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The Effectiveness of Using 3 H Strategy for EFL Preparatory School Students' Reading Skills

A B S T R A C T

A reading skill is a cognitive ability which a person is able to use when interacting with written text. An individual's ability to comprehend a text is influenced by his/her skills and ability to process information. People learn reading skills through education and some learn by direct experiences. Reading skill depends on the ability to recognize words quickly and effortlessly. Unfortunately, Iraqi EFL learners who have studied English, in general, remain deficient in their ability to comprehend a text. The present study aims at Finding out the effectiveness of using 3H strategy for EFL preparatory school students' of Reading Skills: Finding out if there is any statistically significant difference between students in the Experimental Groups' Reading Skills at the recognition and production levels in the posttest And, finding out which components of Reading Skills have been affected more than the others .The sample consists of 60 students from the fifth scientific stage at Al-Rawasy Preparatory School for Girls, distributed into two groups, experimental and control with 30students for each. Both groups have been equalized in some variables. The experiment lasted for two months, during the academic year 2023-2024, Face , construct, content validity and Reliability have been attained. The data is gathered by using two instruments: a pretest- posttest to measure Reading skills. The instruments of the study have been validated, and different statistical means have been used to analyze the obtained data. After the statistical treatment of the data, the results reveal that: There are statistically significant differences between the mean scores of the experimental and control groups in favor of the experimental group who is taught by using the 3H strategy in Reading skills . Based on the results obtained in the current study, some conclusions, appropriate recommendations and suggestions for further studies are put forward.

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تأثير استخدام استراتيجية 3H في تطوير مهارات القراءة لطلبة المرحلة الإعدادية دارسي اللغة
 الإنكليزية كلغة اجنبيه

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الخلاصة:

مهارة القراءة هي قدرة معرفية يستطيع الشخص استخدامها عند التفاعل مع النص المكتوب. تتأثر قدرة الفرد على فهم النص بمهاراته وقدرته على معالجة المعلومات. يتعلم الناس مهارات القراءة من خلال التعليم والبعض يتعلم من خلال التجارب المباشرة. تعتمد مهارة القراءة على القدرة على التعرف على الكلمات بسرعة وسهولة. للأسف، يظل المتعلمون العراقيون للغة الإنجليزية كلغة أجنبية الذين درسوا الإنجليزية، بشكل عام، غير كافيين في قدرتهم على فهم النص. تهدف الدراسة الحالية إلى معرفة فعالية استخدام استراتيجية 3H لطلاب المدارس الإعدادية دارسي اللغة الإنكليزية كلغة اجنبيه في مهارات القراءة: معرفة ما إذا كان هناك فرق ذو دلالة إحصائية بين الطلاب في مجموعات التجربة في مهارات القراءة على مستوى التعرف والإنتاج في الاختبار البعدي ومعرفة أي مكونات من مهارات القراءة تأثرت أكثر من غيرها. تتكون العينة من ٦٠ طالبة من الصف الخامس العلمي في اعداديه الرواسي للبنات، موزعة إلى مجموعتين، تجريبية وضابطة بـ ٣٠ طالبة لكل منهما. تم تكافؤ المجموعتين في بعض المتغيرات. استمرت التجربة لمدة شهرين، خلال العام الدراسي ٢٠٢٣-٢٠٢٤، وقد تم الحصول على صدق الظاهري والبناء والمحتوى والثبات. تم جمع البيانات باستخدام أداتين: اختبار قبلي - بعدي لقياس مهارات القراءة. تم التحقق من صلاحية أدوات الدراسة، وتم استخدام وسائل إحصائية مختلفة لتحليل البيانات المحصلة. بعد المعالجة الإحصائية للبيانات، كشفت النتائج أن: هناك فروق ذات دلالة إحصائية بين متوسط درجات المجموعتين التجريبية والضابطة لصالح المجموعة التجريبية التي تم تدريسها باستخدام استراتيجية 3H في مهارات القراءة. استنادًا إلى النتائج التي تم الحصول عليها في الدراسة الحالية، تم وضع بعض الاستنتاجات والتوصيات المناسبة والاقتراحات لمزيد من الدراسات

كلمات مفتاحية: استراتيجية، مهارات القراءة، تأثير، دارسي اللغة الإنكليزية كلغة اجنبيه.

