

# **The Impact of Varying the Library Reading to Develop Writing and Reading Comprehension Skills of 1<sup>st</sup> – Year Prep School Female Students in Najran, KSA**

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**Abstract:** This study aims to demonstrate the impact of varying library reading to develop writing and reading comprehension skills of 1<sup>st</sup> – year prep school female students in Najran, KSA in the academic year 2013/2014. The study sample consisted of (70) female students, divided into two sections, the first section consisted of (34) female students that represented the experimental group, the second section consisted of (36) female students that represented the control group, the researcher conducted two tests, the first is a selected topic about oral expression, the second is a topic about reading comprehension. The researcher assured the veracity and correctness of the tests. The results of the covariance analysis showed that female students of the experimental group are better than those of the control group in writing and reading comprehension. The differences between the two groups are statistically significant at the level of ( $\alpha \leq 0.05$ ). According to the findings, the researcher recommended the obligatory variation of reading at library for female students in this stage.

**Key Words:** varying, library reading, writing and reading comprehension skills.

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## **I. Introduction**

The Arab People are so proud of their own Arabic language, so they take care of it so much. Therefore, the language has the most honorable position and they show it properly. They use their language carefully in speech and they pay great attention to the correct and accurate pronunciation and usage of it. The expression and writing are the main aim of a language among the other linguistic branches. The outcomes the students reach during their study of Arabic language over years in the school result in writing and pronunciation abilities and the other linguistic skills are only a mean and a tool to achieve this goal of writing. Ambassafah (2004) confirms that writing skill in the Arabic language is one of the most important pillars of life. The Arab people cannot do without expression and writing during their life time. Writing is a means of communication between individuals to exchange interests and to fulfill their needs, and to strengthen the intellectual and social ties. Writing and expression are furthermore a means of expressing feelings and what is hidden in the human soul.

Rahim (2003) conveyed that writing and expression depend on two bases, the first is, memorizing vocabulary, and learning the meaning and significance of the words; the second is how to use Vocabulary and how to connect words with each other in a way that can be understood. The selection of words and linguistic structures are a main key to the speaker and writer. Arabic language books are full of such kind of writing and expression topics.

Writing is one of the most important means of understanding, and presenting ideas, that is why people differ in their competence to express themselves properly. Eloquent and correct writing and expression require perfect knowledge of the principles, rules and methods of writing (Al-Rubaie, 1997).

In comparison to other nations the Arab people excelled in their passion for the fine words and selecting passionate words and tended to fluency in speech, hated affectation, so the expressive word has become the direct access to the hearts and minds (Al-Hammadi & Ismail, 1984).

Reading is closely connected with writing. The ability of talented writers to select expressive words and build expressive sentences in a good style conveys their competency. Thus, a good student is able to analyze complicated sentences and to make and to form new sentences and phrases (Al-Azzawi, 1988).

Shehata (1984) pointed that reading is funny and serves as self recreation because it is an important activity in the life, whether the students is inside or outside the school. So, reading is an important activity in the modern education. Studies have demonstrated the existence of a relationship between reading and achievement. Ahmad (1983) demonstrated that through reading, the student can get new ideas, improve and increase his vocabulary, is able to criticize, and enhance his imagination.

Permanent reading develops comprehension skills, such as getting the meaning from sentences, passages and texts, be acquainted with the sequence of events, matching information, finding out conclusions, distinguishing between facts and opinions (BaniYaseen,2008).The most important reading comprehension skills are the understanding and comprehending of ideas and meanings, distinguishing between the contents of the texts and their meanings, and criticizing the read text through estimating and judging the information and ideas included within the texts. The important question could be how to help students to be proficient in these skills, especially students of elementary stage in order to write correctly and comprehend exactly what they read? This is the problem of this study.

