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THE EFFECT OF A STRATEGY (1-3-5-7) ON THE READING
COMPREHENSION OF READING MATERIAL AMONG FOURTH-
GRADE LITERARY STUDENTS

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Abstract

The research aims. To know the effect of the strategy (1-3-5-7) on the reading comprehension of reading material among fourth-grade literary students. To verify this, the researcher relied. An experimental design within the experimental designs with partial control and a final test for the two research groups, one of them experimental and the other control. The researcher chose (Al-Jumhuriya for Boys) high school, located in Baghdad governorate, and randomly selected class (b) to represent the adult experimental group. The number of its students is (38) students, and Division (C) to represent the control group of (37) students. The researcher conducted a parity between the students of the two groups in the following variables: (chronological age calculated in months, the educational achievement of the parents, and the scores of the language ability test). The researcher formulated (70) behavioral goals for the topics that students will study during the experiment. He prepared daily plans to teach the two research groups, and presented the two lesson plans for the two groups to a group of

specialists to know its validity for literary fourth-grade students. He prepared a final test for reading comprehension divided into four sections, and applied it to the two research groups after the end of the experiment, which lasted for eight weeks, which began on Sunday 10/21/2018 and ended on Thursday (12/20/2018), applying the experiment himself. The researcher used the following statistical methods: the T-test for two independent samples, the chi-square (χ^2), the Pearson correlation coefficient, the equation of difficulty and discrimination coefficient, and the equation of the effectiveness of alternatives. The incorrect results, and after analyzing the results statistically, the researcher concluded: The students of the experimental group that studied the reading material using the strategy (1-3-5-7) outperformed the control group students, which taught the same material in the usual way of comprehending the recitation.

According to these results, the researcher recommended:

1. Adopting a strategy (1-3-5-7) in teaching reading for the fourth literary grade.
2. Training Arabic language teachers on the strategy (1-3-5-7) to enable them to know students' thinking processes.

The researcher suggests:

1. Conducting a similar study of literature and texts for fourth-grade literary students.
2. Conducting a similar study in developing the literary appreciation skills of fourth grade literary students.

1. Introduction

The spread of (colloquialisms)) is an important reason for weakening the reading ability, as it is widespread in every Arab country, but in one country, including Iraq, between its north, south, east and west, and the learner grew up and learns the language of life without effort, but this language of life is deficient, and it will be an obstacle to learning fluent Arabic and reading it in a good and understandable manner (Al-Taher, 1986: 14). The matter became clear in diagnosing reading weakness among specialists in the field of methods of teaching the Arabic language after the emergence of multiple cases in educational institutions, including: difficulty in speaking, lack of fluency, slow reading, performance that does not express meaning, poor comprehension ability, and inability to express Oral. And these are all indications that there is a delay in the reading level, which is a degree less from the general level (Ashour and Muhammad, 2013: 177). The matter was further complicated by the emergence of a group of learners with a superior ability to read, which may exceed those of their age, and the inability to understand verbal, and they are the category of hyperliska, with their enjoyment of auditory memory. They have strong visuals, and they have difficulty interacting with people and impaired socialization, and the future of these learners depends on developing the skills of expression and reading comprehension (Salem, 2013: 20). This is confirmed by a number

of researchers in their studies, such as (Al-Issawi, 2008), who reached the conclusion that most middle school students suffer from weakness in Comprehension; Because of the lack of reading classes and teachers' neglect of modern methods of teaching, which calls for researchers to find new ways and experiment with modern teaching methods in dealing with the problem. After asking an open question to Arabic language teachers about the causes of reading weakness, the researcher saw the application of a strategy (1-3-5-7) In dealing with poor reading comprehension in the reading material in particular; The research problem lies in the following question:

What is the effect of the strategy (1-3-5-7) on the reading comprehension of reading material among fourth-grade literary students?

