The Effectiveness of Quranic Argument Method on the Fifth Grade Students Reading Comprehension

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Abstract

The aim of the study is to identify the effectiveness of Quranic argument method on the fifth grade students reading comprehension. The researchers used the experimental design with partial control for the experimental group and the control group. The number of the research sample members was (74) male and female students distributed between two sections (A, B), with (37) male and female students for each of the experimental group and the same for the control group. Levels of reading comprehension (literal, explanatory, critical, tasteful, and creative). It consisted of (28) items distributed between two sets of questions, as the first group included (12) objective items of the type of multiple choice with four alternatives, and the second group of test questions represented (16) items. After applying the research tool and analyzing the results The results obtained by the researchers statistically using the appropriate statistical means, the results showed that the students of the experimental group who studied the topics of reading in the style of the Quranic argument outperformed the students of the control group who studied the topics of reading by the traditional way in reading comprehension, and in light of the results of the research the researchers put a number of conclusions.

Keywords: Quranic Argument, Reading Comprehension, Effectiveness.

Introduction

Active reading is characterized as purposeful, which enables the students to form the necessary connections in understanding the meaning and thus comprehension (Tibi, et al., 2009) The goal of reading is manifested in the comprehension of the read text, and it is the amount of this comprehension that determines the value and importance of this reading; Because comprehension is the focus of reading, and a good reader is the one who can access the meaning and comprehend the text regardless of whether the meaning is apparent, implicit or dimensional, and reading without that loses its value. (Ashour & Muhammad, 2007) The importance of comprehension and its positive impact on learning is evident in that it makes what is readable a part of the learner’s knowledge, as the principles, concepts, and acquired facts that are based on comprehension lead to positive transition in other appropriate situations, and are not limited to the situations in which learning took place. Learning based on memorization and retention cannot be retained by memory in the same capacity as learning resulting from comprehension (Al-Dulaimi & Suad, 2009) The Holy Qur’an emphasized the necessity of contemplation when reading it in more than one place, including the Almighty’s saying: "Then do they not reflect upon the Qur’an? If it had been from [any] other than Allah, they would have found within it much contradiction." Surah An-Nisa. God

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has revealed the Qur’an for people to understand it with their minds, not just for them to hear it with their ears without thinking about it. (Imran, 2003)

There is no doubt that one of the most important of these mental methods is the method (Argument), whose importance is manifested in the study of the relationship between the speaker and the recipient, and what this relationship entails from the use of transmission mechanisms and taking into account the condition of the recipients on the one hand, its reliance on probing the depths of the text and diving into its linguistic contents from in order to fully comprehend it, and understand its purposes. (Thabti, 2006) The argument attention to these two things makes it an interactive communication method, one of the deepest methods of dialogue. (Ashir, 2007).

