

The effect of Reading Strategies Instruction on Intermediate School Iraqi Pupils' Achievement in Reading Comprehension

Nadwa Jawad Kadhim

Ministry of Education /Rusafa Second

umh6623@gmail.com

Received date: 23/05/2024 review: 20/06/2024 Acceptance date: 02/07/2024 Published date: 15/9/2024

Doi: <https://doi.org/10.36473/06tsqm23>



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

How to Cite

The effect of Reading Strategies Instruction on intermediate school Iraqi Pupils' Achievement in Reading Comprehension. (n.d.). ALUSTATH JOURNAL FOR HUMAN AND SOCIAL SCIENCES, 63(3). <https://doi.org/10.36473/06tsqm23>

Copyright © 2024 Nadwa Kadhim

Abstract

The research has discussed one of the topics that significantly affect the educational process. The research has discussed the impact of teaching reading strategies in the intermediate stage in Iraq on reading comprehension. The questionnaire and observation were relied upon as tools for the research. The research sample is 100 teachers and students in the intermediate stage. Many results were reached, namely that reading comprehension is considered one of the most important factors that help in the educational process, and there are many methods of teaching reading that students experience in the educational process over time and years of study, and sufficient time must be provided for reading in the educational process, and teaching strategies help increase reading comprehension. Reading comprehension has a major role in developing the practical aspect of a student's life. Reading helps increase awareness of other subjects and helps increase the student's success rate, and the teacher's diversification of teaching and reading strategies increases student achievement.

keywords:Reading strategy - reading comprehension - intermediate school - Iraq.

أثر تدريس استراتيجيات القراءة في تحصيل تلاميذ المرحلة المتوسطة العراقيين

في الفهم القرائي

ندوى جواد كاظم

وزارة التربية / الرصافة الثانية

umh6623@gmail.com

المخلص

يناقش البحث موضوع من الموضوعات التي تؤثر في العملية التعليمية بشكل كبير، حيث يناقش البحث أثر تدريس استراتيجيات القراءة في المرحلة المتوسطة في العراق في الفهم القرائي، وقد تم الاعتماد على الاستبيان والملاحظة كأدوات للبحث، وعينة البحث تتمثل في 100 من المعلمين والتلاميذ بالمرحلة المتوسطة، وتم التوصل إلى العديد من النتائج، وهي أنه يعتبر الفهم القرائي من أهم العوامل التي تساعد في العملية التعليمية، وهناك العديد من أساليب تعليم القراءة التي يختبرها الطلاب في العملية التعليمية مع مرور الوقت وسنوات الدراسة، ويجب توفير الوقت الكافي للقراءة في العملية التعليمية، ويساعد تدريس استراتيجيات القراءة على زيادة الفهم القرائي، والفهم القرائي له دور كبير في تطوير حياة الطالب الفعلية، والقراءة تساعد على زيادة الوعي بالمواضيع الأخرى، والقراءة تساعد على زيادة نسبة نجاح الطالب، وتنويع المعلم لاستراتيجيات التدريس والقراءة يزيد من تحصيل الطلاب من العملية التعليمية.

الكلمات الدالة: استراتيجيات القراءة - الفهم القرائي - المرحلة المتوسطة - العراق.

Introduction:

Learning is defined in language as acquiring knowledge of things, while it is defined idiomatically as an activity that aims to acquire skills and acquire new knowledge, and the human being is the goal in this process, and the educational process is achieved when it is reflected in behavior, values, ideas, etc.

Education may also be described as the process of an organism changing its actions and perceptions via an individual experience; this is referred to as education. Education must be reflected in conduct and must remain consistent, unaffected by changes in development or growth. A further definition of learning is the modification or shift in behavior. This definition concentrates on how learners' behavior is modified and changes; these changes are ongoing, permanent, and independent of time or place. (Wang et al, 2022)

The concept of learning is considered one of the matters related to behavioral science because behavioral scientists discovered that behavioral tendency is synonymous with learning, and according to this trend, learning is defined as an apparent change in behaviors, as a result of relatively continuous practice. (Baevski et al, 2022)

Educational psychologists have identified several factors that influence the effectiveness of learning:

Learner characteristics are thought to be one of the key factors influencing how effective learning is. Learners differ in their attitudes, values, and personality

integration, as well as in their motor, mental, and physical abilities. Additionally, there is a constant interaction between the teacher's behavior and the learner, which influences the learning outcomes.

- Teacher characteristics: The learner's level of competency, values, inclinations, and personality all influence how successful learning is. This is because learning has an influence that extends beyond a learner's personality to what they learn. (Greener et al, 2022)

- School environment: the effectiveness of learning, which is linked to the availability of educational means and equipment related to the educational subject.

- Academic subject: Since academic achievement in academic subjects varies from student to student and a student can perform better in science than in languages, students are naturally drawn to academic subjects and alienated from others. Additionally, the clear presentation and organization of the subject are thought to be one of the factors that increase the effectiveness of the learning process.

- Characteristics of learners: Many pupils in a classroom have varying mental, motor, and physical talents as well as varying attitudes and inclinations due to their prior experiences resulting from their membership in various social and economic classes. The social dynamics of the classroom have an impact on how well students learn.

- External forces: these are known as the factors affecting a person's position in the learning process at school, as the home and cultural environment are factors that help determine behavioral patterns and personal characteristics within the classroom.

- Society's view: This is seen as one of the outside variables influencing how well students learn since certain societies want schools to help students develop their intellectual, physical, emotional, and social personalities. Consequently, some communities provide their kids the chance to succeed and pursue their education, but other societies send their kids to school to escape the issues in their homes; in these situations, the school is unable to educate this particular group very much. (Wang et al, 2022)

Decoding the symbols known as letters to create meaning and get to the understanding stage is the cognitive process of reading. It is a linguistic feature that facilitates comprehension and communication. The recognized letters, numbers, and symbols that make up the language are utilized to convey messages between individuals. Reading is a way to sense the intended meaning and get information from the writer or sender of a communication. Through the use of previously noted information stored in the brain in the form of letters, numbers, symbols, and other symbols—such as the Braille technique for blind reading—it is a way to learn about and communicate with different cultures and civilizations. Reading is not limited to words alone; one may also read images or music notation. Reading is regarded as one of the fundamentals of learning and reading comprehension. In computer science jargon, reading is the act of collecting information from locations on the computer, such as hard drives, floppy disks, etc. (Muhammad et al, 2023)

The problem of the study appears in the low achievement of intermediate school students in Iraq in reading comprehension, as reading comprehension is a process whose primary purpose is for the reader to understand what is being read with complete ease and comfort, meaning that the reader understands the written symbols and their pronunciation, then absorbs them and translates them into ideas. To understand the reading material, then interact with it, and then respond to what these symbols dictate, and employ what is read in daily life. All of this would expand and develop the reader's circle of information, enrich his thinking, and satisfy his love of curiosity and pleasure, and it is one of the basic processes for students' acquisition of scientific material to a great extent.