يعبر الباحث عن شكره وامتنانه لمكتبة جامعة تكريت لرغد البحث بكل ما هو جديد ومعتمد في الحقل

المعرفي الخاص بالبحث

1.1 Statement of the Problem

The English language has spread and developed globally, which is a fact that cannot be ignored. English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research. (Brown ,2000).

In English, there are four skills that should be mastered. They are listening, reading, speaking and writing. Based on certain criterion, they could be clustered into two skills: productive and receptive skills. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills. (Harmer ,2006) . Reading is one of the four English language skills which need to be learned in addition to listening, speaking, and writing. Reading has the considerable role in the language teaching to strengthen the skills which are used by the students in other ,i.e., listening, speaking and writing. Good readers have automaticity in word recognition and discrimination. (Garrod& Pickering ,1999).

It can be argued that readers who have difficulties with word recognition and discrimination may lose the meaning of the text. Poor readers experience reading difficulties as a result of a lack of perceiving the unity of meaning, using strategies and connecting prior knowledge to new information. (Bonds & Bonds ,1992).

The students who have reading difficulties are seen to distract their attention and feel anxious during reading. The main goal of reading is comprehension. As reading difficulties increase the anxiety of individuals, they make reading comprehension more difficult.(Lyon et al., 2003).The students find out that reading is the most difficult skill to master. They could not understand the content of the English text well. For example, after reading a text, they do not manage to tell what the text is about. Furthermore, they could not answer the questions related to the text correctly. The condition influences other students' English comprehension. This difficulty is caused by some problems. (Napa ,1991).

Lyon (2003) indicates that the problems are related to some factors who teacher-centered depending on materials taken from textbooks and printed materials to teach students. Those materials are often delivered in a monotonous way so that the students are getting bored. Lack of media to support the teaching and learning processes, lack of the availability of interactive multimedia sources, lack of opportunities for the students to involve actively in the teaching and learning process because of limited time, students' low motivation, the students' passiveness during the English teaching and learning process and lack of vocabulary mastery in understanding texts contribute to the lower level of the students' reading comprehension. One of the strategies used in teaching RS is 3H strategy (Here, Hidden, in my Head) (Henceforth:3H)

A-Here: The teacher asks the students based on the content of the text .

B-Hidden: The teacher asks the students from information inferred in the text. It is found by joining together information from two or more places in the text.

C-In My Head: The teacher asks question where the answers cannot be found in the text because the teacher are asking for the students' opinion about how idea or thoughts.

The current study attempts to find out the Effectiveness of Using 3H Strategy for 5th grade EFL Preparatory School Students' RS.

1.2 Aims of the Study

The present study aims at:

1. Finding out the effectiveness of using 3H strategy for EFL preparatory school students' of RS.

2-Finding out if there is any statistically significant difference between students in the Experimental Groups' (Henceforth: EG) RS at the recognition and production levels in the post test .

3-Finding out which components of RS have been affected more than the other by the 3H strategy Identifying word meaning; Finding answers to questions; Literal comprehension; Finding main ideas; Forming judgments.

1.3 Hypotheses of the Study

The aims of the study are supposed to be achieved by verifying the following hypotheses:

1-There is no statistically significant difference in the mean scores of the EG which is taught by using 3H strategy and that of the Control Group (henceforth: CG) which is taught using the conventional method in the RS.

2. There is no statistically significant difference between the mean scores of the students in the experimental group's achievement in reading skills at the recognition and production levels in the post-test.

3-There is no statistically significant difference among the five components of reading skills identifying word meaning, finding answers to questions, literal comprehension, finding main ideas, forming judgments.

1.4 Limits of the Study

The study is limited to:

1. Fifth grade AL-Rawasy preparatory school for Girls in Dyala city for the academic year 2023-2024 .

2.Student book and activity book 'English for Iraq ' for the fifth preparatory class ,units two and three (in the first semester of the study).