It was used in the Qur’an as a tool of managing speech. The speech of God Almighty has always been directed to humans in the light of missions and messages that have remained masterpieces of people with God’s recommendations and directives. Even if Islam came, his discourse had this permanent dialogical character. God’s voice would not have been absent from His kingdom, after Islam made the religion of the worlds, and therefore it was considered one of the elements of that discourse that qualifies it for this role, so it relied on the principle of openness to the others and the ability to engage in dialogue with him, in every time and place. (Ashraty, 1998) The argumentative phenomena are of great importance in the persuasion process, as they present arguments and proofs and link them to the result. Arguments based on valid proofs inevitably lead to valid results. In the Qur’anic discourse, argument has always been an important element in the process of persuasion, realizing and accepting the truth. The Holy Qur’an has given mind a great place and mentioned it in many verses, to the extent that it described those who do not work their minds with cattle or misguided, because Islam wants man to obtain contentment. Subjectivity based on argument and evidence in the context of calm and deep dialogue. The methods of persuasion with argument were clear in the Noble Qur’an, and in this there are many examples that embody this method, including the argument between the Prophet of God Ibrahim (peace be upon him) and Nimrod, as in the Almighty’s saying: “Have you not seen the one who pleaded Abraham in his Lord that God gave him the king when he said Abraham is my Lord who gives life and causes death. He said, “I give life and death.” Abraham said, “God brings the sun from the east, so bring it from the west, so the one who disbelieved was astonished, and God does not guide the unjust people.” (Al-Baqarah) In addition, argument has been used in many sciences such as the sciences of jurisprudence, its origins, theology, and linguistic sciences. Argument was the vehicle for discourse in those sciences, and its methods with its various mechanisms were the best way to highlight the purposes, ideas and opinions of those sciences. (Al-Shehri, 2004) As for the Arabs, the discourse had strong roots for them, in addition to the important impact it played in the ideological and political life in the Arab and Islamic environment, as well as the adoption of the argumentative structure in the scientific and rhetorical discourse, as we see from Abdul Qaher Al-Jurjani’s defense of the miracle of the Qur’an by convincing people of the idea of order which imprinted his evidence with a clear argumentative nature. In addition to all that, some ancient arguments occupied a special kind of discourse. (Al-Abed, 2002). When we shed light on what was mentioned in the literature that talked about reading comprehension, and the findings of the studies, it becomes clear to us that there is a problem facing students in their comprehension of what they read despite the importance of comprehension in obtaining the result of learning. In the university, the student does not read as he should read, does not get the meanings of what he reads well, and does not penetrate beyond the lines, but in general he does not like to read (Al-Musa, 2003). Habibullah confirms that the reading comprehension skills necessary for the achievement process are gradually weakened by students due to their distance from the written word, and their various cares in modern life (Habibullah, 2000). Moreover, Al-Issawi study (2007) confirmed that students suffer from a clear weakness in the comprehension of what they read. With regard to determining the reasons for this weakness, the two studies of Sultan (2006) and Al-Athiqi (2009) mentioned that traditional methods are the main reason for the weak reading comprehension of students; It is deficient, and it will not achieve an appropriate level for students in reading comprehension. This opinion is supported by Qutami and Riyadh, who see that traditional methods of teaching are not appropriate for this era, its changes, and requirements, as the goals and objectives of society and the individual have changed. (Qutami and Riyadh, 2009). In light of the above presented facts, the research problem can be identified in answering the following question: Is the Quranic argument method effective in the reading comprehension of fifth-grade students?

Aim of the Study

The current study aims to identify the impact of the Quranic argument method on the reading comprehension of fifth-grade students in the subject of reading.
Study Hypothesis

To achieve the two objectives of the research, the researcher postulated the following null hypothesis: There is no statistically significant difference at the level (0.05) between the average scores of the female students who study the reading subject by the Qur’anic argument method and the average scores of the female students who study the reading subject by the traditional way in reading comprehension.

Limits of the Study

The current study is limited to:

2. A number of topics in the reading book for the fifth scientific grade.
3. A number of methods of Quranic arguments.

Definitions of Terms

1. Argument is defined by: La Land (2001) as: the way arguments are presented and arranged, or it is a narration of arguments that all tend to the same conclusion (La Land, 2001).

Belkheir (2003) defines it as: a linguistic strategy that is acquired from the conditions accompanying the discourse, based on the fact that language is a verbal activity that is actually achieved according to certain data from the context (Belkheir, 2003).

2. The operational definition of the Quranic argument: An educational method derived from the Holy Quran, used by the students of the research sample to understand the topics read in the reading subject; To construct and compose meaning, it is done by literal, explanatory, critical, gustatory, and creative assimilation of these topics.

3. Reading comprehension: a. Al-Dulaimi and Souad define it as: the sum of what the reader understands from reading, making use of his cognitive structures, as it includes understanding the literal meaning, understanding vocabulary and the relationships among them, understanding the relationships between sentences, deducing ideas, realizing the writer’s goal, judging and criticizing the read, and benefiting from it in solving his problems. (Al-Dulaimi and Souad, 2009). b. Tibi et al., (2009) define reading comprehension as an active mental process in which several linguistic, cognitive and other factors intertwine, aiming to understand the meaning and significance, the idea, the concept, or the message that the writer intended to convey.

