

تأثير استراتيجيات افعال ذلك بنفسك (DIY) على التحصيل في الاستيعاب القرائي لدى تلاميذ الخامس الاعدادي

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مقدمة:

القراءة هي إحدى المهارات المهمة خاصة لمتعلمي اللغة الإنجليزية كلغة أجنبية. تكمن أهمية مهارة القراءة في أن برناردت (2001) يعتبرها هدفاً مهماً لأي برنامج لتعلم اللغة بما في ذلك اللغة الإنجليزية. تشمل القراءة مجموعة من العمليات المعرفية. تشمل هذه العمليات، على سبيل المثال لا الحصر، فهم الأفكار والاحتفاظ بها، وتحديد المعلومات ذات الصلة والتعامل معها بشكل فعال، ومراقبة فهم الفرد واكتساب المعرفة، ودمج أجزاء مختلفة من المعلومات، والتقييم النقدي للنص من خلال سياقه (معصوم ومعروف، 2012).

مشكلة البحث:

توضح الأدبيات ذات الصلة جهود الباحثين والتربويين والمعلمين في بناء مهارات القراءة المطلوبة ومكوناتها لتحسين الاستيعاب القرائي لدى الطلاب. وعلى الرغم من الجهود التي يبذلونها، يواجه الطلاب نفس الصعوبات في فهم القراءة، وخاصة في المستويات المتوسطة، وهذه المسألة أكثر أهمية في بلد مثل العراق حيث تعتبر اللغة الإنجليزية لغة أجنبية.

سؤال البحث:

يثير البحث مجموعة من الاسئلة وأهمها:

هل توجد فروق ذات دلالة إحصائية بين متوسطي درجات المجموعة التجريبية التي تدرس بإستراتيجية (DIY) والمجموعة الضابطة التي تدرس بالطريقة المقررة في تحصيلهم في الفهم القرائي؟

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هدف البحث:

بناء على ما تقدم في مشكلة البحث وسؤاله السابق تشكل الهدف حيث تهدف الدراسة الحالية إلى معرفة: أثر استراتيجية DIY في تحصيل الفهم القرائي لدى تلاميذ الصف الخامس الإعدادي.

أهمية البحث:

1. إن توضيح الأسلوب الموصى به لتدريس اللغة الإنجليزية للتلاميذ في المرحلة الإعدادية يمكن أن يوفر قيمة كبيرة لمدرسي اللغة الإنجليزية كلغة أجنبية.
2. تهتم الدراسة الحالية إلى دعم معلمي اللغة الإنجليزية كلغة أجنبية (EFL) في إشراك التلاميذ العراقيين في المرحلة المتوسطة بالمواد الدراسية، وتسهيل الانتقال من أساليب التدريس التقليدية إلى أساليب أكثر حداثة، وتعزيز العرض الفعال للمواد التعليمية.
3. هذه الدراسة مفيدة للباحثين الذين يستكشفون بشكل فعال الأساليب المعاصرة لتدريس نصوص القراءة باللغة الإنجليزية.

منهج البحث:

- يلتزم الباحث بمجموعة من البروتوكولات لتحقيق هدف الدراسة. تشمل هذه البروتوكولات:
1. شملت عملية اختيار العينة إدخال 64 تلميذة من الصف الخامس الإعدادي في مدرسة أبايل الإعدادية للبنات. تم بعد ذلك تقسيم هؤلاء التلاميذ إلى مجموعتين: مجموعة تجريبية ومجموعة ضابطة، بحيث تتكون كل مجموعة من 32 تلميذة.
 2. إجراء اختبار قبلي للمجموعتين.
 3. تطبيق استراتيجية "افعل ذلك بنفسك" مع المجموعة التجريبية.
 4. يتم إخضاع المجموعتين لاختبار بعدي من أجل تقييم أثر منهج "افعل ذلك بنفسك" (DIY) على الأداء الأكاديمي للطلاب في مهارات القراءة باللغة الإنجليزية.
 5. تضمنت الدراسة جمع البيانات وتحليلها باستخدام الأساليب الإحصائية المختلفة، ومن ثم تفسير النتائج من أجل استخلاص النتائج.
 6. تقديم التوصيات والمقترحات للمساعي الأكاديمية المستقبلية.
- الكلمات المفتاحية:** الإنجاز، التأثير، استراتيجية DIY، تلاميذ المرحلة الإعدادية، الفهم القرائي

