# THE IMPACT OF THE STRATEGY OF THINKING THROUGH READING ON THE ACHIEVEMENT OF FOURTH CLASS(HIGH SCHOOL) FEMALE STUDENTS IN READING

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**Abstract:**

Reading is among the arts of Arabic and the very end of language, because it requires the teacher to be familiar with all branches of the Arabic language in time of reading, be it loudly or silently. It is through reading that one can achieve correct pronunciation, identify the right place of articulation, understand the meaning and analysis of text and derive morale from the read text in order to apply it in real life situations. Thus, the teaching of reading was not far from the problems of language and those problems were not in one aspect of the educational process, but, rather, all aspects of the educational process include a share of that, including (teacher, student, book, teaching method).

Due to the pivotal role of the followed teaching method and its strategies, the two researchers adopted (the strategy of thinking during reading to gauge its impact on the achievement of the students of the two research groups); the test group with (38) female students, who studied reading according to the strategy of thinking during reading, where the calculated degree was (8.863) with a freedom score of (73) at the level of (0.05) after comparing it with the achievement of the (37 female students) in the control group who studied reading in the traditional way (library in high schools).

Therefore, these results evidently signify the positive impact of the 'thinking during reading' strategy in the teaching of reading. In the light of these results, the researchers have set a group of suggestions and recommendations.

**Research Problem:**

Teaching Arabic at all levels of study has become difficult and hard, as if the student is not studying his/her mother language but a foreign language that is strange to him/her. Thus, teachers suffer from students' poor understanding and comprehensionof this topic, aversion to it, and the lack of uptake. Despite the many studies that dealt with all branches of the Arabic language, yet still, the problem remains with the passing of time, as well as the teachers' complaint about the suffering of students, especially in terms of reading, which is the drive of studying the Arabic language.Reading is the vital nerve and nucleusof teaching Arabic, and the most significant ends of the branches of Arabic, because reading contributes to the improvement of taste, sense, analysis, explanation and interpretation.

The problem of teaching branches of Arabic has become the essence of considerable debate, for it seeks to achieve the desired goal of assisting students to achieve self-fulfillment, and linguistic and social adequacy required by the society in which they live, perhaps because Arabic is a means of self-fulfillment and sufficiency. This is why there is a considerable number of complaintsregarding students' weakness in Arabic, which is an indication of the weakness in the teacher's training and the lack of adequate curriculum. (Al-Hashimi, 2005: p.23)

Among the problems facing students at all stages is the problem of students' poor reading and reading understanding. This problem has emerged with obvious features, especially in recent years, which indicates asignificant decline in the level of students in reading, proper pronunciation, reading understanding and in the manner of articulation (Zayer & Ayez, 2011: p.26), Of students' weak points in reading are their being late in reading, correct pronunciation and proper speed, as they make mistakes in pronunciation which leads to changing the meaning of a word, ambiguity, and diverging from the intended meaning. In addition, they are unable to continue reading. Many studies have confirmed this weakness, including (Al-Qazzaz, 1984), (Al-Khalidi, 1998) and (Al-Mashhadani, 2008). All these studies confirm the weakness of students and their low level of reading.

The difficulties of teaching Arabic, especially reading, did not lie in the nature of the textbook, but there are factors that have resulted in this, including: weakness of students, lack of daily activity, weakness in teacher training, as well as the inefficiency of the teaching method followed by the teacher when teaching reading. Such teaching methods comprise not more than reading the lines of a text without focusing on the minutes of the text so as totaste it and identifying its psychological aspects and creative images.

**Significance of the Paper:**

Language is behavior and thought as it is located in the core of environmental conditions surrounding humans. As well, it is the means that enables humans to know the natures of the society in which they live. Any society is required have social conventionsto coordinate and organize its activities, as there could be no society, development, love and harmony without language. It is because of this that human beingsare indebted for language throughout their life. Also, it is a means of storing experiences and information and passing them on to generations throughout ages. Language is a tool for demonstrating human experiences, explaining their stages and how they develop.

Language is a gift from God, it is not a means of expressing desires or communication between individuals, it is an important and indispensable element no matter how long time and circumstances have evolved, because it is a focal factor in the emergence of civilizations, development and advancement, the emergence of nationalities, the formation of countries All civilizations have a heritage that requires to be stored, kept and preserved, there is no means to this but via language, because it is an immortal and honest record of heritage. (Al-Qassimi, 1979: p.235). In the light of the foregoing, it can be said that there could be no civilization, no state, and no development without language, as it is a strong factor in the emergence and development of nationalities, and the best way to the study of history and civilization.

Language is the fruit of human thinking, there is no way for the mind to perform its work except in language, as is the case with the higher mental processes required by the mind to strip, analyze, infer, balance, link, and recognize the relationships between environmental phenomena. The individual cannot control and regulate environmental conditions surrounding him/herbut only via the language of his/her nationality.

Language is a bright mirror that shows the life of the nation and the record that epitomizes its characteristics and development (Zafer& al-Hammadi, 1986: p.48). Language is the best thing stored in memory and retrieved when needed, preserving what the individual acquires in his/her past and present. In addition, it is the best store of what will be preserved in future, and this is the secret of establishing civilizations of all kinds through the ages. (Medkor, 1987: p.37)

Life is developing and growing, civilizations are emerging, notions and opinions are exchanged, and knowledge and experiences are transferred so as to look at what the minds of others produce. There is no tool for this except science and no tool for science except language. It is the tool of learning and development, and of learning about and benefiting from the experiences of others, because it is the best source of human knowledge, learning and knowing the experiences of others, benefit from and implementing them, identifying deficiencies and correcting them or not to commit the same mistakes. Al-Samarra'i (1973) states that "Language is not primitive, or does not accept renewal and development, but is a living language that possesses the linguistic means that make it the language of science, and the language of modern civilization."