Operational definition of reading comprehension: A cognitive mental process in which the students of the research sample interact with the topics read in the reading subject; To construct and compose meaning, it is done by literal, explanatory, critical, gustatory, and creative assimilation of these topics, and it is measured by the degrees they obtain in the reading comprehension test at the end of the experiment period.

Previous Studies

1. Sultan’s (2006) study (The effect of some mental processes associated with recognition on the reading comprehension of second-grade preparatory students and their written expression) This study was conducted in Egypt, at Helwan University - Faculty of Education. It aimed to know the effect of each of the three KWL strategies (What do I know? What do I want to know? What have I learned?), focus attention, and control comprehension on reading comprehension, and written expression among Second year middle school students. To achieve the goal of the study, the researcher chose a cluster random sample, which was distributed among four groups, the first was a control group consisting of (40) students, and the other three were experimental groups consisting of (110) students. The second group consisted of (36) students, which were taught by the strategy of focusing attention, and the third group consisted of (35) students, which were taught by the strategy of monitoring comprehension. As for the two tools of the study, they are a test in reading comprehension and writing a summary. The researcher applied the two pre- and post- tests. The study concluded the following: The effectiveness of the three strategies associated with recognition in developing the skills of both reading comprehension and writing the summary. The researcher recommended several recommendations, including: the need to pay attention to those interested in language education, focusing on developing the reading comprehension levels and skills while teaching them. (Sultan, 2006).

2. Al-Wahidi study (2008) (The effect of educational strategies based on the theory of multiple intelligence on developing reading comprehension and written expression skills among basic stage students in Jordan) This study was conducted in Jordan with the aim of answering the following questions:
   - Is there a difference in the development of reading comprehension among
students of the basic stage due to the type of strategy (based on the theory of multiple intelligence, and habitual)?

- Is there an interaction between strategy and gender in developing reading comprehension?
- Is there a difference in the development of written expression skills among students of the basic stage due to the type of strategy (based on the theory of multiple intelligence, and normality)?

Is there an interaction between strategy and gender in developing written expression skills?

The study sample consisted of (162) male and female students of the fifth grade, divided into four sections. The researcher prepared an achievement test for reading comprehension, and chose a text to measure written expression. The researcher used the following statistical methods: (two-way joint analysis of variance, and post tests to detect the direction of differences). The results of the study showed:

- There is a statistically significant difference at the significance level (0.05) in reading comprehension attributed to the teaching strategy, for the benefit of students who studied using the strategy based on the theory of multiple intelligence.
- There is a statistically significant difference at the level of significance (0.05) in reading comprehension due to the effect of the interaction between strategy and gender, for the benefit of females.
- There is a statistically significant difference at the significance level (0.05) in the written expression attributed to the teaching strategy, for the benefit of the students who studied using the strategy based on the theory of multiple intelligence.
- There is a statistically significant difference at the level of significance (0.05) in the written expression due to the effect of the interaction between strategy and gender, for the benefit of females. (Al-Wahidi, 2008).

Balance the previous studies with the current study

Places of the conducted studies: The previous studies varied in terms of where they were conducted, Sultan's study (2006) was conducted in Egypt, Al-Wahidi's study (2008) was conducted in Jordan, and the current study was conducted in Iraq.

Objectives: The objectives of the previous studies varied according to their problems.

Sultan's study (2006) aimed to know the effect of each of the three strategies KWL (What do I know? What do I want to know? What have I learned?), focus attention, control comprehension in reading comprehension, and written expression. At the second year of middle school, the study of Al-Wahidi (2008) aimed to answer the following questions:

- Is there a difference in the development of reading comprehension among students of the basic stage due to the type of strategy (based on the theory of multiple intelligence, and habitual)?
- Is there an interaction between strategy and gender in developing reading comprehension?
- Is there a difference in the development of written expression skills among students of the basic stage due to the type of strategy (based on the theory of multiple intelligence, and normality)?
- Is there an interaction between strategy and gender in developing written expression skills?

