The Effect of Using Renzulli Learning System and SCAMPER Strategy On Developing Tenth Grade Writing English Composition Skills at Mu'tah Model School

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Abstract

This study aimed at investigating the effect of using Renzulli learning system and SCAMPER strategy on developing tenth grade writing English composition in Mu'tah Model School in Al-Mazar Directorate of Education during the second semester of the scholastic year 2015-2016.

The researchers designed a writing composition test to test the students' skills in writing English composition skills. The sample of the study comprised of (80) tenth grade female and male students in Mu'tah Model School which was selected purposefully. The researchers taught Renzulli learning system to two sections, female section of (20) students, male section of (20) students and taught SCAMPER strategy to two sections, female section of (20) students, male section of (20) students. To answer the questions of the study, the researchers designed two topics to check the skills of the students in writing composition, validity and reliability were ensured. The findings of the study indicated that there were statistically significant differences at (α=0.05) before and after applying Renzulli learning system and SCAMPER strategy in favor of Renzulli learning system and there were no statistically significant differences between the students due to gender. In light of the results of the study, the researchers suggested that there is a need to apply Renzulli learning system in the educational process in the Jordanian schools and there is a need to train teachers on how to use Renzulli learning system and its application in the educational process.

Key words: Renzulli learning system, SCAMPER strategy, writing composition skill, English language.

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الملخص

هدفت هذه الدراسة إلى معرفة آثر استخدام نموذج رونزلي التعليمي واستراتيجية سكامر على تطوير مهارة كتابة الإشاع باللغة الإنجليزية لدى طلبة الصف العاشر الأساسي في مدرسة جامعة مؤتنا التعليمية في مدرسة تربية المزار التجاري. قام الباحثان بمراقبة التجريبات، حيث تم اختبار عينة الدالة من 100 طالبًا وطالبة من الصف العاشر الأساسي في مدرسة جامعة مؤتنا التعليمية. تم اختبار الفاعليةطقسيًّا والتدريبيًّا في نموذج رونزلي لشغبيين: الإشاع مكونة من (20) طالبًا والذكور مكونة من (20) طالبًا واستراتيجية سكامر لشغبيين: الإشاع مكونة من (20) طالبة، والذكور مكونة من (20) طالبة. وللإجابة عن أسئلة الدراسة تم إعداد موضوعين لقياس مهارة كتابة الإشاع باللغة الإنجليزية لدى طلبة الصف العاشر الأساسي. بعد إعداد الأدأة تم التأكد من صدقها وثباتها. وأظهرت نتائج الدراسة وجود فروق ذات دالة إحصائية عند مستوى (α=0.05) قبل وبعد تطبيق نموذج رونزلي التعليمي واستراتيجية سكامر لصالح نظام رونزلي التعليمي على تطوير مهارة كتابة الإشاع باللغة الإنجليزية لدى طلبة الصف العاشر الأساسي. وأنه لا توجد فروق تعود إلى الجنس في أداء الطلبة. وفي ضوء نتائج الدراسة تم اقتراح مجموعة من التوصيات من بينها الحاجة إلى تطبيق نظام رونزلي التعليمي في المدارس الأردنية وتدريب المعلمين على كيفية التدريس باستخدام هذا النموذج التعليمي في التدريس.

الخصائص المفتوحة: نموذج رونزلي التعليمي، استراتيجية سكامر، مهارة كتابة الإشاع، اللغة الإنجليزية.

Theoretical Background:

English is an international language of new advanced sciences and new technology. It is a widely spoken language. Students need a good amount of input to speak or write. Writing is an important part of language, it is a tool of thinking, reasoning, discovering, creating and sharing ideas. Writing may be viewed as a mode of learning to convey creative knowledge through various strategies (Goodman,Epsey&Angela,1988).

Writing is a productive skill and students face difficulties in writing compositions, the main important solution is to make writing composition easy and enjoyable by creating innovative environment to help students write perfectly and meaningfully.

Writing is a complex task; it is the most difficult of all other language abilities to acquire. If a teacher keeps on teaching using the conventional
methods, the classroom activities become passive and monotonous. Therefore, teachers should try new strategies other than the conventional strategies of teaching to make the students better achievers, many students are able to understand the language, but most of the students are unable to communicate their ideas effectively which might be attributed to the lack of both: the adequate stock of English vocabulary and creativity in writing. It is an evident that writing is a great challenge for many students. Therefore, teachers should help the students in their learning to write (Mourtada, 2010).

Writing composition is a process that can be learned, increased proficiency in this process will not in itself make a great writer, but it can make a much better one. Language learning strategies are a valuable addition to the challenging task of learning and teaching a foreign language (Karen, 2002).

Al-Khasawneh (2010) indicated that the teaching method and the environment are the main causes of EFL students' weaknesses in English. Their weak qualifications in writing English composition are either related to the lack of students' motivation or the teacher’s interest. Many learners use their mother tongue because of the isolated culture. English language learners have limited vocabulary. Therefore, students end up repeating the same words; this hinders creativity. English language learners don’t use invented spelling and their written texts are restricted to words which they know, the present tense is the only tense used in their writing. The students’ writing is difficult to understand because of the ill-structured sentences in composition, students are unwilling to share their work with other students and they don’t get the suitable feedback. When the learners read their writing aloud, they couldn’t distinguish whether what they read or write is right or wrong.

The researchers believe that teachers and students should take into account many aspects at the time of writing such as: vocabulary, mechanics, grammar, organization and content not only one of these items. The problem is that students do not care about the kind of paragraphs they create and they do not follow the correct steps that may provide all the sources for their compositions. They just care about the marks they get at the end of a homework assignment.

Teachers have to utilize effective strategies to enhance the talent of students, teachers have to let students think creatively out of the box and express their ideas and thoughts without feeling afraid of mistakes.
This study suggests two strategies that could be effective in developing students’ writing compositions; using Renzulli learning system and SCAMPER strategy.