The new task of education is not that the generations are prepared to accept the coming dense changes and adapt to them only, but rather to control them and extract the best in them, along with stubborn resistance to the bad and harmful from it. A person is not born a human being, as he does not possess any of the fundamentals of humanity: language, thought, feelings and morals, and none of that is transmitted to him by heredity from his parents, and he must acquire all of this through education (Bakkar, 2011: 19). One of the human foundations is language, and perhaps it is one of the most important necessities of social life and its important basis; because language is the basis for the existence of communication and understanding between persons, and for the expression of individuals to express themselves and their desires, as it is. A tool for aesthetic taste and sensation as well as a tool for forming various mental concepts (AlKhafaf, 2014: 29). Reading between the branches of the Arabic language (as it exists) and its arts (as it is hoped) takes the place of the heart of the single linguistic entity. That is why we find that reading is More important than other branches or linguistic arts, it has the largest share of importance and then attention, after which it is the focal point at which the rest of the branches or arts meet, on which the rest of the branches or the arts depend on its growth, and the rest of the branches or arts contribute to the human possession of the reins of reading at the same time Together (Toaima and Muhammad, 2006, 28). Reading in general and in the Arabic language in particular is an important means of acquiring knowledge, as it is a tool for communication and convergence between the ideas of others, and those who say that reading is the lesson of Arabic lessons do not exaggerate much, but to the extent that this saying gives reading the importance, it should remain a lesson. Reading is the lesson of reading first and foremost (Al-Taher, 1984: 37). Perhaps one of the methods of stimulating reading comprehension and reading is teaching strategies. Because it is an essential

component of the educational attitude that includes the learner, his abilities, needs, and goals that the teacher seeks to achieve, and this teaching strategy is not something separate from the teacher, the student, the teaching material, the means, and the educational activities (LaVey, 2012: 12). Among these teaching strategies is the strategy (1-3-5-7) as it contributes to cooperative learning in a good way on the one hand, and helps the teacher to know the extent to which the objectives of preparation and learning for the lesson are achieved on the other hand, as well as it develops thinking for the skill of teamwork among students. In addition, it can be carried out at any convenient time that the teacher sees in implementing his class (Ambu Saidi, 2019: 169). The group of readers in-group learning is one of the preferred stimuli that positively affect reading comprehension, and it is easy to form these groups by groups of students or colleagues. Because they will collaborate in researching the basics of the topic by reading, asking questions, and reading another's thoughts. This is what activates the power of understanding for the learner, and removes the obstacles that led to his lack of understanding (Gharib, 2006: 88).

The importance of research is represented through the following axes:

1. The new task of education is not only to prepare the generations to accept the upcoming dense changes and adapt to them, but to control them and extract the best from them.
2. Language is a tool for aesthetic appreciation and feeling, as well as a tool for forming various mental concepts.
3. The Arabic language occupies a distinctive position in education, not limited to its learning and acquisition of its skills, but also to its role in the entire educational learning process.
4. Reading between the branches of the Arabic language (as it exists) and its arts (as it is hoped) takes the place of the heart of a single linguistic entity.
5. Reading is the lesson of Arabic lessons, but insofar as this saying gives reading the importance of reading, the reading lesson should remain a reading lesson first and foremost.
6. Reading comprehension is to understand the sequence of context, to clarify the parts in which confusion may appear, and to relate events in the text to previous knowledge.
7. Teaching strategies are an essential component of the educational situation that includes the learner, his abilities and needs.
8. Strategy (1-3-5-7) as it contributes to cooperative learning in a good way on the one hand, and helps the teacher to know the extent to which the

preparation and learning objectives of the lesson are achieved on the other hand.

9. Preparation stage selection; Because of its importance as the second birth, as it undergoes changes that a student undergoes, which will shape his personality in the future.

The objective of the research:

The present research aims to: Know the effect of the strategy (1-3-5-7) on the reading comprehension of reading material among fourth-grade literary students.

The research hypothesis:

There are no statistically significant differences from the level of significance. (05,0) between the average scores of the experimental group students who study reading with a strategy of (1-3-5-7), and the average scores of the control group students who study reading in the same subject in the usual way of reading comprehension.

Research boundaries: The current research is determined by:

1. Human Frontiers: Fourth-grade literary students.
2. Temporal limits: the first semester of the academic year (2018-2019).
3. Spatial boundaries: A preparatory school for boys in Baghdad governorate.
4. Scientific boundaries: generalize from the topics of the reading book scheduled by the Iraqi Ministry of Education for the fourth year of preparatory literary school, namely: (Al-Siddiq - Al-Ain, the lamp of the body - O City of Peace and Olives - Self-Preservation - The Status of the Arabic Poem - The Tantomia of the Hungry - The Stories of One Thousand and One Nights - Literature wisdom).

Defining terms:

Strategy (1 -3 - 5-7): Defined by: (Ambo Saidi): Each student performs writing down one thing he remembers from the assignment assigned to him, then he shares with his classmate and they must agree on three things that they remember, and then he shares his group and they agree on five things they know, and then all the students in the class agree on seven things they know (Ambo Saeedi, 2019: 169).