The research is important because it sheds light on how to improve the educational experience of intermediate school students in Iraq. It does this by explaining the concept of reading comprehension, the factors that influence it, how to identify the best reading strategies, how to teach them, and how reading strategies affect students' academic achievement in intermediate school.

Research questions:

What are the best reading strategies?

How do reading strategies affect the achievement of intermediate school students in Iraq?

Methodology:

One of the most important topics in the field of student success development is the impact of reading strategy on intermediate school students' progress in reading comprehension. This was the study's main objective.

Study population and sample:

The study population is the academic community in Iraq, where the study was applied to middle school students, and the sample consists of (100) intermediate school students and teachers, to study the effect of teaching reading strategies on the achievement of Iraqi middle school students in reading comprehension.

Research Method:

Questionnaire:

One of the most often used tools in scientific research, especially social and educational research, is the questionnaire, regardless of the study's design—it can be partial or survey-based. It allows the researcher to compile data and information on the study subjects. The questionnaire is often used to look at the habits and patterns of the study sample and find important information that the researcher needs to perform scientific research. (Lund, 2021)

Advantages of the questionnaire:

- Based on the self-reports of the study subjects, the questionnaire is regarded as one of the most popular approaches. In other words, it relies on the information provided by the responder regarding his experiences, motives, and trends.
- Since the questions and paragraphs in the questionnaire are the same for every response, they are well-organized, ordered, and coded.
- It can gather information from far-off places rapidly and effectively, saving a significant amount of time and effort.

- a crucial method of acquiring data from a big sample size, significantly more than that of other information-gathering instruments like exams, interviews, and observation. (Herdman et al, 2023)

- The questionnaire is not limited by location; it may be distributed via standard mail, email, or direct communication between the researcher and the participant.

- There is enough time for the researcher to create the questionnaire, go over it, go over its contents without feeling rushed, show it to professionals, and even give it a test run. This adds logical value and scientific correctness to the questionnaire. (Skjuve et al, 2023)

Observation:

During this procedure, one of the difficulties is observed and tracked by the researcher. By employing the proper scientific methodology and predetermined objectives and plans, one can acquire knowledge or find solutions to scientific problems from an applied standpoint, which is a way to gather data, develop expertise, and comprehend scientific phenomena with accuracy. (Huang et al, 2023)

To carry out the observation, some procedures must be taken, which are:

- Defining the research problem: The first observation procedure is for the researcher to identify the topic or problem of the research. It is important that the phenomenon being observed is clear and occurs repeatedly. So that the researcher can scrutinize the observation.

- Determining the objectives of observation: Before the researcher carries out the observation process, he must set objectives, so that he can scrutinize certain aspects and focus on specific information.

- Formulating the observation card: It is a card that includes a set of characteristics and characteristics that the researcher is looking for in the group of subjects. (Park et al, 2023)

- Determining the place and timing of observation: Conducting observation in scientific research requires the researcher to choose the appropriate place, and according to the subject of the research. For example, in the case of the researcher's study of delinquent children; Here, the appropriate place is the homes for caring for delinquents, and the researcher must also choose the appropriate time for observation while obtaining approvals from the authorities responsible for that.

- Ensuring the veracity of the information: The researcher must ensure the integrity of the information he collects, and to achieve this, he can repeat the observation at separate times while making a comparison between the different observations.

- Immediate recording of observation: The researcher can use whatever scientific techniques he deems appropriate to carry out the process of instant recording of information. During this period, many technologies are available that enable the researcher to do this, most notably mobile phones and hidden cameras. (Franciolini et al, 2023)

The advantages of this method are:

- Observation can be a tool in scientific research in various classifications of scientific research. Whether related to the natural, social, or human sciences.

- Observation helps the researcher obtain more accurate scientific information than other scientific research tools and thus increases the accuracy and validity of the final results of research and scientific dissertations.

- If the researcher is unable to use the questionnaire or interview in scientific research; The perfect ornaments for note use. (Abbasi et al, 2023)

Study procedures:

Work was done on implementing an electronic questionnaire on the Internet, after which the link was sent to the sample, and work was done on collecting the responses and analyzing them with a statistical program, which is the Excel program, and work was done on creating statistical data and figures showing the data and percentages of the responses that were obtained, to reach the best results.

Study Approach:

To achieve the best results, the descriptive approach and the analytical approach are followed.

-Descriptive method:

The descriptive method is one of the most important approaches used in scientific research, including master's and doctorate dissertations. It aids in the identification of the phenomena being studied, proper contextualization of it, and interpretation of all the conditions surrounding it. It takes a lot of time and work to gather all the data and information necessary to study the research phenomena when using a certain technique. This is the first step in determining the academic findings related to the study and solidifying the suggestions and ideas put forth by the researcher to resolve the disagreement raised by the study's main body of work. (Yang et al, 2023)

Features of the descriptive approach:

- Because the researcher is physically present in the study area, or field, the descriptive technique is distinguished by its practical approach to addressing the research topic.

- Scientific study issues about social and human phenomena or problems are well-suited for this approach. It is possible to derive a qualitative and quantitative description, the former from the outward behavior of the phenomena and the latter from the determination of numbers that have significance to the phenomenon or issue. (Visalli et al, 2024)

- The results seem objective since the descriptive technique restricts the inputs of researchers. For example, the descriptive technique does not answer some problems that accept diverse interpretations since it is derived precisely.

- The descriptive method facilitates the comparison of the phenomenon's characteristics across several locations. For instance, while examining the divorce issue, it is possible to examine the occurrence across national boundaries.

- The descriptive technique offers clarifications and explanations, which helps researchers make informed conclusions about the study.

- Opinions and experiences can be used with the descriptive method to create plans and visions to address some harmful events. (Hung et al, 2023)

Stages of using the descriptive approach:

- The beginning of the stages of using this approach is identifying the problem of the study, and based on that, it is determined whether the descriptive approach is appropriate for it or not and whether the problem is related to a behavioral or social phenomenon.
- The subject of the study is then formulated in the form of one or more hypotheses, which are solutions initially presented by the student, who is committed to proving or denying this. Through the evidence provided in the research.
- The study sample or respondents that the student will use are determined; To obtain real information about the problem that he posed according to the descriptive approach, and this aspect is of great importance, as it saves financial costs for the researcher, instead of conducting a comprehensive survey, and after studying the sample, the results reached by the researcher can be generalized to the study population. (Peixoto et al, 2023)
- In the next stage, the researcher chooses the study tool that suits the descriptive approach, such as a questionnaire, interview, test, or observation, to collect information. This stage requires organizing, arranging, and testing the study tool used. To ensure its feasibility in achieving the results that the researcher wishes to obtain.
- After collecting information and data, the researcher tabulates and classifies them and prepares them for the analysis process. Through manual statistical methods, or computer applications.
- After that, the data is analyzed, and then the researcher presents the research results in an organized and precise manner, according to the evidence he provided through the stages of using the descriptive approach.
- In the end, the researcher develops conclusions and proposals that contribute to solving the problem of the study. (Hung et al, 2023)

