**The effect of PQ4R strategy on the achievement of second-grade students average in reading and text material**

**the research presented by the teacher,/ Dr. Asma Salam Kahlil Al-Jubouri**

**Research Summary:** This research aims to identify: (the effect of PQ4R strategy on the achievement of second-grade students average in reading and text material by checking the following zero hypotheses:

- There is no statistically significant difference at the level (0.05) between the average achievement levels of the experimental group students who are studying reading and the texts with (TQS and Robinson strategy) (PQ4R) and the average levels of achievement of the control group students who study reading and texts in the usual way This research is determined by a sample of the second middle-class students in the martyr Qasim Tarish School in the Ali Sharqi district of Maysan Governorate, and the topics of the reading book and the texts to be taught to middle second-grade students in Iraq for the second semester of the 2017-2018 academic year.The researcher adopted the experimental method with partial control, to suit it with the nature of the research. The research sample consisted of (60) middle-grade students, and they were randomly selected from the middle of the martyr Qasim Tarish in the Ali Sharqi district of the Maysan Governorate for the academic year 2017-2018, and this sample was divided randomly by two groups, one of them (one). The reading and the texts are strategic (PQ4R) and it was the share of Division (B), and the control group consisted of (30), they studied in traditionally, and they were from the share of Division (A). The following changes (the age, calculated by months, and the Arabic language scores for the previous academic year, and by using a square (such as) in the academic achievement variables for parents and mothers  After the researcher identified the subjects of reading material and the texts that will be studied during the duration of the experiment represented by the second course, the researcher formulated the behavioral goals, prepared the teaching plans for them, presented them to a group of experts and specialists to judge their validity, then made the necessary adjustments and became ready plans for application in the light of their opinions to measure the achievement of students of the two research groups in the topics studied by the researcher himself, I prepared an achievement test consisting of (20) objective test items of the type (multiple choice), and the researcher confirmed the validity of the test, calculating its stability, and from the discriminatory forces and factors of paragraph difficulty.After the end of the experiment that started on 19/19/2018 and ended on 4/30/2018, the researcher applied the achievement test to the students of the experimental and control research groups, and after analyzing the results of the students' answers and statistically treating them using the T-test for two independent samples (t-test) to find out the significance of the difference At the level of (0.05) between the two research groups, it is clear that:The presence of a statistically significant difference at the level of significance (0.05) between the average score of the second-grade students average who are studying according to the strategy of Toms and Robinson PQ4R)) and the average score of the average second-grade students who studied according to the usual method of achievement and the result was in favor of the experimental group.The researcher recommended adopting a strategy (PQ4R) in teaching reading and texts for the second intermediate grade, and caring for teaching reading material for neglect and making time for her class to teach the rules or rest. The researcher suggested conducting a study similar to the current study in other study stages such as junior high, and conducting a similar study in Reading and text material aims to identify the impact of using the PQ4R strategy in creative thinking, critical thinking, acquisition of concepts, and direction towards the material

**Chapter one:**The problem of research: Teaching reading is a real problem for generations, and successively is defined by the school, learners, parents, and all those who are concerned with education. This problem is highlighted in the low level of students in reading at all educational levels. (Youssef, 2003, p. 5). The weakness of students and their low level of reading (reading) has become a public phenomenon indicating the students ’inability to read correctly. This has occupied the educational community, and many questions have been raised about who is responsible for this decline (Madanat, 1985, p. 9). This decline is due to the reading level, which led us to say that the level of students reading is too low, and this calls us to think about the reasons for this weakness, which may be due to the school or students and the textbook. (Ibrahim, 1973, p. 134). There are many reasons for the weakness of the reader, neglecting the growth of students in reading in the early stages of study, moving from one school to another or from one place to another, the poor treatment that the teacher deals with his students, delayed maturity of students, and weak my sense Sight and hearing, and less attention of students to the lesson. (Al-Samouk, 2005, p. 134). And other factors help to strengthen this weakness, which is the lack of concentration of students on reading material, which is a subject to obtain a degree, not to develop reading skills in the field of understanding, criticism, and employment. (Taher, 2010, p. 3). Weakness in reading can be defined as a failure to achieve its goals in terms of the reciter, interacting with it and realizing the meanings and ideas in it, and here the school must recognize the errors and work to address them because starting in the language and understanding an educational requirement It must be achieved by all learners. (Eid, 2011, p. 61) .The researcher realized this problem by examining previous studies of researchers who studied in their research the weakness of students in reading or reading in general, to find appropriate solutions to this problem, and from these studies, the study of Al-Jarjari (2002), and Al-Rubaie’s study ( 2006) and the study of Al-Arki (2007) and other studies. After examining the researcher on studies and research, he found that the reality of teaching reading material in our educational institutions that there is negligence by teachers of this subject and a clear weakness among students in their ability to absorb what they read, the usual concept of reading remains firmly established In their minds, their reading does not exceed Converting written symbols into spoken words, listing words and forming sentences without being exposed to an understanding of these symbols, analyzing them and criticizing them and benefiting from them in solving their life problems. It is a time to rest from the trouble of the rest of the lessons, and all they do during the lesson in is to ask his students to produce the book and read the topic in a sequential reading from some good students until the lesson ends and the meanings of some words may be mentioned or not mentioned, but this case goes beyond that of some teachers Convert a lesson Reading is a study of grammar, literature, or rhetoric because reading in his view is of no value. (Abdel Hamid, 2006, pp. 52-53) And the dominant characteristic of teaching is the use of the traditional method, which is dominated by the nature of conservation and memorization, as the educational community remained on this approach despite the many recommendations and studies that require moving away from it because of its great impact, which reduces the level of achievement, and this is what To make students take a solid template in education as a recipient of the information and from one stage to another school stage without any change in their teaching style, and what confirms this talk is the existence of some phenomena such as the lack of quality of achievement and the suffering of a large number of students in various stages of education, especially secondary education, from the automatic preservation of information Since T. Thayer complaints from students, forget the suffering material that they had sustained her and ensured good retrieval before the test, but they were unable to retrieve it well when their performance tests. (Al-Sultani, 2011, p. 20) Hence the need has arisen in our society for appropriate solutions by which these problems can be overcome as traditional teaching methods are unable to play their role in this field and this is what requires investigating the effects of the use of modern methods and strategies to lead to education for the better. Therefore, the current research problem was crystallized in the poor level of student achievement and their inability to absorb and retain the vast amount of information for a longer period.

From here, the researcher can answer the following question: - (What is the effect of the PQ4R strategy on the achievement of second-graders average in reading material and texts)?

