

The effect of teaching on the round table strategy on the achievement of fifth grade primary students in the reading subject

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Abstract

The current research aims to identify (the effect of the round table strategy on the achievement of fifth-grade primary students in reading material , (by verifying the following zero hypothesis:

-There is a difference is statistically significant at the level of ,(0.05)between the average degree of achievement students total of experimental studying reading material) b strategy Aldrairh round and the average score achievement students Group b Ah control Alwata studied reading material in the usual way. Is determined by this research sample of students second grade average in school martyr Qasim Tarish in the district of the eastern province of Maysan , Om and Doat book and reading texts to be taught to students of health in the second average in the course of Iraq for the second academic year 2018/2017 .The current research is determined by a sample of fifth-grade primary students in the Pearl Primary School in Maysan Governorate and topics from the reading book scheduled by the Iraqi Ministry of Education to be taught to fifth-grade primary students. The researcher adopted the experimental approach with partial control of its relevance to the nature of the research .The current research sample consisted of (50) female students from the fifth elementary grade students and they were deliberately selected, for the academic year 2018/2019 and this sample was randomly divided into two experimental groups, the first group in which the students studied the reading subject according to the strategy of the circle of the circle, and the second control group ,studied The female students were represented according to the usual method, and Division A represented the experimental group, and Division B represented the control group , and all the researchers were statistically between the two research groups using the T-test for two independent samples .In the following variables (chronological age calculated months, and Arabic language grades for the previous academic year, 2017-2018, and by using the (Kay) box in the academic achievement variable for parents .(After the researcher determined the topics of reading that will be studied during the duration of the experiment represented by the second course, then the researcher formulated the behavioral goals for the specific topics of the reading subject, prepared the teaching plans for them and presented them to a group of experts and specialists to judge their validity, then the researcher made the necessary adjustments according to the observations of specialists. The researcher prepared an achievement test consisting of (20) twenty objective test items of the test type from multiple, and the researcher confirmed the validity of the test, the calculation of its reliability, the discriminatory forces and the difficulty factor of the paragraphs .After the end of the experiment that started on Monday 25/2/2019 and the experiment ended on Tuesday 23/4/2019, the researcher applied the achievement test to the students of the

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experimental and control groups and after analyzing the results of the correct answers and statistically treating them using the T-test for two independent samples to know the significance of the difference at the level of 0.05 between the two research groups, it was clear that the following: There is a difference with a statistically significant mechanism at the level of significance (0.05) between the average scores of fifth-grade primary students who studied the subjects of reading subject according to the round table strategy and the average scores of fifth-grade primary students who They studied according to the usual method of collection and in favor of the experimental group.

Keywords: Achievement, Strategy, Fifth Grade

Literature Review

Previous studies: The researcher addressed a presentation of some Arab studies that are relevant to the subject of the current study in terms of its nature, tools, or goals. The researcher took into account the chronology of those studies, which are as follows:

1. The study of Al-Zoubaia (2003): (The problem of the weakness of students in the Arabic language departments in Arabic in colleges of education in Baghdad)

This study was conducted at the University of Baghdad / College of Education for Girls, and it was aimed at identifying (the problem of the weakness of students of the Arabic language departments in expressing in the colleges of education in Baghdad - their causes and treatment). The study sample reached (126) male and female students from the fourth grade students from the language departments Arabic in the colleges of education in Baghdad, and (11) teaching subjects for grammar in the College of Education Ibn Rushd, the College of Education for Girls, and the College of Education, Al-Mustansiriya University. Several results, including that of children Most of them did not know the goals of teaching the subject, the lack of attention to the book to the intellectual level of students, the lack of consideration of teaching methods used for individual differences, the large number of grammatical differences in the field of expression and the multiplicity of opinions in them, and the lack of capabilities available in colleges to apply modern teaching methods. (Al-Zoubaia , 2003)

2. (Jumaili , 2004) : :difficulties in teaching reading and writing novice students from the point of view of teachers and supervisors in the province of Baghdad(

