



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: www.jtuh.org/
JTUH
 مجلة جامعة تكريت للعلوم الإنسانية
 Journal of Tikrit University for Humanities
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Keywords:

It Says,
 I Say,
 and So Strategy.
 Reading Comprehension

ARTICLE INFO**Article history:**

Received 15 July 2024
 Received in revised form 25 July 2024
 Accepted 17 Aug 2024
 Final Proofreading 1 Nov 2024
 Available online 2 Nov 2024

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The Effect of Using It Says, I Say, and So Strategy on Iraqi EFL University Students' Achievement in Reading Comprehension

A B S T R A C T

The current study intends to assess the impact of the It Says, I Say, and So Strategy on the English reading comprehension accomplishment of Iraqi EFL University students. This method assists students in evaluating their reading, which leads to a greater grasp of the content. During the academic year 2021-2022, the study's sample includes of second year university students / English Department / College of Art / Tikrit University. It was picked at random and divided into two groups, the experimental group with 32 students and the control group with 32 students as well. Certain factors are used to equalize the two groups. The It Says, I Say, and So Strategy is utilized with the experimental group, whereas the usual method is employed with the control group. After six weeks of teaching, both groups took the identical reading comprehension exam. An accomplishment exam was developed, validated, and administered to the two groups involved. The necessary data has been gathered and statistically examined. Because of the application of the It Says, I Say, and So Strategy, the acquired findings reveal that there are statistically significant variations in the accomplishment of the students of the two groups in favor of the experimental group

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DOI: <http://doi.org/10.25130/jtuh.31.11.2024.23>

تأثير استخدامه استراتيجيّة "قل، اقول، وكما تقول" على تحصيل طلاب الجامعة في الفهم القرائي للغة
 الإنجليزيّة لغة أجنبيّة

سعد روكان جاسم محمد / قسم اللغة الانكليزية / كلية الاداب / جامعة تكريت

الخلاصة:

تهدف الدراسة الحالية إلى تقييم أثر استراتيجيّة "يقول، اقول، وكما تقول" على طلاب الجامعات العراقيّة في فهم القراءة باللغة الإنجليزيّة. تساعد هذه الطريقة الطلاب في تقييم قراءتهم، مما يؤدي إلى فهم أكبر

المحتوى. خلال العام الدراسي ٢٠٢١-٢٠٢٢، شملت عينة الدراسة طلاب المرحلة الثانية / قسم اللغة الانجليزية / كلية الآداب / جامعة تكريت. وقد تم اختيارها عشوائياً وقسمتها إلى مجموعتين، المجموعة التجريبية المكونة من ٣٢ طالباً والمجموعة الضابطة المكونة من ٣٢ طالباً أيضاً. يتم استخدام عوامل معينة لتحقيق التعادل بين المجموعتين. تم استخدام استراتيجية "يقول، أنا أقول، وكما تقول" مع المجموعة التجريبية، في حين تم استخدام الطريقة المعتادة مع المجموعة الضابطة. وبعد ستة أسابيع من التدريس، خضعت المجموعتان لامتحان فهم القراءة المتطابق. تم تطوير اختبار الإنجاز والتحقق من صحته وإدارته للمجموعتين المعنيتين. وقد تم جمع البيانات اللازمة وفحصها إحصائياً. وبسبب تطبيق استراتيجية "يقول، أنا أقول، وكما تقول"، أظهرت النتائج المكتسبة وجود فروق ذات دلالة إحصائية في تحصيل طلاب المجموعتين لصالح المجموعة التجريبية.

الكلمات المفتاحية: استراتيجية "قل، اقول، وكما تقول" / الفهم القرائي

Section One

Introduction

1.1 Statement of the Problem

In English, there are four skills that should be learned, which are: listening, speaking, reading, and writing. In the field of education, the reading skill becomes very important, students need to be exercised and trained in order to have a good reading skill (Harmer, 2007). Reading has been shown to be the most important skill for students. It not only improves reading ability, but also listening, speaking, and writing ability. This is because people's levels of thinking might shift as a result of continual reading. There are two important components to the reading process: comprehension and learning. Thus, reading in general requires cognitive involving, coordination of attention, memory, perceptual processes, and comprehension processes (Kern, 1994).