**Second: The importance of research**: Education is the basis of the goodness and well-being of mankind, as it can purify and purify souls, guide them to the worship of the Creator, God, and can develop individuals, refine their talents, foster their charms, foster their charms, and make them happy, and make them happy, and make them happy (19). It is the process of comprehensive change of the individual in all aspects of his personality, to prepare him for daily life, and some of them are seen as serving the society through the development of the individual (Abu Al-Dhuba`, 2009, pictured and reflective). And present and future, and education in modern directions is not merely an acquisition of knowledge or a transfer of heritage, but rather deeper than the students possess the skills but rather the integration of all knowledge, skills, and skills. Groans and ideas, with some of them to reach the learner, and interact with the character to become part of it. (Al-Dulaimi Waeli, 2005, p. 15) .fmn through education is of individual social experience, stemming from the values ​​and beliefs, and systems, habits, traditions, and the behavior of the group that lives Between them. Ideas are enlightened with modern information where the higher the human being, the more advanced the means of civilization need require for education more and more, and it needs a means of transmission to individuals and in a way that is completely organized. (Khaza'leh and others 2011, p. 33) .oیad educational curriculum and a means education, which remixes of which behavior, and develops the skills and abilities and positive attitudes, and his habits refines ethics, develops trends, The curriculum, with its food is provided by education for individuals. Therefore, the curriculum is The vital axis in the educational process, it is an evolution with the evolution of life and the increase in its complexity, which makes the interest in the curriculum planning, implementation, and evaluation, and the development of the necessities of education Modern educational trends (Al-Hariri, 2011: p. 91). Modern education views language as a means of benefiting the individual in understanding cultural aspects, and as a social tool that enables the individual to communicate and communicate with the individual. (Ibrahim, 1973, p. 4). Language is a human phenomenon in which man is distinguished from all other living beings, and it is one of the blessings of God Almighty that he bestowed on man. (3) knowledge of the statement) (\*) and a great verse of the likeness he says: (among His signs is the creation of the heavens and the earth and the different tongues and Olwankm the verses of the worlds) and I have differed ancient scholars of them and narrators in the definition of the language and know what it is, the son Jin said In many languages: "The only voices they are expressed by all the people for their purposes." Ibn Khaldun defined it in his introduction, specifically in his definition of grammar, by saying: "Know that the language in what is recognized is the speaker's phrase of his intent, and that phrase is a tongue verb. As for the speakers, it was defined as a "symbolic sound system with specific implications agreed upon by a certain group and used by its members for thinking, expression, and communication between them". (Al-Dulaimi and Saad, 2005, p. 57) Language is the method a person uses to express its purposes and the meanings and ideas within it. The emotions and feelings that exist in their hearts. Language, in its written and spoken form, is a tool in which the objects in which the senses fall into the mind transfer to most of the scenes, images, and things that occur in society. Language is the nation's thinking mirror. And the tool for expressing its mentality and its means of preserving its original personality and heritage, in addition to its role in the formation of the individual as a social object capable of understanding, speeching and expressing in his mind any ideas that he deals with. (Al-Waeli, 2004, p. 18). And the Arabic language is one of the most ancient languages ​​of the world in history and civilization. It carried the flag of Islam to the world and honored by God Almighty by that, so the language of the people of Paradise was revealed by the Holy One, the last of the heavenly books, a miracle in his rhetoric and eloquence, but he challenged mankind and jinn to bring his parable in eloquence and statement Then the language of knowledge and knowledge, and knowledge does not transfer to it, it seemed from the science of religion to the end of the various sciences of the universe. (Al-Ja`fara, 2011, p. 153). And the Arab community took its place among the modern and living languages ​​of the world and assumed its cultural and civilized role as the days of the prosperity of the Arabs, which made the owners of the language seek the same as for the sake of the souls of the people of God. P. 17). As it was one of the oldest languages ​​that still enjoyed its characteristics of words, structures, morphology, grammar, literature and imagination, and the ability to express the different aspects of science. And due to the completion of the Arabic dictionary, it is considered the mother of a group of languages ​​known as the Arabic language, that is, they originated in the Arabian Peninsula. (Al-Falaq, 2004, p. 5). Every activity that a student performs is dependent on the Arabic language, whether by listening and reading or by speaking and writing. (Al-Dulaimi and Al-Waeli, 2005, p. 59). “The ownership obtained by the Arabs from this was the most deserving of the properties, and he clarified it with a statement of intent.” (Al-Waeli, 2004, p. 19) The importance of reading comes from the care of the Holy Qur’an with it and it is considered one of the blessings that God has bestowed upon his worshipers, as it was the first word in the first verse that was revealed from the right to His noble Messenger (peace and blessings of God be upon him). .., so we can say that reading is the key to every good. (Abdul-Hamid, 1998, p. 54). Bigeye important "he confirmed reading" when the "book pot full of note, and circumstance, said a brutal circumstance, and kindergarten Tqlin stone, spokesman speaks for the dead and translates for survivors, I do not know the companion is more obedient, nor Malِّma subjected, and the authors showed enough, nor Oql felony, I am not morally, nor more miraculous and behave, nor farther than one, nor leave to riot, nor asceticism in controversy, I do not stop fighting, from a book, nor do I know better, better, better, better, better, better, better. pantry, no longer the age of a tree, and is a whole, not the fruit of our best, nor faster aware of, nor Find all Aban, from the book. " (Al-Jahiz, 1986, p. 33). As for the contract, it says in the statement of the importance of reading (reading): "I am not the most passionate reader to write, nor the most important is reading to increase my age in estimating the account, and while I love reading because I have one life in one room. The movement of everything in my conscience from the motives of movement, and the reading exclusively that gives me more than one life in the life of a single person, because it increases this life in terms of age, and it is not permissible to use it, and it is not permissible for it to be able to use it. A fairy tale, two of the enemies of freedom. (Abdul Hamid, 1998, p. 54)..

**Third: Research Objectives** The current research aims to identify: the effect of the PQ4R strategy on achievement among students of the second intermediate grade in reading material and texts

**Fourth: The research hypothesis**: The research goal: The researcher set the following zero hypotheses: (There is no statistically significant difference at the level of significance (0,05) between the average scores of the experimental group whose students study reading material and the texts according to PQ4R strategy, and the control group whose students study The material itself is according to the traditional method of achievement in achievement).

**Fifth: Research boundaries /** the current research is determined by 1- Human boundaries: second-graders average. 2- Spatial boundaries: The martyr Qasim Tarish intermediate school for boys in Ali Sharqi district, Maysan Governorate. 3- Time limits: The second semester of the academic year 2017- 2018 Sixth: Defining the Terms First: The Impact Defined by:

- (Ibrahim) The ability of the worker understudy to achieve a positive result, but if this result was negated and not achieved, then the worker may be one of the direct reasons for the occurrence of negative consequences (Ibrahim, 2009, p. 30)

(Shehata and Al-Najjar): The result of a desirable change that occurs in the learner as a result of the learning process. (Shehata and Al-Najjar, 2003, p. 32)

Procedural definition: The change that is caused by the use of the PQ4R strategy in achieving the second average student's achievement in the reading subject.

**Second: The strategy was defined by** Schunk: "It is plans directed at successfully performing tasks, or producing systems to reduce the level of dispersion between the individual's current knowledge and the goals he wishes to achieve." (P113, 2000, Schunk).

- (Shubr): "a set of procedures and means used by the teacher to benefit from educational experiences and achieve the desired educational goals." (Shabr, 2005, p. 21)

Procedural definition: A set of procedures, steps, and activities that the researcher follows to achieve specific educational goals and for a specific time for the second-year middle school students in the reading subject.Third: A strategy (PQ4R) defined by:

- Abdel-Khaleq: A strategy used to stimulate memory and improve the student's ability to understand and remember the material. (Abdel-Khalek, 1997, p. 305)

Procedural definition: It is the use of a strategy (PQ4R) in teaching second-grade students to average in its six steps in a self with the subject covered by the researcher experienced in the nine units in the reading book and texts for the second-grade average to reach remembering and a better understanding of the subject.

**Fourth: Achievement** - Webster: What the student accomplishes in quantity and quality within a specific semester. Webster), 1981, p16.)

- (Al-Saleh): The knowledge obtained or the skills acquired in one of the subjects, which was determined by the test scores from the teacher. (Al-Saleh, 2004, p. 26).

Procedural definition: It is the grades obtained by students of the research sample in the achievement test prepared by the researcher after studying the subject of reading and the texts in the experiment.

Fifth: The second intermediate grade: It is the second of the three grades of the intermediate stage in the education system in Iraq, in which successful students from the first grade of this stage are accepted and whose average age is (13-14) years. (Ministry of Education, 1996, p.).

