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**The Effect of The Magnet Summary Strategy on
The University Students` Achievement in
Reading Comprehension**

A B S T R A C T

This study aims at investigating the effect of the Magnet Summary Strategy on the achievement of the second year university students in reading comprehension. The population of this study includes all the second year students of English Department /College of Education for Humanities / Tikrit University for the academic year (٢٠١٧-٢٠١٨) . A sample of (٣٠) students has been selected and distributed into two equal groups (experimental and control groups). They have been taught the same English passages for a period of fifteen weeks. The experimental group is taught by using the Magnet Summary Strategy. While the control group is taught by using the traditional method adopted by the instructor .The achievement test has been constructed and applied to the two groups of students, at the end of the experiment. The required data has been collected and treated statistically. Results show the superiority of the experimental group over the control group in their achievement in reading comprehension, which means that the Magnet Summary Strategy is an effective strategy for teaching reading comprehension .

Key words: Magnet Summary Strategy, students` achievement, reading comprehension

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تأثير استعمال استراتيجية (MSS) على تحصيل طلاب الجامعة في الفهم القرآني
ابتسام جاسم محمد /قسم اللغة الانكليزية ، كلية التربية للعلوم الإنسانية ، جامعة تكريت، تكريت العراق

الخلاصة

تهدف الدراسة الحالية إلى إيجاد اثر إستراتيجية (MS) على تحصيل طلبة المرحلة الثانية في مادة الفهم القرآني. ولتحقيق أهداف الدراسة تم اختيار (١٤٧) طالب وطالبة من المرحلة الثانية /قسم اللغة الانكليزية /كلية التربية للعلوم الإنسانية للعام الدراسي(٢٠١٧-٢٠١٨). درس (٣٠) في مجموعة تجريبية تلقت تدريساً وفقاً لإستراتيجية (MS) بينما درس الآخرون في مجموعة ضابطة تلقت تدريساً وفق الطريقة

التقليدية في تعليم الفهم القرائي .
أداة البحث تضمنت بناء اختبار تحصيلي تم تطبيقه على المجموعتين (المجموعة التجريبية والمجموعة الضابطة) في نهاية الفترة المحددة للتجربة .تم جمع النتائج ومعالجتها إحصائيا حيث كانت نتائج المجموعة التجريبية أعلى من المجموعة الضابطة في فهمهم القرائي وهذا يعني ان إستراتيجية (MS) لها تأثير ايجابي في تدريس مادة الفهم القرائي .

Introduction

١,١ Statement of the problem

Magnet Summary Strategy is a strategy which teaches the students about how to make a comprehensive summary by finding the important key terms from the text and then composing these key terms into sentences or paragraphs by using their own words and styles. (Buhel ,٢٠٠٣:١٤٠) states that the Magnet Summary Strategy assists students to figure out the details from the text and make a summary based on the details by using their own words. This strategy requires students to identify the key terms of concepts, Magnet words from the text, and then arrange the important information into meaningful summary. Also, this strategy helps students to understand how to relate , connect the main idea with the important information found in the text. It also teaches the students how to compose the words in to sentences and combine these sentences into a comprehensive summary (Moss and Lap ,٢٠١٠:٢٢).

As far as of the researcher know students are still low in comprehending reading texts as well as they are unable to write a comprehensive summary because they lack the ability to decide a topic or the main idea of a text, also they lack the ability to select the important details and eliminate the redundant once. This deficiency could be attributed to many factors such as, the instructional strategies adopted by EFL instructors . they mostly use traditional methods in teaching reading comprehension and don't keep touch with modern methods and techniques.

The Magnet Summary Strategy (MSS,for short) could play positive role in teaching reading comprehension since it aims at helping students to make a comprehensive summary by finding the important Magnet words from the texts and then composing these words into sentences and finally into a good – built summary. Hence, there is a necessary need to investigate the possibility of teaching university students' through using the (MSS) and raising their achievement in comprehending a text as well as writing a comprehensive summary.

١,٢ Aims of the study

This study aims at:

- Identifying the Magnet Summary strategy as a teaching strategy,
- Finding out the effect of the identified strategy on the achievement of EFL university students in reading comprehension,
- Finding out whether there is any significant difference between students`

achievement at the recognition level on one hand ,and their achievement at the production level on the other hand.

Finding out whether there is any significant difference between the achievement of male and that of the female in English reading comprehension.

١,٣ Hypotheses of the study

The following hypotheses are going to be verified in order to achieve the aims of the study :

There is not any significant difference between the mean scores of the experimental group and that of the control group in the post- test.

There is not any significant difference in the mean scores of students' achievement at the recognition and production levels.

There is not any significant difference in the mean scores of students achievement between males and females in the post test .

١,٤ Limits of the study

This study is limited to :

The use of the Magnet Summary Strategy;

The EFL second year students at English Department , College of Education for Humanities at Tikrit University who are studying Sixty Steps to Précis by L.G.Alexander in the academic year (٢٠١٧-٢٠١٨).

١,٥ Value of the study

The value of the present study could be stated in the following points:

It is hoped that this study to be advantageous to EFL university instructors and students as it attempts to examine teaching reading comprehension by using MSS as an alternate of the traditional strategies of instruction to develop Iraqi EFL students reading skills who are reported to be weak readers and writers as well.

