# Following the Parashot Strategy in Developing Reading Understanding Skills among Female Students in the1st Middle Grade in Reading Material

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**Abstract**

The research aimed to know the effect of the Parashot strategy in developing the reading comprehension skills of first-grade intermediate students in reading. The researchers put the following two null hypotheses: There is no statistically significant difference at the level (0.05) between the average scores of the experimental group students who study the subject Reading with the Parashot strategy in the pre and post-tests in developing reading comprehension skills as a whole. There is no statistically significant difference at the level (0.05) between the average scores of the experimental group students who study the reading material using the Parashot strategy and the average scores of the control group students who study the same subject in the usual way in the post-test in developing reading comprehension skills as a whole. The research sample consisted of (50) female students from Badr Al-Kubra Secondary School for Girls, divided into two groups, experimental and control; the experimental group consisted of (25) female students who studied using the Parashot strategy, and (25) female students in the control group who studied in the usual way. The researchers prepared a pre and post-test that consisted of (40) multiple-choice items and extracted its validity and reliability. The research reached the following results: The students of the experimental group who studied using the Parashot strategy outperformed in the pre and post choices. The students of the experimental group who studied using the Parashot strategy outperformed the students of the control group who studied in the usual way in the post-test. The research concluded that the Parashot strategy proved to be effective within limits. The current research was conducted in developing the reading comprehension skills of the first intermediate grade female students in the reading subject in equilibrium with the usual method.

**Keywords**
Parashot Strategy, Developing Reading Understanding Skills, Female Students.

# Introduction

The Reading is a complex process of a group of operations represented by a group of integrated stages, and each stage represents in preparation for what comes next, it is not just deciphering written codes, but rather requires understanding, linking, conclusion, evaluation and criticism of what the individual has read. Reading is one of the basic language skills on which many of the gains depend, and given that it has been addressed by many specialists in the study in several areas, including Education sciences Language sciences, cognitive and neuropsychology. This led to the difference in its concept and its development from one field to another. Reading is one of the skills of the Arabic language that is of special importance, and it is the cornerstone on which other language skills are based. The first step of the comprehension process, and without mastering the reading process, will not occur. Its main goal is to reach the correct and proper understanding of the read text (Al-Hallaq, 2010).

There are various opinions about the definition of reading (Goodman & Reading, 1994). Reading is a psycho-linguistic process in which the reader builds meaning through his interaction with the text in which his writer expresses his mental meaning. His understanding depends on his prior knowledge and mental schemas. Mentioned (Cline, Johnstone, & King, 2006) that reading is the decoding of the written text by translating the text into speech and translating it directly into meaning to understand the written text. The importance of reading comprehension appears in that it is a thinking process in which the learner chooses facts and information from the text, determines from them the meaning intended by the writer, decides how this information relates to his previous knowledge and judges the result on its usefulness in achieving his goals and meeting his needs (Al Shamri & Al Samook, 2005). Shows Learner and Johns (2009) that reading comprehension requires the intended interaction between the reader and the reading text, and the good reader is the one who bridges the gap between the information received from the current text and the information he possesses about it, stored in his working memory so that he can access the What is beyond the superficial information of the text.

Looking at the strategies of teaching reading and its skills, we find that in recent years it has taken a prominent position in international forums and has taken a central role in scientific studies on its impact on reading behavior. They can be taught reading strategies, and it revealed that the students had achieved advanced levels in comprehension of reading texts and develop positive attitudes towards reading. The strategy is defined as the servant of God sees it: "It is the procedure or set of procedures that the teacher takes in the classroom so that his teaching becomes more effective" (Al-Abdullah, 2007). The main objective of presenting meta-knowledge to learners is to help them take responsibility in their learning and implement the activities they perform in the field of understanding and knowledge, and that the best way to achieve this goal is through the gradual transition to responsibility and education, it is possible to discover awareness and awareness of meta-knowledge skills. CASTELL (1999), so, we find that skilled readers use multiple reading strategies such as prediction, questioning and activation of prior knowledge, and they coordinate these strategies skillfully based on the reading task, prior knowledge of the reading text, and the type of text. Thus, the flexible use of reading strategies is what distinguishes skilled readers from unskilled readers" (Haddad, 2006).

Despite the difference and diversity in the strategies, whether cognitive, they are form Important processes in acquiring reading, as they contribute to achieving the desired goal, which is understanding and solving problems related to the text, and the presence of any weakness or absence of its use leads to difficulties in understanding and then benefiting from the read. Among the strategies of meta-knowledge in teaching represent strategy, The Parashot is one of the modern strategies that is an educational strategy for teaching, in which the teacher links previous knowledge with what is new. The students add new information to what has been previously learned. At the end of the topic, the student is asked to reflect on what has been learned and writing skills, ideas and information on the Parashot that has been prepared (Saidi, Khamis, & Al Hosania, 2016).

In light of the previous, and based on the need to pay attention to the use of modern teaching strategies that help develop reading comprehension skills and make the students' role positive and effective, which is reflected on students' progress and success, and the achievement of educational goals and benefits for the teacher, school and community, and based on the global importance in developing strategies and teaching methods continuously, the researchers emphasized on conducting this research.

# Theoretical Framework

## First: Strategy:

Known by: "A set of teaching procedures related to achieving desirable educational outcomes". (Al Shamri and Al Samook (2005)) "a set of pre-designed teaching procedures prepared to implement the lesson to achieve certain goals according to what is available or available from the capabilities" (Al-Khazaleh, 2011).

## Second: Parashot:

Known by: "It is based on the gradual collection of information, as students attach the information they learn in their Parashot, which was designed from the beginning of the unit to its end" (Saidi et al., 2016). "One of the most loved playing tools for children and adults, and is used in performing various activities, which works to give students many physical characteristics, in addition to providing them with motor skills" (Al-Qadi, 1990).

## Third: Development:

### A- language:

"We developed money and others grow by breaking it (growth), and Al-Asma'i said, "I developed the hadith lightly, that is, in its language in the face of reform and goodness (I developed it in the form of development) that is in its language in the face of gossip and corruption" (Al-Razi, 1981).