**Sixth: Reading - Language:** See (The thing is reading: read it by reviewing it continuously, and the book: So and so read by So what he has access to it (Mustafa, D.T., p. 562)Terminology: It is an organized mental, organic, and emotional process that includes extracting meanings and understanding ideas. (Al-Naimi, 2001, p. 56).Operational Definition: It is a textbook devoted by the Ministry of Education to the intermediate and preparatory grades, including the second intermediate class (the research sample) to extract meanings and values ​​of ideas.

**The second chapter The researcher** The researcher relied on two axes in this chapter, the first topic (theoretical background): This chapter includes a base for the foundations on which the research is based by reviewing the main elements discussed in the research, which is the employment of the following axes.

**PQ4R first is a concept of strategy** a metacognition strategy, developed by Thomas Robinson in (1972). It refers to the measures taken to display and organize a specific teaching method to achieve specific goals, and it can be seen on the basis that it is one of the self-teaching methods that improve the student's ability to understand and understand the readable material. To develop some mental skills automatically and then remember and retain them while keeping their impact. (Atiyah, 2010, p. 92)

Some of them call the six system steps in reading and mean the six letters of the strategy, which are the **abbreviation of the following words:**

* Which introductory look at the topic. Preview 1- word
* That means asking questions. Question 2- Word
	+ Which means Read3-word
* Which means Reflect4-word meditation
* Which means Recite5 word heard
* Which means see (Review6 – word

It aims to develop self-awareness of understanding that helps students examine their understanding and develop their skills so that they become aware of what they are learning and have the ability to master the processes of understanding and reading skillfully. There are many definitions of this strategy, so (Al-Arrash) defined it as (a series of codified and planned procedures based on improving the student's ability to understand the material and remembering it) (Al-Arrash, 2013, p. 110). (Afaneh and the army) defined them on the basis that they (one of the strategies Metacognition is a strategy based on clarification and details, as it helps students to memorize and remember what they read. (Afaneh and the army, 2007, p. 90). It is worth noting that the strategy (PQ4R) helps the student to make his learning process faster, more effective, and subjective, which contributes to developing awareness of cognitive processes and different skills, and this enables him to recount ideas and create interconnected mental relationships which increase the possibility of storing that knowledge and skills in long-term memory. In turn, makes it easy to use.

**PQ4R II // Strategic Steps**Six letters of the PQ4R strategy and its translation

1- The letter (P) is taken from the word (Preview), which means examining the parameters of the readable text by taking an introductory look at it to know

Basic ideas and help for him.

2- The letter (Q) is taken from the word (Question) which means asking questions about the subject under study, where each student directs some written questions to himself after creating a general intellectual image of the text read from the previous step.

3- The first letter (R) is taken from the word (Read), which means to read, and this step aims to answer the previous questions where this process is done by reading the text and then the questions posed in an individual or group manner with the correction and guidance of the teacher.

4- The second (R) is taken from the word Reflect, which means meditation, and this step was put in place to add illustrative additions by thinking about examples and establishing links and relationships with things already known through the reading process and this process enables students to link the ideas and facts in the text with their facts Realism in everyday life.

5- The third letter (R) is taken from the word (Recite), which means hearing, where each student list the answers to the questions he asked himself, individually.

6- The fourth (R) letter is taken from the word (review), which means review, that is, reviewing the academic topic as a whole and collecting the main facts collectively while displaying some of the previously asked questions and answering them under the supervision of the teacher.

 Through the presentation of the previous steps, it is clear that this strategy depends on three basic rules to activate the memory, namely:

 A- Examine and read the readable material.

B - Exercise on retrieval, and this leads the student to collect the elements of the written article when reading it in organized ways that achieve positive trends in the stabilization of the information (Tibi and others, 2009, p. 181)

(PQ4R) III // The educational importance of a strategy

The importance is reflected in the following points: -

1- It helps students to memorize and recall information and activate their previous knowledge, and establishes to discover the relationships and links between new knowledge and previous knowledge.

2- It makes them more able to awareness and organize new information, and facilitates its transfer from short-term memory to long-term memory.

3- It helps in developing some skills that improve their reading comprehension.

4- It increases their ability to produce questions related to a specific topic.

. (Atiyah, 2010, p. 161)

The role of teacher and student in implementing the PQ4R strategy

**First: The role of the teacher is as follows:**

1 - Plan the lesson objectives and define the initial knowledge and skills students need.

2- Explain the steps of the strategy and organize its presentation in a logical sequence.

3- Encouraging students to submit ideas, provide initial solutions, and provide them with open-ended questions.

4 - Urging students to engage students in improving their ideas to reach the final solutions.

 (El-Sherbiny and El-Tanawy, 2006, p. 90)The second topic: previous studies, first: Iraqi studies

- A strange study (the effect of (PQ4R) strategy on reading comprehension among literary fifth graders)

Secondly: Arabic studies Al-Ghamdi's study: (The effectiveness of some self-questioning strategies and **(PQ4R) in developing reading comprehension skills for first-year high school students)**

Fifth: Aspects of benefit from previous studies: -

1- Determine the aim of the research. 2- Adopt an experimental design appropriate to the current research conditions. 3- Determine the sample size and the method of its selection.

4- Choosing statistical means appropriate to the nature of the current research. 5- Analyzing and interpreting the results of the current research. 6- Viewing the relevant sources

**: Previous studies**

**First: Iraqi studies study**- al Gharib, The effect of PQ4R strategy on reading comprehension for fifth literary female students The study aimed to know The effect of the strategy (PQ4R) on reading comprehension among literary fifth graders, This study was conducted in Iraq, University of Babylon, College of Education, Safi al-Din al-Hilli. Experimental number of female students (33) and Division (B) to represent the control group of (34) female students. The researcher conducted a parity between the students of the two groups in the variables (the female students ’time age calculated by months, the Arabic language course grades in the mid-year test, the previous information test scores, and the academic achievement of the parents), and the researcher used statistical means (alpha Kronbach equation, the zeq test, the Chi square, the difficulty factor, and the discrimination factor The researcher found that the experimental group students outperform the students of the control group in understanding the reciter. (Gharib, 2011, The-R)

**Second: Arab studies**: Al-Ghamdi Study The effectiveness of some PQ4R strategies in developing reading comprehension and self-questioning skills for first grade students is average

his study was conducted in Saudi Arabia, College of Education, King Abdulaziz University, and to achieve the goal of the study, the researcher chose a sample of middle school students consisting of (90) students, distributed among three groups: two experimental and one control, the first experimental was studied according to the strategy of self-inquiry and group The second according to the strategy ((PQ4R) and the number of each group was (30) female students, and parity was established between the female students in the three groups before the experiment was carried out. Question and understand comprehension test In my opinion, it consisted of (44) questions and then applied it before and after after verifying its sincerity and calculating its reliability. Students of the control group in reading comprehension (Al-Ghamdi, 2010, PO Box)

T**hird: Foreign studies** Zamarane's Study (The effect of using the PQ4R strategy in teaching the six steps of Arabic reading skill This study was conducted in Indonesia, Islamic State University Malang, and the study sample was (88) non-Arabic speaking students in six schools. The researcher used the quasi-experimental approach with quantitative and qualitative inputs. The research tools were observation, interview, test and questionnaire, and the researcher used the researcher T. test in analyzing the results of this study. The result of this study is that the use of the Six Steps Strategy (PQ4R) in teaching reading skill has resulted in a remarkable development for learners (research sample) in learning Arabic reading skill. (Zamarane, 2008, p8)

**Chapter Three: Research Methodology and Procedures**: First: Research Methodology:

The researcher followed the experimental method in the procedures for his research because it is the right approach with the nature of this research to achieve the goal of his research, and that the scientific method, which aims to achieve the hypothesis suggests the possibility of a relationship between two variables callers to the phenomenon of the assumption that one effect of variables an increase or decrease the other variable, as the seeker begins by observing In fact, the hypotheses are created and achieved through experience, to arrive at the relationship between the threshold and the Haitian phenomena, 2011, p. 27) In the experimental method, there is an independent variable, which is Reason and there is a dependent variable is a result. (Mahjoub, 2002, p. 82)