The study was conducted at the University of Babylon / College of Basic Education, aimed at identifying the difficulties of teaching reading and writing for junior pupils from the point of view of teachers and supervisors in the governorate of Baghdad, the researcher used the closed questionnaire, as a tool to achieve its research, and the research sample reached (300) male and female teachers from the distinguished, and (28) Supervisors and supervisors, randomly selected, the researcher used the weighted mean, percentage weight, percentage, and Pearson correlation coefficient to statistically interact with the data collected .As for the results of the researcher, there is a lack of awareness of the importance of educational methods that increase the effectiveness of the lesson, and enrich the student's sense, acceptance and care of students who excel in the subject, and encourage them, and provide them with what develops their tendencies to study the subject, and the lack of teachers 'knowledge of modern and appropriate teaching methods and the weak guidance of the teacher scientifically Pedagogically from a specialized educational supervisor) .Al-Jumaili: pp. 36-97)

3. The Sultani Study (2005 : (The problems of using fluent Arabic language among students of Arabic language departments in colleges of education from the viewpoint of teachers and students(

The study was conducted at the University of Babylon / College of Basic Education, and it was aimed at identifying (problems of using eloquent Arabic language among students of Arabic language departments in colleges of education from the viewpoint of teachers and students), the study sample reached (174) students and students who were randomly selected and (66) Teaching, and the researcher used the questionnaire as a tool to achieve the goals of his research. As for the statistical methods used by the researcher, they are the weighted mean, percentage weight, and the Pearson correlation coefficient. The researcher reached several results, including: The weakness of students in the Arabic language in the academic levels (primary, middle, and junior high), and weak link Your topics He repented by using the daily circulating language, the lack of accreditation of a number of teachers in standard language in teaching, the weakness of the ability of a number of teachers to develop students' desire to use fluent Arabic, and the provision of educational methods accompanying teaching methods, that teachers do not rely on traditional methods of teaching(Al-Sultani: pp. 9-115)

4. Hadi study (2005) (problems of teaching Arabic grammar in the elementary stage from the point of view of teachers and supervisors:(

This study was conducted at the University of Babylon / College of Basic Education, and it was aimed at identifying (problems of teaching the Arabic language base in the elementary stages from the point of view of teachers and supervisors), the study sample reached (204) male and female teachers randomly selected from (110) schools as well as (4) Supervisors. The researcher used the questionnaire as a tool to achieve the goals of his research, and the statistical methods he used are the Pearson correlation lab, the Kay square, the sharpness equation, and the percentage weight for data processing, and the researcher reached a number of results, including not taking advantage of the experience of Arabic language teachers when formulating Educated goals, poor interconnectedness Appalled the Arabic language and its vocabulary when teaching, and lack of awareness of the importance of teachers teaching aids, and their impact on the education material) .Hadi: pp. 22-97)

Research Methodology and procedures First: Research Methodology : The researcher followed the experimental method in the procedures discussed, because it is the right approach with the nature of this research to achieve the goal of her research, and that the scientific method , which aims to achieve the hypothesis suggests the possibility of a relationship between two variables callers to the phenomenon of the assumption that one effect The variables increase or decrease the other variable, as the researcher starts with observing the reality and then finding the assumptions and achieving them with experience, to reach the relationship that connects the phenomena (Al-Atabi and Al-Hayti, 2011, p. 2.(.

Second: Research Procedures-1 Experimental Design :The researcher relied on experimental design with a partial control consisting of an experimental group that is exposed to the independent variable (round table strategy), and an officer studying according to the usual method and conducting the achievement test Table (2) shows that:

Table (2): Experimental design of the research sample

the tool	Dependent variable	Independent variable	the group
Achievement test	Academic achievement	Roundtable strategy	Experimental
		The usual way	Control

.2Research community and appointed

A -The cooperation of the school administration ,its parameters, and the facilities provided for conducting the research experiment.