The triad enrichment model (Renzulli, 1977) provides students with the opportunity of self-directed reading, writing and independent study. This learning system consists of three types of activities:

1. Exploratory activities in which students investigate avenues of interest and then decide on a topic or problem to study in depth.
2. Activities in which students are provided with the technical skills and thinking processes needed to investigate the research topic or problem selected in step one.
3. Investigative activities in which students explore their topic to solve their problem through individual or small group work, they then develop an end product that reflects their learning.

Renzulli learning system provides enriched learning experiences for students through three goals: developing the students’ achievement, providing a broad range of advanced level enrichment experiences for all students and providing follow up advanced learning for students based on interests. It emphasizes the use of enjoyable and challenging learning experiences constructed around students’ interests, learning styles and product styles (Renzulli & Reis, 1997).

Renzulli’s Learning system is an Internet-based system that matches students’ interests and learning styles to many different experiences designed to provide enriched, challenging learning opportunities. Students complete an individual talent development profile within Renzulli Learning system by responding to online surveys about their interests, learning styles, ability level, and expression styles. This system helps teachers to respond to individual differences among students. It celebrates and builds upon students’ strengths, abilities, and interests (Renzulli & Reis, 2007).

The second strategy in teaching writing composition is SCAMPER strategy, which is interesting and helpful for students to express their feelings and thoughts.

SCAMPER strategy provides a structured way to assist students and teachers with understanding creative problem solving. SCAMPER strategy is an
acronym for substitute, combine, adapt, modify, put to other uses, eliminate and reverse all these steps to enhance the creativity in writing (Michalko, 2006).

SCAMPER strategy might be used to help children learn creative thinking. The problem-solving approach of this strategy has two different sources: the verb-questions checklist created and Williams’ thinking and feeling processes (1970). SCAMPER strategy means "to run playfully about, as a child". SCAMPER is a strategy for creative problem-solving that can be used with both children and adults. It allows the participants to relax and use their imagination.

This study tries to investigate the most creative and effective strategies that might be used to teach English as a foreign language. The researchers noticed that there is a lack in the instructional strategies that teachers use to develop writing composition skills. Therefore, it is very important for teachers to encourage the students to be creative writers in their writing composition texts. Moreover, this study suggests new strategies of teaching writing composition to help students in their writing as it focuses on the effect of using Renzulli learning system and SCAMPER strategy on Tenth grade students’ achievement in writing English composition.

Statement of the Problem:

Some teachers have noticed that most Jordanian English as foreign language students are unable to write meaningful sentences without committing syntactic errors (Alkhataybeh, 1992).

Similarly, teachers noticed that students are unable to write coherent meaningful sentences in their writing compositions. Altawjihi students in Jordan have low marks in their writing sentences, either composition because they produce incoherent and weak paragraphs. Tenth grade is an urgent level to start helping them with interesting strategies to enhance them during writing their composition, during the last two years of Altawjihi our students were shocked with the new topics, so that teachers have to train them to write about different types of writing. Teachers don’t have to forget the innovation of students after helping them to be good writers.

Hence, this study investigates the effect of using Renzulli learning system and SCAMPER strategy on improving 10th grade female and male students in
writing composition in Mu'tah Model Secondary School in Southern Al-Mazar Directorate of Education in Jordan.

**Significance of The Study:**

This study would provide teachers and curricula designers with the knowledge about the useful impact of the effective Renzulli learning system and SCAMPER strategy in students’ writing abilities in class.

This study might be significant for the following:

a. Helping students to develop their writing composition skill especially when they write about new topics.

b. It provides teachers and students with effective, valuable and creative strategies as Renzulli and SCAMPER in teaching writing composition.

c. It provides teachers with Guidelines for writing composition using Renzulli learning system and SCAMPER strategy.

d. The results of this study may help decision makers to employ Renzulli learning system and SCAMPER strategy in teaching English language writing skills.

e. The current study tends to be one of the first studies in Jordan that compares between Renzulli learning system and SCAMPER strategy on writing composition skill to the best of researchers' knowledge.

f. This study might be a beginning to new studies and new skills in the future.

**The Purpose of the Study:**

The main purpose of the study is to investigate the efficiency of using Renzulli learning system and SCAMPER strategy on improving 10th grade female and male students’ skills in writing composition in Mu'tah Model Secondary School in Southern Al-Mazar Directorate of Education.

**Questions of the Study:**

To achieve the purpose of the study, the following research questions were addressed:

1) Is there any effect of using Renzulli learning system on the achievement of 10th grade students' writing English composition skill?

2) Is there any effect of using SCAMPER strategy on the achievement of 10th grade students' writing English composition skill?
Are there any statistically significant differences at ($\alpha \geq 0.05$) on developing the students' achievement writing composition due to using (Renzulli learning system and SCAMPER strategy)?

Are there any statistically significant differences at ($\alpha \geq 0.05$) on developing the students' achievement writing composition attributed to the students' gender?

**Operational Definition of Terms:**

a. **Renzulli learning system:** It is a system that enables teachers to use different activities in the classroom by creating individualized assessment of child's interests, it also delivers customized learning experiences to help students think and learn based on their personal strengths (Avon, 2007). In this study, it is a system used by the researcher to help students develop their writing composition skills through different and interesting activities.

b. **SCAMPER Strategy:** It is a strategy that was originated and introduced to education by Michalko (2006). It is an acronym for Substitute, Combine, Adapt, Modify, Put to other uses, Eliminate, Reverse or Rearrange, all these steps to enhance the creativity in writing (Gladding & Henderson, 2000). In this study it is a strategy used by the researcher to develop the students' writing composition skills through problem solving and making projects.

c. **Writing Composition Skill:** It is the act or process of one who writes, the practice of literary composition, a written composition paper or document (Webster, 1981: 1141). It is a skill that enables people to express their feelings and thoughts, they use it to define themselves, clarify their knowledge and their ideas, to understand the problems that may face them as well as to find solutions for such problems (Hughes, 1983). In this study, it is what students had produced in their writing composition through using correct grammar and vocabularies.

d. **The Conventional Method:** The method that is used where the teacher follows the teacher's book and the student's book in teaching process.
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e. **Tenth grade students:** The highest class of the basic stage where students are between (15-16) years old who had studied English as a foreign language for ten years.

