The Efficiency of Semantic Map Strategy in Female Pupil's Achievement in the Primary Fifth Class for the Subjects of History and Geography

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Abstract

The research aims to know the efficiency of the semantic map strategy in the fifth primary class female pupil's achievement in the material of history and geography studies. To verify the research goal and hypotheses, a sample of fifth-grade primary school students was chosen in the Al-Akhtal School for Girls of the General Directorate for Education in Diyala Governorate. The research sample was (72) female students consisting of two divisions (A and B). Division (A) was chosen to be the experimental group and the number of students was (37) female students who study the semantic map strategy, whereas division (B) to be the control group and the number of female students was (35). The researcher conducted parity in the variables (the age, calculated by month, IQ test, mid-year grades) between them.

Keywords: *Semantic, Strategy, Geography*

Research problem:

The past years have witnessed development in all fields of knowledge where the progress of countries is not only measured by the information it owns, but by what it does organize the information to serve its members, and this will only be done through caring for the educational process. (Muhammad, 2011: 17) As a result of this rapid development, the goal of teaching is no longer confined to the acquisition of learners with a measure of information, facts, concepts and terms, but rather it is concerned with the processes of thinking and the development of skills that enable them to search, investigate facts, verify their authenticity, and make decisions about them with analysis, interpretation, and evidence (Al Masoudi, 2013: 22).

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However, education in some of our schools is still late in its teaching methods, and suffers from many problems that prevent it from keeping pace with the simplest manifestations of scientific progress in the world. Social subjects in general and history in particular face several problems produced by the method of teaching such subjects which become inappropriate to keep pace with modern educational developments. The educational process also faces several problems which led to poor achievement of students at various academic levels and the reason is due to the weakness of the adequacy of teachers due to their lack of modern strategies and teaching skills or their inability to apply them in duty (Al-Ahbabi & Mahmoud, 2007: 2).

The poor achievement has become a problem that occupies the thinking of the student, teacher, family and society. It is an old issue suffering from a long time ago in spite of the educational authorities that try to minimize the impact of this problem appeared in the students' final results (Sbitan, 2010: 3). History and geography subjects are one of the areas of the curriculum that plays an active role in developing the desired social values   and attitudes and desired behavioral patterns, which help to adapt to changing life conditions through the educational experiences it provides and the values   it seeks to achieve (Al-Tawalba, 2010: 78). Therefore, choosing an educational method to teach history is of great importance, and one of these methods that the researcher has taken is the semantic map method as an attempt to increase the achievement of fifth-grade primary school pupils in the history subject (Hammada & Obaidat, 2012: 132). Hence, the current research problem arises in the following question: Does the semantic map strategy have an effect on the achievement of fifth-grade primary school pupils in history and geography studies?

The Importance of Research:

Due to the great progress witnessed in this period in the scientific and technical field requires the students to be well prepared to be able to depend on themselves, through receiving the many information and knowledge that have been immersed all fields of life, including the field of education. It is an urgent necessity to confront this great knowledge expansion experienced by society in the present time which places a great responsibility on those who are responsible for education in society by raising the efficiency of the educational process in proportion to the requirements of the age (Salem, 2011: 3).

Education is a planned and intended process that aims to bring about positive and desirable positive changes educationally and socially in the learner's behavior, thinking and conscience. In light of the scientific and technological development, it is the responsibility of education to prepare the human staff, and to work on updating the school curricula in order to keep pace with this accelerated progress in various areas of life (Zaitoun, 2006: 5). Social subjects are among these curricula which are a key axis for students due to the clear effect on their lives. Social means organizing relations between individuals and society, which helps to achieve this goal.

Teaching social subjects focuses on knowledge acquisition and transmission, developing and changing attitudes, as well as using skills that will change behavior. When these things are achieved, they will affect the values that will affect the quality of life we live in. (Khader, 2006: 21).

And history, in its broadest sense, is concerned with studying the past, from creation to the present.

It specializes in studying past roots in the topics of the present and determining future trends and making it more developed than the past. Rather, history is an important measure of the civilizational progress that any society is making in various aspects of life (Katut, 2009: 184).