B - The school contains two divisions for the fifth grade of primary school, which made it easier for the researcher to conduct the experiment according to the experimental curriculum

C - The majority of students of the school from the patch geographical one any of the environment are close socially , economically and culturally,

It has been the selection of the Division II) b (randomly to be the group pilot and studied on according)Strategy Round Table), and Division II) a (to be the groupcontrol which studied on according to the method usual , has reached the number of students of the two sets of research) 46)One student in each group (20(Student after the exclusion of female students Alraspat and adult population) 6)Students from both groups ,table (3 (Shows that:

Schedule3: Distribution of singling out a sample search by people , groups and variables

Number of students after exclusion	The number of students who failed	Number of students before exclusion	Independent variable	Groups	Division
20	2	22	Roundtable strategy	Experimental	B
20	4	24	The usual way	Control	a
40	6	46	2	2	Total

-3 Equivalence of the two research groups : Before the experiment, the researcher made sure that the students were equal in both research groups statistically in some variables that may affect the integrity of the experiment and the accuracy of its results. These variables are:

1. The chronological age of female students is calculated in months.
2. Academic achievement for parents
3. Academic achievement for mothers.
4. Degrees reading subject for the previous academic year . Has obtained

a researcher on data variables mentioned above ,the records management of the school with the help of administration ,and the students themselves for through a form prepared for this purpose and distributed among them ,and while coming to clarify the processes of parity statistical in variables between the two groups of research experimental and control:

A- The chronological age calculated by months :The researcher performed a statistical equivalence in the chronological age of the female students, calculated by the month, and by adopting the T-test) Test (For two independent samples to find out the differences between the averages of the two groups, has obtained a researcher at the chronological age of the students from the school management and relying on the school card, and the students themselves (Annex 2) shows that when calculating the average chronological age of the students two sets of research, the average ages of the experimental group (45.129),(and the mean age of the control group(131.55)(and table) 4Explains this :Table No.

4 :T value t-tesFor the experimental age of the students of the two groups

Significance level	T value	Degree of	standard deviation	SMA	Number of individuals	the group

0.05	Tabular	Calculated	freedom			in the sample	
Not statistically significant	2.21	-1.262	38	5.64	45.129	20	Experimental
				4.85	131.55	20	Control

And including that of the value of the T of the sensor and price reached $t(1,262)$ (-less than the value of the T of committees of the adult (2.21) for the JH of Yeh (38) and touched Weid to the machine (0,05) Family for k means Ghia b and c and d PNo .P n of the mg and BTS n ,for a understanding Mtkavita n in a ADDRESSES ta to g me . **T - Collection school for parents : I got a researcher on the data for the collection of the school for parents of exporters are 1 card school -2 . The students themselves through a form distributed to them to verify the information in the card, as in) Appendix .(The researcher rewarded two sets of research in the statistical occurrences of academic achievement for parents, as data showed the results of using the square) Ca^2 (that the two groups are equivalent, reaching the calculated value (6.22))(which is less than the tabular value of (11.07) \$ and at the degree of freedom amounting to (5) As shown in Table No .(5):**

Table (5) Iterations academic achievement for parents of students research groups and the values of) Ca^2 calculated and tabular

Significance level 0,05	Ka value of 2		Degree of freedom	Bachelor and above	Prep	Medium	the group
	Tabular	Calculated					
Not statistically significant	11.07	6.22	5	1	3	6	Experimental
				6	1	3	Control

W - Academic Achievement of Mothers: The researcher rewarded the two research groups statistically in the academic achievement of mothers, as the results of the data using the square (Ka^2) showed that the two groups are equal, as the calculated value reached (4.32) which is less than the tabular value of (11,07) At the degree of extreme freedom (5), as explained

Table No. (6 : (repetitions of academic achievement for the mothers of students research groups and the values of) Ca^2 calculated and tabular

Significance level 0,05	Ka value of 2		Degree of freedom	Bachelor and above	preparator y	Average	Primary and below	Sample volume	the group
	Tabular	Calculated							

Not significant Statistically	11.07	4.32	5	1	1	2	16	20	Experimental
				2	4	3	11	20	Control

C- The female students' grades for reading for the previous academic year :The researcher obtained the grades of each student of the research sample from the school records (Appendix 4). The researcher rewarded the grades of female students in the reading subjects for the previous academic year using the T-test) Test)For two independent samples to know the significance of the statistical differences, it became clear that the calculated T value (0,703), which is less than the tabular value (2,021) at a free temperature (38), and this means that there is no statistically significant difference between the levels of the total of (0,00 group). Thus, the two groups are equal in the variable of the educational achievement of the reading subject in the previous academic year of the year 2017-2018 as shown.