**Limitations of The Study:**

The study was limited to:

- Tenth grade female and male students in Al-Mazar directorate of education in Mu'tah Model Secondary School during the second semester of the academic year (2015/2016).
- The English writing composition test in unit seven (weather and climate) during the second semester of the scholastic year 2015-2016.

**Theoretical framework:**

**What is writing?**

Writing is a highly complex social behavior, writing in a foreign language is an overwhelming experience, particularly, for students whose native language isn’t similar to the target language (Al-Jarrah, 2001).

Writing is a complex task; it is the most difficult of all the language abilities to acquire. Teaching English writing to Arab learners isn’t an easy job, it needs paying attention to every single word and meaning (Mourtaga, 2010).

**What is writing composition?**

Writing composition is a mental and physical act of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Nunan, 2003).
Different types of writing composition:

(Ammary, 2005) stated the following types of writing composition:

1. comparing and contrasting two points of view and defending one position over and above the other (a discourse composition).
2. stating a personal opinion and supporting the opinion with facts or illustration (personal discursive composition).
3. stating a case and proving it (argumentative composition).
4. letter writing: formal and informal letters.

Guidelines for a good writing composition:

(Ammary, 2005) also stated the following guidelines for a good writing composition:

1. Writer should make sure that he/she understands the topic.
2. The point that the writer wants to prove should be stated in the introduction.
3. Writer should organize the notes of the topic using appropriate transitional links.
4. Writer should add details to support the topic.
5. Come to a conclusion or a decision regarding the topic.
6. Reread and revise: check for errors in punctuation, grammar, spelling and syntax.
7. Use transitional signals to show the relationship and smooth the connection of the ideas.

The main principles for writing English composition:

(Mourtaga, 2010) stated the following principles for writing an English composition:

1. Unity: The unity of a paragraph means that all the sentences of the paragraph serve the same purpose and center around the same topic. All the sentences within a paragraph pour into the central idea of the topic sentence.
2. Coherence: it means that the sentences within a paragraph stick together in a way that makes progress of thoughts. This is attained through the organization of ideas and through linking devices, which may be automatic or deliberate.
3. Emphasis: it is conscious ordering of ideas, which can be secured through careful outlining and careful writing, the ideas of a paragraph may be ordered chronologically or logically.

4. Clarity: may be attained through several ways: Firstly, terms have been defined so as to limit their indication. Secondly, writing should suit the readers level in terms of style, structure, content and vocabulary. Thirdly, the writer's hand should go with his mind, no wide jumps to conclusions are made. Fourthly, the writer should avoid all sorts of lexical and grammatical ambiguities. Knowing these principles help the writer develop his writing skills more easily because the writer will be conscious of what makes a paragraph an effective one. Teachers have to change the ways of introducing the writing classes to students, teachers have to let them write in an interesting atmosphere with friendly teacher in friendly environment, teachers should vary the strategies of teaching writing composition.

There are two kinds of strategies: planning strategies preparing what will be said before starting to produce full text. Revising strategies, in which writers work out with what they want to say in the course of writing and content involves over series of drafts and revising these drafts.

Teachers have to create an enjoyable atmosphere while writing their composition, Renzulli learning system and SCAMPER strategy might encourage the students to write creatively and effectively. Renzulli learning system might be a good system to write effective composition in English language.

What is Renzulli learning system?

Renzulli Learning System is an exciting system that matches students' interests and learning styles to many different opportunities designed to provide enriched, challenging learning. All of the activities and options in Renzulli Learning System are based on the enrichment triad model, which has been cited as the most widely used plan for enriched activities in the world. The original Enrichment Triad Model was implemented as a gifted and talented programming model in school districts in Connecticut and the northeast of the United States. The model proved to be quite popular and requests from all over the country for visitations to schools using the model and for information about how to
implement the model increased. A book about the Enrichment Triad Model (Renzulli, 1977) was published, and increasing numbers of districts began implementing this approach. This system was developed in the mid of 1977 in the northeast of the United States. Different types of programs based on Renzulli and the focus was on many different types of introducing enrichment activities as creative problem solving (Field, 2007).

Renzulli learning system principles:

Renzulli system is an exciting system that matches students’ interests and learning styles to provide enriched, challenging learning (Field, 2007) stated the following principles of Renzulli learning system:

1. Each student is unique, enrichment learning experiences must take into account the abilities, interests and learning styles.
2. Learning is more meaningful and enjoyable when content is learned within a context of a real and present problem.
3. Learning is more effective when students enjoy what they are learning and doing, enrichment learning experiences should be created with enjoyment of learning as a major goal.
4. A major goal of Renzulli learning system is to enhance knowledge and thinking skill acquisition with opportunities to apply what one is learning in areas of personal interest, relevance and preference for creative productivity.

Activities of Renzulli learning system:

(Renzulli, 1997) identified these activities of Renzulli learning system:
- Virtual field trips.
- Real field trip.
- Training in critical thinking.
- Websites based on personalized interests.
- Creative projects
- On-line activities.
- Videos and DVDs.