Reading comprehension is a complicated activity that requires readers to engage with the text. It demonstrates that reading comprehension is a critical approach to determine if students grasp the written sources and the content of the text. Without comprehending a text, the student is unable to conclude the message from a text because in reading activity, the important aspect is comprehension. Students find that reading comprehension activities are difficult to be understood since they can

struggle to grasp accurately the context of the text. The researcher found some problems that the students are not able to comprehend a text well. They could not answer some teacher's questions provided in the text related to the reading material like "what do you think the story will be about?" Or "what is the main idea of the last paragraph?" But, they got nothing about the text. They were in passive situation without thinking process was going on. These situations occur because students do not clearly understand the content of the narrative text so that they cannot say something about what actually they have in their mind and do not understand what the purpose of the story that they have already read. Based on the researcher's observation above, it can be said that some students' problems in reading comprehension is caused by some factors, such as; the students lack in comprehending the narrative vocabulary, the students are unable to identify the generic structure of narrative text, the students are unable to identify the supporting details of the narrative text, the students are unable to conclude the idea of the narrative text, and the students are unable to differentiate implicit and explicit information from the narrative text .

In the words of Hartmann (2006) "It Says, I Say and So Strategy is a strategy helps students connect new information with prior knowledge through the process of making inferences". A teacher, as an educator, must use good strategies or methods in teaching learning processes in order to master reading comprehension. So, It Says, I Say, and So is a reading comprehension approach that guides students in generating meaning from written material using a chart.

Key Words: It Says, I Say and So Strategy, Reading comprehension.

1.2 Aims of the study

This study aims to:

- 1- Determine the effect of the It Says, I Say, and So Strategy on the English reading comprehension college students.
- 2- Determine whether there is a substantial difference between students' success at the recognition level and their achievement at the production level.
- 3- Determine whether there is a substantial difference in English reading skill success between male and female students.

1.3 Hypotheses of the study

The following hypotheses are going to be adopted in order to be verify and achieve the aims throughout the experimental of the current study:

- 1- In the posttest, there is no statistically significant difference between the mean achievement scores of the experimental and control groups.
- 2- There is no statistically significant difference in mean student accomplishment scores at the recognition and production levels.
- 3- There is no statistically significant difference in the mean accomplishment scores of males and females.

1.4 Limits of the Study

The present study is limited to EFL second-year students at the University of Tikrit's Department of English, College of Arts, who are studying reading comprehension and reading passages during the academic year 2021-2022 (Select Readings).

1.5 Value of the study

The current study is intended to be beneficial since it seeks to acquaint EFL instructors and university students with the It Says, I Say, and So technique in the field of education, in order to improve outcomes of English reading comprehension results. The value of the present study can be stated as in the following:

1. Exposing students to many different types of texts and genres helps them develop reading comprehension more effectively.
2. Students participate in a choice when they are asked to respond personally about its topic.
3. Students improve reading skills, develop vocabulary and language when practicing skills associated with the content and language of each reading passage.
4. It Says, I Say and So Strategy is to illustrate how thinking in advance about the topic of a reading prepares readers to better comprehend and interact with a text.
5. It aids students' comprehension of the material, makes them feel more at ease in the teaching-learning process, and encourages them to be more active while studying.

1.6 Procedures

To achieve the study's objectives, the researcher used the following procedures:

- 1- The selection of two groups of second-year students from Tikrit Research University's College of Arts, based on a preliminary research-based planning procedure. The research will provide the researcher with a general summary of the problem experienced in the classroom.
- 2- Action is the method of learning teaching activity in reading comprehension via teaching the identical English reading comprehension to the experimental and control groups utilizing the It Says, I Say, and So Strategy.
- 3- Observation is the process of gathering information on the students' learning activities and the researcher's Constructing an accomplishment exam during the teaching-learning process.
- 4- Reflection is the action of studying, interpreting, and explaining all of the data collected and statistically addressing it.
- 5- Getting information by observing what is doing in action. Subject both groups of students to an achievement test, collect the data, and process them statistically.

1.7 Definitions of the Basic Terms

1.7.1 Effect It means "change that is caused in a person or thing by another person or thing" (Collins,1987).

1.7.2 It Says, I Say, and So Strategy The "It Says, I Say, and So" strategy, according to Houts (2008), assists students in creating meaning as they comprehend texts and draw conclusions from them. It can give students the opportunity to connect their knowledge to the text's content. Students are asked to connect background knowledge to information found in the text using this strategy. The user responds to the information in the text and makes a decision.