In Table No. (7 (the T-value (patronage and tabulation) for the grades of students of the two research groups in the reading subject for the previous academic year (2017-2018)

Significance level 0,05	T value		Degree of freedom	standard deviation	SMA	Number of female students	the group
	Tabular	Calculated					
Not significant Statistically	2.021	0.703	38	2.90	7.40	20	Experimental
				2.93	6.75	20	Control

-4Control of exotic variables: means the setting of internal factors that affect experimental design for research, to establish all factors and their identification except for the factor whose effect is to be known, and the control of the elements in their parameters in the parameters in their parameters. Scientific value, so the researcher should identify and fix the variables and factors that influence the dependent variable (Raouf, 2001, pp. 1558-159.)

A- experiment conditions and accidents associated with : intended by natural accidents that can occur in the course of the experiment (floods, hurricanes, disasters ,accidents and other wars and other), hampering its progress and impact on the variable side effect of the independent variable, and the current study exposed to such obstacles, So there was no effect on the research results .**B -Experimental depletion** and the research was not exposed to these cases except for the official holidays and the cases of the individual absence that the two research groups were exposed to almost equally .

C- Maturity-related processes: means the processes of change to which the experimenter is subjected to the effect of time and includes age progression, and the researcher believes that these operations did not have an impact on the aggregate / aggregation / aggregation, since the aggregate / aggregate as a group 2019 and ended on Tuesday 23/4/2019.

D- The Measurement Tool : The researcher used one measuring instrument, which is (the achievement test), for both groups to measure the change in the level of students' achievement in the reading material, and extracted for them the truth and reliability.

E - The effect of experimental procedures :The researcher tried to control some conditions that could affect the integrity of the course of the experiment, the most important of which are -1 :**Research confidentiality: Instructional means:**

The duration of the experiment :The duration of the trial was one time and both Approved 25/29/2019 and ended on Tuesday 23/4/2019.

The experimenter: The researcher has studied the research groups (experimental and control) themselves to ensure that this factor does not affect the results of the experiment and the accuracy this test adds to the compilation results from the compilation of the compilation of the compiled results of the compilation to From the difference to the ability or adequacy of one teacher from the course more than the other, his or her personal quality, or other factors.

-5Distribution of lessons: The researcher studied three lessons per week in the reading subject, taking into account parity in lessons, so that the teaching effort is made and the students receive the lessons equally, and Table (8) shows that:

Table No. (8) Distribution of reading material classes among students of the two research groups

the clock	the lesson	the group	Today
8:00	the first	Experimental	Sunday
8:45	The second	Control	
8:00	The second	Experimental	Monday
8:45	the first	Control	
9:00	The second	Experimental	Tuesday
9:45	the third	Control	

- School Building :The researcher applied the experience in one school and in similar classes in terms of female, space, lighting, and ventilation, and the number, type, and size of seats.

- 5Research Requirements :The researcher identified the topics for the second semester, which **will be studied in the experiment from the reading book prescribed for fifth-grade primary students for the academic year (2018-2019), and it was six topics and Table No. (9) illustrates this:**

Table (9) topics of reading material specified in the experiment

page number		Topics	T	
104-103	Mine prevention	83-84	Bad companion	1
		87-88	The defeated and ant leader	2
		90-91	Talk with words	3
		96	A walk in a suburb	4
		98-99	Singer artist, the temple of bin Wahab	5

-Formulating behavioral goals :After examining the general objectives of teaching the reading material in the elementary stage, the researcher formulated the behavioral goals numbering (40) goals distributed on the levels of behavioral goals) knowledge, understanding, application, analysis, analysis, evaluation, analysis, evaluation, analysis, evaluation, analysis, evaluation, and analysis. A number of arbitrators and experts have learned the Arabic language and its teaching methods (Appendix 7), and in the light of their opinions and suggestions, amendments have been made to formulate some of them.