How to use Renzulli learning system?
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First, students are asked to answer a series of questions about their interests and the ways they like to learn. After answering these questions, Renzulli Learning System provides a written profile that summarizes their talents, interests and learning styles. Then, a special series of interesting and challenging activities are selected for each student. When first logging on to Renzulli Learning, students easily learn how to respond to a user-friendly series of questions. When students complete their assessments, a profile of their learning instantly appears, followed by a detailed and comprehensive choice of many exciting learning opportunities and enrichment activities that are constantly being updated (Eleck, 2006).

Renzulli learning system helps teachers meet the diverse need of all students through different activities. Many teachers have adopted a variety of within–classroom strategies referred to as differentiated instruction. Differentiation is an attempt to address the variation of learners in the classroom through multiple approaches that modify instruction and curriculum to meet the individual needs of students, this system helps teachers access a wealth of chances to provide appropriate differentiation activities for students of all levels of achievement and abilities. Renzulli learning system offers exciting resources for teachers. Teachers may read articles about the system, they may read learning maps about the different activities of this system. In addition, they may chart their students' progress by accessing their profiles and viewing all of the activities (Avon, 2007).

(Renzulli, 1977, Renzulli & Reis, 1997) defined variation as encompassing five dimensions: Content, process product, classroom organization and management and the teachers own commitment to change themselves into learner as well as a teacher to enhance and motivate various students learning styles.

(Eleck, 2006) identifies that Renzulli learning system capitalizes on students engagement, enjoyment and creative productivity. Students should apply the following skills:

- Plan a task and consider alternatives.
- Generate reasonable argument, explanation and ideas using appropriate information sources, vocabulary and concepts.
- Draw conclusions and predict outcomes.
- Apply knowledge and problem solving strategies to real world problems.
- Work effectively with others.
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- Creatively solve the problems and produce new ideas.

Renzulli learning system goals:

To increase achievement, motivation and engagement in learning through an enrichment-based approach and to make the learner's variation easier.

How can we challenge and engage students?

To bring enriched and differentiated learning experiences to the learner in the classroom, both in school and at home using the philosophy of school wide enrichment model, teachers should reach to the total talent portfolio, interest areas, abilities, expression styles, learning styles, learner's profile, open-ended questions, achievement activities and notebook.

The Teacher's Role and The Student's Role:

In Renzulli learning system teacher plays different roles as the learning facilitator, the guide, the curriculum planner, a resource developer, a class leader and instructional designer. The student's role is the explorer, self learner, self producer and knowledge manager (Renzulli, 2007).

What is SCAMPER strategy?

It was originated and later introduced to education and Michalko (1991), SCAMPER is an acronym for Substitute, Combine, Adapt, Modify, Put to other uses, Eliminate, and Reverse. It is a creative tool for enhancing creativity in writing and in improving written language performance, in terms of accuracy in grammar, richness of vocabulary, and complexity of sentences. It is a tool to help creative thinking. It provides a structured way to assist students and teachers with understanding creative problem solving and developing extensive creative activities. Teachers may use it to discover more ideas and to stimulate new ways of thinking about the writing texts (Cheng, 2003).

The goals of SCAMPER strategy (the creative writing program):

(Gladding & Henderson, 2000) point out the goals of this strategy as the following:

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- Offering a variety of language learning experiences.
- Encouraging active participation by students as a natural method of learning writing.
- Providing sufficient chances for students to express themselves and to use language appropriate for a specific purpose and situation.
- Encouraging the integration of language skills and thinking skills.

Instrumentation (How to use SCAMPER?):

(Dianaros, 2003) points out that all participants attend briefing sessions one week prior to the actual program. The instructor writes the letters SAMPER on the board and associated each letter with words or phrases such as "S" stands for "Substitute" and "P" stands for "Put to other uses," in order to construct interesting composition, a student may select one or two letters instead of all. Teacher gives the students SCAMPER questions to help them write their composition.

Substitute:
What might you do instead?

Combine:
What could be added together in a text?

Adapt:
What could be adjusted to suit a purpose or condition?
How could you make it fit?

Modify:
What would happen if you change the form or quality?
Could you make it larger, greater, stronger?

Put to other uses:
What are some new ways to apply it?

Eliminate:
What could you subtract or take away?
What could you do without?
Reverse:
What would you have if you reversed it?
Could you change the parts, order?

Teacher's role and student's role:
Upon completion of a SCAMPER activity, a teacher is collaborator, team coordinator, advisor, the resource material creator, the guide of the students and evaluator of the students' writing to check their development in creative thinking and problem solving skills, teachers may consider using the combination with different projects and activities to increase focus on problem solving and innovative thinking. Student is a creative writer, innovative problem solver, smart producer, self-learner and explorer (Michalko, 2006).

Review of related literature:
After reviewing some of the most related studies to the topics of this study, this study found out that there was no any previous study, to the best knowledge of the researchers, that compares between two strategies in writing composition for EFL learners but most of the previous studies investigated the use of Renzulli learning system in different skills as reading comprehension or in social studies, some studies investigated the use of Renzulli or SCAMPER independently.

(Tooram, 2013) studied the impact of six thinking hats and SCAMPER strategies on 7th grade students in the 2nd semester in the academic year 2013.

The participants were (20) students. The question "How do 7th grade students associate the course unit Human and Environment which is taught via the Six Thinking Hats and SCAMPER techniques? Results revealed that Scamper strategy enriched students creative thinking through problem solving and ensured the students to be better by enriching their intellectual skills.

(Manoli, 2011) investigated how writing in an effective environment might facilitate and support students' use of composition and revision strategies. This study was about the use of wiki with pupils of (9–10) years of age. The findings showed that wikis can enlarge young writers' experience of the process of composition and revision both through their own efforts and by observing the process in others, students employed a wide range of types of revisions, both
surface and text-based changes. Writing in a wiki provides young writers with experience of a mode of composition prevalent in the contemporary work environment.