The human being is a social being whose life requires living in a society to deal with fellow citizens and to communicate with them. There is no means to that except language, because language livesand grows in society, and its growth and development derives its strength from the customs and traditions of that society, and the behavior of its members as "language is an essential bond in society and one of its pillars, without it, there could be no society." (Al-Dhamin, 1990: p.109)

It is well-acknowledged that language is the shadow of life and the mirror reflecting the status of a nation, its rise and fall, and it is the only means by which a nation records its science, literature, history, and engrosses the production of the minds of its citizens in various aspects of human activity. Thus, it is the strictest obligation of a living nation supplies that feel its existence and dignity. (Al-Abrashi, 1958: p.9)

Perhaps the best words that describe language are those uttered by al-Qalqashandi:

language is the capital of the writer, the basis of his/herspeech, and the treasure of his/herusage of words as they are templates for the meanings that are manipulated in writing, and thushe/she needs to be well-experienced, well-informed, knowing its essence in terms ofnouns, verbs and particles, employing its explicit and implicit connotations to be able to use themproperly, place them in their proper positions and find a way to expand the images to be able to expand expressions, and opens the door of descriptions for him/her to describe what he/she needs to. (Qalqashandi, 1963: p.185)

Allah Almighty crowned the Arabic language with the Glorious Qur'an, as He said: "And indeed, the Qur'an is the revelation of the Lord of the worlds. The Trustworthy Spirit has brought it down.Upon your heart, [O Muhammad] - that you may be of the warners -. In a clear Arabic language." (Surah Ash-Shu'ara (The Poets), verses: 192-195). AllahAlmighty honored Arabic and with this great honor it reached the pinnacle of glory and perfection, and gained a great status that no language in the world has ever reached to, neither in its past nor its present or future, because AllahAlmighty brought down the Holy Quranin this language to all humanity, which earned Arabs a universal status. Allah Almighty says "We have sent it down as an Arabic Quran, in order that you may learn wisdom" (Surah Yusuf, verse 2),"Thus have We revealed it to be a judgment of authority in Arabic. Wert thou to follow their (vain) desires after the knowledge which hath reached thee, then wouldst thou find neither protector nor defender against Allah" (Surah Ar-Rad (The Thunder), verse 37), "We know indeed that they say, "It is a man that teaches him." The tongue of him they wickedly point to is notably foreign, while this is Arabic, pure and clear (Surah An-Nahl (The Bees), verse 103), "Thus have We sent this down - an Arabic Quran –" (Surah Taha, verse 113) "(It is) a Quran in Arabic, without any crookedness (therein): in order that they may guard against Evil" (Surah Az-Zumar, verse 28).

Arabic is a rich, accurate, poetic language, characterized by a tremendous abundance of formulas, and the unity of its way of forming the sentence is an evidence of a higher degree of development than in other Semitic languages, which are languages of deep roots in human history.

Speaking of its age leads to many opinions, some of them say that it is the language of the Angel Jibril (peace be upon him) and others say that it is the language of the people of Paradise, citing the prophet's Hadith (Allah's peace and blessings be upon him and his family and companions) "love Arabic for three: because I am An Arab, the Qur'an is in Arabic, and the language of the people of Paradise is Arabic." Moreover, Al-Farabi, who refers in his praise to Arabic as the language of the people of Paradise, says "this language is the language of the people of Paradise, it is free of any deficiency, devoid of any failure, and empty of any reprehension or atrocity", Massignon asserts that "Arabic has been able to highlight the energy of the listeners in freeing its expressions from the minutest deviations of thought, be it scientific and mathematical discoveries or the description of observations or fantasies of the soul and its secrets." (Al-Jash'ami, & Al-Khafaji, 2015)

Allah blessed his servants with the grace of language, because without it there would not be civilizations or nations, asit is the means of communication, understanding, learning and teaching. It is in language that humans are distinguished from other creatures, and this is the lordly [i]tribute of Allah Adam's children. Allah almighty said

He has created Man;He has taught him speech (and intelligence)." (Surah Al-Rahman, verses 3-4).

Breasts are locked boxes with hidden things inside of them. As such, there is no way to reveal them except via language, which is one of the signs of Allah depicted in his creatures, the children of Adam, which is a proof of His strength and greatness as language is one of Allah's created things named by Him as 'the tongue' (Lisan) as He said in the Glorious Qur'an "And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colors" (Surah Ar-Room, verse 22).