Fourth: Reading Comprehension: defined by (Fadlallah) as:

“Guarantee of advancing the learner’s language, providing him with rich ideas, being familiar with useful information, acquiring the skills of criticism in objectivity, accustoming him to expressing an opinion, passing judgments on what the reciter performs and helping him to observe the new; To face the problems he encounters, and to provide him with what helps him in creativity "(Fadlallah, 2011: 116).

The Procedural definition: the cognitive experiences that students (the research sample) assimilate in understanding the readable text by finding relationships, knowing the meanings and identifying the main and subsidiary ideas, and this understanding is measured by testing (reading comprehension) that is prepared at the end of the experiment.

2. Related theoretical aspects and studies

- **Theoretical Aspects**

Active learning

Silberman believes that when learning is active, students do most of the work, use their minds very effectively, study ideas well, and work on solving problems on the one hand, and on applying what they have learned on the other hand, which leads to their speed of understanding and enjoyment of what they do from Activities, and in order for students to learn better, they must listen positively to what is happening around them, think about them deeply, ask relevant questions, and discuss related issues (Saadeh and Fahd, 2019: 164)

The procedures of active learning achievement

In order to achieve an ideal model for active learning, the teacher should take into account three purposeful actions, namely:

1. Expanding the types of learning experiences it provides by: creating small groups of students to make a specific decision, creating a section of students who write daily to develop the teaching process about their ideas, and finding methods that help students to observe (observation) directly or indirectly.
2. Taking advantage of the strength of interaction: By merging students with the event itself, they will have a better feeling of what they need to do in light of the exchange of opinions and discussions among them, which gives deep knowledge.
3. Stirring up controversy between experience and dialogue: By creating an atmosphere of dialectical dialogue for active learning in a creative way, it

can in turn increase the likelihood of students feeling the importance of learning and making it meaningful. (Awad and Majdy, 2010: 26)

- **Reading comprehension**

Reading comprehension represents a cognitive meta-mental process that depends on observing the student himself, the strategies he uses during reading, and evaluating them as well. It is about being a mental process based on distinction, organization, deduction, and awareness of relationships and requires the student's ability to decipher printed words to which he responds visually, and a good visualization of the literal and implicit meaning of it, whether it is a word, sentence or paragraph, within a specific period of time (Al-Sawy, 2003: 208).

- **Reading comprehension problems**

There are a number of problems that occur to the learner during reading; It reduces comprehension and loses focus, which in turn slows down reading comprehension, including: (reading without goals, uttering the words internally - repeating what he read - losing focus, searching for the second line - reading word by word - lack of vocabulary, reading the margins and reading without an indication) (Garib, 2006: 61)

The reasons of poor reading

The researchers (Baker and Miker Mike) indicate that when studying the problem of reading perception among learners who have difficulties or weakness in reading, there are reasons that make reading comprehension difficult for them, as follows:

1. Not benefiting from background knowledge: It means not benefiting from his background on the subject despite the importance of returning to previous knowledge for conclusion.
2. Covering the background prior to the new learning: The previous affects the next, and the information is not linked.
3. Difficulty recognizing words: a problem in knowing words, just looking at them quickly, which distracts attention from focusing on the meanings of those words.
4. Weakness or non-use of supra-cognitive capabilities: that is, the learner does not modify his method in pursuit of understanding.
5. Weakness of meanings and syntax: the difficulty of understanding the relationship between meaning and structure in sentences, which negatively

affects the ability of the learner to reach the intended meaning of the written text (Salem, 2013: 110)

- **Reading comprehension strategies**

Reading comprehension skills and strategies can be incorporated into the basic reading of the curriculum as additional reading lessons as a stand-alone strategy and teaching skills for the lessons, as it encourages students to use previous knowledge and experiences, careful thinking, evaluation, and practical application of situations through: (vocabulary knowledge - activating prior knowledge - prior reading - inspection and prediction. - text preview and prediction - mental perception - self-questioning - summary - semantic mapping) (Saddleback, 2002: 4)

Strategy (1 -3 - 5-7)

The strategy (1-3 - 5-7) is based on the idea of each student writing down one thing he knows from the assigned duty, and then shares another student and they should agree on three things that they know, then share his group and the problem in advance and agree on five things, and then agree All class students have seven things related to the topic of the lesson. (Ambu Saidi, 2019: 169)

Steps to implement the strategy (1-3-5-7):

The strategy (1-3-5-7) has a set of fixed steps, and requires the distribution of students into groups, as well as informing students of the lesson in which the strategy will be applied, and the steps are summarized as follows:

1. The teacher determines which lesson to apply the method to in the previous session.
2. The teacher first asks each student to define a specific idea that he knows from the lesson, then another colleague participates in it, provided that they come up at the end of three common ideas that they agree upon and know.
3. After that, the teacher asks each of the two students to share with the rest of the group the three ideas they have reached, provided that they agree in the end on five ideas that they know.
4. The teacher then asks each group to share with the rest of the class the five ideas that they have reached, provided that they agree at the end on seven ideas that everyone in the class knows (Ambu Saidi, 2019: 169)

Related studies

The Effectiveness of Metacognition Strategy in Developing Reading Comprehension Skills among First Year Secondary Students in Makkah Al-Mukarramah Study (Nasr, 2016): (The effect of using the Reciprocity teaching strategy in developing reading comprehension skills among ninth grade students in Gaza)

This study was conducted at the Islamic University - Gaza, Palestine. The study aimed to investigate the impact of the strategy of (reciprocal teaching) in developing the reading comprehension skills of female students ninth grade in Gaza, using the experimental curriculum, and the study tools consisted of testing reading comprehension skills on a sample of (70) students, and it reached a statistically significant difference between the mean scores of the experimental group in the post test and the average score of the control group in favor of the experimental group.

A study of (Abu Allam, et al., 2014): (The effectiveness of a training program based on the self-regulation strategy in easing reading comprehension difficulties among middle school students)

The study aimed to diagnose reading comprehension difficulties in the English language among middle school students, and to find out the effectiveness of a training program based on the self-organization strategy in reducing reading comprehension difficulties among preparatory school students with learning difficulties in the English language, and the study belongs to experimental research, and was applied to a sample Composed of (41) pupils with reading comprehension difficulties in the third year of middle school, they prepared a test to measure comprehension skills with the aim of classifying students into levels according to their performance in reading comprehension, and the study indicated that there are statistically significant differences in the reading comprehension test.

3. Research methodology

The researcher adopted the experimental method, one of the types of the research and of most accurate types of research, and perhaps the most difficult and complex. Because the researcher's task is not limited to an observation and describing what is present, but rather deals with his research factors under carefully controlled conditions. In order to verify how a specific incident occurred, and through it, certain factors in the situation are controlled (Al-Azzawi, 2008: 109) .

- **The procedures of the research**
First: the experimental design

The researcher chose the experimental design with partial control that fits the research requirements. Because it reinforces the research and give an explanation of the variables as well as controlling the factors affecting internal and external honesty, Figure (1) illustrates this:

Figure (1) Experimental Design for Research

Group	Independent variable	Dependent variable	The tool
experimental	Strategy (1-3-5-7)	Reading comprehension	Reading comprehension test
Control	_____		

Second: The research community and its sample

Determining the original community is a necessity to select the sample represented by it in a reliable and correct manner, and since the current research requires selecting a school from preparatory or high school day schools for boys that includes multiple divisions in Baghdad governorate for the academic year (2018-2019), the researcher chose (Al-Jumhuriya School for Boys) Within the Directorate of Education / Rusafa Second of Baghdad Governorate, and after receiving the book on facilitating the task, the researcher visited the aforementioned school, and randomly the experimental group represented Division (B), which will study the reading material according to the strategy (1-3-5-7), The control group was represented by Division C, which would study the same subject in the usual way, and the first group reached (38) students, and the second by (37) students, so the final number became (75) students, after excluding students who failed in both groups. Because they have previous knowledge of the topics that will be studied during the experiment, and it may affect the course of the research results, and this exclusion from the results only, in order to preserve the school system and not be deprived of the scientific benefit.

Third: The Equality of the two groups in the research

The researcher made sure of parity. For students of the two groups of research before the start of actual teaching, through a number of variables that affect the safety and accuracy of the experiment, and among these variables:

1. The chronological age of students, calculated in months.
2. Parents' academic achievement.
3. Achievement Scholastic for mothers.
4. Test scores for language ability.

Fourth: Controlling a number of extraneous variables

After confirming the aforementioned equivalency measures between the experimental and control groups, a number of extraneous variables may have a joint effect with the independent variable on the dependent variable, so the researcher tried to consider the effect of a number of extraneous variables on the course of the experiment, and then in its results, a number of these Variables:

1. Conditions of experiment and associated accidents
2. Leakage or waste (experimental extinction)
3. Measurement tool
4. Statistical regression
5. The effect of experimental procedures

A. Confidentiality of the research: The researcher was keen on confidentiality of the research in agreement with the school administration and not informing students of the research and its procedures. To ensure only interaction with the experiment, which affects the integrity and accuracy of the experiment.