It has become necessary for the teacher to familiarize himself with modern strategies in order to choose what goes along the characteristics of his learners, the learning environment in which he works and the aspirations of the community that meets the educational institution outputs (Obaid, 2009: 15). A good teacher is the one who uses teaching strategies and methods and employs it to the subject of history adapting it in light of what the educational situation and its characteristics require. In order to get rid of the feeling of boredom among students in the lesson, the teacher has to use strategies that energize students and make them active in the educational situation which would be reflected in their love for the educational process and from these strategies (The Semantic Map). It is a method that helps students work together to develop a spirit of cooperation and mutual respect between the teacher and his students (Hariri, 2016: 313).

Achievement is of great importance in adapting students to life and facing its problems, which may be the student's outcome of his knowledge in thinking and solving problems that he faces in his daily life or taking immediate and urgent decisions (Zaghloul & Ali, 2014: 305). Based on the foregoing, the importance of conducting this research is demonstrated by the following:

• The scientific progress that the world is witnessing in various areas of life has led to using modern educational methods and techniques in teaching at different academic levels.

• Adaptation of the semantic bar chart strategy in social teaching.

Research Objectives:

• The current research aims to identify the efficiency of the semantic map strategy in the fifth class female pupil's achievement in the subject of history and geography studies.

Hypothesis:

To verify the following zero hypothesis:

There is no statistically significant difference at the level of significance (0.05) between the students' average scores in the experimental group that studied history subject using the semantic map strategy. The average score of the control group studied in the ordinary method in the achievement test.

Research Limitations:

1. Fifth primary school students in a government day primary school in the Khalis district.

2. The second course for the academic year (2018-2019).

3. Chapters (one and two) of the subject of social studies to be taught to fifth-grade primary school female pupils for the academic year (2018-2019).

Terminology:

Effectiveness:

It is the ability to make an effect. The effectiveness of each thing is measured by its effect on another thing (Attia, 2009: 61).

- Researchers know it procedurally: "It is the thing that the semantic map strategy increases in the achievement of fifth-grade primary school she-pupils who are the research sample in social studies."

• Semantic Map Strategy:

It is a teaching method based on the mutual discussion between the teacher and learners to classify the readable text into sub-components that fall under general classifications and relate to each other. Therefore, it mainly depends on the excitement of previous experiences related to the readable topic of the learners (frey: 1987.p968).

Procedural definition: It is an educational strategy followed by the teacher to clarify ideas through the use of visual shapes forming a central idea or image and this idea is then explored through the branches that represent the main ideas.

• Achievement:

It is the result obtained by the individual in a specific field which can be measured with a certain degree in a particular test (Al-Rashidi and et al., 2004: 101). The researchers define it procedurally as the amount of degrees obtained by students of the research sample in the dimensional achievement test that the researcher prepared to achieve the research goals, which will be applied to them after completing teaching the specific topics of the experiment.

History:

History is an art in which he searches for the facts of time in terms of determination and timing, but rather about what was in the world and its detailed conditions of particles under the circle of occasional conditions that exist for man and time (Al-Sakhawi, 1986: 19). Procedural definition: It is the cognitive content included in the first and second chapters of the social book to be taught by the Ministry of Education for fifth-grade primary students.

Sections Two

Theoretical Background and Previous Studies

First: the semantic map:

The use of the semantic map is based on two theories (mental outline theory and semantic theory). The mental plan theory is the theory that believes that the individual's mind is made up of hypothetical structures in which what is known, and what is learned. These structures are networks of knowledge, and each network represents a specific field of knowledge which is called internal plans or frameworks. When consulting the human mind with new information that it

recognizes first, it interprets it in the light of its previous experiences stored in these frameworks and networks that in turn store the acquired information for use in understanding new information and knowledge (Joan, 1983, p556).

The semantic map is an application of the mental plan theory and it is compatible with the ideas of Ausubel, which means the sequence of educational content from public to private, and with Advanced Organizers. It helps the learner to link the new information with the information that he has in an integrated link which is indivisible, and as a result learning becomes meaningful and its impact remains for a long time (Al-Faramawi, 2009: 19).

Likewise, the semantic map is an application of the semantic theory in the interpretation of vocabulary. When the teacher and students discuss the topic and then divide it into general and sub-domains and link all of this on the basis of similarity and harmony between these fields (Attia, 1999: 74). Thus, it becomes clear that the semantic map is an application of the theories of mental plan and semantic theory, because the teacher raises the previous information in the mental plan for learners, then puts this information with his pupils in similar classifications, linking them together in the form of a semantic map of the subject and reorganize it in similar fields in the form of a semantic map of the topic.

