

The Effect of Using SQ3R Strategy on Reading Comprehension of English Language

Dr. Ghaida Ali S. Alzahrani

Najran University

Abstract

The study aimed to: Identify the effect of using SQ3R strategy on reading comprehension of English language. Study hypotheses: the researcher formulated the following hypotheses: There are no statistically significant differences at the level ($\leq 0,05$) between the average post-test scores of the experimental group (which was taught by using SQ3R strategy), and the control group (which was taught by using the traditional method). The quasi experimental approach was used to test the hypotheses. The study sample consisted of (60) female students at the first intermediate grade. The researcher prepared a guide for teaching the unit through SQ3R strategy, Then a test was constructed and both its validity and reliability were estimated. The test was then administered to the sample of the study. After processing the results of the test using Independent- samples T test, the researcher came to the following result: the experimental group outperformed those in the control group. Therefore, the researcher rejected the null hypotheses and concluded that there are statistically significant differences at level (≤ 0.05) between the mean achievement scores for control and experimental groups. On light of study results, the researcher recommended and suggested the following: 1-To hold training courses for English teachers involved in public education in the education departments in different regions under the supervision of qualified female trainers to familiarize them with the strategy of SQ3R, and training them how to implement it in their teaching practices. 2- To conduct a study on the effect of using SQ3R strategy on other variables, such as: the attitude towards the subject, and others.

Keywords: reading; SQ3R; English; EFL; Strategy