B. Teaching aids: The educational aids of the two groups (experimental and control) are similar, such as a blackboard, and a textbook.

C. Duration of the experiment: The duration of the experiment was standardized for students of the two research groups (experimental and control), as it began on Sunday 10/21/2018 and ended on Thursday 20/12/2018.

D. Conducting the experiment: The researcher taught the students of the two research groups (experimental and control) by himself. To avoid the impact of this variable, and to ensure the validity of the experiment results and a degree of accuracy and objectivity; because teachers' characteristics are variable between activity, motivation and desire in the teaching process and others.

E. Distribution of lessons: The researcher limited this factor to the equal distribution of lessons between the two groups (experimental and control) for four weeks, then reversing them to avoid monotony, as shown in the table:

Fifth: Determining the scientific subject

The researcher has identified the topics related to the first semester, which will be studied in the period of the experiment from a book the scheduled reading for fourth-grade literary students for the academic year (2018-2019), and it is defined by eight topics (Al-Siddiq - Al-Ain, the lamp of the body - O City of Peace and Olives - Self-Preservation - The Status of the Arabic Poem - The Sleep of the Hungry - The Stories of a Thousand and One Nights - Wisdom Literature).

Sixth: Formulating behavioral goals

The researcher formulated (70) behavioral objectives according to the general objectives of the material and its content, based on the Bloom's classification in the cognitive domain In order to verify its validity and the safety of its derivation from the content of the study material included in the experiment, it was presented to a group of arbitrators, and a number of objectives were amended in the light of their observations.

Seventh: Preparing teaching Plans

The researcher prepared teaching plans, two of which were presented to a group of specialists in the Arabic language and the methods of teaching it, to express their opinions and suggestions in developing the preparation of those plans To ensure the success of the teaching process in the experiment.

- **Eighth: research tool:**

1. Reading comprehension test

One of the current research procedures is to design a tool (test) to measure reading comprehension for literary fourth-grade students; to achieve this, the researcher prepared a test that included four literary texts, and then presented it to a group of specialists in the Arabic language and methods of teaching it. To benefit from their opinions and observations to choose an appropriate text and include it in the Reading Comprehension Test.

2. Validity of the test

The researcher relied on apparent honesty in finding the validity of the (reading comprehension) test and its correction key, and presenting it to specialists in the Arabic language and methods of teaching it. Polling their views on the validity of the test questions, and the distribution of scores on them, and making the necessary adjustments based on their observations, thus making the test ready for application, in a final way.

- **The exploratory application of the test**

The researcher applied the test in its final form to an exploratory sample consisting of eighty middle school students (Al-Jazeera for Boys) on Thursday 11/22/2018; to determine the appropriate time to answer the test items, and other characteristics such as the clarity of its instructions. And the researcher found that the average it took students to answer the test was (42) minutes.

A. Analysis of the test items

In order to design an effective test that accurately measures reading comprehension, and to know the level of difficulty of each item and the strength of its distinction, and the effectiveness of its alternatives, the researcher applied the test on a statistical analysis sample composed of (100) students of the fourth-grade literary student on Thursday 29/11 / 2018 in middle school (Muhammad Mahdi Al-Jawahiri for Boys) from the same research community, by three divisions, with the help of the teaching staff in carrying out the test, and this size is appropriate. Because The test consists of (16) test items, and in the opinion of the specialists in statistical analysis, there should be (5-10) individuals for each of the test questions to reduce the impact of chance, After completing the correction of the answers, the researcher ranked the students 'grades in descending order, then chose a percentage (27%) from the higher group, and the same from the lower group in scores, as the best ratio for the balance between two disparate groups to study the characteristics of the test questions when the total group reached (100) students. Al-Ajili and others, 2001: 69), so the number of the upper and lower group became (54) students by (27) students for each group, and the test questions were corrected according to the correction key, and then the statistical analyzes were performed as follows:

A. The level of items difficulty: it is preferable in a good test that the coefficients of the items are limited between (0.20) and (0.80) (Anastasia, 1976: 209). After calculating the difficulty factor for each item in the test, the researcher found it between (0.36) and (0.68), and this indicates that the test items are acceptable all.