This would help the learner to link the new information in the text with the previous information and acquire other new information (Al-Adgham, 2014: 24). The more the teacher's discussions increased and varied in raising the previous experiences of the learners and the text information, the more information included in the semantic map because it is an open strategy to organize information graphically by presenting the relationships between concepts and general words and their details. Therefore, they are not related to a specific or fixed form, but rather a variable and flexible (Mckenna & Robinson, 1997, p127).

The historical origin of the semantic map:

The Hant phone is the first to develop the mapping procedure, which was designed to improve study skills in 1971. Ausubel emphasized that when people are present with new perceptions, these perceptions will not be clearly understood until linked with previous information and perceptions. That is, the background of information is an imperative to add new perceptions and vocabulary (Ausubel, p30, 1960).

The semantic map has been called an information map as a means of organizing and teaching educational content. Some types of this map are a form that includes the main ideas and these ideas come in the form of an introduction, presentation and conclusion, and the main ideas often come in the middle of the shape or map and then surrounded by secondary ideas (Ayesh & Al-Safi, 2007: 131). Since 1970, many of the researchers' projects have proven that having previous knowledge of text synthesis helps to understand the new topic.

Semantic Map Steps:

1- Brainstorming session: the teacher informs the learners by searching for what is the thing. This session has a number of advantages in the field of teaching, including:

- Ease of application, because it does not require long training by its users.

- Economical, that does not require more than a suitable place, a blackboard, some papers and pens.

- Amusing and cheerful, developing creative thinking, as well as developing habits of useful thinking.

It develops self-confidence by offering opinions freely and without criticizing others.

2- Class grouping: The teacher discusses the learners with the suggested information to classify them in similar groups.

3- Regrouping: The teacher determines the learners 'participation in similar groups.

4- Connecting groups to each other in general groups (Zaytoon, 2010: 578).

The semantic map is used in three cases in the lesson:

- To stimulate learners' previous knowledge of the subject matter and their willingness to study this topic.

- To integrate events between previous learners and new knowledge included in the subject.

- When recording what the learners learned from the subject of the lesson. (Zaid, 1995: 8-10).

The teacher's role in the semantic map:

The teacher has a multi-faceted role in teaching according to the semantic map. Although the distinctive feature of this role is positive, starting from preparation to the end of the lesson. It can be defined in the following points:

- The teacher chooses a set of key words for the subject to present to the students.

- Writing the words on a blackboard, paper board, or on a screen to display them on the datashow projector.

Encourage students to brainstorm around the words presented, and classify these words into categories.

- The teacher allows each of them to work individually for several minutes to think about these words by identifying the relevant lesson or classify them into categories.

- Student's participation to discuss the words presented.

- Provide an opportunity for students to suggest some names for the categories or some aspects of the semantic map.

- Discussing the semantic map, motivating students, and encouraging students by raising awareness of the lesson map and the relationships between its parts (Pittelman and etal. 1985 p.12).

The learner's role in the semantic map

The learner is at the heart of the activity as he plays an instrumental role in the semantic map, and he is the beneficiary and the main controller of its inputs of information, concepts, ideas, examples and their outputs as well such as thinking, criticism, and quick retrieval of information. The learner's role can be clear from the lesson as follows:

- Provides ideas and information that relate to the main concepts presented by the teacher, and classifies them into similar groups.

- It seeks to extract more basic information and details necessary to add it to the map presented in front of it.

- Build or help build another map and come up with an integrated indicative map of the topic covered.

- He must be able to find key ideas using keywords.

- He must use the semantic map with a specific text pattern to decide on important information that must be learned (Ayyash & Al-Safi, 2007: 134).

Second: Previous studies:

A number of studies have been found related to the study variables, including:

A study conducted by (Al-Mashhadani, 2008): "The effect of the semantic map and reciprocal teaching strategies on the skill of vocal reading among fifth-grade primary students."

The study aimed to know the effect of the semantic map and reciprocal teaching strategies on the skill of vocal reading among fifth grade primary students. The research sample consisted of three groups with (166) pupils and (85) male pupils and (81) female pupils, distributed among three groups. The first group is an experimental subject that has studied reading by using the semantic map strategy. Similarly, the second is an experimental subject that has studied the same subject, but by using the strategy of reciprocal teaching. The third is the control group who studied the same subject too, but in the traditional way, and after preparing teaching plans and testing to measure the speed of reading, the experiment was continuously applied for an entire academic year. The appropriate statistical methods were used in data analysis (analysis of variance, T-test for two independent samples, difficulty factor, Pearson correlation coefficient, and QDR equation). The researcher has come up with the results that the students of the first and second experimental groups outperform the students of the control group in reading skills. (Al-Mashhadani, 2008).