Impact of Do It Yourself (DIY) Strategy on Fifth Preparatory School Pupils' Achievement in Reading Comprehension

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Abstract

The primary objective of this study is to examine the effects of a do-it-yourself (DIY) technique on the reading comprehension performance of fifth-grade students in preparatory schools. In order to accomplish the objective of this research, it is posited that a null hypothesis can be established, suggesting that there are no statistically significant disparities between the average scores of the experimental group, which is instructed using a do-it-yourself (DIY) strategy, and the control groups, which are instructed using a prescribed method, in terms of their reading comprehension attainment. Developing a pre- and post-achievement test. Both groups have been equalized in terms of characteristics such as parental educational level, English achievement scores in the previous academic year, and the pre-test scores of both groups. A set of five questions has been prepared to provide a post-test. The Alpha-Cronbach method was employed to validate the reliability coefficient. The discriminatory power and level of difficulty for each item have been ascertained through statistical analysis of the items. As a consequence, the complete sample has been subjected to the post-test. The data collected from the post-test results has been subjected to statistical analysis using the formula for the T-test of two independent samples. Based on the findings, a statistically significant disparity is observed in the mean scores between the experimental group, which received instruction using the DIY strategy, and the control group, which received instruction through the traditional manner. The study's findings and conclusions have led to the formulation of relevant recommendations and proposals for future research endeavors.

Keywords: Impact, DIY Strategy, Preparatory School, Pupils' Achievement, Reading Comprehension.

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1.INTRODUCTION

1.1 Statement of the Problem

Reading skill is prominent in EFL learning (Karbalaei, 2010). Hence, it is through reading skill, that students receive new information, and can study, review, and criticize related articles to their studies. Likewise, reading comprehension can be considered as a vital factor affecting students' achievement or under-achievement.

Furthermore, achievement, based on the related literature, influences students' performance in reading comprehension (Mucherah & Yoder, 2008). Unfortunately, Iraqi pupils in intermediate level face difficulties in understanding reading comprehension. The researcher, as a teacher of English for many years at intermediate levels, observed two main problems of learners in reading. One observed phenomenon is that learners exhibit challenges in comprehending written material despite engaging in reading activities. While learners tend to excel at extracting specific details from texts, they frequently struggle to grasp the central theme unless expressly stated by the author. Learners as a whole often have a tendency to misinterpret the facts, leading to a significant likelihood of acquiring erroneous notions. Accordingly, the findings of the present study may provide the details regarding the way students' reading comprehension and their achievement are interrelated. Moreover, the results of the study may clarify how DIY strategy can be implemented in an EFL context for instructing reading skill.

The related literature shows the efforts of researchers, educators, and teachers in building the required reading skills and components to improve students' reading comprehension. Despite their efforts, students are facing with the same difficulties in reading comprehension, especially in intermediate levels, and this issue is even more critical in a country like Iraq wherein English is considered as a foreign language.

1.2 Research Question:

Are there statistically significant differences between the mean scores of the experimental group and control group in their reading comprehension achievement?

1.3 Objective

The present study aims at finding out: The impact of DIY strategy on fifth preparatory school pupils' reading comprehension achievement.

1.4 Hypothesis

In order to achieve the objective of the present study, the following null hypothesis will be tested: There are no statistically significant differences between the mean scores of the experimental group who is taught by (DIY) strategy and control group who is taught by prescribed method in their reading comprehension achievement.

1.5 Limitations

This study is limited to the following:

1. Iraqi EFL Fifth preparatory school pupils at Ababeel preparatory school.
2. The academic year (2022-2023).
3. Reading comprehension texts in the textbook “English for Iraq” for fifth preparatory school students by Olivia et al.,2013.

1.6 Significance

The significance of the present investigation can be succinctly summarized as follows:

1. The elucidation of the recommended technique for teaching English to intermediate pupils could potentially provide significant value to EFL teachers.
2. The present study aims to support English as a Foreign Language (EFL) teachers in engaging Iraqi intermediate pupils with study materials, facilitating a transition from traditional instructional methods to more contemporary approaches, and enhancing the effective presentation of educational material.
3. The present study is useful for researchers who are actively exploring contemporary approaches to teaching English reading texts.