1.7.3 Achievement It refers to "the mastery of what has been learned or the level of acquisition attained by an individual in any instructional material in a specific educational field." (Allam,2000).

1.7.4 Reading Comprehension: "Reading comprehension is a complex activity that involves interaction between the readers and the text". This suggests that reading comprehension is an important factor in deciding whether students grasp

textual materials(Ibtisam,2019). Reading comprehension, in other words, is a process that incorporates both the reader and the reading material in order to get knowledge and meaning from the text (Snow, 2002).

Section Two

Theoretical Background

2.1 It Says, I Say, and So Strategy

The It Says..., I Say..., and So Strategy is a reading strategy in which students consider textual material-related questions, find information in the text that answers the question, evaluate the text using inference skills, and integrate information from the text and their own reasoning to construct a response. The technique teaches students how to generate meaning by combining their own ideas and opinions with facts and details from a reading selection. The method works well with nonfiction and fiction books alike. Readers can think inferentially when they connect their background of facts, ideas, and experiences with the text. If the reader is asked to make inferences, it is critical that they have prior knowledge of the text (Harvey & Daniels, 2009).

Beers (2003) points out that the It Says I Say and So Strategy is a strategy that assist students in reasoning from the text, finding information in the text that will help answer the question, thinking and thinking about what we know in combination with what we know from our experience, and drawing our own conclusions. Present the strategy in brief, easily understood text.

An inference is the ability to make a connection between what is in the text and what is in the mind in order to make an educated guess (Beers, 2003). It Says, I Say, and So Strategy:

It Says. Find information in the text that will assist you in answering the question. When the teacher read this piece, what words, phrases, ideas, or images stood out to you? What are the key concepts? Which words or ideas are repeated or emphasized in multiple sentences?

I Say. Consider what you know about that information. What do students know about this subject? What is the teacher's experience in a situation like this? What

does the evidence suggest to him? Hint: Examples, word pictures, or short stories can all be used as evidence.

And So. To find the answer, they must combine what the text says with what they know. Students draw conclusions, think, judge, and make predictions. The strategy has been shown to improve readers' comprehension and recall of information. In other words, the reader is more likely to learn and retain more of the information they are reading.

2.2 Definition of It Says, I Say, and So Strategy

The It Says, I Say, and So Strategy is a reading strategy because the instructor use it to assist students in locating information and meanings in the text. The strategy is intended to assist students in improving their comprehension of the text. The strategy will broaden students' knowledge by allowing them to draw conclusions or inferences from the text they have already read. Beers (2003) defines inference as "the ability to connect what is in the text with what is in the mind to create an educated guess."

It Says, I Say, and So Strategy, according to Beers (2003), is a good example of a graphic organizer that allows students to visualize what can only be answered by inference. Students initially respond to a question that can only be answered by inference, despite the fact that the question is about a specific reading or text.

Finally, the It Says, I Say, and So Strategy encourages students to draw conclusions and create meaning by combining their own ideas and thoughts with evidences and details found in a reading selection (Zweirs, 2004).

According to Guzzardo (2005), "It Says, I Say, and So is a strategy that assists students in organizing their thoughts, past information, and existing knowledge in order to make inferences". Prior knowledge, on the other hand, is combined with current knowledge to create an idea that can bring students to comprehension. The new information or knowledge is tested by answering a question about the new information or knowledge; if the new information or knowledge can be answered based on the students' opinions, the new one is saved in the long term memory.

According to Houts (2008), the strategy assists students in understanding and creating meaning when drawing conclusions from the text. It can provide students with an opportunity to connect their knowledge to the text content.

2.3 The Steps of It Says, I Say, and So Strategy

According to Zweirs (2004) It Says, I Say, and So Strategy has some steps as follows:

- 1- The teacher introduces this strategy using a short and familiar text to teach the strategy.
- 2- The teacher provides students with a copy of the strategy chart.
- 3- The teacher provides Brainstorm; the possible questions based on the topic to be read.
- 4- The teacher asks questions and the students seek the answer in the text.
- 5- The teacher divides students to work in groups as they learn the strategy.
- 6- The teacher assigns It Says questions to students and invites students to respond to It Says.
- 7- The teacher assigns I Say questions to students and invites their responses to I Say.
- 8- The teacher asks students to complete and So questions and invite students' response to and So.

