



The Impact of Competitive Learning in Reading Comprehension Strategy among Students in the Fifth Grade

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The process of teaching Arabic in elementary schools has suffered from a clear decline in the level of pupils within a year, their weakness in reading and reading comprehension in particular, as well as several other factors. These factors include a lack of care of who is in charge of the educational process for not intensifying training courses for teachers of reading, as they focus on conducting courses of grammar and neglect reading especially applied. Quantum language is one of the most important means of spiritual connection and the formation of trends and ideas common among members of society. Groups of States may differ in the environment, religion, customs and other social and economic disparities. However, it remains cohesively united if its language is one, and language is a key element in the process of learning and teaching and the nations are concerned with their languages and do their best to facilitate their education and learning.

Keywords: Learning, Reading Comprehension, Students

Introduction

The importance of this research is emphasised in response to the call of educators to use methods and modern teaching strategies that depend on the actual participation of students in the educational process. The researcher hopes that this research is based on the results and recommendations of the authors of curricula and textbooks in the Ministry of Education and language teachers. In particular, in developing the teaching of this subject, the research aimed to identify the strategic impact of competitive learning in the development of reading comprehension among students in the fifth grade of primary school. The hypothesis of the research pointed to the verification of the objective of the research, in the following zero hypotheses:



There is no significant difference in statistical level (0.05) between the average score of students in the experimental group who study reading strategy learning and students in the control group who study the same material in the standard manner in the test. In light of the reading comprehension, the researchers concluded that there is a difference in statistical significance, and it can be inferred.

The strategy of competitive learning has positively impacted in raising the level of criticism and understanding of the text read to students. The fifth grade is more elementary than the conventional method because the current research showed the group's superiority. In the experimental control group, the results also adopted a competitive learning strategy in teaching reading material for fifth graders, which can be done by general teachers and language teachers. To use this strategy, which is characterised by simple steps in the application and practise, and complement for the current research, the researcher suggests conducting other research aimed at a similar study dealing with a competitive learning strategy in sixth-grade primary reading.

The research problem explores the weaknesses in the teaching of the Arabic language. It is one of the problems that has emerged in educational institutions, as it was evident in the low level of students in it, and that ruling applies to many of them. Reading errors have become many in recent years and to a level that requires a lot of trouble to evoke it. It explains the weakness in reading and reading comprehension in a special way. The reason for this decline is due to several factors, including the lack of care from those in charge of the educational process to intensify training courses for teachers of reading material. They are focussed on conducting courses for grammar in the form of preserving prostitution without practical application to it. Further, they neglect reading. This is in addition to the neglect of some school administrations giving teachers who are not specialised in teaching, reading. For example, some technical education teachers and social studies teachers teaching reading material. Additionally, the observations of some supervisors through their visits to primary schools, as they confirm the grammatical rules and neglect of this subject, these factors lead to a setback in the teaching of reading, especially reading comprehension in particular. The student's mastery of the reading material and its assimilation and expression of it correctly has become a means of learning only and a basic pillar. What the researcher diagnosed in her educational experience is based on this, subsequently gaining her interest and leading her to study it. She found that there are many reasons due to multiple factors. These factors include the student, the teacher, the book, the method of education, the family, society, and technology. The most prominent of which is the method of education, as it is one of the important factors affecting the level of students teaching literacy (Al-Karaawi, 2005). Therefore, the researcher sees that the current research is a link in the series of research aimed at overcoming difficulties in learning to read and improving the capabilities of learners. Therein, also trying to rid the elementary school teacher of failure to choose modern teaching methods that liberate him or her from the traditional and rigid methods upon which stage teachers in reading education.

Research Objective

Does the current research aim to identify the effect of competitive learning strategy on developing reading comprehension for fifth-grade primary students?

Research hypothesis: to verify the research objective, the following zero hypotheses were developed:

Defining terms

First: Impact: A - Language: 1- It came in the tongue of the Arabs "by moving: the rest of the drawing of the thing, and the effect, keeping the effect on the thing" (Ibn Manzur, 2003)

2- "A set of ideas and principles that address a comprehensive and integrated field of human knowledge in a comprehensive and integrated manner, proceeding towards achieving goals, then setting appropriate evaluation methods to know the extent of their success and achieving the goals identified by (Al-Hashemi and Al-Dulaimi 2008).