Allah has honored the children of Adam from the first beginning of creation by making them human beingscharacterized by language, so theybecome proud of it and become known with it, for it is the symbol of life and its happiness and permanence. Language is the best tool for humans to convey their heritage through the ages, so that people can get acquainted with the heritage of their glorious nation and its civilizations. As well, it is a means of knowing the civilizations of others, and perhaps the best example to be said in this regard are these poetic lines:

She looked at me deep in the eve,When the horns of the sun to cloud its sight.She looked at me for a long time, and I kept the tears of the eye running in her hand(Hijri, 1989: p.129)

Furthermore, Abu Zaid Abdul Rahman bin Khaldoun[1] (D. 808H.) who was never doubtful nor hesitant of the fact that that animal world differs from human world, as he asserts "the human shared his/her animality with all animals, in movement and food, housing and the like, but distinguished from them by the thought that guides him/her to collect his/her pension and cooperate with his/her own species." (Ibn Khaldun, nd., p.429)

The people of jurisprudent (Fiqh) are in dire need of knowledge of Arabic, that knowledge in the Arabic is compulsory for all those fields of knowledge in relation to the Qur'an and Sunnah for they go hand in hand because the Holy Quran is written in Arabic, and the Prophet of Allah (peace be upon him) is An Arab. Thus, who wants to know what is in the Book of Allah and the Sunnah of the Prophet (peace be upon him) including strange words or amazingstructure,should have a well-considerable knowledge of this language. (Ibn Zakaria, 1977: p.50)

Arabic was not far from the intellectuals, philosophers and politicians, because it is a means of spreading the history of peoples and the civilizations of nations. So, the great Arab scholar, Ibn Khaldun (D. 808H.) defines language as "I know that, conventionally, language is the speaker's expression of his/her purpose, and that expression is an act of the tongue, therefore, it must become a gift in the active organ of speech, the tongue, which is used in every nation according to their terminology and conventions." (Ibn Khaldun, nd.: p.546)

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[1]Ibn Khaldoun (732-808 A.H.) is Abu Zaid Abdul-Rahman Mohammed bin Khaldoun Al-Maliki Al-Eshbili, the philosopher, social scientist and historian. He is the author of the well-known publication, of which is said, the *Introduction of Ibn Khaldoun* is a closet of social, political, and literary sciences. He died in Cairo.

Language represents life of a nation and its permanence, advancement and prosperity. So, there could neither be nation without language nor civilization without language. It is the tool of the philosopher if he/she wants to express; the intention of the poet if he/she wants to compose poetry; and the lines of history that is expressing and reflecting civilization, heritage, prosperity and advancement. AsAllah Almighty honors the children of Adam with the language that is expressing their feelings and sentiments, translating their ideas and writing downtheir facts with, He also bestowed them with the Prophet of Mercy and Intercession Mohammed bin Abdullah (peace and blessings be upon him) whose language is Arabic, the language of his father, Adam (peace and blessings be upon him). Arabic is a rich language characterized by the abundance of words to indicate the composition of sentences to an unprecedented degree in other languages. It is characterized by the flexibility of expressions connoting meanings that are clearer and more precise in the phenomenon of tandem and derivation. It is a language capable of absorbing what is new in Arab and Islamic civilization, to the extent that a philosopher and jurist believe that "the words of the Arabs are mastered only by a prophet.

Arabic is one of the Arabia languages that is distinguished from other languages in its plentiful synonyms and opposites, for this is characterized by abundant meanings. It has assumed a supremestatus because it is the of the Holy Quran. This divine miracle (The Glorious Quran) has played a major role in the permanence of Arabic, its stability and spread in different areas. The flags of Islam were raised by the wise leadership of the Prophetwho was chosen by Allah from the Arabs and singled out of Quraish. Therefore, Arabic spread when it carried the holy heavenly thought to become more cherished and supreme than other languages, Allah says "Verily this is a Revelation from the Lord of the Worlds:" With it came down the spirit of Faith and Truth-To thy heart and mind, that thou mayest admonish, in the perspicuous Arabic tongue (Surah Ash-Shu'ara, verses 92-95).

The Glorious Qur'an preserved the Arabic language from loss, change and distortion, which is at the same time the best vessel for the greatest book written with it,"A Book, whereof the verses are explained in detail; - a Quran in Arabic, for people who understand" (Surah Fussilat, verse 3). Islam has spread, truth has got loud, the doors of the heavens have opened, and hearts have cherished with the words of revelation, so, thought responded to the language of the Quran and civilizations grew. Thus, the language of the Arab Prophet (peace and blessing upon him) has become a sacred language that every Muslim wishes to learn, so as to read the Qur'an and understand its meanings, learn the meanings of the Hadiths of the lovedProphet (peace and blessings upon him) and learn the Islamic rules and be guided them. So, Arabic has become part of the essence of the Holy Quran and the best proof of this is what the scholars of jurisprudence said (Al-Khodari, 1938: p.204).

The Arabic language was and is still in the conscience of the ancients and modernists, as Ibn Khaldun (D. 808H.) sees it as more fascinating,clearer and fresher for its people, and the linguistic skillgained by Arabs from this language was the highestand the clearest reflection of purposes. (Ibn Khaldun, nd.: p.). Moreover, Al-Qalqashandi added "Arabic is full of letters, full of words, as no letters are missing to cause a

deficit, nor increase to result in a weakness." (Al-Qalqashandi[2], 1963: p.184).Al-Suyuti described the Arabic language as "the language of the Arabs is the best and broadest language, its traits are evidence of its supremacy; including the abundance of vocabulary, the breadth of metaphor, representation and compensation. Arabs got from t what others cannot others, as they differentiate inflectional endings from meanings." (Al-Suyuti, nd.: p.321).

The Arabic language was not far from the Orientalists. Gustav[3] (1931): states that "No language can reach the Arabic language in its honor; it is chosen to carry Allah's divine message." (Al-Jash'ami and Al-Khafaji, 2015: p.153).

The Arabic language is one of the world's languages. A language that has gained a prominent place among those languages. It has gained such elevated status because it is the language of the Holy Quran, because it was cared for and preserved from extinction, change and oblivion to remain preserved as long as the Holy Quran is preserved" (Al-Khazalaet al, 2011:p.22).