This study sheds light on the significance of using (MSS) as a strategy of teaching.

This study also be of value to other researchers who are interested in examining more effective reading teaching strategies and investigating the possible factors affecting the development of students' reading skills.

Section Two Theoretical Background

٢,١ The Concept of Reading

Reading is considered one of the most important activities in any language teaching and learning classroom. It means that reading is an activity where can access in everywhere, every time in our daily life . from reading we can get more new knowledge who we don't know before, Furthermore, (Sagirli ,٢٠١٦:١٠٥) argues that reading is the first step on the road to learning. Reading is a basic skill in English language which not simply translating word by word but need to be acquired and understood. Moreover, (Alyousef ,٢٠٠٦:٦٤) states that reading

can be seen as an “interactive” process between a reader and a text. It means that the reader interacts seriously with the text to elicit the meaning of the sentence, paragraph of the text. In addition, (Aliponga ,٢٠١٣:٧٣) argues that students may use their productive skills, to be able to comprehend texts with some degree of proficiency. In other words, the students should pay attention to the text.

Moreover, comprehension is the heart and goal of reading since the purpose of all reading is to gather meaning from the passage. (Nuttal, ١٩٩٦:٢٣) mentions that the ever riding purpose to reading is to get the correct message from a text, the message the writer intended for the reader to receive. Reading comprehension involves the passage, the reader, and the context. Readers construct meanings with various approaches, such as using background knowledge, analyzing words, inferring the text and identifying key word or information(Kartika, ٢٠١٢: ٤٣).

Reading can be done by using a number of approaches such as :

Bottom up approaches in which readers focus on sounds, letters, syllabuses, words, phrases, sentences, and paragraphs. The process of constructing the meaning begins with the written words. In other words, readers with this approach begin by focusing on smaller units of the texts. Yet, they do not get the whole meaning of the text.

Top-down approaches are the opposite of bottom-up approaches. In this approach, readers focus on the whole text passage and look for every key information by activating prior knowledge and compensating for meanings or unknown words(Harris,٢٠٠٧:٢٩)

(Smith ,٢٠٠٧:٨٣) classifies comprehension into four levels:

Literal comprehension: in this level the readers can try to answer the question, such as what did the writer say? In this level, readers can get the surface details of the text. In other words they can recall, identify and remember simple or detail information.

Interpretive Comprehension: In this level, learners are trying to understand what the author meant by what she/he said in the series, paragraph or textbook. The learners read for deeper meaning. In other words, their ideas based on what implied by the writer.

٣-Critical Comprehension: In this level, the learners should apply, certain processes, models, questions that result in enhanced clarity and comprehension. Read critically means to make an argument about the whole text.

٤-Creative Reading: In this level, readers can answer the question how would the author’s s message apply to other situations, (i.e.) creative reading is based on experience of the readers.

٢,٢ Definitions of Reading Comprehension

Woolley(٢٠١١:١٥) defines reading comprehension as the process of making meaning from a text . It is an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences . Reading comprehension is viewed as the process of constructing meaning from texts

(Harris, ٢٠٠٧: ٢) . Reading comprehension is “usually taught in university in one of two ways: one method is to have students read a text and then read comments or answer questions about the text . The other common method is reading by groups(seyler, ٢٠٠٤: ١٣). Furthermore , the process of comprehension is viewed as an interactive one where the readers comprehend through what they already know about the topic as they interact with the text . In short ,it is the interaction between the reader and the text . Many scholars consider reading as a constructive process.(Mihara, ٢٠١١: ١٦٣)describe reading comprehension as “a covert process actively controlled by readers to create meaning from a text .

٢.٣ Reading comprehension strategies :

To help readers construct the meaning of the text easily (Koda , ٢٠٠٥: ٢٥) classifies reading comprehension strategies as pre-reading, during- reading and post- reading strategies .

١. **Pre-reading comprehension strategies** :these strategies are based on students` ability to use prior knowledge and guess the meaning of the text that he/she is going to read and make connections between old and new knowledge . These strategies include :

a. Prediction: it helps students to activate prior knowledge and based on clues in text (pictures, subtitles ...etc.) .In order to be a good reader ,learners should set a goal of their reading process .Prediction helps readers to use their experiences and knowledge to make predictions and formulate ideas concerning the text Furthermore, it increases students `interaction , interest and improve their understanding of the text (Moore, ٢٠٠٨: ٥).

b. Setting a purpose :reading is a process that has a purpose whether someone is reading for enjoyment ,to gain factual or procedural knowledge and to learn skills such as how to analyze poetry .Being aware of the purpose of reading is an essential step (Snow and sweet, ٢٠٠٣: ٨١).

c. Skimming : It is defined as “a skill requires making guesses from partial evidence and quickly drawing conclusion about some of the general ideas in the text. “(Taylor, ٢٠٠٧: ١٨) .

d. Scanning :It is a high-speed reading skill used when a reader wants to find specific information , the reader already has a question in mind and simply looking for answer .Scanning is “reading selectively to achieve very specific reading goals ,e.g. finding a number ,date . It is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of the text. The main feature of scanning is that any part of the text which does not contain the pre-selected piece of information is dismissed “(Brantmeir, ٢٠٠٢: ٥٥).