1.7 Research Methodology

The researcher adheres to a series of protocols in order to achieve the objective of the study. These protocols include:

1. The research design for the present study is: the pretest – posttest randomized experimental design.
2. The process of sample selection involved the inclusion of 64 kids from the fifth-preparatory grade level at Ababeel Preparatory School for Girls. These pupils were then divided into two groups: an experimental group and a control group, with each group consisting of 32 pupils.

3. Administering a pre-test to both groups.
4. Implementing the DIY strategy with the experimental group.
5. Two cohorts are subjected to a post-test in order to assess the impact of a do-it-yourself (DIY) approach on the academic performance of students in English language reading skills.
6. The study involved the collection and analysis of data using various statistical methods, followed by the interpretation of the results in order to draw conclusions.
7. Providing recommendations and suggestions for future academic pursuits.

1.8 Definitions

The subsequent concepts are explicated both in theoretical and operational contexts:

1.8.1 Impact

The Impact is the result of something that makes the difference between experimental and control groups.

Good & Scates (1954) define that the Impact is the test agent in controlled condition on the control variable.

1.8.2 DIY Strategy

The DIY Strategy is a pedagogical approach that prioritizes the student as the focal point of the educational process, empowering them to create their own learning materials (Eryana & Abdul, 2018).

The operational definition of DIY Strategy refers to the practice of independently constructing, altering, or fixing anything without relying on the assistance of trained professionals or certified specialists. It encompasses a collection of practical instruments aimed at stimulating and facilitating social innovation.

1.8.3 Reading comprehension

Reading comprehension can be described as the cognitive process by which individuals extract and construct meaning through active engagement with written language (Richards, 2017).

Reading comprehension is a skill that demonstrates an individual's capacity to engage with a given passage, discern its important implications, and connect their prior knowledge to the text. Proficient reading requires a range of skills, including the ability to infer word meanings, comprehend the contextual significance of the text, and draw conclusions based on the information presented (Grabe, 2009).

The operational definition of reading comprehension refers to the cognitive process via which individuals rebuild the intended meaning of a textual material by utilizing both micro and macro processes, as well as drawing upon their prior knowledge.

1.8.4 Achievement

According to Richards and Schmidt (2010), achievement can be defined as the measure of a student's learning in relation to a particular course of study, textbook, or instructional programme.

An achievement refers to the successful attainment or accomplishment of a goal or objective, typically resulting from significant effort and dedication (Collins, 2004).

Operational Definition: The operational definition refers to the assessment and evaluation of students' proficiency in learning the Target Language, based on the quality and quantity of their effort.

2.Literature Review

2.1 DIY Strategy

The do-it-yourself (DIY) approach is grounded in a pedagogical philosophy that positions the student as the central figure in the learning process. This approach empowers students to become active creators of their own learning materials, engaging in the process of constructing, modifying, or repairing objects independently, without relying on the expertise of professionals or certified authorities. By providing a practical toolkit, the DIY strategy aims to stimulate and facilitate social innovation (Souza, et al., 2021).

The DIY Strategy, which offers downloadable templates for individual use, has been specifically tailored for development practitioners and social entrepreneurs seeking to generate, adopt, or modify ideas that will enhance their ability to achieve greater positive social impact in their endeavors. DIY Learn comprises a series of lessons designed to facilitate a comprehensive comprehension of optimizing the utility of various DIY tools, as well as discerning their respective suitability and relevance in different contexts. There is a need to expand the research areas pertaining to language learning strategies within the education process, as these areas encompass various phenomena, including age, gender, individual characteristics, and the learning environment (Sadiq, 2020).

The modules have been primarily developed to facilitate independent learning, while their significance extends beyond this singular approach (Marshall & Jonker, 2010). The modules have the potential to be utilized

either independently or in conjunction with one another. While these resources may contain cross-references, they are independently constructed and do not exhibit any interdependencies in terms of learning. One has the flexibility to utilize one or several modules in various combinations to construct a customized plan of study that aligns with their specific needs and preferences. The order in which these instruments are employed for the purpose of creating, selecting, assessing, and refining ideas might vary, while there exist some logical sequences that can be followed (Farisa, 2017).

2.3.2 Using DIY Learn modules for classroom teaching

The achievement of students in utilizing the DIY Learn modules is contingent upon the implementation of the following pedagogical approaches:

- Facilitating the attainment of desired learning goals by students during the study session.
- Promoting collaborative discussions among students regarding the subject matter.
- Stimulating students' critical thinking by prompting them to consider the practical applications of their acquired knowledge within a professional setting (Ahmadi, 2017).