Procedural definition: The set of procedures performed by the researcher and students in a regular sequence to address the topics of reading, reading, discussing, summarising and planning ideas, and for developing students' outgoing skills.

Second: Learning (convention): defined by each of 1- Al-Hashemi, and Al-Dulaimi as: "A constant activity performed by the student with or without the supervision of the teacher aimed at acquiring knowledge, skill, or behaviour change" (Al-Hashemi, Al-Dulaimi, 2008).

2-Saad, and others: "A change in the behaviour of the individual's knowledge, skills, or emotional behaviour, and it can be measured as a result of improvement in his performance" (Saad, 2006).

Procedural definition: The researcher defines learning procedurally as: "The constant change in the cognitive achievement of the experimental and control groups as a result of their subjection to a set of scientific experiences represented by the subjects of reading in the fifth grade of primary school and devoted to research within the first semester.

Third: Competitive: 1: (language): Ibn Manzoor (1955) defined it as: "The precious thing is what is contested and desired and this is my financial soul, meaning that he loved me and honoured him" (Ibn Manzoor, 1955).

2: (convention): Each of the people knew it: 1 - Rajih that: "A struggle aimed at winning over others, and success in it is based on the failure of others, as it includes a conflict of interests" (Rajeh, 1973).

2-Arqawi stated that: “This type of learning deals with students as an entity in the light of goals, operations, events and types of activity and evaluation, as a specific issue or issue is presented to them, and they have to solve it with a promise to give the highest degree to the fastest student achievement with the requirement of accuracy and perfection in work.” (Arqawi, 2008).

Procedural definition: The researcher defines competitive learning procedurally as: "The process of competition and competition between students in the fifth grade of primary education in reading comprehension to obtain advanced ranks within the class."

Fourth: comprehension is a language: 1-comprehension: you know the thing in the heart, and I understand the thing: his reason and know it (Ibn Manzur, 2003).

-2 Saad: "A cognitive mental process based on the student observing himself and his strategies used during reading and evaluating it" (Saad, 2006).

3- Al-Lokani: “The process of forming meanings arises from the integration between the information provided by the text and the information inherent in the knowledge background of the reader” (Al-Lokani, 1995).

Procedural definition: It is the knowledge of fifth-grade primary students about the meanings of words and sentences (the written material) through the correct answers that they obtain in the comprehension test, which was prepared for the current research.

Fifth grade procedural: It is the fifth grade of the primary stage in Iraq, overwhelmed by the multiplicity of its vocabulary compared to the stages that preceded it, bypassing the stage of alphabetical difficulties, and gaining a lot of reading skills and increasing their vocabulary and methods.

The First Axis: Theoretical Aspects

Structural Theory

The past two decades have witnessed a clear shift in educational attitudes and educational visions that take care of the learning and teaching processes. The care was focussed on the external factors affecting the learning process and its occurrence that relate to the teacher and their preparation, the learning environment and its elements, the student and his motivation, and the content of learning and its organisation. The research was primarily focussed on the internal factors that relate to the student and affect the learning process, including their experiences, knowledge and mental abilities. This, in turn, led to the emergence of structural



theory to solve an alternative to behaviour; mental structure and configuration career evolve from a mental stage to another stage of growth (Fatlawi 2006).

Constructivism

After the constructivist theory emerged and replaced the behavioural and cognitive theory, searching for a specific meaning or definition of constructivism is itself problematic, since philosophical, psychological, and educational dictionaries lack a reference to constructivism. This is except for the international lexicon of education, which states: “A vision in the theory of learning and child development based on the fact that the child is active in building patterns of thinking for him, as a result of the interaction of his innate abilities with experience”. Therefore, constructivism represents an interaction between each of the experimental sensory and mountainous experiences. It is the ideas in the student’s mind that appear during the process of maturity (Zaitoun, 2003). The previous definition stimulated the minds of educators and psychologists to define constructivism, each according to his point of view, and one of the most famous of these definitions is the definition of Watzlawick (□), who is one of the contemporary theorists of constructivism. He defined it as a philosophical position that claims that What is called the truth is nothing but a mental construction among those who think that they have explored the truth and discovered it, meaning that those who reach it by investigation and call it truth are only an innovation from them that was made without their awareness that they are the ones who invented it in the belief that it exists independently of them, and these creations or perceptions become Mentalism is the basis of their view of the educational world m N Around them and their attitudes towards it (Atiyah, 2015).