٢. **During Reading comprehension strategies**: These strategies are used with the aim of deducing the main idea and important details of the text and these strategies include the following :

a. Inference: means taking information from a text and creating their own interpretations beyond the literal level(Grab, ٢٠٠٧: ٨٩).

b. Visualizing : means forming sensory and emotional images of textual contents, especially visual image(Graesser, ٢٠٠٧:١٠).

c. Making connections :In this strategy the learners can activate their prior knowledge and connect the ideas in the text to their own experiences .Reading becomes meaningful when the reader connects the idea in the text to their experiences and beliefs ,and the things happening in the world (Snow and Sweet ,٢٠٠٣:١١).

d. Paraphrasing: It helps readers to concentrate on the text being read .This can be done by making the students read the paragraph and think about what it means while reading .(Yang,٢٠٠٦:١١)admits that paraphrasing reduces larger texts to focus on important elements and it restates the text in other words and style to capture the main idea .

٣.Post Reading Comprehension Strategies : These strategies give the chance to evaluate whether the text has been understood or not , or to what extent the aims of reading have been realized (Adler,٢٠٠١:٦).They include the following

a. Determining Important Ideas :readers should check if they really comprehend the text ,by asking :What is the text about ?What is the main idea ?To find the main idea ,they may ask themselves what the writer is saying about the topic? or what they have learned?(Hyland,٢٠١٣:٦٦).

b. Summarizing: Is a strategy which helps the students to organize the ideas even in the long reading passages which are usually perceived as threat for the students. During the summarizing process , the students will be able to distinguish the main ideas from the supporting ideas. Summarizing is viewed as a skill that requires students to determine what is important in what they are reading and to put it into their own words(Koda,٢٠٠٥:٣٥).

٢,٤ Teaching Reading Comprehension

Reading comprehension is defined as the process of constructing meaning from the text. The main goal of all reading instructions is to help the readers to comprehend a given text. Johnson (٢٠٠٨:١٦١) states that “the process of comprehending involves two steps: first, decoding the writer’s words and then using background knowledge to construct appropriate understanding of the writer’s message.

Teaching reading comprehension is considered as one of the major skills of language learning. It is a broad area in which the learners play different important roles. According to (Sagirli,٢٠١٦:٧) “There is no single method or combination of methods that can successfully teach all children to read”.

Teachers must have a strong knowledge of multiple methods for teaching reading. So, to be able to implement a practical method of teaching reading comprehension skills, teachers need to be aware of their students levels, strengths ,challenges, interests and preferences. The challenge is for teachers to answer that the needs of all students are equally valued and attended. Thus the researcher thinks that MSS can be a suitable strategy for teaching reading

comprehension .

٢.٥ The Concept of The Magnet Summary Strategy(MSS) :

Magnet summary strategy (MSS,for short), is considered one of the most effective strategies in reading comprehension. This strategy is mainly used in reading process. It can help teachers in teaching process, and can help students to understand quickly the text and make a comprehensive summary about a text (Sejnost,٢٠١٦:٨٨).

MSS is defined as the strategy which helps students rise above the details and construct meaningful summaries in their own words. It means that the students would be able to use this strategy to organize important information into meaningful summary (Buhel ,٢٠١٤:١١)

Furthermore, (Moss and lapp ,٢٠١٠:٣٠٧) define (MSS) as a structured process to assist teachers as they provide summarization instructions. So, this strategy helps teachers to teach summary as well as helps students to organize meaningful summary.

In addition, (Urquhart and Montee ,٢٠٠٥:١٦٠) state that (MSS) is a reading and writing strategy that helps students condense their reading about specific topics to several key words or phrases into a sentence or two that incorporates all of the relevant information.

It can be concluded that (MSS) is an effective strategy to make the students able to write and read well . This strategy has simple procedures to be applied and followed by both the teacher and the student.

٢.٦ The Procedures of The Magnet Summary Strategy:

There are some procedures of (MSS) by which a teacher can apply them in teaching reading comprehension. (Urquhart and Montee ,٢٠٠٥:١٦٠) mention the procedures as follows:

The teacher begins by explaining how Magnet attract metal objects. Explain the magnet words will do the same thing by attracting information.

Determine the text that you want your students to read as they complete reading independently or with a partner.

The teacher may determine the magnet words. As your students become more familiar with this strategy. Consider having them select their own magnet words.

Distributes index cards to students.(see appendix ٢)

Ask the students to write the Magnet word in the center of the card.

Ask the students to read the text and write key words or phrases on the appropriate cards.

Show students how they can combine the information of each card to write a summary, sentence or two on the back of the card.

Throughout the process, help students to see the difference between important key words and irrelevant words.

With showing the students the summary sentences , students are required to organize the cards in order to make a logical sense of the summary.

At the end, when necessary, show students how add transition words,

adjust sentences so that they do not all begin in the same way, and include any missing component such as concluding sentences.

Furthermore, (Sejnost ,٢٠١٦:٥٥) has some other procedures:

At first, the students read a passage usually that text developed under a single subheading section, and then,

Determine a keyword from the passage that relates directly to the concept being discussed.

The teacher explains that this keyword is like a magnet in that it attracts information that is important to the topic.

The students will recall the details from the passage that are connected to the magnet word and record these on an index card.

After recording the magnet word and the supporting details on the index cards, students should develop the information into a short summary.

