learner's failure and inability to succeed in this activity. Based on what was presented in the theoretical aspect, there are reasons for the teacher's failure to use effective methods and strategies to teach this skill. The teacher speaks with his students in the colloquial language and needs to allocate more time to teach written expression. The teacher's inability to generate motivation among learners about a specific topic can only be done by preparing learners to express themselves, taking into account their mental and age ability and their tendencies in choosing topics, because this helps them create ideas and creativity when writing the expression, as well as the teacher's interruption of the speaking student in the oral expression class or lack of interest in this class, which are considered mistakes that The teacher commits it against the learner due to the importance of this activity in written expression. The teacher must pay special attention to expression by being keen to follow up on the expressive work of the learners and evaluate it. Also, the frequent absence of the teacher results in a lack of time to complete the curriculum and the lack of good teaching of the rules of the language to the learners, which causes learners to commit grammatical and syntactic errors. One of the most influential reasons for the learner is the weak training of teachers, as this negatively affects their academic achievement, especially if the teacher is not familiar with the language rules or the specialization (specialization in Arabic). There are also reasons related to the school environment, such as overcrowding of classes, which affects the educational process and the delivery of information to students. Among the reasons is the lack of care for students with learning difficulties educationally and pedagogically and the lack of communication between teachers, the school, and parents to address the student's educational problems before they worsen. The learner's difficulties in the activity of written expression are related to his mental and cognitive abilities, the effectiveness of his processes (attention, perception, memory), and the efficiency of his information processing system. The learner may be one of those with writing difficulties who lack many abilities, such as visual memory and the inability to retrieve and perceive spatial relationships. Also, the learner's frequent absence, especially in grammar lessons and the expression class, constitutes a defect in his comprehension of what he missed.

Conclusion:

The current study that addressed the topic of difficulties in the activity of written expression in the Arabic language subject for fifth-grade primary school students and reached many results:

- There are difficulties in the activity of written expression for fifth-grade primary school students, and evidence of this is the large number of mistakes they make when writing the expression text by monitoring their mistakes in expressions.

- Fifth-grade primary school students face varying difficulties in written expression according to the evaluation criteria (relevance, consistency and harmony, language integrity, and mastery). It was shown through their expressive writings that they employ uncoordinated and inconsistent ideas in addition to the incorrect structure of sentences and their employment of random, unconnected, and non-sequential ideas, frequent repetition, and lack of expansion in ideas, and the employment of words out of place and weak language and the use of colloquial language. Some need to differentiate between colloquial and classical Arabic, as well as the abundance of spelling errors (such as the tied and open taa, etc.) and grammatical errors. Students do not adhere to the correct placement of diacritical marks (damma, fatha, kasra, sukoon) in forming the ends of words, as well as morphological errors, as they do not differentiate between pronouns and verb tenses, and they lack random use of linguistic clues. They must realize the appropriate place and function of each mark (., ?) and poor writing (handwriting) when they employ incomprehensible words and need more organization. Some students need to adhere to the methodology of expression in their writings, which makes the presentation less beautiful and loses its expressive value. - There are differences between males and females in the difficulties of written expression, and the difference was in favor of females, as it was found that the value of errors in this activity is less for them than for males.

References:

1. Ahmed bin Ali bin Ahmed Al-Akhshmi. Reasons for the weakness of intermediate school students in expression skills from the point of view of teachers and supervisors - published master's thesis - Imam Muhammad bin Saud Islamic University, Riyadh. (1426 AH)
2. Asmaa Muhammad Abdullah Abu Sharkh .The effectiveness of a proposed strategy based on reading the picture to develop the writing skill of third-grade students - published master's thesis, Islamic University of Gaza. 2016.
3. Hamed Abdul Salam Zahran . Linguistic concepts in children (its foundations, skills, teaching, evaluation) - first edition - Amman - Dar Al-Masirah. 2007.
4. Najm Abdullah Musawi and Raja Saadoun Zboon . Reasons for the weak achievement of primary school students in the expression subject from the point of view of male and female teachers of the subject, Maysan Academic Journal, Volume Nine, Issue Seventeen. 2010
5. Rateb Qasim Ashour, Muhammad Fakhri Muqdad. Reading and writing skills (teaching methods and strategies) - first edition - Amman - Dar Al-Masirah. 2005

-
- ¹ Rateb Qasim Ashour, Muhammad Fakhri Muqdad. Reading and writing skills (teaching methods and strategies) - first edition - Amman - Dar Al-Masirah. 2005.p27
- ² Rateb Qasim Ashour, Muhammad Fakhri Muqdad. 2005. P215
- ³ Hamed Abdul Salam Zahran . Linguistic concepts in children (its foundations, skills, teaching, evaluation) - first edition - Amman - Dar Al-Masirah. 2007. P316
- ⁴ Hamed Abdul Salam Zahran . Linguistic concepts in children (its foundations, skills, teaching, evaluation) -. P402.
- ⁵ Ahmed bin Ali bin Ahmed Al-Akhshmi. Reasons for the weakness of intermediate school students in expression skills from the point of view of teachers and supervisors - published master's thesis - Imam Muhammad bin Saud Islamic University, Riyadh. (1426 AH).
- ⁶ Asmaa Muhammad Abdullah Abu Sharkh .The effectiveness of a proposed strategy based on reading the picture to develop the writing skill of third-grade students - published master's thesis, Islamic University of Gaza. 2016
- ⁷ Najm Abdullah Musawi and Raja Saadoun Zboon . Reasons for the weak achievement of primary school students in the expression subject from the point of view of male and female teachers of the subject, Maysan Academic Journal, Volume Nine, Issue Seventeen. 2010