Competitive Learning

The idea of competition is old in all human societies. The Islamic religion urges its followers to compete, as stated in the holy Quran: Almtnafsson (Mutaffifin: 26) and says: Sabqgua to forgiveness from your Lord and the Commission presented a show of heaven and Alord (Al-Hadid: 21). Whatever their different levels of civilisation or their social natures, we find that individuals compete for access to social status or assuming a prominent position. Often civilised countries and nations work to encourage constructive competition because of its great impact in achieving progress, presentation and prosperity. Perhaps, the capitalist states are the greatest example of competition between nations and individuals (Al-Mandalawi, 2014). Competitive learning occurs when a student reaches a goal, and the rest who compete with him fail to reach their goals (Arqawi, 2008).

The scientific competition is an important and necessary emitter in the lesson. The process of daily preparation and participation in the lesson does not have any meaning but gains its meaning from its connection to the student's scientific level to obtain the best that can be

achieved from a good level in educational competition. In light of this competition, it is the best help to evaluate the results of the educational process and thus, contribute a large share of the growth and development of the student's skills and creative educational capabilities (Al-Azrajawi, 1991).

In the opinion of the researcher, the teacher must be careful not to push too many students into individual competitions. Rather, to reduce them so that the self-love, ego, and individualism do not control the learner's behaviour because of what he finds rewarding and more beneficial in light of these competitions than in group competitions. Furthermore, because he is accustomed to finding the role that he plays through teamwork which makes him social, modest, subjective and arrogant.

There are several aspects within the classroom that the teacher must consider for competitive learning to be an effective product for students. These aspects are:

1. Training students to compete during teamwork, speaking in the spirit of the group, and competing for the group's victory, which raises the love of belonging to them and weakens selfishness and negative individualism.
2. Avoiding destructive competition, which is the result of contracting selfish rivalries and competitions between parties of varying achievement.
3. Encouraging people with limited abilities to engage in positive competition with each other as abilities approach.
4. Diversification of the competition between individuals, sometimes and collectively. Individual competition shows the students' abilities and talents in front of the group, thus eliminating selfishness and self-love for them (Al-Deeb, 2006).

There are several characteristics of the competitive position, as follows:

Emotional properties: the competitive position is characterised by the presence of a negative interaction between the competing students, and is represented by the existence of mutual hatred between them. The anxiety rate increases to limits higher than the average among individuals, themselves. Competition is characterised by self-love and negative dependence in achieving the goal between them.

Cognitive characteristics: the competitive position is characterised by the fact that each individual seeks to reach the cognitive goal and works to fail other students in reaching it (Al-Jabri & Al-Deeb, 1998).

There are several competitive learning strategies and entry points as follows:

Intergroup Competition

Intergroup competition exists between groups. Therefore, it requires that groups are formed to be equal and balanced because the method is based on a competition between cooperative groups in the educational competition.

The teacher distributes pupils among equal competitive groups, determines the subject be taught, and assigns everyone in the groups to learn the academic topic. After completing the study of the subject in the specified time, the competition takes place between one group and another. The competition is undertaken by methods that the teacher sets, such as directing questions to equal groups and recording the answers of each group. The degree is placed in the light of the contribution of each member in it, and the group with the highest scores is the winning group.

This method passes the following steps:

1. Determine the topic of the lesson.
2. Determination of the intended goals.
3. Distribution of pupils among equal groups for achievement.
4. Explain the competition method and explain the criteria for determining the winning group.
5. Instruct all students in the class to study the topic and prepare for competition.
6. Formulate questions that include subject molecules and measure lesson objectives.
7. Distribute the questions randomly among the groups and give a score for each answer.
8. Collect the scores for each group, and the winning group is the one that got the highest score (Attia, 2008).