B. The strength of distinguishing the items: After calculating the discriminatory powers of each of the test items, the researcher found it between (0.38) and (0.59), and this criterion is acceptable if the discriminatory strength is higher than (0.30), and thus the researcher kept all the questions without deleting or modification.

C. The Effectiveness of mistaken substitutions: In tests that contain multiple-choice items, the test designer needs to check students' answers for each of the item alternatives (Al-Kubaisi, 2007: 184). Therefore, the researcher conducted the necessary statistical operations, it appeared that

the wrong alternatives to the test items had attracted students, and the researcher decided to keep all of them without deleting or modification.

B. Stability:

The reliability of the test indicates consistency, agreement and accuracy among its results in multiple cases. Where this test is applied to the individuals themselves (Darwaza, 1995: 183). The researcher used the Cronbach alpha method to extract the stability. Because it is the appropriate method for calculating the stability of weights used in empirical research (Abu Allam, 2006: 474). The researcher was approved in the calculation of stability on the scores of the statistical analysis sample, by (54) students, the value of the test stability factor was (0, 73), which is a constancy through which the tool can be relied upon. If the measurement results are to be used to make a decision about a group or even for research purposes, the reliability coefficient (0.50-0.60) is acceptable (Ari, 2013: 312). The researcher corrected the test by himself outside the classroom according to the correction key, by reading the answer carefully, and the score is determined according to the distribution of the grades for the questions placed, and then the scores of the questions are combined to extract the final score for the test, which is specified at the level of (zero) as a minimum, and (100) as a maximum for the level of the answer. In order to extract the consistency of the test correction according to the approved correction key, and because the test contains essay items as well, the researcher pulled (30) answers randomly from the answers of the sample of statistical analysis of the test questions, and proceeded to correct them, in agreement with another “corrector” trained by the correction, to extract the stability of the test correction By using the Pearson correlation coefficient, and the correlation in it is good if it ranges between (0,80 - 0.95), and after treating the results statistically, the value of the correlation coefficient between the researcher’s correction and the “other corrector” (0.88) is appropriate for the stability of the test correction. After completing the design procedures for the selected research tool, and verifying its validity and reliability in measuring reading comprehension, the experiment can be applied and implemented.

4. Results

• Presenting the results

After completing the data obtained by the researcher in the reading comprehension test of the students of the two research groups, he used the T test for two independent samples (t-test) and reached:

Table (2) Average scores for the experimental and control groups

Group	No	Average arithmetic	standard deviation	T-value		Degree of freedom	Statistical significance by a level 0,05
				Calculated	Tabular		
experimental	38	73,69	11,66	6,8	2	73	Statistical function
Control	37	57,16	9				

According to the results, it becomes evident that the students of the experimental group who studied reading topics with the strategy (1-3-5-7) outperformed the control group students who studied the same topics according to the usual method of reading comprehension test, and thus rejects the null hypothesis that states: There are no statistically significant differences regarding the level of significance (05,0) between the average scores of the experimental group students who study reading with a strategy (1-3-5-7), and the average scores of the control group students who study reading in the same subject in the usual way of understanding Readable.

• Interpretation of the result

In light of the results presented by the researcher, he sees that the reason for the superiority of the experimental group that studied the subjects of reading according to the strategy of (1-3-5-7) in reading comprehension is due to:

1. The teaching assisted according to the strategy (1-3-5-7) in activating active learning on the one hand and cooperative learning on the other hand.
2. The strategy (1-3-5-7) activates the students' memory and retrieves it in a frequent and effective manner.
3. Teaching according to the strategy (1-3-5-7) inspires enthusiasm and stimulates an informed discussion.
4. The strategy (1-3-5-7) increased students' interest in reading and invited them to understand the meaning well.

5. Conclusions

The researcher believes in light of the results:

1. The teaching contributed by using the strategy (1-3-5-7) in developing other skills such as listening and fast writing.
2. The strategy (1 -3-5-7) increases students' self-confidence and speaking ability.
3. The training in the process of information retrieval contributed to the understanding and preservation of information for students.
4. The students 'awareness of understanding the nature of the reading process increased, which helped increase the level of reading comprehension.

6. Recommendations:

1. Increasing interest in teaching reading material, changing old concepts, and researching the nature of reading comprehension for the learner.
2. Adopting a strategy (1-3-5-7) in teaching reading for the fourth literary grade.
3. Training Arabic language teachers on the strategy (1-3-5-7) to enable them to know students' thinking processes.
4. Encouraging Arabic language teachers to implement the strategy (1-3-5-7); because it carries an orthodontic aspect in its work.

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