The Arabic language is one of the most important factors of communication and understanding amongcitizens of the Arab nation due to its skills of (speaking - listening - reading and writing). Each of these skills is a window overlooking what others produce, as well as being a means of conveying heritage through successive generations (Ali, 2011: p.161).

Moreover, Arabic is the best treasury for preserving the original Arab heritage, religious beliefs, intellectual activities and writing down its experiences that reflect what shines in their social life, expressing the environment in which the nation lives. It is a means of conveying notions and exchanging opinions from ancestors to their offspring (Al-Musawi, 2010: p.17).

It can be said that Arabic is an integrated unit whose branches are tributaries that flow in the great standard Arabic. When teaching, it was divided into branches and this division was not a deficiency in its unity, but to facilitate the teaching of each of its branchesas each branch requires a special teaching method. Of these branches is reading, which is the backbone of the Arabic language and the basis for the collection of information, because the branches of the language together pour in one end, that is, to enrich and enhance Arabic, "reading provides the reader with linguistic material, knowledge and culture (Ebrahim, 1973: p.145).

The aim of the study and teaching of reading is to achieve the purposes of Arabic, as teaching it results in pleasure in terms of elocution, representation and knowing the beauty of the phrase and the idea, "reading has three purposes: reading for pleasure and enjoyment, reading to gain knowledge and ideas, reading for linguistic study" (Al-Abrashi, 1955: p.27)

Perhaps the most interesting quotation that has been said in reading is that "reading is that language art, which is a certain prolific giving, from which its elements derive the rest of other arts. It is the spring from which these arts derive. As much as in its

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[2]Abu al-Abbas Shihab Ad-Din Ahmed bin Ali bin Ahmed Al-Qalqashandi is a historian and author of Subh Al-A'sha. He was born in Qalqashanda village in Al-Quliobiah Province 756 A.H. (Al-Jash'ami & Al-Khafaji, 2015, p.120).

[3]Gustav, Loson (1841-1931) is a French sociologist. Among his publications is *Sociology*, translated into Arabic by Ahmed Fathi Zaghloul Pasha.

springs of sweetness, safety, accuracy and serenity, is the elegance of the performance in writing and in speaking, and even in listening. All these three arts, if their tributaries are not connected to the sea of reading, and if their path does not meet with the spring of reading, via taking and growing, via watering and fullness, then, their giving will be shallow of value, salty, weak, does not irrigate thirst, does not heal a sickness, and doesn't feed mindsnorbodies" (Mujawer, Vol.2: p.343).

Reading, then, is knowing, understanding, criticism and interaction.It is a mental activity that requires the intervention of the human personality in all its aspects, and these four components include a number of skills. Reading has never been a simple mechanical skill as it is not a narrow school tool, but it is basically a meditative mental process, an activity that should encompass all types of thinking, evaluation, judgment, analysis, explication, and problem solving" (Attia and Manna', 2000: p.121).

Reading is a process of integrated interaction in which the reader realizes the words through eyes, and then thinks about them, explains them according to his/her background and experiences, and comes out with ideas, instructions and practical implementations. It is the process of a linguistic communication to transfer information from the sender to the receiver (reader) accompanied by election, rejection and choice. It is a social mental performance that occurs in communication between the mind of the child reader and the mind of the adult (Al-Dulaimi and Al-Wa'eli, 2005: p.4).

Reading is the door to access human knowledge no matter how long is time and how far is the place. It is the basis of every educational process and the key to all educational topics. It is one of the language skills, it is an art of reception and production at the same time. Perhaps the best proof of its importance and greatness is that Islam has incitedit, as the first divine order to the Prophet Mohammed (peace be upon him) in the first Qur'anic surahwas "Read, 'O Prophet,' in the Name of your Lord Who created—created humans from a clinging clot.Read! And your Lord is the Most Generous.Who taught by the pen—taught humanity what they knew not (Surah Al-'Alaq, verses:1-5).

In the light of the foregoing, it can be comprehended that reading is alanguage art. It firstly provides the reader with information and knowledge, and looking at the productions of others, as well as its great role in the development of linguistic wealth through the vocabulary of the text. Secondly, it is the means that adjusts the tongue and trains the reader on the quality of reading, good performance and quality of representation.

- **The significance of the paper** can be summarized as follows:
-  Arabic is the language of the Holy Quran and the language of the Prophet of Mercy and Intercession (on him and his family are Allah's peace and blessings).
- - Reading is the source of linguistic wealth and a window overlooking what is in the minds of others through epochs.
- - The teaching method is an indispensable factor in education.
- - The strategy of thinking is among the strategies that encourage interaction and dialogue among students and increase the desire for reading.

**Aim:**

The paper aims to find out the impact of the thinking strategy via reading on the achievement of fourth-classfemale students in reading.

**Hypothesis:**

There is no statistically significant difference between the achievement of test group students who study reading according to the thinking strategy and the achievement of control group students who study reading in the traditional way at the level of (0.05).

**Definition of terms:**

**First**: **Trace**

A. **In language:** reminisces of something. The plural is traces (Athaar). To trace someone is to follow his/her steps and to be in his/her aftermath and influenced it followed its trace (Ibn Mandhor, 1999: p.17).

B. **In terminology:** the process of influencing a person's values, beliefs, behavior and attitudes (Aveer, 2008: p.15).