Individual Competition

Individual competition is based on the division of students into groups. The number of each group does not exceed three students who are not heterogeneous in achievement. The teacher provides the groups with information and activities, and their studies are conducted individually. The teacher then evaluates the performance of the students individually and the student who holds the first position from each group moves to another group, to compete with those who obtained the same position in the other groups (to reach the first position). The competition continues in the same way until it ends with the victory of one of the contestants or a group of contestants (Faraj, 2005).

Johnson (1997) defined the teacher's roles in competitive learning as follows:

- Determining the required learning outcomes from readable activity or training.

- Giving guidance on the tasks required for reading without giving any pupil more aid than another.
- Allowing class members to compete with one another, as each observes the other's reading.
- Encouraging students to read verbally to fuel competition between them.
- Strengthening students who work alone in the reading field and accomplish their tasks ahead of others.
- Announcing the pupil-level reading order or groups at the end of the lesson (Al-Khuffaf, 2013).

The primary role that the student plays within the competitive learning position is to review the material learned in reading, to take equal opportunities to win and enjoy the activity as a gain or loss. The progress of the competitors is monitored and their capabilities and skills are compared, in addition to their knowledge of the corresponding groups in the competitive educational position. The students should be characterised by the following:

1. They interact with each other in a well-known, planned manner to keep each student's progress at a readable level.
2. An accurate view of the teacher to judge progress in understanding the reciter, and a lot of this view to other students to judge their progress.
3. Students should have a set of materials, whether the competition is individual or in the form of groups, and according to the demands of the educational reading position, whether verbal or skill.
4. To have a fun spirit in educational reading comprehension (Al-Baghdadi, et al., 2005).

Competitive skills

When the competitive position is commensurate with the capabilities of the competitors, it becomes an enjoyable activity. Since the competition requires fewer interactions and less coordination of collective behaviour, the competition process requires a smaller number of skills. These skills are:

The first competitive skill: competing students work to understand the rules of work and obey them in reading comprehension of them. The student should define the rules of work before the competition begins. This enables the student to know what is fair and what is not fair, as he seeks competitive positions to win by objecting his competitors' advance. By clarifying the rules of work at the beginning of the competition, it contributes a great role in helping students to use appropriate competitive behavioural patterns. If students feel the need to break the rule of work, the competitive position will become inappropriate.



The second competitive skill: training the competing student to become a modest winner or a forgiving loser.

The third competitive skill: learning how to enjoy competition regardless of gain or loss, the purpose of which is to provide students with an enjoyable experience that depends on training in another reading material.

The fourth competitive skill: is based on guiding the progress of the competitors and guiding them during the competition. Given that winning is their purpose, the only way that the teacher knows the arrangement reached by the competing student is to know the arrangement that the other competing students have reached (Al-Bayati, 2017).

Reading comprehension

Reading comprehension indicates that it is a mental process that aims to extract meaning from the written or audible source or viewer, and integrate it into the knowledge structure of the recipient. Reading comprehension is one of the major thinking processes; its tools are silent reading, listening and watching (if applicable). In reading, it means that a good reader activates his mental plans for the topic, and builds on his assumptions or expectations about the content of the material and then reads to prove, negate or amend these expectations (Attia, 2008). To do this, he uses his ability to recognise letters and words, know the semantics, syntax rules, other linguistic knowledge, characteristics of literary sex and patterns, along with his general information and culture. This is in contrast to what was conceived by the owners of transformative obstetric theory, who described reading comprehension as building meaning from the simplest form of language is Aljamalh (Al-Jarrah, 1996). The reader usually uses a set of epistemic and epistemological strategies to extract meaning. However, it can be said that the vocabulary and knowledge of the world that surrounds the reader are the two most important requirements for assimilation. It means extracting the meaning from the text knowing the information and ideas contained in it, and as for rebuilding the meaning, it means interpreting the text and making inferences based on what the reader has of personal experiences; much has been written on this topic, that the general knowledge of the learner is more important to assimilation than the knowledge itself (Johnson, 1995). Some workers in the field of linguistic education believe that learning to read during this period should not exceed the translation of written symbols and units of language into spoken voices. This is despite the process of decoding linguistic symbols being only one of the auxiliary skills in forming reading comprehension, a process that is done spontaneously and automatically that is not consumed. The reader has little effort, because if students make an effort in the worldly processes — such as knowing words and letters — they have no additional mental energy devoted to the process of reading comprehension (Al-Zobaie, 1981).