(Dweik and Abu Al-Hommos, 2007) Investigated the relationship between first language (Arabic) proficiency and second language (English) performance in the writing skills of Jordanian second-year secondary school students. The researchers used the composition prompt test instrument for this purpose. The participants were (20) male students from two public secondary schools in the first Directorate of Amman in Jordan. The study found a significant relationship between writing competence in the two languages. Students who got high scores and were proficient in Arabic writing performed well in English writing tasks.

(Field, 2007) Investigated the use of Renzulli Learning on oral reading fluency, reading comprehension, Science achievement, and Social Studies achievement. Students were involved in the study from two schools; an urban middle school where nearly half of all students are considered to be at risk due to poverty or other factors, and a suburban elementary school in a middle class neighborhood. Classes of students in grades 3 – 5 (n = 185) and grades 6 – 8 (n = 198) were randomly assigned to use Renzulli Learning for 2-3 hours each week. Scores of students in the treatment groups were compared to those of students who did not have the opportunity to use Renzulli Learning in control classes in the same schools. Students who participated in Renzulli Learning demonstrated significantly higher growth in reading comprehension, oral reading fluency, and Social Studies achievement than students who did not participate in Renzulli Learning.

(Reis, 2007) investigated the role of the school wide enrichment model in Reading comprehension. The sample consisted of (226) male and female students. Results indicated that students who trained with Renzulli learning system scored statistically significant higher scores than those in the control group in both oral reading fluency and attitudes toward reading.

(Ellis, 2008) studied students in a regular classrooms who used Renzulli learning system, he conducted intensive case studies of sixth and fifth grade students who developed projects using Renzulli system. Findings suggested that Renzulli assists students in developing project ideas, exploring topics and organizing information for final product. Findings showed that the students
could use the program with minimal training. Almost (50%) of students had ideas for completing products using Renzulli system completely. (Reis & Jacobs, 2005) studied the effect of Renzulli system in reading. Participants were 500 public students from different classes (4th, 5th, and 6th grade students). Results revealed that students who participated in Renzulli system for enriched reading program had higher attitudes toward reading than students did in the conventional group. (Dianaros, 2003) investigated the ways of enhancing the students' creativity in writing. A total of 60 primary 5th grade school pupils (33 female and 27 male) from Singapore participated in the study. The participants were assigned randomly into two groups: those who used SCAMPER (the SCAMPER group) and the control group. Results revealed that there were significant differences in developing the students' creative writing in the experimental group due to SCAMPER strategy. (Cheng, 2005) investigated the effect of using the Internet and SCAMPER in facilitating creative writing. A total of 60 primary school age children participated voluntarily in a creative writing program. Over a period of one month, in groups, the children learned how to use the Internet and Scamper to enhance their creative writing. The findings showed that children who used the Internet demonstrated an improvement in their creative writing in terms of fluency and elaboration. On the other hand, children who used SCAMPER did not show any obvious improvements in their creative writing.

Concluding Remarks:

Through reviewing the related literature, it can be seen that there was not a study that conducted studying the effect of using Renzulli learning system or SCAMPER strategy on the development of students' writing composition skills in schools. There were some studies that investigated the use of the Internet and SCAMPER in facilitating creative writing (Cheng, 2003).

Some studies investigated the effect of using Renzulli in project ideas (Eleck, 2006) whereas some studies investigated the use of Renzulli on reading comprehension, science achievement and social studies achievement (Field, 2007). (Reis, 2007) Showed the role of Renzulli in reading comprehension and the results showed that students scored high grades after applying it.
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Investigated the role of SCAMPER and six thinking hats in developing the students thinking and problem solving.

This study investigated the efficiency of using Renzulli learning system and SCAMPER strategy on the development of English as a foreign language (EFL) students writing composition skill and it was applied on Mu'tah Model School students in Al-Mazar Directorate.

Design and methodology:

Population of the study:

The population of the study consisted of all male and female 10th graders in AL-Mazar Directorate of Education schools, who are (1266) students: (620) female students and (646) male students during the second semester of the scholastic year 2015-2016.

Sample of the study:

The sample of the study consisted of (80) 10th grade students 40 female students in sections A and B: section A (20) students, section B(20) students, 40 male students in sections C and D: section C (20) students, section D(20) students who were purposefully selected in Mu’tah Model School in Al-Mazar Directorate of Education during the second semester 2016. Table (1) shows the distribution of the sample of the study.

Table (1)

<table>
<thead>
<tr>
<th>The groups</th>
<th>Gender</th>
<th>Section</th>
<th>system/strategy</th>
<th>No of Sts</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th grade</td>
<td>female</td>
<td>A</td>
<td>Renzulli learning system</td>
<td>20</td>
</tr>
<tr>
<td>10th grade</td>
<td>female</td>
<td>B</td>
<td>SCAMPER strategy</td>
<td>20</td>
</tr>
<tr>
<td>10th grade</td>
<td>male</td>
<td>C</td>
<td>SCAMPER strategy</td>
<td>20</td>
</tr>
<tr>
<td>10th grade</td>
<td>male</td>
<td>D</td>
<td>Renzulli learning system</td>
<td>20</td>
</tr>
<tr>
<td>Total(4 sections)</td>
<td></td>
<td></td>
<td></td>
<td>80 Sts</td>
</tr>
</tbody>
</table>

The instructional material:
Two topics of writing composition skill were given to the students the first topic is from the 10th grade English Textbook Action Pack by Johnson (2014) the second topic is designed by the researcher about the students' creative projects. Action Pack Textbook for tenth grade consists of six modules: three modules in the first semester and three modules in the second semester, each module contains two units. The book is provided with different topics that meet the educational needs and learning styles of tenth grade students in Jordan. The researcher selected unit seven (weather and climate) to apply Renzulli learning system and SCAMPER strategy on writing English composition skill.