Additionally, Beers (2003) states four steps of the strategy as follows:

- 1- The students must determine what the reading says.
- 2- The students search the text for information that will help them answer the question.
- 3- The students contribute their comments about what they read in their own words.
- 4- Finally, the students integrate what they have read and their own ideas to answer the issue, creating new meaning.

Then, Billmeyer and Barton, (1998) say, there are four steps to implement It Says, I Say, and So Strategy they are:

- 1- Students locate sections of the text that are relevant to the inquiry.
- 2- In the "It Says" column, students paraphrase the relevant facts.

- 3- Students write their own thoughts that expand on the section they summarized. This belongs in the "I Say" section.
- 4- Students make conclusions that provide solutions to the problems.

2.4 Advantages and Disadvantages of It Says, I Say and So Strategy

According to Buhel (2009), there are four advantages of It Says, I Say and So Strategy. They are:

- 1- "Students are provided with visual cues to get meaning.
- 2- Students verbalize their understandings as they sum up what they have gained from their reading".
- 3- Students liked and interested in read the story of narrative text, and many of them gave the opinions based on the material and they could make conclusion.
- 4- Students more active and thinking deeply how to comprehend a text, and if the students do it many times it can enrich the students' knowledge how to respond to the text-based on questions they have already read.

2.5 The Relationship between It Says, I Say, and So Strategy and Reading Comprehension

According to Houts (2008), "The It Says, I Say, and So strategy assist students in understanding and creating meaning by drawing conclusions from text. This allows students to make connections between their knowledge and the content of the text. This strategy necessitates students connecting their prior knowledge to information found in the text. Their responses to the information in the text will then be generated in order to draw conclusions".

Because it enables students to locate information and comprehend the meaning of the text, the It Says, I Say, and So Strategy is appropriate for increasing students' reading comprehension. It then enables students to comprehend the primary concepts and aspects of the text, as well as draw deductions or draw conclusions about the material they are reading. This method assists students in understanding information from the book by having them answer a few questions regarding the text and what they have read about it. They then compare their findings to their own ideas to form inferences or conclusions. In this way, it can aid students' comprehension of the material (Houts, 2008).

Section Three

Procedures

3.1 The Experimental Design

Experimental design is "the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about the relationship between independent and dependent variables"(Best and Khan,2006). So, it is necessary to choose an appropriate design to determine the validity and the accuracy of the obtained results (Namaral ,2006). The experimental design implemented in this study is called "The post-test Only, Equivalent – Group Design" as shown in table (3-1). It includes the following steps:

- 1- Selecting the experimental and the control group randomly.
- 2- Make equalization between the students of the experimental group and control group in some variables.
- 3- Applying It Says, I Say, and So Strategy to the independent variable only to the experimental group.
- 4- Teaching the control group according to the same English material as presented in the Teacher's Book in the conventional way.
- 5- Subjecting both groups of students to the posttest.
- 6- Using the suitable statistical methods in order to analyze the collected data and produce the final results.

Table (3-1)

No.	Groups	Independent variable	Posttest
1	Experimental Group	It Says, I Say, and So Strategy	Posttest
2	Control Group	Conventional method	Posttest

3.2 Population and Sampling

The whole population of the present study includes 64 students of the EFL second year in the Department of English, College of Arts at the university of Tikrit, during the academic year 2021-2022. The sample of the current study divided into two groups, A and B. Group A and B have been selected randomly to be experimental and control groups whose total number is 64. Group A consist of thirty students. Group B consists of thirty students while, two students are

excluded from section(A) and two students are excluded from section(B). some of those students are repeaters and others are excluded because of their age. Group (A) is called as the experimental group and taught by using the It Says, I Say, and So Strategy and group (B) is called as the control group, and taught by the conventional writing strategy. Thus, the total number of the involved sample is fifty-eight students of its original population as shown in table (3-2).

Table (3-2) The Population and Sampling

Groups	Sample before excluding	Repeaters	Largest age group students	Sample
Experimental	32	1	2	29
Control	32	1	2	29
Total	64	2	4	58

3.3 Equivalence of The Groups

Controlling the variables that may cause a variance in the students' achievement, such as age, general level of English reading comprehension (posttest), and achievement at recognition and production levels, is required to equalize the two groups.