Reading is one of the most important and necessary skills for an individual to succeed in his private and public life. This importance stems from being one of the basic means of communication between humans and it is an indispensable way to broaden the individual's scientific, cognitive and thinking horizons, and provide opportunities for him to benefit from human experiences. All of this provides him with the basic factors for mental, emotional and social development, and it has become one of the criteria upon which the development of any society is based (Elewat, 2007).

The relationship between reading and other language skills (listening, speaking and writing) is integral and interrelated because language is not only a medium but rather a method and system for thinking, expression and communication. Having language skills has become an essential requirement for achieving effective language communication within an integrated holistic educational framework because the weakness of one of them negatively affects the weakness of other skills, and the development of one of them positively affects the development of other skills (Al-Dulaimi, 2009).

The Second Axis: Previous Studies

The researcher presents a group of Arab and foreign studies that assessed competitive learning and obtained it from Arab and foreign magazines, periodicals and books. The researcher divided them into two groups. The first group included Arabic studies, while the second group included foreign studies.

Arab Studies

Zidan Study (2008)

The study was conducted in Iraq at Baghdad University, College of Education (Ibn Rushd) and aimed to determine the effect of competitive learning on the achievement of Arabic grammar for fourth-year students.

The research sample included 60 students with 30 students in the experimental group and 30 students in the control group. The researcher rewarded between the two research groups in the variables that may affect the results of the research, namely: level of intelligence, previous information, and the level of academic achievement for parents. The apparent honesty of the test was verified by presenting it to a group of experts and specialists. The researcher taught the two research groups themselves and included the educational material for teaching in the first semester of the academic year 2006–2007. To achieve the goal of the research, the researcher prepared an achievement test consisting of 30 paragraphs. It was a multiple-choice test.



The researcher used the following statistical methods:

- T-test for two independent samples.
- Pearson Labs.

The results showed the superiority of the experimental group that was studied in a competitive learning style over the control group (Zidan, 2008).

Al-Jelaihawy Study (2011)

This study was conducted in Iraq at Babylon University, College of Basic Education. The study aimed to determine the effect of using competitive learning on the achievement of fourth-year literary students in literature and texts.

To achieve the goal of the research, the researcher randomly chose the preparatory Ahmed Al-Waeli for boys. The researcher randomly selected Division A to represent the experimental group which consisted of 28 students and chose Division B to represent the control group which also consisted of 28 students. Thus, the total number of students for the sample was 56 students. The researcher rewarded between the students of the two groups in the chronological age calculated in months, as well as the academic achievement of the parents. He also rewarded the students' grades in the Arabic language in the ministerial exam for the third intermediate grade for the year 2009–2010. In addition, he also rewarded between the degrees of students in the Arabic language blamed half year (2010, 2011).

The experiment was applied in the second semester of the academic year 2010–2011 and lasted for eight weeks from 3 February to 28 April 2011.

After completing the experiment, the researcher applied an achievement test consisting of 25 paragraphs of the type of objective tests (multiple-choice, filling in the blanks, and pairing). The researcher used a set of statistical methods in his research and these methods are:

T-Test for two independent samples:

- Kay square (Ka2).
- Pearson correlation coefficient.

Equation of difficulty factor:

- Equation of the coefficient of the power of the vocabulary.
- Equation of efficacy of wrong alternatives.

After analysing the results statistically, he reached the superiority of the experimental group students who studied literature and texts using competitive learning over the control group students who studied traditionally (Al-Jelaihawy, 2011).