This unit helps in developing the students' writing composition through expressing their opinions using their own language. Students started with model text that is in their students' book page 68, teacher enriched their learning by different activities through applying Renzulli learning system and SCAMPER strategy, teacher let them produce their own texts.

Research Instrument of the study:

To achieve the purposes of the study, a pre writing composition test was given to the students to test the effectiveness of the four sections after applying Renzulli learning system and SCAMPER strategy, a post writing composition test was given to the students to evaluate the students' achievement in writing English composition by the end of the study.

Test validity:

To ensure the validity of the writing composition test, the two topics of compositions were given to a jury of specialists of English language, a professor, a supervisor, and three teachers. The jury was asked to validate the test items; their suitability to writing skills and students' level and the clarity of the test questions. The referee gave the researcher some notes and asked to rewrite the topics of the test. The jury comments and suggestions were considered and the modifications were made to the test.

Test Reliability:

To ensure the reliability of the test, (test - retest method) was applied on a pilot sample of (20) tenth graders who were from the population of the study and excluded from the sample of the study. Two weeks later the same test was
implemented again. Reliability coefficient of scores of the test was calculated by using Person Correlation Coefficient which was appointed as (0.87) for Renzulli system and (0.84) for SCAMPER strategy. Reliability coefficient of scores of the test was computed by using Cronbach Alpha Equation which was appointed as (0.83) for Renzulli system and (0.81) for SCAMPER strategy, these values were high and appropriate to the study purpose.

The procedures of the study:

To implement the study, the researchers followed the following procedures:

1. The researchers reviewed the relevant literature for Renzulli learning system and SCAMPER strategy.

2. The researchers gained the approval for applying the study from the College of Graduate Studies at Mu'tah University and Mu'tah Model Secondary School.

3. The researchers made all the arrangements with the headmistress of the school to conduct the study.

4. The researchers selected the school where the two strategies to be applied, the school is Mu'tah Model School because one of the researches is an English language teacher in it for 17 years and it is very easy to apply the new strategies in the school that the teacher works in it because the teacher knows their free and suitable time to work with them and apply the new strategies, the female students were the teacher's students when they were in grade three so she knows their levels and the strong and the weak points of them, at the same time it is very hard to make it randomly selected in AL-Mazar Directorate because she is applying two strategies with four sections of male and female students so it is very difficult to get their free time with my free time to apply the study with them.

5. The researchers selected 10th grade female and male students with four sections to apply the study, two sections (10th grade A for female and D for male) were taught with Renzulli learning system. Two sections (10th grade B for female and C for male) were taught with SCAMPER strategy.

6. The researchers stated the unit plan for unit seven (Weather and Climate) which the first topic was chosen from it.

7. The researchers designed a lesson plan for Renzulli learning system and a lesson plan for SCAMPER strategy.
8. The researchers explained to the students for sections (A and D) the procedures for using Renzulli learning system as the following:
   - The researchers introduced the concept of Renzulli Learning System in front of the class.
   - The researchers conducted a class discussion about Renzulli Learning System, the researchers told the students about the different activities in this system as virtual trips, projects, websites, research sites, videos and DVDs to enhance the students learning about its benefits.
   - The researchers wrote the site www.Renzullilearning system.com on the board and asked them to write it down in their notebooks to let them get extra information about this system.
   - The researchers divided the class according to their learning styles (from the teacher's experience with them, she knows their learning styles as she taught them when they were in 3rd grade and 7th grade and she is applying these strategies with them in 10th grade) some of them are visual, some are auditory, some are kinesthetic so the class was divided into three groups.
   - Students worked in groups according to their learning styles, the teacher asked one of the groups to make virtual trip through the internet to search new ideas about climate change (the students in this group are kinesthetic), the second group watched videos about the bad effects of climate change on humans, animals and plants (the students in this group are visual), the third group were asked to listen and get new ideas in recycling old objects (the students in this group are auditory).
   - Most of the students, from the beginning of the first semester were asked by their teacher to make a recycling project, teacher helped them by telling them about new ideas in reusing old things, teacher encouraged them to make creative projects, their handmade projects from simple things in their surrounding environment.
   - The researchers asked the students to make their own projects alone or in groups and helped them to write about their projects and the new ideas of them.
   - The researchers introduced the writing composition test in front of the class and asked the students to choose one topic to write about, the first topic about the causes of climate change and how to slow down it, the
second topic about their recycling project, teacher gave them the directions that helped them to do well in their projects as writing about the introduction, the materials that they used, the new ideas of their projects then how can they save the environments with their projects.
- Students chose their topics and wrote their compositions.
- The researchers corrected their papers based on a developed composition rubric.

9. The researchers explained to the students for sections (B and C) the procedures for using SCAMPER strategy as the following:
- The researchers took the students to the computer laboratory and asked them to work in groups, four groups each group contains of five students.
- The researchers wrote SCAMPER on the board and wrote what do these letters mean as the following:

**Substitute:**
What might you do instead?
What could you do as well or better?

**Combine:**
What might work well together?
What could be added together?

**Adapt:**
What could be adjusted to suit a purpose or condition?
How could you make it fit?

**Modify:**
What would happen if you change the form or quality?
Could you make it larger, greater, stronger etc.?

**Put to other uses:**
How could you use it for a different purpose?
What are some new ways to apply it?

**Eliminate:**
What could you subtract or take away?
What could you do without?

**Reverse:**
What would you have if you reversed it? Could you change the parts, order?

- The researchers presented a power point show about this strategy and the details of it, students talked about it in groups.
- The researchers revised them with the main ideas in unit seven that talk about the climate change, students participated with their teacher about the meaning, the causes and how to slow down climate change.
- The researchers showed them a video about Tsunami disaster, students in groups answered these questions with their teacher:
  - where did it happened?
  - what happened?
  - what were the causes?
  - what were the consequences?
- Most of the students, from the beginning of the first semester were asked by their teacher to make a recycling project, teacher helped them by telling them about new ideas in reusing old things, teacher encouraged them to make use of the SCAMPER strategy steps to develop their genuine and creative projects, their handmade projects from simple things in their surrounding environment.
- The researchers asked the students to make their own projects alone or in groups and helped them to write about their projects and the new ideas of them.
- The researchers introduced the writing composition test in front of the class and asked the students to choose one topic to write about, the first topic about the causes of climate change and how to slow down it, the second topic about their recycling project, teacher gave them the directions that helped them to do well in their projects as the of writing about the introduction, the materials that they used, the new ideas of their projects then how can they save the environments with their projects.
- Students chose their topics and wrote their compositions.
- The researchers corrected their papers based on a developed composition rubric.
10. The instrument of the study was conducted on a pilot sample consisted of (20) students from Merwed Secondary School.

