

The influence of Lee's technique on the fifth-grade pupils' reading comprehension

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ABSTRACT (10PT)

The current research targeting to recognizing lee strategy influence on development of reading comprehension among the fifth grade primary pupils for accomplishing the objective, the researcher formulated the zero hypothesis that stipulated "there is no difference with statistical significance at the level of significance (0.05) between the average grades reading material according to Lee strategy and between the average grades of the control group studying the reading subject according to the usual method of reading the reading understanding. The researcher depended experimental design with partial control, whereas the research community is determined by the fifth grade pupils in the General Directorate of Education Baghdad/ Rusafa/2, the second, and the researcher defined randomly primary "the martyr Salah Al -Mayahi" a sample for her research, and the pupils of the experimental group reached 32 pupils, the group he- and she pupils 31, and the researcher statistically equivalent between the two research groups using the variables: the age is calculated in the months, the educational level of the parents, and the outcome marks of the Arabic language in the previous academic year. The researcher prepared a test of reading understanding, included 30 objective testing, and the

Keywords

Tutation;
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Psychometrics characteristics of the test are confirmed before their application, and by using the T- test of two independent samples. the researcher found the existence of statistical differences at the level of significance (0.05) for the benefit of the experimental group pupils. The researcher recommended Lee strategy in teaching the reading material content for fifth grade of primary school and suggested starting alike studies in the intermediate and secondary stages.

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Introduction

The research seeks to know the impact of technology on developing reading comprehension among fifth-grade primary school students in the Republic of Iraq.

When deliberating the educational, instructional reality, one can discover a clear weakness in the processes of understanding and reading, threatening the existence of key problems in the educational levels, particularly in the primary stage, being the first stages of learning, reading and cognitive assimilation, contributed to education outcomes weakness and decreasing the pupils' achievement standard (Al -Hashemi, 2021: 33), though the great exerted efforts in teaching and instruction the Arabic language in the primary stage of the Iraqi Ministry of Education, the outputs neither reaching the parallel level of the efforts made nor reaching the level of investigation ambitions Al -Marja (Al -Waeli, 2022: 100), the weakness pointed out in reading assimilation besides understanding on variance images and reasons, the ratio among pupils portrays prevalent phenomena couldn't be exceeded. (Al -Aqili, 35: 2022). Most of the utilizing ways and methods depended in teaching and instructing Arabic curricula, in particular reading subject, is far from the level of teaching also instruction investigation objectives, the weakness of coping with the continued progress in the teaching methods and their approaches, greatest of teachin methods adopted characterized. being inappropriate for mental development level and psychological features, leading to decline in the level of achievement and reading understanding of pupils,



and leaving learning. (Zayer, and Ayz, 2011,: 76), Since reading instructors frequently employ a single approach and ignore the diversity of teaching approaches, they fail to recognize that diverse approaches are necessary for teaching and presenting concepts. Some pupils learn how to comprehend reading by using the examples that go along with it; others learn it through conversations and debates; still others learn it through games and puzzles or instructional stories. (Al -Shiblawi, 2020: 54). among the symptoms that impede a student's ability to learn and comprehend reading are those related to the Arabic language general characteristics, such as the rapprochement of shapes, letters, and sounds; in addition, there are issues with pupils themselves, such as their lack of comprehension; and issues with the methods used to teach and learn reading, such as the language used to compose the texts and the elaborate and challenging structures used. (Attia, 2010: 47-49). Thus, the reading content and its comprehension of the primary issues facing Iraqi society led to a number of parents of pupils complaining about their children's declining educational accomplishment, founded on subpar reading performance. (Youssef, 2023: 5).

The results demonstrated the pupils' deficiencies in reading comprehension, the absence of Arabic language teachers (Lee) to foster reading comprehension earlier, and the survey results encouraged the researcher to implement the experiment, resulted in appearance of essential and crucial need to provide a study targeted presenting a new strategy in teaching reading subject and considering the fundamental role of the student being the focus in the educational system, stressed the fundamental skills, helping in intellectual progress, and depending modern teaching strategy vitality and actively could help in overcoming the reading and understanding difficulties of the text, based on this, the research problem determined in the following question: Could (Lee) strategy impact on the reading understanding of fifth -grade primary pupils?