Students should repeat the process until they have summarized all sections assigned, once all sections have been summarized, ask the students to arrange their sentences in a logical order to develop a coherent summary for the entire reading assignment.

٢.٧ Advantages of The Magnet Summary Strategy

Magnet summary strategy provides many advantages for the students in order to improve reading and writing skills. (Urquhart and Monette ,٢٠٠٥:١٦٠) state the following:

MSS helps students condense their reading about specific topics to several keywords or phrases into a sentence or two that incorporates all the relevant information.

MSS makes students able to write a sentence from the keywords and can combine the sentences into a good text.

MSS expands students' understanding of key vocabulary and ideas.

MSS explores students' mind and their ideas that related to the text.

MSS helps students to gain practice in reducing text to their most essential element allowing them to reflect on their personal understanding of what a text mean.

٢.٨ The Role of The Teacher in Implementing (MSS):

Magnet Summary Strategy helps students with the difficult task of condensing and organizing information . Students identify magnet words-key concepts and terms from their reading ,relate appropriate details to each magnet and then combine the ideas in writing the summary . The teacher should:

Introduce the concept of magnet words by connecting students' prior knowledge with magnet words . (Buehl,٢٠١٤:٢٠) suggests that the teacher should explain “just as magnets attract metal, magnet words attract information”.

Instruct students to read a short piece of their text assignment ,looking for a key term or concept that the details in the passage seem to stick to.

Discuss possible magnet words, after students have finished reading the material.

Select one word to serve as the magnet term; write it on the board.

Generate additional words, ideas, and details from the short reading that support the magnet word. Record the details on the board .

Assign the remaining text for students to read. Students can read cooperatively or independently but provide each student with several large index cards for additional magnet words and supporting details from the text. As they read the remainder of the text, they create magnet cards for selected terms.

٦. Place students in cooperative learning groups. Students share cards and create summaries.

٧. write a summary statement on the back of each magnet card .

٨. Refine the magnet card summary statements into a summary paragraph.(Sejnost ,٢٠١٦:٥٢).

Section Three

Procedures

٣,٠ Introductory Note:

This section details and describes the procedures utilized for collecting necessary data. It consists of a description of the population and sample selection, the constructed tool, its validity, the reliability of the test, the adopted scoring scheme, and the statistical means used in analyzing the collected data.

٣,١ The Experimental Design

The selection of a suitable experimental design for testing to deduced consequences of the research hypotheses is necessary for conducting a study(Namaral ,٢٠٠٦:٢٣).The experimental design is viewed as the blue point of the procedures that enable the researcher to test the hypothesis by reaching valid conclusions about relationships between independent and dependent variables. So, it is necessary to choose an appropriate design to determine the validity and the accuracy of the obtained results(Best and Kahan ,٢٠٠٨:١٧٧). To fulfill the aims of the present study a post-test design is chosen.

The experimental design applied in this research is called the post-test Equivalent – Group Design as shown in table (١). It includes the following steps:

١. selecting the experimental and the control group randomly .

٢. applying the independent variable to the experimental group only .

٣. teaching the control group the same material according to the conventional way .
 ٤. subjecting the two selected groups to a post test .

Table (١)

The Experimental Design of the Research

Group	Independent variable	Post-test
Experimental	Magnet summary strategy	Post- test
Control	Conventional method	Post- test

٣,٢ Population and Sampling

The population may be all individuals of a particular type or a more restricted part of that group, like all second year students, etc. Thus, it is the entire group the researcher interested in, which he or she wishes to describe or draw conclusions about (Best ,١٩٨١:٢٦٣). Population means all the people or objects from whom or from which we select the sample (Patal,٢٠١١:٣٤٠).

The population of the present research includes (١٤٧) students from the second year / morning studies / English Department / College of Education for Humanities / Tikrit University during the academic year (٢٠١٧-٢٠١٨). The students are grouped into two sections (A) and (B). The experimental group consists of (٣٠), and the control group consists of (٨٥) students. Section (A) consists of forty-three while section (B) consists of forty-two students. Sixteen students are excluded from section (A) and twelve from section (B), those students are repeaters . After excluding students from both groups to avoid their past experiences, thirty students have been selected from section (A) as a control group and thirty students as an experimental group. So, the total number of the sample is (٦٠) students as shown in table (٢).

Table (٢)

The Population and Sample of the Research

Group	No. of Population	No. of Repeaters	No. of Sample
Experimental	٤٣	١٦	٣٠
Control	٤٢	١٢	٣٠
Total	٨٥	٢٨	٦٠

٣,٣ Instructional Material

The material which has been taught to the experimental and control groups includes the passages with odd numbers (passage number ١, ٣, ٥, ٧, ٩, ١١, ١٣, ١٥, ١٧, ١٩, ٢١, ٢٣, ٢٥, ٢٧, ٢٩) The researcher is the instructor of the material for both groups

(experimental and control). As it is stated before the sample is the second year college students / English Department / College of Education for Humanities / Tikrit University , for the academic year (٢٠١٧-٢٠١٨).The lectures were every Sunday and Wednesday. Sunday for the experimental group and Wednesday for the control group. The selected material includes half of the passages of the book (Sixty Steps to Précis) The passages were selected according to their odd numbers .