Analytical approach:

One of the specialized methods used by researchers in detailing scientific studies. The word method means the path or way of thinking that researchers follow to remove ambiguity from phenomena or problems, and according to grounded theories, to confront reality, regardless of the types of scientific research, in a way that organizes the order of tasks. And then clarify the reasons and achieve results that explain the hidden phenomenon of the phenomenon. In most cases, no single approach is used in implementing scientific research. Researchers seek to make the most of these approaches, overcome the negatives that afflict some of them, and maximize the positives by relying on more than one method. (Serafini et al, 2023) The analytical method, like any scientific method, has its own rules upon which it relies, and this is represented in three axes, which are:

- Deconstruction (interpretation): This axis entails looking for interpretations while providing a more thorough explanation of scientific findings. Clarifying the phenomenon involves locating its fundamental components and determining its causes.
- Evaluation (criticism): This section is crucial if the researcher has conducted similar scientific studies in the past. If so, they should be evaluated correctly

according to scientific principles, their shortcomings should be explained, and any errors should be corrected using sound scientific principles. (Kara, 2023)

- Synthesis (conclusion): It represents the synthesis of concepts and results, and we can call it the deduction stage, whether this is done completely or partially, and in light of that, generalization is made.

The importance of the analytical method in scientific research appears as follows:

- Dividing the problem into units to facilitate the study: One of the main axes on which the analytical approach in scientific research depends is dividing scientific problems into simple units, and this contributes to the clarity of vision. When a problem is dealt with from a general perspective or as a whole, this makes the study difficult for the researcher.

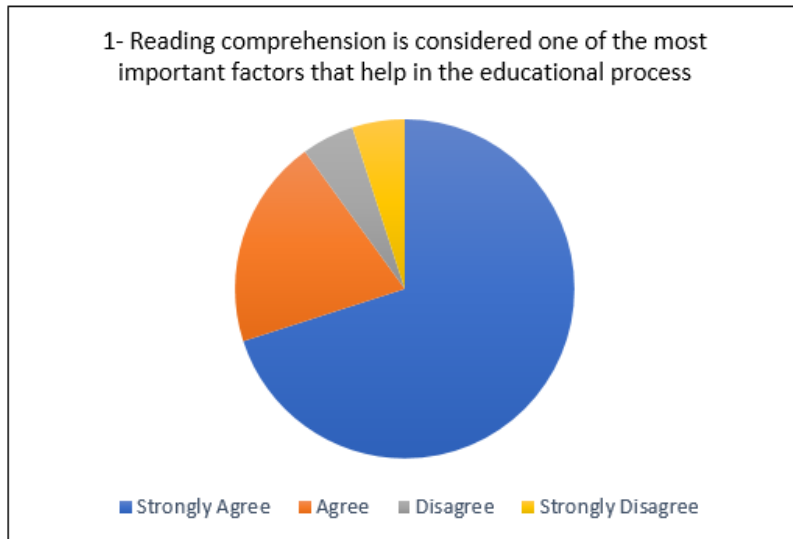
- Using explanation and criticism to clarify the study: Explanation and criticism are among what the researcher should use. To detail the study, and remove all ambiguous matters, so that all aspects become clear, some aspects do not keep pace with the researcher's point of view, and with the recent information he possesses about the subject of the study, so he resorts to criticism to express that, and these are among the important components on which the analytical method depends. In scientific research.

- Extracting clear results: Research results are among the most important contents that must be included in any research. They are a summary of the items reached by the researcher and must be supported by evidence, whether descriptions or numbers. This is among the aspects of the importance of the analytical method in scientific research. Although the results part is central to all scientific research methods, the procedures associated with the analytical method contribute to putting it in a more precise form than other methods. (Follmann et al, 2023)

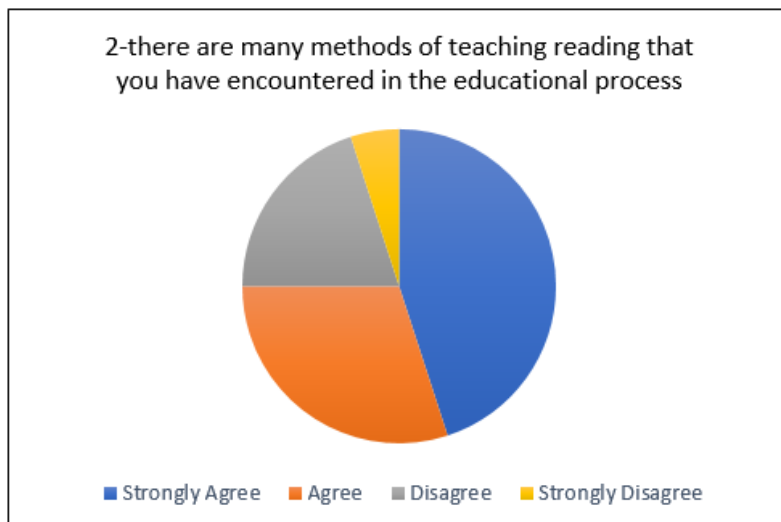
Results:

The questionnaire includes several questions aimed at obtaining the opinions of teachers and students about how to increase reading comprehension among intermediate school students in Iraq. The questions and answers are:

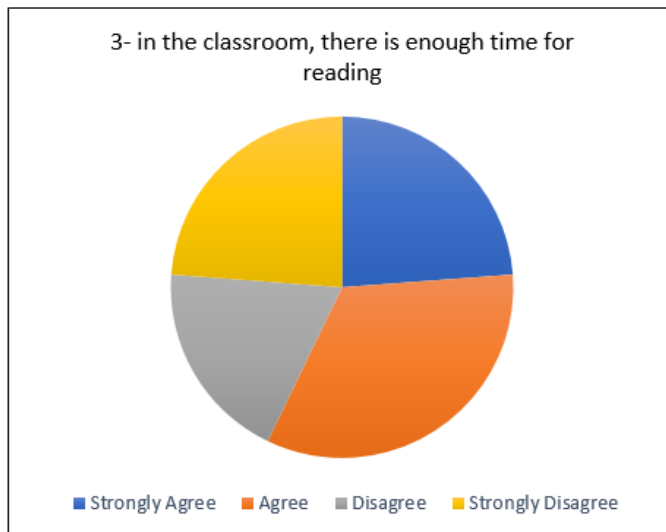
1- In the first aspect, which is (reading comprehension is considered one of the most important factors that help in the educational process), the answers were strongly agreed (70%), the answer was strongly agreed (20%), and the answer was strongly disagreed (10%).