On the other hand, the current research aims to identify the impact of the Quranic argument method on the reading comprehension of fifth-grade students in the subject of reading.

Methodology: The methodology of the previous studies agreed, as they all relied on the experimental method.

The sample: The sample sizes of the previous studies varied, and they were (150) students in Sultan's study (2006), and (162) students in Al-Wahidi's study (2008). As for the current study, its sample included (74) students.

The tools used: The tools used in the previous studies varied according to the different objectives of these studies. Sultan's study (2002) adopted a test in reading comprehension and writing the summary, and in Al-Wahidi's study (2008) the researcher prepared an achievement test for reading comprehension, and chose a text to measure written expression. The current study will build a test to measure reading comprehension in the light of a selected text, and a creative thinking test.

Statistical tools: The previous studies used the appropriate statistical means, as well as the current study, which will use the appropriate statistical means.

Results: The results of the previous studies varied with the difference in their objectives. Sultan's study (2006) found the effectiveness of the three strategies associated with recognition in developing the skills of both reading
comprehension and writing a summary. On developing the reading comprehension levels and their skills while teaching them, Al-Wahidi's study (2008) concluded: There is a statistically significant difference at the significance level (0.05) in reading comprehension attributed to the teaching strategy, for the benefit of students who studied using the strategy based on the theory of multiple intelligence.

- There is a statistically significant difference at the level of significance (0.05) in reading comprehension due to the effect of the interaction between strategy and gender, for the benefit of females.
- There is a statistically significant difference at the significance level (0.05) in the written expression attributed to the teaching strategy, for the benefit of the students who studied using the strategy based on the theory of multiple intelligence.
- There is a statistically significant difference at the level of significance (0.05) in the written expression due to the effect of the interaction between strategy and gender, for the benefit of females.

Methodology of the Study

The researchers adopted the experimental method, due to the suitability of this method to the research procedures and requirements. (Al-Qayyim, 2006).

Second: Experimental Design: The researchers chose the experimental design with partial control. Because the process of control in educational and psychological research remains partial, no matter what measures are taken in it (Alyan and Othman, 2000).

The experimental design of the current research came as shown in Figure (1).

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<th>Group</th>
<th>Independent V.</th>
<th>Dependent V.</th>
<th>Tool</th>
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<td>EG</td>
<td>Quranic Argument method</td>
<td>Reading Comprehension</td>
<td>A posttest in Reading Comprehension</td>
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<td>Calculating the difference between the results of the two groups in the post-test (reading comprehension test)</td>
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Study population: It is a group of elements or individuals who focus on a particular research (Abu Saleh, 2007). The current study population consists of fifth scientific grade students in secondary and preparatory schools for girls, which include two sections for the fifth scientific or more, and in the center of Babylon Governorate for the academic year 2019-2020; Therefore, the researchers visited the General Directorate of Education of Babylon Governorate / Educational Planning / Statistics section, according to the book issued by the University of Babylon / College of Islamic Sciences Appendix (1), to find out about the secondary, and the preparatory schools for girls in the center of Babylon Governorate, and the number of students in them, so the current research population reached (1120) female students. The study sample is part of the original research population, chosen by the researchers in different ways, in a way that represents the original population, achieves the objectives of the research, and spares the researchers the hardship of studying the original population as a whole (Atawi, 2000), so the researchers must choose a study sample. The researchers chose Al-Waeli Secondary School for Girls in a random way to conduct the experiment in. After they had determined the school in which the experiment would be applied, they visited that school, bringing with them a book facilitating the task issued by the General Directorate of Education in Babylon Governorate, appendix (2). They found that the fifth scientific class in the school includes three classes, which are Sections (A, B, C), and the number of its students is (108), in a random drawing method, the researchers chose Section (A) to represent the experimental group whose students will study the topics of reading by the Quranic argument, and Section (B) to represent the control group whose students will study topics reading by the traditional way. The number of female students in the research sample was (75) students, as it included Section (A), which represented the experimental group (37) female students, and Section (B) which represented the control group (38) female students, after excluding the only failed student, the number of female students in the sample became (74). A student with a rate of (37) students in each of the two sections.