٣.٤ Construction of the Post-test

In teaching any language construction there should be a test which follows the teaching process (Elain,٢٠٠٨:١٨٤). The achievement test is limited to particular material covered in a curriculum within a particular time frame, and is offered after a course has covered the objectives in question. It can serve as an indicator of features that a student needs to work on in the future. The primary role of an achievement test is to determine the acquisition of course objectives at the end of a period of instruction. The achievement test should support the teaching to which they relate (Mcnamara ,٢٠٠٠:٦) .

The researcher has constructed a written test in the light of the contents and the behavioural objectives of the instructional material. The test consists of (eight) questions with forty-one items scored out of hundred, as shown in table (٣) . The first four questions measure students' achievement at the recognition level, while the last four questions measure students' achievement at the production level. The first question contains five multiple-choice items one mark is specified for each item that encircle the correct option. Question two contains five true/false items and scored out five. Question three contains five items with blanks to be filled with suitable words and scored out five also. Question four contains ten items, students are asked to read a passage and answer questions about the passage. Question five contains five items for analyzing quotations in specific occasions and scored out of twenty i.e each item take five marks. Whereas, the Sixth question students are required to choose one topic to write a summary is scored out of twenty. Question seven which requires to evaluate the theme and climax of the passage story is scored out of twenty and question eight which requires to discuss the role of the burglar character is scored out of fifteen ,including writing a paragraph. as shown in table (٣).

Table (٣)

The Specifications of the Contents and Behaviours of the Achievement Test

Level	No. of Question	Contents	Behaviours	No. of Item	Score
Recogniti on	١	A passage that the students should choose the correct answer	Encircle the correct option	٥	٥
	٢	Write true or false	Write true or false in front of each item	٥	٥
	٣	A cloze test students are required to fill in with correct word.	Fill in the blanks with suitable words	٥	٥
	٤	A passage that the students should read and answer questions about it	Read the passage and answer the questions	١٠	١٠
Productio n	٥	Students are required to give an analysis to cretin questions	Analyse specific quotations	٥	٢٠
	٦	Students are required to choose a topic and write a summary	Write summary	١	٢٠
	٧	Students are required to evaluate the theme and climax of the passage.	Evaluate the theme and climax	١	٢٠
	٨	Students are required to discuss the character	Discuss the role of the burglar	١	١٥
Total				٢٣	١٠٠

٣,٥ The Behavioural Objectives

Al-Mutawa and Kalian (١٩٨٩:٩) state that the behavioural objectives are defined by the English syllabus of each stage of learning. They are classified in relation to the cognitive, affective and psychomotor domains.

The English reading comprehension book for the second year aims at further development of the students' communicative skills. The passages use authentic language and encourage the students to read, comprehend, and then write what they have comprehend .

٣.٦ Validity of the Test

Validity is defined as the extent to which test or other measuring instruments fulfills the purpose for which it is used (Kong Wad ,٢٠٠٧:٣٤٧). In addition validity is the truthfulness of a test. It means to what extent the test measures what the test maker intends to measure. It includes two aspects: what is measured and how consistency it measured (Patel ,٢٠١١:٣٤٧) .

Validity can be divided into three subdivisions (content, construct, face) (Bachman and Palmer ,١٩٩٦:٣٨). Hence, in order to ensure the face validity of the test, it has been exposed to a jury of six college faculty from English Department / Tikrit University. The jury members have agreed that the test items are valid and appropriate for the examiners level expect some modifications which are taken into considerations.

The jury members are

- Assist. Pro. Dr. Manal Omar Mousa / methodology in English Department / College of Education for Humanities / Tikrit University

- Assist. Pro. Dr. Nagham QadooriYahya / methodology in English Department / College of Education for Humanities / Tikrit university
- Instructor Dr. Dunia Tahir Hameed / methodology in English Department / College of Education for Humanities / Tikrit University
- Instructor Dr. Najwa Yassien / methodology in English Department / College of Education for Humanities / Tikrit University.
- Instructor EnasFalahAied / methodology in English Department / College of Education for Humanities / Tikrit University
- Instructor IbraheemKhalafSalih / methodology in English Department / College of Education for Humanities / Tikrit University

٣.٧ Test Reliability

Reliability is one of the most important criteria for assuring the quality of the data collection procedures. It provides information on whether the collection procedures consistent and accurate. It is a measure of how consistent repeated measurements are when performed under comparable conditions (Patel, ٢٠١١: ١٧٢).

Reliability is defined as “a measuring device which measures the degree to which a test or other instrument measures consistently whatever it does in fact checking (Good , ١٩٧٣: ٤٤٨).

In language testing the reliability of an instrument can be discovered or estimated in a number of ways: test-retest, equivalent form, internal consistency reliabilities (Split-half method); interrator and interater reliabilities. Then reliability is expressed as a coefficient ranging from ٠,٠٠ to ١,٠٠ the higher the coefficient, the more reliable the procedures (Bachman and palmer, ١٩٩٦: ١٦٥).

For most educational tests, the reliability coefficient provides the most revealing statistical index or quality that is ordinarily available. Estimates of the reliability of test provide essential information for judging their quality and motivation efforts to improve them (Patel, ٢٠١١: ١٧٩).

Concerning the present research, Pearson correlation coefficient formula is used by applying split-half method. According to this method , the total items of each test is divided into two equivalent halves and the correlation of these halves are found.

