

Ministry of Higher Education and Scientific Research

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**The Effect of Round Robin and Final
Report Strategies in Reading
Comprehension Skills Development and
the Achievement of English Department
Students in Education Faculties in the
Comprehension**

A Dissertation

**Submitted to the council of college of Education for Human
Sciences as partial fulfillment of the requirements for the
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Abstract

The current research aimed to reveal (The Effect of Round Robin and Final Report Strategies in Reading Comprehension Skills Development and the Achievement of English Department Students in Education Faculties in the Comprehension) .To achieve this goal, the researcher formulated the following zero hypotheses:

1. There is no statistically significant difference at the level of significance (0.05) between the average scores of the first experimental group (which is studied according to the round robin strategy) and the second experimental group (which is studied according to the strategy of the final report) and the control group According to the traditional method) in the development of reading comprehension skills.
2. There is no statistically significant difference at the level of significance (0.05) between the average scores of the first experimental group (which is studied according to the round robin strategy) and the second experimental group (studied according to the final report strategy) and the control group According to the usual method) in the achievement test.

The current research community is determined by all faculties of education that contain the English language sections in the Iraqi universities, and the ten passage of the comprehension material from the curriculum to be taught for the academic year (2017 – 2018).

The experimental designed of the two experimental groups and the control group with post test only. According to this design, the Faculty of Education / Maysan University / English Department / Second Stage /

Morning Studies was chosen to represent the sample of the study. The sample of the study was 93 students, 31 students for the first experimental group, which will study according to the round robin ,31 for the second experimental group to be studied according to the final report strategy, and 31 students for the control group to be studied according to the usual method. The three research groups were equalized in variables: age, gender, intelligence, previous achievement in the comprehension and testing of reading comprehension skills.

The researcher prepared the research requirements, namely: identifying the scientific material, formulating the behavioral goals, identifying reading comprehension skills, preparing the teaching plans, and designing two tools:

The test of the development of reading comprehension skills consisted of (27) objective items, whose reliability and validity of the content were verified according to the consistency of the Codeder-Richardson equation (0.86). The difficulty and discrimination coefficient for the test paragraphs he wrong alternatives.

The achievement test in the comprehension material composed of (35) items divided into (21) objective items and (14) itms, and verified the validity of the validity and validity of the construction, and the stability of the substantive paragraphs using using the equation (Coder - Richardson 20) Alpha Krobach (for the domesticated sections, reaching (0.87). Also, the coefficient of difficulty and discrimination for the test items and the effectiveness of the wrong alternatives were calculated.

The researcher applied the experiment in the first semester of the academic year (2017 - 2018) and continued for 13 weeks. After completing

the teaching of the specific subject, the tests were applied. The data were processed using the statistical package for social sciences (SPSS - 20), and the results showed:

1. The first experimental group, which was studied according to the round robin strategy, exceeded the control group, which was studied in the normal way in the reading comprehension development variable.
2. The second experimental group, which studied according to the strategy of the final report, exceeded the control group, which was studied in the usual way in the development variable of comprehension skills.
3. There was no significant difference between the two experimental groups, which were studied according to the round robin and experimental strategy, which was studied according to the final report strategy in reading comprehension development variable.
4. The first experimental group, which was studied according to the round robin strategy, exceeded the control group, which was studied in the achievement variable.
5. The second experimental group studied according to the strategy of the final report is superior to the control group, which was studied in the normal way in the achievement variable.
6. There was no significant difference between the two experimental groups that were studied according to the round robin and experimental strategy, which was studied according to the final report strategy in the achievement variable.

The conclusions :

The teaching of the round robin and the final report (summary) strategies is effective in developing the comprehension of the reading texts of the students of the second stage/ English language department. And also increased the desire of students to participate, the speed of the answer, the ability to think and remove the boredom included in the usual way and for their development.

Researcher's recommendations :

The need to use the strategies of the round robin and the final report in the teaching of English language materials and encourage teachers to do so for their effectiveness. And the development of reading comprehension and collection skills through the teaching of absorption.