Equivalence of the Two Study Groups

Before the start of the experiment, the two researchers conducted a statistical equivalence between the two research groups in some variables that may affect the results of this experiment - even though the students are from one residential area, study in one school, and are of the same sex - and the variables are: (age of the students calculated in months, the scores of the Arabic language for the fourth scientific grade for the academic year 2019-2020, and the scores of the pre-test in reading comprehension).
The method of conducting the experiment: The method of conducting the experiment went through the following steps:

1. Determining the scientific material: The researchers identified the topics that will be taught to the students of the two research groups during the duration of the experiment, which are nine topics from the reading book to be taught to students of the fifth preparatory grade for the academic year 2019-2020.

2. Formulating behavioral goals: Behavioral goals are performance expectations that are expected to occur in the student's personality, as a result of his passing through a specific educational experience, as they describe the educational outcome (Mohammed, 2003).

Therefore, the researchers formulated behavioral objectives in light of the nature of the current research, and the content of the scientific material (topics) to be taught during the duration of the experiment, and in order for the research procedures to be valid and objective; the researchers presented the formulated objectives, and the content of the topics to be taught to a group of experts in the methods of teaching Arabic, educational and psychological sciences.

In light of their views, the formulation of some goals that need to be modified without deleting any of these goals was modified, and thus the number of goals remained the same (115) behavioral goals distributed among the six levels in the cognitive domain of Bloom's classification (knowledge, understanding, application, analysis, synthesis, and evaluation), with (13) goals that measure the level of knowledge, (50) goals that measure the level of comprehension, (13) goals that measure the level of application, (11) goals that measure the level of analysis, and (15) goals that measure the level of synthesis, and (13) goals that measure the level of evaluation.

3. Teaching plans: The teaching plans are a general framework and a work guide that includes the objectives of the lesson, a record of activities, and the activities that each of the teacher and his students perform in the class in order to achieve the desired goals (Al-Ameen, 1990). Since the preparation of teaching plans is a requirement for successful teaching, the researchers prepared teaching plans for the experimental group using the Quranic argument method, on the other hand, the control group prepared plans were based on the traditional way of teaching, in light of the content of the material and its behavioral objectives.

The researchers presented two models of these plans to a group of experts in the methods of teaching Arabic language, and the educational and psychological sciences as in appendix ( ), to explore their opinions, observations, and suggestions, to improve the formulation, and make it sound, to ensure the success of the experiment, and in light of what the experts showed, some necessary modifications were made.

4. Research tool: The two researchers used a unified tool; to measure the dependent variable among the students of the two groups, they prepared a post-test in the light of the levels of reading comprehension (literal, explanatory, critical, tasteful, and creative); To measure the level of reading comprehension of the students of the two research groups, the test was applied simultaneously.

Application of the Experiment

After completing the requirements of the experiment, the researchers applied their experiment according to the following:

1. The researchers began applying their experiment at Al-Waeli Secondary School for Girls on Monday, 14/10/2019. It lasted on Thursday, 30/1/2020.

2. After making sure that the two study groups are equal in the five variables mentioned above, the researchers met the students of the experimental and control groups, introduced themselves (as teachers), and told them what they intend to teach as follows:

   a. Declarative knowledge: It is represented in acquainting the students with the Quranic argument method, which they will adopt in studying the topics of reading.

   b. Procedural knowledge: It includes introducing the students to how to apply the method.

   c. Conditional knowledge: It is represented in defining the students how they should employ the method on.

   d. Modeling the method: The researchers explained and presented a model of how to apply the method, by clarifying the steps of the method on the board, dealing with one of the reading topics (which was not one of the topics to be taught during the experiment period), so the researchers showed...
the roles of both the student and the teacher.