In order to foster students' interest in the learning process, it is imperative for teachers to employ innovative strategies that facilitate English language acquisition (Saalh & Salim, 2020). In the context of the training room, it is necessary to deliberate over strategies for optimizing the utilization of the available modules. It is important to bear in mind that these materials are specifically tailored for self-directed learning, so obviating the need to incorporate all content covered in the in-person training session. The modules can be utilized to facilitate self-directed learning outside of the training session and for completing homework assignments. Utilize the allocated training time for a range of educational endeavors, including engaging in activities, fostering debates, exploring challenging themes, undertaking practical exercises, posing inquiries, constructing examples and scenarios, and establishing connections between the information and the specific context in which it is being applied (Mackey & Margolis, 2006). Prior to commencing the use of the modules, it is imperative to take into account practical considerations. In order to effectively modify your session plans, it is imperative to consider the responses to the following inquiries:

- Are there sufficient printed copies of the DIY Learn module available for distribution to each student, as well as one for the instructor? Alternatively, will individuals have the ability to retrieve the material through online means?
- Will the students in your programme be provided with the necessary resources and have a strong inclination to engage in independent study beyond the confines of the classroom?
- Are there additional elements of the training that should be taken into account, such as official evaluations and hands-on exercises?
- Do you own the necessary resources such as a computer with a projector for PowerPoint presentations or connection to the internet? Is it possible for you to utilize audio or video resources, in the form of DVDs or through online platforms, to enhance your instructional practices?

An additional pragmatic consideration to take into account is the potential necessity for students to possess a designated study notebook in order to document notes, thoughts, and responses to inquiries. It is imperative to provide students with the necessary assistance and motivation in effectively utilizing their notebooks. According to Kumaravadivelu (1999), the notion arises that the teacher plays a crucial role in upholding communicative competence inside the classroom (Saalh & Kadhim, 2020). It is imperative to emphasize the significance of students maintaining a centralized repository for their pertinent notes, facilitating convenient access for future reference. In the context where students engage in independent study, it is advisable to promote the practice of documenting any inquiries that arise, with the intention of subsequently addressing them either directly with the instructor or during the subsequent training session (Lustyantie & Aprilia, 2020).

It is recommended that careful consideration be given to the following overarching factors while formulating instructional plans:

- While the duration of study sessions may be similar, it is important to acknowledge that certain topics may provide greater difficulty for students. Therefore, it is advisable to allocate additional time for these sessions.
- In order to optimize students' comprehension and engagement with the course contents, it is advisable to provide them with guidance

- pertaining to the fundamental principles, ideas, and concepts presented in the modules.
- It is recommended to allocate dedicated time within sessions for students to engage in the sharing and discussion of their opinions. Allocating time for reviewing written materials is equally significant as dedicating time to this task.
 - It is advisable to encourage students to engage in collaborative work within small groups, as opposed to working independently. Furthermore, it is recommended to foster a climate of creativity by devising additional activities and exercises that are conducive to group work, in addition to the ones already proposed.
 - The tactic of reading text aloud to students or having students read the book in class is expected to have limited effectiveness as a teaching or learning approach.

2.1 The Concept of Reading Comprehension

As per Maxim, the ability to read is considered a fundamental skill in the acquisition of language. Engaging in activities such as reading articles, books, newspapers, and other written materials serves to enhance the speaking, listening, and writing abilities that kids acquire. Proficiency in certain skills is required to comprehend and engage in this particular activity. However, it has been observed that there is a subset of individuals that possess limited reading abilities (2002).

According to Broughton (2003), reading is a commonly practiced aspect of teacher education, wherein teachers often employ teaching approaches that were utilized by their own instructors.

However, the act of reading encompasses more than simply vocalizing the written symbols; it also involves the cognitive process of comprehending the text. Through reading, individuals have the opportunity to expand their vocabulary, acquire knowledge, and engage in various other intellectual pursuits. Therefore, in order to effectively attain the objective of reading, readers must possess a high level of reading comprehension. Comprehension, as an active cognitive activity, is responsible for generating meaning from written language. Additionally, it involves the ability to understand and interpret unfamiliar vocabulary (Elizabet, 2000). Furthermore, Gillet and Temple assert that comprehension entails the reader's ability to grasp the meaning of the text through the utilization of past knowledge, understanding of textual structure, and active engagement in seeking information (Jean and Charles, 1974).