Research hypothesis: "Pupils in the experimental group studying the reading subject using the Lee strategy and pupils in the control group studying the reading subject using the standard method on the reading comprehension test do not differ statistically significantly at the significance level (0.05)".

Limits on research: The following determines the present research:

- 1- "A sample of primary day schools for boys affiliated with the General Directorate of Education of Baghdad Governorate/Al-Rusafa 2".
- 2- "A sample of fifth-grade primary school pupils in the selected school (sample of schools).
- 3- "First semester of the academic year 2022/2023"
- 4- "A number of reading topics scheduled to be taught to fifth-grade primary school pupils in the first semester of the 2022/2023 academic year in Republic of Iraq".

Understanding

Language: "Understanding is knowing a thing with the heart, understanding it comprehensively and understandingly: he taught it, and I understood a thing: I understood it and knew it, and I understood so-and-so and I understood him, and I understood speech: he understood it little by little, and a man of understanding: he is quick to understand" (Ibn Manzur, vol. 7, Material of Understanding: 420.)

In terms: it is known to everyone who:

- 1- (Shehata, 2000): "The process of defining written words and forming a clear image in memory of what is written" (Shehata, 2000: 106).
- 2- (Madkour, 2010): "The reader's good depiction of the meaning along with his mental proficiency in deducing the content"(Madkour, 2010:13).

Theoretical definition

" The correct link between the symbol and the meaning, or taking the meaning out of the context, choosing the appropriate meaning, organizing the ideas read, remembering these ideas, and using them in some present and future activities".

Operational definition

" Is the ability of fifth-grade primary school pupils (the research sample) to understand the meanings of the words and sentences of the reading text through their correct answers in the reading comprehension test, prepared by the researcher".

Reading



Language: “is said that he recited or a recitation and a Qur’an, and the recitation is a fabrication of the recitation, and a man who recited well from a people of Qaraites and a woman who recited” (Ibn Manzur, vol. 1, article, Q. R. A).

Technically: it is known to everyone who:

- 1- (Madkour, 2010): “Sight and insight, that is, seeing with the eye with understanding, analysis, interpretation, application, criticism, and evaluation through the use of the apparent and hidden powers of perception that God Almighty has granted to man” (Madkour, 2010: 107).
- 2- (Abu Al-Dabaa’at, 2017): “It is a process by which written symbols are transformed into the meanings and ideas they indicate through their pronunciation” (Abu Al-Dabaa’at, 2017: 106)

Theoretical definition :“It is a process of critical examination that gives the reader the opportunity to discover ideas and relationships, review and evaluate them, and build perceptions about the contents of the text read”.

Operational definition: “Is the process of fifth-grade primary school pupils pronouncing the words and sentences of the read text correctly, and producing the letters correctly and from their correct exits, taking into account the rules of the Arabic language while teaching the reading topics scheduled to be taught during the experiment period”.

Sixth: The fifth grade of primary school: “It is one of the grades of the primary stage, in which the duration of study is six years, and its function is to prepare pupils, male and female, for practical life or middle school.” (Ministry of Education, 2007: 36)

Research methodology and procedures

First: Research methodology: The researcher depended the steps of the experimental approach in achieving the goal and hypothesis of the research.