## **II. Problem of the study**

This study treats the manifest weakness in written expression and comprehension of the students in general and prep school students in particular. Taking these into consideration, the study gives answers to the following two questions:

1. What is the effect of varying for reading at library on developing the writing skills and written expression of 1<sup>st</sup> – year prep school female students?
2. What is the effect of varying library reading on developing the comprehension skills of 1<sup>st</sup> – year prep school female students?
- 3.

## **III. Hypothesis of the study**

The two questions of the study emerged from the following two null hypotheses:

1. There are no statistically significant differences that signify varying the library reading at the level of  $\alpha \leq 0.05$  in the development of writing skills between female students of both the experimental and the control groups concerning the two applications of the pre and post- test for written expression or writing skills.
2. There are no statistically significant differences which come back to varying of the library reading, at the level of  $\alpha \leq 0.05$  in the development of written expression skills among students of both the experimental and control groups concerning the two applications of the pre and post- test for comprehension skills.
- 3.

## **IV. Definitions**

1. Varying of library reading: It is a method followed by teachers of the experimental group, they direct female students to read a variety of books in the library and summarize the read article, and then the teacher asks them to submit the completed summaries.
2. Writing skills: These skills enable students of both the experimental and control groups to write the topic that is given to them as a final test to write what is going on in their own minds of meanings and ideas, After writing the given topics, the teacher marks it according to a preset standard.
3. Skills of reading Comprehension: It is the ability of students of both experimental and control groups in reading comprehension, measured by the test prepared by the researcher for this purpose.

## **V. Review of literature**

Many studies have been conducted to show the effect of some of the independent variables on developing writing and reading comprehension skills. Al-Naimi (2001) conducted a study in Iraq aimed to that pointed out three pre- strategies for teaching reading in reading comprehension, and performance of writing among the students of the fourth public grade, his study sample consisted of (290) female and male students, and divided into experimental and control groups. The researcher made tests to know the effect of the strategies on reading comprehension, and writing performance. The study resulted that the experimental group outperformed the control group in writing performance and in comprehension.

Hoppes & Xin, Yan Ping (2000) aimed to investigate the effect of teaching strategy that is related to the main idea of self-control procedures on the comprehension of the readable text. The study sample consisted of 33 students from sixth, seventh and eighth grade, and distributed randomly to the experimental group and the control group. To achieve the objectives of the study, a pretest and posttest were developed to be (36) questions. The study conveyed that self-control procedures increased the students' ability to comprehend the main idea, and the experimental group were better than the control one at the performance.

The study of Stahle (2003) aimed to demonstrate the effect of thinking strategies, KWL Chart, and animations on improving reading skills of students in the sixth primary grade. The study sample consisted of 150 students, divided into three groups, (50) male and female students per strategy. The Researcher made a standardized test to measure the reading skills. The results showed that reading skill has been improved among the students of the group that studied by the way of KWL Chart. This group was able to pick up ideas and could easily summarize them.

Al Khateeb and Idris (2010) exposed the effect of KWL Charts strategy on the reading comprehension and the religious concepts of the tenth grade pupils in Jordan .The Study sample consisted of (80) female students, divided into two groups, an experimental group and control group. Both groups were subjected to posttest in reading comprehension. The results showed significant differences at the reading comprehension level and in the acquisition of religious concepts for the favor of the experimental group.

Abdul Bari (2010) conducted a study that aimed to develop the skills of writing performance for high school students by using some of the meta cognition strategies.The researcher made two tests to measure the performance of the writing skills, the first one is a writing test, and the second is functional writing test, and the results indicated the effectiveness of the considered strategies which developed the performance skills in writing and functional writing .

Al-Tai (2011) conducted a study that aimed to investigate the effect of teaching cognitive thinking skills, and critical thinking on reading comprehension and writing performance of the fourth-grade science students in Iraq. The researcher chose purposely a sample consisted of (122)femalestudents, divided into experimental and control groups. The researcher made tests for writing and tests for reading comprehension. The study demonstrated that the experimental group is better than the control group at reading comprehension and writing performance.