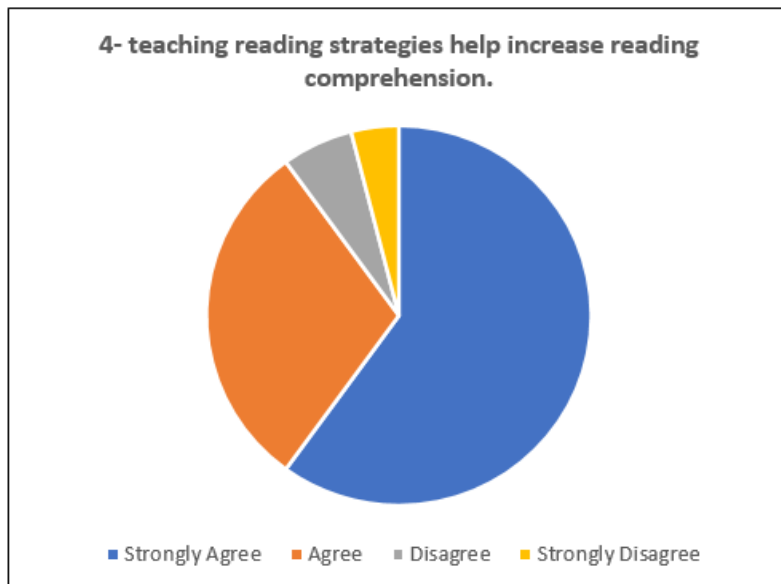
2- When asked about teaching methods (there are many methods of teaching reading that you have encountered in the educational process), the answer was strongly agreed at a rate of (45%), the answer was strongly agreed at a rate of (30%), and the answer was strongly disagreed at a rate of (25%).



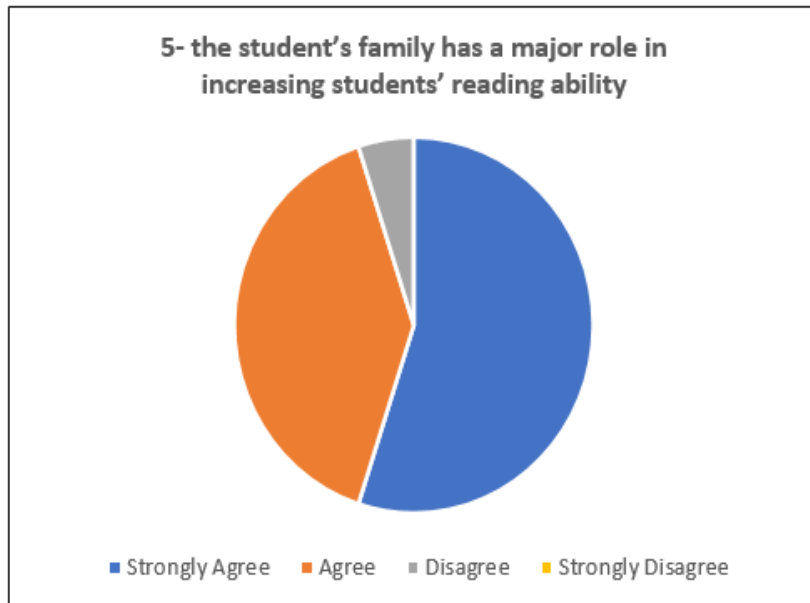
3- When asked (in the classroom, there is enough time for reading), the answer was strongly agree (25%), the answer was strongly agree (35%), and the answer was strongly disagree (45%).



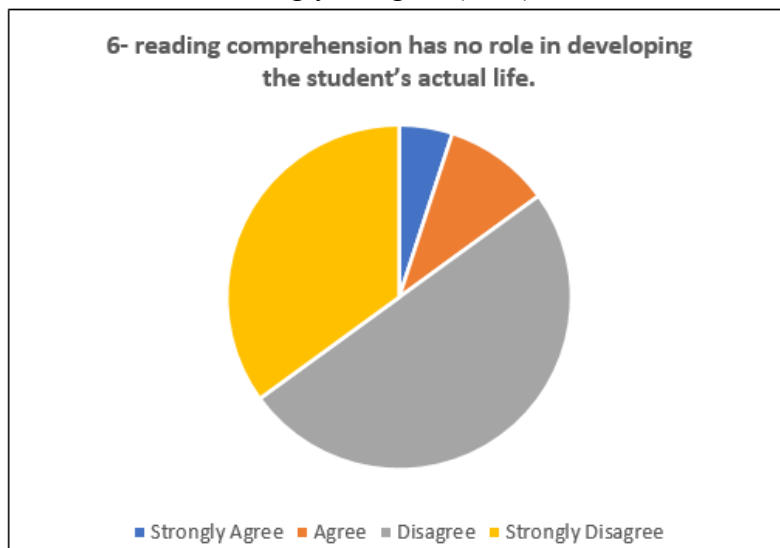
4- When asked about (teaching reading strategies help increase reading comprehension), the answer was strongly agreed (60%), the answer was strongly agree (30%), and the answer was strongly disagree (10%).



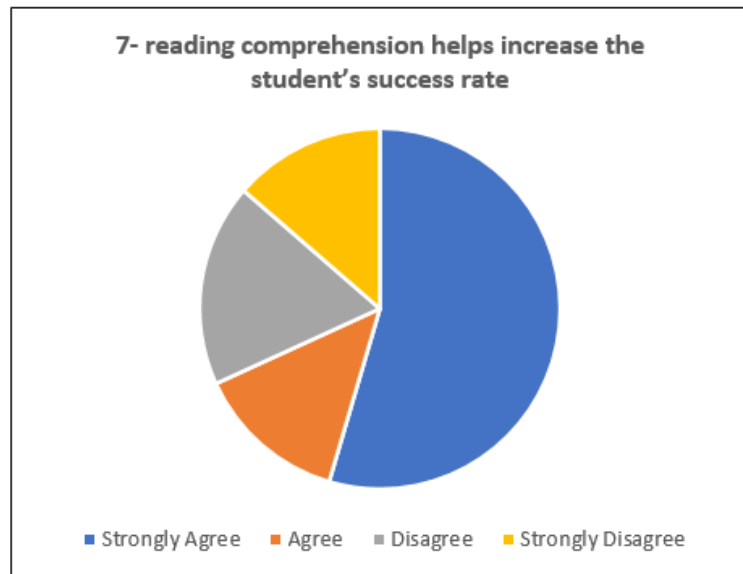
5- When asked about (the student's family has a major role in increasing students' reading ability), the answer was strongly agree (55%), the answer was strongly agree (40%), and the answer was strongly disagree (5%).