Second: Experimental design: The researcher depended the design of the experimental and control groups with a post-test, and illustrated in Table (1)

Table(1) Experimental design

Instrument	Dependent variable	Independent variable	Group
Test of (post) teaching test	Reading understanding	strategy lee	Experimental
		_____	Control

Third: The research community and its sample:

- 1- The school community: The researcher defined her research community as fifth-grade primary school pupils in the primary schools affiliated with the Baghdad Governorate Education Directorate , Rusafa/ 2. After visiting the statistics department in the directorate, the researcher found that the directorate consists of (125) primary schools according to (15) sectors, and the table 2- This explains:

Table (2) Research community

Seq.	Sector name	Seq.	Sector name	Seq.	Sector name
1	Karada	6	Palestine street	11	New Baghdad
2	Alamein	7	Almashtal	12	Albadiyat
3	Alubedi	8	Alfdhelyah	13	Alkamaliyah

4	Alshmayaa	9	Alrashad	14	Almaamil
5	ALzafaraniya	10	Jisir Dyala	15	Alwhida district Alnahrwan

Next the researcher randomly selected the Al-Amin sector, and in the same way, the Martyr Salah Al-Mayahi Primary School, affiliated with the General Directorate of Education in Baghdad, Al-Rusafa/ 2, selected as a sample of schools, as shown in Table (3).

Table (3): Names of primary schools in Al-Amin/Al-Rusafa /2 sector

Seq.	School name	fifth grade classes number	Number of the pupils
1	Altadhyaya	3	104
2	Awadialakhddhar	4	150
3	Al-Aqsa Al-Sharif	4	98
4	Ashur	5	102
5	AL-mauda	4	169
6	Alkhawarizmi	3	178
7	Al Rahaf Basic	2	90
8	Alqmar	4	123
9	Aljerya	6	345
10	Alamjad	5	258
11	The martyr Salah Al-Mayahi	4	120

- 1- The community of pupils: The randomly selected primary school contained four classrooms for the fifth grade of primary school. Through a random drawing method, the researcher determined Division (B) to represent the experimental group, consisting of (35) pupils, and Division (C) to represent the control group, consisting of (35) pupils. After excluding the pupils failed statistically, the number of pupils in the experimental group is (32 pupils) and the number of pupils in the control group (31 pupils), Table (4) shows this:

Table (4) Student community

Group	Class	Number of before exclu	Number of failed before exclusion	Number of after exclus
Experimental	B	35	3	32
Control	C	35	4	31
Total		70	7	63

Fourth: corresponding of the two research groups: The researcher used the following variables in the statistical equivalence of the two research groups:

- 1 -Chronological age calculated in months: Table (5) shows this:

Table (5): Results of the t-test for the chronological age of pupils in the two research groups, calculated in months.

Group	Number of the individual	Mean	Standard Deviation	variance	Freedom Degree	T-value		Significance Level 0.05
						Calculated	Tabular	
experimental	32	139.15	3.02	12.9	61	0.811	2	Non-significance
Control	31	54.138	91.2	46.8				

1 -The academic achievement of the pupils' parents: Table (6) shows this:

Table (6) Results of the Chi test for academic achievement of parents in the research sample

Group	Number sample individual	Read and write	Primary	Intermediate	secondary	institute	Bachelor and above	freedom degree	K2 value		Significance level0,05
									calculated	Tabular	
Experimental	32	3	4	10	3	4	8	5	5.170	11.07	Non-significan

Control	31	4	9	5	5	2	6				
Total	63	7	13	15	8	6	14				

1 -Academic achievement of pupils' mothers: Table (7) shows this:

Table (7) Results of the Chi test for academic achievement of the mothers of the research sample

Group	Number of sample individuals	Read and write	primary	intermediate	secondary	institute	Bachelor and above	freedom degree	K2 Value		Significance level 0,05
									calculated	Tabular	
Experimental	32	3	11	8	2	4	4	5	3.373	11.07	Non-significance
Control	31	4	9	5	5	2	6				
Total	63	7	20	13	7	6	10				

1 -Achievement grades for the Arabic language subject in the previous academic year (2022/2023): Table (8) indicates this:

Table (8) Achievement grades for the Arabic language subject in the previous academic year (2022/2023)

Group	Number of the individual	mean	Standard deviation	variance	Freedom degree	T-value		Significance level 0.05
						Calculated	Tabular	
experimental	32	63.75	13.09	171.34	61	0.640	2	Non-significance
Control	31	65.90	13.62	185.50				

Fifth: Controlling extraneous variables: The researcher is keen to control the conditions of the experiment and the factors that accompanied it, as well as taking into account experimental extinction and differences in sample selection and the maturity factor, as well as the scientific material, the place where the experiment conducted, the person teaching, and the combined time for the two research groups.