11. A writing composition test was given to the four sections to check on students equivalency.

12. The researchers selected the lessons that she was going to use, one was from the English text book Action Pack 10 by (Johnson, 2014) another topic was designed by the researchers to let the students write about their creative projects.

13. The topics were submitted to a jury of specialists one professor in applied linguistic, one supervisor and three English teachers to judge the appropriateness of the two topics to check whether they are within the students’ levels, then the researcher conducted the study on the four sections.

14. The researchers gave the students the topics that they want to write about and they are:
   - What is climate change and what are its causes? How can people slow down it? If the world becomes warmer in the future, how will it affect the climate of different countries?
   - How can you as a student save the environment from the climate change? write about the recycling project that you made to save the environment, talk about the idea of it, the materials that you used, with whom you made it, the new use of it, how can it help to save your environment, other details you want to add, students chose the topic that they want to write about.

15. The researchers stated a writing composition rubric to correct the writing topics, the rubric consisted of three criteria:
   - Content and comprehensibility that have (40 points), this criterion emphasizes on the realization of the writing task, using supporting details and evidence, the relevancy of the content to the writing topic.
   - Organization that has (20 points), this criterion is concerned with the extent to which the ideas are clear, the paragraphs are coherent and well-organized.
   - Grammar and spelling that have (40 points), it deals with language accuracy as (subject-verb agreement and word usage) and the mechanics of writing as punctuation, capitalization and spelling.
16. Students chose their own topics and wrote their composition after looking at their teachers' notes about the contents of the best sentences that make sense, all parts, best spelling, punctuation and neat.

17. The researchers asked the students to talk about their projects and exchanged innovative ideas about them.

18. The researchers collected the papers of the two topics then corrected them using the correcting rubric and with the help of two teachers in correcting them.

19. After applying the study, collecting the data and analyzing these data using the statistical package for social sciences (SPSS), the researchers inferred the answers of the questions of the study.

20. The researchers prepared a guide to help students about the types of writing English composition and a guide to help teachers in applying the new strategies. Renzulli learning system, SCAMPER strategy.

Statistical analyses:

1. A t-test of the independent samples was conducted to test the mean scores of the groups before and after applying the two strategies.

2. Descriptive statistics were used to describe properties of the variables dependent and independent in terms of (Means, Standard Deviations) to analyze the results of the post-test of the four groups.

Results of the study:

The results of the study are shown through answering the questions accordingly.

1. Results Related to the First Question:

Is there any effect of using Renzulli learning system on the achievement of 10th grade students' writing English composition skill?

To investigate the first question, means and standard deviation of the pre and post test results were computed, (t-test) was used to test the significant of differences. Table (2) shows means, standard deviation and t-test of the groups to show the students achievement in writing English composition before and after applying Renzulli learning system.

Table (2)

<table>
<thead>
<tr>
<th>Mean</th>
<th>Standard Deviation</th>
<th>T-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>579</td>
<td>2.12</td>
<td>3.21</td>
</tr>
</tbody>
</table>

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Table (2) showed that there were statistically significant differences in the students' achievement in writing English composition in the post test, the (t-test) was (2.388) at (α =0.019) and the means of the students' achievement in writing composition before using Renzulli was (73.70) and after applying it was (83.45) this indicates that there was an effective effect of Renzulli learning system on the students' achievement in writing composition.

2. Results Related to the Second Question:
Is there any effect of using SCAMPER strategy on the achievement of 10th grade students' writing English composition skill?

To investigate the second question, means and standard deviation of the pre and post test results were computed. (t-test) was used to test the significant of differences. Table (3) shows means, standard deviation and t-test of the groups to show the students' achievement in writing English composition before and after applying SCAMPER strategy.

Table (3)
Means, standard deviation and t-test of students' achievement in writing English composition before and after applying SCAMPER strategy

<table>
<thead>
<tr>
<th>Variables</th>
<th>No of Sts</th>
<th>Means</th>
<th>St.D</th>
<th>Test (t)</th>
<th>Degree of freedom</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre test</td>
<td>40</td>
<td>70.85</td>
<td>10.13</td>
<td>3.394</td>
<td>78</td>
<td>0.001*</td>
</tr>
<tr>
<td>post test</td>
<td>40</td>
<td>77.87</td>
<td>8.82</td>
<td>3.394</td>
<td>78</td>
<td>0.001*</td>
</tr>
</tbody>
</table>

*Significance at (α ≤ 0.05)
achievement in writing composition before applying SCAMPER was (70.85) and after applying it was (77.87) this indicate that there was an effective effect of SCAMPER strategy on the students achievement in writing composition.

3. Results Related to the Third Question:
Are there any statistically significant differences at (α ≤ 0.05) on developing the students' achievement writing composition due to the strategy of Renzulli learning system and SCAMPER strategy?
To investigate the third question, means, standard deviation and t-test of the groups to show the differences of the students achievement in writing English composition due to the strategy (Renzulli and SCAMPER) on the post test.

