IMPROVING READING COMPREHENSION FOR SAUDI STUDENTS BY USING THE READING ALOUD STRATEGY

by

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CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled IMPROVING READING COMPREHENSION FOR SAUDI STUDENTS BY USING THE READING ALOUD STRATEGY by Mohammed Abdullah Alshebri, Candidate for the Degree of Master of Science in Education, Curriculum and Instruction in Inclusive Education, is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.

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Abstract

Reading is important to help students gain access to many different kinds of knowledge, information, and ideas. The reading aloud strategy can be used to reach effective outcomes and increase students’ reading comprehension. The purpose of this study is to provide support for the reading aloud strategy to improve reading comprehension. The study was conducted during the summer of 2014 in Saudi Arabia. The participants of this study were 41 male students in the 5th grade. The researcher explained the reading aloud strategy to the participants to increase their reading comprehension. Then the students employed the intended strategy during the reading lessons in order to increase their reading comprehension. This research study used the 5th grade textbook to determine if the use of the reading aloud strategy improved reading comprehension for students. This was measured by a comparison of pre and post intervention reading comprehension tests. In addition, a survey created and designed by the researcher for this study measured if students’ enjoyment of reading increased through the use of the read aloud strategy. Lastly, the researcher conducted observations and recorded field notes on students’ behavior during reading lessons. According to the results, the reading aloud strategy showed positive effects on the development and improvement of Saudi students’ comprehension. The participants were able to connect their own experiences and personal knowledge with the daily texts to share their opinions and demonstrate a high level of understanding.
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Introduction

Reading is the key to learning. Learning and knowledge are fundamental to education (Jubani, Lama, and Gjokutaj, 2012). The history of reading is associated with the invention of writing. It is common knowledge that no one is born knowing how to read or to write because these two things must be taught. Reading is of great significance in human life, therefore, it is the main factor in the acquisition of expertise and knowledge.

Reading is a translation of written symbols into spoken words and the relationship between the written symbol and meaning (Al-Jarf, 2007). That means, reading is a complex process between the eyes and tongue and mind. From this standpoint, the objective of teaching reading is to train readers to read in order to effectively get the information and understand what has been read. This is referred to as reading comprehension. Reading comprehension means the ability to read text and understand the writer’s intent. It involves using prior knowledge, making predictions, and drawing out valuable information among other factors. From here, there are different ways of reading to enhance comprehension, such as reading aloud or silently. In this paper, I will discuss improving reading comprehension and literacy for Saudi students by using the reading aloud strategy.

History of Lack of Interest in Reading

Many adult readers remember their favorite books that were read in their childhood because they enjoyed reading. However, though now it is possible for almost anyone to read or learn to read, the desire to read has faded. It could be due to the growth of technology and easy access to information, which allows people not to have to learn or retain any information. It could also be the fact that parents are reading less to their children because they themselves have fallen out of love with reading. This is an issue because people need to keep a love of reading in order to have control over their lives. To identify the exact problem is difficult, but
it is easy to note that there has been a negative shift away from reading throughout the world. One of the places this has occurred is Saudi Arabia.

Saudi Arabia is a small country with only 20 million people. Saudi Arabian educators observe that there is something worrying the teachers and that is that there are a number of students who do not like to read textbooks, books, stories, or histories. This has a negative effect on the students’ academic improvement and achievement. This problem is deeply inherent in society, especially in Saudi schools. Recently, the education has improved thanks to the efforts of the Ministry of Education. The Ministry of Education has provided programs in order to develop the education, such as the project of King Abdullah to develop public education and the foundation of King Abdul Aziz to develop creativity. I hope that these programs enhance teachers’ skills and help them to achieve effective outcomes with their students more than before.

I have experience teaching with 2nd, 5th, and 6th grades for three years in an elementary school. The courses that I taught were reading and grammar. I observed that half of the students struggled with reading. Sometimes we went to the school library and asked them to read, but they did not like to read because they thought that reading stories was similar to studying. Most of the teachers in Saudi Arabia have the same problem that is most of the students do not like to read stories or novels. Also, a few of the teachers have tried encouraging their students to read by offering them rewards or credit for reading. This approach may get the students to read, but it does not get them to enjoy reading. I and teachers in general, would like to improve students’ reading skills using current theories and recent research.
Current Status of the Problem

Walczyk and Griffith-Ross (2007) presented a theory that applies to this study on improving reading comprehension, including reading skills. This theory focuses on reading skills and reading attention in order to improve reading with weak readers. Hence, some modern educational research shows the importance of reading comprehension to enrich the educational process in general. McCormick (1977) showed that students from 4th-to-6th grade, who read aloud regularly during a period of several months, achieved significant gains in reading comprehension, decoding skills, and vocabulary. Other researchers such as Gold and Gibson (2001) confirmed that reading aloud is the basis of literacy development. They have also said that reading aloud indicates the relationship between the printed word and meaning, so reading aloud makes complex thoughts more accessible to understand for the reader.

As in other parts of the world, the elementary schools of Saudi Arabia use standardized basic readers in order to teach reading to all students in grades 1-6. In grades 1-3, the students learn to read and in grades 4-6, they read for comprehension (Al-Jarf, 2007). The reading program in the elementary schools in Saudi Arabia emphasizes word recognition, comprehension, and acquisition of vocabulary. Unfortunately, many of the students in elementary school in Saudi Arabia are not good readers. This has a negative impact on the students’ academic achievement. The main goal is to have each child reading at his or her own grade level or above it. To have children reading at below grade level of reading is not good, and something must be done to change it. As a result, most of the teachers want to help these students, but they are not sure how to help and what the best strategies are that can help the students to become better readers. The present study uses the reading aloud strategy in order to improve reading comprehension and literacy for Saudi students and increase their desire to read.
Reading is important to help students gain access to many different kinds of knowledge, information, and ideas. Also, reading has many benefits for students because it can enhance students’ social skills and open up new worlds for them. The students must see reading as an enjoyable activity in order to truly benefit from it not only related to school. The students will use reading to learn about all subjects; therefore, if they do not have strong reading skills, they might struggle in their academic lives (Bolos, 2012).

Therefore, this study focuses on reading comprehension in order to get more effective outcomes for the students in Saudi Arabia. I present a clear overview of current research, literature and studies involving the importance of reading comprehension and reading aloud, helping to promote proficiency in reading among students. This literature provided a foundation for my study. Specifically, my research questions are, “How can Saudi students in 5th grade improve in reading comprehension by using the reading aloud strategy?” and “Will using the reading aloud strategy increase students desire to read?”

I carried out my research in Saudi Arabia during the summer of 2014. The goal of my research was to improve the reading comprehension of Saudi students by using the reading aloud strategy as measured by the use of pre and post tests. I observed the teachers’ approach to teaching reading comprehension and instructional techniques and the students’ responses. Then I instructed students using the read aloud strategy. I used a pre-test and post-test with the students in order to compare their improvement. Moreover, I conducted a survey in order to measure students’ affinity for reading. Based on the results, this study revealed there is a strong correlation between the reading aloud strategy and improving the reading comprehension of students. Also, the data showed a clear increase in positive results from the reading aloud strategy.
Literature Review

Reading is a significant tool for learning, so it is important for everyone to develop the skills to read. Reading allows access to culture and cultural heritage (Holte, 1998). Thus, believing in the importance of reading to students, I will address the importance of reading comprehension by using the reading aloud strategy to promote students’ reading skills and increase their desire to read. The following literature review will provide a foundation for my study. Specifically, my research questions are, “How can Saudi students in 5th grade improve in reading comprehension by using the reading aloud strategy?” and “Will using the reading aloud strategy increase students’ desire to read?”

The Importance of Reading

Reading is a highly complicated act that everyone ought to learn; in fact, it is classified as an important language skill. Students who enjoy reading and spend a lot of time reading will be more proficient in reading, will achieve better in school, and will have good grades. According to Benton and Fox (1995), “Stories provide the possibility of educating the feelings and can offer their readers potential growth points for the development of a more subtle awareness of human behavior” (p. 15). Reading can also help students improve in spelling because when students learn how to sound out letters and words, spelling comes easier. In addition, reading helps students get exposure to vocabulary and language patterns that are not common in everyday speech (Foster, 2008). As a result, students understand the structures of the book they are reading when they are reading independently.

Reading comprehension. Reading comprehension is defined as “the ability to read text for understanding purposes” (Spooner, Gathercole, & Baddeley, 2006). It involves using prior knowledge, making predictions, and drawing out valuable information, among other factors. Also, comprehension is the ability to read and be in a position to learn
and remember the content read (RIC Publications, 2006). Comprehension can be achieved by coupling novels/readings with movies so as to enable students to learn difficult texts and obtain more profound comprehension. Thus, comprehension monitoring, question generation and answering, and summarization can all help improve reading comprehension (Bolos, 2012). Because reading comprehension is a complex and difficult process, some readers cannot develop the ability to comprehend passages quickly and easily. Reading comprehension is sometimes assessed by asking students to orally retell the meaning of the read texts (Dewitz, & Dewitz, 2003). Often the students need assistance and support with difficult texts in order to understand them. Teachers might prepare readers for a challenging passage by connecting it with ideas presented earlier and they may also explain the new ideas that students will read about to enable them to reach the higher level of comprehension (Holte, 1998). Challenging readers through using complex texts makes them able to develop comprehension skills for future reading.

Educational research shows the importance of reading to enrich the educational process in general. Also, other research on elementary school students shows that children who had the opportunity to read on a daily basis were performing at a higher level when compared to children who have never had that opportunity (McCormick, 1977). Jubani et al. (2012) report that students who know how to read and understand what they read often perform better when compared to less reading proficient peers in the same school. Also, they have stated that many studies have focused on the reading comprehension ability of students. Moreover, Buyuktasapu (2012) and Bolos (2012) stated that those who read stories about young people tend to perform at a higher level of comprehension than others, and are able to read and write much better. Spooner et al. (2006) said that the goal of reading comprehension is to understand the information contained in texts. Regrettably, some students find reading
comprehension extremely difficult. In some cases, delayed comprehension of reading reflects weaknesses in decoding skills (Spooner et al., 2006).

**Factors impacting reading.** To really understand why students are not reading, one needs to first understand the factors that are impacting reading. A child encounters a mix of the distracting factors in his/her life, and some factors are so attractive that they take precedence over reading. The following are some factors that need to be taken into account by teachers, educators and parents of students.

**Individual characteristics in reading skills and challenges.** Although teachers have different teaching strategies, they ought to take into consideration individual characteristics in reading skills and the challenges each individual might face (Bolos, 2012). It is apparent that many students are challenged by the cognitive demands of reading comprehension, particularly, when the texts increase in length or complexity. In addition, reading for understanding has proved difficult to many individuals, even to those who are fluent readers. Therefore, teachers should develop each student’s reading comprehension skills with differentiated instruction for each individual student.

Walczyk and Griffith-Ross (2007) said readers must focus on reading words and progressively diverting attention to understand what they read. This recurring practice causes automatic recognition and allows readers to focus attention on comprehension. Many studies show that reading words aloud helps with comprehension.

Bolos (2012) said that there are many benefits, as well as challenges, faced by a group of students during reading. Teachers must encourage students’ interest and draw attention to the benefits. The benefits are that the students can save words and store them for future use, if so desired. Moreover, the students can make relations or connections, between words and pictures to ease their ability to remember and understand (Bolos, 2012). Also, students who
are facing challenges in learning and reading can read but not fully understand the content of the texts. This can be determined by the teacher with frequent checks for comprehension.

**Reading preference and quality of reading.** Many readers remember their favorite books that were read in their childhood. Subsequently, it is important to encourage students to find their favorite books in order to instill a love for reading. Many students stated that the books they have been assigned to read in school reduced their interest in reading, therefore, teachers and librarians have to find out which texts the students enjoy reading (Holte, 1998). Reading preferences often differ between girls and boys, so it is important for teachers and parents to be aware of that. Researchers such as Sturm (2003) found girls and boys both share many interests in common in terms of reading topics. While girls tend to enjoy cooking books and boys tend to like sports books; however, overall, their interests are more similar than different. Therefore, Sturm (2003) stated that the children studied showed little gender differences in their preferences.

On the other hand, research conducted in some English classes revealed that many children do not like reading assignments (McNamara, 2007). For this reason, teachers are encouraged to use the reading aloud strategy because it motivates the students to read and improves their reading comprehension (Bolos, 2012; Serafini & Giorgis, 2003; Wiseman, 2011). Researchers believe that the quality of reading text is important, and teachers need to embrace quality literature, in order to help students to develop the skills of reading comprehension.