Sixth: Experience requirements:

1- Scientific subject: The researcher identified a number of topics scheduled to be taught in the first semester of the academic year 2022/2023, which are: (My first entry into school, the school, the school library, Al-Kindi and the sick merchant's son, the sheikh and his seven pupils, thanks for an invitation, from the commandments of the Imam Ali, the blind and the cripple, my language, the dreams of the shepherd, the companion of evil, we learn to swim, the caliph and the shepherd, the noble neighbor, my neighbor)

2- Formulating behavioral objectives: The researcher formulated behavioral objectives for all the specified topics (180 behavioral objectives) according to Bloom's classification of cognitive objectives (remember-understand-application)

3- Preparing the teaching plan: The researcher prepared teaching plans for the experimental topics. The experimental group's plans were prepared according to the Lee strategy, and the control group's plans were prepared according to the usual method and for all the experimental topics.

Seventh: Research Tool: The researcher identified the reading comprehension test as a tool for measuring the dependent variable (reading comprehension). The researcher identified the skills and levels of reading comprehension specified by the curriculum for teaching Arabic in the primary stage prepared by the Iraqi Ministry of Education, which includes: (literal and explicit comprehension. Implicit comprehension, and understanding meanings, contextual understanding, and order) (Ministry of Education, 1991: 32-33)

The researcher built a test consisting of 30 items divided into 6 objective questions, according to the five levels of reading comprehension approved by the Iraqi Ministry of Education, and Table (9) shows this:

Table (9) Distribution of reading comprehension skills on test items

Test instructions: The test included instructions that facilitate the answer, such as where to write the name and

Number of the question	Understanding Skills	Question pattern	Number of questions	Number of items
First	Literal and implied meaning	Multiple choices	One question	12 items
Second and Third	Meaning of the word and its opposite	Matching	Two questions	10 items
Forth	Context	Completion	One question	5 items
Fifth	Context	Knowing the word meaning	One question	2 items
Sixth	Context	Re-arranging	One question	1 item

the time allotted for the answer, as well as formulating the questions in understandable and clear language.

Correcting the test: The test corrected by giving one point to the correct item, and zero to the incorrect and left out items, so the maximum score for the test is 30 points.

Validity of the test: The test presented to the experts and specialists in the Arabic language, its teaching methods, measurement, evaluation, psychology, and curriculum construction, and the agreement rate is more than 80%, which indicates the validity of the test for application.

Exploratory application: The researcher applied the test to a sample of 150 pupils in the ALWadialakhdir Primary School affiliated with the General Directorate of Education Rusafa/ 2. The researcher found the appropriate time to answer the test items is (40 minutes) by following the following equation

$$\text{Average of response time} = \frac{\text{Time of the first pupil} + \text{time of the second pupil} + \text{time of the third pupil} + \dots \text{etc}}{\text{Total number of pupils}}$$

Statistical analysis of the test items: After applying the test to the exploratory sample and correcting the answers and arranging them in descending order, the researcher determined a percentage of 27% for the highest grades, and a percentage of 27% for the lowest grades, so the number of pupils reached 41 pupils in the upper group, and 41 pupils in the lower group.

Difficulty level: Table (10) shows the difficulty level in answering the reading comprehension news items

Table (10) Difficulty coefficients of reading comprehension test items

First question		Third question	
1	0.43	1	0.36
2	0.40	2	0.41
3	0.42	3	34.0
4	0.42	4	0.37
5	0.32	5	37.0
6	0.45	Forth question	
7	0.53	1	0.32
8	0.35	2	0.36
9	0.45	3	34.0
10	0.51	4	0.35
11	0.43	5	0.40
12	0.51	Fifth question	
Second question		1	0.41
1	0.43	2	0.47
2	0.41	Sixth question	
3	0.51	0.40	
4	0.41		
5	0.36		

The discriminating power of the test items: Table (11) shows the discriminating power of the reading comprehension test items.