The study of Wahsha(2011) aimed to turn out the effect of three-dimensional learning strategy on reading comprehension and on written summary of the tenth grade students. Her sample consisted of (22) male students and (25) female students in the experimental group and (23) male students and (26) female students in the control group, and in the control group as well. The researcher made tests for reading comprehension and written summary. The study revealed that there are statistically significant differences in reading comprehension test of the experimental group and also a statistically significant difference in the written summary of the experimental group.

## **VI. Methodology**

### **6.1 Approach**

The quasi-experimental approach is used in this study to answer the questions and to test the validity of hypotheses, according to the following design:

G1: O1 O2 X O1 O2

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G1 is the experimental group, G2is the control group, O1 is the writing skill test, O2 is test of the Reading Comprehension skill, X is experimental treatment: diversifying the library reading.

The independent variable includes two levels: the varying of library reading, the common method used in teaching the writing and reading comprehension skills.

The dependent variable:

1. the writing skill measured by writing tests.
2. Reading comprehension skill measured by the reading comprehension test.

### **6.2 Tools of the study**

Owing to the study requirements, The researcher has developed two pre and posttests in writing expression, and reading comprehension. In the test of writing,the researcher chose three topics for writing, which are "*spring comes back again*", "*patriotism*", and "*sacrifice of a mother*". These topics were presented to a group of experts to select one of them. Most of the experts selected the topic "*patriotism*". The second tool, (Reading Comprehension test) included (24)points, (12) multiple-choices questions and (12)essay writing (levels of the literal, deductive and critical understanding): (8) paragraphs for the literal understanding, (8) for deductive understanding and (8) for critical understanding.

### **6.3 Validity of the tests**

A group of experts have reviewed the tests in its preliminary form and they modified the paragraphs and have become in their final form.The constancy of the two tests were proved.

## **VII. Application**

The researcher began to the apply the new strategy, which is based on diversifying library reading for the experimental group of the first grade of the academic year 2013/2014. The application lasted for six weeks, two hours per week, one for reading, and the other for writing. The Arabic language teacher is assigned to teach the two study groups.

The researcher trained the concerned teacher on how to apply the new strategy. After finishing the period of the application, the researcher herself supervised the implementation and application of the writing and reading comprehension posttests for the female students of the two groups.

### 7.1 Statistical treatments

To answer the questions of the study and to test of hypotheses, measures of central tendency and dispersion as well as analysis of covariance have been used.

## VIII. Results of the study and discussion

To answer the questions of the study, averages and standard deviations of the performance of the students in reading comprehension and writing testes have been calculated from the study in the two pre –and post applications as shown in the following table:

Table (1) points out averages and standard deviations of the study

Group	Skills	Pretest		Posttest	
		Average	Standard deviation	Average	Standard deviation
experimental	Written expression	16.471	2.894	24,000	3.312
	Reading Comprehension	36.441	3.116	45.147	4.024
Control	Written expression	16,000	3.043	19.389	3.524
	Reading Comprehension	36.306	3.41	39.889	3.793

Table no. (1) conveys differences between the pre and post averages for the two study groups; the covariance analysis has been made to examine the significance of these differences. The results of the study and its discussion are shown as follows:

**First:** the study results related to the first question, which is "What is the effect of varying of library reading on the development of writing skills of 1<sup>st</sup>-year prep school female students?" To answer the first question of the study, the null hypothesis is formulated:

There are no statistically significant differences due to varying of the library reading at the level of  $\alpha \leq 0.05$  concerning the development of writing skills of the students between the experimental and control groups in the two applications of the pre and post- test for reading comprehension skills. To investigate the hypothesis of the first study, covariance analysis was conducted, as shown in the following table:

Table (2): Results of analysis of covariance for the skill of writing

Source	Sum of squares	Degree of freedom	Average of squares	Value (f)	Significance Level
Pretest	567.981	1	567.981	166.487	.000
Groups	299.713	1	299.713	87.852	.000
Error	228.574	67	3.412		.
Total	1096.268	69			

Table (2) shows that the value of (f), calculated from the sample, is totally (87.852), which is statistically significant at the level of  $\alpha \leq 0.05$  and in favor of the largest average (experimental group) as shown in table(1). Thus, the null hypothesis is rejected and the alternative hypothesis was accepted.