**Second: research procedures**1- Experimental design: The choice of experimental design is the most important step for the researcher in undertaking a scientific experiment. The safety and correctness of the design is the basic guarantee for reaching reliable results. (Al-Zobaie and Al-Ghanam, 1981, pp. 94-95)

 It refers to the part that summarizes the logical structure of the experiment. It includes an explanation of the variables in the study, the number of examiners, how they are divided into groups, and adjusting the variables that are related. (Al-Kubaisi, 2011, p. 66)

Therefore, the researcher relied on experimental design with partial control consisting of an experimental group exposed to the independent variable (PQ4R strategy), and a study is studied according to the traditional method and the achievement test and Figure (1) illustrates this:

Figure (1): Experimental design of the research sample

|  |  |  |  |
| --- | --- | --- | --- |
| the group | Independent variable | Dependent variable | Dependent variable |
| اExperimental | strategy PQ4R | Academic achievement | Achievement test |
| Control | traditional way |

The research community and its sample: - The process of selecting and specifying the research community requires following the scientific steps when the research sample is representative of the community of origin, it is possible to generalize the results of the research. (Al-Tamimi, 2009, 99), as the research sample is: “The part that represents the community of origin or model in which the researcher conducts the overall and the focus of his work.” (Wajiha, 164: 2002). Therefore, the researcher intentionally chose a medium (Martyr Qasim Tarish) for boys in Ali Sharqi district, affiliated to the Maysan Education Directorate for the following reasons:

A- The cooperation of the school administration and its teachers and the facilities provided for conducting the research experiment.

B- The school contains two middle-class divisions, which made it easier for the researcher to experiment according to the experimental curriculum

C- Most of the school students are from a single geographical area, that is, from a converging environment, socially, economically, and culturally,

The second branch (b) was randomly chosen to be the experimental group that was studied according to the PQ4R strategy, and the second branch (a) to be the control group that was studied by the Facilitator of the College in the same way as the original method Appendix (1), the number of members of the two research groups reached (60) students in each group (30) students after excluding the students who failed and the number (11) students from the two groups, and table (2) shows that:

Table

(2): Distribution of the individuals of the research sample by people, groups, and variables

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Division | Groups | Independent variable | Number of students before exclusion | The number of students who failed | Number of students after exclusion |
| B | اExperimental | strategyPQ4R | 36 | 6 | 30 |
| A | Control | traditional way | 35 | 5 | 30 |
| Total | 2 | 2 | 71 | 11 | 60 |

3**- Equivalence of the two research groups**: The researcher was keen, before embarking on the experiment, to be statistically equal to the students of the two research groups in some variables that may affect the integrity of the experiment and the accuracy of its results, and these variables are:

1. The student's age is calculated in months.

2. Academic achievement of parents.

3. Academic achievement of mothers.

4. Arabic language grades for the previous academic year.

The researcher obtained the data of the aforementioned variables, from the records of the school administration with the assistance of the administration, and the students themselves through a form prepared for this purpose and distributed among them, and below comes an explanation of the statistical equivalence processes in the variables between the two groups Experimental and control research:

1. **The chronological age calculated by the months**: The researcher performed a statistical equivalence in the chronological age of the students calculated by the months, and by adopting the T-Test for two independent samples to know the differences between the two average groups. (Appendix 2) shows that, when calculating the average age of the students of the two research groups, the average age of the experimental group (177.56), the mean age of the control group (180.50) and table (3) shows that:

**Table No. (3): T-test time value for students of the two experimental groups**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| the group | Number of individuals in the sample | Average average | standard deviation | Degree of freedom | T value | Significance level0.05 |
| Calculated | Tabular |
| Experimental | 30 | 177.56 | 13.07 | 58 | 0.849 | 2.21 | Not statistically significant |
| Control | 30 | 180.50 | 13.75 |

Since the calculated T value was (-0.847) less than the tabular T value of (2,021) at a free degree (58) and the significance level (0.05), this means the absence of a difference between the two groupsT - Academic Achievement of Parents: The researcher obtained data on the academic achievement of parents from two sources

1- School card.

2- The students themselves through a form distributed to them to verify the information in the card, as in (Appendix 3).

The researcher rewarded the two research groups statistically in the academic achievement of parents, as the results of the data using the square (Ka2) showed that the two groups are equivalent, as the calculated value reached (0,426) which is less than the tabular value of (7,815) and as shown in Table No. (4):

Table No. (4) repetitions of academic achievement for parents of students of research groups and calculated (Ka2) values and tabulation

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| the group | Sample volume | Primary and below | Medium | preparatory | Bachelor and above | Degree of freedom | Ka value of 2 | Significance level0.05 |
| Calculated | Tabular |
| Experimental | 30 | 6 | 6 | 8 | 11 | 3 | 0.426 | 7.815 | Not statistically significant |
| Control | 30 | 7 | 5 | 9 | 9 |

W - Academic Achievement of Mothers: The researcher rewarded the two research groups statistically for the academic achievement of mothers, as the results of the data using a square (Ka2) showed that the two groups are equivalent, as the calculated value reached (0.575) which is less than the tabular value of (7.815) and as shown in Table No. (5):

Table No. (5) repetitions of the educational achievement of mothers, research groups, and calculated (Ka2) values and tabulations

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| the group | Sample volume | Primary and below | Medium | preparatory | Bachelor and above | Degree of freedom | Ka value of 2 | Significance level0.05 |
| Calculated | Tabular |
| Experimental | 30 | 6 | 8 | 9 | 8 | 3 | 0.575 | 7.815 | Not statistically significant |
| Control | 30 | 5 | 7 | 7 | 10 |

C- Students ’grades for the Arabic language for the previous academic year: The researcher obtained grades for each student from the research sample from school records (Appendix 4). The researcher rewarded the grades of students of the Arabic language subjects for the previous academic year using the T-test for two independent samples To find out the significance of the statistical differences, it was found that the calculated T value (64.96), which is less than the tabular value (2,005) at a free temperature (58), and this means that there is no statistically significant difference between the degrees of the two groups of (0,00) with 0 (0) for 0 groups. The two groups are equivalent Variable academic achievement of the

Arabic language in the year before the year for the year 2016-2017 as shown in Table 6:

Table No. (6) T-value (patronage and polemical) for students of research group degrees in Arabic language for the previous academic year (2016-2017)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| the group | Number of female students | Average arithmetic | standard deviation | Degree of freedom | T value | Significance level0.05 |
| Calculated | Tabular |
| Experimental | 30 | 64.96 | 14.55 | 58 | 0.849 | 2.021 | Not statistically significant |
| Control | 30 | 59.26 | 15.48 |

4- **Controlling the exotic variables**: the certainty of the service, the territorial integrity, this initiation should be although the changes you make are recognized despite the changes you make despite their commitment to the pilot program () Raouf, 2001, p. 158 - 159), such as the period the decision spent in Abramraa with the possibility of in the two research groups, in four variables, their interference may have a joint effect with the independent variable in the dependent variable, and then its results and the following are the procedures for controlling the factors affecting the internal integrity of the research:

A- **experiment conditions and** **accidents associated with**: refers to accidents associated with natural accidents that may occur in the course of the experiment (floods, hurricanes, disasters, accidents and other wars and other), hampering its progress and impact on the variable side effect of the independent variable, and the current study exposed to such obstacles So there was no effect on the results of the research.

**B- Experimental Depression**: Experimental depreciation means the effect generated by the abandonment or interruption of several experimental (research sample) students subject to interruption or leaving an impact on the results. (Al-Zobaie et al., 1981, 98)

The research did not address these cases except for the official holidays and the cases of individual absence that were exposed to the two groups almost equally.