The common procedure of splitting test is to take all odd numbered items in one half and all even numbered items in the other half, then the scores of both halves are correlated by using Spearman Brown formula. The computed correlation coefficient of the calculated reliability is (٠,٧٨) Spearman Brown coefficient has been used to correct Pearson correlation of the result of split-half method, so the reliability of the tests is changed to become (٠,٨٧).

٣.٨ Items Analysis

The process of test item-analysis means “checking responses constructed by all students for each item included in the test (Oliva, ١٩٨٨: ١٥). Item-analysis begins after the test is over, i.e. the replies of the examiners are to be analyzed to check the effectiveness of the test items. An item analysis helps in determining:

- ١- The difficulty level of each item.
- ٢- The discrimination power of each item, and the effectiveness of distracters in the given item (Palet, ٢٠١١: ١٧٠).

٣.٩ The Difficulty Level and Discrimination Power of the Test Items

The difficulty level (DL) and the discrimination power (DP) are viewed as highly statistical procedure which are usually followed in the process of standardization of a test, and this is more than what classroom teacher is expected to know. They are used for selecting and rejecting the items of a test on basis of their DL and DP (Patel, ٢٠١١: ١٧٢).

The difficulty level is defined as the ratio of the students who answered each item correctly (May, ٢٠١٠: ٣٧). The difficulty level of the items of the posttest in the current research ranges between ٠,٣٠ to ٠,٦٩ . The DP of an item refers to the degree to which a given item discrimination among students who differ sharply in the function(s) measure by the test as a whole (Kongwad, ٢٠٠٧: ٣٧٥). The DP of a test item refers to the degree to which it discriminates between good and bad students in a given group. This suggests that students with superior ability should answer the item correctly more often than students who do not have such an ability (Best, ١٩٨١: ٨١). The obtained discrimination power of the test items ranges between ٠,٣٤ to ٠,٦٢.

٣.١٠ Scoring Scheme of the Test

A scoring scheme increases the reliability of a test and helps to obtain a consistent data about students' performance. So that the test maker should prepare the procedure for scoring the answer scripts. Directions must be given whether the scoring will be made by a scoring key (when the answer is recorded on the test paper) or by scoring stencil (when the answer is recorded on a separate sheet) and how marks will be awarded to the test items.

The test consists of eight questions, testee's answers are scored out of ١٠٠. one mark is specified for each correct answer and zero for the wrong one in the first four questions , i.e. at recognition level . Whereas in the production level five marks are specified for each correct answer and zero to each wrong answer at the fifth question .Each of the sixth and seventh questions are scored out of twenty and the eighth is scored out of fifteen , as shown in table(٣).

Section Four

Analysis , Data, and Discussion of Results, Conclusions and Recommendations

٤,٠ Introductory Note:

The collected data have been analyzed in order to verify the following hypotheses:

- ١- There is not any significant difference between the mean scores of the experimental group and that of the control group in the post test.
- ٢- There is not any significant difference between the mean scores of students' achievement at the recognition and production levels.
- ٣- There is not any significant difference in the mean scores of students' achievement between males and females in the post test.

٤,١ Comparison Between the Mean Scores of the Experimental Group and that of Control Group in the Posttest

Results show that the mean scores of the experimental group is ٦٧,٧٠ and that of the control group is ٦١,٥٣. then the t-test formula is used for the two independent samples is used to find weather there is any significant difference between the obtained mean scores of the two groups .The computed t-value is found to be ٢,٦٠ while the tabulated t-value is found to be ٢,٠٠ at the degree of freedom (٥٨) and the level of significant (٠.٠٥), as shown in table (٤).

This means there is a significant difference between the achievement of the two groups, and in favour of the experimental group. So, the first hypothesis is rejected.

Table (٤)

Means, Standard Deviation, and T-values of the Two Groups on the Achievement test

Group	No. of Students	Means Scores	SD	T-Value		DF	Level of Significance
				Computed	Tabulated		
EG.	٣٠	٦٧,٧٠	٨,٨٨	٢,٦٠	٢,٠٠	٥٨	٠,٠٥
CG.	٣٠	٦١,٥٣	٩,٤٥				

٤.٢ Comparison Between Students' Performance at the Recognition Level and that of the Production Level.

The obtained mean scores of the students' performance at the recognition level in the post-test is ١٥,٥٣ whereas that at the production level is ٥٢,١٧. then the t-test formula for the two independent samples is used to find whether there is any significant difference between the obtained scores of the two groups. The computed t-value is found to be ٢٥,٩٠ whereas tabulated t-value is found to be ٢,٠٥ at the degree of freedom(٢٩) and the level of the significant (٠,٠٥) as shown in table (٥). This indicates that students' performance at the production level is better than their performance at the recognition level. Thus, the second hypothesis of this research is also rejected.

Table (٥)

Students' Mean Scores and T-value of the Two Levels Recognition and Production

EX	No. of Students	Means scores	S.D	D.F	T-Value		Level of Significance
					Computed	Tabulated	
Recognition	٣٠	١٥,٥٣	١,٧٧	٢٩	٢٥,٩٠	٢,٠٥	٠,٠٥
Production		٥٢,١٧	٨,١٤				

٤.٣ Comparison Between Male's Performance and that of Female's Performance in Post-test

The obtained mean scores of the males' performance in the post-test is ٧١,٥٦ whereas that of the females' performance is ٦٦,٥٦ . The t-test formula for the two independent samples is used to find whether there is any significant difference between the obtained mean scores of the two groups. The computed value is ١,٢٨ which is found to be lower than the tabulated ٢,٠٥ at the degree of freedom (٢٨) and the level of the significance (٠,٠٥), as shown in table (٦) . Hence, the third hypothesis is accepted.