Preparing the teaching plan: The researcher prepared (18) a teaching plan (9) of which for the experimental group that dealt with the strategy of the round table and (9) of them for the control group according to the steps of the method used in schools within the scope of the subject matter within the scope of the research, within the limits of the subject matter, within the scope of the research, In this field, the researcher presented a sample of two plans to a group of arbitrators and experts in the specialization of the Arabic language and teaching methods, and in the light of their opinions and suggestions, some amendments were made and the form of the appendix (7).

Sixth: Research tools :**First: the achievement test :**The researcher prepared an achievement test for the two research groups according to the levels of behavioral goals for the cognitive field (knowledge, understanding, application, analysis, and composition, evaluation) in order to determine the difference between the experimental and experimental groups and to identify their levels. The researcher is a test consisting of (20) items as an achievement test spread over six units as shown in Appendix (9), and he took into consideration the following steps when preparing it.

Defining the scientific subject :B - Preparing the specification table : Based on the above, the researcher prepared the specification table for the content of the units (first, second, third, fourth, fifth, and sixth), from the book of subjects of reading subject for the fifth grade of primary according to the behavioral goal classifications (knowledge Understanding, applying, analyzing, synthesizing, and evaluating) within the cognitive domain as in Table (10) shows that :

Table (10): Table of specifications for the achievement test

Total %100	Behavioral goals						Weight Unit
	Evaluation %9	Installation %6	analyzing 15th%	Application %22	Understanding %24	knowledge %24	
4	0	0	1	1	1	1	20%0
3	0	0	0	1	1	1	16%
3	0	0	0	1	1	1	15th%
5	1	0	1	1	1	1	25%
2	0	0	0	0	1	1	11%
3	0	0	0	1	1	1	13%
20	1	0	2	5	6	6	100%

Subject content weights were calculated in light of the number of pages of the topic as follows:

1- Determine the weight of the content for each specific subject according to the following relationship:

$$\frac{\text{The number of behavioral goals for the level} \times 100\%}{\text{Total number of targets}} \quad \text{For each topic} = \text{Weight content}$$

2- Determine the weight of the behavioral goal in each behavioral level according to the following relationship:

$$\text{Content objective behavioral weight} = x \ 100\%$$

The total number of behavioral goals

3- The number of questions for each cell = the weight of each chapter x the weight of each level x the number of paragraphs, and the number of paragraphs has been determined, namely: (20) test items (Al-Zahir, 1999, pp . 80-83) .

C- Formulation of test items :Second - Logical analysis- :

Third - The exploratory application of the test: In order to reveal the clarity of the test instructions and the clarity of its paragraphs to formulate them and the time taken to answer the test, the researcher applied the experiment on 15/4/2019 to a survey sample consisting of (30) students in the fifth elementary school from the imams school for the rest of the

students Through the supervision of the researcher on the application, I found that the test passages were understandable and the answer instructions were clear and that the average time taken by the students to answer the test was (45) minutes.

Fourth - Correcting the test :The researcher assigned grades to correct the objective paragraphs, so there was one score for each correct answer and zero for every wrong answer, and the abandoned paragraphs are treated as the wrong answer, and the total of female students 'grades on test questions is (20) degrees.

Fifth - Statistical analysis of the paragraphs :The test items were analyzed and the aim was for this to be able to explain the results obtained by the sample members, and he knows the validity of the instrument's paragraphs and their achievement of the objectives) .Ghobari and Abu Sha'irah, 2010, p. 393) The following is an illustration of the procedures for statistical analysis of test items :

A- Coefficient of Difficulty :Calculating the difficulty of each of the test items, it becomes clear that they range between (0.63-0.73), and he finds(Bloom) Good test items vary in their level of difficulty, from (0.20) to (0.80.(

And all of the test items were within the acceptable level, with the exception of paragraph (1) whose result was (1), and paragraph (2) was its result (1) and considered very difficult, and paragraph (4) and its result (0,90) and paragraph (7) its result (0.93), paragraph (12), its result (0.96), and paragraph (14), its result (0,83) was very easy, and they were accepted after their amendment) .Appendix 11.(Bloom, 1971,66)(

Bamaam for a Lessa and has forthe poor Rh : mows d Bamaam for a Lessa and has for the poor Rh ratio of female students of for those who have a c Lapua E.confronted correctly p n a contrive Rh ,and found A for the researcher that the coefficient for a Lessa and his is t ranged between (0.37 to 0.27 , (and e Theinclusion of n a sensed Wei of the Mqub well) Annex 11) .(The goods Zaoui 2008 ,p(81 .