 **C- Maturity-related processes:** means the processes of change to which the experimenter is subjected to the effect of time and includes age progression and the researcher believes that these operations did not have an impact on the experience/sum of the test, then the sum of the test/aggregation, since then 2018 and ended on Tuesday 30/4/2018, and if there is growth in the psychological and biological aspects, this growth may offend the students of the experimental and the control groups.

**(D) the differences in the selection of two groups**: I tried the researcher as much as possible to avoid the impact of this variable by performing parity statistical between the two sets of experimental students and control group in four variables are: chronological age calculated for students months and academic achievement for parents of students research, and degrees of Arabic language material the previous year, which Their interaction with the independent variable can affect the dependent variable, in addition to this homogeneity of the sample members in social, cultural, and economic aspects. You belong to one social environment.

E- **The Measurement Tool:** The researcher used one measuring tool, which is (the achievement test), for both groups to measure the change in the level of students ’achievement in reading material and texts, and extract the truth and stability.

**F- The effect of the experimental procedures**: The researcher tried to control some conditions that could affect the safety of the experiment, the most important of which are:

**1- Research Confidentiality**: The researcher is keen on confidentiality of the research, in agreement with the school administration, not to inform students about the nature of the research and its purpose, so that their activity or interaction with the experiment does not change, which may affect safety and effect.

2- Instructional means: The researcher used common educational means (blackboard and colored pens) with the two research groups.

3- **Duration of the experiment**: The trial period was one and equal for the two research groups, as it started on Tuesday corresponding to 2/19/2018 and ended on Tuesday, 4/30/2018.

4- **The experimenter**: The researcher studied the two research groups (experimental and controlling) to ensure that this factor does not affect the results of the experiment and the accuracy this experiment adds to the compilation results from the compilation of the experiment. Attributable to the independent variable, part of the difference may be attributed to the ability or adequacy of one teacher more than the other, his or her personal quality, or other factors.

5- Distribution of classes: The researcher studied two lessons per week in the subject matter, taking into account parity in lessons so that the educational effort is made and students receive the lesson equally,

and Table (7) shows that:

|  |  |  |  |
| --- | --- | --- | --- |
| Today | the group | the lesson | the clock |
|
| Tuesday | Experimental | the first | 8.00 |
| Control | The second | 8.45 |
| Thursday | Experimental | The second | 8.45 |
| Control | the first | 800 |

Reading classes shares between students of the two research groups

6- **School building**: The researcher applied the experience in one school in similar classes in terms of males, space, lighting, and ventilation, and the number, type, and size of seats.

5- Research requirements: The researcher identified the subjects for the second semester, which will be studied in the experiment from the book of reading and the texts set for the second-graders average for the academic year (2017-2018), and nine subjects and Table No. (8) illustrates this:

Table (8) Reading subjects topics identified in the experiment

|  |  |  |
| --- | --- | --- |
| ت | Topics | page number |
|
| 1 | A dying will | 4-6 |
| 2 | Which is more complete | 19-22 |
| 3 | success story | 35-38 |
| 4 | the spring | 50-52 |
| 5 | Jaber bin Hayyan | 65-62 |
| 6 | Sweetness of hope | 83-81 |
| 7 | The beauty of a country | 94-97 |
| 8 | Noor Mohammad | 110-107 |
| 9 | Common sense | 124-122 |

**2- Formulating behavioral goals**: A behavioral goal is defined as a specific written phrase describing a specific behavior that can be observed and measured, and the learner is expected to be able to perform it after completing a subject matter or subject. (Qatami, 2000, pp. 734-735) In planning a specific topic the first work of the teacher is the formulation of behavioral goals based on which the basic information, activities, teaching methods and assessment methods are identified (Sulam, 2006). The content of the course and the transfer of goals from their general formulation into behavioral goals that enable students and teachers to form a clear idea of ​​what they must accomplish. (Muhammad, 1990, p. 116). After the researcher examined the general objectives of teaching reading in the intermediate stage, the researcher formulated the behavioral goals (Appendix 7) and its number (64), distributed over levels of classification, the classification, and the classification of (the classification), the classification, (the classification), the classification, (the classification), the classification, (the classification), the classification, (the classification), the classification (the classification), the classification (the classification), the classification (the classification), and the classification (the classification), the classification, (the classification), the classification, (the classification), the classification (the classification), the classification (the classification), the classification (the classification), and the classification (the classification), the classification (the classification), the classification (the classification), the classification (the classification), the classification (the classification), and the classification (the classification), the classification (the classification), the classification (the classification), the classification (the classification), the (classification), the classification (the classification), and the classification (the classification), the classification (the classification), the classification (Alvlmh), and the classification (Alvlmvim) classification These objectives were presented to a number of arbitrators and experts in the Arabic language and the methods of their teaching (Annex 6).

**3- Preparing the teaching plan**: The teaching plan is defined as the system that the teacher follows in what he teaches students, and the skills and activities they obtain to gain useful experience and necessary skills, and the different information from the field in the field. Et al., 2000, p. 4). Since the teaching plans were one of the requirements of the successful teacher, the researcher prepared educational plans and the researcher presented samples of these plans to a group of experts and specialists in the Arabic language. Clear teaching (Appendix 8) to solicit their views and observations to improve the wording of those plans and make it sound to ensure the success of the experiment.

 Therefore, the researcher prepared (18) a teaching plan (9) of which for the experimental group that dealt with the strategy (PQ4R), and (9) of them for the group according to the steps of the method used in schools within the field of research in the field of research, in the area of ​​the research, The researcher presented two sample plans to a group of arbitrators and experts in the specialization of language education and teaching methods, (Appendix 6) and in the light of their opinions and suggestions, some modifications were made and its form (8).

**3- Preparing the teaching plan**: The teaching plan is defined as the system that the teacher follows in what he gives to the students from the lessons, and the skills and activities they obtain to gain the user experience and the necessary skills, and the different information from the field in the field. Et al., 2000, p. 4). Since the teaching plans were one of the requirements of the successful teacher, the researcher prepared educational plans and the researcher presented samples of these plans to a group of experts and specialists in the Arabic language. Clear teaching (Appendix 8) to solicit their views and observations to improve the wording of those plans and make it sound to ensure the success of the experiment.

 Therefore, the researcher prepared (18) a teaching plan (9) of which for the experimental group that dealt with the strategy (PQ4R), and (9) of them for the control group according to the steps of the method used in schools within the scope of the research, within the limits of the research, according to the limits of the research In this field, the researcher presented two sample plans to a group of arbitrators and experts in the field of language education and teaching methods (Appendix 6) and in the light of their opinions and suggestions, some of the modifications were made (some of the modifications).

**Sixth: Research tools: First: the achievement test:** The achievement test is an organized tool for determining the level of students ’achievement of information and skills in a study subject previously learned through their response to a sample of paragraphs that fall within the content of the subject matter. (Odeh, 1998 AD: p. 52) The exam is an essential part of the measurement and evaluation programs that the teacher uses in the classroom to learn about the types of learning. (Abd, 1983 AD: p. 15). As the researcher prepared an achievement test for the two research groups according to the levels of Bloom's classification for the cognitive domain (knowledge, understanding, application, analysis, composition) to determine the difference between the control and experimental groups and identify their levels, the researcher prepared a component test. Of (20) items as an achievement test distributed among six units as shown in Appendix (9), and he took into account the following steps when preparing it.

**A- Determination of the scientific subject**: The scientific subject was determined to the second intermediate grade students, which included the subjects in six units, the first unit (will from dying), the second unit (whichever is more complete), the third unit (a success story), the fourth unit (the spring), The fifth unit (Jaber bin Hayyan), the sixth unit (the will to live).