Foreign Studies

Crokenberg and Others (1974)

The study was conducted in the United States of America at the University of California. The study aimed to determine the effect of cooperative and competitive learning on the behaviour of students within one educational group and between educational groups. Ninety pupils and 90 female pupils of the fourth primary class of three rural schools from the suburbs of California participated in the experiment. Thus, the total number of the sample involved in the experiment was 180 pupils.

The teachers randomly divided the pupils into two groups. One group was taught in the cooperative learning method and the other was taught in the competitive learning style. Afterwards, they divided these groups into small groups, each group consisting of three individuals and taking into account the level of reading ability of the students (high, medium, and low). The cooperative groups were asked to write a story cooperatively so that the reward is for all the members of the winning cooperative group (i.e. getting the prize will be collective), and the competitive groups were asked to individually each write a story and the reward was only for the individual winning student.

The experiment lasted for two consecutive days at half an hour on the first day and an hour on the second day. The researchers used the following statistical methods:

- Mann-Whitney test.
- One-way ANOVA analysis.

The results showed the students' tendencies to competitive learning, as they saw the lesson as more enjoyable in competition. Meanwhile, the study showed that the pupils were leaning towards cooperative learning. In regard to the distribution of prizes, the study showed that the students give more rewards to their colleagues than what the students give to their colleagues. (Crokenberg and other, 1973).

McGlynn and Others (1982)

The study was conducted in the United States of America at the University of Texas. The study aimed at determining the effect of cooperation versus team competition on developing creativity at the university's request.

The study sample consisted of 80 male and female students from the university. An experimental 2x2x2x2 design was used in which the students were subjected to a test consisting of 30 paragraphs. Each paragraph consisted of three words which do not give a clear meaning unless the student has added the appropriate word that takes place on the meaning and according to the relational theory of creativity, on which the test depends.

Using the analysis of variance, the study showed that the students performed better in group work. Moreover, teamwork hindered performance in the easiest elements, but it facilitated performance in difficult elements (Mcglynn and others, 1982).

Research Methodology and Procedures

Research Methodology

To achieve the research goal and its hypothesis, the researcher has adopted the experimental research approach to suit his research goal.

The researcher adopted the experimental design with partial control appropriate to the circumstances of this research, which is the design of the control group with a test before and after. Figure 1 below illustrates this.

Figure 1. Shows the experimental design approved in Table 1 research

The Dependent Variable	Test	Independent Variable	group
Reading Comprehension Test	After Me	Competitive Learning	Control group
		Traditional Inductive	Experimental group

Experimental group Traditional Inductive

The Research Community and Sample

This research community was corrupted from primary school students in the General Directorate of Rusafa Third Education in the Baghdad Governorate.

The Induction Sample

The researcher intentionally chose a school among the primary schools, which is the Al-Iman School, within the General Directorate of Education for the third Rusafa. The school includes two academic divisions for fifth primary class students in reading comprehension topics in competitive learning. As for Division B, whose number is 34 pupils, it has been chosen as a control group. The pupils will study reading in the traditional inductive way. To ensure the accuracy of the results and not to allow side effects, the researcher relied on excluding the students who failed from the statistical equivalence and the final results, and the pupils were kept. Those who failed in their classes were excluded only from the trial procedures, and the reason for exclusion from their ranks in the experimental and control groups is that they have previous experience in the subjects that will be studied during the experiment. The number of students is shown in Table 1, showing the numbers of students in the experimental and control groups both before and after exclusion.

Table 1:

Number of students after exclusion	Number of excluded students	Number of students before exclusion	Division	Groups
35	3	37	A	Experimental group
34	2	35	B	Control group
69	5	72	2	Total

Equivalence of the Two Research Groups

Before beginning the actual teaching of the two research groups, the researcher was keen on statistically equalling the groups' students in some variables, which may affect the safety of the experiment and the accuracy of its results. These variables are:

1. The test scores of intelligence.
2. Academic achievement for parents.
3. Academic achievement for mothers.
4. Arabic language scores for the past year.