Table (4)
Means, standard deviation and t-test of the groups to show the differences of the students' achievement in writing English composition due to the strategy (Renzulli learning system and SCAMPER strategy) on the pre test

<table>
<thead>
<tr>
<th>The strategy</th>
<th>No of Sts</th>
<th>Means</th>
<th>St.D</th>
<th>Test (t)</th>
<th>Degree of freedom</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renzulli learning system</td>
<td>40</td>
<td>73.70</td>
<td>21.20</td>
<td>78</td>
<td>0.445</td>
<td></td>
</tr>
<tr>
<td>SCAMPER strategy</td>
<td>40</td>
<td>70.85</td>
<td>10.13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of table (4) showed that there were no statistically significant differences at (α ≤ 0.05) on developing the students achievement writing composition due to the strategy on the pre test, the (t-test) was (0.767) at (α = 0.445), The mean of the students' achievement in writing composition according Renzulli was (73.70), the mean of the students' achievement according SCAMPER was (70.85).

Table (5)
Means, standard deviation and t-test of the groups to show the differences of the students' achievement in writing English composition due to the strategy (Renzulli learning system and SCAMPER strategy) on the post test
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The results of table (5) showed that there were statistically significant differences at (α ≤ 0.05) on developing the students' achievement in writing composition due to the strategy on the post test in favor of Renzulli learning system, the (t-test) was (2.085) at (α ≤ 0.05), The mean of the students' achievement in writing composition according Renzulli was (83.45), the mean of the students' achievement according SCAMPER was (77.87) this indicates that the effective impact of Renzulli learning system on the achievement of students in writing English composition.

4. Results Related to the Fourth Question:
Are there any statistically significant differences at (α ≤ 0.05) on developing the students' achievement using (Renzulli learning system, SCAMPER strategy) in writing English composition attributed to the students' gender?

To investigate the fourth question, means, standard deviation and t-test of the groups to show the differences of the students' achievement in writing English composition according (Renzulli and SCAMPER) on the post test due to the gender.

Table (6)

Means, standard deviation and t-test of the groups to show the differences of the students' achievement in writing English composition according (Renzulli and SCAMPER) on the post test due to the gender

<table>
<thead>
<tr>
<th>The strategy</th>
<th>gender</th>
<th>Means</th>
<th>St.D</th>
<th>Test (t)</th>
<th>Degree of freedom</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renzulli learning system</td>
<td>Male</td>
<td>84.75</td>
<td>16.84</td>
<td>0.553</td>
<td>38</td>
<td>0.584</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>82.15</td>
<td>12.60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCAMPER strategy</td>
<td>Male</td>
<td>77.75</td>
<td>6.18</td>
<td>0.094</td>
<td>38</td>
<td>0.925</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>78.00</td>
<td>10.13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The results of table (6) showed that there weren’t statistically significant differences on the students achievement in writing composition according (Renzulli system and SCAMPER strategy) on the post test due to the gender depending on t-test (0.584 and 0.094) un Significance at (α ≤ 0.05).
Discussion of the results:

1. The results of this study revealed that there were statistically significant differences at (α ≤ 0.05) between students' achievement in writing English composition as a result of using Renzulli learning system compared to SCAMPER strategy.

2. The results of the first and second questions showed that there were statistically significant differences in the students' achievement in writing English composition in the post test scores after applying Renzulli learning system and SCAMPER strategy, this indicates that there were effective effects of Renzulli learning system on the students' achievement in writing composition. The researchers attribute these results to the characteristics of Renzulli system, these characteristics are: it is effective and interesting in teaching writing composition because it matches the students' needs and interests, it helps tenth grade students write about their ideas and thoughts frankly. Renzulli Learning, in its emphasis on students' strengths, differs from other educational programs that focus on finding and correcting weaknesses.

SCAMPER strategy provides a structured way to assist students and teachers with understanding creative problem solving and developing extension – building activities based on prior ideas and processes. It is noticed that female students enjoyed when they write by using SCAMPER more than Renzulli, this enjoyment comes from the nature of the strategy, it is helpful and new in writing composition and they haven’t ever used it in writing composition skill before.

3. The results of the third question showed that there were statistically significant differences at (α ≤ 0.05) on developing the students' achievement writing composition due to the strategy on the post test in favor of Renzulli learning system.

The researchers noticed that the students were motivated toward Renzulli learning system because it is a new system in writing composition and they haven’t ever used this system as an instructional tool. This system helped students to be innovative and effective in their writing. Renzulli Learning also helps teachers provide opportunities for appropriate differentiation activities for students of all levels of achievement and abilities.
Both Renzulli and SCAMPER have the projects in their extra activities in terms of solving the problems, doing handmade projects by students let them feel that they are effective members in their community to find solution to face climate change.

4. The results of the fourth question showed that there weren't statistically significant differences on the students' achievement in writing composition according (Renzulli system and SCAMPER strategy) on the post test due to the gender where male and female students had exerted the same efforts in learning English language, they have an equal opportunity to improve their levels of achievement and they face the same challenges in their learning depending on t-test (0.584 and 0.094) not significant at (α ≤ 0.05).

Recommendations:

In light of the results of the study, the following recommendations were suggested:

1. Further researches are recommended to investigate the effect of using effective and new strategies to enhance the students in writing their composition especially the use of Renzulli learning system on other skills as reading, listening and speaking.

2. Extra workshops to train teachers on implementing Renzulli learning system in teaching English language skills.

3. Teachers ought to apply different and helpful strategies in writing English composition skills as using Renzulli learning system as an effective system.

4. Teachers ought to help their students vary their sources through different activities of Renzulli learning system when they write their compositions, motivation and reinforcement are essential.

5. The need to apply Renzulli learning system in the educational process in the Jordanian schools.

6. Similar studies are recommended to be conducted on female and male students to find if they give the same positive results.
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References :


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