**The impact of the media.** Many kids do not like to read because there are a lot of distractions that prevent them from reading, for instance, watching too much television at home or playing video games (Akanda, Hoq, & Hasan, 2013). It is clear that electronic media can have a negative impact on students, making it hard for students to find the time for
reading. If students do not have time to read, this lack of reading could directly impact their academic achievement. Jordan, Hersey, McDivitt, and Heitzler (2006) noted that television reduced interest in reading. Also, the student who reads very little typically has poor reading skills. The American Academy of Pediatrics (2011) found that students who live in households with heavy media use spent little time reading. These students will have poor reading skills compared to students who live in households with low media use.

**Strategies of reading comprehension.** There are many researchers who have studied the most effective strategies for supporting reading comprehension (Wiseman, 2011). Also, many educators assert that the traditional methods for teaching reading do not meet the current needs of diverse students. It may seem that once students learn to read in the elementary grades they are able to read any future text. This is not true. Reading comprehension strategies must be practiced and reinforced throughout a student’s education.

Bolos (2012) has reported on basic strategies that facilitate mastery of reading skills. Reading comprehension strategies may include using connections, asking questions, and identifying the importance of comprehension. Struggling readers can use comprehension strategies to understand the texts they are reading. Walczyk and Griffith-Ross (2007) talked about building excellent readers through the use of comprehension improvement reading strategies. All readers have cases which challenge their skills. Oftentimes, these cases include confusion regarding the words’ meanings, phrases, or other parts of the text. Also, Walczyk and Griffith-Ross (2007) recommended the following alternative strategies to avoid comprehension confusion:

- Read slowly: Readers need to read slowly based on the difficulty of the text. Reading slowly can help prevent potential confusion and then improve their reading comprehension.
- Pause: Pauses should be short to increase reading comprehension.
• Look again: Looking back occurs when readers take a quick overview and read the previous text again to reinforce reading comprehension.

• Repeat text: Repeat reading is due to poor reading skills, often used when confusion and increased focus on comprehension is primary.

• Reading aloud: This strategy often occurs automatically with difficult texts or in noisy environments. Also, reading aloud may help students to focus their attention when challenged or bored (Walczyk, & Griffith-Ross, 2007).

These are some ways to improve reading comprehension for students. Therefore, teachers can help students grow in their reading abilities by using certain strategies and approaches. The reading aloud strategy is one of the most common reading strategies.

**Theoretical Framework of the Reading Aloud Strategy**

Vygotsky’s Social Learning theory serves as a framework for the reading aloud strategy in elementary school. This strategy can improve reading comprehension skills for students by focusing on specific techniques when students’ read aloud as a group. Vygotsky’s Social Learning theory is the work of a Russian Psychologist and teacher, Lev Vygotsky, which was initially published in 1962, (Vygotsky, 1978). Vygotsky’s Social Learning Theory is a basis of constructivism and asserts some major themes, such as the role played by social interaction in the process of cognitive development (Fernyhough and Fradley, 2008). This theory is a very broad theory and includes several constructs. The extensions and applications of Vygotsky’s theory make sense in the context of improving comprehension in the elementary school classrooms. According to Fernyhough and Fradley (2008), using this theory, the teacher could encourage the students to explain some lessons, and also they could answer the questions posed by the teacher.

According to Fernyhough and Fradley (2008), a contemporary educational application of Vygotsky's theories, which can assist in improving reading comprehension for elementary
school students, is "reciprocal teaching", used to improve students' ability to learn from text. Loysen (2010), confirmed that Vygotsky’s social learning theory can be applied by reading aloud to build reading comprehension. Therefore, this theory is evident when several students re-tell a familiar story which matches the texts, and indicates an emphasis on reading comprehension (Loysen, 2010). In this method, teachers and students collaborate in learning and practicing four key skills: summarizing, questioning, clarifying, and predicting. Also, Vygotsky’s Social Learning theory is instrumental in improving student comprehension because it has relevance to instructional concepts such as scaffolding and apprenticeship, so that a learner can be able to comprehend better. Therefore, teachers can use this theory to help their students to read comprehensively and at the same time improve their reading and literacy levels. Vygotsky’s Social Learning theory relates to the students’ improvement in reading comprehension by emphasizing how people learn in social contexts for example, learning by one’s self, or learning from one another and also informs us on how teachers construct active learning communities.

Lev Vygotsky examined how the learning environment influences the learning process of the learner. He also suggested that “learning takes place through the interactions between students, their peers, teachers and parents, among other experts.” (Vygotsky, 1978, p. 56). Consequently, according to Vygotsky’s Social Learning theory, teachers can create a learning environment that maximizes the learner's ability to interact with others through discussion, collaboration, and feedback, hence improving comprehension.

The lens of the Social Learning Theory of Vygotsky can be used to understand the process of how meaning is made in an elementary school classroom when the expert teacher utilizes skills such as scaffolding and mediation while reading aloud with the students. Early childhood education echoes central Vygotsky themes (Berk, & Winsler, 2005). The teacher can carefully plan for and integrate the read aloud story with the whole curriculum because
books can easily be connected to the curriculum, and “lend themselves to storytelling and dramatization and have the appropriate amount of new vocabulary words” (Fernyhough & Fradley, p. 120).

**Reading Aloud Strategy**

**Effectiveness of the reading aloud strategy.** Comprehension is certainly the most crucial skill that teachers can address in their day-to-day teaching activities, and this can be realized through reading aloud. In this aspect, reading aloud has positive effects on the development of reading vocabulary and comprehension amongst students.

Reading aloud is a planned oral reading of a text or book, usually related to an idea or topic of study (Franmcveigh, 2013). Reading aloud can be used to involve students during development of knowledge, increase comprehension skills, and foster critical thinking. Reading aloud is an important strategy for students because it aids the students in building foundational skills and understanding new vocabulary.

Hence, some educational research shows the importance of reading aloud to emphasize reading comprehension in general. Al-Mansour and Al-Shorman (2011) reported that results from over seventy-five years of research have demonstrated the importance of reading aloud to students. McCormick (1977) showed that students from 4th- to 6th-grade, who read aloud regularly during the period of several months, achieved significant gains in reading comprehension, decoding skills, and vocabulary. Other researchers such as Gold and Gibson (2001) and Bolos (2012) confirmed that reading aloud is the basis of literacy development. They have also said that reading aloud indicates the relationship between the printed word and meaning, so reading aloud makes complex thoughts more accessible to understand for the reader. Students’ reading comprehension improves in meaningful ways when reading aloud is used regularly in the classroom (Trelease, 1994). Therefore, reading
aloud affects the students’ reading abilities by involving them in discussions about the content of the book.

**Encouraging students to read aloud.** According to Anderson, Hiebert, and Wilkinson (1985), “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children” (p. 23). Williamson (1988) emphasized that teachers should read aloud to their students. When teachers are reading to their students, the students get a better feel for the language and its structure. Teachers ought to encourage their students by reading aloud to them to improve their reading skills and increase their interest in reading achievement. Also, reading aloud can build background knowledge and reading comprehension skills (Beck & McKeown, 2001; Bolos, 2012; Wiseman, 2011). It is important to encourage students to read aloud to each other because they are then in a position to learn new vocabularies, grasp the story structures, and develop their love for reading. This also helps the students link the story that their teachers have read aloud to their own personal experiences.

**The reading aloud strategy increases the students desire to read.** In order to improve the students’ reading abilities and enhance their skills, teachers need to use the reading aloud strategy (McNamara, 2007). This helps students develop their interests in books and, thus, enhances their desire to be readers. Studies reveal that when teachers use the reading aloud strategy, they are able to foster the desires of students to read independently and, consequently, enhance their comprehension and improve their literacy levels (Al-Mansour and Al-Shorman, 2011).

**Guidelines of reading aloud strategy.** According to Teachersafeschools (2014), and Kailani (1998), there are some important steps that may help readers understand more about reading aloud, specifically:
1. The teacher should choose a story or a book that will be interesting to the students.

2. The teacher should pre-read the story/book and highlight the words that are key to understanding the story/book.

3. The teacher should relate the story/book to the students’ previous knowledge by asking them some questions pertaining to the story/book.

4. The reader should read the story/book once without interruption.

5. The teacher should read the text more than once because reading the same text several times will help the students comprehend.

6. After the first uninterrupted reading, the reader can interrupt the rereading to get an explanation of the words.

7. The reader should ask some question to assess the students’ comprehension, while the reader is rereading the story/book.

8. At the end of the class, the reader will ask the students to do reflective discussions about the story/book.

9. The reader will assess the students’ understanding of the new words by asking them some questions about the meaning of the new words.

These guidelines are beneficial for students, especially with elementary students, in developing an understanding of the text and engaging them in meaningful discussion. Moreover, there are correlations between reading aloud and student characteristics while reading the texts (Morrow, Rand, & Smith, 1995). The next section will explain the 5th grade students’ engagement in using this strategy, characteristics, and curricular expectations in order to enhance their reading comprehension.
Fifth Grade Students

**Characteristics of fifth grade students in reading.** Fifth grade is a year of imminent change. The learners start wrapping up their stay in elementary school as they prepare themselves for entry into middle school. There is a huge transformation in terms of academic, mental/cognitive, and social development at this age. In spite of this growth, it is at times difficult to determine what students' level of comprehension is. Klinedinst (1991) noted that fifth graders may look like preteens, but it is important for parents and teachers understand that there are still some little kids just under the surface. Therefore, this section seeks to shed light on the characteristics of fifth graders, their cognitive development and the social and emotional transformations they go through (Klinedinst, 1991).

As for intellectual abilities, most of fifth graders are proficient readers. Emphasis is put on learning the facts as they memorize what they learn. They also have a tendency of gathering and grouping/classifying things they learn as they dig deep into subjects. The sense of fifth graders of time and space is ever growing. They show more interest in cause-effect phenomena and can deal with and handle timeliness as well as maps. In addition, historical happenings which involve heroes and heroines of the past are often of great interest to the children of this age (Klinedinst, 1991).

**The cognitive level of fifth graders.** Fifth graders are still concrete thinkers. They are unable to reason like adults. Their logical analysis of facts is not fully developed. To state it simply, they are not able to think about thinking. Their ability to talk about things is better than talking about ideas. Their thinking tends to be anchored in their personal experiences and encounters. This thinking is full of emotions and a sense of fair play.

Identification of preferences for particular learning styles is fairly common with fifth grade students. Close examination of the fifth grade children might reveal blossoming talents
in various domains such as art, writing and music. Most of them have a relatively strong sense of what they excel at, and they also exhibit a significant level of self-consciousness whenever they are asked about things they don’t perform well. Additionally, children of this age group love, learn and participate in games, drama, role plays, and group activities especially those that revolve around natural environment and animals.

Parents and teachers who are aware of developmental patterns are important in understanding and taking care of this unique age group. School leaders and teachers are called upon to be sensitive and gentle with children who show difficulties in reading assigned (Torgesen, Wagner, Rashotte, Burgess & Hecht, 1997). It is always good to ask for volunteers to read texts aloud and assign simpler and shorter texts to students who show difficulties in reading. The teacher should read some of the books the children love and watch their favorite movies too, as this is important in reaching the learners because the teachers will need to give examples from these materials (Neuman, 1986).

A number of cognitive skills grow and developmental milestones are reached, which help children of this age to increase their abilities. They include the capability of the children to argue in a more logical manner supported with more poise. This skill is important in the support of expansive writing and reading skills. Teachers can help these students through reading aloud, because it will prepare them to tackle more complicated materials in reading and other subjects (Bolos, 2012; Gray, 2010). Additionally, the cognitive skills are paramount in aiding these children to perceive multiple sides of an issue as seen in multiple hypotheses for science assignments as well as the students’ social and emotional characteristics as described in the next section (Baumann, Edwards, Boland, Olejnik, & Kame, 2003).

**Social and emotional characteristics.** The research shows that ten-year-old children have a natural experience that makes them need distance from their parents and their
teachers. Most of their attention gravitates towards social activities with their peers. Despite this fact, teachers need to support and guide them (Bolos, 2012). Therefore, there are some skills which are of particular interest to fifth graders: independence, dependability and increased understanding of the nuances in respects to ideas of fairness amongst themselves. In this context, reading aloud can be engaging for students and help them socially, and from there they tend to do well in life and become lifelong readers (Gray, 2010).

