

The Psychological Effect of the Star Strategy on the Reading Awareness of Middle First Grade Students

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Received: 10-May-2023

Revised: 07-June-2023

Accepted:01-July-2023

Abstract

This study aimed to identify the effect of the star strategy on the reading awareness of the female students of the first intermediate grade in Iraq. And an experimental group of (43) students who studied the same topics and texts using the star strategy. The researchers used a Quranic awareness test consisting of (25) items distributed over four reading awareness skills (planning, organization, and evaluation).

Including three alternatives, and preparing a language ability test consisting of (20) items containing four alternatives. The researchers applied the two tools to the two research groups after the end of the eight-week experiment, and the same researchers taught the two research groups

The researchers used the following statistical analysis methods: the spss statistical bag, the second test for two independent samples, the chi-square (K2), the Pearson correlation coefficient, the equation for the coefficient of difficulty and discrimination, and the equation for the effectiveness of false (camouflaged) alternatives. After analyzing the results statistically, the researchers concluded: There are statistically significant differences. In reading awareness, the experimental group that studied reading topics and texts reconciled with the star strategy, and they also recommended the use of the star strategy in teaching reading and texts, developing reading skills in reading, conversation, and all cognitive and reading topics, and using classical Arabic in teaching the branches of the Arabic language in general . The two researchers also suggested conducting a study similar to knowing the effect of using the star strategy in other subjects of the Arabic language, such as rhetoric and the history of literature, and at different academic stages, and conducting another study to know the effect of the star strategy on other variables such as: linguistic awareness, rapid reading skills, and semantics.

Keywords - star strategy, reading awareness

Research problem:

A closer look at the reality of the Arabic language, we found that there is a clear failure of the level of female students in the Arabic language in general , and their weakness despite the many attempts to understand and interpret the process of reading (reading). However, the results of research and studies showed that teaching students and training them on some reading skills, their repetition and application, did not prompt them to plan a step beyond learning the skills of deciphering and interpreting written symbols at the direct surface level, and this may be due to the lack of training of students to develop effective strategies for understanding the reading material. (Ishmael , 2021 : 311)

What confirms the low level of reading lesson (reading) is that the students were unable to acquire the reading skills that oblige the reader to understand between the lines and beyond in the read text, which in turn affects the weakness in reading awareness resulting from their lack of reading awareness skills, which directly affects the student's understanding and reading ability (Hammouri , 2010 : 81)

Research significance

Reading is an important part of this holistic system of language , and its importance is more prominent based on its functionality , as its proper acquisition is necessary for the learner, as it is his path to knowledge , his tool in intellectual development and the acquisition of various experiences, and therefore it receives great attention among other language arts, as it is a mainstay at which the rest of the branches of language meet, and rely on it

in its growth and development , and reading in turn depends on other arts, and it derives from it aspects of being able to read correctly (Al-Busais , 2011 : 50)

Perhaps what proves what was mentioned is that many scientists and thinkers were brilliant in the fields of science without entering schools and obtaining scientific certificates, and their way to this reading , and this fact seems clear if we denounce the emphasis of modern educators on self-learning skills, which is the effective reading as the means (Zayed , 2013 : 36).

"Reading awareness is one of the basic structures from which the student proceeds to learn and absorb various educational materials, especially in the middle stage. As soon as the student exceeds the difficulty he faces in understanding, he can overcome any problem he faces in the awareness of the content he submits to, and that awareness improves the student in the field of reading to read books that present different views than he has previously seen, so as not to fall victim to one point of view, and everyone who wants to raise his intellectual level of reading and reading should not be tasked with reading only to transfer what is in the lines to the chests, but he should think about what he reads and not be convinced of a concept without testing his honesty and evaluating his significance and reassurance of his health." (Al-Hasoun , 2003 : 37)

Reading awareness skills are a necessary process for reading , as they are defined in the cognitive structure of the reader's mind, his conceptual wealth, previous knowledge, and linguistic experience, and this makes the reader able to give adequate meaning to the readable text from its deep structure as well as its apparent structure. Reading awareness skills are of great importance in that they adapt the behavior of the reading individual in a certain situation to suit his purpose, in addition to being able to monitor his reading continuously to ensure that the text is understood (Rashid , 2009 , 132)

If many researchers recognize the importance of reading awareness skills in general , then their concern has become to determine how this effect occurs in the reading stages, whether this effect occurs in the pre-reading, during reading , or post-reading stages by employing all the reading awareness skills in those different reading stages, and that by training in these skills, students improve their performance in understanding the reading text (Al-Mutairi , 2011 : 5)

From a research perspective, we hope that this study will draw the attention of researchers to the meaning and concept of reading awareness and care for it , and thus lead us to more similar studies looking at other strategies, and variables that have not yet been touched upon, such as gender or the academic stage .