### B- idiomatically:

He was known as: "Raising the performance level of learners in various educational situations, and development is determined by increasing the average grades they obtain by training them on a specific program" (Shehata, El-Naggar, & Ammar, 2003). "The change that is intended to transform life from one condition to a better condition, and development involves methods of change, as evolution is intended to be a continuous change that occurs automatically, then the development process occurs in an intentional way to bring about certain life changes" (Bedi, 2011).

## Fourth: Reading comprehension:

### A- language:

"Understanding, you knew a thing with the heart, he understood it, and he understood, understanding: his knowledge and you understood the thing: his reasoning and knowing it, and you understood speech: he understood it one thing after another, and a man of understanding is quick to understand" (Ibrahim, 1989).

### B- Idiomatically:

He was known as: "A complex mental process that includes many higher mental processes and falls into levels starting from decoding and ending with the creative level" "The process of creating meanings arises from the integration between the information provided by the text and the information underlying the reader's knowledge background" (Al-Abdullah, 2007). Taha Ali Hussein Al-Dulaimi and Al-Waeli (2009) that: "a thinking process that the reader derives from his way to the idea and understands it in terms of his experience and interprets it in terms of his needs, chooses facts and information from the text, links them to his previous knowledge and judges its usefulness in achieving his goals" (Taha Ali Hussein Al-Dulaimi & Al-Waeli, 2009).

## Fifth: Reading:

Known by: "The process of knowing the written symbols, understanding, explaining and employing what these symbols indicate" (Mustafa, 2007). "An emotional, mental process that includes the interpretation of symbols and drawings that the reader receives through his eyes understanding the meanings contained in the text linking experience with these meanings, conclusions, criticism, taste and problem solving" (Al-Jaafrah, 2013).

# Methodology And Procedures

This section deals with the research methodology and procedures used in it.

## Methodology

### Research problem:

Weakness in reading comprehension is one of the reasons for students to drop out of school or lead them to fail. Without it, the student cannot absorb the study material and retrieve it when needed. Therefore, we can say that reading comprehension is one of the important reading skills, but rather it is the main goal for it (Zahran, 2007).  There may be many reasons that can contribute to students' poor reading comprehension, and at the forefront of these factors may be the method of processing and storing information or the so-called methods and habits of reading or memorization. Studies have shown a relationship between information processing and students' differences in reading comprehension (Mufleh, 2005).

Four factors lead to this weakness: the teacher and his method of teaching the material, the learner and the educational material. These factors cause weakness in reading at different rates, but they combine to leave their mark on some students represented in frustration and cause a failure to achieve the reading goals in terms of understanding what is read. Moreover, an awareness of the meanings and the reason for this may be that the students do not know where to start and where to end (Ashour & Al-Hawamdeh, 2010). The main weakness of reading is the lack of interest of most teachers in teaching this subject, their lack of commitment to creating the appropriate atmosphere to motivate students for this lesson, and their adoption of a traditional method so that the reading lesson became an opportunity to realize the burden of study (Al-Jarhi, 2006).

The methods of teaching reading in the intermediate stage are at the forefront of the reasons for aversion to this lesson and the students' low ability to express fluency, critical thinking, and taste the aesthetics of the text (Taha Ali Hussein Al-Dulaimi & Najm, 2004). This prompted the two researchers to investigate a modern strategy that emphasizes the teacher's activity and makes him think and dialogue. Therefore, the researchers identified the problem of the current research in answering the following question: Does the Parashot strategy help develop the reading comprehension skills of first-grade intermediate students in reading compared to the traditional method?

### Research importance:

Reading is a reading activity that helps the learner to have good pronunciation, good performance, the ability to understand the material being read and the correct expression of what he reads, increase the linguistic score, good selection and criticism, and develop in the self-love of knowledge. On developing the faculty of attention, continuous reading is an important basis for developing the ability to speak (Sammak, 1961). It is an emotional, mental process that includes the interpretation of symbols and drawings that the reader receives through his eyes, a complex process that consists of intertwined operations carried out by the reader in order to reach the meaning intended by the writer, extracting and reorganizing it (Al-Jaafrah, 2013). Through reading, the learner can learn about the ideas of others and talk to them through his ideas, and develop the opportunity to taste and enjoy the results and experiences of others, and the learner achieves social and human communication, which is an intellectual activity (Raskind & Higgins, 1995). There is a strong relationship between the skill of reading comprehension and reading; that is, there is a correlation between cognitive thinking skills and reading skills, and on this basis, it can

be emphasized that reading does not take place without understanding, as some studies indicate that languages that are similar in the form of letters in writing we cannot understand them Even if we could read it (Thompson & Evans, 2005). Also, the development of reading comprehension skills is a lofty goal of teaching and learning reading and literary texts because it represents an important skill of reading skills, as it is an important basis for all reading processes and a key factor in controlling and mastering language arts, and dealing with other sources of knowledge (Al-Felite & Kamel, 2009). Reading comprehension is the focus of the reading process that the educational system seeks to impart to learners to raise them to the level of awareness, which is the purpose of reading, and the goal that every teacher seeks to develop the various skills of students at all academic levels (Snow, 2002). Through reading comprehension skills, the student performs many mental operations such as analysis, generalization, abstraction, perception, judgment, inference, and linking (Al-Hamid, 2010). What helps to develop students' reading comprehension skills is what the teacher adopts from strategies as being an essential pillar of teaching because the adoption of a specific strategy is to achieve an educational situation within a specific subject. Berry, 2005) means following the basic steps that the teacher planned to achieve the lesson's objectives and reach them so that the students can perceive and understand the content of the educational material (Muhammad & Mahdi, 1991).