1.5 Definitions of Basic Terms

1.5.1 Effectiveness:

Fraser (1994) states that effectiveness is a measure of the match between stated goals and their achievement. It is always possible to achieve 'easy', low-standard goals.

The operational definition: Effectiveness means the influence of 3H as a teaching strategy on the achievement of fifth-grade preparatory school students in RS. It means the extent to which objectives are met doing the right things.

1.5.2 (3H Strategy)

3H strategy is a strategy orientation phase of students answering short question about passage ,it means that 3H Strategy is a teaching strategy to answer question explicitly stated in the text, implicitly stated or inferred information in the text and based on previous students' knowledge of the text (Greaves & Davidson,2007).

The operational definition: 3H is a strategy that consists of three steps. It leads the 5th grade students to remember how to answer different types of comprehension questions.

1.5.3 Reading Skills

Reading Skills is a cognitive ability which a person is able to use when interacting with the written text. (Nuttall,2000). It involve: identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage, finding answers to questions, and RS are as follows: word meaning in context, literal comprehension, drawing inferences, interpretation of metaphor, finding main ideas, forming judgments. (F.B.Davies and E.Munby) .

Operational definition: RS is the ability of 5th grade preparatory school students to decode meaning from a text. The skills include:

- a) Identifying word meaning
- b) Finding answers to questions
- c)literal comprehension
- d) Finding main ideas
- e) Forming judgments

1.5.4 Strategy

Douglas (2000) defines strategy as a method of approaching a problem or task, model of operation for achieving particular end, planned design for controlling and manipulating certain information. they are contextualized “ battle plans” that might vary from moment to moment, or day to day or year to year. Each of us has alternative to solve the problem and choose one solution in finding the problem. The strategy is a

technique that the second language listener resorts consciously to compensate for incomplete second language knowledge or ability, to avoid a problem. (Field , 2000).

The operational definition: strategy is the way or steps for the teacher to use in helping 5th grade preparatory school students to learn, think, and to achieve the goal of learning Reading Skills.

1.6 Plan of the Study

The steps below are going to be followed to achieve the aims of this study.

- 1- Providing a theoretical background about the variables of the study.
- 2- Selecting a sample from the fifth grade EFL preparatory school students and divided them into the EG and the CG.
- 3- Equalizing the two groups in different variables: students' age, parents' educational attainment, students' scores in the previous year examination and the pretest.
- 4- The experimental group has been taught using 3H strategy, while the CG has been taught using the conventional method.
- 5- Constructing an achievement posttest
- 6- Subjecting the two groups to the achievement posttest.
- 7- Collecting the required data and analyzing it statistically.
- 8- In the light of the obtained results, some conclusions, recommendations and suggestions have been given forward.

2.0. Theoretical Background

2.1.The Concept of 3H strategy (Here, Hidden, and In my head)

The teacher has to use new strategies for creating good situations in the teaching and learning process. Teaching strategy is to make it easier to implement various teaching methods and techniques. (Teaching Strategies, <http://www.montana.edu/faculty>)

It means that in the teaching and learning process, the teacher have to use strategy in each learning process. One of the strategies that can be used by the teacher is 3H strategy. 3H strategy can make the students interested in reading. Teachers use new strategies for creating good situation in teaching and learning process that motivate students. Westwood (2001) 3H strategy is to teach students where the answers to their questions can be found. An answer is either explicitly stated in the text (here on the page), implied in the text and can be deduced if the reader uses some information given on the page and combines it with prior knowledge (hidden), or not on the page but already in the child's background knowledge (in the learner's head).

3H strategy makes students active in reading.. Teacher asks student by 3H strategy in which in Here phase, the students can find the answer explicitly in the passage, in the Hidden phase, the students can find the answer implicitly in the passage, In My Head phase, the students can answer question based on the prior knowledge and make the students comprehend the text easily. In other words, this strategy can improve the students' reading Skill. Septiawat (2016). Based on the theories above, it can be inferred that 3H Strategy is a teaching strategy for teaching reading skills which the students can answer questions explicitly, implicitly or based on students' knowledge from a text. This strategy can be used for teaching RS.