Research Objective and Hypotheses: The research hypotheses/to reach the objectives of the research, the researcher generated the following null hypothesis: The null hypothesis is that there is no influence of the star approach on the reading awareness of middle first grade pupils. The average reading awareness scores of the experimental group students, who study reading materials and texts using the star strategy, and the average reading awareness scores of the control group students, who study the same material in the conventional manner, do not statistically differ at the level of significance (0.05).

Limitations of the research: The limits of the current research are as follows: -

1-Spatial boundaries: Saadia, the Karbala Governorate Center, and the Middle and Secondary Schools

2-The first semester of the following school year (2022-2023) is the time restriction.

3-Human borders: middle school kids in the first grade.

4- Cognitive restrictions: eight subjects from the Arabic language book (reading and texts) that middle first grade kids will study during the academic year (2022-2023), the star strategy, and reading awareness.

Identifying terms

2-The **Star Strategy** : Defined by:

- **Strange** as a strategy that can be used to read textual materials quickly , such as books, articles, references, indexes, encyclopedias , and above all the Holy Quran . It consists of five steps (grooming , browsing , reading , pointing (marking) , review (Gharib , 2006 : 93)

- **Absi** as an active learning strategy called the **Star** strategy and derived from the first letters of the words that form the steps of the strategy , namely : (**S**earch, **T**ranslate, **A**nswer, **R**eview). The steps of the strategy are: Search the problem words (Search), Translate the words (Translate) , Answer the problem (**A**nswer) , See Solve the problem . (**R**eview) . (Al-Absi , 2010 , 105)

The procedural definition of the star strategy :

It is a strategy of active learning strategies made up of five steps that the researcher used to instruct the experimental group of students in reading and texts so they could learn to read, improve their language skills, and strengthen their reading awareness.

Reading Awareness: identified by:

Abu Rahma (2012): The reader's knowledge of the strategies that help him to plan reading and organize his reading activity and evaluation . (Abu Rahma , 2012 : 10)

-**Zayer and Ahoud (2016) that:** A growing skill that continues to improve with abundant practice , this process begins when the individual is exposed to one of the texts , and in a cultural medium reads and writes, and then the process continues throughout life , and the most useful form of training in reading awareness, is reading holistically , meaning reading a text to understand its purpose and realize the message contained in that text . (Zayer and Ahoud, 2016 : 44)

- **Procedural the meaning of reading awareness:**

a mental process by which students in middle first grade (the research sample) engage with the readable texts by perceiving the text, developing reading awareness abilities, identifying the primary concept and supporting ideas, and comprehending the context. This is determined by the results students have in the reading comprehension test that the researcher has given them.

Chapter Two

Theoretical framework and previous studies

Star strategy:

It is a strategy that applies its techniques for reading , and its workers can be used to read textual materials, such as books, newspapers, magazines, indexes and encyclopedias , and before all that the Holy Quran , The educational method, which has five parts and focuses on the student, is known as the "star model". (Gharib , 2006 : 97)

The word **star** originates with the words that make up the first letters of the steps of the strategy, which is (S-Search-Translate – A nswer – **R**eview), which is to search the words of the text and translate those words and then solve the problem of the text and review the solution (Al-Absi , 2010 : 105)

2- The steps of the star strategy: This strategy is applied in five steps and in the following order:

The first step of reading is to prepare for reading , and that is to prepare yourself and your time to read , and prepare the place of reading and the book that you want to read , and then note the extent of your progress in reading.

2- Navigation: It is the second step in reading , helps to make the decision to read the whole book or part of it and is useful in understanding the composition of the book and its components .

3-Reading : is reading at a very high speed with increased comprehension and recognition of some of the correct reading skills, marking, visas and review.

4 - **Marking :** Marking during reading, when we read, we may stop at a statistic, or apply an exercise , or meditate on any Quranic verse, or taste verses of poetry , we put a mark and return to it after the completion of reading the whole topic, and the marking tools are (**pencil , colored marking papers**)

5- **Review :** The last step that includes the comprehension of the reading material and achieving our goals of reading (memorization, comprehension, application or meditation)

3.Characteristics of the star strategy:

Apractical application based on the philosophy of active learning based on structural theory

2- The primary axis of the educational learning process is the student.