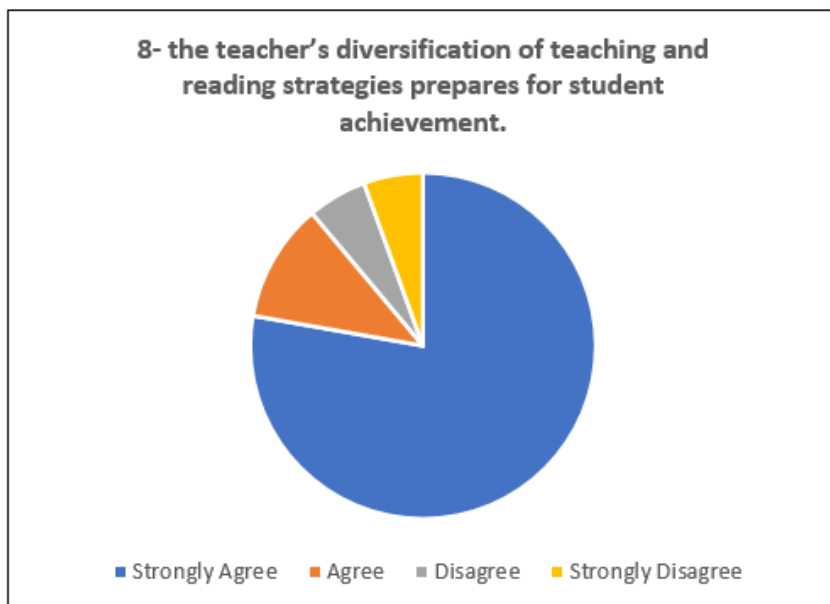
6- When asked if (reading comprehension has no role in developing the student's actual life), the answer was strongly agree (5%), the answer was strongly agree (15%), and the answer was strongly disagree (75%).



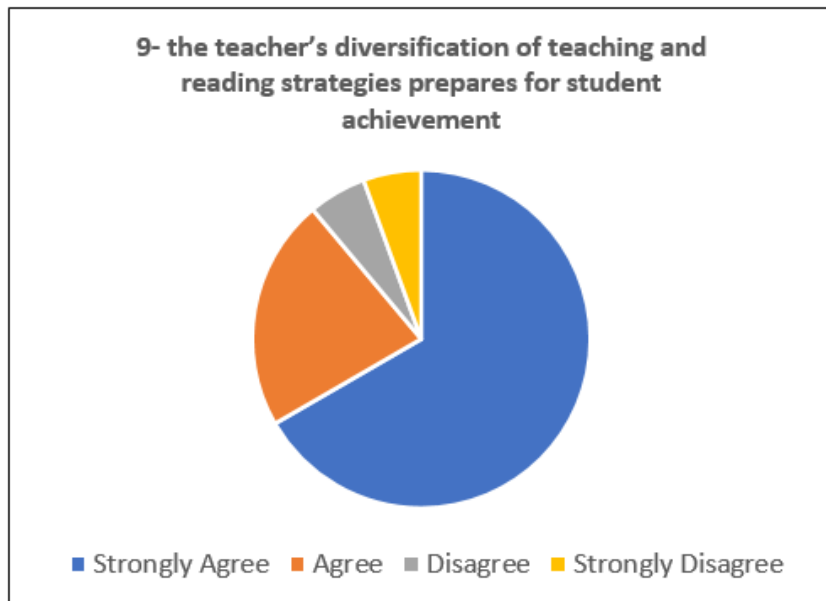
7- When asked about (reading comprehension helps increase the student's success rate), the answer was strongly agree (60%), the answer was strongly agree (15%), and the answer was strongly disagree (35%).



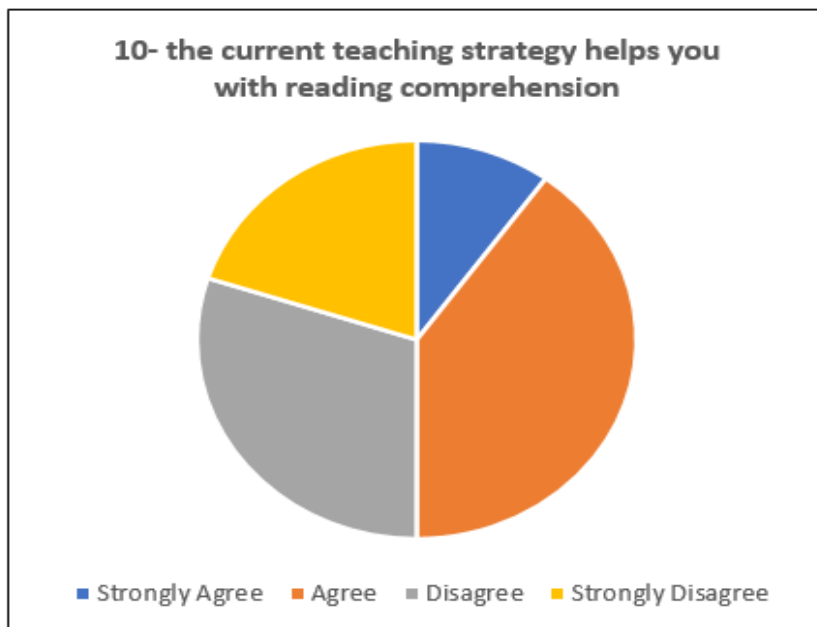
8- When asked about (the teacher's diversification of teaching and reading strategies prepares for student achievement), the answer was strongly agree (70%), the answer was strongly agree (10%), and the answer was disagree (10%).



9- When asked about (reading helps increase awareness of other subjects), the answer was strongly agree (60%), the answer was strongly agree (20%), and the answer was strongly disagree (10%).



10- When asked about (the current teaching strategy helps you with reading comprehension), the answer was strongly agree (10%), the answer was strongly agree (40%), and the answer was strongly disagree (50%).



Thus, work was done to collect data for the study, and the study numbers were applied in the Excel program, to clearly illustrate the percentages of answers.

Discussion:

Improving the educational process is not an individual task entrusted to learners, but rather a collective task in whose success researchers, teachers, administrators, scholars, and parents cooperate. It is influenced by prevailing societal values, the nature of nations, their circumstances, their goals, and the ambitions of their individuals. (Pamuji et al, 2023) There are many ways to achieve the quality of the educational process:

- Amending or changing the prescribed academic subjects, and introducing new academic subjects whose goal is to bring out an educated and constructive generation, characterized by high intellect, strong personality, possessing self-confidence, capable of expressing what is written in oneself forcefully, far from the weakness that resulted from traditional educational methods based on indoctrination, memorization, and neglecting the role and actions of the mind, and the study materials must be multiple and varied in educational methods, avoiding a single method and method, and following the quality of the information and knowledge presented, rather than its quantity.
- Improving the quality and level of the educational process in villages and cities alike, to allow everyone to obtain quality education, and this is done by providing and supporting the infrastructure with all capabilities, such as the necessary and appropriate means to achieve the required quality.
- Paying attention to educational staff, working to meet all their needs and requirements in the educational process, providing personal needs and requirements such as financial income, and providing appropriate working conditions, all to help the educational staff achieve the quality of the educational process.
- Working with a policy of wisdom and decentralization during educational administration, by distributing administrative work related to the educational process among all administrative departments, and assigning each department to achieve the desired goal, while staying away from and avoiding the method of controlling and controlling or interfering in all matters. (Ahmedov et al, 2023)
- Working to provide the appropriate financial element that guarantees the achievement of quality in the educational process in all educational institutions, and this is represented in providing modern educational and technical means, which leads to improving the educational level, preserving these tools and materials, and rationalizing their use as much as possible.
- Studying previously prepared successful experiences in the field of quality education, learning from them, and taking from them all the things that lead to raising and elevating the educational level, in a way that ensures achieving the quality of the educational process. (Pamuji et al, 2023)