Comprehension refers to the cognitive process of deriving meaning from written material. An individual who possesses the ability to comprehend text is characterized as an engaged reader. It can be inferred that comprehension is a multifaceted undertaking that entails the utilization of pre-existing information in order to grasp the intended message conveyed within the text (Aryanti, 2020).

According to Kintsch, he defines reading comprehension as the cognitive process of constructing meaning from written material (Ibid).

In addition, Klingner et al. (2007) provides a definition of reading comprehension as the cognitive process by which individuals generate meaning by integrating various intricate processes, such as word decoding, vocabulary and background knowledge, and the ability to read with fluency.

Motivation can be defined as an intrinsic force or inclination that propels individuals towards specific actions or behaviours (Sadiq, 2020).

In essence, in order to achieve success in reading comprehension, students must engage in active processing of the textual material. The development of processing skills necessitates that students possess automatic reading skills and fluency, as well as a sufficient vocabulary and background knowledge that aligns with the text being read. It is important to note that reading comprehension is a multifaceted cognitive ability that entails the ability to effectively integrate information from the text with the listener/reader's existing knowledge, ultimately leading to the formation of a comprehensive mental representation (Souza, et al., 2021).

Moreover, Guthrie asserts that reading comprehension encompasses the cognitive abilities and motivation of readers to construct conceptual knowledge from the text. Proficient comprehension in reading facilitates the acquisition of extensive knowledge. However, a significant portion of individuals struggle with low levels of reading comprehension due to infrequent engagement in reading practise. Consequently, the development of reading comprehension skills necessitates regular exposure to diverse. Harris and Sipay argue that the ability to comprehend written text is influenced by the interplay between the reader's linguistic knowledge, reading proficiency, cognitive abilities, and personal experiences (1984).

The act of reading does not possess the ability to reverse comprehension. This is because the primary objective and outcome of reading is to comprehend the material being read. Reading without comprehending the content is devoid of purpose. Readers are not merely processing a series of

words in a sentence, but rather they should possess the capacity to grasp the meaning of the text in order to extract the intended message and information. In light of the aforementioned statement, it can be deduced that reading comprehension entails the process of comprehending the substance of written text in order to obtain information by activating the reader's pre-existing knowledge (Brown, 2001).

2.1.1 Categories of Reading Comprehension

According to Paris and Hamilton (2008), Reading Comprehension can be classified into four distinct categories: literal Reading Comprehension, interpretive Reading Comprehension, critical Reading Comprehension, and creative Reading Comprehension.

1- Literal Reading Comprehension.

The initial category does not encompass the cognitive abilities.

Teachers do not require specialized assistance in this matter. The ability to comprehend the basic, explicit denotation of a term, concept, or statement within its given context. The reading material lacks depth and substance (Ahmadi, 2017).

As an illustration, let us consider the type of queries that pertain to the meaning of a given text, such as the inquiry, "What was the desired food choice of the younger sibling?" The act of providing an answer does not necessitate cognitive effort, as the precise wording is readily available in the book. Identifying information in a text is straightforward when it is explicitly presented within the text. The question aims to evaluate the extent to which students are able to accurately recognize and comprehend information that is explicitly presented in a given text (Farisa, 2017).

2- Interpretative Reading Comprehension

The term "interpretative" is employed to describe a highly practical classification of cognitive abilities that merit significant emphasis in the context of reading. This phrase possesses the capacity to encompass a wide range of cognitive abilities and intellectual processes. In a broader context, it can be posited that the act of interpretation seeks to delve into deeper layers of meaning beyond just literal comprehension (Fauzi et al., 2022).

3- Critical Reading Comprehension

As per Smith, critical reading encompasses both literal comprehension and interpretation, as previously delineated. However, it surpasses these aspects by involving the reader in the evaluation and personal assessment

of the quality, value, accuracy, and truthfulness of the material being read (Marbun & Sipahutar, 2016).