3-Developingall the student's mental skills and language quotient

4-Develop self-assurance and the capacity for opinion expression

5- Learning and activities are learner-centered and work for the learner's benefit and take into account his needs, interests, tendencies and abilities (Al-Hardan , 2019 : 31)

Some of those who read the reading texts may find that the subject is somewhat difficult, and what is difficult, but it needs clarity, focus and deliberation in reading , and the patient will find the pleasure of accessing the meanings that have been written in the clearest and easiest ways, and whoever reads and understands and is aware of the line, will find that it makes a difference in the idea of the subject and its reality (Globe , 2022 : 7)

Reading awareness makes the reader able to give meaning to the text read from its deep structure as well as its apparent structure, and that the skills of awareness in the field of reading include self-awareness in the learner, such as awareness of the tribal knowledge and the text's relationship on the one hand , and awareness of the relationship between reading strategies and understanding the read text on the other hand, they are specific in the cognitive structure of the learner's mind or reader, and his previous knowledge, conceptual wealth and linguistic experiences (Badran , 2008 : 34)

Reading awareness is part of the general umbrella known as metacognition, and Baker & Brown (1984) identifies three basic and interrelated elements of metacognition . These elements are the knowledge of the individual himself and the goals of the learning process and knowledge of the mental processes required for the learning process, and finally the self-regulation and self-regulation of these processes . Sternberg (1984) believes that reading awareness skills are only a basic dimension of intelligence, as he believes that the individual's ability to distribute cognitive resources and determine how and when to complete a task is one of the most important basic elements of intelligence. Some assert that reading awareness is a basic skill that any good reader should possess, and this skill includes some abilities such as mastering language skills and controlling their phonetic, grammatical and conceptual components. Some also assert that in the process of reading, many environmental , social , and cognitive variables overlap, including the processes of attention, perception , memory, deduction, problem solving, and other variables necessary for the process of reading and reading"(Hammouri , 2010 : 79)

"Although the possession of reading awareness skills sometimes does not translate into real use of these skills , it is necessary to emphasize these skills and include them in the curricula in order to improve students' reading and reading, increase their awareness of what is included in the content of the texts in their curricula and thus

make them responsive readers, and when helping students to have reading awareness and speed in response, they will have what is called skilled academic reading, which will in turn be reflected in their academic achievement in various subjects" (Mokhtari & Sheorey, 2002 , 45)

Previous Studies

Despite the effort exerted by the researcher, and after reviewing a number of Iraqi, Arab and foreign studies in libraries, literature, magazines and theses summaries, which are related to some aspects of this research, the researcher presented it in the following table according to the chronological sequence.

Name of researcher and year of study	Place of carrying out the study:	The purpose of the study	Sex and number of sample	Educational level	Research instrument	Statistical means	Highlights
Mahmoud al-Wahr and Muhammad Abu Alia , 1999	United Arab Emirates	The level of students' possession of knowledge beyond knowledge in the field of exam preparation, performance, relationship to their gender, achievement and level of study	440 male and female students	Master's degree	A test to measure reading awareness skills	Arithmetic averages, Cronbach coefficient alpha , Pearson correlation coefficients	Estimating the level of students' reading awareness skills in declarative, procedural and control group knowledge.
Firas Ahmed Al-Hamouri , 2010	Jordan	Reading awareness and its relationship to academic achievement among a sample of high school students	Males and females, numbering 386 students	PhD	Scale in Reading Consciousness	Pearson correlation coefficients, Cronbach-alpha equation, arithmetic averages, standard deviation , Chaffee test	The study's findings revealed that the study sample's members have an average degree of reading awareness, with gender and academic field having an impact on this level. According to the study's findings, reading comprehension and academic success are positively correlated.
Majid Harb , 2011	Jordan	The effect of the mutual education strategy on the	There are 77 male students.	Bachelor	Test in post-reading	Arithmetic means, standard deviation , T-	When it came to reading awareness, the experimental group outperformed the control group that

		reading awareness of the tenth grade students in Jordan			awaren ess	test of two independent samples	studied as usual by using the reciprocal learning technique.
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Chapter Three

Research Methodology and procedures

This chapter includes a presentation of the research methods used by the researchers to complete the current research's goals, identify the research community, choose a representative sample, create and use appropriate tools that are honest, reliable, and objective, and finally choose the statistical methods that were applied to the data processing.