The sense of individual values and self-worth is increasingly developing among the members of this age group. Therefore, they look to build personal identities and a sense of their individual worth. They also tend to place impossible or hard to reach targets for themselves (Wayne & Youngs, 2003). At this age, they are often on the verge of many changes in various aspects of their lives. Also, they are approaching adolescence and some may begin to experience the physical changes of this transformation.

The fifth grade year is known not to be an easy year for students. It requires fifth grade-specific cognitive developmental milestones and skills. The social and educational realms in this age group occasionally overlap one another more than in the previous stages of life. The social circle begins to shrink to focus on common interests among their peers. For example, it is common to find children who like or dislike school to flock together (Torgesen et al, 1997).

In understanding this age group, it is always important for instructors to be cognizant of every child’s strength and effort. The sessions need to be structured in a manner that gives each child a chance to participate and perform something he or she really enjoys. Furthermore, the children should be encouraged to do challenging activities in order to perpetually improve their cognitive development, which improves students’ comprehension with reading curriculum as described in the following section.
Curricular expectations. It is evident that reading aloud is a considerable educational tool that can be used to improve students reading comprehension and their literacy level. Reading aloud has positive impacts on students’ performance, and it helps the reading process among the students (Gray, 2010). Through reading aloud, the entire language curriculum can be achieved. In addition, through reading aloud, students are able to learn different topics in order to enhance their skills (Bolos, 2012). Through the curriculum, the students can practice many reading skills, enhance their understanding about text, and explore new ideas through reading in order to emphasize reading comprehension. According to Morrow et al. (1995) the curriculum should be flexible to address the needs of all students. Also, the schools can provide additional instructional time for students in order to increase their reading skills and meet grade level requirements. Reading goals and the methods utilized to deliver reading programs in Saudi schools are clearly illustrated in the next section.

Saudi Arabia Schools

The elementary level is the entrance to the process of education in Saudi Arabia. The importance of elementary school in Saudi Arabia can be argued since it is the real beginning of the process of development of the abilities of children. Children begin compulsory education at age six. This foundational education is designed to provide students with whatever will help them achieve a balanced overall growth of their lives. Therefore, it is necessary for attention to the administrative side to drive the education process in elementary schools. Also, the development of awareness for school administrators of the best practices to promote reading comprehension can reflect positively or negatively on the process of achieving educational goals (Hakeem, 2014).

The relationship between the student and reading course in elementary schools.

The Arab Bureau of Education for the Gulf States (ABEGS, 2014) says that there is a
correlation between the reading course and the student. ABEGS is an organization headquartered in Riyadh. The purpose of it is to serve the educational, scientific, cultural, and objectives for member states. ABEGS recognizes that reading is not an automatic process that only deals with the mere recognition and pronunciation of words, but a complex process that requires the use of higher mental processes such as comprehension and connectivity. Therefore, it can be concluded that reading affects students as follows:

- Reading expands the experience of students and stimulates mental processes.

- Reading opens the doors for children to general culture.

- Reading gives children a kind of honesty with oneself and transcends imagination.

- Reading helps children’s creativity.

- Reading provides young people with the necessary information to research and, in turn, solve many personal problems.

- Reading helps students with academic preparation.

- Reading helps students to interact with society events (ABEGS, 2014).

**Primary education and the nature of the child in Saudi Arabia.** Each stage of human growth has characteristics and specific demands. The education of Saudi children during the primary ages is characterized by many activities, movement, asking questions, and manual labor. Educators work with the large number of courses in Saudi schools in order to reach specific learning goals and raise the thinking and development of the innovative abilities of the student. These goals, however, may not be achieved clearly in Saudi schools unless there is flexibility in the interaction between teachers and students and a focus on individual differences (Ministry of Education, 2014).
Primary education and the nature of the goals. The primary objectives contained in the education policy document of Saudi Arabia are clear for educators, teachers, parents, and students. Its targets are worded very carefully and accurately; however, we find that some of the goals are carried out partially, including developing the creativity of the students and the development of manual labor skills, while other goals are carried out slowly. These goals emphasize the development of awareness of the students in order to achieve what the students need as well as take advantage of students’ spare time (Gate of the Ministry of Education, 2014).

Saudi schools’ goals. Teaching programs in Saudi schools are based on the scientific and educational development of modern teaching. Thus, the ability to create comfortable environments and provide materials at different levels of study leads to positive learning outcomes (Ministry of Education, 2014). The education system in Saudi Arabia emphasizes the schools’ goals to enhance a greater awareness and understanding for the students’ learning. The Ministry of Education in Saudi Arabia urges schools to have the ability to self-develop. Also, the leaders of schools and teachers have a great responsibility in the development of the educational process for the students’ growth cognitively, culturally, and curricularly. Principals and teachers are encouraged to focus on the development and improvement of students’ reading, which will enable them to reach their full potential (Ministry of Education, 2014). In addition, the Ministry of Education seeks to encourage educators to create innovative ways of sharing their understanding with students, colleagues and communities (Educators program to Saudi Arabia, 2014).

Reading programs in schools. The Ministry of Education aims to enhance the schools’ abilities in the planning of the development process to improve the education of students and Arabic language skills (reading comprehension, writing, speaking, and listening) for all students at each academic level. Also, the Ministry of Education intends to promote
reading for pleasure, using tools such as the classroom environment, to support education in order to achieve the goals (Ministry of Education, 2014). The teaching of reading in primary schools aims to provide students with the basic skills needed in reading and writing and to impart some of the vocabulary, structures, ideas and meanings used in daily life. The students’ abilities to use textbooks at different levels of study indicates the teachers’ positive methods of teaching reading in the elementary school grades (Ministry of Education, 2014).

The Arabic language is a right-to-left alphabetic language. The Arabic language has 25 consonants and three long vowel letters. According to Al-Jarf (2007), “The language arts program in Saudi elementary schools consists of reading, spelling, composing, poetry, and penmanship. All grade levels use two basal readers per year (Fall and Spring basals)” (p. 7). In the reading programs, the reader begins with a review of words and short and long sentences. Then the readers go through a series of chapters. Each chapter has a topic with paragraphs consisting of short sentences with a picture followed by related comprehension questions. The reading program is based on the philosophy that speaking, reading, and writing must be used in schools to be able to communicate authentic needs (Al-Jarf, 2007). Further, reading program instruction is whole-class instruction, and readers may not provide for individual students’ needs. Also, the reading program emphasizes word recognition, comprehension, and vocabulary.

Additionally, the methods used in elementary schools in Saudi Arabia currently are based on codified teaching methods and exams, developed by the Ministry of Education, and adhered to by the teacher and the student for reading practice (Alsharekh, 2014; Al-Jarf, 2007). In elementary grades, the student infers the idea of the topic from the texts. In addition, the students spend most of their time in classrooms performing exercises designed to help with reading. These exercises in themselves may be unnecessary or difficult, which suggests to children that what they use to train is not linked to reading and understanding.
Walsh (2003) indicated that wasting readers’ time by including a number of lessons on formal skills of reading comprehension, may result in students losing opportunities to develop and improve their reading abilities. This is because most of the exercises focus almost exclusively on discrete information, rather than content-rich lessons.

Al-Jarf (2007) said that students begin to learn reading at the first grade and continue to do so throughout the school. If their reading level is at a first grade level, teachers would like to see it improve to a second grade reading level, and so on. The main goal is to have each child reading at his or her own grade level or above it. To have children reading below their grade level is not good, and something must be done to change it. Teachers should use a variety of methods for early reading improvement such as the alphabet, linguistics, phonics, language experience, and whole language in order to help children reach a positive result of reading comprehension. Therefore, teachers should try to determine the exact reasons why some students do not want to read while others do. Teachers and parents should monitor students when they read to observe the student’s emotions when reading. Students may prefer activities that require a little bit of reading (Buyuktasapu, 2012; and Bolos, 2012).

This shows the importance of the reading aloud strategy to learning. Also, reading is an essential activity in students’ lives because reading will extend students’ knowledge. Reading is important to help students gain access to many different kinds of knowledge, information, and ideas. Thus, reading is beneficial to students in order to achieve their understanding and also enhance students’ social skills during their lives. Moreover, reading is useful to students because they need to implement reading skills to learn about other subjects. If they have poor reading abilities, they will have a lot of difficulties in understanding other academic disciplines. Also, teachers must encourage their students through tying in their interests and drawing in their attention by reading aloud. Therefore, this study will contribute to the teachers’ understanding of strategies to improve students’ comprehension through using
the reading aloud strategy with the daily lessons with Saudi students in 5th grade as described in the following section.

**Methodology**

There are many effective strategies to enhance reading comprehension, but I focused on the reading aloud strategy in order to improve Saudi students’ reading comprehension. The problem was knowing whether or not the strategy worked. My research was designed in hopes of showing that the reading aloud strategy would prove effective in increasing reading comprehension for students. I also wanted to show that the reading aloud strategy could be effective in producing positive outcomes with Saudi students. The research questions of the experimental study were, “How can Saudi students in 5th grade improve in reading comprehension by using the reading aloud strategy?” and “Will using the reading aloud strategy increase students desire to read?”

**Setting**

Saudi Arabia is an independent Arab monarchy that was established in 1902, and the official name of this country is the Kingdom of Saudi Arabia. Saudi Arabia is the second largest Arab country located in Southwest Asia. Further, it occupies 2.25 million square kilometers. This country has 13 regions with over 600 cities. Before the discovery of oil, only children who were from wealthy families had access to education. However, after the discovery of oil, all children were able to go to school because this discovery enriched the economy and made education available to all. In 1924, the Directorate of Education was established and subsequently opened many schools around the country, most of which are free.

In 1953, the Directorate of Education was replaced by the Ministry of Education. Presently, the Ministry of Education plays a vital role in improving the education in Saudi
Arabia. Saudi schools are open five days a week, from Sunday to Thursday. The school day begins at 7:00 A.M. and ends at 1:00 P.M. Students have 40 minutes for lunch. Also, parents usually drop their children off to school and pick them up.

Table 1. *Number of schools and students in Saudi Arabia according to Ministry of Education 2013*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Schools</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>1,385</td>
<td>85,270</td>
</tr>
<tr>
<td>Elementary school</td>
<td>12,581</td>
<td>2,306,755</td>
</tr>
<tr>
<td>Middle school</td>
<td>7,323</td>
<td>1,122,352</td>
</tr>
<tr>
<td>High school</td>
<td>4,313</td>
<td>856,234</td>
</tr>
<tr>
<td>Special Ed.</td>
<td>1,849</td>
<td>24,453</td>
</tr>
<tr>
<td>All school stages</td>
<td>30,545</td>
<td>4,569,949</td>
</tr>
</tbody>
</table>

The school district where the study was conducted was in the Riyadh educational zone. Riyadh is the capital city of the Kingdom of Saudi Arabia. The number of elementary schools in Riyadh educational zone is 694 schools, and the number of students is more than 202,310. Also, the total number of teachers in these schools is 17,361, and the number of classrooms is 9,004 (Ministry of Education, 2014). The study took place at one of the best elementary schools in this zone, as measured by student test scores.

The implementation of the reading aloud strategy in order to improve the Saudi students’ reading comprehension and literacy began on June 2, 2014 for two weeks during the fourth quarter of the school year. The study sessions were held daily (Sunday through Thursday) with all 5th grade students.
Participants

Participants, all of whom were boys, for the current study were 41 students from two 5th grade classrooms. The number of students who participated in the pre- test and post-test were 41 students, but the surveys of only 25 students were included. Also, this school had approximately 300 students and most of the students arrived at school with parents. Moreover, the classroom numbers in this school were 18 classrooms, and the two classrooms in the study had a combined total of 41 students. The age range of participants was ten to eleven years of age. The teachers of these classrooms were young men with five and seven years experience. The teachers have participated in an extensive professional development training program focused on student achievement in reading. The reading class meets once a day for 45 minutes. This study’s purpose was to increase reading comprehension and literacy of participants by using the reading aloud strategy.

Design

The purpose of this study was to implement the reading aloud strategy to be effective in producing positive outcomes with Saudi students by increasing their reading comprehension. In order to measure the effects of the reading aloud strategy to improve reading comprehension, I used a quantitative approach. This design assessed if the read aloud strategy helped students to improve their reading comprehension, and in turn, helped them increase their enjoyment of reading.