**B - Preparing the specifications table**: It is a table that links the goals to the content and the extent of achieving the behavioral goals of the material in a specific way, meaning that it measures the extent of the investigation to the sincerity of the content represented by two basic elements, comprehensiveness, and representation. The test paragraphs are truly representative of the content sample. (Majeed, 2007 AD, p. 23). Based on the foregoing, the researcher prepared the specifications table for the content of the units (first, second, third, fourth, fifth, and sixth), from the book of reading and texts for the second-grade average according to Bloom's classification (knowledge, understanding, application, analysis Syntax) within the cognitive domain as in Table (9) shows that

Table (9): Table of specifications for the achievement test

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | WeightUnit | Behavioral goals | Total100% |
| Knowledge25% | Understanding15% | Application30% | Analyzing22% | Installation8% |
| the first unit | **15%** | **1** | **0** | **1** | **1** | **0** | **3** |
| The second unit | **12%** | **1** | **0** | **1** | **1** | **0** | **3** |
| The third unit | **12%** | **1** | **0** | **1** | **1** | **0** | **3** |
| The fourth unit | **15%** | **1** | **0** | **1** | **1** | **0** | **3** |
| Fifth unit | **18%** | **1** | **0** | **1** | **1** | **0** | **3** |
| The sixth unit | **28%** | **1** | **1** | **2** | **1** | **0** | **5** |
| Total | **100%** | **6** | **1** | **7** | **6** | **0** | **20** |

Subject content weights were calculated in light of the number of pages of the topic as follows:

1. **Determine the weight** of the content for each specific subject according to the following relationship:

Number of behavioral goals$×$100

Total number of targets

1. Determine the weight of the behavioral goal in each behavioral level according to the following relationship:

Content Weight per Subject = The number of behavioral goals for each chapter

 Total number of targets

The number of questions for each cell = the weight of each chapter x the weight of each level x the number of paragraphs and the number of periods has been determined and is

(20) Test block (Al-Dhahir, 1999 AD, pp. 83-83).

C- Formulation of test items: Based on what was stated in the specifications table, test items were formulated and instructions were prepared. The researcher developed (20) multiple test items and explains with a solved example to students and asked students to read carefully the test items and not leave any paragraph unanswered because it will be prepared Secondly - logical analysis: - A good test is what measures what was prepared to measure it, and this is called honesty, that is, it measures the job that was prepared to measure it and does not measure anything different, and if the truthfulness of each question depends on the extent of its measurement of the area that was supposed to be measured. To verify the validity of the test and to achieve the objectives J has designed the researcher found that the sincerity of the content is the degree to which the test measures the content of a particular topic. (Al-Imam, 1990, 49). In the light of the research procedures, the two researchers prepared the test map and presented the paragraphs, behavioral goals and the content of the study material to a group of experts to verify the validity of the test content and (9) clarify the achievement test paragraphs in its final form.

**Third - The exploratory application of the test**: To reveal the clarity of the test instructions and the clarity of its paragraphs to formulate it and the time is taken to answer the test, the researcher applied the experiment on 12/4/2018 to an exploratory sample consisting of (50) students in the second grade medium from the martyr Qasim Tarsh's medium During the researcher's supervision of the application, he found the test items were understandable, and the instructions for answering are clear, and the average time taken by students to answer the test was (45) minutes.

Fourth - Correcting the test: The researcher assigned grades to correct the objective paragraphs, so there was one score for each correct answer and zero for every wrong answer, and the abandoned paragraphs are treated as the wrong answer, and the total number of students ’scores on the test questions is (20) degrees

**Fifth - Statistical analysis of the paragraphs**: The test items were analyzed and the goal was for this so that the researcher can explain the results obtained from the members of the sample, and he knows the validity of the instrument's paragraphs and their achievement of the goals (Ghubari and Abu Shuaira 2010, 3, 2010)

 The following is an explanation of the procedures for the statistical analysis of test items. A- Difficulty Factor: The difficulty level of a paragraph indicates the percentage of correct answers to the paragraph. (Al-Dhahir, 1999, p. 128) The purpose of calculating the difficulty of a paragraph is to indicate the extent of this difficulty that makes its difficulty appropriate to the situation to be measured since the very difficult paragraphs are very difficult or not very attractive. (Al-Zobaie et al., 1981, p. 77), Calculated the difficulty of each of the test items, it became clear that they ranged between (0.25-0.74), and (Bloom) believes that the good test items differ in the level of their difficulty between (0.20) and (080) tests, and All fall below the acceptable level (Appendix 12). Bloom, 1971,66)

B- The ease factor for the paragraph: the ease factor for the paragraph means the proportion of students who answered correctly to the paragraph, and the researcher found that the ease factor ranges between (0.26 - 0.26) and this is the level of (12) in the level of the content. (Al-Azzawi, 2008, p. 81)

**C- The discriminatory strength of a paragraph**: the discriminatory power of a paragraph means its ability to distinguish between students who obtain high grades and between students who get low grades in the low value in the measured feature. (Al-ﺎāhir, 129,1999)

After the researcher calculated the strength of distinguishing each of the test items, it was found that they ranged between (0.04-0,46). This means that the test items are different, so paragraphs less than (0,20) were excluded and the paragraph of (0,20-0) was modified. , 39) and retain the paragraph from (0,40) and above as per Appendix (12).

**D- Effectiveness of incorrect alternatives**: The test items from multiple contain the alternative, and the alternatives are supposed to be effective in misleading the weak students in terms of education. There is no benefit from an alternative that is missed by all or known by all, depending on the difference in the age of the problem. The study's non-subject subject is distracted from the correct answer, so a good alternative is that alternative that attracts many students from the lower group higher than the students of the higher group and vice versa. Replacement is no longer effective and should be deleted. (Al-Chalabi, 2005, p. 75). After calculating the effectiveness of the incorrect alternatives for the test items, it appears that they ranged between (0.02-0,24) (Appendix 13). Test stability: The test is constant if it is cyclical if any The ability of the test to give the same score to the researcher if it is reapplied to the same groups themselves (Mahjoub, 2002, p. 204).

 There are several methods for calculating the stability of the test, and one method has been used, which is the coefficient of Quder\_20 to calculate the stability and the stability was (0,65) and that the stability is acceptable if it is the amount (0,20 - 0,80). As in (Appendix 14). (Nunnaaly, 1987: 182) .Application of the experiment: the researcher applied the experiment to the members of the sample during the second semester starting on February 19, 2018. The researcher rewarded the two research groups, and the researcher explained the method he would use in teaching and explained to the experimental group students that they would study a strategy (PQ4R) and introduced them to the strategic steps, after which the researcher applied the experiment and after completing the experiment, the researcher applied the achievement test on the date of the reconnaissance sample 12/4/2017 and then applied the achievement test in its final image 4/26/2017.

**Seventh / Statistical Methods**: The researchers used statistical methods according to the requirements of the current research, which are as follows:

First: T-test for two independent and equal samplesUse to know the significance of the difference between the average scores of students for the two groups (experimental and control) in the final achievement test.T$ =\frac{x\_{1}- x\_{2}}{\sqrt{\frac{\left(\left(n\_{1}-1\right)S\_{1}^{2}+\left(n\_{2}-1\right)S\_{2}^{2}\right)\left(\frac{1}{n\_{1}}+ \frac{1}{n\_{2}}\right)}{ n1+n2-2 }}}$

T-test.

x\_1: Average of the first group.x\_2: Average of the second group.n\_1: The number of members of the first group. n\_2: the number of group members for a second.

S\_1 ^ 2: Variation of Group I. S\_1 ^ 2: Variation of Group 2. (Al-Bayati, 1977, p. 260)

Second: The Kay square (Ka2): It is used in the equivalence of the two research groups in the academic achievement of parents.