The researchers prepared a diagram of the Quranic argument method; in order to use it in applying the method, distribute it among the students with ten diagrams for each student of the experimental group.

3. The researchers introduced the students of the two research groups (control and experimental) to the behavioral objectives of each topic before reading it.

The Study Tool (Reading Comprehension Test)

Since the current research requires preparing a post-test in the reading comprehension of the two research groups after the end of the experiment, to know the effect of the independent variable (the Quranic argument method) on the reading comprehension of the experimental group students, balancing the traditional method. The researchers constructed a reading comprehension test, following these steps:

1. Selecting the reading text: Since the current research requires selecting a text in which the students of the two research groups are tested as a post-test; The researchers suggested four reading texts that were not taught to the students of the research sample, which are: (The Family) by Abbas Mahmoud Al-Akkad, (The Penguin Bird), a text from scientific prose, (The Days of Taha Hussein) by Taha Hussein, and (The Sense of Self) by Ali Al-Wardi. and presented it with a questionnaire to a group of experts and specialists in the Arabic language, its literature, and its teaching methods, in order to choose the reading text that they deem most appropriate; To test the female students in it, the choice fell on the text (The Days of Taha Hussein) by Taha Hussein with a percentage of (91%) of the experts' selection.

2. Formulation of test items: The researchers prepared a post-test in the light of the levels of reading comprehension (literal, interpretive, critical, tasteful, and creative), which consisted of (28) items distributed between two sets of questions. Multiple choice with four alternatives, represented in the second set of test questions with (16) items, and this type of question is suitable for reorganizing facts and ideas in the readable text, formulating problems and hypotheses, comparing phenomena, analyzing ideas, describing characteristics, and solving problems. Applying principles and laws, summarizing information, suggesting opinions and justifying them with appropriate evidence (Allam, 2007).

3. Test instructions
   a. Answer instructions: The researchers formulated the information about the test in terms of the number of questions and how to answer them. It included the information about the student, emphasizing reading the text well, and trying to comprehend it, in order to answer the questions accurately, and the answer should be on the test paper itself, taking into account that no item was left. Without an answer, in addition to indicating the total test score, and the instructions were included in a separate sheet attached to the test.
   b. Correction instructions: The researcher put an exemplary answer to the two test questions, and distributed the scores among the answers to its items. For the first question (multiple choice), one mark was assigned to each item, and for the second question, two marks were assigned to items (1-12), and three marks to the two items. (13 and 14), and four degrees for items (15 and 16), and the distribution of the degree was according to the following:

The First Question: Twelve Degrees

The second question: thirty-eight degrees. Thus, the overall reading comprehension test score is (50), and it is worth noting that the researcher relied on distributing the scores on the type of questions.

4. Validity of the test: Validity is one of the most important characteristics of the test, and the test is valid if it measures the characteristic that it was prepared to measure (Al-Ghareeb, 1985). The two researchers presented it to a group of experts specialized in Arabic language teaching methods, educational and psychological sciences, measurement and evaluation, to explore their views on the suitability of the test items to measure reading comprehension at its levels (literal, explanatory, critical, tasteful, and creative), as well as the validity of the private answer key. In the second question and the clarity of the instructions, and in light of their observations, the
researchers reformulated some items, and none of the 28 test items was deleted.

**Statistical analysis of test items:** Test vocabulary analysis is one of the important techniques that a teacher can employ; To improve the quality of the test that they prepare for their students by examining the examinees’ answers for each of the test items (Allam, 2007) and for the purpose of knowing the level of difficulty, the strength of discrimination for each of the items of the first and second questions, and the effectiveness of incorrect alternatives for each of the items of the first question. The researcher applied the test to an exploratory sample consisting of (100) female students of the fifth scientific grade from the same research community in Al-Khansa Preparatory School for Girls on Sunday 3/11/2019 AD, and the average time extracted for applying the test was (61,15) minutes.