There are statistically significant differences due to varying of the library reading at the level of  $\alpha \leq 0.05$  concerning the development of writing skills of the female students between the experimental and control groups in the two applications of the pre and post- test for reading comprehension skills.

The researcher attributes the excellence of the experimental group to the effectiveness of the strategy of varying the library reading. This group of students made summaries of what they read in the library then they kept these summaries and benefited from them in writing or written expression. This excellence may be due to varying of reading including reading stories and literature, whether prose or poetry. Reading articles and other books outside the area of the Arabic language, such as economics, sociology and psychology, all these enrich and add to the culture of the female students, which make them more capable and skilled in writing skills. The excellence of the experimental group students is due to the new method for reading and understanding as human nature tends to all that is new. The interesting, motivating various books also cause the excellence of this group. Furthermore, the change of the study location (outside the classroom) is one of the reasons why students renew their activity according to the change of the place.

The results of this study agreed with the results of a study of Al-Naimi (2001), Al-Tai (2011), and the study of Abdul Bari (2008); the results of these studies showed the effectiveness of the strategies used to develop the skills of writing performance.

**Secondly:** the results of the study relating to the second question, which is "What is the effect of varying library reading on developing reading comprehension skills of 1<sup>st</sup>-year prep school female students?"

To answer the second question of the study, the null hypotheses are formulated. There are no statistically significant differences which refer to varying of the library reading at the level of  $\alpha \leq 0.05$  in the development of writing skills among students of both the experimental and control groups concerning the two applications of

the pre and post- test for comprehension skills. To investigate the hypothesis of the first study, analysis of covariance was conducted, as shown in the following table:

Table (3): Results of the analysis of covariance for the skill of writing

Resource	sum of squares	Degree of freedom	Average of squares	Value(F)	Significance Level
Pretest	608.515	1	608.515	94.968	.000
Groups	459.284	1	459.284	71.679	.000
Errors	429.305	67	6.408		.
Total	1497.104	69			

It is evident from table (3) that the value of (F) from the calculated sample, is (71.679),and it is statistically significant at the level of  $\alpha \leq 0.05$  and in favor of the larger average (the experimental group) as shown in table no. (1).Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

There are statistically significant differences due to varying of the library reading at the level of  $\alpha \leq 0.05$  concerning the development of writing skills of female students between the experimental and control groups in the two applications of the pre and post -test for reading comprehension skills.The excellence of the experimental group in reading comprehension in comparison to the control group may be due to one or more of the following reasons:

1. The new strategy is based on expanding the perceptions of female students, and that is because it works on varying the sources of knowledge, and this leads, in turn, to increase understanding of reading passages.
2. The female students of the experimental group feel funny when they read what meets their ambitions; since, in this stage, the different trends among students are formed towards the different subjects (courses), and this kind of reading meets their ambition, and consequently helps them understand reading comprehension.
3. The new strategy creates some kind of positive interaction between the students, because the various reading motivate students to open channels of dialogue with the aim of showing a new culture of each female student , which reinforces her personality, and as a result understands positively whatever read.

The results of the current study are consistent with those of the previous ones, which showed that all independent variables have had an effect on one of the dependent variables, which is a reading comprehension or understanding the read text.

## IX. Recommendations

In light of the results of the study the researcher recommends the following:

- 1- The researcher makes recommendation that teachers of Arabic language should vary the reading passages for their students, and that students should continuously visit the school library.
- 2- The school library should be enriched with books in various fields to meet the needs of students.
- 3- other similar studies must be conducted in other grades and about other subjects.

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