(L-S) 2

 S

It represents:

(L) - observed repetition

(S) - Expected repetition (Dennis, 2000, 147)

Third: Paragraph difficulty equation to calculate the difficulty of achievement test paragraphs: -

s $\frac{D H+K H}{K}=$

whereas

Y: represents the coefficient of difficulty. GZ represents the number of wrong answers in the higher group. GD represents the number of wrong answers in the lower group. K: represents the number of students who tried to answer. (Melhem, 2000, 234)

Fourth: Paragraph discrimination equation. To calculate the powers of distinguishing achievement test items: whereas

Y: represents the coefficient of difficulty. GZ represents the number of wrong answers in the higher group. GD represents the number of wrong answers in the lower group. K: represents the number of students who tried to answer. (Melhem, 2000, 234)

Fourth: Paragraph discrimination equation. To calculate the powers of distinguishing achievement test items:

S =

Hع  + Dد

K

C: represents the coefficient of discrimination.

YY represents the number of correct answers in the top group.

AM represents the number of correct answers in the lower group.

N: represents the number of students in one of the two groups. (Al-Mahasneh and Abdel-Hakim, 2013: 207)

Fifth: The equation of the effectiveness of wrong alternatives: This method was used to know the effectiveness of incorrect alternatives for the achievement test.

NADM - NDM

P =

N

It represents:

NMM: the number of students who chose the alternative from the upper group. NAD: the number of students who chose the alternative from the lower group.

N: The number of students in one of the two groups. (Abu Fouda and Najati, 2012, 123) Sixth: Coefficient of ease: found by law (1 - difficulty) for each paragraph of the seventh.

Use to calculate the stability coefficient for the achievement test. ((∑▒pq) / S ^ 2 -1) KP20 = N / (N-1)

Whereas: KP20: Stability of the total test .N: Number of test items. Qpq: Total (Ratio of Correct Answers x Ratio of Wrong Answers). (Back, 1993, p. 356)

Eighth: The statistical bag was used SPSS IX: The Arab processor was used in the statistics APSS

**Chapter Four Presentation and interpretation of results Presentation and interpretation of results**

**First: Presenting the results:** After applying the achievement test on the students of the two research groups on Thursday 26/4/2018, and correcting their answers, to ensure the validity of the research hypothesis, which states that there is no statistically significant difference at the level of significance (0.05) Between the average score of the students of the experimental group who studied the reading subject and the texts using the Toms and Robinson strategy (PQ4R), and the average score of the students of the control group who traditionally studied the same material. The test results were subjected to statistical analysis, and the mean and standard deviation of the scores of the students of the two research groups (experimental and control) were extracted. Using the T-Test for two independent samples, the calculated T value was found, and it was found that there was a statistically significant difference at the level of significance (0.05) And the degree of freedom (58) in favor of the experimental group that studied the independent variable Toms and Robinson strategy (PQ4R), as the calculated T value reached (6,863) which is greater than the tabular T value of (2,021) as shown in Table (10).

**Table (10) Results of the T-test for the two groups in the post-test**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Statistical significance at the level of 0.05 | Degree of freedom | T value | standard deviation | The averageArithmetic | the number | **اthe group** |
| Tabular | Calculated |
| Statistically significant | 58 | 2.021 | 6.863 | 1.94 | 17.40 | 60 | Experimental |
| 2.89 | 13.03 | 60 | Control |

**Second: Interpretation of the results**: The results of the hypothesis of the superiority of the experimental group students who studied according to the strategy (PQ4R) showed that the control group students who studied according to the standard method are believed to be according to the standard method: Strategy (PQ4R), improved reading and understanding and facilitated access to previous knowledge and expanded learning and skills transfer process, and I returned students to be more able to distinguish and read and retain information as these steps strategy sequential and sequential represented by (reading the introductory theme, ask questions, read the text, Altom**- l, and the formation of perceptions and ideas** on the subject or recitations aloud, and then review), which led to Increased academic achievement in reading and texts. Asserts (Mohsen, 2009), that "this strategy is working to help students to save the information and Astzkarha active prior knowledge and establish to discover relationships and links between new knowledge to make students more capable of awareness in the organization of the new information, and improved understanding of reading and increase students' ability to Produce different questions about the topics they are taught "(Mohsen, 2012, 2009)

2- The (PQ4R) strategy helped to develop different and diversified study skills, such as researching, organizing, processing, displaying and discussing collections, on a group basis.

3. **The strategy worked (PQ4R)** on the organization of the educational content of the subjects studied showed the meanings and relationships between concepts and terminology, and made them more sensual and easy perception and linking new knowledge with prior knowledge of the students and this is what to make learning meaningful, and this has been confirmed by the results of Almadَّh tests in this research .**4 Teaching subjects to read the strategy (PQ4R)** participates in increasing the student's motivation towards learning and helping them to participate actively in learning. RS**.5 - Teaching with a strategy (PQ4R)** increased the student's awareness of himself, and of the processes of reading in the text, and improved his learning.

6**- Teaching with a strategy (PQ4R**) helped students develop listening skills and accept the opinions of classmates. Conclusions, recommendations, and proposals

**First: Conclusions**: In light of the result of the current research, the researcher was able to conclude the following:

1- The teaching of reading subjects and texts by the strategy (PQ4R) contributed actively to raising the achievement of the second intermediate grade students in reading and texts.

2. The strategy PQ4R)) made the learning environment of classroom environment characterized by dynamic, vigorous and serious and interactive as between the teacher and his students, where the process is the focus of education instead made the student from being a recipient of a negative, prompting the students of the experimental group to enjoy their lessons according to strategy (PQ4R).

3. The strategy (PQ4R) and what is contained in the sequential and sequential organization steps, leading to mental and emotional interaction, which walked the students of the experimental group who studied according to the success of this strategy is to raise the level of achievement in reading material and texts.

4- Using the TQS and Robinson strategy (PQ4R) in teaching activates previous knowledge and generates excitement, motivation, and suspense for the lesson, which increases students' academic achievement.

5- Adoption of this strategy enabled students to generate questions and ask during the lesson.

6- The adoption of this strategy enabled students to be able to link their previous information with the new information they obtained.

**Second: Recommendations:** 1- The necessity to include the curricula of a school preparation program in the colleges of basic education for modern strategies and methods of teaching such as metacognitive strategies, including Tums and Robinson (PQ4R).

2- Adopting a strategy (PQ4R) in teaching reading and texts for the second intermediate class.

3- Encouraging Arabic language teachers and other subjects to adopt a teaching strategy (PQ4R), because it enables students to use their skills to direct thinking and learning processes.

4- Taking into account the correct steps by the teacher when using the TQS and Robinson strategy (PQ4R) and accustoming the students to that since the beginning of the semester, and this will be the general objectives that are reached to reach and achieve them through the daily lessons of the subject.

5- Opening training courses for Arabic language teachers during service on how to use metacognitive strategies and skills in teaching, given their importance in communicating information, skills, facts, and concepts clearly to students and developing their scientific thinking.

6- Caring for teaching reading material based on a comprehensive change like understanding of reading processes and their functions in the present and future life of students, and not limiting themselves to the mechanical concept of reading.

7- Focusing on teaching reading and texts in the intermediate and preparatory levels for what neglected by teachers and not giving it importance and making time for her class to teach the rules or rest.

**Third: Proposals:** In light of the current research result, and as a supplement to it, the researcher suggests conducting the following studies:

1- Conducting a similar study to the current study in other academic stages such as preparatory and teacher institutes.

2- Conducting a similar study in reading and text material aimed at identifying the impact of using the PQ4R strategy in creative thinking, critical thinking, acquisition of concepts, and direction towards the material.