4- Creative Reading Comprehension

The concept of "creative reading" is often employed in a broad manner, similar to phrases like "inferences" and "critical reading," which have become popular in contemporary discourse as a means to encompass many cognitive processes involved in the act of reading. Creative reading is a distinct process that emerges from and builds upon literal comprehension, interpretation, and critical reading. However, it should be noted that creative reading is not synonymous with any of these aforementioned approaches. The elevated manifestation of creative reading commences with a query or an inquiry that emerges within the reader's mind, on a personal level, and is typically propelled ahead with great drive, frequently accompanied by a sensation of immediacy (Vila, 2003).

Based on the aforementioned reasoning, the researcher directed their attention into the domain of literal reading comprehension. These levels encompass cognitive demands placed on the reader. It is imperative to pose questions pertaining to literal understanding as the primary emphasis of reading material lies in the acquisition of factual knowledge. A study by Eryana and Abdul (2018) examines the process by which students can effectively identify and extract information that is explicitly stated within a given text.

3.METHODOLOGY

3.1 The Experimental Design

According to Goodman (1973), the experimental design is structured to select experimental groups, provide experimental treatments, and assess their effects.

According to Miller (1984), an experimental design refers to a systematic framework devised for the purpose of collecting significant data. An experiment is a systematic approach employed to investigate the impact of varying factors on a certain phenomenon, thereby elucidating the cause-and-effect relationship between them.

According to the research conducted by Best and Khan (2006), experimental design refers to the comprehensive framework of methodologies employed by researchers to effectively examine hypotheses and derive dependable results regarding the association between independent and dependent variables.

According to Osborne (2000), the selection of an appropriate statistical model and experimental design is crucial in ensuring the accuracy of results in a study.

Consequently, the sample included in the study comprises two distinct cohorts of fifth-intermediate school students. The researcher analyzed the test outcomes pertaining to the dependent variables in both groups in order to ascertain the presence of any statistically significant disparities. The experimental design of the investigation is presented in Table 3.1.

Table 3.1
The Design of the Study

Group	Test	Independent variable	Dependent variables	Test
Experimental	Pre-test	DIY strategy	Reading comprehension	Post-test
Control		Traditional Method		

3.2. The Population and Sample of the Study

3.2.1. Population

Population As stated by Ary et al. (2014, p. 162), it is essential to identify the target population, which refers to the extensive group that the researcher aims to generalize the study's findings to. Here, we need to know about both target population and accessible population. Accessible population refers to “the population of subjects accessible to the researcher for drawing a sample”.

Hence, for the purpose of the study, the whole population of the present study includes (658) fifth preparatory school pupils studying in Baghdad as follows (Table 3.2):

Table 3.2
The Accessible Population of the Study

Number	Schools	Number of Students
1	Ababeel preparatory school for girls	65
2	Al_ Dhargham preparatory school	70
3	Rufaida preparatory school for girls	55
4	Al_Ekhlis preparatory school for girls	67
5	Al-Buhtary preparatory school for boys	97
6	Al-Hareery preparatory school for boys	102
7	Zubaidat preparatory school for boys	88
8	Abo Ayob Al Ansari secondary school for boys	114
-	Total	658

3.2.2 Sample

According to Bluman (2012), the sample is defined as a collection of individuals who possess the same attribute as the population. Fry et al (2000) provide a definition of a sample as a subset of a larger population, whilst Majid (2018) characterises a sample as the process of selecting a representative group of individuals for statistical purposes. Sampling is a crucial methodological tool in research studies, as the size of the population under investigation often exceeds a manageable number of participants.

The sample comprises 60 pupils who were selected from a group of fifth-preparatory school pupils at Ababeel Preparatory School for Girls. Sample (A) has been selected in a random manner to serve as the experimental group, whilst sample (B) has been designated as the control group. Each section is comprised of 30 learners, as indicated in Table 3.

Table 3.3

The Sample of the Study

Group	Number	Gender	Level	Total
Experimental	30	Female	5 th Preparatory	60
Control	30	Female	5 th Preparatory	

4. Results Analysis and Discussion

To evaluate the hypothesis that there are no statistically significant variations in reading comprehension achievement between the experimental and control groups, all mean scores are obtained and compared. Where the mean score of the experimental group is (76.40) and that of the control group is (54.88), with standard deviations (9.28) and (7.94) respectively. By using the t-test formula for two independent groups, the calculated t-value is found to be (8.807), which is higher than the tabulated t-value, which is found to be (2.01) at the degree of freedom (48) and level of significance (0.05). This means that there is a statistically significance different between the mean score of the two groups in the Reading Comprehension post-test. This result answers the research question positively. So, the first null hypothesis is rejected, as shown in Table (4.1).