Table (٦)

Means, Standard Deviation, and T-values of the Males and females' Performance in the Posttest

EX	No. of Student s	Means scores	SD	T-Value		DF	Level of Significance
				Computed	Tabulated		
Male	٧	٧١.٥٦	١٠.٤٥٣٩٨	١.٢٨	٢.٠٥	٢٨	٠.٠٥
Female	٢٣	٦٦.٥٦	٨.٢٦٧٢٧				

٤,٤ Discussion of the Obtained Results

The obtained results reveal that the students' achievement of the experimental group who has been taught by (MSS) is better than those of the control group who has been taught by using the conventional method. This means that MSS is more effective than the conventional method in teaching reading comprehension.

The improvement of students' achievement in Reading Comprehension by using (MSS) may be attributed to the following reasons:

- ١- The MSS is easy to apply by the teacher and easy to use by the students.
- ٢- The EFL university students find it flexible and interesting in use.
- ٣- The MSS improves students' confidence in their learning ability.
- ٤- The MSS encourages student to be creative and they can use their own opinions freely.
- ٥- Using MSS can stimulate students' critical thinking.
- ٦- The MSS helps EFL students to recognize the magnet word from a text, to comprehend and to reconstruct information in their own words and styles.

٥. Conclusion

On the basis of the findings derived from the results of this research. It is concluded that:

- ١- The MSS can be successfully applied to an EFL reading classes .

- ٢- The use of MSS is effective in teaching reading comprehension to the EFL university students.
- ٣- The use of MSS can make students enjoy reading comprehension.
- ٤- The use of MSS helps students to make summary by using their own words.
- ٥- This strategy helps the teacher to measure the students' understanding about a text by making summary.
- ٦- The use of MSS helps the students to recognize the key words as magnet to make a good summary.
- ٧- The MSS increases the interaction among students in the class.
- ٨- The use of MSS reduces student's boring.

٦. Recommendation and Suggestions for Further Studies:

Referring to the research results and conclusions it is recommended that:

- ١- Teachers of reading comprehension may consider the (MSS) as an alternative strategy to be applied in teaching reading comprehension in the classroom due to its benefits.
- ٢- Teachers of reading comprehension can use this strategy along with another technique or activity to arouse students' interest and to avoid boredom.
- ٣- Teachers of reading comprehension should focus on the (MSS) and other strategies just to make and help students to overcome the difficulty of separating the important details from the redundant ones.
- ٤- Teachers of reading comprehension should explain clearly the magnet word and the supporting details in the text. Since most of the EFL students encountered the problem in composing the ideas in their own words which can be seen from their answer sheets.

It is suggested the following:

- ١- Researchers can conduct the same research in other level of studying with different subjects, settings and other text types.
- ٢- Researchers can modify the procedures of the (MSS) such as to find more than one Magnet word, to develop the vocabulary used by the students and its retention.
- ٣- Teachers of reading comprehension should incorporate the (MSS) into their regular reading comprehension time.

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APPENDIX (A)

(The Achievement Test)

(Recognition Level)

Q١. Read the following passage carefully, then encircle the most appropriate option :- (٥ Marks)

Although Louis Braille died when he was only forty-three years old, he succeeded in devising a system of reading and writing for the blind which is now taught all over the world. Braille lost his sight accidentally as a child. Nevertheless, he was able to complete his education at a school for the blind in Paris and become a teacher. In his day, the few books that were available for blind people were printed in big, raised type; the letters used were those of the ordinary alphabet. The reading of such books required immense effort. Not only that, writing was almost impossible, for a blind person was still restricted to an alphabet which was extraordinarily difficult to reproduce on paper. Braille's idea was to use raised dots instead of raised letters. He evolved a system which made use of only six dots in all. By various combinations of these dots, it not only proved possible to represent each letter in the alphabet, but punctuation marks, numbers, and musical notation as well. Reading and writing have thus been enormously simplified. The sensitive fingers of a blind person can travel rapidly over the dots; and there is a small machine, something like a typewriter, which enables the blind to write quickly and clearly.

١- The general idea of the passage is :

a- Blind reading and writing system. b- The difficulties that face the blind person before Braille's invention C- Braille's life and education.

٢- The second paragraph can be summarized as:

a. Braille childhood.

b. Braille`s invention .

c.changing the system of reading and writing for blind persons .

٣- From the text, it can be analyzed that Louis Braille is:

a- A blind person.

b- An inventor

c- A blind book editor.

٤- The sentence "... Braille's' idea was to use raised dots instead of raised letters" means:

a- Change the system of reading.

b- Dots are better than letters for blind persons.

c- Blind persons prefer raised dots than letters raised.

٥- From the third paragraph, item be inferred that :

a- Blind persons can read and write everything.

b- Blind persons can write quickly.

c- Reading and writing become simple skills for bind persons.