**Correction of the test:** The test consisted of two questions, the first was an objective of the type of multiple choice, and the second was an essay, according to what was required of the student; Therefore, the distribution of scores was not the same. In the first question (multiple choice), the answers are corrected by giving one score for the correct answer, zero for the wrong answer, and the missing items were treated, and the items that were given more than one mark were treated as the treatment of the wrong answers. As for the second question of the type of essay questions;

In order for the correction to be objective, the researchers prepared a standard for its correction, and presented it to a group of experts in teaching methods, measurement and evaluation, to express their observations about the validity of the standard. 50), and the minimum score (zero).

**Correction reliability:** Due to the impact of subjective essay tests in correction, and moving away from objectivity; Not being able to define the required answer in a definitive correct way (Wally, 1998:400). Because the test contains an essay question; The researchers adopted two types of agreement in the reliability of its correction:

A. Agreement over time (between the researcher and himself) After the researcher corrected the answers of the exploratory sample of one hundred students, he hid the names of the students and their grades, and after two weeks, (30) sheets of paper were drawn at random from the hundred, and re-corrected, which is an appropriate period between the two corrections (Al-Zoba‘i, 1981). The Pearson correlation coefficient between My attempt to search through time (0,99).

B. Agreement between him and another corrector: The researcher trained another debugger on how to correct the answers to the second question, depending on the answer model and the correction criterion, so the correlation coefficient between their corrections was (0.99) Supplement (16), and the reliability coefficient in both cases is excellent for unregulated tests that if their reliability coefficient reached (0. 67) She was considered good. After making sure of the reliability of the answers correction, the researcher arranged the scores of the hundred students in descending order, then chose (27%) of the higher grades and (27%) of the lower grades, as the two best ratios for balancing between two different groups (Faraj, 1980). The highest scores of the upper group were (43) degrees, while the lowest scores of the lower group were (16) degrees. The following is an explanation of the statistical analysis procedures.

1. **Items difficulty:** The purpose of calculating the difficulty of a item is to choose items of appropriate difficulty, and delete items that are very easy and very difficult, so, the test can be distinguished as much as possible among the tested students, if the average difficulty of its items is 50% (Allam, 286: 2000); because the test includes objective and subjective items; Therefore, the researchers tried to find the coefficient of difficulty for each of the test items according to its type, and found it limited between (0.35-0.69), Bloom indicates that the test is good if the difficulty rate of its items is limited to (0.50-0), while it is considered acceptable if it is limited to (0.20 - 0.80) (Bloom, 1971). Therefore, all test items are accepted.

2. **Items discrimination:** After calculating the power of discrimination for each of the objective reading comprehension items, and the subjective ones using the discrimination equation for each type of items, the researchers found that the power of discrimination is limited to (0.31 - 0.63) Appendix (18), (Ebel) believes that the test items are considered good if their discrimination power is (0.30) or more (Ebel, 1972). Thus, the researchers found that all test items are valid and have a good discriminatory ability.

3. **The effectiveness of incorrect alternatives:** When calculating the effectiveness of the incorrect alternatives...
for the items of the first question of the test, the researchers found that it was between (-0.33) and (-0.07). See appendix (19), which means that the incorrect alternatives have attracted a number of students in the lower group greater than the students of the upper group, thus, the researchers decided to keep the incorrect alternatives as they are without change.

The reliability of the test: The researchers applied the equation (Alpha Cro-Nbach) to the scores of the survey sample (20) of (100) female students from Al-Khansa Preparatory School for Girls. The covariance ratio of the correlation square was (0.41), a value that does not reach (0.50), which indicates that the total variance is the most real variance (Lindqutic, 1950).

**Application of the final test:** After completing the application, the researcher corrected the papers and found that the highest score obtained by the students of the two research groups was (40), and the lowest score was (14).

**Test correction reliability:** Because that the test prepared by the researchers contains a subjective question, the researchers used two types of agreement; To check the reliability of its correction:

1. **Agreement over time (between the researcher and himself)**
   After the researchers corrected all the post-test papers for the two research groups, he hid the names and grades of the students. After two weeks, (30) of the test sheets were drawn at random, (15) sheets for each of the two research groups, control and experimental, and then corrected, and using the Pearson correlation coefficient, The reliability coefficient between the two attempts of the researcher over time reached (0.99).