I began my research on June 2, 2014, and I ended after two weeks. In the first class, I observed the teachers’ approaches to teaching reading comprehension and took field notes on the teachers’ instructional techniques. Both teachers used reading materials to increase the students’ understanding and tried to use more than one method to deliver the lesson to their students. Also, I attended to assess the students’ responses in order to evaluate their
comprehension and levels. I found there were many different levels of reading comprehension among students, but the majority of them had high levels of understanding.

On the second day, I administered the survey and the pre-test (see Appendices B & D). I conducted a survey in order to measure students’ affinity for reading. The survey was a closed form and had 20 statements. I divided the survey into five sections in order to make it clearer for participants and measure these areas. The first section (including statements 1, 2, 3, 4, and 5) was about the preferences of reading. The second section (including statements 6, 7, and 8) was about the places where the student preferred to read. The third section was the longest one because it talked about reading skills, especially reading comprehension skills and included statements 10, 11, 12, 13, 14, 16, 17, and 18. The fourth section was about the performances of the students when they read (including statements 19 and 20). However, in the last section I added two statements, which were 9 and 15, in order to ensure the participants read the survey and responded seriously. Also, each question had five possible responses. Response choices were as the following: strongly agree, agree, maybe, disagree, strongly disagree.

The test administered was from their 5th grade textbook, which had questions related to the passages to assess their comprehension (see Appendices D, E, & I). The pre-test and post-test was the same instrument. The test had 12 questions aligned to Bloom's taxonomy levels for a total of 25 points (see Appendices D & E). The questions were designed according to Bloom’s taxonomy to correspond to the individual differences of the participants and measure their level of understanding.

On the third day, I explained the reading comprehension and reading aloud strategy for participants. Reading comprehension is the ability to read and be in a position to learn and
remember the content read. Reading comprehension is sometimes assessed by asking the students to orally retell the meaning of the read texts (Dewitz, & Dewitz, 2003). In addition, in this strategy, teachers may explain the new ideas that students will read about to enable them to reach the higher level of comprehension. Also, reading aloud is the planned oral reading of a text or book (Franmcveigh, 2013). The reading aloud method is when the student reads aloud or listens to someone else read aloud. As well, I instructed students using the read aloud strategy by explaining the guidelines of the reading aloud strategy for them to follow.

From the fourth day on, I employed the reading aloud strategy with the participants for six days (see Appendix A). The first twenty minutes to half an hour of each period time, which is 45 minutes long, was assigned to teaching the reading aloud strategy. First, I read the daily lesson; sequentially each day, I asked the students oral questions related to the text. After that, individual students read a part of the lesson while others listened to them. Then, I asked the reader, as well as his classmates, some questions to assess the students’ comprehension about what had been read. I repeated the same method with all students. Next, every student read to a peer; then the peer asked the reader questions about what he had read. Then the students would switch roles. In the last ten minutes of each lesson, I took an overview of the students’ understanding of the new ideas, words, and events of the story by asking questions about the general idea of the story, and the students shared with me their answers. In addition, the students talked about what they had learned as readers about reading comprehension.

According to the design of the study, I translated the survey, the tests, and the text from Arabic language to English language (see Appendices B, D & I). Also, I assessed the reading aloud strategy that I implemented through a post-test and a survey in order to measure students’ improvement of reading comprehension and their attitude towards reading. Moreover, I implemented this study in order to improve their reading comprehension through
using the reading aloud strategy with the daily lessons. The researcher read aloud a piece of the lesson, pausing in between text to give the participants an opportunity to increase their comprehension. The participants were then assessed on the retell of the story from texts and main events to measure their comprehension of the story. The daily assessment was given orally to the participants and the researcher wrote the answers on the blackboard (Bentley, 2013). At the end of the study, the data gathered from the assessments was compared between the pre-test and post-test and the survey (see Appendices F & H).

Initially, I chose the first book of the Harry Potter book series to implement this study because it is very popular among children, and it contains an engaging plot and characters that most likely suit elementary aged children and their thinking. Also, by reading the *Harry Potter and the Sorcerer’s Stone*, the child would be motivated to discover new topics in reading besides what he may already like. The main character in Harry Potter, a ten-year-old boy; he has become a wizard hero, “The Boy Who Lived.” I chose this popular children’s book as I thought it would be an engaging text for the students, since it focused on the fantastical adventures of a boy their own age.

However, upon my return to Saudi Arabia to conduct my study, I met a Saudi school reading program specialist. We discussed my research and how I could apply my study with participants. He read the Harry Potter books and the survey that I made. After that, we talked about this book choice; he noticed that the way of the story was written, and how the events of the story were delivered to the students were different from Saudi students’ thinking. In addition, they did not fit with the children’s daily lives or the reality of the students in Saudi schools. Also, participants potentially faced difficulty in understanding the stories, especially because the book did not appear to be accurately translated. Therefore, this would affect the credibility, reliability, and results of my study. The specialist suggested using their reading textbook in the 5th grade while implementing my study.
From this point on, I used their 5th grade textbook to implement this study. I chose their textbook because it fits with their daily lives and the reality of the students in Saudi schools; their textbook also contains an engaging plot and characters that most likely suit elementary children and their thinking. Also, by reading their textbooks, the children will be motivated to discover new topics in reading besides what they may already like. I anticipated that the students would also engage with the texts, which could help to result in comprehension development.

Data collection

I took notes to find out the reading comprehension levels of the students. I wrote down what I observed about the teachers’ approach to teaching reading comprehension and instructional techniques, as well as the students’ responses. I noticed how the educational process went and how teachers began and concluded their daily lesson. Also, I conducted a survey and a pre-test and post-test in order to measure students’ reading comprehension. I excluded 16 of 41 participants just from the survey, and used all the participants’ testing data. The 16 students excluded did not show seriousness in their answers to the survey. Those 16 participants did not choose the correct answers in statements 9 and 15, which indicates that the participant of this study did not read all statements. At the end of the reading lessons, I assessed the reading aloud strategy by using the post-test. I collected participants’ reading levels from the pre-test and post-test and also their opinions about reading from a survey to compare their reading comprehension levels and their enjoyment of or interest in reading outside of class.

Data analysis

In order to find the results, I observed the teachers in their classrooms and how they explained their lessons to students and recorded field notes, which I later transcribed. Also, I
assessed the students’ interaction with teachers to identify their comprehension. Moreover, I tallied the answers of students, whether from the test or survey then compared the result between the pre-test, post-test, and also the survey. The test was from their textbook, which had 12 questions with 25 points related to the passages to assess their comprehension. Also, the survey was a closed form and had 20 statements. Each statement contained five options. Also, the survey had five sections to assess their abilities and skills in reading. I analyzed each section of the survey separately, then I wrote the percentage for each question, then the average for the whole each section. I displayed each student’s percentage from the total points of the survey, which was 120 points. I calculated an average for the different trials of the survey and the test in order to find the amount of decrease or increase of reading comprehension as measured by the test. Also, I developed tables and figures to explain the data and show the students’ gain. Therefore, the results of this study showed improvement of students’ comprehension through using the reading aloud strategy.

**Findings**

The purpose of this study was to implement the reading aloud strategy to determine if it was effective in producing positive outcomes with Saudi students by increasing their reading comprehension. In this research study I collected several sources of data to inform my results. The data collection tools were designed to find out the answers to the following research questions: “How can Saudi students in 5th grade improve in reading comprehension by using the reading aloud strategy? Will using the reading aloud strategy increase students desire to read?” Data collection tools that I used in my research study to measure improvement in the students’ reading comprehension included observation of teachers, a survey, and a pretest and a posttest. I began collecting data for this project in June, 2014, of the 2013-2014 school year.
Observations

I started with the observation of the teachers’ approaches to teaching reading comprehension as well as the students’ responses in order to evaluate their comprehension levels. Both teachers used reading materials and tried to use more than one method to deliver the lesson to their students. One of them displayed a short story from YouTube related to the lesson to connect students to the lesson, making them more engaged by allowing for student interaction and responsiveness. Teachers used projectors, speakers, maps, and the smartboard to present the lesson. Also, teachers were engaging their students when they explained the reading or asked questions in order to attract and draw the students into the lessons. They used questions to assess their students’ comprehension, then entered into the content areas. In addition, teachers worked with transparency and clarity when explaining the lesson and when moving from one step to another. Also, the method of teaching was easy and interesting for the students. At the end of the lesson, to measure the students' level of understanding, the teacher wrapped up the lesson with questions such as, “What were two main ideas of the reading?”

In addition, I observed the teachers help some students because their level of language proficiency was still below emerging. For instance, some students showed their surprise and confusion when questioned, appeared anxious, shy, and blushed when reading. But the class time was not theirs only; there were many other students waiting for their teachers’ help and support. The struggling students needed plenty of time and much practice to help them with their reading. Moreover, I discovered the weaknesses some of the students had with their reading skills and how teachers helped the students cope with the difficulties they faced. Overall, the students’ learning skills and readiness for learning was good, but insufficient, so they need to focus on enhancing their reading skills. In the next section, I explain the survey sections and students’ responses.
Survey Results

In addition, I conducted a survey to measure students’ affinity for reading and to determine specific reading comprehension skills that the students were aware of using. The survey had five sections; the first section related to the preferences of reading, is shown in the following table.

The preferences of reading. The tables summarizing the survey results show the students’ responses and their percentages for each statement.

Table 2. Preferences of Reading

<table>
<thead>
<tr>
<th>Survey Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Maybe</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I read better if I read for pleasure.</td>
<td>36%</td>
<td>60%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2. I read better if I read alone.</td>
<td>60%</td>
<td>32%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>3. I feel excited when I spend free time reading a book.</td>
<td>56%</td>
<td>40%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4. I feel happy when it is time for reading class.</td>
<td>48%</td>
<td>44%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>5. I feel happy when I start a new book or a story.</td>
<td>64%</td>
<td>28%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The result for each question is expressed in percentages. Also, the students’ survey was designed to determine if the students preferred to read on their own and how they felt when they spent their time reading books. It is evident that the vast majority of students enjoy reading, as over 95% of them indicated they were excited when they read a book in their free time. As well as 96% of the students supported reading for pleasure, which pointed to the students’ desire to read by themselves. Many students felt happy when they start reading new books or stories as 92% of those polled indicated agreement with this choice. Furthermore, 92% of the students liked reading alone, while 8% did not prefer so, and agreed with reading
in class. This revealed that most of the students did not prefer reading in a classroom or in front of the teachers or peers. Moreover, the average of the results in the first section was 52.8% strongly agreed, 40.8% agreed, 1.5%, maybe, 4.8% disagreed, and 0% strongly disagreed. These results show an overwhelming agreement with these positive statements regarding the experience of reading and spending free time reading for pleasure.

The places where the student preferred to read. Participants’ answers to the second section of the survey related to the places where the students preferred to read as summarized in the following table:

Table 3. The Places Where the Student Preferred to Read

<table>
<thead>
<tr>
<th>Survey Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Maybe</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. I feel interested when I read in the classroom.</td>
<td>32%</td>
<td>44%</td>
<td>12%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>7. I read better when I go to a library.</td>
<td>44%</td>
<td>44%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>8. I like to read at home.</td>
<td>40%</td>
<td>52%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 2 provides detailed research data gathered with regard to places where the sampled school children indicated that they preferred to conduct their reading. Responses to this section indicate that over 90% of the respondents liked reading at home. Eighty-eight percent of the respondents liked reading in the library. It is worth noting that the least favorite place to read was the classroom. Also, the participants who were not interested in reading in the classroom agreed with reading either at home or a library. By contrast, the few students who did not like to read at home or a library preferred reading in the classroom. Therefore, the majority of students preferred reading in a less structured environment and felt more comfortable when they read at home or a library as opposed to the classroom. The average of the results of the second section was 38.6% strongly agreed, 46.6% agreed, 5.3% maybe,
6.6% disagreed, and 2.6% strongly disagreed. Overall, the two sections above showed that the students have a high desire to engage in reading, hold specific preferences when they read, and generally prefer the less structured environment of the library or home to the more structured classroom environment.

**Reading comprehension skills.** Respondents’ answers to the third section of the survey related to reading comprehension skills as the following table indicates. Therefore, this section is the most significant section because it discussed the content of the study and the effectiveness of using the reading aloud strategy.