Q٢. Write (T) in front of each correct item and (F)in front of false item : (٥ Marks)

١. Reading is a hard and complicated process .

٢.Friendship can't grow by our choice but it comes suddenly .

٣. Humans` ability to make use of earth resources is not limited .

٤.The customs officer suspicious of the smuggler .

٥. .mould is a pattern used to make particular shapes .

Q٣. Read the following passage carefully :

Sunday morning

The pond interested me more than anything else for many people had come to sail model boats. There were little yachts with bright red sails ,motor boats and wonderful sailing ships. They moved gracefully across the water by the wind while their owners waited for them to reach the other side .After resting for a time under a tree ,I went and joined number of people who had gathered round a man with a big model of a famous sailing ship called "The Cutty Sark". It was perfectly made and I gazed at it with admiration as its owner placed it in the water where it sailed majestically among the ducks and swans. At midday I left the gardens and slowly began walking home. I was not sorry at all that I had not gone to the country for the week –end. There had been much more to see in the city on a Sunday morning .

The Reference of the Passage
(Alexander, ١٩٦٥:٣٠) .

Now fill in the blanks with the suitable words

(٥ marks)

The pond me more than anything else for many people had come to sail model boats. There were little yachts with brightsails ,motor boats and wonderful sailing ships They moved gracefully across the water by the wind while their owners waited for them to the other side .After resting for a time under a tree ,I went and joined number of people who had gathered round a man with a big model of a famous sailing ship called “The Cutty Sark”. It was perfectly made and I gazed at it with admiration as its owner placed it in the water where it sailed majestically among the and swans. At midday I left the gardens and slowly began walking home. I was not sorry at all that I had not gone to the country for the week –end. There had been much more to see in the , on a Sunday morning.

Q٤. Read the following passage carefully :

(١٠ Marks)

Loud shouting in the distance make us look up .This was nothing unusual for Hyde Park ,for many people come here on Sunday to air their views ,and shouting is the only means by which they can make themselves heard . We had become part of a large crowd which moved from speaker to speaker to hear what each one had to say . So far ,we had listened to political speeches, serious debates, and lonely singers wailing dolefully to themselves .Now the newcomer attracted our attention ,mainly because of the extreme loudness of this voice . We soon discovered that the cause of all this commotion was certainly the ugliest fellow we had ever seen . He was completely bald and his face was painted red and blue so that he looked rather like a Red Indian chieftain . When a reasonable crowd had gathered ,the man quietened down ,surveyed everybody with some contempt ,and proceeded to undo his shirt . Soon he was displaying a huge , colored tattoo which covered the whole of his back and chest . When the man was satisfied that he had produced the desired effect on the crowd , he explained quite plainly that he was a burglar and wanted to say a few words about his trade . He commenced by criticizing the police severely for impeding him in his work . Policemen , he explained were ungrateful to him ,because it was people like himself who kept them busy . These remarks so astonished the crowd , that it drew round him closer , anxious to hear more . The man began describing the art of getting through a closed window at night , when an old lady shook her umbrella at him and said that if he did not go away , she would call a policeman . The burglar calmly pointed out that the police were his friends , and only took an interest in him when he was about his lawful work . Glaring at the crowd , he said if anyone else had any further comments to make ,he would be glad to meet him in the dark . The crowd laughed uneasily , but the old lady stalked angrily to fetch a policeman . We wanted to see what would happen as the burglar continued to explain how easy it was to pick a lock with a hairpin .

Answer the following questions

- ١- Suggest a title for the passage ?
٢. Specify the magnet words in the passage .
٣. What are the reasons behind such commotion ?
٤. Why the burglar criticizes the policemen ?
٥. Why the policemen were ungrateful to the burglar ?
٦. Why the burglar glaring at the crowd ?
٧. Describe the burglar ?
١٠. As used in paragraph ٦, what is the meaning of ”fetch” ?

(production level)

Q^٥.Read carefully the following five lines and analyze their meanings: (٢٠ Marks)

١. “leaving the road, the man passed through a gate and was soon walking along with the path. The fields were deserted .To the left and right of the path ,corn sheaves were arranged in neat rows.”

٢.”As the boy fascinated at the animal, the old man looked down at him and smiled kindly” .

٣.Ever since a prisoner had escaped because a sentry had fallen asleep while on duty .

٤.”It was so cold outside that ice had formed on the window-pens”.

٥.”The night we lay on the floor in the room and Listened to the silk –worms eating .The silk worms fed in racks of mulberry leaves and all night you could hear them”.

٦. “.but its newness attracted me ,and the fact that Couldn’t spend a coin of such small value.

٧.”however a great furniture van drew up near our front gate and in short time tables chairs beds pictures and countless other things were heaped up on the pavement”.

٨.”Having heard so much about the life guards on my trip to Australia .I could hardly wait for the time when I should seen them in action “ .

٩.”Signs made up mainly circles, crosses ,or arrows, can be seen at the entrance of a house”.

١٠.”Ihad different ways of occupying myself while I lay awake”.

Q^٦ Write on one of the following topics (٢٠ Marks)

A. The meaning of happiness .

B. living in the countryside is preferable to living in a town or city .

Q^٧.Evaluate the theme and climax of the story of the passage mentioned in question ٤.(٢٠M)

Q^٨ Discuss the burglar character .(١٠Marks).

GOOD LUCK

APPENDIX (B)