C. **Procedural definition:** the information and knowledge left in the minds of students as a result of reading in accordance with the adopted strategy.

**Second: Achievement**

A. **In language:** the outcome of everything is what remained and proved. To achieve something is to collect and prove (Ibn Mandhor, 2005: 4/143).

B. **In terminology:** it is variously defined. Among these definitions is that it is the level reached by a student in the achievement of educational topics.

C. **Procedural definition:** it is the final result obtained by the female students under scrutiny in this paperin reading at the test designed for this purpose.

**Third: Reading**

A. **In language:** to read the Qur'an, Allah said in the Glorious Qu'ran "It is certainly upon Us to 'make you' memorize and recite it" (Surah Al-Qiyamah, verse: 17), i.e.,to read it. To say that 'I read the thing,'means that you compiled it and collected its parts with each other. Thus, to read the Qur'an means to collectively say it, to recite it (Ibn Mandhor, 2005: p.128).

B. **In terminology:** it is an intellectual and mental activity with which the reader interacts to understand, criticize and use what he/she readsto solve the problems he/she faces and to get benefit of it in different situations (Abdul Bari, 2020: p.33).

C. **Theoretically:** reading is a complexpsychological and social mental process when translating written symbols of meanings and ideas and working to criticize, analyze and apply them in real life.

**Class four (High School)**

It is the first class in the high school stage in which students are getting qualified to study humanities and languages and getting prepared for practical life and university

studies that flow in this direction (Republic of Iraq, Ministry of Education, 2012, p.25).

**Theoretical Background and Previous Studies:**

**Theoretical background:**

The beginnings of the term 'active learning' appeared in the last decade of the 20th century. It does not cease to exist up to now, but it has got increased care and attention at the beginning of the twenty-first century. The reason behind this interest is the development in the field of knowledge in supporting the educational process and teaching methods, especially active learning.

This term represents an educational and psychological trend, and has a great positive impact on the learning process. This has led to change the role of the teacher from a reciter to a mentor and facilitator of the scientific material being taught to students. Active learning is derived from two assumptions:

1. Learning from real life is active learning, people differ in their learning. The basic elements of active learning are (speaking, listening, reading, writing, integration).
2. Active learning affords the student an effective and active role in educational situations, encouraging them to read, write, speak and listen. In addition, it inspires them to think and integrate, and makes the student take responsibility in organizing the educational process. Active learning plays a focal role in making a successful teacher who seeks to achieve the desired goals based on integration and interaction between him/her and the roles of students starting from preparing students and ending with evaluation (Al-Shammari, 1967, p.13).

Furthermore, strategies of active learning comprise a large number of activities that are represented by the inclusion of all elements and seek to think about the things students learn. Active learning strategies urge students to think critically and creatively and encourage cooperation among groups members. This, in turn, leads to the expression of their ideas through writing and to discover values and positions, and to providecritical feedback.

Of the strategies of active learning are (directing thinking during reading) as this strategy encourages reading and increases comprehension in the light of three mental processes (prediction, reading, and proof). This strategy is based on some certain steps, which are:

**Prediction**: this step startswith openinga discussion in the light of answering questions that are addressed in relation to the topic of the lesson.

**Reading**: it is the second step of this strategy as students start reading a specific part of text or story and re-read it again.

**Verification**: believing what students assumed in the first step with reading aloud as well as summarizing the events in story or text.

**Explication**: in light of the following questions (what makes, to think so, what do you think that is)

- Repetition of the four steps in each part of the story (Al-Shammari, 1967, p.143).

**Previous Studies**

**Comparison of Previous Studies to this Study**

| Most Pivotal Results | Statistical Means | Research Tool | Stage | Sample Type | Sample size | Location | Paper Title | Researcher's Name |
|---|---|---|---|---|---|---|---|---|
| Supremacy of the test group over the control group | T-Test, Pearson Correlation coefficient | Achievement Test | Elementary | Pupils | 52 | Iraq | Finding out the impact of using educational games on reading achievement among second elementary class pupils | Al-Obeidi 1993 |
| Supremacy of the test group over the control group | T-Test, Chi-Square | A tool for speed reading and sound understanding | Elementary | Pupils | 171 | Iraq | Finding the impact of semantic map strategy and regular teaching on speed reading skills and sound understanding | Al-Mashhadani 2008 |
| Supremacy of the test group over the control group | T-Test, Chi-Square | A tool to test speed reading, sound reading, and a test of understanding | Elementary | Pupils | 61 | Iraq | Finding of the impact of Kamal Al-Omar's strategy on developing reading skills amongfifth elementary class students | Al-Saa'di 2010 |

| Supremacy of the test group over the control group | T-Test, Chi-Square | The use of a tool to improve reading skills | Intermediate | Female Students | 60 | Diyala | The impact of Thelen's model on the development of reading skills among second intermediate class female students in reading | Al-Ansari 2011 |
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**Methodology and Procedures**

**Sample of the Study:**

Any scientific research, especially experimental research, will not be successful if it does not specify its sample, because the nature of the experimental research and its hypotheses require the determination of sample selection, necessary tests and the nature of questionnaires. Thus, the researcher is required to study the original study society in full (Atwi, 2000, p.85).

**A. Sample of schools**: (Al-Adnania High School for Girls)/ Directorate General of Education in Diyala was selected due to the closeness of the researchers' residence from the school location, and due to the cooperation of the school principal with them.