<table>
<thead>
<tr>
<th>Survey Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Maybe</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. When I read the title, I know what the story is about.</td>
<td>44%</td>
<td>44%</td>
<td>8%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>11. When I do not understand a word, I skip it, then I try to get the meaning from the context.</td>
<td>40%</td>
<td>48%</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>12. When I find a story or a text difficult to understand, I try to read it aloud to continue my reading.</td>
<td>64%</td>
<td>32%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>13. When I read aloud, I feel better at enhancing my understanding of the texts.</td>
<td>72%</td>
<td>24%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>14. When I use reading aloud, I feel I am better at improving my pronunciation.</td>
<td>40%</td>
<td>52%</td>
<td>4%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>16. When I read, I try to look at pictures in the text to understand the meaning.</td>
<td>56%</td>
<td>36%</td>
<td>0%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>17. I understand the text better when I listen to the story from the reader.</td>
<td>72%</td>
<td>20%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>18. It helps me understand better if I choose what I like to read.</td>
<td>40%</td>
<td>48%</td>
<td>0%</td>
<td>8%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Table 3 provides research data on reading comprehension skills, where the research sought to explore the different ways students use to enhance their reading comprehension. The researcher covered a number of conceptual areas when conducting the survey on reading comprehension skills. Therefore, the table shows that there is a strong correlation between students’ percentages and the students’ comprehension skills, including using the reading aloud strategy. Also, the survey indicated that a high percentage of students used specific strategies related to reading aloud. The answers showed strong agreement with students reading aloud in order to continue reading, increasing their understanding of the texts when reading aloud, or understanding better when listening. All of these responses show that students preferred to use the reading aloud strategy in order to improve and develop their reading comprehension.

Table 3 shows that the Saudi students enjoyed increasing their comprehension using the reading aloud strategy. In accordance with that, the highest percentage with 96%, agreed with both statements, which are, to read aloud to continue reading when not understanding the text and to enhance understanding of the texts when reading aloud. This is a good indicator demonstrating that large numbers of students preferred the reading aloud method in order to challenge the text’s meaning and enhance their comprehension. Also, 92% of the respondents agreed with understanding the text better when hearing from others, while 8% of the students chose maybe. This is showing clear evidence of the positive relationship between improving reading comprehension and the reading aloud strategy, whether the student was a reader or listener. As well as 92% agreed with using the reading aloud to improve their pronunciation. Therefore, teachers should give readers more options when reading to become familiar with the texts as well as to develop their comprehension of the reading. This section also shows interesting results and averages. The average of the results of the whole third section is as follows: 53.5% strongly agreed, 38% agreed, 4.5% maybe, 3% disagreed, and
1% strongly disagreed with the statements regarding the use of effective reading comprehension strategies. This section confirms that there is a strong correlation between the reading aloud strategy and the students’ comprehension.

**Perceptions of social interaction.** Participants’ answers to the fourth section of the survey related to the students’ perceptions of social interaction impact on reading, which were as follows:

Table 5. *The Students’ Perceptions of Social Interaction Impact on Reading*

<table>
<thead>
<tr>
<th>Survey Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Maybe</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. I read better if the teacher listens to my reading.</td>
<td>36%</td>
<td>48%</td>
<td>8%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>20. I read better if I share ideas with my friends.</td>
<td>44%</td>
<td>48%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

It is a clear demonstration that social interaction affected students’ reading and they tried to read better when cooperating with others as the above table indicates. The table shows the students’ social interaction and their percentages. Therefore, the table shows that there is a positive relationship between students’ percentages and the students’ performances. Also, 84% of the respondents agreed that they try to read better if anyone else listens to their reading, while 16% of the students did not care about the listeners when they read. In addition, 92% of the participants agreed that when they share ideas and discuss with their peers, they read better, while 8% of them could not decide if they read better or not. The average of the result of this section was as follows: 40% strongly agreed, 48% agreed, 8% maybe, 2% disagreed, and 2% strongly disagreed with the statements regarding the positive impact of others in listening to reading or their thoughts on reading. Moreover, this section showed students’ desire to develop their abilities to read in order to improve their performances.
The fifth section was to ensure the participants read the survey and responded seriously. These statements were: “Please, select ‘Disagree’ in this statement” and “Please, select ‘Agree’ in this statement.” Based on incorrect answers to the previous statements 8 and 15, I excluded 16 of the 41 participants from the survey data because they did not answer seriously and did not read all statements.

**Tests Results**

I developed a test of twelve questions to measure students’ understanding before and after reading the text using the read aloud strategy. The tests were from the students’ textbook titled *My Home, Kingdom of Saudi Arabia*.

The tests’ table (see Appendix H) shows that there is a positive growth from the first lesson to the last lesson in all categories, which means that using the reading aloud strategy helped the students to improve their comprehension as evidenced by the increase in the post test results. Also, this shows that many of the students have reached 80% or higher with their post test, which proves that this strategy was very beneficial for the students. The reading aloud strategy has positive effects on the development of comprehension for students. The students who took part in this study improved in their understanding and participation in discussions while implementing this strategy.
Table 6. The Students’ Percentages for the Pre-test, Post-test

The students’ percentages show that there is a statistically significant difference between the pretest and posttest. Therefore, the achievement of the post-test was significantly
better than that of the pretest results. Also, the average of pretest was 13.69 out of 25 points with an average of 53.51% for all students, but the average of post-test points after implementing the reading aloud strategy was 20.31 out of 25 with an average of 81.26%. This means the students’ comprehension increased remarkably and clearly between pre-test and post-test results. Consequently, when looking to the percentage gain of the students’ comprehension between tests, we find it at 27.70%, which means the overall average of students went up and gave evidence of the effectiveness of this strategy among students. The research demonstrates that the difference in the achievement of the students was attributed to using the reading aloud strategy in order to increase reading comprehension. The test scores during the intervention period managed to improve the reading comprehension ability significantly by using the reading aloud strategy. By comparing the results achieved between the pre-test and post-test, the researcher can conclude that the improvement achieved by using the guidelines was the result of the reading aloud strategy.

**Overall Results of the Current Study**

Based on the results, the study showed that there is a strong correlation between the reading aloud strategy and improving the reading comprehension of students. Also, I believe this strategy is helpful to increase students’ reading comprehension and affect their affinity for reading. The survey sections and tests measured students’ abilities and determined specific reading comprehension skills while taking into account the individual differences between the students. Moreover, the survey sections and tests supported students’ comprehension by using the reading aloud strategy as well as it showed Saudi students’ desire to read books or stories. Therefore, when comparing between the statements and the students’ results as well as the pre-test and post-test, there is significant progress which indicates the evolution of students’ understanding during this study. This shows the benefits of the reading aloud strategy to develop and increase reading comprehension.
The data on the graphs showed more positive results more than negative results towards reading. From the conducted survey, I discovered the students liked to read new books or stories, liked reading alone, liked to spend free time reading, enjoyed going to a library to read, and preferred to use the reading aloud strategy in order to improve and enhance their reading comprehension either as a reader or listener. The data showed a clear increase in positive results from the reading aloud strategy. Also, the students’ reading comprehension increased as evidenced by the post-test results after using the reading aloud strategy.

**Discussion**

Before I implemented the reading aloud strategy, I needed to find out about the students’ reading understanding. The interventions dealt with students’ impressions towards and abilities in reading and reading comprehension. Therefore, the current study showed that reading comprehension was enhanced and improved when the participants read aloud, and the findings revealed improvement and an increase in their understanding from the first lesson until the last lesson.

**Relationship to the Current Literature**

My data concludes that the implementation of the reading aloud strategy has positive impacts on the students’ performance, and it helps the reading process amongst the students (Gray, 2010). McCormick (1977) showed that students from 4th-to-6th grade, who read aloud regularly during the period of several months, achieved significant gains in reading comprehension, decoding skills, and vocabulary. This strategy helped the Saudi students to increase their skills and improve their abilities of comprehension. Because reading comprehension is a complex and difficult process for Saudi students, some readers cannot develop the ability to comprehend passages quickly and easily. Often the students need
assistance and support with difficult texts in order to understand them (Dewitz, & Dewitz, 2003). Students’ reading comprehension improves in meaningful ways when reading aloud is used regularly in the classroom (Trelease, 1994). Therefore, reading aloud affects the students’ reading abilities by involving them in discussions about the content of the book. The reading aloud strategy can be used to involve Saudi students in developing knowledge, increasing comprehension skills, and fostering critical thinking. Therefore, reading aloud is an important strategy for Saudi students because it aids the students in building foundational skills and understanding new vocabulary (Franmcveigh, 2013).

My study was compatible with Vygotsky’s social learning theory. This theory confirmed that the reading aloud strategy builds reading comprehension. Therefore, this theory is evident when the students re-tell a familiar story which matches the texts, and indicates an emphasis on reading comprehension (Loysen, 2010). Further, Oueini, Bahous, and Nabhani (2008) identified the impact of a read aloud strategy on vocabulary acquisition and reading comprehension for young children. The use of this strategy will hopefully allow them to grow as independent readers and build skills to deduce or acquire the meaning of new words when they read independently. In addition, this study helped students get exposure to vocabulary and language patterns that are not common in everyday speech, thereby enhancing their comprehension (Foster, 2008).

Survey Sections

The data of the survey collected during the research was under the following categories: preferences of reading, the places where the student preferred to read, reading comprehension skills, and the students’ perceptions of social interaction impact on reading. The researcher conducted a survey with the aim of understanding the situations or circumstances under which students preferred doing their reading either individually or
collectively. The researcher understood in the first section that reading is largely a mental and psychological process. Therefore, in the case of a school age child, the preference of reading plays a role in enhancing his or her reading comprehension. Most students tend to prefer to read alone; perhaps, the reading aloud provides them with an opportunity to read aloud without any interference. Essentially, through this data the researcher sought to explore how a student’s perception or attitude towards a class activity such as the case of a reading has an impact on how the student comprehends and eventually improves reading comprehension.

The second section of this research explores physical locations for reading. The environment where one is reading plays an extremely essential role in their reading comprehension. The three key places for a student, around which the researcher conducted a survey were: home, classroom, and the library. Reading in the classroom has not always been received positively by students for a number of reasons. For example, students might be afraid of being made fun of by other students when they make a reading mistake. In addition, in a classroom environment, only a few students prefer to be at the center of attention because they feel more comfortable when they read in the classroom, also perhaps, they are more daring than peers.

The third section has four areas that focused on the reading aloud strategy in the improvement of comprehension skills, as follows:

- When I find a story or a text difficult to understand, I try to read it aloud to continue my reading.
- When I read aloud, I feel better to enhance my understanding of the texts.
- When I use reading aloud, I feel better to improve my pronunciation.
- I understand the text better when I listen to the story from the reader.
In the above four areas, the research participants responded positively. This is a clear indication of the positive impact the reading aloud strategy can have, irrespective of how it has been implemented, for the improvement of comprehension reading. In addition, this study demonstrated that students have an enhanced comprehension ability with regard to deductive observation because the students can have an idea of what the story is just by looking at the title. The data revealed that students have the ability to contextualize a word within a story in order to understand the meaning of that word. By contrast, this revealed that there is a portion of students who do not have the required comprehension skills as indicated by their disagreement with the questions regarding their understanding of the texts when reading aloud or listening to the story from the reader.

Section four provides research data with regard to the perceptions of the sampled students with social interaction. The objective of this section was to explore what situations or attitudes can enhance the reading aloud strategy and eventually the improvement of the reading comprehension of a student. The student reads better if the teacher listens to his reading. When students have a positive attitude towards the teacher, the results can be positive. On the other hand, the attitude of the students towards the teacher plays an essential role in this case. If the students perceive the teacher to have harsh responses, they might fear to read aloud when the teacher is listening. Therefore, the teachers should focus on the improvement of students’ reading skills as well as reading instruction in order to reach their full understanding as shown in the next section.

**Implications for Reading Instruction in Saudi Arabia Schools**

Teaching reading in Saudi Arabia is through whole-class instruction, and the basal readers do not allow more time for individual students’ needs at the frustration levels, which can lead to some students hating the reading course. Thus, the teachers play an important role
in the development of the students, the students’ complete understanding of the material taught, and guidance toward respect in the society. The teachers in Saudi schools should strengthen bonding with the students and their parents, as well as using methods and curriculum that the students welcome and enjoy most. Also, the teachers need to plan for the diverse needs of all students. If needed, the teachers can consider providing additional classes to help increase the students’ knowledge. Moreover, the teachers should support the foundational knowledge and use of educational practices and teaching methods, as well as the curriculum and assessments which best fit students in order to encourage improvement in the literate environment.