Mathews, Boon, Flisher, and Schaalma (2006) Active learning found is a method that makes the learner exert all his efforts in classroom activities instead of being passive receiving information from others, as it encourages the learner to interact and participate within the work in groups, and ask many diverse questions, and participate in discovering concepts and exercises based on a solution Problems, allowing them to use various thinking skills. The Parashot strategy is one of the active learning strategies based on the gradual collection of information. Students attach the information they learn in their Parashot, which they designed from the beginning of the unit to its end, and the purpose of which is to link previous knowledge with what is A new method of constructivist learning, and it is preferable not to interfere in the design of the Parashot to give students the opportunity for creativity and innovation (Saidi et al., 2016). The importance of the current research is reflected in the following: Reading is a permanent process in the learner and a means of connecting society with others through literature and others. It is a key focus in the branches of the Arabic language. Comprehension is the purpose of teaching reading, and it is the most important of the reading skills. The importance of the Parashot strategy in the reading material is one of the effective modern educational strategies.

## Research Goals:

The current research aims to know: The effect of the Parashot strategy on developing the reading comprehension skills of the first intermediate grade female students in the reading subject.

## Research Hypotheses:

To achieve this goal, the researchers formulated the following zero hypotheses:

1- There is no statistically significant difference at the level (0.05) between the average scores of the experimental group of students who study reading material using the Parashot strategy in the pre and post-tests in developing reading comprehension skills as a whole.
2- There is no statistically significant difference at the level (0.05) between the average scores of the experimental group students who study the reading material using the Parashot strategy and the average scores of the control group students who study the same subject in the usual way in the post-test in developing reading comprehension skills as a whole.

## Research Limits:

The current research is determined by: One of the secondary day schools for girls in the Baghdad Governorate affiliated to the General Directorate of Education in Baghdad/ Al-Rusafa II. A sample of first-grade intermediate students from this school for the academic year 2020/2021. The first semester of the academic year 2020/2021. Some topics in the Arabic reading book for the first intermediate grade to be taught for the academic year 2020/2021.

**Study tools:**

**(First) Prepare a list of reading comprehension skills:**

The researchers considered a list of reading comprehension skills to build a test for them, so the researchers took the following actions: A review of some literature and previous studies that dealt with reading comprehension skills, such as the study (Al-Ghalban, 2014), the study (Nasr, 2016), and the study (Alodwan & Almosa, 2018) to know the best methods for measuring them. In light of the preceding, the researchers prepared an initial list in a questionnaire equipped with a graded scale of four levels (very large, large, medium, and weak). Then the questionnaire in its initial form was presented to (15) specialists in education, psychology, methods of teaching Arabic, and Arabic language teachers and teachers. They were asked to read the reading comprehension skills contained in the questionnaire and make their observations. To know the difference between the responses of those who agree and those of those who do not agree to all the skills included in the list, the researchers used (chi-square), and Table (1) illustrates this.

**Table (1)**
Percentage and Chi-Square value of expert agreement on the list of reading comprehension skills

| Measured reading comprehension skills | number | Agrees | opponents | The percentage of those who agree | chi-square value tabular | calculated | Significance level at (0.05) |
|---|---|---|---|---|---|---|---|
| direct literal understanding | 16 | 16 | - | 100% | 3,84 | 16 | significant |
| deductive understanding | 16 | 14 | 2 | 87,5 | 3,84 | 8,9 | significant |
| gustatory comprehension | 16 | 13 | 3 | 81,25 | 3,84 | 6,25 | significant |
| critical understanding | 16 | 12 | 4 | 75 | 3,84 | 4 | significant |

* The tabular value of the chi-square at a significance level of (0.05) with a degree of freedom (1) is (3.84) (Al-Bayati, 1977).

**(Second) Analysis sample:**

The educational content was selected from the Arabic language book to be taught for the first intermediate grade for the year (2020/2021), which consists of four topics, and the reading comprehension skills included in the topics specified in the experiment were determined, Table (2).

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**Table (2)**
Reading comprehension skills included in the reading topics for the first intermediate grade

| Topics | Dimensions of reading comprehension skills | | | | Total |
| | literal understanding | deductive understanding | gustatory comprehension | critical understanding | |
|---|---|---|---|---|---|
| The Prophet's advice to Abu Dhar Al-Ghafari (may God be pleased with him) | 3 | 2 | 1 | 1 | 7 |
| Ahmed bin Fadlan and his amazing journey | 3 | 1 | 1 | 1 | 6 |
| Contract J.D. Moyosan | 2 | 3 | 1 | - | 6 |
| tolerance | 2 | 2 | 1 | 1 | 6 |
| Total | 10 | 8 | 4 | 3 | 25 |
| percentage | 40% | 32% | 16% | 12% | 100 |

**(Third) Analysis Stability:**

The researchers used (SCOTTT) equation to find the stability of the analysis of the researcher with himself again and again with other analysts and to calculate the coefficient of agreement, a sample of the skills found in the analyzed questions were selected, and a percentage (50%) of the total skills, Table (3).

**(Fourth) Test Validity:**

To verify the validity of the test, the test items amounting to (40) test items were presented to some experts and specialists in the Arabic language and its teaching methods, as well as Arabic language teachers and teachers, to explore their views on the extent to which they covere d the content of the four specific topics of the experiment. The researchers adopted an approval rate (80%) of the experts as a basis for accepting the test items, so all test items were kept.

**(Fifth) Drafting Test Instructions:**

After preparing the test items and ensuring their validity, the researchers formulated the instructions for the test as follows: Answer instructions: Answer instructions must be as clear and concise as possible and indicate to the learners what is required of them, recording answers and the time allotted for the answer. Correction Instructions: An exemplary answer was developed for the test items, the grades were distributed to each step of the answer, the items left behind and the items that were not answered were treated as incorrect answers.

**(Sixth) Survey Experience:**

To know the duration of the answer to the test, the clarity of its paragraphs and revealing the ambiguous ones, the researchers applied it to a sample similar to the research sample consisting of (20) female students from the first intermediate grade in (Al-Khansa Secondary School for Girls), and it became clear that the paragraphs were clear to the students and that the time taken to answer for the test paragraphs (40) minutes, and the following equation illustrates this.