Table (4.1)

Means, Standard Deviation, and T-values of the Two Groups in the Post Achievement Test

Groups	No. of Student	Mean	SD.	T-value		DF	Level of Significance
				Calculated	Tabulated		
EG.	30	76.40	9.28	Calculated	Tabulated	48	0.05
CG.	30	54.88	7.94	8.807	2.01		

5. Conclusions

1. The implementation of do-it-yourself (DIY) techniques has been found to be a viable and successful approach in enhancing students' reading comprehension abilities. Students possess the capability to comprehend the given text by employing the do-it-yourself (DIY) approach. The notable disparity in average scores between the experimental group and the control group is seen in the post-test. This indicates that both cohorts were at the same academic level prior to the implementation of the intervention. The administration of the treatment resulted in a statistically significant increase in the mean score of students in the experimental group compared to students in the control group. As a result, the hypothesis proposed in this study was not supported.
2. DIY strategy is well implemented by pupils and implementation is able to improve pupils' reading and comprehension. Most pupils state that using DIY is very important and makes it easier for them to understand the passage by looking at specific information and constantly repeating the current information so that it can be transferred to the pupils' long-term memory. However, the successful implementation of the DIY strategy in improving pupils' reading comprehension in an EFL class depends on how well the researcher explains the importance of the strategy and how well the respondents understand how to apply this strategy during reading.
3. Students integrate both visual and nonvisual information during the process of writing. The visual information present on the paper interacts with the nonvisual information stored in the students' minds, resulting in the creation of meaning. The incorporation of these two data sets is of utmost importance in the facilitation of meaning construction and the attainment of strategic triumph.
4. Students who possess a comprehensive grasp of the methodologies involved in the do-it-yourself (DIY) approach will be more adept at comprehending the concept of writing.

5. The implementation of scripting approach within the educational setting enables students to engage in an active and student-centered learning experience, with the instructor assuming the role of a facilitator and organiser.
6. The writing proficiency of the experimental group exhibited more improvement compared to the control groups, suggesting the significant role of the do-it-yourself (DIY) technique in enhancing students' capacity to generate and establish connections between their ideas and prior knowledge.

6. Recommendations

The research findings described have recommended the following: The DIY strategy is an effective strategy implemented in the English language classroom to improve reading and writing comprehension of intermediate school pupils. By implementing the DIY strategy, the teacher can motivate pupils to be creative in learning English. The DIY strategy also helps Intermediate school pupils to be more active and creative in the learning process. It enables pupils to consider their own strengths, progress, and weaknesses when developing their reading and writing comprehension, so that pupils can monitor their learning progress.

Besides, pupils are active learners in the learning process, not downstream because they are involved in learning by doing. Highly motivated Intermediate school pupils have been shown to be more effective if they are taught using the DIY strategy because this technique can challenge pupils to give their maximum potential. Pupils can reflect on their strengths, progress, and weaknesses as they develop their reading and writing skills so that the pupils call monitors their learning progress

The subsequent recommendations are formulated on the basis of the obtained findings and derived conclusions:

- 1- The implementation of the DIY technique has been found to have a substantial positive impact on students' reading abilities. Therefore, it is strongly advised that this strategy be incorporated into the classroom setting. It is recommended that teachers of English in Iraq consider utilising the DIY strategy while instructing reading skills.

- 2- Teachers play a crucial role in fostering the development of students' personalities by actively promoting self-assurance and resilience. Consequently, the introverted students are required to engage in classroom activities.
- 3- In order to maintain the attention of students during learning activities, educators must carefully select engaging themes that are suitable for the students' academic level within the classroom setting.
- 4- Teachers are required to augment their instructional materials with engaging and current resources.

7. Suggestions for Further Studies

Given the focus of this study on the impact of the do-it-yourself (DIY) technique on the learning outcomes of students, it is imperative for researchers to explore several facets, as outlined below:

- 1- It is proposed that a study be conducted to investigate the impact of the do-it-yourself (DIY) technique on the development of learners' four language skills across various academic stages.
- 2- A research study can be undertaken to investigate the impact of the do-it-yourself (DIY) approach on learners' speaking proficiency.

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