Table 3 shows that all calculated values for the student's chronological age, parents' achievement, Arabic language grades, and reading comprehension test were lower than the tabular value of (2.01), meaning that the difference is statistically significant at the level of significance (0.05) and the degree of freedom (59). This means that the two research groups are equivalent in the four mentioned variables.

Table 3: Values for the mean, variance, calculated and tabulated T value for the four variables

Values T		Control (30 Pupils)		Experimental (30 Pupils)		Groups Variable
Calculated	Tabulated	Variance	The Account Mean	Variance	The Account Mean	
1.84*	2.1	7.675	196.36	8.264	197.45	Age in Months
0.728*	AT DF 57	73.25	61.96	91.13	63.83	Achievement For Parent
0.874*		47.48	67.7	30.85	69.12	Degrees in Arabic
1.6*		23.21	27.94	19.34	29.86	Comprehension Test

*Not indicated at the level (0.05)

In addition to the above mentioned statistical equivalence procedures between the experimental and control groups, the researcher approached to control five variables whose interference may have a common effect with the independent variable (competitive learning) in the dependent variable (reading comprehension). The researcher attempted to get away from the effect of some of the exotic variables during the experiment and thus, affecting its results. Among these procedures are controlling some of these variables, which are:

1. Measurement tool: a standardised measurement tool was used to measure reading comprehension in students of both the experimental and control groups.
2. Experimental extinction: means the effect of several students (the research sample) leaving the study or their interruption during the experiment, which negatively affects the accuracy of the results (Abdul Rahman & Zangana, 2007).
3. Conditions of experience and accompanying accidents: accompanying accidents means natural accidents that can occur, such as natural disasters, wars, earthquakes, and disturbances, and this does not exist (Bahi, 1999).
4. Differences in the choice of the two groups: the researcher tried to avoid the effect of this variable by conducting statistical equivalence between the students of the experimental and control groups in the five variables, that any of them could affect the dependent variable in the dependent variable.
5. Operations related to maturity: the researcher was able to control this variable equally for the duration of the experiment for the two groups and as mentioned, it started on 25 October 2018 and ended on 28 December 2018.
6. The effect of experimental procedures: since the beginning of the preparation for their research, the researcher worked to limit the impact of this factor on the course of his

experiment, and this was represented by the following. The experimental and control groups studied the same, to avoid the impact of this variable. This gives the results of the experiment a degree of accuracy and objectivity because the individuals of a teacher for each group make it difficult to return the results to the independent variable. The reason may be the superiority of one of the teachers and their ability in the subject at the expense of the other or to their characteristics, such as their activity and motivation or their desire and their ability and their possession of more than one teaching method or to other factors (2008: 88).

7. Distribution of shares: the researcher was studying two lessons per week for the two groups, with one portion for each group in the reading and table material. The table below shows the distribution of weekly lessons to the experimental and control groups:

Period Time	Period	Grade and Division	Day	Subject	Group
8:00 Am	First	Fifth A	Monday Sunday	Read	Control group
8:45 AM	Second	Fifth B			Experimental group

8. Teaching aids: similar methods were adopted between the two research groups. This was in terms of the similarity of blackboards and the use of coloured pencils and the reading book scheduled for the fifth grade of primary school.
9. Defining the study subject: to identify the effect of competitive learning as an independent variable in developing reading comprehension skills as a dependent variable, the researcher studied the topics of the reading book prepared by the Ministry of Education as study material for the year 2017.

The specific study material for the experiment was unified for the experimental and control research groups, and the number of subjects was nine for the Arabic reading: chicken, human, aviation, caliph and lamp, deliverance in truth, marine Sinbad, Umm Nusseibah al-Ansariyya Ansariyya, Caliph and the world, Obelisk of Hami Rabi. They were identified according to the curriculum for the fifth grade of primary education, to be taught for the academic year 2017–2018, and in the first year for the year 2019.