The intermediate stage of study:

The intermediate stage is the transitional stage between primary and secondary school, during which the adolescent goes through many changes in addition to growth, and this stage is considered a time of many changes. Such as physical,

mental, emotional, and social changes, in addition to growth; During which hormonal changes are observed with the onset of puberty. (Kawasaki et al, 2018) Adolescents think at a higher level than children, as children are only able to think logically about the tangible things that they see, while adolescents go beyond these limits in thinking, so that they can think about what might be true, and not just what they see as actually true, and they are also able to Dealing with testing hypotheses, abstract ideas, and seeing infinite possibilities. Despite this, adolescents still often display selfish behaviors and attitudes. It is worth noting that the individual in this intermediate stage usually thinks in certain ways, as follows:

- He usually focuses on the present but begins to realize that what he does at this stage can have long-term effects.
- He begins to see that issues are not always so clear, and that information can be interpreted in different ways.
- Thinks in concrete ways, but gradually begins to understand brief and symbolic concepts.
- A person can be selfish, or they can be insensitive to others. (Samosir et al, 2023)
- Characteristics of Social and Emotional Development Adolescents witness social and emotional development during this stage. It is worth noting that the most prominent task during adolescence is the search for identity and the pursuit of independence, which sometimes continues for life since the beginning of adolescence, and that children at this stage of life have social and emotional characteristics. The most prominent ones are mentioned below:
- Increased focus on themselves, between high expectations and lack of confidence.
- Increased interest in body appearance, clothing, and external appearance.
- Feeling a lot of sadness or depression, which may lead to them taking wrong actions. Increased mood.
- Increase interest in peers and be influenced by them. Feeling stressed from difficult school work.
- Decrease in their affection towards parents, as sometimes the teenager may appear rude or quick to anger.
- Observing the development of eating problems. (Kawasaki et al, 2018)

Teaching strategies for intermediate school:

Group work Students working in groups contribute to raising their academic level and improving their ability to understand and learn. Group work also divides responsibilities among students so that each student benefits from his greatest strengths and also benefits his colleagues in the group.

Group work also supports social-emotional learning, meets intermediate school student's need for socialization, improves the relationship between them, and develops their communication and time management skills, which reflects positively on their academic performance.

- Active learning:

Active learning is considered an educational strategy that aims to increase student participation in daily lessons, as intermediate school students need advanced methods of education that allow them to explore and search for new concepts. This

strategy includes asking students questions, and it is preferable to give them a period of discussion and exchange of opinions among themselves, ranging from 10 -15 minutes. (Miranda et al, 2023)

- Motivational tasks:

Setting some simple tasks for each student before starting the class helps to control their behavior and organization and create a spirit of competition among them, in addition to developing their ability to manage and self-direction, as each student can write on the blackboard or on the seat of a small task that they can do in 3-5 minutes.

- Use mindfulness techniques:

Using mindfulness techniques with students before starting the semester helps increase their focus and attention during the class, and makes them ready to carry out activities with great interaction, as it is possible to allocate 2-3 minutes before starting the lesson and do some mindfulness techniques such as deep breathing and guided relaxation, as the technique helps deep breathing reduces stress among students and improves their organization and awareness. (Abbood, 2023)

- Student participation in decision-making:

intermediate school students need to learn how to make decisions so that they can make sound future decisions in their lives. Therefore, they must be allowed to express their opinions and ideas, and provided with ways in which they can demonstrate their learning. These methods include the following:

Use various methods and options for homework.

Provide individual projects in which they can share their ideas.

Conducting student surveys and collecting their feedback on school issues.

- Attention to mental development:

Paying attention to the continuous mental development of intermediate school students is important, by creating a kind of challenge among them. For example, they can be made to challenge each other by designing geometric shapes in mathematics, as this will help them to persevere and work hard, and they will also be able to realize their mistakes and learn from them. To boost pupils' self-confidence and broaden their understanding, teachers may also speak to them in academics. (Miranda et al, 2023)

- Helping students overcome their fears:

Self-perception of academic ability is an important factor in motivation and academic progress. intermediate school students often doubt their academic abilities as they move to a more academically demanding stage. Some students believe that their academic abilities are fixed and that they cannot become smarter. The teacher must This situation is alleviated for students by guiding them to the correct learning method and explaining to them that it is normal to face difficulty when learning a new subject.

The act of reading involves the reader's awareness of, comprehension of, and assimilation of the written word. Since the information is read aloud or silently and requires the reader to be able to pronounce and comprehend the words as well as the letters, signs, and symbols found in the text, it is an interactive process between

the writer and the reader and is regarded as an activity to obtain information. Writing, speaking, and listening are examples of supporting skills that are necessary for reading.

The capacity to comprehend or grasp what you read is known as reading comprehension. This is a deliberate, interactive reading activity that takes place before, during, and following a reading session. Understanding what is being read allows one to take meaning from the text and comprehend the author's message more clearly.

Reading comprehension is comprised of two elements: vocabulary knowledge and text comprehension. While text comprehension makes use of this language to raise awareness of the content contained in the text, vocabulary knowledge is the capacity to comprehend the language that is being used. (Sikdar et al, 2023)

Reading comprehension skills:

Reading comprehension includes three basic elements:

- The reader: The reader is the first element of reading comprehension. The reader is the one who practices reading through his interaction with the subject, and this interaction takes place through the good use of his mental and linguistic abilities correctly.
- The reading text: The dimension of the reading text is one of the elements that have a strong influence on helping or hindering the reader's understanding. Therefore, the reader constructs several specific representations to achieve this understanding.
- Context: Context means the cultural and social environments surrounding the reader and in which he lives, reads, and learns. Hence, the difference in reading comprehension is sometimes due to different environments and different cultures. (Sabouri et al, 2016)

The importance of reading comprehension:

Reading comprehension is beneficial and significant for a variety of reasons. Effective reading may enhance both personal and professional life and raise readers' general appreciation of the book. Understanding literature may improve one's understanding of specific areas and speed up the process of learning new information and abilities.