**Table (3)**
Distribution of reading comprehension skills of the sample under analysis to extract reliability

| Topics | No. of reading comprehension skills | No. of totals |
|---|---|---|
| The Prophet's advice to Abu Dhar Al-Ghafari (may God be pleased with him) | 7 | 4 |
| Ahmed bin Fadlan and his amazing journey | 6 | 3 |
| Contract J.D. Moyosan | 6 | 3 |
| tolerance | 6 | 3 |
| Total | 25 | 13 |

The period between the analysis of the first researcher and the analysis of his second was (14-21) days (Adams, 1987). Table (4).

**Table (4)**
Analysis Stability

| Agreement Type | Measures | Agreement Coefficient |
|---|---|---|
| agreement among analysts | Between the researcher and the first analyst<br>Between the researcher and the second analyst | 80%<br>82% |
| Agreement over time | Between the researcher and herself at an interval of (14-21) days | 85% |

**Test Time** = time of the 1st student + time of the 2nd student + time of the 3rd student + time of the 20th student/ Total No. 20

**(Seventh) Statistical Analysis of Test Items:**

The researchers applied the test to a pilot sample of (200) female students from the first intermediate grade at (Al-Khansa Secondary School for Girls) on February 23, 2020, after completing the specific subjects of the experiment on this date. After correcting the students' answers, their scores were arranged in descending order, and the highest and lowest (27%) were chosen:

**Paragraph Difficulty Level:**

It is the percentage of the number of learners who answered the paragraph correctly, and after the researchers calculated the difficulty coefficient for each of the test paragraphs, it was found that it ranges between (0.53) and (0.73).

**Paragraph discrimination power:**

After the researchers calculated the discriminatory power for each of the test items, it was found that it ranges between (0.39) and (0.55).

**The efficacy of the wrong alternatives:** The effectiveness of the wrong alternatives was calculated, and it was found that the wrong alternatives ranged between (-0.15) and (-0.22).

**(Eighth) Constancy:**

Measure the stability of the internal consistency using the method (KR-20). The value of the reliability coefficient for the reading comprehension skills test was (0.75), which is a good correlation coefficient.

**The Final Image of The Test:**

After completing the procedures and statistics of the test and its paragraphs, the test became in its final form consisting of (40) multiple-choice items.

**A- Test Application:**

During the implementation of the experiment, the researcher followed the following:

1-      I started applying the experiment to the students of the experimental and control groups on Thursday 24/12/2020 and teaching two lessons per week for each group, and the teaching continued until Thursday 25/2/2021.
2-      At the beginning of the experiment, and before starting the actual teaching of the students of the experimental and control groups, I clarified how to deal with the teaching method for each group.
3-      The researcher studied the experimental and control groups by herself according to the teaching plans she prepared.
4-      The reading comprehension skills test was applied to the students of the experimental and control groups simultaneously on Thursday, 25/2/2021, at 8:30 am to measure reading comprehension skills.
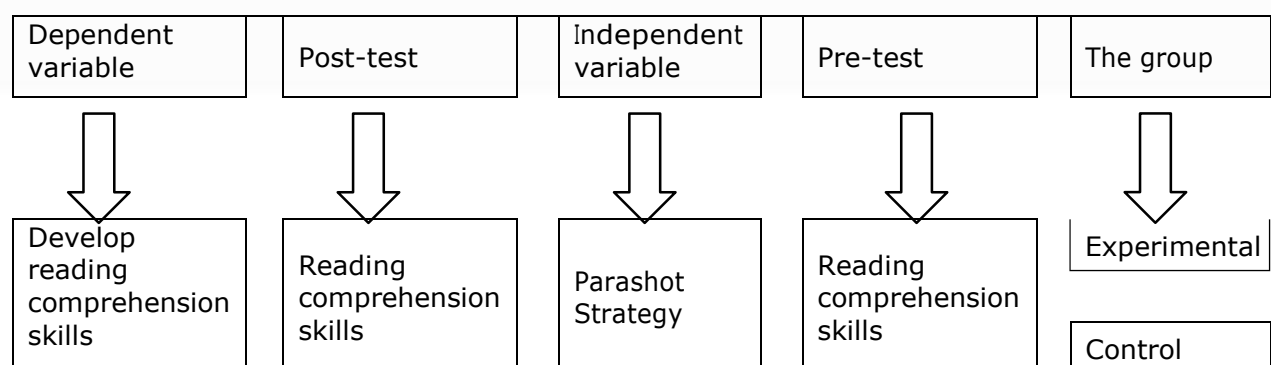
**B- Statistical Methods:**

In the procedures of their research and analysis of its results, the researchers used the following statistical methods: T-test for two independent samples, Chi-square test, Paragraph difficulty equation, Paragraph highlighting equation (item discrimination), The efficacy of the wrong alternative, Kuder-Richarson KR-20, Scott's equation, T-test for two correlated samples, Eta box.

## Research Procedures

**First, The Experimental Design:**

Choosing the appropriate experimental design for the nature of the research is a basic necessity because of its importance in the success of the research and verifying the accuracy of the results (Abu Allam, 1989: 218). Therefore, the researchers adopted the design of the experimental and control groups with pre and post-tests, which is the best for research because it includes two equal groups, Figure (1) explains it.



| Dependent variable | Post-test | Independent variable | Pre-test | The group |
|---|---|---|---|---|
| Develop reading comprehension skills | Reading comprehension skills | Parashot Strategy | Reading comprehension skills | Experimental / Control |

**Figure (1)** Experimental design for research

The experimental group means the group whose students study Arabic using the Parashot strategy, and the control group: the group whose students will study Arabic in the usual way, and the pre-test: it is a test to measure the reading comprehension skills that the two research groups (experimental and control) are exposed to, while The development of reading comprehension skills means the dependent variable, which is measured using a reading comprehension test to know the effect of the independent variable on it.

