The Role of Employing Robin's Strategy (SQ3R) on EFL Iraqi University Students' Performance in Reading Comprehension

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Abstract

Reading Comprehension as the process of simultaneously and constructing meaning. Reading is a skill should be mastered by learners beside writing, listening, speaking in order to be able to use English in global to communicate and to get information. SQ3R reading strategy designed to help students to improve, and efficiency in reading. This strategy consists of five steps that deepen learners' thinking as they read: Survey, Question, Read, Recite, and Review.

Keywords: *Robin's Strategy (SQ3R), EFL Students, Performance, Reading Comprehension;*

Introduction

There are a positive relationship between learners' reading and their reading comprehension skill, reading strategy has a significant impact on the readers; reading comprehension skill. Akbarnejadb [1] states that learners can comprehend the basic notions of a paragraph, comprehend unfamiliar vocabularies or sentences and bridge the gap resulted from different culture to use. Adopting Robinson's strategy in reading is to aid leaner to improve word awareness and become independent word-solvers and learners are able to put their ideas into sentences using the new vocabularies, sentences and structures because they have read, memorized, recited and reviewed them, therefore, these new learned elements get unconsciously used [2].

This research aims at: 1- Investigating empirically the role of using Robin's strategy SQ3R in teaching reading comprehension to university students. 2- Finding out whether there is a significant differences between the mean sources of the experimental group and the mean source of the control group.

It is hypothesized that: 1- There is a positive effect on using Robin's strategy on the students' achievement in reading comprehension. 2- There is a significant differences between the pre- test and post-test scores of the experimental group and pre- test and post-test scores of the control group.

The Problem and its Significance

Language is a complex cognitive skill that can be described within a context of cognitive theory. As long as it is complex, learning a new language requires a great effort to master it. As it is assumed, any language to be learned needs four major skills to focus on; reading is one of these skills. The target outcome should be the development of a strong ability and a desire to absorb the concepts written in the materials in front of EFL learners. A basic objective of reading comprehension is to help learners promote skills. The problem here comes up due to the deviation from this target. It goes without saying that reading comprehension is a significant skill that helps learners decode a text, analyze and construct their own ideas. To achieve the ultimate goal from reading, certain strategies should be followed. This research addresses a certain strategy which is Robin's and its influence on reading comprehension on EFL learning process.

Theoretical Background : Robin's Strategy SQ3R: The Model of the Study

Robin's strategy presents a student-centered, text based discussion method and paves the way for further investigations on this subject. It suggests a new practical and active strategy for teaching reading comprehension. Robin's strategy is concerned mainly with language acquisition in EFL learning in terms of reading comprehension. As it is known, acquiring language needs four major skills to be focused on; reading is one of them. Therefore, SQ3R are derived basically from the cognitive theories. 'Congitivism' is the theory which assumes that learner's minds develop through stages and learners construct language structures in different stages. On the other hand, 'Behaviorism' is the method which believes that learners have a blank slate and they learn from imitation and primitive feedback [3]. On the contrary, 'Interactionism' supports that social environment can enhance learner's natural language development. Simply SQ3R strategy is used when the text is

fairly structured and has some textbook aids for reading such as headings, italics or study question, the amount at reading is extensive and the information must be retained over long periods of time with required information from a detailed of understanding the strategy has basic steps as:

Step 1: (S) is for Survey :The learner examines the title of the chapter to read. It is good clues as to the general content of the chapter, then read the introduction. Step 2 :Q is for Question : The learner turns the title, headings and subheading into questions (focus attention what information to look for in that section). Write down any question that the learner asks himself / herself How does this relate to the unit and what he/she already know? Then the learner has as he/she reading through the content. Step 3: R is for Read: The learner finds answer to the question raised. He / She tries to answer the questions and pay attention to any underlined, italicized, bold words or phrases and graphic aids, the learner slows down when he /she is reading difficult passages. And the learner bread the reading into manageable size, read small sections at a time and recite after each. Step 4: R is for Recite: After the learner has read section, try to ask himself / herself questions about what the learner has just read, and answer the question by his / her own language, then takes notes using own words in this way the learner uses all the senses to take in the information (see, say, hear, and write). Step 5: R is for Review: This is an ongoing process regularly review, the notes and summaries what the learner has read at the end of each section and he / she uses concept, maps and flash cards to help, remember what the learner has read [5].

