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The Impact of the PQ4R Strategy on Reading Comprehension in Fourth Grade Students

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Abstract

This research aimed to determine the impact of the PQ4R strategy on reading comprehension among fourth grade students. The research sample consisted of (71) fourth grade students. the researchers were rewarded between the two research groups. After analyzing the results statistically, the research reached the superiority of the students of the experimental group studied with the PQ4R strategy in reading comprehension over the students of the control group.

First Chapter

The Problem of Research

Previous studies have proven that there is a weakness in reading comprehension among middle school students, such as (Al-Mashhadani 2008), (saber 2009) and (Al-Araji 2016), as they confirmed the existence of a decline or two significant weaknesses in reading comprehension, as well as the lack of interest of Arabic Language teachers and schools in modern teaching methods and strategies, so the researchers presented an open questionnaire that includes a number of questions and the answers were It confirms that the position of reading comprehension is still weak, so the problem of this research crystallized by answering the following question:

Does the PQ4R strategy have an impact on reading comprehension in fourth graders?

The Importance of Research

Reading is an important branch of the Arabic language subject on which the learner's acquisition of facts, information and skills is based and applied positively in order to give that process its fruits and achieve its goals (Saleh and smile 2002 :35) It is necessary to use modern strategies in teaching to raise the Arabic language to its highest levels and make it a sound language to take its real position, which distinguishes it from other languages, and the more appropriate the strategy is for the educational situation and adapted to the student's age, inclination and ability, the more profound and useful the desired goals achieved through it (Zayer et al. 20:2011) One of these strategies is the PQ4R strategy, which is characterized as a six-step system for reading, and the teacher's role in it is to determine the educational outcomes of the lessons, the steps of the strategy are explained to teachers, organized and presented in a logical sequence, it encourages learners to provide initial solutions, put forward ideas and provide them with final open-ended questions, it makes the learner Which he owns (Afana and Abyssinia 2009: 201)

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The Purpose of the Research and Its Hypothesis

This research aims to identify the impact of the PQ4R strategy on reading comprehension among fourth grade literary students and to achieve the research goal; the researchers formulated the following null hypothesis:

There is no significant difference between the average scores of students of the experimental group studying the reading material with the PQ4R strategy and students of the control group studying the same material in the traditional way in the reading comprehension test.

Limits of Research

This research is determined by the students of the fourth literary grade in the preparatory and secondary public day schools in Iraq for the academic year 2022-2023

-seven topics from the Arabic language book Part One.

Definition of Terms

A- PQ4R strategy

A Term Defined By

Al-ajrash -it is one of the metacognitive strategies that helps the learner to understand, remember and retain the read while remaining its impact.

(Al-ajrash, 2013: 27)

The researchers defined it procedurally as a set of steps and procedures that the researchers followed with fourth-grade literary students to reach reading comprehension.

B-Reading Comprehension

A term he defined.

Barber is a knowledge process based on understanding the meaning of a word, understanding the meaning of a sentence or understanding the meaning of a paragraph, distinguishing words, perceiving linguistic belongings, distinguishing between reasonable and unreasonable, knowing the thickness of personality, perceiving the value related to the text and developing an appropriate title for the topic (Barber, 2010 :66).

The Researchers Defined It Procedurally.

The fourth-grade literary students have the opportunity to extract meaning from the text presented to them.

Chapter II

Theoretical Aspects and Previous Studies

Pq4r Strategy

This strategy is one of the met-cognitive strategies that have been published recently, as it is a self-

learning strategy that helps to memorize, remember and retain the read material, as well as use it to develop the cognitive aspects of learners.

The letters of the strategy refer to:

The letter (P is an abbreviated word Preview), which is a quick reading of the topic and knowledge of its basic features.

The letter (Q) is an abbreviation of the word (Question), which is the questions asked by the student about the topic of the lesson.

The first letter (R) is an abbreviation of the word (read), which is read.

The second letter (R) is an abbreviation of the word (Reflect), which is a reflection.

The third letter (R) is the abbreviation of the word (Recite) and he heard.