Research population and sample

As the number of female students reached (82), there were (43) female students in Section (C) and (39) female students in Section (B) in one of the government schools in the Karbala Governorate/Governorate Center/Saadia (Medium Nafat for Girls of the General Directorate of Education in the holy province of Karbala) for the academic year 2022–2023. The students were divided into two groups: the experimental group, which consisted of (43) female students, studied the subjects of the reading materials and texts using the star strategy, and the control group, which consisted of (39) female students, studied the same topics of the reading materials and texts using the conventional method.

It is a member of the community because it is a study sample. The sample must be representative of the community in order to be able to extrapolate the findings to the entire population; also, the sample size must be suitable. (Al-Najjar,2010: 35)

The current research sample is divided into the following:

A-Sample of schools :

*The researcher chose to randomly average the notes for girls to apply the experiment, so he found that it includes (6) people for the first middle grade.

B-Sample of female students :

After the researcher determined that the school where the experiment will be applied , he visited that school accompanied by an order to facilitate the task issued by the General Directorate of Karbala Education, and found that it contains (6) people for the first middle grade, and the number of female students was (245) female students distributed among the people (a, b ,c, d, e , and f).The researcher chose that the two Sections (B) and (C) randomly* to represent the experimental group that will study the Arabic language (reading subjects) using the strategy of the star, and Section (B) to represent the control group that will study the Arabic language (reading subjects) in the usual way, as the number of students reached (82) students, by (43) students in Section (C) , and (39) students in Section (B) , the statistically failed students of (6) students in the experimental group were excluded, and(4) students in the control group, so the final sample size became (72) students, by (37) students in the experimental group and(35) students in the control group. The reason for excluding the failed

*The school selection process was carried out by a simple random drawing method, as the researcher wrote the names of the schools on small papers and put them in a bag , and then withdrew one of them, which was medium for boys .

* The Section was chosen in the same way as before

students was to have educational experiences in the topics to be studied during the experiment , which may affect the internal safety of the experiment , and the exclusion from the final results was only with the retention of the class in the school system.

: - Equivalence of the two research groups

Prior to doing the experiment, the researcher was concerned about the statistical equivalence of the two research groups in a number of characteristics that could have an impact on the experiment's outcomes. These variables are:

- 1- The female pupils' chronological ages are determined in months.
- 2- Arabic language grades for the sixth grade of the school year (2021-2022).
3. Educational attainment of parents.
4. Educational attainment of mothers.
- 5- Testing the linguistic ability of female students.

In collaboration with the school administration and the study school, the researcher collected data on the prior school card characteristics and entered the grades. The researcher also created a form for the children to fill out, on which they were requested to provide information about their parents' accomplishments as well as the day, month, and year of their respective births. The statistical equivalent of the students in the two research groups for the prior variables is explained in the sentences that follow.

1- Chronological age calculated in months:

To determine the significance of the difference between the average ages of the female students in the two research groups, the researcher used the T-test for two independent samples to statistically equate the chronological age calculated in months for the female students in the two research groups. He discovered that the average ages of the female students in the experimental group are calculated in months (158.27), and that there is no statistically significant difference between the average ages of the female students in the two groups at the level of significance (0.05) and the degree of freedom (70), the computed T-value (0,751), which is less than the table (1.980), the average age of the female students in the control group (156.51), and their standard deviation (9.993), This suggests that the chronological ages of the two groups are comparable.

2- Arabic language grades in the sixth grade of the school year (2021-2022)

Using the T-test of two independent samples to determine the significance of the statistical difference between the scores of the female students of the two groups, the researcher investigated whether there is a statistical equivalence in the Arabic language subject scores for the sixth grade of the primary school year (2021–2022) for the female students of the two research groups, **and the degree of freedom (70)**, that the calculated T-value (1.327) is less than the table(1.980), and this indicates the equality of the two groups in this variable. The average scores of the experimental group (77.38) and its standard deviation (9.461), and the average scores of the control group (73.66) and its standard deviation (14.019)

3- Academic Achievement of Parents :

It is clear from Table (5) that the value of (Ka2) calculated (1,532) is lower than the value of (Ka2) Table (7,82), indicating that the two groups are equal in the educational attainment of parents. The results of equivalence in the educational attainment of parents using the Kai (Ka2) square show that there is no statistically significant difference between the two groups at the level of significance (0.05) and the degree of freedom (3).