3.4 Instructional Material

The instructional material of this study includes three passages which has been taught to the experimental and control groups. **“What Is Creative Thinking?”** **“Listen Up”** and **“Students Won't Give Up Their French Fries”**. The first passage " **What Is Creative Thinking?** " is written by Roger von Oech. The purpose of this article is to persuade and educate people by some examples demonstrates the creative mind's ability to transform one thing into another. By shifting perspective and playing with our knowledge, we can make the ordinary, the extraordinary, the extraordinary, commonplace. In this way, wine presses squeeze information, thread turns into nanoseconds, workers' grievances become symphonies, and bicycle seats become bulls' heads. The second passage " **Listen Up** " is written by Madelyn Burley-Allen it talks about how we are effective as listener, you begin a positive and mutually rewarding process by showing interest in the employee and what they have to say. This compassionate listening encourages honesty, mutual respect, understanding, and a sense of security in the

employee. Listening also encourages employees to feel self-confident. This, in turn, can build their self-esteem and sense of empowerment. The third **passage " Students Won't Give Up Their French Fries "** is written by Elizabeth F. Farrell. The purpose of this article is to educate students that there are several colleges recently purchased a program called Net Nutrition from Ithaca-based CBord, which allows students to view preparation, ingredients, nutrients, and health information for the foods provided by clicking through dining hall menus on the college's website. They may be more health-conscious, but it doesn't always imply they eat well, some even worry that the information feast could be harmful by fueling some students' obsession with food.

3.5 Construction of the Achievement Posttest

There should be a test that follows the teaching process when teaching any language construction (Elaine,2008). The achievement test is limited to specific curriculum material covered in a specific time frame and is administered after a course has covered the objectives in question. It can be used to identify features that a student should work on in the future. An achievement test's primary function is to determine the acquisition of course objectives at the end of a period of instruction. The achievement test should be used to supplement the teaching to which it is related (Mcnamara, 2000).

The contents and behavioral objectives of the instructional material were used to create an achievement test. As shown in table (3-3), it consists of eleven questions and is scored out of 100. The first six questions assess students' recognition level achievement, while the last two assess students' production level achievement. Question one has five items; students are required to read a piece and answer questions about it, and they are graded out of 10. Question number two consists of items from list (A) with five completions from list (B) and is scored out of 10. Question three includes five multiple-choice answers. Each item that encircles the proper selection receives one mark and is scored out of 10. Question four has five multiple-choice answers. Each item that encircles the proper selection receives one mark and is scored out of 10. Question five comprises ten questions that are scored out of 10 for providing the appropriate synonym for the following terms. Question six has five true/false items that are scored out of five. Question seven has one item; students must select one topic for a writing that is graded out

of twenty-five. Question eight covers five elements for understanding the main concept and supporting facts in a given paragraph in order to create a summary and is scored out of twenty.

Table (3-3)

The Specifications of the Contents and Behaviours of the Achievement Test

Level No.	Questions No.	Contents	Behaviors	Items No.	Marks
Recognition	1	Students should read a paragraph and respond to questions regarding it.	Answer the questions after reading the passage.	5	10
	2	Words for which students should provide appropriate definitions.	objects with meanings	5	10
	3	Students read a piece and demonstrate comprehension by identifying the author's purpose, primary concept, and supporting information.	Make a circle around the right answer.	5	10
	4	Choosing the best interpretation of the figure of speech	Fill in the correct circle	5	10
	5	Words for which students should provide synonyms	Please provide a synonym for the following words or phrases.	10	10

	6	After reading the statements, mark T (True) or F (False).	In front of each item, write true or false.	5	5
Production	7	Students should attentively study the question and put down a subject and a summary.	Compose a composition	1	25
	8	Read and grasp the following text's primary idea and supporting facts.	Make a summary of the text.	5	20
Total				41	100

3.6 The Behavioral Objectives

According to Al-Mutawa and Kalian (1989), "the behavioral objectives of each stage of learning are defined by the English syllabus." They're divided into cognitive, emotional, and psychomotor realms." The second year's "Select Reading" book seeks to strengthen students' conversational abilities in reading comprehension. The stories are created in simple language to help pupils to read, absorb, and retell what they have learnt.