**B. Sample of female students:** the fourth class in this high school included two groups; group (A) with (38) female students, and group (B) with (37) female students. So, the total number was (75) female students as shown in table (1):

**Table (1) Members of the Study Sample**

| No. | Group | Number |
|-----|-------|--------|
| 1 | Test | 37 |
| 2 | Control | 38 |

The (37) students in the test group (A)studied reading with the strategy of thinking during reading, whereas the (38) students in the control group (B) studied reading in the traditional way. Distributing the students in the two groups was done via a draw as each student was required to draw a paper which contains the letter of the group (A) or (B).

**C. Parity**: Parity between students of the two groups was done in the following variables:

**1. Chronological age**: The following table shows this due to the narrow scope of the study and the restriction of the number of pages.

**Table (2)**

| No. | Group | Number | Arithmetic mean | Measure | Pi | |
|-----|-------|--------|-----------------|---------|------------|-----------|
| 1 | Test | 37 | 24/199 | 0.94/3 | calculated | Scheduled |
| 2 | Control | 38 | 75/198 | 2.00/3 | 226% | 2.00 |

1.  The Arabic Language: the following table clarifies the nature of paring between the two study groups:

**Table (3)**

| No. | Group | Number | Arithmetic mean | Measure | Pi | | Significance |
|-----|-------|--------|-----------------|---------|-----|-----|--------------|
| 1 | Test | 37 | 18/71 | 478/3 | calculated | scheduled | 0.05 |
| 2 | Control | 38 | 19/68 | 84/4 | 978% | 2.00 | 0.05 |

In the light of the above table, it is crystal clear that students of both groups are paired in this variable.

-**Language ability**/ the following table shows that students of the two research groups are paired in this arithmetic variable:

**Table (4)**

| No. | Group | Number | Arithmetic mean | Measure | Pi | | Significance |
|-----|-------|--------|-----------------|---------|-----|-----|--------------|
| 1 | Test | 37 | 67/9 | 81/1 | calculated | scheduled | 0.05 |
| 2 | Control | 38 | 9/10 | 16/10 | 342/1 | 2.00 | 0.05 |

**Procedures:**

The researchershave taughtreading to students of the test group according to the strategy of thinking during reading and have taught students of the control group in the traditional method.

**Scientific material:**

1. Seeking knowledge.

2. An extract from "the commandment of the Messenger of Allah (peace be upon him) to Abi Thar al-Ghifari."

3. An extract from "the giving of our water" (Ahmed Ben Fadlan).

4. Al-Farabi and Saif al-Dawla.

5. Yes to reading.

6. Al-Jahiz said in his book Al-Hayawan (The Animal).

7. Fruitful reading.

**Behavioural Objectives:**

Behavioural objectives are of a pivotal role in the educational process. They are the best help for the teacher when evaluating the learner as they serve as stations when judging the performance of the learner (Abu Jada, 2003, p.257). Therefore, researchers ought to be sufficiently familiar with them. After recognizing the general

objectives of the Reading Book, the behavioural objectives of topics that were taught during the experiment were formulated, with (6) goals for each topic.

**Teaching Plans:**

Teaching plan is a guide to the teacher's work, and teaching method varies from one situation to another depending on (purpose of education, nature of the material, nature of the topic, nature of learners, learning stage,school capabilities, teacher's broad-mindedness). (Ebrahim, 1973, pp.32-34).

In order to meet the requirements of the study, a teaching plan (test and control) was set for each topic and a model was presented to the Committee of Experts (Appendix 1). (The nature of the publication in the journal does not allow the researchers to mention the objectives and appendixes).

**The Research Tool (the test):**

The test is defined as an organized measuring tool that includes a set or sample of stimuli provided to the tested persons with the aim of obtaining expressed responses and judging the performance of the tested persons.

**Test tool:**

At the end of the experiment, it is necessary to test students to see the impact of the strategy of thinking during reading on their achievement. Since reading (is the translation of written symbols into their meanings and ideas, working on criticizing, analysing and implementing them in real situations, thus, thebest reading test is during reading of the text to achieve the concept of reading (implementation, performance, representation and writing). For this reason, the researchers identified a text and asked the students one by one to read it while the researchers evaluate students in the light of the following table:

**Table (5)**

| Correct pronunciation | Pronouncing sounds according to their place of articulation | Speed reading | Understanding meaning | Spelling |
|---|---|---|---|---|
| 5/1 | 1 | 5/1 | 0/1 | 2 |

−  The researchers gave two marks to each test field and then found out the overall score rate for each student.

**Applying the experiment:**

1. The experiment was applied at Al-Adnania High School for Girls from the beginning of the second semester of 2018 to the 28th of April 2018.

2. The researchershave taught the students of both groups in light of the teaching plans prepared for this aim.

3. The researchersimplemented the tests to the students of both groups on the 30th of April 2019.

**Statistical Means:**

1. Two independent samples T-test. (Al-Bayati and Zakaria, 1977, p.260).

2. Pearson Correlation Coefficient: (Al-Bayati and Zakaria, 1977, p.180).

$$R = \cfrac{Sum\ x\ y - \dfrac{(sum\ x)\ (sum\ y)}{N}}{\sqrt{\left[Sum\ y2 - \dfrac{(sum\ y^n)^2}{}\right]\left[Sum\ x2 - \dfrac{(Sum\ x^n)^2}{}\right]}}$$

**Results:**

The researchers attempted to achieve the aim of paper (the impact of the strategy of thinking during reading on the achievement of fourth class (high school) female students in reading) at the level of 0.05.