## Second: The Study Population and Its Sample

The current research requires selecting one of the secondary schools in Baghdad, provided that the number of people in the first intermediate grade is not less than three. A school for girls affiliated with the General Directorate of Education in Baghdad/ Al-Rusafa was chosen to experiment. The school's proximity to the researcher's residence, as well as the following reasons: The convergence of school students in terms of the social, economic and cultural segment. The school includes three classes for the first intermediate grade. Using the random drawing method, the researcher chose Division (B), representing the experimental group that will study the reading material using the Parashot strategy. Division (C) represented the control group that will study the reading material in the usual way. The number of students in the two divisions reached (54) students, with (27) students in each class, and after excluding the failed students, who numbered only four students for each class, and thus the number of the final sample members became (50) students, with (25) female students in the experimental group, and (25) female students in the control group, table (5).

**Table (5)**
The number of female students in the experimental and control groups before and after exclusion

| The number of students after exclusion | The number of students who have failed | The number of students before exclusion | Division | The group |
|---|---|---|---|---|
| 25 | 2 | 27 | B | Experimental |
| 25 | 2 | 27 | C | Control |

The reason for excluding the students who failed is because the researcher believes that they have previous knowledge of the topics that will be studied during the experiment. This experience may affect the accuracy of the research results because they have previously studied the same topics in the previous year, which affects the internal integrity of the experiment, knowing that the researcher excluded the students who failed from the results only and kept them in the classroom to preserve the school system.

## Third: Equivalence of The Two Research Groups:

Before starting the experiment, the researchers were keen to make the students of the two research groups statistically equal in some variables that they think might affect the safety of the experiment, and these variables are: The chronological age of the students is calculated in months; The grades of female students in the Arabic language in the final exam for the sixth grade of primary school for the previous academic year 2019/2020; Pre-test scores for reading comprehension skills; Raven's IQ Test; Parents' educational attainment; Academic achievement of mothers. What follows is an explanation of the procedures for statistical equivalence in the variables above between the students of the two research groups.

### Chronological Age in Months:

The arithmetic means of the experimental group students reached (147.84) months, while the control group reached the arithmetic average of its students (146,400) months, and using the t-test (T-test) for two independent samples to find out the significance of the statistical differences, it became clear that the difference is not statistically significant at the level (0.05), as the calculated t-value (0.561) was smaller than the tabular t-value (2,001), and with a degree of freedom (48). This indicates that the two research groups are statistically equivalent in chronological age Table (6).

**Table (6)**

The equivalence of the students of the two research groups in the chronological age calculated in months using the T-test for two independent samples

| Indication level 0.05 | T value | | D.F. | Variance | SD. | SMA | No. of sample members | The group |
|---|---|---|---|---|---|---|---|---|
| | tabular | calculated | | | | | | |
| Not statistically significant | 2,001 | 0,561 | 48 | 68,72 | 8,29 | 147,84 | 25 | Experimental |
| | | | | 96,04 | 9,80 | 146,400 | 25 | control |

### Grades Of Female Students in The Arabic Language

in the final exam for the previous academic year (sixth-grade primary) 2019/2020: The arithmetic means of the scores of the experimental group students reached (75.44) degrees. In comparison, the arithmetic means of the scores of the students of the control group reached (74.12) degrees and using the T-test (T-test) for two independent samples to find out the significance of the statistical differences; it turned out that the difference is not statistically significant at the level (0.05), as the calculated t-value (0.568) was smaller than the tabular t-value (2,001), and with a degree of freedom (48), and this indicates that my group The two types of research are statistically equivalent in the Arabic language scores for the previous academic year, table (7).

### Table (7)
The Equivalence of The Students of The Two Research Groups in The Arabic Language in The Final Exam for The Previous Academic Year (Sixth-Grade Primary) Using the T-Test for Two Independent Samples

| Indication level 0.05 | T value | | D.F. | Variance | SD. | SMA | No. of sample members | The group |
|---|---|---|---|---|---|---|---|---|
| | tabular | calculated | | | | | | |
| Not significant | 2,001 | 0,586 | 48 | 69,72 | 8,35 | 75,44 | 25 | Experimental |
| | | | | 89,49 | 9,46 | 74,12 | 25 | Control |

### Pre-Test Scores:

Before starting the experiment, the researcher applied the pre-test of reading comprehension skills to the students of the two research groups, as the average scores of the experimental group students in direct literal reading comprehension reached (4.92) degrees. At the same time, the arithmetic mean of the scores of the control group members in direct literal comprehension was (4.68). degree, using the t-test (T-test) for two independent samples to find out the significance of the statistical differences, it became clear that the difference is not statistically significant at the significance level (0.05), as the calculated T-value (0.791) was smaller than the tabular value (2,001), and with a degree of freedom (48), while the average The degrees of the experimental group members for the skill of deductive comprehension (2.40) degrees, while the average degrees of the members of the control group for the skill of inferential comprehension (2.08) degrees, using the T-test T-test) for two independent samples to know the significance of the statistical differences, it became clear that the difference is not statistically significant at the significance level (0.05), as the calculated T-value (0.877) was smaller than the tabular value (2,001), and with a degree of freedom (48), while the average scores of individuals The experimental group for critical comprehension skill (3.00) degrees, while the average degrees of the control group members for critical comprehension skill (2.12), using the t-test (T-test) for two independent samples to find out the significance of the statistical differences, it became clear that the difference is not statistically significant at the significance level (0.05), as the calculated T-value (1,001) was smaller than the tabular T-value (2,001), and with a degree of freedom (48), and the average scores were Members of the experimental group for the skill of taste comprehension (3.80) degrees, while the average degrees of the members of the control group for the skill of taste comprehension (3.80), using the T-test (T-test) for two independent samples to find out the significance of the statistical differences, it became clear that the difference is not statistically significant at the level of significance (0.05), as the calculated t-value was (1,200), smaller than the tabular t-value (2.12), the average total of the total scores Members of the

experimental group (14.12) degrees, while the average of the total scores of the members of the control group (11.96) degrees, and using the t-test for two independent samples to find out the significance of the statistical differences, it became clear that the difference is not statistically significant at the level of significance (0.05), as the calculated t-value (1,335) was smaller than the tabular value (2,001) and with a degree of freedom (48). This indicates that the two research groups are statistically equivalent in this variable table (8).