4- Educational attainment of mothers

The Kai (Ka2) square analysis of the results of the equivalence in the educational attainment of mothers revealed that there is no statistically significant difference between the two groups in the educational attainment of mothers at the level of (0.05) and the degree of freedom (3), and that the calculated value of (Ka2) (1,586) is lower than the table value of (Ka2) of (7,82), indicating that the two groups are equal in this regard.

Research tool

From The researcher created a test to gauge the reading comprehension of the students in the two research groups in light of the needs of the current study, the preparation of a test to identify the reading awareness of the students sample of the study in the area of the Arabic language, and the lack of a ready test with honesty and stability that covers the eight topics of the Arabic language book for the first middle grade.

1-Preparation of test items: -

The researcher chose that one of the types of objective tests in the construction of the test items, is multiple choice, which is one of the most common objective tests ; because of its ability to measure learning outcomes that require high levels of knowledge , as well as it has a high discriminating ability between strong and weak students (Al-Samadi and Maher , 2004 : 86).

The number of test items in its initial form was (25) test items of the multiple choice type with three alternatives.

2. Validity of the test

The researcher used the appearance of sincerity to determine the test's validity. She gave a group of arbitrators and experts in curricula, teaching methods, measurement, and evaluation the test's 25 items to hear their opinions on the test's validity, the soundness of its formulation, and its applicability to the academic levels of female students (the research sample).

3-Preparation of Test Instructions:

1- Answer Instructions:

- Fill in the space on the question paper with your name and section.
- This test consists of a number of questions, all of which must be answered without skipping a beat. Answer to questions

2- Correction Instructions:

The researcher assigned one point for the response that is correct and zero for the one that is incorrect. The item that was left blank or had multiple answers was considered the incorrect item, and the total score for the exam was (25 degrees).

4- Exploratory application of the test:

The researcher administered the test to an exploratory sample of (50) female students in the first middle grade in the average of Fatima bint Asad for girls on Wednesday (21/12/2022), after the researcher made sure that they completed the topics specified in the experiment. This was done to confirm the clarity of the test items, to find out how long it takes the student to respond to them, as well as to diagnose the level of difficulty of the items and their discriminatory strength.

To calculate the appropriate actual time for the test, the researcher recorded that the time taken for each student , and then collected the total time of the students and divided it by the number of respondents, so the average time was (49) minutes, and the following equation shows that :

Test duration=first student time+second student time+third,etc/50= 2450/50=
= 49 minutes

5. Reliability of the test

The Kyoder Richardson-20 equation was used because it is the most common equation in estimating stability and measuring the internal reliability of its vertebrae and is used in objective tests that include one of the two possibilities(1aand 0), that is, one score for the correct answer and zero for the wrong answer (Al-Absi , 2010 : 132) .

Items analysis

By identifying weak items, working to reformulate them, delete them, or exclude the invalid ones, and making sure the test items account for the individual differences between students in terms of their ease, difficulty, and ability to distinguish between students with high and low abilities, the analysis of the test items aims to improve the test. (Al-Bawi and Ahmed , 2013 : 127).

A second administration of the test was conducted a week after the date of the exam on a sample of (100) female students in the first middle grade who were enrolled in the rhetoric approach for girls. The researcher administered the test on Wednesday, April 1, 2023, after checking the test's clarity and the length of time required to complete it. , The following is a description of the procedures for statistical analysis of the test items in terms of: As the researcher oversaw that in collaboration with the school of the subject on the application, and after correcting the answers, the researcher arranged the final grades in descending order of the highest grade and then took the upper and lower extremist groups by (27%) as the best two groups to represent the entire sample.

A- The difficulty coefficient of the items:

The difficulty of the item refers to the percentage of individuals who answered the item correctly out of all those who tried to answer it (Al-Zayoud and Hashim , 2005 : 129)

The difficulty level of each test item was determined by the researcher and was found to be between (37, 0) and (62, 0), which indicates that the test items are acceptable and have an acceptable difficulty factor in the opinion of measurement and evaluation experts. The desirable object has a difficulty factor between (0.20-0.80) , (Al-Dulaimi and Adnan , 2005: 84).

B- The coefficient of distinction of items: -

The discriminating ability of the item shows that it is able to distinguish between students who are examined with high abilities in the capacity or characteristic to be measured and those who are examined with low abilities. The aim of this step is to keep the items that are highly discriminatory and good only, and that the item that is not answered by all the examiners at all levels is worthless because it cannot distinguish between them (Al-Mahasna and Abdul-Hakim ,2013 : 206) .