However, I observed that the teachers felt proud of the efforts their students were making to learn, and they were doing their best to help their students find ways to improve and enhance their reading skills through diverse learning strategies and creative skills. Teachers were active with students and used several methods to engage their students while also explaining the lesson in order to reach the highest level of teaching. Moreover, the teachers need to be patient when a student does not improve on reading skills or does not easily understand since reading skills can be a complex process and a hard task to be achieved in a short period of time.

Also, the teacher should ask their students about any difficulties they may have with comprehension and understanding, and help them both inside and/or outside of the classroom environment. Saudi teachers should give students a reading rubric and review their weaknesses in reading skills, then offer guidance and ways to improve reading comprehension. In some cases, delayed comprehension of reading reflects weaknesses in decoding skills (Spooner et al, 2006). The teachers need to be advocates for the needs of students by working with the literacy specialist teachers through one-on-one instruction in order to help the students improve skills. In addition, teachers might consider providing
additional individual sessions for the weaker readers, so literacy specialists can help to improve and increase the students’ skills.

Therefore, teachers in Saudi schools can help readers with a challenging passage by connecting it with ideas presented earlier and they may also explain the new ideas that students will read about to enable them to reach the higher level of comprehension (Holte, 1998). Also, the weaker readers need to focus on practices and exercises to improve and increase their reading and understanding abilities. Furthermore, Saudi students tend to adapt to the environment in which they are studying, be it at home, in the library, or anywhere else other than classrooms. From here, the teachers should provide all aspects most beneficial for the students in the classrooms, such as a comfortable place for reading, which creates an appropriate environment for all. Also, the Ministry of Education intends to promote reading for pleasure, using tools such as the classroom environment, to support education in order to achieve the goals (Ministry of Education, 2014).

On the other hand, most texts in Saudi textbooks are too familiar and related together. Therefore, the participants were bored, and these texts did not expand the students’ world since they were often repeated in different school levels. Moreover, the themes and ideas were written about nationalism and generalized statements, and lacked interesting topics in order to engage the students to read. Therefore, the text selections are a significant aspect for encouraging reactions among students at different levels of school. Also, it is important to build on students’ thinking, culture, and personal understandings in several ways. From this main point, the writers of the Saudi textbooks should focus on stories, fables, and fiction because these are more interesting and welcoming for students than topics about the cities in countries, the borders, water, or summer holiday, and so on. The Ministry of Education in Saudi Arabia should provide new programs which focus on selected reading. Principals and teachers are encouraged to focus on the development and improvement of students’ reading,
which will enable them to reach their full potential (Gate of the Ministry of Education, 2014). Therefore, reading interventions can be administered to collect data about the reading problems, the effectiveness of the readers and teaching approaches, children’s favorite topics, as well as increasing reading comprehension. In addition, reading activities and web reading materials may also be used as a supplement for the students. By this method, the students in Saudi Arabian at different levels of the school will become independent readers and enjoy reading in school, as well as outside of school.

On a negative note during this study, I discovered that some of the students did not prefer reading in classrooms as well as they were not participating in some of the lessons because the reading methods might not support their understanding, reading themes did not fit their thinking, or they felt shy when reading. The impact on the students was not strong, but it was in fact noticeable when they read during the study. Therefore, teachers should provide several interesting topics for the students to engage with during class time and use a variety of reading strategies, such as reading aloud to improve and increase reading comprehension. Many students stated that the books they have been assigned to read in school reduced their interest in reading, therefore, teachers and librarians have to find out which texts the students enjoy reading (Holte, 1998). The libraries in the schools should provide a variety of interesting books in order to help develop the students’ socially and academically to enhance their knowledge. The students’ were willing to develop their experience to receive new sophisticated ideas, which may increase their understanding in the future. Although teachers have different teaching strategies, they ought to take into consideration individual characteristics in reading skills and the challenges each individual might face (Bolos, 2012). Teachers should encourage their students to use the reading aloud strategy because it motivates the students to read and improves their reading comprehension (Bolos, 2012; Serafini & Giorgis, 2003; Wiseman, 2011). According to Williamson (1998),
to improve students’ comprehension; teachers should read aloud to their students. The Saudi teacher should read some of the books the children love and watch their favorite movies too, as this is important in reaching the learners because the teachers will need to give examples from these materials (Neuman, 1986). When teachers are reading to their students, the students get a better feel for the language and its structure. Teachers ought to encourage their students by reading aloud to them to improve the Saudi students’ reading skills and increase their interest in reading achievement. Also, reading aloud can build background knowledge and reading comprehension skills (Beck & McKeown, 2001; Bolos, 2012; Wiseman, 2011).

**Implications for Future Research**

Since reading is one of the most important courses in the educational process, I suggest that researchers continue to collect and chart data about the reading aloud strategy in the coming years. I recommend that the reading aloud strategy be conducted on a daily basis to become the main activity in an elementary curriculum. I believe that this technique will be beneficial for the students because this strategy can improve the students’ comprehension, leading to better achievement in school life. I recommend further studies be initiated to find the best strategy that can help students to have better outcomes. Because it has become a serious issue of research, I recommend a study or studies that research how the student can become an excellent reader academically, intellectually, critically, to provide more understanding with regard to the fields of reading and the way to positively affect student achievement. Also, future research should try to determine the exact reasons why some students do not tend to read while others do. For instance, some kids prefer watching television at home or playing video games that prevent them from reading. Also, the researchers should work with teachers and parents in order to monitor students when they read whether at home or school to observe the student’s emotions and needs when reading. I
recommend another study about reading strategies with a bigger sample from different schools which would include teachers in the study, using appropriate and effective implementation to be used nationally. In addition, teachers need to be aware of effective ways to implement such strategies, and how to select the books to be read.

As we know, reading is the most important means of learning. Therefore, the future researchers may consider the curriculum and instruction, which the students feel comfortable working with and enjoy in order to improve reading comprehension. I recommend that the researchers focus on teachers using new techniques to involve the students with the texts during reading, and to try changing reading topics and texts to become more interesting to the students who are reading. Further, the teachers should focus on rubrics and assessments that fit the students’ skills in order to increase the students’ comprehension in the literate environment. I am planning to dig more into this important strategy and use new techniques to engage students in reading in the coming years, when I am working on my Ph.D. degree. The ultimate goal is to build a generation that loves reading. That can only start at home, where students spend most of their time, and then be reinforced at school. It is an important undertaking to create an excellent reader.

Limitations

Overall, I am satisfied with what I have done in both my processes and procedures for data collection and results. There were a few limitations that may well have affected the outcome of this study. First, was the duration of this study. I began the implementation of the reading aloud strategy in the fourth quarter of the school year, so this study should have been longer than a month in order to effectively collect more interactions, observe the students’ comprehension, and gather more data. The second limitation was the number of the participants. In this study, I only had 41 students who were from two classes in a Saudi
Arabian school. I think that if I had a larger sample size, the study results would be more meaningful. Also, having more students would provide a better range of variety for my data. The third limitation was the attendance of the participants. While I was doing this project, some students missed class. This missing of classes had a negative impact on the students’ achievement.

However, this research is one of the few pieces of research that has been done on the use of the reading aloud strategy to increase reading comprehension for Saudi students in 5th grade. This study has a lot of information that could help to improve the students’ comprehension in general. Reading aloud has been identified as the basis for a child’s literacy development; hence, it constitutes an essential part of any reading class. I tried to provide evidence to teachers and educators of the importance of the reading aloud strategy and the relationship with the students’ comprehension. In addition, I attempted to indicate how much student understanding and achievement were positively affected by using the reading aloud strategy. The research objective of this study was to undertake the implementation of a reading aloud strategy in order to determine its effectiveness in producing positive outcomes on reading comprehension.

The reading aloud strategy is a significant strategy to encourage students’ participation with daily lessons. The participants were able to connect their own experiences and personal knowledge with the daily texts to share their opinions and demonstrate a higher level of understanding as compared to their comprehension in traditional Saudi reading lessons. Teachers should use reading strategies and new techniques to teach the students during reading classes, and also try to change themes of the textbook to engage students in reading. Therefore, the text selections are a significant aspect for encouraging reactions among students in different levels of school. The teachers should strengthen their relationships with the students and their parents, as well as using the curriculum and
instruction that the students welcome and enjoy most. Moreover, the teachers should support
the foundational knowledge and use of research based educational practices and teaching
methods, and also the rubrics and assessments which best fit students in order to encourage
improvement in the literate environment.
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Appendices
Appendix A: Lesson Plan

1. **Objective:**
   - To learn what is reading aloud strategy.
   - To know how to increase reading comprehension by using this strategy.
   - To apply this strategy with our lessons.

2. **Materials**
   - A reading text from textbook of the fifth grade.
   - A table is set up with a computer and several copies of the pre-test and survey.
   - A piece of worksheet to write down answers if needed.
   - Pens/pencils.

3. **Environment:**
   - Student’s desks are arranged in clusters of four (all students are able to see the researcher and the smart board).
   - All materials are visible and accessible.

4. **Intended Learning Outcomes:**
   1. Students will use the reading aloud strategy in order to improve their comprehension.
   2. Students will answer a personal response question to ensure their understanding.
   3. Students will share new ideas, information, and questions to enhance their understanding.

5. **Instructional Sequence**

<table>
<thead>
<tr>
<th>Teacher will</th>
<th>Students will</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher will allude to the topic of the lesson and ask the students if they have ever read something about the lesson.</td>
<td>1. Students will share their knowledge about the lesson if they read it before.</td>
</tr>
<tr>
<td>2. Teacher will read pp. 3-16.</td>
<td>2. Students will listen to the teacher while he reads.</td>
</tr>
<tr>
<td>3. Teacher will discuss the main ideas of the lesson.</td>
<td>3. Students will share their opinions with the teacher.</td>
</tr>
<tr>
<td>4. Teacher will ask students some questions about main ideas related to the lesson.</td>
<td>4. Students will answer the questions orally.</td>
</tr>
</tbody>
</table>
5. Teacher will listen to the student while he reads.

6. Teacher will ask the student some oral questions to assess the student's comprehension about what he read.

7. Teacher will repeat the same method with all students.

8. Teacher will move around the classroom while students are in pairs.

9. At the end of class time, the teacher will take an overview of the students’ understanding of the new ideas, words, and events of the chapter by asking some questions about the general ideas of the chapter.

5. The student will read a part of the lesson while others listen to him.

6. The student will answer orally these questions and teacher also will ask others about this part of the chapter.

7. Every student will read by using the same method (1-6 above).

8. Every student will read to a peer, then will ask him about what he read and vice versa.

9. The students will share what they have learned as readers to ensure their understanding and increase their reading comprehension.
Lesson Plan (4-9)

1. Objective:
   • To use reading aloud strategy.
   • To learn new vocabulary.
   • To know the importance of the homeland.
   • To increase students’ reading comprehension.

2. Materials
   • A reading text from textbook of the fifth grade.
   • Map of Saudi Arabia.
   • Showing pictures of some places in Saudi Arabia.
   • A piece of worksheet to write down answers if needed.
   • Pens/pencils.
   • Smartboard and a computer with internet.

3. Environment:
   • Student’s desks are arranged in clusters of four (all students are able to see the researcher and the smartboard).
   • A table is set up with a computer and several copies of the lesson.
   • All materials are visible and accessible.

4. Intended Learning Outcomes:
   1. Students will use reading aloud strategy in order to improve their comprehension.
   2. Students will express about what they know about the topic of the text or paragraphs.
   3. Students will knowledge the importance of love of the homeland.
   4. Students will infer from text to the national sentiment sincere.
   5. Students will keen to identify the nature of their country.
   6. Students will read the text by using the read aloud strategy correctly.
   7. Students will talk about ideas, title, and events learned from the lesson.
   8. Students will learn the meanings of new vocabulary.
   9. Students will answer a personal response question to ensure their understanding.
   10. Students will share new ideas, information, and questions to enhance their understanding.
   11. Students will analyze their understanding about what information they might find in the lessons.