Having strong reading comprehension abilities also helps you to:

- Recognize, evaluate, and react to written materials and conversations in the workplace.
- Develop your capacity for effective and clear writing.
- Capacity to comprehend and participate in written accounts of current events, as found in newspapers.
- An improved capacity for sustained concentration when reading.
- Increased drive and enjoyment when reading. (Gilakjani et al, 2016)

Levels of reading comprehension:

There are many divisions and classifications of reading comprehension, as some divide it according to the size of the unit read, and some divide it according to the type and size of the mental message carried by the read symbols, while others

divide reading comprehension according to the level of intangible mental processes inferred by their behavioral results. All of this makes reading comprehension levels vary from one division to another. (Rojas et al, 2021)

First: Levels of horizontal understanding, including:

- Understanding the meaning of the word: It consists of taking into account the circumstances in which the word came for both the writer and the reader together.
- Understanding the meaning of a sentence: Understanding a sentence depends on understanding the words it consists of and the arrangement and sequence of these words.
- Understanding the meaning of the paragraph: This requires understanding the order in which the sentences came, understanding the writer's organization of his thoughts, knowing what the paragraph is trying to talk about, and then determining the main idea that expresses it.
- Understanding the larger units (topic or text). This requires understanding all the components of the topic, and linking them together in an integration, overlap, and harmonious system to form a clear picture of what is being read.

Second: Levels of vertical understanding, including:

Literal understanding level: means understanding words, sentences, information, and events as they are explicitly stated in the text.

Deductive understanding level: This means the student's ability to link meanings and deduce relationships between ideas to understand the text. (Sabouri et al, 2016)

Level of critical understanding: This means making a judgment on the material read linguistically and functionally and evaluating it in terms of its quality, accuracy, and extent of its impact on the reader according to precise and appropriate standards.

The level of gustatory understanding is defined as understanding based on an aesthetic contemplative experience that appears in the reader's feeling of what the poet or writer felt. It is a linguistic behavior through which the learner expresses his feelings about the idea that the text aims to achieve and the plan that he drew to express his idea.

The degree of creative understanding: This is the use of knowledge, facts, and ideas to arrive at novel solutions to issues raised in the text or to anticipate novel thoughts that might be deemed correct or incorrect. (Gilakjani et al, 2016)

Reading comprehension skills:

Reading comprehension skills vary and differ in their classification, just as researchers differ in their classification of reading comprehension levels, as some combine them in one round, while others sort them separately.

First: skills at the word level:

- Determine the meanings of some words.
- Explain the relationship between two words and the type of this relationship.
- Identify the antonym of some words.
- The ability to classify words that are similar in meaning.

Second: Skills at the wholesale level:

- Determine the purpose of the sentence and understand its meaning.

- Criticize the meanings of the sentence.
- Connect the sentence with appropriate meanings and texts. Recognizing the correct relationship between two sentences and the type of this relationship. The ability to classify a sentence according to the principles it relates to.

Third: Paragraph-level skills:

- Creating an appropriate title for the paragraph.
- Determine what the paragraph aims to do.
- Identify the main objectives in the paragraph.
- Evaluating the paragraph in light of the ideas and opinions it contains.
- Recognizing the implicit, unspoken ideas between the lines. (Bojovic, 2010)

Techniques for enhancing understanding of what you read:

To increase your reading comprehension abilities, you may start using a variety of reading tactics right now. You will get better at comprehending what you read as you practice more. The following seven easy techniques will help you improve your comprehension:

1. Improve vocabulary:

Gaining an understanding of the meaning of the words you read will help you better comprehend the text's meaning. You may do the following to increase your vocabulary:

- Take an online vocabulary test to determine how well you currently understand words.
- Test unfamiliar terms with flashcards once or twice a week.
- Use the terms you've just learned in both written and spoken communication.
- Read as much as you can to enhance your capacity to infer a word's meaning from its context.
- As you read, jot down any unfamiliar terms and check them up in the dictionary. (Woolley et al, 2011)

2. Ask questions about the text you read:

Asking yourself questions about the stuff you read can improve your reading skills by forcing you to interact with it. By enabling you to go deeper into the book's themes, motifs, and other topics that you would not have otherwise inquired about, it can also aid in your comprehension of what you read. You can ask yourself the following questions as you read:

What prompted the author to start writing his book there?

What kind of relationship does this character couple have?

What is currently known about the novel's protagonist?

Are there any recurring themes in the novel? If they indicate anything, what is it?

3. Use context clues:

Even if you don't know all of the words used, you can still grasp what you're reading by using context clues. The phrases and sentences that surround a term you are unfamiliar with might provide context hints. When using context clues, you concentrate on the primary concepts or words in a sentence and utilize this knowledge to deduce the sentence's or paragraph's major topic. Additionally, you

may look for terms that are close by and can be used as synonyms or antonyms for the unknown word. (Clarke et al, 2023)

4. Find the main idea:

You can assess the significance of an article or paragraph by identifying its major concept. Gaining insight into the significance of the material you're reading will help you better comprehend the author's message. Every few pages, stop reading and assess if you comprehend the primary topic. For better comprehension, consider putting the primary idea into your own words.

5. Write a summary of what you have read:

One of the best ways to learn more about what you have read is to write a summary of it. Before summarizing, you should determine the main ideas of the book and explain them in your own words. By summarizing what you read, you may evaluate your understanding of it and strengthen your long-term memory.

6. Divide reading into smaller sections:

Think about dividing a lengthier or more difficult book you are reading into manageable chunks. You may, for instance, read two paragraphs at a time and then take a moment to swiftly review the previous paragraphs in your head. You'll feel less overwhelmed and have a higher chance of really comprehending the information in the text if you break down what you read. (Oakhill et al, 2014)

Conclusions and recommendations:

There are many benefits of implementing reading strategies in the educational process, which are:

- Improving the educational process.
- Raising the efficiency and capabilities of the teacher, student, and all persons related to the educational and pedagogical process.
- Developing and improving the administrative system, and the ability to clarify the work and responsibilities related to each person or department.
- Identifying parents' complaints, addressing them, and working to satisfy them, which leads to reducing the level of complaints.
- Providing and creating a work climate characterized by cooperation and understanding between all parties.
- Use the correct methods and techniques when solving problems, and avoid harmful and unhelpful methods.
- Raising the level of the educational institution among all other institutions, so that it can compete at the internal and external levels as well.

The most important conclusions reached when applying the questionnaire are the following:

There are many methods of teaching reading that students experience in the educational process over time and years of study.

- Providing sufficient time for reading in the educational process.

Teaching reading strategies helps increase reading comprehension.

The student's family has a major role in increasing the student's ability to read.

- Reading comprehension has a major role in developing the student's actual life.
- Reading helps increase awareness of other topics.

- Reading helps increase the student's success rate.
- The teacher's diversification of teaching and reading strategies improves student achievement.

Thus, Teaching reading methods is seen to be one of the most significant ways to enhance the educational process and raise students' reading comprehension achievement, particularly in the intermediate school years when students must read extensively.