2. **The agreement between the researcher and another rater:**
   The correlation coefficient between the researcher and another rater, who was trained by the researcher on how to correct (according to the answer model, and the correction criterion) was (0.99). The reliability coefficient is excellent in the two corrections.

**Ninth: Statistical means:** The researchers used the following statistical methods ((t-test) for two independent samples, the equation of the item discrimination coefficient, the equation of Alpha Cro-Nbach, and the arithmetic mean).

4. **Presentation and interpretation of the result:** To find out the significance of the difference between the mean scores of the students of the two groups in the post-reading comprehension test, the researchers used the grammatical test equation for two independent samples., its arithmetic mean (23.270), variance (28.431), and the calculated T-value (3.942), whereas the tabulated value was (1.96), with a degree of freedom (72), Thus, the superiority of the students of the experimental group who studied the topics of reading by the method of Qur’anic argument over the students of the control group who studied the topics of reading by the traditional way in the reading comprehension test, for that the null hypothesis which states the following: There is no statistically significant difference at the level of significance (0, 05) between the average scores of the experimental group whose students study reading topics by the method of Qur’anic argument, and the control group whose students study reading topics by the traditional way in reading comprehension is rejected. The result of this study was consistent with the results of previous studies, which are the studies of (Sultan 2006) and (Al Wahidi 2008), which proved the existence of differences with statistical evidence and in favor of the groups that were studied by the method of Qur’anic argument, and in light of the result that was presented, the researchers see that the reason for the superiority of the experimental group that studied the subjects of reading by the method of Qur’anic argument, the control group that studied the subjects of reading by the traditional way in reading comprehension are due to the following reasons:

1. The relationship between Qur’anic argument method and reading comprehension is a direct and interdependent relationship, as teaching with this strategy activates the students’ thinking processes before carrying out various cognitive activities, by setting self-questions that would participate in deepening comprehension, continuing learning, and solving problems go first (El-Gohary, 2009). This result is supported by what Costa et al., indicated that training students to ask a number of questions helps in reading comprehension, focuses attention, makes new predictions, identifies the most important information and the develops creative thinking (Costa et al. 1998).

2. Teaching by the style of Qur’anic argument increased the students’ awareness of themselves and the reading
processes in the text, and improved the extent of their learning.

3. Teaching by the Qur'anic arguments activates students in constructing meaning, by analyzing and organizing information, and distinguishing the important ones in reading topics (facts - context - reasons - problems - solutions - concepts - principles), as this distinction is the basis of active learning that involves abstracting information by representing it in long-term memory in a form that is accessible later (R Marzanon et al., 1998).

4. Teaching reading topics by Qur'anic argument contributes in increasing the students' motivation towards learning.

5. Teaching by the Qur'anic arguments makes the students' learning take an active role by correcting the wrong information that was well-established in their cognitive structure, as it provides them with the opportunity to learn from their own mistakes, and thus deepens the comprehension of what is read.

6. Teaching by the Qur'anic argument helps the students in summarizing the reading text, restructuring its ideas and content in their own critical language, and moving away from the language of the reading text; which helps in developing the constructive comprehension of the readable text (Al-Hallaq, 2010).

Conclusions

1. Adopting the method of Qur'anic argument has been successful in teaching the subjects of reading for the fifth grade science.
2. Qur'anic argument method reshapes the mental image in line with the student's new cognitive structure.
3. The use of Qur'anic argument method helps increase the students' motivation and enthusiasm, and focus their attention towards addressing the reading topics. As one of the new strategies in teaching.
4. The comprehension of the students' reading texts improves if modern teaching trends are used that depend on constructing and constructing meaning.
5. Adopting Qur'anic argument method of teaching improves the students' ability to learn on their own.

References

The Holy Quran.
The Effectiveness of Quranic Argument Method on the Fifth Grade Students Reading Comprehension