The following null hypothesis was tested throughout the course of the paper "there is no statistically significant difference at the level of (0.5%) between the average scores of female students in the test group who studied reading according to the strategy of thinking during reading and the average scores of female students of the control group who studied reading in the traditional way. Upon the implementation of the two independent samples T-test, it was found that the arithmeticmeantest group students who studied reading with the strategy of thinking during reading was (657/7), variation was(168/1); the average score of the control group students was (162/6) and variation was (03/1), so, the calculated scores were (247/4) which are greater than the scheduled inventory (2.00) at the level of 0.05. This result indicates the superiority the test group students over students of the control group.

**Table (5)**

| Group | Number | Arithmetic mean | Variation | Score | | Degree of freedom |
|---|---|---|---|---|---|---|
| Test | 37 | 657.7 | 168.1 | calculated | scheduled | |
| Control | 38 | 54.6 | 03.1 | 4.247 | 2.00 | 73 |

**Interpretation of Results:**

In light of the results of the experiment, the superiority test group students over students in the control group was so apparent. The reasons for this are:

1. The strategy of thinking during reading make students willing to study reading and increase the longing for it.

2. In light of the reading and discussion among students and school staff, the confidence of students in asking questions and reading has been enhanced.

3. In light of the increased self-confidence and the desire to study reading, students have improved their reading skills, proper pronunciation, and correctly pronounce sounds in terms of their manner of articulation.

4. The strategy of thinking during reading leads to increased motivation for students to study reading.

5. The strategy of thinking encourages students to freely read loudly and get rid of fear and shame.

6. This strategy encourages students to discuss freely, express opinions and discussion.

7. This strategy encourages students to search for the meaning of vocabulary and the meaning of phrases.

8. It encourages students to induce ideas and gain experiences.

9. This strategy encourages students to benefit from reading by inferring lessons and applying them in real life.

10. Studying reading in the light of the strategy of thinking during reading and achieving the concepts of reading and pronouncing,performing, representing and translating symbols to their meanings and work to criticize, analyse and apply them in real life situation.

11. It develops the processes of criticism, exchange of opinions, analysis and interpretation.

**Conclusions:**

In the light of the results of the experiment, it was found that the reasons behind the superiority of test group students over control group students are:

1. The strategy of thinking during reading is one of the procedures of active learning. Active learning puts the student in constant activity.

2. This strategy heavily depends on students ' activities of cooperation and free discussion.

3. The strategy of thinking during reading proved its effectiveness within the limits of the study in the achievement of fourth class (high school) female students.

4. The strategy of thinking during reading makes the school to be effective because of the activity and dialogue of students.

5. This strategy makes the teacher take into account the individual differences among students.

6. It was noted that the adoption of the strategy of thinking during reading made the students in a positive interaction unlike the students of the control group.

7. Teaching reading in accordance with this strategy has instilled confidence in the students and increased their willingness to take responsibility.

8. Adopting this strategy in teaching reading increased the students writing skills in terms of proper pronunciation, correctly pronouncing sounds according to their right manner of articulation and understanding meaning.

9. Adopting this strategy made students want to study reading and love this material.

10. The diversity of teaching methods in the teaching of reading makes students in constant activity and affords them with the ability to argument and discuss

**Comparison:**

The results of the experiment showed the superiority of test group students who studied reading according to the strategy of thinking during reading over the students of the control group who studied reading according to the traditional method.

A. The number of the members of the two research groups was (73) students. The experiment was implemented in Iraq – Diyala, whereas the study of Al-Obaidi was implemented in Iraq on 52 pupils. Al-Mashhadani's study was applied in Iraq to 171 pupils, whileAl-Saa'di's study was applied in Iraq to 61 pupils and the study of Al-Ansari was conducted in Iraq and with 60 intermediate school female students.

B. All studies have adopted the final test after completing the requirements of the experiment.

C. All studies have paired between the two groups in variables that might affect the course of the experiment.

D. The result of the experiments in all studies was the superiority of test group students over the control group students.

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**Appendix (1)**

**A Lesson Plan for Teaching Reading according to the Strategy of Thinking During Reading**

Day:                    Material: Reading              Class: Fourth

Date:                   Topic:                    Group: A

**General Objectives:**

1.  Increasing the linguistic achievement of students.
2.  Training students on adequate speed in reading.
3.  Training students on the right manner of articulation.
4.  Improving the skills of literary appreciation and listening to what they read.
5.  Training students on performance quality and good representation (Ministry of Education, 1990).

**Behavioral Objectives:** making students able to:

1.  Recollect the Holy Verse"and consult them in the matter" (Surah Al-Imran: verse, 159).
2.  Comprehend the meaning of 'consultation.'
3.  Implement the concept of 'consultation' in real life situations.
4.  Differentiate between consultation and its absence.
5.  Interpret the meaning of consultation.

**Introduction:** one minute:

The researchers: that who consult will not fail. Therefore, it is necessary for humans to consult others in certain issues that might face them. After getting opinions, a human can face any situation. Thus, our lesson for today is 'consultation.'

**Presentation:** expectation:

Presenting questions: the researchers present a group of questions to the students.

- why consultation?

- why has the prophet Mohammed (Allah's peace and blessings on him) encouraged consultation.

- what is Man?

- what have you liked in the letter of Mohammed to his brother Al-Hussain?

**Reading:**

The researchers divide the topic into parts and then ask students to read the part or the (paragraph). Upon finishing paragraph reading, they will ask students to re-read for a second time.