References:

- Ahmedov, M. M., Ruzimatova, S. M., & Yoldashev, A. Y. (2023). Organization of Technological Educational Processes and Using the Method of "Integration Strategy" in Improving the Management System. *Journal of Pedagogical Inventions and Practices*, 19, 1-6.
- Abbood, S. A. A. (2023). A Training Program According to Interactive Teaching Strategies and its Impact on Achievement and Creative Problem Solving for Fourth-Grade Preparatory Students in Chemistry. *International Journal of Emerging Technologies in Learning (Online)*, 18(4), 50.
- Abbasi, R., Ackermann, M., Adams, J., Aguilar, J. A., Ahlers, M., ... & Hünnefeld, M. (2023). Observation of high-energy neutrinos from the Galactic plane. *Science*, 380(6652), 1338-1343.
- Bojovic, M. (2010). Reading skills and reading comprehension in English for specific purposes. In the International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures (Vol. 23, No. 9, pp. 1-6).
- Baeovski, A., Hsu, W. N., Xu, Q., Babu, A., Gu, J., & Auli, M. (2022). Data2vec: A general framework for self-supervised learning in speech, vision, and language. In *International Conference on Machine Learning* (pp. 1298-1312). PMLR.
- Clarke, P. J., Truelove, E., Hulme, C., & Snowling, M. J. (2013). *Developing reading comprehension*. John Wiley & Sons.
- De-La-Peña, C., & Luque-Rojas, M. J. (2021). Levels of reading comprehension in higher education: systematic review and meta-analysis. *Frontiers in Psychology*, 12, 712901.
- Greener, J. G., Kandathil, S. M., Moffat, L., & Jones, D. T. (2022). A guide to machine learning for biologists. *Nature Reviews Molecular Cell Biology*, 23(1), 40-55.

- Gilakjani, A. P., & Sabouri, N. B. (2016). A study of factors affecting EFL learners' reading comprehension skill and the strategies for improvement. *International Journal of English Linguistics*, 6(5), 180-187.
- Franciolini, G., Iovino, A. J., Vaskonen, V., & Veermäe, H. (2023). Recent gravitational wave observation by pulsar timing arrays and primordial black holes: the importance of non-gaussianities. *Physical Review Letters*, 131(20), 201401.
- Follmann, A., Kennedy, L., Pfeffer, K., & Wu, F. (2023). Peri-urban transformation in the Global South: a comparative socio-spatial analytics approach. *Regional Studies*, 57(3), 447-461.
- Huang, Z., Luo, M., Gao, M., Ning, G., Ge, E., Chan, T. O., ... & Tang, Y. (2023). Observation and Geoinformation. *International Journal of Applied Earth Observation and Geoinformation*, 124, 103508.
- Hung, C. C., Tu, M. Y., Chien, T. W., Lin, C. Y., Chow, J. C., & Chou, W. (2023). The model of descriptive, diagnostic, predictive, and prescriptive analytics on 100 top-cited articles of nasopharyngeal carcinoma from 2013 to 2022: bibliometric analysis. *Medicine*, 102(6).
- Kara, I. (2023). Fileless malware threats: Recent advances, analysis approach through memory forensics and research challenges. *Expert Systems with Applications*, 214, 119133.
- Kawasaki, T., Iwasaki, T., Yamada, M., Yoshida, T., & Watanabe, T. (2018). Rapid growth rate results in remarkably hardened breast in broilers during the middle stage of rearing: a biochemical and histopathological study. *PLoS One*, 13(2).
- Lund, B. (2021). The questionnaire method in systems research: An overview of sample sizes, response rates and statistical approaches utilized in studies. *VINE Journal of Information and Knowledge Management Systems*, 53(1), 1-10.
- Muhammad, I., Darmayanti, R., Arif, V. R., & Afolaranmi, A. O. (2023). Discovery Learning Research in Mathematics Learning: A Bibliometric Review. *Delta-Phi: Jurnal Pendidikan Matematika*, 1(1), 26-33.
- Miranda, J. A., & Wahyudin, A. Y. (2023). PRE-SERVICE TEACHERS' STRATEGIES IN IMPROVING STUDENTS' SPEAKING SKILLS. *Journal of English Language Teaching and Learning*, 4(1), 40-47.

- Oakhill, J., Cain, K., & Elbro, C. (2014). Understanding and teaching reading comprehension: A handbook. Routledge.
- Picariello, F., Chilcot, J., Chalder, T., Herdman, D., & Moss-Morris, R. (2023). The Cognitive and Behavioural Responses to Symptoms Questionnaire (CBRQ): Development, reliability and validity across several long-term conditions. *British Journal of Health Psychology*, 28(2), 619-638.
- Park, H., Cai, J., Anderson, E., Zhang, Y., Zhu, J., Liu, X., ... & Xu, X. (2023). Observation of fractionally quantized anomalous Hall effect. *Nature*, 622(7981), 74-79.
- Peixoto, T. P. (2023). Descriptive vs. inferential community detection in networks: Pitfalls, myths and half-truths. Cambridge University Press.
- Pamuji, S., & Limei, S. (2023). The Managerial Competence of The Madrasa Head in Improving Teacher Professionalism and Performance at Mi Al-Maarif Bojongsari, Cilacap District. *Pengabdian: Jurnal Abdimas*, 1(2), 66-74.
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How can students improve their reading comprehension skill. *Journal of Studies in Education*, 6(2), 229.
- Ray, S., & Sikdar, D. P. (2023). Trending Scenario of Teaching Method in the Modern Education. *education*.
- Skjuve, M., Folstad, A., & Brandtzaeg, P. B. (2023, July). The user experience of ChatGPT: findings from a questionnaire study of early users. In *Proceedings of the 5th International Conference on Conversational User Interfaces* (pp. 1-10).
- Samosir, C. M., Muhammad, I., Marchy, F., & Elmawati, E. (2023). Research Trends in Problem Based Learning in Middle School (1998-2023): A Bibliometric Review. *Sustainable Jurnal Kajian Mutu Pendidikan*, 6(1), 46-58.
- Serafini, F., & Reid, S. F. (2023). Multimodal content analysis: expanding analytical approaches to content analysis. *Visual Communication*, 22(4), 623-649.
- Visalli, M., & Galmarini, M. V. (2024). Multi-attribute temporal descriptive methods in sensory analysis applied in food science: A systematic scoping review. *Comprehensive Reviews in Food Science and Food Safety*, 23(1), 1-45.
- Wang, P., Yang, A., Men, R., Lin, J., Bai, S., Li, Z., ... & Yang, H. (2022, June). Unifying architectures, tasks, and modalities through a simple sequence-to-sequence learning framework. In *International Conference on Machine Learning* (pp. 23318-23340). PMLR.

- Woolley, G., & Woolley, G. (2011). Reading comprehension (pp. 15-34). Springer Netherlands.
- Yang, W., Yao, Y., Zhang, Y., & Wan, Y. (2023). Weak texture remote sensing image matching based on hybrid domain features and adaptive description method. The Photogrammetric Record, 38(184), 537-562.