**Table (8)**
The Equivalence of The Students of The Two Research Groups in The Pre-Test of Reading Comprehension Skills Using the T-Test of Two Independent Samples

| The group | No. of sample members | SMA | SD. | Variance | D.F. | T value tabular | T value calculated | significance at the level (0.05) |
|---|---|---|---|---|---|---|---|---|
| Experimental | direct literal comprehension skill | 25 | 4,92 | 1,115 | 48 | 2,001 | 0.791 | Not significant |
| Control | | 25 | 4,68 | 1,030 | | | | |
| Experimental | Deductive comprehension skill | 25 | 1,384 | 2,40 | 48 | 2,001 | 0,877 | Not significant |
| Control | | 25 | 1,187 | 2,08 | | | | |
| Experimental | critical comprehension skill | 25 | 1,826 | 3,00 | 48 | 2,001 | 1,001 | Not significant |
| Control | | 25 | 1,201 | 2,12 | | | | |
| Experimental | Taste comprehension skill | 25 | 2,398 | 3,80 | 48 | 2,001 | 1,200 | Not significant |
| Control | | 25 | 1,801 | 3,08 | | | | |
| Experimental | The total score | 25 | 3,528 | 14,12 | 48 | 2,001 | 1,335 | Not significant |
| Control | | 25 | 2,993 | 11,96 | | | | |

**IQ Test:**

test approved (Raven For the successive matrices and the test consisted of (60) items, the researchers prepared a special form to answer the matrices, which was distributed to the students of the experimental and control groups. 16 (score), using the t-test for two independent samples. (T-test) To find out the significance of the difference between the two groups, it appeared that the difference was not statistically significant at the level (0.05), as the calculated t-value was (0.163) less than the tabular t-value (2,001) and with a degree of freedom (48), which indicates that the two research groups are statistically equivalent. In this variant, Table (9).

**Table (9)**
The equivalence of the students of the two research groups in the intelligence test using the T-test of two independent samples

| The group | No. of sample members | SMA | SD. | Variance | D.F. | T value tabular | T value calculated | significance at the level (0.05) |
|---|---|---|---|---|---|---|---|---|
| Experimental | 25 | 39,44 | 7,07 | 49,98 | 48 | 2,001 | 0.163 | Not significant |
| Control | 25 | 39,16 | 4,84 | 23,43 | | | | |

**Parents' Academic Achievement:**

It appears from Table (10) that the two research groups are statistically equivalent in the frequencies of the father's academic achievement, as the results of the data appeared using the chi-square, that the calculated (Chi-square) value (0.78) is smaller than the tabulated (Chi-square) value (7,815) at the level of significance (0.05) and with a degree of freedom (2).

**Table (10)**
The Frequencies of The Academic Achievement of The Parents of The Students of The Two Research Groups and The Calculated and Tabulated Chi-Square Value

| group | Sample | Illiterate | Reads and writes | Primary | medium | middle school or institute | University and above | D.F | chi-square value Tab. | Cal. | significance at the level (0.05) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Exp. | **25** | **3** | **4** | **4** | **3** | 6 | 5 | 2 | 7,815 | 8,70 | Not significant |
| Control | **25** | **3** | **4** | **4** | **3** | 5 | 7 | | | | |

**Academic Achievement of Mothers:**

It appears from Table (11) that the two research groups are statistically equivalent in the frequencies of the mother's acade mic achievement, as the results of the data appeared using the chi-square, that the calculated Chi-square value (0.28) is smaller than the tabulated Chi-square) value (7,815) at the level of significance (0.05) and with a degree of freedom (2).

**Table (11)**
Repetitions of academic achievement for the mothers of the students of the two research groups and the calculated and tabulated Chi-Square value

| group | Sample | Illiterate | Reads and writes | Primary | medium | middle school or institute | University and above | D.F | chi-square value Tab. | Cal. | significance at the level (0.05) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Exp. | 25 | 4 | 3 | 4 | 4 | 5 | 5 | 2 | 7,815 | 0,28 | Not significant |
| Control | 25 | 4 | 4 | 4 | 3 | 5 | 5 | | | | |

# Results

This section includes a presentation of the findings of the research, and then interpreted and determined the level of significance (0.05) to test the significance of differences between the averages of the experimental and control groups for the two hypotheses of the research to know the effect of the independent variable (Parashot strategy) on the dependent variable (reading comprehension skills).

## Show The Results:

The results are presented according to the two hypotheses of the research, as follows:

### First Hypothesis:

There is no statistically significant difference at the level (0.05) between the average scores of the experimental group of students who study reading material using the Parashot strategy in the pre and post-tests in developing reading comprehension skills as a whole. After analyzing the results, it became clear that the average scores of the experimental group students in the post-test were (27.60) degrees, while the arithmetic means of the scores of the experimental group students in the pre-test was (14.12) degrees, and when using the t-test (T-test) for two correlated samples to know the significance of the statistical difference between these two averages. It appeared that there is a statistically significant difference in favor of the post-test, as the calculated t-value of (14,943) at the significance level (0.05) and with a degree of freedom (24) is greater than the tabular t-value (2,064) and thus rejects the first null hypothesis, Table (12).

### Table (12)
The results of the T-test of the scores of the experimental group students in the pre and post-tests of reading comprehension skills as a whole

| experimental group | No. of sample members | SMA | SD | variance | D.F. | T value calculated | tabular | Statistical significance at the level (0.05) |
|---|---|---|---|---|---|---|---|---|
| dimensional tribal | 25 | 27,60 14,12 | 2,345 3,528 | 5,499 12,447 | 24 | 14,943 | 2,064 | Significant |

Table (13) shows the results of the averages, standard deviations, and t-test values (T-test) and the level of its statistical significance in the pre- and post-applications of the reading comprehension skills test and its sub-skills.

### Direct Literal Comprehension Skill:

It is clear from the table (15) that the arithmetic means of the scores of the experimental group members in the post-test was (7.92) degrees, while the arithmetic means of the scores of the experimental group members in the pre-test was (4.92) degrees, and the calculated T value was (9,333). It is greater than the T-table value of (2,064) at the significance level (0.05) and the degree of freedom (24).