Almighty Allah said to his prophet Mohammed (Allah's peace and blessing upon him and his family): "and consult them in the matter." Scholars specialized in interpretation differed in their understanding of the meaning of this saying into three different levels of interpretation:

The first of them is that He ordered the prophet to 'consult' in time of war so as to conclude the best opinion to work on, which is the saying of Al-Hasan.

Secondly, He ordered the prophet to 'consult' due to its great significance, which is the opinion of Al-Dhahhal.

Thirdly, He ordered the prophet to 'consult' Muslims even if he is not in need of this consultation, which is the opinion of Sufiyan Al-Thawri.

### The Questionnaire:

After finishing reading the first part, students check their assumptions from the first step (expectation or anticipation). Then, the researchers ask students to loudly read the part and then to summarize the main idea.

Almighty Allah ordered His prophet to 'consult' his companions (Sahaba) in war issues before occurring so as to make up his mind and work on the best opinion.

Sufiyan Al-Thawri has referred to the Glorious Verse by stating that 'consultation' is necessary for Muslims even if there is no need for it at the time being as there must be benefits behind it.

### Explanation:

Upon ending up with summarizing the main idea, there comes the pivotal role of questions in stimulating thinking as students will think; why to consult while one does not need it in the time being? what is the benefit of consultation? That who consult will not fail, and consultation is a divine order from Almighty Allah to His prophet Mohammed (Allah's peace and blessings upon him). Consultation is necessary for anybody even if he/she is a scholar.

- what does Ibn Ainiyah say?

- what does the prophet Mohammed (Allah's peace and blessings be upon him)?

- what does Al-Hasan (may Allah bless him) say?

- what does Ibn Muljim say?

Then, the researchers require students to read this part twice.

### Verification:

The researchers ask students to loudly read this part, students summarize the ideas they get from it.

Ibn Ainiyah said that prophet Mohammed (Allah's peace and blessings be upon him) teaches people to consult others if someone is scholar and mastering his/her issues, as that who consult will not be regretful.

A student:

The prophet of mercy (Allah's peace and blessings be upon him) stated that misdirection is for those who are imperious, and the slip is for those who are proud for what they do by themselves, because consultation leads to success and soundness.

A student:

Al-Hasan (May Allah bless him) said that there are three types of men; a true man if he consults others and getting consulted; a half-man who is having an opinion but does not consult others; and a no-man who is neither having opinion nor consult others.

A student:

Ibn Muljim has advised Al-Hasan and Al-Hussain (may Allah bless them) to do good, to practice enmity against enemies, and to help the oppressed.

**Explanation:**

A student:

That who does not consult people is not going to have a sound opinion, will fall down and fail.

A student:

Doing good is the work of this life and the storage of the hereafter. It is a necessity to fight enemies and help the oppressed.

Repetition of Readings:

The researchers, at this step, may repeat what was expected, discuss, re-read, testing assumptions, and to offer more so as to stimulate students; all of this is in light of the previously implemented steps.

**Homework:**

The homework is then to be specified to students.

**Note**: due to the publication guidelinesthat limited the researchers with a specific number of pages, the researchers mentioned the teaching plans only at the end of the paper.

**Appendix (2)**

**Scores of Students in both Groups in the Post-test**

| Score | No. | Score | No. | Score | No. | Score | No. |
|---|---|---|---|---|---|---|---|
| 6 | 28 | 6 | 1 | 7 | 28 | 9 | 1 |
| 5 | 29 | 6 | 2 | 7 | 29 | 7 | 2 |
| 5 | 30 | 5 | 3 | 9 | 30 | 7 | 3 |
| 5 | 31 | 5 | 4 | 8 | 31 | 8 | 4 |
| 6 | 32 | 7 | 5 | 9 | 32 | 8 | 5 |
| 6 | 33 | 8 | 6 | 9 | 33 | 9 | 6 |
| 4 | 34 | 6 | 7 | 8 | 34 | 9 | 7 |
| 3 | 35 | 6 | 8 | 7 | 35 | 7 | 8 |
| 4 | 36 | 5 | 9 | 7 | 36 | 6 | 9 |
| 3 | 37 | 7 | 10 | 8 | 37 | 8 | 10 |
|  | 38 | 5 | 11 | 8 | 38 | 8 | 11 |
|  | 39 | 5 | 12 |  | 39 | 7 | 12 |
|  | 40 | 6 | 13 |  | 40 | 7 | 13 |

|  | 41 | 6 | 14 |  | 41 | 10 | 14 |
|---|---|---|---|---|---|---|---|
|  | 42 | 7 | 15 |  | 42 | 6 | 15 |
|  | 43 | 8 | 16 |  | 43 | 5 | 16 |
|  | 44 | 9 | 17 |  | 44 | 7 | 17 |
|  | 45 | 9 | 18 |  | 45 | 9 | 18 |
|  | 46 | 7 | 19 |  | 46 | 9 | 19 |
|  | 47 | 7 | 20 |  | 47 | 8 | 20 |
|  | 48 | 6 | 21 |  | 48 | 8 | 21 |
|  | 49 | 6 | 22 |  | 49 | 7 | 22 |
|  | 50 | 6 | 23 |  | 50 | 7 | 23 |
|  | 51 | 5 | 24 |  | 51 | 7 | 24 |
|  | 52 | 5 | 25 |  | 52 | 6 | 25 |
|  | 53 | 8 | 26 |  | 53 | 6 | 26 |
|  | 54 | 9 | 27 |  | 54 | 7 | 27 |