5. Instructional Sequence
## Improving Reading Comprehension by Reading ALOUD

<table>
<thead>
<tr>
<th>Teacher will</th>
<th>Students will</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher will allude to the topic of the lesson and ask the students if they have ever read something about the lesson.</td>
<td>1. Students will share their knowledge about the lesson if they read it before.</td>
</tr>
<tr>
<td>2. Teacher will read daily lesson.</td>
<td>2. Students will listen to the teacher while he reads.</td>
</tr>
<tr>
<td>3. Teacher will discuss the main ideas of the lesson.</td>
<td>3. Students will share their opinions with the teacher.</td>
</tr>
<tr>
<td>4. Teacher will ask students some questions about main ideas related to the lesson.</td>
<td>4. Students will answer the questions orally.</td>
</tr>
<tr>
<td>5. Teacher will listen to the student while he reads.</td>
<td>5. The student will read a part of the chapter while others listen to him.</td>
</tr>
<tr>
<td>6. Teacher will ask the student some oral questions to assess the student's comprehension about what he read.</td>
<td>6. The student will answer orally these questions and teacher also will ask others about this part of the chapter.</td>
</tr>
<tr>
<td>7. Teacher will repeat the same method with all students.</td>
<td>7. Every student will read by using the same method (1-6 above).</td>
</tr>
<tr>
<td>8. Teacher will move around the classroom while students are in pairs.</td>
<td>8. Every student will read to a peer, then will ask him about what he read and vice versa.</td>
</tr>
<tr>
<td>9. At the end of class time, the teacher will take an overview of the students’ understanding of the new ideas, words, and events of the chapter by asking some questions about the general ideas of the lesson.</td>
<td>9. The students will share what they have learned as readers to ensure their understanding and increase their reading comprehension.</td>
</tr>
</tbody>
</table>

**Oral questions:**

1. What is the homeland?
2. What is the exact name of your country?
3. In which continent is Saudi Arabia?
4. Give an example of a coastal, economic, and religious cities?
5. How do you participate in the construction of your country?
6. What is your duty to your country?
7. What are the features that distinguish your country from other homelands?
8. Why do humans love their homeland?
9. What things are you interested in your country?
10. Give the main ideas learned from the lesson?
11. Explain the meaning of the new vocabulary?
12. Compare Riyadh city and Dammam city?
13. Give an appropriate question for each paragraph?
14. What is your role for the advancement of our country?
15. What is the meaning of the following words: coastal city, Oil, and Holy city.
16. What was the first Holy mosque status for the Muslims?
17. Where is Mecca?
18. From anything made the door of the holy building (Kaaba)?
19. What is the virtue Kaaba?
20. Who built the Kaaba?
21. What is the color of Kaaba?
22. What is the right of the child in Islam?
23. Give an idea of head of children's rights in Islam?
24. Why is childhood important in human life?
25. What are the roles of the family in a child's upbringing?
26. What is provided by the State to take care of children?
Appendix B: Survey of Saudis’ Students for Improve Reading Comprehension by using Reading Aloud Strategy

Dear student: You are about to participate in a study about improving reading comprehension and literacy for Saudi students by using the reading aloud strategy.

Directions: Please indicate carefully your level of agreement or disagreement with each of these statements regarding to your feeling about improving your reading comprehension by using the reading aloud strategy. Place an "X" mark in the box of your answer.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Maybe</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I read better if I read for pleasure.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I read better if I read alone.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I feel excited when I spend free time reading a book.</td>
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<tr>
<td>4. I feel happy when it is time for reading class.</td>
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<tr>
<td>5. I feel happy when I start a new book or a story.</td>
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<tr>
<td>6. I feel interested when I read in the classroom.</td>
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<tr>
<td>7. I read better when I go to a library.</td>
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<tr>
<td>8. I like to read at home.</td>
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</tr>
<tr>
<td>9. Please, select &quot;Disagree&quot; in this statement.</td>
<td></td>
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<tr>
<td>10. When I read the title, I know what the story is about.</td>
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<tr>
<td>11. When I do not understand a word, I skip it, then I try to get the meaning from the context.</td>
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<td>12. When I find a story or a text difficult to understand, I try to read it aloud to continue my reading.</td>
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<td>13. When I read aloud, I feel better at enhancing my understanding of the texts.</td>
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<tr>
<td>14. When I use reading aloud, I feel I am better at improving my pronunciation.</td>
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</tr>
<tr>
<td>15. Please, select &quot;agree&quot; in this statement</td>
<td></td>
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</tr>
<tr>
<td>16. When I read, I try to look at pictures in the text to understand the meaning.</td>
<td></td>
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<tr>
<td>17. I understand the text better when I listen to the story from the reader.</td>
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</tr>
<tr>
<td>18. It helps me understand better if I choose what I like to read.</td>
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<tr>
<td>19. I read better if the teacher listens to my reading.</td>
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<tr>
<td>20. I read better if I share ideas with my friends.</td>
<td></td>
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</tr>
</tbody>
</table>

Any other comments: ..............................................................

Please write your grade in Reading course:......... Thank you for participating in this survey.
عزيزي الطالب:

أنت مدعو للمشاركة في دراسة حول تحسين الفهم القرائي للطلاب السعوديين باستخدام استراتيجية القراءة بصوت عال.

ضع علامة √ في المربع الذي يعبر عن شعورك في القراءة:

<table>
<thead>
<tr>
<th>لا أوافق بشدة</th>
<th>لا أوافق</th>
<th>لا أدر</th>
<th>موافق</th>
<th>أوافق بشدة</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. أنا أقرأ بشكل أفضل إذا كنت متفاجئاً أن أقرأ بشكل أفضل إذا كنت متفاجئاً</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. أنا أشعر بالسعادة عندما أقضي وقتاً في قراءة كتاب</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. أنا أشعر بالسعادة عندما أبدأ حصة القراءة</td>
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<tr>
<td>4. أنا أشعر بالسعادة عندما أبدأ قراءة كتاب</td>
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<tr>
<td>5. أنا أقرأ بشكل أفضل إذا ذهبت للبيت</td>
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<td></td>
</tr>
<tr>
<td>6. أنا أحب القراءة في البيت</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. أنا أقرأ بشكل أفضل إذا كان المعلم يستمع إلي</td>
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<td></td>
</tr>
<tr>
<td>8. أنا أقرأ بشكل أفضل إذا شاركت أصدقائي في أفكار النص</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9. عندما أقرأ عنوان الدرس، أعرف عما تتحدث القصة</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. عندما أقرأ إنوان الدرس، أعرف عما تحدث القصة</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11. عندما لا أفهم معنى الكلمة، أتمكن من فهمها من المعنى للجملة</td>
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<td></td>
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</tr>
<tr>
<td>12. عندما أقرأ اسمة في فهم القصة أو الجملة، أنا أحاول قراءتها بصوت مرتفع لكي أتمكن من فهمها</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>13. عندما أقرأ بصوت مرتفع أشعر بتحسن في فهمي للنصوص</td>
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<td></td>
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<tr>
<td>14. عندما أقرأ بصوت مرتفع أشعر بتحسن في تفسيري للكلمات</td>
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<td></td>
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<tr>
<td>15. عندما أقرأ، أحاول أن أحسن إلى الصور لكي أفهم معنى النص</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>16. عندما أقرأ، أحاول أن أحسن إلى الصور لكي أفهم معنى النص</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. أنا أقرأ بشكل أفضل عندما استمع للنص من قارئ آخر</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>18. عندما أقرأ، أحاول أن أحسن إلى الصور لكي أفهمي للنص بشكل أفضل</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. أنا أقرأ بشكل أفضل إذا كان المعلم يستمع إلي</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>20. أنا أقرأ بشكل أفضل إذا شاركت أصدقائي في أفكار النص</td>
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<td></td>
</tr>
</tbody>
</table>

لا يوجد ملاحظات أخرى.

الرجاء كتابة درجتك في مادة القراءة: ...............

شكراً لك في المشاركة في هذا الاستبيان.
**Appendix D:** Pre and post-test of My Home, Kingdom of Saudi Arabia

Your name: ………………….. Grade: 25

1 - Where is Saudi Arabia located?

…………………………………………………………………………………………………………………………(1)

2 - Why do millions of people come to Saudi Arabia?

…………………………………………………………………………………………………………………………(1)

3 - Where are the beautiful tourist areas in Saudi Arabia?

…………………………………………………………………………………………………………………………(1)

4 - Give two examples of a coastal city in Saudi Arabia?

…………………………………………………………………………………………………………………………(2)

5 - What are the economic things that are famous in Saudi Arabia?

…………………………………………………………………………………………………………………………(2)

6 - What do you like and take pride in about your country?

…………………………………………………………………………………………………………………………(1)

7 - List three of the most important cities in Saudi Arabia and tell the importance of each city?

…………………………………………………………………………………………………………………………(3)

8 - Write a question to this answer:

Saudi Arabia's capital is Riyadh. It is located in the heart of the Arabian Peninsula.

…………………………………………………………………………………………………………………………(1)

9 - Join the word with its opposite:

Security    Inside
Outside    Insecurity
Stability    Lawlessness
Law    Unsteadiness

10 - Join the word with its synonym:

(4)
Wonderful | Far
---|---
Abounds | Societies
Civilizations | Fantastic
Distant | Flourishes, Thrives

11- Sign mark (√) at the right of the sentence if it is true and mark (x) at the right of the sentence if it is not true. (4)

- My country is located at western south from Asia continent.
- Abha is the most beautiful and famous city rather than Taif to the visitors.
- My country contains the two holy mosques.
- Man likes his country for beautiful memories.

12- Draw a map of Saudi Arabia? (1)

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Good luck...
### Appendix E: Pretest/Posttest about My Home, Kingdom of Saudi Arabia

<table>
<thead>
<tr>
<th>숙제:</th>
<th>답변:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where is the Kingdom of Saudi Arabia located?</td>
<td></td>
</tr>
<tr>
<td>2. Why do millions of people visit the Kingdom?</td>
<td></td>
</tr>
<tr>
<td>3. Where are the tourist areas in the Kingdom?</td>
<td></td>
</tr>
<tr>
<td>4. Give two examples of coastal cities in the Kingdom?</td>
<td></td>
</tr>
<tr>
<td>5. What economic activities does the Kingdom excel in?</td>
<td></td>
</tr>
<tr>
<td>6. Why do you love and respect the Kingdom?</td>
<td></td>
</tr>
<tr>
<td>7. Name three of the most important cities in the Kingdom and the importance of each city?</td>
<td></td>
</tr>
<tr>
<td>8. Write a question for the following answer:</td>
<td></td>
</tr>
<tr>
<td>Riyadh, located in the heart of the Arabian Peninsula, is the capital of the Kingdom of Saudi Arabia.</td>
<td></td>
</tr>
<tr>
<td>9. Match the word with its synonym:</td>
<td></td>
</tr>
<tr>
<td>رأسم</td>
<td>مرحلة التطور الإنساني</td>
</tr>
<tr>
<td>يزخر</td>
<td>مكان بعيد</td>
</tr>
<tr>
<td>المعجب</td>
<td>الحضارات</td>
</tr>
<tr>
<td>يفيض</td>
<td>متأنى</td>
</tr>
<tr>
<td>10. Match the word with its antonym:</td>
<td></td>
</tr>
<tr>
<td>الرائع</td>
<td></td>
</tr>
</tbody>
</table>
الداخل
الأمن
الفوضى
الخارج
الاستقرار
الاضطراب
الخوف
النظام

11- ضع علامة (صحيح) أمام العبارة الصحيحة وعلامة (خطأ) أمام العبارة الخاطئة:

4- يقع وطني في الجنوب الغربي من قارة آسيا.
- مدينة أبها أكثر جمالا وشهرة عند المصطافين من مدينة الطائف.
- يحتضن وطني الحرمين الشريفين.
- يحب الإنسان وطنه؛ لحنينه للذكريات الجميلة فيه.