Table (11) Discriminatory power coefficients for reading comprehension test items

First question		Third question	
1	0.53	1	0.39
2	0.60	2	0.58

The effectiveness of the shows the effectiveness the reading

Table (12) Effectiveness the passages of the first

3	0.46	3	0.43
4	0.41	4	0.41
5	0.36	5	0.46
6	0.60	Forth question	
7	0.68	1	0.41
8	0.36	2	0.58
9	0.65	3	53.0
10	0.68	4	0.51
11	0.43	5	0.51
12	0.58	Fifth question	
Second question		1	0.39
1	0.39	2	0.41
2	0.39	Sixth question	
Seq.	Effectiveness of the first wrong alternative	Effectiveness of the second wrong alternative	
1	0.34-	0.19-	
2	0.31-	0.29-	
3	0.24-	0.21-	
4	0.26-	0.14-	
5	0.19-	0.17-	
6	0.31-	0.29-	
7	0.31-	0.34-	
8	0.19-	0.17-	
9	0.34-	0.31-	
10	0.31-	0.36-	
11	0.21-	0.21-	
12	0.26-	0.32-	

incorrect alternatives: Table (12) of the incorrect alternatives for comprehension test:

of incorrect alternatives for question of the test

Test reliability: The researcher used the Cronbach's Alpha equation to extract the reliability of the reading comprehension test, and reached a reliability rate of (83.0), is a good percentage in the concept of reliability.

Eighth: Application of the experiment: The experiment implemented in the first semester of the academic year 2022-2023, as the researcher began the application on Wednesday, corresponding to 10/12/2022, and the experiment ended on Monday, corresponding to 2nd January, 2023.

Ninth: Statistical methods: The researcher used the statistical package spss-21 in statistical equivalence procedures, testing the statistical hypothesis, and arriving at research results.

Display and interpret the result

First: Display the result:

The null hypothesis of the research stated: "There is no statistically significant difference at the level of significance (0.05) between the average scores of the pupils in the experimental group who study the reading subject according to the Lee strategy and the average scores of the pupils in the control group who study the reading subject according to the usual method in the reading comprehension test".

To achieve this, the researcher proceeded to extract the arithmetic average for the pupils in the experimental group who studied according to the Lee strategy, which amounted to (24,343), while the arithmetic average for the pupils in the control group who studied according to the regular method reached (20,709), and by using the t-test for two independent samples in order to determine the significance of the difference. Between the two means, there is a statistically significant difference, as the calculated T-value is (4,359) and greater than the tabulated T-value of (2) at the significance level (0.05) and at the degree of freedom (61), which indicates the presence of statistical differences and in favor of Pupils in the experimental group, and Table (13) illustrated this.

Second: Interpretation of the result:

Group	Number of individuals	mean	Standard deviation	variance	Freedom degree	T-value		Significance level 0,05
						calculated	Tabular	
Experimental	32	24,343	3,422	710.11	61	4,359	2	Statistical significance
Control	31	709.20	185.3	144.10				

- 1- Teaching according to the Lee strategy contributes to pupils' excitement and develops their desire to read and understand it.
- 2- The Lee strategy made the pupils feel that they were a source of thought, information, research, and knowledge, which led to an increase in motivation in reading comprehension.
- 3- Lee strategy has a role in motivating pupils to participate, understand, and comprehend within the educational situation, and to complete daily duties.
- 4- Teaching using Lee strategy requires time, effort, and skill from the teacher in employing this strategy.
- 5- Lee strategy directs pupils to the fact that attention should focus on meaning and not rely on formal reading only.

Recommendations

- 1-The necessity of employing Lee strategy in developing reading comprehension among fifth-grade primary school pupils in the education directorates in Republic of Iraq.
- 2-The need to train Arabic language teachers on the steps to implement LEE strategy
- 3-The necessity of directing Arabic language teachers to pay attention to pupils' acquisition of reading comprehension skills.

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