(Al-Sultani's study, 2011) "The effect of using the semantic map on achievement and remembering among fifth-grade primary school pupils in the material of general science.

The study aimed to know the effect of using the semantic map in the fifth grade primary school pupil's achievement and remembering in the material of general sciences. To achieve the objective of the study, the researcher randomly chose Granada Primary School for girls in the downtown of Babylon city. The research sample included (74) female pupils. (37) Pupils for the experimental group, while (37) for the control group. An achievement test consisting of (32) items of multiple choice type was used, and the appropriate statistical methods were used in data analysis, including: (z) test, (k2) Kay square, Pearson coefficient, Spearman coefficient. The researcher concluded that the use of the semantic map strategy has a positive effect on the superiority of the experimental group students in achieving the control group students who studied in the traditional way. (Al-Sultani, 2011).

1. A study carried out by (Al-Suwaidi, 2013) "The effect of the semantic map strategy on the achievement of average second graders and developing the tendency towards geography material."

The study aimed to know the effect of using the semantic map on the achievement of the second intermediate grade students and developing the tendency towards geography subject. To achieve the goal of the study, the researcher randomly chose the Qimam School for Boys from among Mahawil district schools. The study sample reached (60) students, they were divided into two experimental and control groups by (30) students in each group. The researcher prepared an achievement test consisting of (50) paragraphs of multiple choice type. The researcher used the appropriate statistical means to test the Kay square, Pearson coefficient, Spearman coefficient. The study has come up with the result that the experimental group students outclass the control group in the achievement test, as there is no statistically significant difference between the mean scores of the experimental group and the control group in the measure of the tendency towards the subject of geography (Al-Suwaidi, 2013).

Balancing between previous studies:

A balance has been made between previous studies, including Al-Mashhadani, Al-Sultani, and Al-Suwaidi, in a number of aspects. Table 1 indicates this.

Summary of previous studies dealing with the use of the semantic map strategy

No	Scholar	Year	Objective	country	Gender	Class	Material	Sample size	Research tool	Statistical means	Results
	Al-Mashhadani	2008	The effect of the strategies of semantic map and reciprocal teaching in the skill of vocal reading among fifth grade primary school students	Iraq	Males	Fifth primary class	Arabic	166	Achievement test	T-test for two independent samples, Chi-square, Pearson and Spearman laboratories	Using the semantic map and cross-learning strategies, achieve the desired goals in learning

Al-Sultany	2011	The effect of using the semantic map on achievement and retention among fifth-grade primary school students in science		Iraq	Females	Fifth grade primary	Sciences	74	Achievement test	Kay Square and Pearson and Spearman Factories	The use of the semantic map in teaching science has achieved many educational goals
Al-Suwaidi	2013	The effect of the semantic map strategy on the achievement of the average second graders and developing the tendency towards geography		Iraq	Males	Second Middle class	Geography	60	Achievement test and tendency development scale	Kay Square and Pearson and Spearman Factories	Using the semantic map strategy in geography has achieved the goals of the educational process

Section Three

Research methodology and procedures:

Experimental approach:

The experimental approach is one of the educational research methods and is the most efficient in reaching reliable results. (Melhem, 2000: 374). The experimental approach was adopted in the research procedures due to its relevance to the nature of the research.

Experimental design:

The experimental design is a blueprint and a work program for the way of carrying out the experiment and plan it for the conditions and factors surrounding the studied phenomenon and its observation (Anwar & Adnan 2007: 487). The experimental design was chosen for the two experimental and controlling equivalent groups, which is one of the partial control designs, due to its suitability to the nature of the research. The experimental group is meant that pupils are exposed to the independent variable (semantic map), and the control group whose pupils study in the traditional method used in teaching social studies.