3- Conducting a descriptive evaluation study (evaluating the performance of students applied in practicing metacognitive skills from supervisors).

4- Conducting a comparative study between the TQS and Robinson strategy (PQ4R) and one of the other metacognitive strategies in obtaining reading material and texts.

5- Conducting a similar study to the current study on students

**First: Arab sources:**

1- The Holy Quran

2- Ibrahim, Abd Al-Aleem (1973): Technical orientation for Arabic language teachers, 8th edition, Dar Al-Maaref, Cairo.

3- Ibrahim, Abdel-Alim, 1968: Technical Instructor for Arabic Language Teachers, 4th floor, Dar Al-Maarif, Cairo, Egypt.

4- Ibrahim, Majdi Aziz (2009): Glossary of terms and concepts of teaching and learning, the world of books, Cairo, Egypt.

5- Amal Ben Youssef, (2007/2008): The relationship between learning strategies and motivation for learning and their impact on educational achievement, Master’s message, University of Bousiraima.

6- Ismail, Saeed (2007): The effectiveness of some epistemological strategies in developing achievement and critical thinking skills and the direction towards literary texts among high school students, PhD thesis, Department of Curricula and Teaching Methods, Girls College of Arts, Sciences and Education, Ain Shams University, Cairo

7- Imam, Mustafa Mahmoud, and others (1990): evaluation and measurement, Dar Al-Hekma for Printing and Publishing, Baghdad.

8- Al-Arki, Saif Mahmoud (2007): The effect of employing the Arabic lexicon in developing reading and orientation skills towards the course for fourth-year students, Master’s Thesis, Diyala University, College of Education.

9- Abu Fouda, Basil Khamis and Najati Ahmad Bani Younis (2012): achievement tests their concept. How to prepare it, the foundations of its construction and composition, and field applications. I, Dar Al Masirah for Publishing, Distribution and Printing, Amman, Jordan.

10- Abu Jadu, Salih Muhammad Ali and Muhammad Bakr Nofal (2007): Teaching theoretical thinking and practice, 3rd floor, Al Masirah House for Publishing, Distribution and Printing, Amman.

11- Abu Alia Muhammad, and Mahmoud Al-Wahr (2001): The degree of awareness of the Hashemite University students about metacognitive knowledge related to the skills of preparing and submitting exams, and its relationship to their academic level, cumulative average, and the college to which they belong. Studies Journal (Educational Sciences), No. 28, No. 1, Yarmouk University, Amman

12- Abu Dab'a, Zakaria Ismail (2009): Preparation and qualification of teachers, educational and psychological foundations, Dar Al-Fikr, Amman-Jordan.

13- Al-Bayati, Abdul-Jabbar Tawfiq, and Zakaria Athanasius (1977 AD): Descriptive and Inferential Statistics in Education and Psychology, World Cultural Foundation Press, Baghdad.

14- Al-Tamimi, Mahmoud Kazem (2009): How to write a research or a master’s message, Books and Documentation House, Baghdad.

15 - Al-Jarjari, Abdullah Ali Ibrahim, (2002): Problems of teaching reading in the preparatory stage in Iraq and its proposals for treatment, Master’s message, University of Baghdad, College of Education - Ibn Al-Rashid, Iraq.

16- Graun, Fathi Abdel Rahman (2010): Teaching Thinking - Concepts and Applications, 5th Floor, Dar Al-Fikr Publishers and Distributors, Amman

17- Al-Jaafarah, Abdul Salam Yousef (2011): Arabic language curricula and methods of teaching them between theory and application, Arab Society for Publishing and Distribution, Amman, Jordan.

18- Al-Jalabi, Sawsan Shaker (2005): Fundamentals of building tests and psychological and educational measures, Ala Al-Din Foundation, Damascus.

19- Al-Jebaili, Sajia, (2009): Reading, Understanding and Literary Appreciation Skills, The Modern Institution, (D.T.), Tripoli, Lebanon.

20- Al-Jaheth, Abu Othman Omar and Ibn Bahr (1986): The Animal Book, Vol. 1, by Yahya Al-Shami, Al Hilal Publications.

21- Al-Jashaami, Muthanna Alwan Al-Jashmi and Al-Jashaami, Shatha Muthanna Alwan (2009): Teaching Art, Science and Ethics, Ministry of Higher Education and Scientific Research, Diyala University - College of Asma'i Education.

22- Al-Hillah, Muhammad Mahmoud (1999): Educational Design Theory and Practice, Dar Al-Masirah Publishing and Distribution, Amman-Jordan.

23- Al-Hariri, Rafidah, i 1, (2011): The comprehensive quality in curricula and teaching methods, M., Al-Maysara House - Amman.

24- Al-Mahasna, Ibrahim Muhammad and Abdel-Hakim Ali Mahidat (2013): Classification and Classification, 1st edition, Jarir for Publishing, Distribution and Printing, Jordan - Amman.

25- Helmy El-Meligy, 2004: Cognitive Psychology, Dar Al-Nahdha Al-Arabia, Lebanon.

26- Al Khazraji, Ibtisam Jasim, (2013): The educational values ​​included in the reading and textbooks for the intermediate stage, Master Thesis, University of Diyala / College of Basic Education.

27- Al-Khaza’ala, Muhammad Salman Fayyad and others (A) (2011): Principles in Educational Science, Safa House for Printing, Publishing, and Distribution, Amman-Jordan.

28- Al-Dulaimi, Taha Ali Hussein, Al-Waeli, Sa`ad Abd al-Karim Abbas (2005): The Arabic Language, Its Curricula and Methods of Teaching it, Dar Al-Sharq for Publishing and Distribution, Amman, Jordan.

29- Darwazeh, Afnan Nazeer (1995): Perceptive Strategies and their Stimulants as a Basis for Designing Education, An-Najah University, Nablus-Palestine.

30- Raouf, Ibrahim Abdel-Khaliq (2001): Experimental Design in Psychological and Educational Studies, Amar Publishing and Distribution, Amman-Jordan.

31- Raghda Shraim, (2009): Adolescent Psychology, Dar Al-Masirah Publishing and Distribution, Amman.

32- Al-Rubaie, Hadi Mashaan (2006): An Introduction to Education, Arab Society Library for Publishing and Distribution,

Amman.

33- Al-Zobaie, Abdul-Jalil Ibrahim and Al-Ghannam, Muhammad Ahmed (1981): Research Methods in Education, D. I, University of Baghdad Press.

34. Zayer, Saad Ali, and Want, Iman Ismail (2010): Arabic language curricula and methods of teaching, Thaer Jafar Press for printing a self-made modern technical, publisher, Egypt Murtaza Foundation for the Iraqi book, Baghdad-Iraq.

35- Zaytoun, Kamal Abdel Hamid and Hassan Zaytoun (2003): Learning and teaching from the perspective of structural theory. Book World, Cairo-Egypt.

36- Salama, Abdul Hafiz (2002): Fundamentals of Teaching Design, Dar Al-Yazouri Publishing and Distribution, Amman-Jordan.

37- Samak, Mohamed Saleh (1975): The art of teaching the Arabic language, its behavioral impressions, and its scientific patterns, the Anglo Egyptian Library.

38- Al-Sultani, Nisreen Hamza Abbas (2011): The effect of the use of the semantic map in the achievement and retention of fifth-grade primary school students in general science subject, Master’s message. Babylon University. College of Basic Education.

39- Samouk, Saadoun Mahmoud, and Al-Shammari, Hoda Ali Jawad (2005): Curricula and Methods of Teaching Arabic Language, 1st Floor, Wael Publishing House, Amman-Jordan.

40- Al-Sherbiny, Fawzi, and Al-Tanawi (2006): Metacognitive Strategies between Theory and Practice, 1st edition, The Modern Library for Publishing and Distribution, Mansoura.