### Deductive comprehension skill:

It is clear from Table (15) that the arithmetic means of the scores of the experimental group members in the post-test was (7.64) degrees, while the arithmetic means of the scores of the experimental group members in the pre-test was (2.40) degrees, and the calculated T-value was (14,865) degrees, which is greater than the T-table value of (2,064) at the significance level (0.05), and the degree of freedom (24).

### Critical comprehension skill:

It is clear from Table (15) that the arithmetic means of the scores of the experimental group members were (6.40) degrees, while the arithmetic means of the scores of the experimental group members in the pre-test was (3.80) degrees, which is greater than the tabular T value of (6,640) when Significance level (0.05), and degree of freedom (24).

### Taste comprehension skill:

It is clear from Table (15) that the arithmetic means of the scores of the experimental group members in the post-test was (6.40) degrees, while the arithmetic means of the scores of the experimental group members in the pre-test was (3.80) degrees, and the calculated T-value was (6,640). Moreover, it is greater than the tabular t-value (2,064) at the significance level (0.05) and the degree of freedom (24).

**Table (13)**
The results of the T-test in the pre and post applications of the experimental group students in the skills and skills of reading comprehension as a whole

| Skills | Group | No. | SMA | SD. | variance | D.F. | T value Cal. | Tab. | Statistical significance at the level (0.05) |
|---|---|---|---|---|---|---|---|---|---|
| direct literal understanding | dimensional experimental | 25 | 7,92 | 1,152 | 1,327 | 24 | 9,333 | 2,064 | Significant |
| | tribal experimental | | 4,92 | 1,115 | 1,243 | | | | |
| deductive understanding | dimensional experimental | 25 | 7,64 | 0,907 | 0,823 | 24 | 14,865 | 2,064 | Significant |
| | tribal | | 2,40 | 1,384 | 1,915 | | | | |
| critical understanding | experimental dimensional experimental | 25 | 6,40 | 1,291 | 1,667 | 24 | 6,640 | 2,064 | Significant |
| | tribal | | 3,80 | 2,398 | 5,750 | | | | |
| gustatory comprehension | experimental dimensional experimental | 25 | 6,40 | 1,291 | 1,667 | 24 | 6,640 | 2,064 | Significant |
| | tribal | | 3,80 | 2,398 | 5,750 | | | | |
| overall reading comprehension skills | experimental dimensional experimental | 25 | 27,60 | 2,345 | 5,499 | 24 | 14,943 | 2,064 | Significant |
| | tribal experience | | 14,12 | 3,528 | 12,447 | | | | |

By extrapolating the results presented in Table (13), it becomes clear that:

**The second hypothesis:**

There is no statistically significant difference at the level (0.05) between the average scores of the experimental group students who study the reading material using the Parashot strategy and the average scores of the control group who study the same material in the usual way in the post-test in developing reading comprehension skills as a whole. To verify this hypothesis, a t-test was used. (T-test) for two independent samples, it is clear from Table (14) that the arithmetic means of the scores of the members of the experimental group was (27.60) degrees, while the arithmetic means of the scores of the members of the control group was (20.12) degrees. The calculated T value was (11,14), And it is greater than the t-table value of the spurious t-value (2,001) at the significance level (0.05) and the degree of freedom (48), and thus the second hypothesis is rejected.

**Table (14)**
The Results of the T-Test for The Scores of The Students of The Experimental and Control Groups to Test the Reading Comprehension Skills as A Whole in The Post-Test

| Group | No. | SMA | SD. | variance | D.F. | T value Cal. | Tab. | Statistical significance at the level (0.05) |
|---|---|---|---|---|---|---|---|---|
| experimental | 25 | 27,60 | 2,345 | 1,327 | 24 | 11,14 | 2,001 | Significant |
| control | 25 | 20,12 | 2,40 | 1,243 | | | | |

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Table (15) shows the results of the averages, standard deviations, and t-test values (T-test) and the level of its statistical significance in the post-application of the test measuring reading comprehension skills as a whole and its sub-skills.

**Table (15)**
The results of the t-test in the post-application of the reading comprehension test and its sub-skills for the students of the experimental and control groups

| Skills | Group | No. | SMA | SD. | variance | D.F. | T value Cal. | Tab. | Statistical significance at the level (0.05) |
|---|---|---|---|---|---|---|---|---|---|
| direct literal understanding | Experimental | 25 | 7,92 | 1,152 | 1,327 | 48 | 6,791 | 2,001 | Significant |
| | control | | 5,68 | 1,180 | 1,392 | | | | |
| deductive understanding | Experimental | 25 | 7,640 | 0,907 | 0,823 | 48 | 7,925 | 2,001 | Significant |
| | control | | 5,600 | 0,913 | 0,834 | | | | |
| critical understanding | Experimental | 25 | 5,680 | 1,069 | 1,143 | 48 | 4,409 | 2,001 | Significant |
| | control | | 4,240 | 1,234 | 1,523 | | | | |
| gustatory comprehension | Experimental | 25 | 6,400 | 1,291 | 1,667 | 48 | 4,754 | 2,001 | Significant |
| | control | | 4,600 | 1,384 | 1,915 | | | | |
| Reading comprehension as a whole | Experimental | 25 | 27,600 | 2,345 | 5,499 | 48 | 11,137 | 2,001 | Significant |
| | control | | 20,120 | 2,404 | 5,779 | | | | |

By extrapolating the results presented in Table (15), it becomes clear that:

**Direct Literal Comprehension Skill:**

It is clear from the table (15) that the arithmetic means of the scores of the members of the experimental group was (7,92) degrees, while the arithmetic means of the scores of the members of the control group was (1,180) degrees, and the calculated T-value amounted to (6,791), which is greater than the tabular T-value (2,001). At the level of significance (0.05) and the degree of freedom (48).