As for achievement, it is meant that the dependent variable, which was achieved by the post achievement prepared. The remembering test is done two or three weeks after the first test to find out the effect of the independent variable used in the study, which is shown in Table (1).

the group	Independent variable	Dependent variable	Testing tool
Experimental	Semantic map strategy	Achievement test	Achievement
Control	-------------------------------		

Research sample:

It is part of a holistic society selected according to scientific rules, methods and procedures where they represent the community and are specific in its number of members (Raouf, 2001: 168). The research sample consisted of (72) students, and the Khaseeb Crescent Elementary School for Girls in Khalis District, in Diyala Governorate, was deliberately chosen to apply its experience and for the following reasons:

- The school administration expressed the desire to cooperate with the researcher in conducting her research experience.

- The school proximity to the researcher's residence, which makes it easy to transfer from and to the school.

- The conditions required for the research are provided due to the existence of two subclasses for the fifth grade of primary school.

After determining the school in which the experiment will be applied, division (A) was randomly chosen to represent the experimental group whose students would study social subjects according to the strategy (semantic map), whose female students were (37) students. Division (B) was chosen to represent the control group that would study social subjects in the traditional way. The number of students in this division were (35) female students, and there is no failing female student among the students of the research sample. Thus, the research sample includes (72) female students, as shown in Table (1).

Table (1)

Distribution of research sample.

Pupil No	Division	the group
37	A	Experimental
35	B	Control
72		Total

Equivalence of the two research groups:

Although all pupils of the research sample affiliated from the same school and from the socio-economic background are somewhat similar. The distribution of pupils to the subclass divisions was random, and parity was conducted between the pupils in the two research groups in the variables: the time age calculated by months, intelligence test, grades of midyear. Table (2) illustrates it.

Table (2)

Results of the T-test for female students in the two research groups in equivalent variables.

| Semantic (05‹0) level	T-Value		Standard deviation	Variance	Arithmetic mean	Sample count	the group	Variables
	Tab-scheduled	Calculated						
Statistically non-semantic	85‹1	45‹1	28‹4	23‹16	72‹153	37	Experimental	Chronological age
			94‹3	56‹15	82‹153	35	Control	
	85‹1	81‹0	10‹6	25‹37	76‹34	37	Experimental	IQ test
			9‹6	22‹37	22‹35	35	Control	
	85‹1	75‹0	56‹14	33‹212	55‹61	37	Experimental	Mid-year grades
			53‹17	82‹290	75‹60	35	Control	

Control of foreign variables:

In order to maintain the integrity of the experiment, the researcher tried to control some of the foreign variables that affect the accuracy of the results. Despite the statistical equivalence between the two research groups in some variables, she tried as much as possible to control some of the foreign variables and the chart (2) illustrates these variables.

Design (2)

Control of foreign variables

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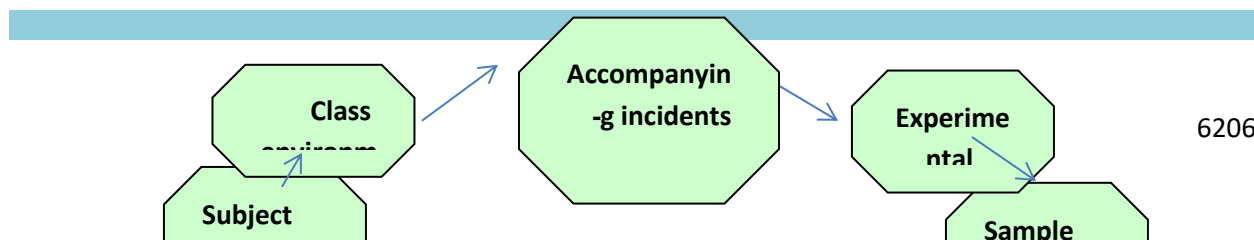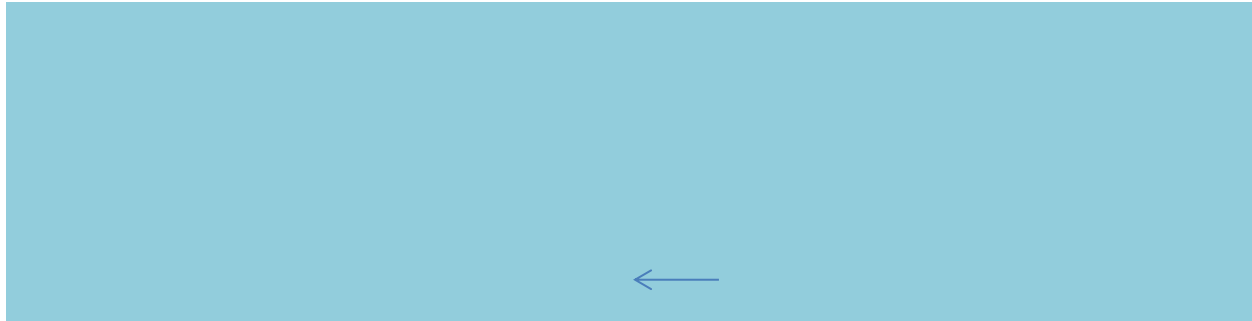
Scheme (1) Researcher's Design