3.7 Validity and Reliability of the test

Validity refers to "the truth of the test when it measures the components that the examinee intended to measure" (Bynom, 2001). There are two forms of validity: face validity and content validity. The dependability of a good exam is one of its most significant properties. A test is deemed dependable if its level of accuracy is steady and consistent when administered to the same sample of students under the same settings each time (Veram and Beard, 1981). The identical test was given to a pilot group of 64 students twice in three weeks. The place, timing, and peacefulness of administration were all considered during the two occasions of the test. The study's test is regarded credible since the computed coefficient is 0.80, which the Cronbah's Alpha test formula considers satisfactory (Brown,2004).

3.8 Pilot Administration of the Test

This is a preparatory study with a sample from the experiment sample to acquaint the researcher with any challenges that may occur throughout the test (Good, & etal, 1976). The purpose of the pilot study is to tell the researcher about how the instrument works and to indicate the length of time necessary to complete all of the test questions or items. It also seeks to ascertain the discriminating power and difficulty level of the exam, as well as the visibility of the test instructions. The experiment was carried out on 64 randomly selected students from the Experimental and Control groups. According to the results, the time necessary to answer all of the test items ranges between.

3.9 Item Analysis

It is described as "checking responses constructed by all students for each item on the test" (Oliva, 1988). The procedure of assessing each item's ease and complexity and replacing the inappropriate one. The total scores of the testes were ranked from highest to lowest after scoring the pilot study's test papers in order to select 29% of the highest scores to be placed in one group (those representing the upper group) and 29% of the lowest scores to be placed in the other group (those representing the lower group). It is crucial to assess the test items' difficulty level as well as discrimination power.

3.10 Difficulty Level (DL)

The DL refers to the proportion of examiners who passed the examination. It is analyzed by dividing the proportion of students who properly answered the question by the total number of pupils. The purpose of this method is to choose objects whose difficulty is appropriate for the students' level. (Madsen, 1983).

3.11 Discrimination Power

According to Ebel (1972), If the administering power is 0.30 or above, the item is considered acceptable; if it is less than 0.30, the item is judged weak, and the instructor should make the required revisions. All of the test items had sufficient discriminating power and a tolerable level of difficulty. Only a few items have been successfully corrected or changed.

3.11 Final Administration of the Test

The test is administered to sixty-four sample students from Tikrit University's College of Art's English Department once it has been confirmed that it is authentic, trustworthy, administrative, and of an adequate difficulty level. Students had been treated to it under similar conditions. The teacher told the students to put their responses on the test papers. Following the distribution of test papers, the researchers read the instructions to the students, clarified the meaning of some of the questions, and discussed the objective of the exam to assist them in taking it more seriously and effectively engaging with it. The subjects had plenty of time to completely answer all of the questions. The exam had a time limit of one hour.

3.12 Scoring Schema of the Posttest

Test takers' responses are evaluated out of 100. In the first six questions, i.e. at the recognition level, each correct item or response receives two marks, whereas each wrong answer receives zero. At the production level, right answers receive twenty-five marks, while erroneous responses receive zero. Correct answers earn a score of eight out of twenty, while erroneous answers receive a score of zero, as stated in table (3-3).

Section Four

4.0 Data Analysis and Discussion of Results

After subjecting the involved sample of students to the achievement test, the data has been collected and statistically analyzed as according to the presenting hypotheses:

- 1- In the posttest, there is no statistically significant difference between the mean achievement scores of the experimental and control groups.
- 2- There is no statistically significant difference in mean student accomplishment scores at the recognition and production levels.
- 3- There is no statistically significant difference in the mean accomplishment scores of males and females.

4.1 Comparison of the Experimental Group's and the Control Group's Posttest Achievement

In order to determine if there is a significant difference between the mean scores of the experimental group and those of the control group, both mean scores are acquired and compared in the posttest. The experimental group's mean score is 80.47, whereas the control group's score is 69.90. Using the t-test procedure for two independent samples, the computed t-value is 4.31, whereas the tabulated t-value is 2.00 at the degree of freedom (60) and significant level (0.05), as shown in table (4-1).

This suggests that there is a statistically significant difference between the mean scores of the experimental group and those of the control group, with the former benefiting. This indicates that the achievement of the experimental group, taught using the It Says, I Say, and So Strategy, is higher than the achievement of the control group, taught using the standard way. As a result, the first hypothesis is rejected.