The fourth letter (R) is an abbreviation of the word (Review), which is a review (Said, 2009 :10)

Previous Studies

Table (1)

The Name of The Researcher, The Year of Study and The Place of Its Conduct	The Goal of The Study	Curriculum of Studies	Number And Gender of Students	Study Material	Study Tool	Statistical Methods	Study Results	Seq.
Hamza 2014 Iraq	Know the impact of the PQ4R strategy in the classroom and the survey of second-intermediate students in biology	Experimental	61 Females	Biology and	Achievement Test Retention	The second test for two Future Samples difficulty coefficient paragraph discrimination strength correlation coefficient persot	The students of the experimental group outperformed the students of the control group in the achievement and retention test	1
Al-Jubouri and Alaa Ibrahim Sarhan 2015 Iraq	The effectiveness of teaching using PQ4R in the cognitive preference of second graders in the history subject	Experimental	68 Males	History	Cognitive preference test	The second test of two independent samples analyzed the contrast strength of paragraph discrimination	The students of the experimental group outperformed the students of the control group in the test of cognitive elaboration	2

Chapter III

1- Research the researchers followed the semi-experimental approach in order to fit it, an approach based on reality, and on scientific induction

Experimental Design

Figure (1): Experimental Design Adopted in The Research.

The Tool	The Dependent Variable	The Independent Variable	Collection
The Test	Reading Comprehension	Strategic PQ4R	Empiricism
			The Officer

Research Community and Its Sample

The researchers identified the research community in the six directorates of education in Baghdad governorate, and after the random test, the second Karkh directorate was selected, and by random draw, the researchers chose Amiriyah Preparatory School for Boys, which includes two divisions for the fourth grade, the research sample amounted to (71) students, and by random draw, Division (A) represented the experimental group, the number of students was (36) students and Division (B) The control group was represented by 35 students

Control Procedures

The changes that may affect the safety of the experiment were adjusted, so the researchers rewarded the students of the two groups in a number of variables, namely -:

- The chronological age is calculated in months.
- IQ test (HMON Nelson for mental ability)
- Language ability test.
- Arabic language grades for the previous year.
- Educational achievement of parents.

After analyzing the results statistically, the results indicated an equivalence between the two research groups in all variables.

Requirements for the Experiment

- ❖ Teaching plans the two researchers prepared a course to teach the experimental group using the PQ4R strategy, the number of which was (7) topics and a lesson for the control group in the usual way.
- ❖ **Research Tool:** the two researchers prepared a reading comprehension test consisting of (30) paragraphs (20) paragraphs of the multiple-type test and (10) of the essay type. the two researchers confirmed the authenticity of the test and its consistency.
- ❖ **exploratory sample for testing:** To calculate the time taken to answer the test and to confirm the clarity of the test instructions and paragraphs, the researchers applied that the test on Sunday, 23/10/2023 at a survey threshold consisting of (30) students.
- ❖ **statistical analysis of test paragraphs:** To statistically analyze the paragraphs of the reading comprehension test and to verify its consistency, (100) students were selected from the fourth grade students and the test was applied to them on Sunday, 29/10/2023 and after analyzing the answers statistically and confirming the difficulty coefficient of the paragraphs and the strength of their distinction, the researchers found that the difficulty coefficient ranges between (0,23 – 0,58) and thus the paragraphs are good, but the strength of excellence Between (0,31-0,51) and longer is good.

Statistical Methods

The researchers used the statistical bag (spss), which is

- Bilateral selection of two independent samples.
- Pearson correlation coefficient.
- Equalizing the difficulty coefficient of the dummy paragraph.

- the equation of the power of distinguishing the dummy paragraph
- square ka^2

Chapter Four- Presentation and Interpretation of the Result

The research hypothesis stated that there was no statistically significant difference between the students of the experimental group who studied the reading material with the PQ4R strategy and the students of the control group who studied the same material in the usual way in the reading comprehension test.

After analyzing the data statistically, the average scores of the experimental group (64,389) and the average scores of the students of the control group (44,171), as the calculated binary value (6,338) was greater than the tabular binary value (1,995) at an indicative level (0,5) and a critical score (69), this indicates a statistically significant difference in favor of the experimental group in the reading test.

Interpretation of the result / the strategy used in teaching provided students with motivation because it stimulates thinking and allows them to express what they want and arrange their ideas and present them smoothly.

-2the strategy used (PQ4R) was characterized by the factor of excitement and diversification in classroom educational activities in a good and exciting way than what students are used to, which contributed greatly to improving the performance of the experimental group.

Conclusions

- The pq4r strategy has contributed to encouraging students to freedom of opinion, exploration, asking questions and positive participation.
- The active participation of students in the reading lessons led to a positive interaction, which in turn indicates the pq4r strategy used by the researchers in those lessons.

Recommendations /

- Paying attention to reading comprehension and emphasizing it in reading lessons.
- Directing the attention of Arabic Language teachers and her school to the importance of using modern strategies in teaching, including the pq4r strategy.

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