Configuration of research requirements:

- Determining the scientific subject: The researcher determined the scientific subject that will be taught to the students of the research sample during the period of experiment. It included the first and second semester of the social book for the fifth grade of primary scheduled for teaching by the Ministry of Education for the academic year 2018-2019 (second course).

- Teaching plans: The researcher prepared (18) teaching plans and was presented to the experts to express their opinions as they see fit. They have approved their suitability and authenticity and some minor adjustments have been made in the light of their opinions and suggestions.

- Behavioral goals: Setting goals facilitates the evaluation process, because setting them in an objective and behavioral manner facilitates the development of the appropriate test that measures the amount of achievement in order to improve learning outcomes (Salama, 2001: 69). (116) Behavioral goals have been formulated depending on the general objectives and content of the subjects to be studied in the experiment distributed over the first three levels of Bloom's taxonomy (remembering - understanding - applying). In order to verify its validity, it was presented to a group of experts and specialists in teaching social subjects and their teaching methods in educational sciences and psychological. After analyzing the responses of experts, some goals were modified and (16) goals were removed and accepted goals that had (80%) of expert approval. Thus, the number of behavioral goals in their final form (100) became a behavioral goal.

Research tool (achievement test preparation):

Achievement test is defined as: a structured procedure for determining the level of learners' attainment of information or skills in a specific educational content previously learned (Al-Mahasneh & Muhaidat, 2013: 110). As the current research requires preparation of a test achievement after the completion of the experiment to identify the effectiveness of the semantic map strategy, an achievement test was prepared and the following steps were followed in building the test:

- Preparing a table for specifications (the optional map). The tester depends on the specifications table to reveal the validity of the test, especially the degree of internal consistency of the test and its representation of the topics covered in the test. The researcher has prepared a test map of the topics to be studied in the experiment and the behavioral goals for the first three levels in the cognitive domain from Bloom's classification (remember - understand - apply). She calculated the content weights of the subjects and the weights of the goal levels depending on the number of behavioral goals in each level, according to the objectives of each topic to the total

number of goals. She determined the number of test items with (30) objective paragraphs distributed on the optional map as shown in Table (3):

Table (3)

The Optional Map

Total	Levels of objectives			Relative importance	Pages	Chapters
	%Application 10	Understanding %40	Memorizing %50			
11	27‹1	15‹4	40‹5	%41	11	Chapter 1
19	85‹1	75‹7	50‹9	%59	12	Chapter 2
30	3	9‹11	9‹14	%100	22	Total

- Formulating the test paragraphs: The objective tests were chosen from the multiple choice type, which is one of the most flexible tests used in evaluating educational goals from different levels of knowledge. It is useful in overcoming the problem of correcting the answers of a large number of students in addition to the lack of opportunities guessing, increasing stability in the veracity of judgments, and economy at the time. It consists of (35) test items, following each paragraph (4) alternatives. The test was presented to a group of experts to verify the validity of its paragraphs, where some of the paragraphs were amended and five paragraphs were removed. Thus, the number of the final paragraphs of the test was (30) test items, which got almost agreement (80%) by the experts.

Test instructions:

A- Answer instructions: they include the name and the subclass division on the question paper, not to choose more than one alternative in addition to giving an illustrative example of how to solve the test paragraphs, and setting a circle around the correct alternative letter.

B- Correction Instructions: only one score is assigned to the paragraph whose answer is correct, and zero degree for the paragraph whose answer is wrong. The abandoned paragraph is treated incorrectly.

C- Truthfulness: The validity of the test was verified which really measured what was set to measure it and achieve the goals for which it was set, by adopting the apparent honesty and truthfulness of the content. The test paragraphs were presented to a number of experts and specialists in teaching methods and in educational and psychological sciences to show their opinions and observations on the validity of the paragraphs. Accordingly, some of the paragraphs were modified, (5) paragraphs were removed because they did not get the percentage of agreement set by the experts, which is (80%).