C - a Lq step of the Tm يى Yeh for the poor Rh : a sense bit of the winnings Th force distinguishes each paragraph of the paragraphs of the test found that itranges between) (0.53-0.46This means that the test items are different , as paragraphs less than (0.20)are excluded and the paragraph is modified(0.39-0.20) and keep the paragraph of (0.04)and above as per Appendix (11).

The effectiveness of the alternatives is correct : containing Vq Rat of the hid t m n Pleasures number on the core of Dr .J' s , Wa Lymph loans that tack won theheart of the DA I' s effective in Tdil for female students of the vulnerable E and some d sense to the effectiveness of the core of da for non t of the correct contriveRat a to hid t J e t a Nha Tate ranged my n (Cefr_0,06 -) A salt s 12).

Stability of the test :There are several methods for calculating the stability of the test, and one method has been used and it is the coefficient of Quder_20 to calculate the stability and the stability was (0,65) and that the stability is acceptable if it is the amount (0,20 - 0,80) .(As in (Appendix 13) .(Nunnaaly, 1987: 182)

Application of the experiment :The researcher applied the experiment in the second semester starting on 25/5/2019and after the completion of the experiment, the researcher applied the achievement test to the exploratory sample on 4/15/2019 and then applied the achievement test in its final form 4/24/2019.

Statistical means: - The researcher used statistical means according to the requirements of the current research, which are as follows:

First: T-Test) T – testFor two independent and equal samples- :

$$T = \frac{x_1 - x_2}{\sqrt{\frac{((n_1-1)s_1^2 + (n_2-1)s_2^2)(\frac{1}{n_1} + \frac{1}{n_2})}{n_1 + n_2 - 2}}}$$

)Al-Bayati, 1977, p. 260(

Second: The Kay square (K2): It was used in the equivalence of the two research groups in the academic achievement of parents.

$$(L - S)^2$$

$K^2 = s$ since it represents: (l) - the observed frequency (s) - the expected frequency) Dennis, 2000, 147(

$$X^2 = \sum \frac{(o - E)^2}{E}$$

Third: Paragraph difficulty equation to calculate the difficulty of achievement test paragraphs- :

(Melhem, 2000, 234)

$$K^2 = 2(L - K)$$

Fourth: Paragraph discrimination equation .To calculate the powers of distinguishing achievement test items:

While:

$$K_a - K_e$$

$$N$$

(Al-Mahasneh and Abdel-Hakim, 2013: 207)

Fifth: The equation of the effectiveness of wrong alternatives :This method was used to know the effectiveness of incorrect alternatives for the achievement test .NADM – NDM

$$N$$

(F = N) (Abu Fouda and Najati, 2012, 123)

Sixth: Coefficient of ease : found by law (1 - difficulty) for each of the paragraphs.

Seventh: The Koder equation - Richard Sun - 20 (20-KP)Use to calculate the

$(\frac{\sum pq}{S^2} - 1)$ (KP20 = $\frac{N}{N-1}$) stability coefficient for the achievement test).1(KP20 = whereas: KP20 Stability of the overall

test.N :Number of test items .Total: the percentage of correct answers x the percentage of wrong answers . :Variation of the total test .(Odeh, 1993, p. 356)

(Eighth: The statistical bag was used SPSS.

Ninth: The Arab therapist was used in the statistics APSS

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Presentation and interpretation of results ,conclusions, recommendations and proposals.