12- ارسم خريطة المملكة العربية السعودية؟

بالتوفيق،،،
### Appendix F: Table 6. The Students’ Percentages for the Survey

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Maybe</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I read better if I read for pleasure.</td>
<td>36%</td>
<td>60%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2. I read better if I read alone.</td>
<td>60%</td>
<td>32%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>3. I feel excited when I spend free time reading a book.</td>
<td>56%</td>
<td>40%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4. I feel happy when it is time for reading class.</td>
<td>48%</td>
<td>44%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>5. I feel happy when I start a new book or a story.</td>
<td>64%</td>
<td>28%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>6. I feel interested when I read in the classroom.</td>
<td>32%</td>
<td>44%</td>
<td>12%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>7. I read better when I go to a library.</td>
<td>44%</td>
<td>44%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>8. I like to read at home.</td>
<td>40%</td>
<td>52%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>9. Please, select &quot;Disagree&quot; in this statement.</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>10. When I read the title, I know what the story is about.</td>
<td>44%</td>
<td>44%</td>
<td>8%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>11. When I do not understand a word, I skip it, then I try to get the meaning from the context.</td>
<td>40%</td>
<td>48%</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>12. When I find a story or a text difficult to understand, I try to read it aloud to continue my reading.</td>
<td>64%</td>
<td>32%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>13. When I read aloud, I feel better at enhancing my understanding of the texts.</td>
<td>72%</td>
<td>24%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>14. When I use reading aloud, I feel I am better at improving my pronunciation.</td>
<td>40%</td>
<td>52%</td>
<td>4%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>15. Please, select &quot;agree&quot; in this statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. When I read, I try to look at pictures in the text to understand the meaning.</td>
<td>56%</td>
<td>36%</td>
<td>0%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>17. I understand the text better when I listen to the story from the reader.</td>
<td>72%</td>
<td>20%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>18. It helps me understand better if I choose what I like to read.</td>
<td>40%</td>
<td>48%</td>
<td>0%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>19. I read better if the teacher listens to my reading.</td>
<td>36%</td>
<td>48%</td>
<td>8%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>20. I read better if I share ideas with my friends.</td>
<td>44%</td>
<td>48%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Appendix G: Charts of the Survey Sections

Chart 1. Preferences of Reading

Chart 2. The Places Where the Student Preferred to Read
Chart 3. Reading Comprehension Skills

Chart 4. The Students’ Perceptions of social interaction impact on reading
### Appendix H: Table 7. The Students’ Percentages for the Pretest and Posttest

<table>
<thead>
<tr>
<th>Student number</th>
<th>Pre-test score 25 points</th>
<th>Percentage 100 %</th>
<th>Post-test score 25 points</th>
<th>Percentage 100 %</th>
<th>Gain %</th>
<th>Students’ test by teachers 20 points</th>
<th>Percentage 100 %</th>
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<td>50%</td>
<td>17.5</td>
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<td>20%</td>
<td>15</td>
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<tr>
<td>2</td>
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<td>30%</td>
<td>18.5</td>
<td>74%</td>
<td>44%</td>
<td>17.5</td>
<td>87.5%</td>
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<td>12</td>
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<td>19</td>
<td>76%</td>
<td>28%</td>
<td>14</td>
<td>70%</td>
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<td>4</td>
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<td>22.5</td>
<td>90%</td>
<td>40%</td>
<td>19</td>
<td>95%</td>
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<td>6</td>
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<td>32%</td>
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<td>18.5</td>
<td>74%</td>
<td>24%</td>
<td>18</td>
<td>90%</td>
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<td>18</td>
<td>72%</td>
<td>46%</td>
<td>17</td>
<td>85%</td>
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<td>52%</td>
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<tr>
<td>15</td>
<td>6</td>
<td>24%</td>
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<td>82%</td>
<td>58%</td>
<td>19.5</td>
<td>97.5%</td>
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<tr>
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<td>12</td>
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<td>50%</td>
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<td>100%</td>
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<tr>
<td>17</td>
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Appendix I: My Home, Kingdom of Saudi Arabia

My beloved country Kingdom of Saudi Arabia, Arabic Islamic country, the Revelation, and all Muslims head to it when praying, the deep wish of their hearts, the light stand for all universes, the land where I live, drink its water, breathe its air, the growth from the young, the cradle of memories and large dreams, the Doha of harmony, the oasis of security and safety. The Kingdom of Saudi Arabia is located in the southern west of Asia continent; its large lands form a fine geographic museum. It has variable terrain, including mountains, plateaus and deep valleys, low-lying coastal plains and atolls.

Its surface includes four main natural geographic regions as follows: Hijaz and Aseir mountain, Najd plateau, sand deserts, eastern coastal beach. The Kingdom occupies most of land of the Arabian Peninsula as its area covers between the Red Sea and the Arab Gulf that equals four-fifths of the total area of the Arabian Peninsula. Its capital is Riyadh located at the middle of the Arabian Peninsula.

My home Kingdom of Saudi Arabia has religious and tourism views, historical impacts and important examples of civilization. Whereas it contains the most sacred Islamic places as it contains the house of God (Mecca) were millions of Muslim people come to visit and it contains Medina Munawara, the mosque of the lord of all passengers the prophet Mohamed may peace be upon him. The Kingdom of Saudi Arabia has the largest Islamic collection and gathering from all over the world where the sacred and holy place contain two million Muslims from different countries due to its natural climate and the green trees and to do the duty of the God.

The mountain places are featured with the nature of beauty like the green trees, the high places and the beautiful climate. From the mountain tourism places are Taif, Abha, Baha, located at the tops of Al Hijaz and Asir mountains and featured with fine climate. But the historical places are full of the old civilizations, the most one Madain Saleh in Ola city, Fao in the eastern south and okhdood in Najran region.

The coastal places, such as Dammam, Jeddah, and Jazan, in naval interfaces are located on the length of the Red Sea, the coast of the Arab gulf whereas there are multiple ports which are constructed to ensure the communication between our cities located on coasts and between the Kingdom and abroad.

The ports receive the carriers and ships for huge oil, which transport our products of petrol to all countries all over the world.
My home country has obtained the great economic position due to the blessing of God of oil as it includes inside its lands one of the largest known oil reserves of oil and natural gas in the world.

God grants the blessing and raises the buildings of this country and education flourishes, the activation of industry and agriculture, all progress in all fields, the speed development steps in all sectors and fields as it has achieved the great projects in a short time due to the periodical work and for the purpose of achievement the civilization and progress.

The Kingdom of Saudi Arabia is a very audible word and has its voice in the international forums and celebrations, as it has been considered the Forerunner for good to help the poor countries, and assists and rescues the stricken nations and holding the benefit projects in a lot of countries.

It is a member and active founder of the League of Arab States and a member and fruitful founder in the United Nations, and its policy is based on Neutrality, in order that these holy places will be far from the international disputes and blessed with stability and safety.

My God protects you Kingdom, and continue with huge and famous between nations.
Appendix J: The Text from Fifth Grade Textbook

وطنِي المملكة العربية السعودية

وُلِدَ الخليَّةُ المملكة العربية السعودية، البلدة العربيَّة الإسلاميَّة، مُهيَّط الوعي، وقائمة المُسلمين، ومُهَوَى أُفُدَتِهم، ومنَهُ إِشْعَاع لكلِّ دُنيا، هو الأرض التي عشت عليها، ونشيت ماءها، واستنففت حواءها، فيها مُدَارَج الصباح.

وَمَهَدَّ الذَّكْرِيات الجميلة والأحلام الكبيرة، وذُوَةُ الأحلام، وواحة الأمن والأطمانت.

تُقَبِّل المملكة العربية السعودية في الجنوب العربي من فَرَاء أسبا، وتُشكل أراضيها الواسعة مُنْطَحًا جُنُراً زائعاً، تضاريها مُتنوعة من الجبال، والهضاب والأودية العميقة، والشُهُول الساحليَّة المُتحَضَّرة، والجزر المرجانية.
يعتبر سلطنة عمان أرضاً آشامٍ جغرافيًا طبيعيةً رائدة في جبال الحجاز وعسير، وخصوصاً بعد تسخّر الصحراء الزراعية، والسهول الساحلية الشرقية. وتشكل المملكة معتزًا أراضي الجزيرة العربية حيث تغطي مساحتها ما بين البحر الأحمر والخليج العربي ما يعادل أربعة أرباع المساحة الكلية للجزيرة العربية. عاصمتها الرياض الواقعة في قلب الجزيرة العربية.

ويُذكر وثني المملكة العربية السعودية بمعظمها الدينية، والسياسي، وأثاره التاريخية، وأمجاده الحضاري حيث يضم وطني أقدس البناء الإسلامي لوجود بيت الله الحرام حيث يولي مئات المسلمين من المسلمين وجوههم شطره، ويضم المدينة المنورة حيث مسجد النبي محمد عليه السلام وحديقة النبي محمد سيدنا محمد رضي الله عنه. وتتميز المملكة العربية السعودية أكثر تجمع إسلامي في العالم حيث يتوافد إلى الأماكن المقدسة أكثر من مليوني مسلم من مختلف أقطار العالم الإسلامي سنويًا، لأداء فريضة الحج ملتزمين إلى الله.

وتقع المناطق الجبلية بجمال طبيعتها حيث الأشجار الخضراء، والزهور الجميلة والمناخ المعتدل. ومن أشهر مراكز الأضطلاع الجبلية الطائف، وأنبها، والباحة، الواقعة على قمم جبال الحجاز وعسير المُمشرقة بجواها الثياب.

أما المناطق التاريخية فهي مليئة بآثار الحضارات القديمة، وأظهرها ما ذكر صاحب في مدينة الغلا، وأتجاوز في الجنوب الشرقي، والأحقوك في منطقة نجران.

وتقع المناطق الساحلية بالواجهات البحرية على علو شاطئ البحر الأحمر، وشاطئ الخليج العربي حيث تقوم موانئ عديدة أثناء اتصال بين منطق بلادنا القائمة على الشواطئ وبين المملكة والخارج.

وتشتغل المواني نافذة عيون الربيع الساحرة التي تنطلق منتجات بلدنا البحرية إلى جميع أنحاء العالم.
وَقَدْ أَكْتَبَ وَطْنِي أُهُمَّةً اقتصادٍ عمّاصًاٍ بِما جَبَّهُ
اللهُ مِنْ تَحْتَ النَّفْطِ إذْ يَحْوَى بَاطِنُ أَرْضِهِ وَاحِدًا مِنْ أَعْظَمَ
الإِخْتِلَافِاتِ المَعْرُوفَةِ لِلْنَّفْطِ وَالْغَازِ الطَّيِّبٍ فِي الْقُلْوِ.
وَأَيْضًا اللَّهُ أَنَّ يَكُونَ الْخُيْرُ وَيَرْتَعِي الْبَنَاتِ وَيَرْزُدُ البَيْعَ.
وَيَثَبُّ الْخُضْرَةَ وَالْبُرَاءَةِ وَيَنْهِضُ كُلُّ شِئٍ عَلَى أَرْضٍ
وَطْنِي، وَيَسَّرُّ بُؤُوسَاتِ جَرِبْهَا فِي جَمِيعِ المُتَيَّذِينَ فَقَدْ
أَنْجَزَتْ مُشْرِوعَاتٌ كَبِيرَةٌ فِي فَرَةٍ وَجَيْزَةٍ بِالْعَمَلِ الدَّانِبِ
مِنْ أَجْلِ تَحْقِيقِ النَّهْدَةِ.
وَالْمُلْكَةُ العَرَبِيَّةُ السَّعْوَيْدِيَّةُ مَشْمُوعَةُ الكَلِّمَةِ، يُدْوِي
صُوُنُّها فِي الْمِتَخَافِلِ الدُّوْلَةِ، وَالْمُؤْتَمَّاتِ العَالِمِيَّةِ، وَيَتُبَرَّرُ
إِلَيْهَا عَلَى أَنَّهَا سَبَقَتْ لِلْخُيْرِ فِي مُسَاعِدَةِ الدُّوْلَةِ الفَقِيرَةِ،
وَنَجَّيَةُ الأَمْمِ المَنْتَكِبَاةُ وَإِقَامَةُ المُشْرِوعَاتِ الْقَانَعَةِ فِي كِبْرَاءٍ
مِنْ الْبَلَادِ، وَهِيْ عُضُوٌّ مُؤَسَّسَ فَقَالَ رَأَيْتُ فِي جَامِعَةِ الدُّوْلَةِ
العَرَبِيَّةِ، وَعُضُوٌّ مُؤَسَّسَ مُؤَثَّرً فِي الأَمَامِ السُّعُودِ، وَتَقَمُّمَ سَيَاسَتُهَا عَلَى
الجَيْدَ، لِتَكُونَ هَذِهِ الْبَلَادُ المُقَدَّسَةُ فِي مَنْتَأِي عَلَى الْحُصُولَاتِ
الدُّوْلَةِ لَمْ تَقَمْ بالاسْتِحْتِقَارِ وَالنَّظَامِ.
خَمَاَكَ اللَّهُ يَا مُلْكِي، وَأَدْمَكَ خَزَاةٌ عَزْيَةٌ شَامِخَةٌ بَيْنَ
الأُوْطَانِ.