Section Three: Methodology

The participants of this research includes all the second year male and female students of the department of English / college of education for Humanities/ University of Tikrit from which the sample is selected. A number of students male and female is randomly chosen from the second year students. Thirty students have been chosen for the experimental group and other thirty for the control group. The experimental group has been taught with SQ3R technique, while the control group has been taught without SQ3R technique by using the traditional method of teaching reading comprehension. In order to ensure that the two groups are equivalent. Both the experimental and the control group have had the pre-test. All the students of the both groups have to answer the questions of the test and to write the answers down. The researcher has scored and analyzed the answers of the two groups. The mean of the experimental group is 36.167 and that of the control group is 35.800. The (t) test value has been computed and it is 0.101 compared with (t) tabulated value 2.00 at 0.5 level of significance indicates that there ie no significant difference between the two groups. The data of pre-test are used to equalize the experimental and control group.

Quantitative data

The achievement test is used in the research as a means to measure the achievement of the experimental group students in Reading Comprehension who has been taught by using Robin's strategy SQ3R and the control group students who has been taught by the traditional method of teaching reading comprehension which is used at the university of Tikrit. The test has been divided in to fifth stages with thirty learners, the thirty learners have also been divided into three groups 10 visual, 10 for auditory and 10 are kinesthetic since there fifth stage of Robin's strategy SQ3R that means the students asked to survey the topic, ask question about the topic and the three stages of reading comprehension i.e. recall, recite, and review.

As a result, students survey the reading text from 10 to 20 minutes to grasp the gist or the general idea. This is applicable for all types of learners, yet it works more effectively with the first type (visual persons). The purpose of surveying is to know what the author wants to say, what kind of information, the author gives, how many sub-topics into which the information is broken on reading.

After surveying, students are expected to question by doing so, each group member turn each tittle and heading into questions. The experimental group clarifies that learners at this stage are able to create purpose of reading; therefore, their critical and analytical minds are promoted when students have questions in mind they read attentively. Regarding the types of the students, this effective for three types (visual, auditory and kinesthetic).

Students accordingly answer the questions they created beforehand, yet researcher has put certain objectives at this stage as:

1- Interpret the question and infer an answer. 2- Summarize the key word in each paragraph.

This happen smoothly by reading the text, which is the third stage (3R) of Robin's strategy SQ3R, 3R i.e. recall, recite and review. To answer the question created above a certain paragraph, students should read more carefully to make up the main notion in the paragraph. By applying that, all students

recognize that speed differs from one paragraph to another and from one students to another, as resulted from the test. Fourthly, after applying the previous stages students should paraphrase the question and answer again. Moreover, they should put what they learn into their own words. They are not only calling the answer but also recognizing and retaining the information in mind.

This is fourth stage which reciting. They objective that the researcher had created at this stage, is: Design new structures similar to what they have learned using the main vocabularies and ideas to prove understanding for visual students, underlining or highlighting the important points are very useful to recite. By reciting, 83% of visual get benefit through reading, on other hand 8-% of auditory students gain a proactive goal by reciting and recalling. And 100% of the kinesthetic one get involved by rewriting, rephrasing. By visualizing this image we can find that the kinesthetic ones are the stimuli factors that help others cooperatively. Accordingly and as a result students easily can use the new vocabularies they are exposed to because they have gone through them during the previous stage. Thus the first useful objective is achieved. EFL learners get used to new words and start using them unconsciously. By paraphrasing what they have learned, they enable their brain to storm and accordingly increase the analytical level which is not the focus of reading comprehension but it is very important during learning process as Bloom Taxonomy pyramid says.