D- Statistical analysis of test items:

The purpose of this step is to verify the level of difficulty, strength, discrimination, and effectiveness of the alternatives to the paragraphs. The paragraphs were corrected and then arranged in descending order from the highest degree to the lowest degree, then the upper and lower extreme samples were selected at a rate of (27%) in their capacity as the two best groups to represent the whole sample. Statistical analysis procedures can be illustrated as follows:

E-   Paragraph difficulty factor: After calculating the difficulty factor for each paragraph using the equation of difficulty factor, its value ranged between (0,352 - 630, 0).

F-   Discriminative Strength of Paragraphs: The Discrimination Equation was used and ranged between (32.0 - 0.78) and therefore the test items are good.

G-   The effectiveness of alternatives: When the test is a multiple choice type, the wrong alternatives are supposed to be attractive to prove that they perform the role assigned to them in distracting students who do not know the correct answer, and not relying on chance. The effectiveness of the wrong alternatives for the test items of (30) items was verified. The number of individuals who were attracted in the lower category was greater than the number of individuals who were attracted in the higher category. Accordingly, all the alternatives were considered effective and valid.

H-   Test Stability: Stability of the test means the accuracy and consistency of its paragraphs with each other in measuring the characteristic to be measured (Ebel, 1972,409). The stability of the test was calculated by using the half-way method by means of the Pearson coefficient, where it reached (0,84). After that, it was corrected using the Spearman Brown equation (0.65).

Dimensional Post-test application:

After completing the statistical procedures related to the testing of its paragraphs, the test has become in its final form consisting of (30) paragraphs of a multiple choice. It was applied on Monday 15/4/2019, and the students were informed of the date of the post-achievement test a week before its conduct and the researchers supervised themselves on the test process.

Statistical means: the appropriate statistical means for research were used.

Chapter Four: Presentation and interpretation of results:

Search result:

It was clear from the research result after applying the test and correcting the answers of the students of the two groups looking for the achievement test passages, as shown in Table (7):

Table (7)

Arithmetic mean, standard deviation, variance, and T value of the two research group scores in the achievement test in social studies.

Statistics	T-Value		Freedom	variance	standard deviation	Arithmetic mean	Sample size	Group
	Tab-Scheduled	Calculated						
Statistically semantic	77،1	4،6	70	45،165	84،12	166،32	37	Experimental
				23،189	75،13	391،27	35	Controlling

It is clear from Table (7) that the mean of the experimental group female students has reached (32,166), while the mean of the female students of the control group (27,102). The calculated T value has reached (6,4), which is greater than the tabular T value which has been (1.77) at the level of significance (0.05) and (70) degree of freedom. It indicates the presence of statistically significant differences in the average degrees of female students and in favor of the experimental group that was studied according to the semantic map strategy.

Results Interpretation:

After analyzing the results, it appeared that the first hypothesis and the second hypothesis showed that the group that studied according to the semantic map strategy is better in the dimensional post achievement test than the control group, which studied according to the usual method. This indicates that the semantic map strategy has a positive effect in the achievement of female students. The reason for this superiority may be due to several reasons including:

- The excellence that occurred in the achievement of the experimental group students, because the semantic map strategy is one of the new and unfamiliar strategies for the students.

- Making female pupils the focus of the main educational process by enabling them to carry out activities in a scientific manner, and making the student's learning process enjoyable. Consequently, it increases pupil's motivation towards learning, which increases his academic achievement.

Section Five: Conclusions, Recommendations and Suggestions:

First: Conclusions:

1. The use of the semantic map strategy gives vitality to the lesson, and increases students' enthusiasm and interaction with the nature of the subject.

2. This strategy helps increasing the educational attainment of female students in the subject of social studies.

Second: Recommendations:

1. The need for the institutions of the Ministry of Education to pay attention to modern strategies, including the semantic map strategy.

2. The necessity of informing history teachers, educational supervisors, and specialists about the use of the semantic map strategy in teaching social studies, and not limiting to teaching methods that depend on memorization and preservation.

Third: Suggestions:

1. Carry out similar studies to the current study on middle school and high school.

2. Conducting similar studies to know the effectiveness of using the semantic map strategy in other variables such as thinking development and others.

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