The researcher determined that the power of distinguishing each test item was restricted to the range of (33, 0) and (67, 0), and that a good item has a discriminatory ability of at least (0.30) , but if it is less than that, it is considered weak items that are deleted or improved (Al-Ajili et al., 2001 :70-71), so all test items are good and valid for application .

c. Effectiveness of erroneous alternatives (camouflages)

It is one of the conditions of the camouflage to be attractive and seductive to the students, and encourages them to choose it, when the test questions are a choice of transgressors, the wrong alternatives should be attractive and attractive to the respondents , especially to the members of the lower group in the answer, as well as the

result of the discrimination equation in each alternative should be negative (Al-Khayyat , 2010 : 260), and The researcher determined that the effectiveness of the incorrect alternatives was limited to between (-0.7) and (-0.22), which indicates that the incorrect alternatives attracted more students from the lower group than from the upper group. As a result, the researcher kept the alternatives unchanged .

7. Final version of the test :

The test, which consists of (25) multiple-choice items, is ready in its final form after the statistical procedures pertaining to the exam and its items are finished.

Application of the test:

A week before the end of the experiment , the researchertold the students that there would be a test for them in the subjects he taught them.

The researcher applied the test to the two groups (control and experimental) on Sunday, 8/1/2023 at 9 am after he prepared the exam room, organized the seats of the students and supervised the same on the course of the test, and before the start of the test, the researcher explained that they have how to answer the test items.

8 Statistical Methods:

The researcher used the program (spss24) and the program (excell6) to analyze the data and draw the following conclusions:

1- T-Test for two independent samples:

In addition to analyzing the outcomes, you will try to balance the two research groups across the following variables: children' chronological age in months, grades in Arabic for grade 6 primary, and language ability test scores.

2- Kai Square (Ka²):

The researcher used the square of Kai (Ka²) in conducting equivalence between the two research groups in the academic achievement of parents.

3-Reading Consciousness Test Stability Factor Cord Richardson Method 20

4. The coefficient of ease, difficulty, power of distinguishing the item and the effectiveness of alternatives

Chapter Four

Study Results and Interpretation

The study findings, which were achieved by the researcher based on the main data and statistically processed using the statistical portfolio spss in accordance with the research's objectives and as stated in Table (2), are presented in this chapter.

Table 2 shows the final reading awareness test results for the two research groups, together with their arithmetic means, standard deviations, T-values (calculated and tabular), statistical significance, and degree of freedom.

Group	No.	Arithmetic mean	Standard Deviation	Degree of freedom	T value		Statistical significance at (0.05)
					Calculated	tabular	
Experimental group	37	16.97	3.625	70	3.800	1.980	Statistically significant at 0.05

Control group	35	13.63	3.843				
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It Table 3 shows that the average scores of the experimental group's students were (16.97), while the average scores of the control group's students were (13.63). The standard deviation of the experimental group's students' scores was (3.625), while the standard deviation of the control group's students' scores was (3.843), and the calculated T value (3.800) is higher than the table value of (1.980) , Students in the experimental group outperform students in the control group in the variable of reading awareness because the difference between the two groups is statistically significant at the level of significance (0.05) and the degree of freedom is (70).

findings

1- Teaching in the light of the star strategy was effective in the reading lesson and texts , as it helped students with a poor level of reading awareness by participating with their good peers in the lesson, which led to increased interaction between them.

2- The positive effect of reading awareness on students through their ability to generate ideas and information during reading and extract the clear meanings of ambiguous words as well as linking words and sentences to form meaningful phrases for the readable text, which leads to enhancing their self-confidence and motivating them to participate and interact.

Recommendations

1-Establishing development courses for teachers of the Arabic language under the supervision of educators specialized in teaching Arabic language methods, and introducing them to the latest teaching methods and modern strategies

2-Emphasizing the need to study reading , and to indicate its status among other branches of the Arabic language, and not to replace it with another lesson of the Arabic language or other lessons other than the specialization of the Arabic language.

3- Work to develop the skills of reading awareness in the subject of reading for middle school students to a sophisticated level using modern methods and strategies in teaching.

Suggestion

To complement this research, the researcher proposes to conduct a number of scientific studies and research, including:

1-Conducting a similar study to identify the effect of using the strategy of the star in other subjects of the Arabic language such as rhetoric and history of literature , and at different stages of study

2-Studying the behaviors of reading awareness among talented middle school students.

3-Building a guide for Arabic language teachers to teach reading material that contains the star strategy and modern teaching strategies and methods that have been tried on middle school students and have positive results

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