**Deductive comprehension skill:**

It is clear from the table (17) that the arithmetic means of the scores of the members of the experimental group was (7,640) degrees, while the arithmetic means of the scores of the members of the control group was (5,600) degrees, and the calculated T value reached (7,925) degrees, which is greater than the tabular T value of (2,001). At the level of significance (0.05) and the degree of freedom (48).

**Critical comprehension skill:**

It is clear from the table (17) that the arithmetic means of the scores of the members of the experimental group was (5,680) degrees, while the arithmetic means of the scores of the members of the control group was (4,240) degrees, and the calculated T-value amounted to (4,409), which

is greater than the tabular T-value (2,001). At the level of significance (0.05) and the degree of freedom (48).

**Taste comprehension skill:**

It is clear from Table (17) that the arithmetic means of the scores of the members of the experimental group was (6,400) degrees, while the arithmetic means of the scores of the members of the control group was (4,600) degrees, and the calculated T-value amounted to (4,754), which is greater than the tabular T-value of (2,001). At the significance level (0.05) and the degree of freedom (48).

# Interpretation Of Results:

1-        The results resulted in the rejection of the first null hypothesis, which means that the experimental group students excelled in the pre and post-tests. This result is attributed to: The Parashot strategy is effective in developing reading comprehension skills, as it brings the student out of the isolationist atmosphere, enhances her self-confidence, develops her ability to deal with the readable text, and provides her with the research step in a fertile educational environment that allows her to interact with her peers, which proves the information in her mind.

2-        The research results showed the superiority of the experimental group students who studied with the Parashot strategy over the students of the control group who studied the usual way in developing reading anorexia skills. The researchers attributed this to the following: The Parashot strategy raises the various senses possessed by the students through which they learn about life and existence, as the greater the number of senses that can be used to receive a particular idea, the more it leads to its support, strengthening and fixing it in the mind of the recipient. The topics of the reading material that were prepared according to the steps required by the Parashot strategy are effective in the learning process, as it focuses on the student's abilities through all stages of its application, especially in the last stage in its implementation, which is the independent training that helps the student to search individually on Answers the questions in the reading text and summarize and evaluate his ideas. The students need to get out of the traditional scope of the lesson and open the way for them to search in various sources that support the readable text to enrich the comprehension process. The student is doing some educational activities that contributed to the student's mind work by recalling titles and pictures related to the topic and linking them to previous knowledge, which enhances the learning process and keeps its impact on her, and the step of organizing develops her self-learning skills. The students of the experimental group were affected by their use of the Parashot strategy in developing reading comprehension skills, such as direct literal comprehension, deductive comprehension, taste comprehension, and critical comprehension, and this result can be explained as follows: About the skill of direct literal comprehension, the Parashot strategy helped the students to determine the appropriate meaning of the word from the context, and to specify its opposite, and to clarify the relationships that link the sentences. It also helped in retrieving information and using it in other reading situations.

3-        About the inferential comprehension skill, the Parashot strategy provided the opportunity for the students to discuss between each student and another to conclude the meanings contained in the read text, and it allows them to ask questions about the points that they could not understand, which contributes to storing the information in the reading lessons in memory. For a long time. As for the critical understanding skill, the Parashot strategy contributed to increasing the students' understanding of what was read, making them able to think critically by asking them about the content of the reading text, the facts and opinions it contains, and information related to the topic, and the statement of opinions that express the personality of the reader towards an idea or issue raised in the Reading text, and the ability to make a judgment that expresses understanding of the reading content. About the skill of taste comprehension, the Parashot strategy contributed to increasing the students' ability to taste what was read by asking them about the content of the readable text and what it contained in terms of awareness of field secrets and technical research, as well as the participation of students with the writer or poet, the situation he feels, and what this text leaves from impact on the students.

Despite the difference in the environment, school stage and gender, the results of the research were in agreement with the studies of (Al-Ghalban, 2014; Nasr, 2016) and (Omar, Rahman, Syeda,

Arrafi, & Ahad, 2020). These studies agreed with the current study in the superiority of the experimental group students over the control group students in developing reading comprehension skills.

4-    The effect of the Parashot strategy in developing reading comprehension skills: The researchers calculated the effect of the Parashot strategy on developing reading comprehension skills among the students of the experimental and control groups using the ETA square calculation. n2, table (16).

**Table (16)**
Values T & N2 For Each of The Test Dimensions and The Total Test Score to Find the Effect Size Between the Experimental and Control Groups

| Dimensions | t | n2 | Effect size |
|---|---|---|---|
| direct literal understanding | 6,791 | 0,490 | Big |
| deductive understanding | 7,925 | 0,567 | Big |
| critical understanding | 4,409 | 0,288 | Big |
| gustatory comprehension | 4,754 | 0,320 | Big |
| The overall score for the test | 11,137 | 0,721 | Big |

It is clear from Table (18) that the effect of the Parashot strategy on developing the reading comprehension skills of the students of the experimental group was significant in all skills and the total score for the reading comprehension test. It is possible that the Parashot strategy contributed to encouraging the students of the experimental group to use reading comprehension skills, which further expressed a state of fear and shyness and made them pay attention to their studies, and created the ability for them to possess skills and develop their levels. This is due to the facilitation of communication and communication with each other and with the researcher, which helped them develop their skills and develop the spirit of competition among them.

# Conclusions & Recommendations

According to the results of the current research, the following can be concluded: The Parashot strategy has proven its effectiveness within the limits in which the current study was conducted in developing the reading comprehension skills of first-grade intermediate students in the reading subject, in balance with the usual method. The effect of the teaching steps on the steps of the Parashot strategy in developing reading comprehension skills was large. The steps of the Parashot strategy helped link the student to the academic content through positive and effective discussion and dialogue.

According to the research results, the researchers recommended emphasizing the importance of enhancing reading comprehension skills in providing students with higher mental values and skills in texts through the proposed strategy. Adopting the Parashot strategy in teaching reading as a strategy that has proven effective in developing reading comprehension skills in the intermediate stage. Holding training courses for teachers to train them on how to apply the Parashot strategy in their teaching, as well as developing plans to implement this strategy in teaching.

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