Table (4-1)

The Posttest Mean Scores, Standard Deviations, and T-Values of the Two Groups

Group	No. of Students	Means Scores	SD	T-Value		DF	Level of Significance
				Computed	Tabulated		
EG.	32	80.47	13.45	4.31	2.00	60	0.05
CG.	32	69.90	6.180				

4.2 Comparison of Student Achievement at the Recognition Level vs. Production Level

The mean scores of the experimental group's students' achievement at the recognition level and that at the production level in the posttest are computed and compared to see if there is a significant difference between them. According to the results, students' mean scores at the recognition level are 17.27, while those at the production level are 59.77. The t-test procedure is used to two related samples, and the calculated t-value is 64.04 and the tabular t-value is 2.04 at the degree of freedom (60) and level of significance (0.05), as shown in table (4-2).

This implies that there is a significant difference in students' success between the recognition and production levels, with the production level benefiting the most. The second hypothesis is thus rejected.

Table (4-2)

The experimental group's mean cores and T-values for recognition and production levels for students

EG	No. of Students	Means Scores	SD	T-Value		DF	Level of Significance
				Computed	Tabulated		
Recognition	32	17.27	12.45	64.04	2.04	60	0.05
Production		59.77	6.190				

4.3 Comparison of Male and Female Achievement in the Posttest

The males' posttest mean score is 68.142, while the females' performance is 12.579. The t-test method for two independent samples is then used to determine whether there is a statistically significant difference between the acquired mean scores of the two groups.

As indicated in table (4-3), the calculated value is 0.324, which is less than the tabulated value 2.021 at the degree of freedom (60) and the level of significance (0.05). As a result, the third hypothesis is adopted, which claims that there is no statistically significant difference in the mean scores of students' accomplishment between males and females.

Table (4-3)

Male and female posttest achievement means, standard deviations, and t-values

Group	No. of Students	Means Scores	SD	T-Value		DF	Level of Significance
				Computed	Tabulated		
Male	13	68.142	13.39	0.324	2.021	60	0.05
Female	21	12.579	6.188				

4.4 Discussion of the Results

The current study's findings demonstrate that students in the experimental group who were taught using the It Says, I Say, and So Strategy performed much better in reading than those in the control group who were taught using the traditional method. This indicates that the It Says, I Say, and So Strategy is more successful in teaching English reading comprehension than the traditional method. The current study's findings also show that the It Says, I Say, and So Strategy had the same effect on male and female students' success at both the recognition and production levels. The It Says, I Say, and So Strategy may increase students' English reading comprehension ability for the following reasons:

- 1- The It Says, I Say, and So Strategy is simple for English teachers to implement and simple for students to adopt. It improves the students' literal understanding while dealing with the major idea and supporting elements in the English Department's second year students.
- 2- EFL university students like the ability to improve reading comprehension in English with other students.
- 3- It Says, I Say, and So Strategy helps the students in comprehend a text by asking the students to correlate their background knowledge with the information that they find in the text.
- 4- It helps students to be able to comprehend a printed text with able to increase the students' summarizing deals with content and sequence idea.
- 5- It enhances students' confidence in collaborative work by allowing them to encourage their partner.
- 6- It helps students to get the background knowledge in order to better perceive narrative content, comprehend, memorize, and restore.

4.5 Conclusions

The following conclusions have been reached based on the findings of the current study:

- 1- In terms of academic achievement, the experimental students surpass the control students. As seen by their facial expressions and anticipation, students in the experimental group were more intrigued.
- 2- Students are more calm and receptive to communication during the It Says, I Say, and So Strategy approach. They can participate socially and cooperatively with their teacher, peers, or partners, and the level of interaction is considerably higher in reading comprehension.
- 3- Using the It Says, I Say, and So Strategy allows students to better grasp, organize, and evaluate all aspects of reading comprehension.
- 4- It Says, I Say, and So Strategy training supports students with intellectual and developmental abilities in acquiring new material.

The following suggestions are made in light of the acquired data and inferred conclusions: College instructors are urged to apply the It Says, I Say, and So Strategy in teaching reading comprehension to increase their students' accomplishment, and curriculum designers at the Ministry of Higher Education and Scientific Research are urged to use the It Says, I Say, and So Strategy in the teaching-learning process, particularly in enhancing students' reading comprehension capacity.

The following studies are proposed for further research: The use of the It Says, I Say, and So Strategy in teaching English plays, poetry, essays, short stories, novels, and so on. The efficiency of the It Says, I Say, and So Strategy for teaching EFL to students in preparatory schools.

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