Research requirements

As preparing teaching plans is considered one of the requirements for successful teaching, the researcher prepared model lessons for teaching the reading material to students of the two research groups and according to the competitive learning of the experimental group, and the traditional inductive method of the control group. Among these lessons are a group of experts

and specialists in the Arabic language and methods of teaching them to explore their opinions, observations and suggestions in formulating those lessons and making them sound to ensure the success of the experiment. In light of what the experts showed, the researcher made some necessary adjustments.

Research Tool

To prepare a tool for measuring reading comprehension in light of the questionnaire, it was presented to the experts and specialists. Understanding skills were determined based on the recommendations of the experts, as shown by the post-reading comprehension test. The researcher adopted a reading book to be taught and after reviewing the topics of the book, decided to follow these procedures:

1. Selecting one of the topics at the end of the book and that the students have not studied yet.
2. These topics were presented to a group of experts and arbitrators with experience and specialisation in the Arabic language, methods of teaching it, education and psychology.
3. The choice was made on the subject of the envelope guest, and the test may be of multiple choice. It consisted of 20 test items and determined one degree for the correct answer.

Application of the Experiment

After the end of the experiment period, the reading comprehension test was applied on 28 December 2018 at 10 AM and at one time to the students of the two research groups. The Arabic language teacher helped them in the reading test, at exactly 8 AM and at one time for both. The two groups were also assisted by the Arabic language teacher in the other branch. After that, the researcher corrected the students' answers about the test and emptied the data in special records and prepared it for statistical analysis and extracting the results.

Statistical means:

1. T-test for two independent samples
2. Ka² test (Kay Square) (Allam, 2001)
3. Person Pearson Correlation Coefficient (Bahi, 1999)
4. Alpha formula (Abdel Rahman, 2007)
5. The Equation of Discrimination (Al-Zobaie, 1981)
6. The Difficulty Equation (Al-Luqani, 1995)

7. Study according to Table 4, which shows the repetition of the academic achievement for the parents of the students of the two research groups and the calculated and tabulated (Ka2) value.

Presentation and Interpretation of the Research Results

This chapter includes presenting the results of the research and its interpretation to know the effect of the independent variable on the dependent variable at the level of significance (0.05) and between the average scores of the experimental group students who are studying the subject with a competitive learning strategy for reading comprehension.

Significance Level At 0.05	Value T		DF	Standard Deviation	Sam	Number	Group
	Calculated	Tabulated					
SIGN	2	2.89	68	3.37	18.17	24	Experimental group
				3.63	15.25	24	Experimental group

It became clear that the average score of the experimental group students in the reading subject after applying the competitive learning strategy reached 18.17, and with a standard deviation of 3.37. The average score of the students of the control group in reading comprehension after applying the competitive learning strategy reached 15.25, a burning standard of 3.63, and a degree of freedom of 68. When using the T-Test for the two interrelated samples to know the significance of the statistical difference between these two averages, it appeared that there is a statistically significant difference since the calculated T value of 2.89 at the significance level (0.05), and the degree of freedom (68) is greater than the tabular value for adults (2). Thus, he rejects the null hypothesis and accepts the alternative. Table 3 illustrates this.

Conclusions

Considering the results of the research, the following can be concluded:

1. The competitive learning strategy has positively raised the level of understanding of the readable text for fifth-grade primary students and more than the traditional inductive method, as the current research showed the superiority of the experimental group over the control group.
2. The competitive learning strategy made the reading lesson more effective and removed it from the monotony that prevailed in the traditional inductive method.



Recommendations

Considering the current research results, the researcher recommends the following:

Adopting a competitive learning strategy in teaching reading to fifth-grade primary students can be done through:

1. Urging teachers of the Arabic language to use competitive learning, which is characterised by its simple steps in the application and educational practice.
2. Including this strategy and other modern strategies in the curriculum of teaching the Arabic language in Arabic language departments in colleges of education to provide students with the knowledge of modern strategies for active learning; this is a matter of development in the prescribed curricula.

To complement the current research, the researcher suggests conducting other studies aimed at:

1. A similar study that deals with the strategy of competitive learning in the subject of reading in the sixth grade of primary school.
2. A study is similar to the current study and at another stage of schooling (middle and high school).
3. A study similar to the current study and in other dependent variables such as gender (female).

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