Students cover the previous stage by recalling and reviewing. This stage is called review. Here the researcher depend on Bloom's Taxonomy, the researcher has checked grasing the new information by asking each group to report back to the whole class in case of not having the ability to recall again, the students are asked to return back to recall again, then students are asked to return back to previous stage. The researcher adopts using mind maps to review and brainstorm and realized that those methods are very useful to consolidate all the information students read. Therefore, Robin's strategy can be effectively applied through cooperative approach to achieve the quadruple strength learning (i.e. seeing, saying, hearing and writing). Consequently, SQ3R virtually encloses all different types and styles of students.

Section Four: Discussion of the Results

The statistical analysis of the obtained results indicate that the achievement of the students in the experimental group is significantly better and higher in average than the achievement of the students in the control group. This means that this experiment lead to administrate significantly higher learning effects for using Robin's strategy. Teaching Reading Compression promotes interactions with the text, work corporative me, thinking creatively, generating and sharing ideas with aptitude but also with motivation. The mean of experimental group is 68.767 while the mean of control group is for 5.900. Learners get benefit from this strategy which is based on student - centered discussion. The aim of this research specified as reading a decision on the role and effectiveness of the use SQ3R on the achievement of second year college students in Reading comprehension. The obtained findings as well as their interpretation, be summarized as:

1- The mean score of the experimental group is higher than mean score of the control group. This means that teaching reading comprehension with SQ3R it's not easy is more effective than teaching reading comprehension through using the traditional method.

2- There is a clear and significant difference in the students' scores of experimental group between the pre-test and the post test. this indicates that obviously that the students in experimental group have got benefit from applying SQ3R strategy.

3- The difference in means between the pre- test scores and post test scores in control group is 10.1 and the difference in means of the two test in the experimental group is 32.6. it does not mean that the traditional way of teaching reading comprehension has a totally negative effect but the students in the experimental group of got observable benefit from applying a SQ3R strategy. The mean of the experimental group is 68.767 and the mean of the control group is 45.900. The "T-test" formula for independent samples has been used so as to find out whether there is a significant different between the mean scores of both groups or not. The calculated "t" value, which is 5.859, has been compared with the tabulated value which is 2.00 and the degree of freedom is 58. This comparison indicates that there is a significant difference between experimental and the control group. This obviously indicates that the experimental group is better than the control group. As a result the first alternative of the hypothesis which indicates the Robin's strategy has a significant degree of positive effect on the students' achievement in compared to their achievement in situation where traditional method of teaching reading comprehension is used, is accepted. Vazalwar (2011) suggests that anxiety affects the development of reading comprehension negatively. Anxiety is related negatively but significantly with reading comprehension in EFL learners. Apart from the necessity of further investigation in this

area, the other factor that is very important in the development of reading comprehension is pertinent to the background knowledge. That is proved by the experiment in Tikrit University. Persons who have enough vocabularies can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context. Accordingly to Robin's 'Question' stage is valid where learners can relate a passage to an experience, another book, or other facts about the world, they are 'making connection' and creating their own worded questions. Also, visualization while reading a text brings words to life and helps learners, specially the visual ones, improve their reading comprehension skills. Partner reading is a strategy that is created for pairs; this sheds light on the importance of cooperative learning. For more exposition, practically, the researcher has asked learners to read their own book applying 'Survey', and 'Read' stages. Once they finish reading, they are given the chance to write down their own general questions following 'Question' stage, according to Robinson strategy. Afterwards, in pairs, learners 'Recite' and 'Review' collaboratively. Therefore, SQ3R is a model of fluent reading and helps learners learn decoding skills. SQ3R provides a unified approach for fulfilling the needs of different styles of learners and the outcome.

Section Five: Conclusion

According to the results obtained the following conclusions have been observed:
1- From a theoretical point of view the results uphold the view that language teaching his communication and interaction between the students and the text. It is so important to use their prior knowledge and their own experience to learn new things and interaction with each other's. 2- The class atmosphere in experimental group is obviously different from control group. 3- From practical point of view SQ3R strategy is an effective strategy at reading comprehension.

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