First: Presenting the results :

After applying the achievement test on the students of the two research groups on Tuesday 23/4/2019, and correcting their answers and in order to ensure the validity of the research hypothesis, which states that there is no statistically significant difference at the level of significance (0,05) Between the average score of the students of the experimental group who studied the subjects of reading subject using the round table strategy, and the average score of the students of the control group who studied the same subject in the usual way .The test results were subjected to statistical analysis, and the mean and standard deviation for the scores of students of the two research groups (experimental and control) were extracted using the test. (T-Test)For two independent samples and the calculated T value was found, there was a statistically significant difference at the level of significance (0.05) and degree of freedom (38) and in favor of the experimental group that studied the independent variable, the round table strategy, as the calculated T value reached (12,613) which is greater than the T value The spreadsheet of (2,021) as shown in Table (11.)

Table (11) Results of the T-test for the two research groups in the post achievement test

Statistical significance at the level of 0.05	Degree of freedom	T value		standard deviation	SMA	the number	the group
		Tabular	Favoritism				
Statistically significant	38	2.021	12.613	1.50	18.500	20	Experimental
				2.85	9.400	20	Control
						40	Total

The results shown in Table (11) indicate that there is a statistically significant difference at the level (0,05) in achievement attributable to the teaching method with the round table strategy / and the traditional method) and in favor of the round table method and the value of patronage reached (12,613) and the level of significance (0,05) Based on the results, the null hypothesis is rejected which states that (There are no statistically significant differences at the level of significance (0.05)

And the average achievement of fifth-grade primary students who are studying according to the usual method) and there is a difference in favor of the experimental group as the arithmetic mean for this group reached (18,500) while the mean for the control group was (9,400).

Second: Interpretation of the results: The results of the hypothesis showed the superiority of the experimental group students who studied according to the round table strategy over the students of the control group who studied according to the traditional method in raising the level of achievement of the fifth primary students in the reading subject and this result is consistent with studies,) Haight 2000, ,1995 ,Prentice,B- and Flowers1997- AbuRosini)Yaqoub 2006, Al-Hila 2001) We can refer this result for several reasons:

1. The members of the experimental group learned using the round table, which focused on the interaction of students with each other and their analysis of educational messages that increased the students 'understanding and awareness of educational subjects (Al-Hailah, 2001) and) Haight, 2000 (Compared to the traditional method that focuses on female students being taught by the teacher.
2. The students in the experimental group realized how to analyze the educational subjects realistically as represented in their minds as a result of they storming their ideas with each other) Prentice, 1995).
3. Difference in the educational environment. In the experimental group, and according to the style of the round circle, the lesson was implemented inside the class by working in groups according to the educational tasks at specific times. The study session applies to the method of discussion and dialogue between students of the same group. Learning, especially female students who have a tendency to work together, in contrast to the traditional method, so the lesson was implemented inside the classroom by way of the lecture and the theoretical narration of information (Yaqoub, 2004).
4. The students in the experimental group are competing for the best group as a result of the existence of the calendar, so everyone in the group maintains the superiority of his group from the other groups, so the students have enthusiasm and the motivation for excellence and excellence, so each student adheres to the instructions (AbuRosini and Flowers,1997)
5. The round table strategy worked to improve reading and understanding and facilitated access to previous knowledge and expanded the learning process, transfer of skills, discussion and dialogue between them, and access to higher levels such as analysis, installation and evaluation and helped students to be more able to distinguish, read and retain information as the steps of the round table strategy are sequential and sequential, represented B) The individual reading of each student, discussion of the subject of the lesson, memorizing the subject of the lesson in each group, the group leader makes sure of memorizing the female students of the lesson, distributing standard questions to groups, correcting each group and the group paper Other), which led to an increase in academic achievement in reading material.
6. The round table strategy helped to develop higher-order thinking skills for female students and led to female students cooperating with each other in solving various educational problems.

Conclusions :

1. The teaching subjects material reading on according to the strategy table round contributed and is active in raising the collection of students grade the fifth primary in material reading .
2. The Department 's strategy environment learning classroom are active and vital and serious and interactive as between the researcher and the students and made the student focus of the process of educational rather than being the recipient of a negative than an end to the students of the group pilot to enjoy their lessons according to the strategy table round

3. A adoption of this strategy contributed to raising the level of achievement of students in the material reading , calligraphy and dictation and expression and the possibility of formulating questions and put forward with all confidence with the evaluation.

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