2.1.1.The Nature of 3H Strategy

(Westwood ,2001) states that 3H Strategy is the strategy in which the classroom activity is based on the questions raised by the teacher and expected to be answered by the students. The answer of the questions may be found in the text (here),not in the text (hidden), or in the students' head (in my head). The teacher constructs the question into three types, they are: here, hidden and in my head as follows.

a. Here

The first cue in this strategy, here, indicate that the answer of the type of these questions can be found in the text that it is stated explicitly. It is here in one sentence in the text. (westwood,2001)

b. Hidden

The second cue, hidden, indicate that the answer is implicit in the text. It is found by joining together information from two or more places in the text or from information from the text and what students already know. (Westwood ,2001)

c. Head

The last cue, head, indicates that the answer requires the reader to use their background knowledge about the topic being discussed. In teaching 3H strategy, the students are cued to use appropriate text-based information to answer specific question, they are also taught to use self-questioning to focus their own attention on selecting appropriate source of information and to monitor their performance. . (Westwood,2001)

2.1.2 Procedures of Using 3H (Here, Hidden, In My Head) Strategy

3H Strategy has many steps to be done for making reading easier. According to Westwood (2001) the procedure for using 3H strategy in teaching reading involves the following steps:

1. Teacher demonstrate and use 'thinking aloud' while applying the first step in the strategy (locating information here on the page).
2. students practice applying this step, with feedback from the teacher.
3. Teacher demonstrate and use 'thinking aloud' strategies for the second step (hidden information).
4. students practice step 1 and step 2, with guidance and feedback.
5. Teacher demonstration of the third step (information is not here or hidden and has to be retrieved from a source outside the text).
6. students practice step 1, step 2 and step 3 with guidance and feedback.
7. Teacher provides prompts and cues in the beginning but these are slowly withdrawn as students gain confidence and control of the strategy.

Moreover, Related to Graham and Wong in Konza (2006), the procedures of the 3H Strategy are as follows:

- (1) the class and the teacher read a short passage.
- (2) The teacher constructs questions of three kinds;
 - (a) some questions are based on the actual content of the sample text (here).
 - (b) some questions need to be inferred from information in the text (hidden) .
 - (c) some questions require integration of previous knowledge or application of information to the new situation (in my head).
- (3) The teacher demonstrates the process of using each strategy using "think aloud" strategies to model how each question may be approached.
- (4) Finally, students answer the questions from the teacher based on the information from the text and in their head.

2.2 Reading and reading skills

Reading is an interactive process as well as an engaged one. It implies that the reader will engage with the material to determine what it is all about. The primary objective of teaching reading to English students is to increase their comprehension

while also assisting them in finding pleasant reading materials and fostering an interest in reading. (Nuttal, 1982).

The best reading is one of the many excellent resources from which students can choose. The teacher selects materials that are relatable to the students' circumstances. (Donna ,1994).

Reading is a skill of transforming printed words into spoken words. Here, the reader uses the knowledge of oral language, symbolic and pattern representation. Reading is the activity of transfer the written words into sound through decoding text. (Urquhart ,1998)

2.2.1 Types of Classroom Reading Performance

1. Intensive reading.

It usually takes place in the classroom; it refers to reading for details. Intensive reading usually goes along with classroom activities. Students are asked to look for selections from poems, novels, plays, and newspapers. Therefore, the purpose will limit the type of reading. Harmer (2007). Readers may read for getting information from materials which is difficult to understand. In this way, they read slowly to comprehend. According to Pater and Praveen (2008), there are many characteristics of intensive reading:

1. It helps the learners develop active vocabulary.
2. Teachers play the main role in this type of reading .
3. It can develop linguistic items.
4. It depends on an active use of language.
5. In intensive reading, speech habit is emphasized and accent, stress, intonation, and rhythm can be corrected.

2. Extensive reading.

It refers to reading which takes place outside the classroom. Students may read materials like to novels, magazines, or newspapers. Harmer (2007). In this type, readers read for pleasure, with more speed in reading. This type applies to texts of more than one page, including professional articles, essays, technical reports, short stories, and books. Reading the material in this type is less difficult than intensive reading.

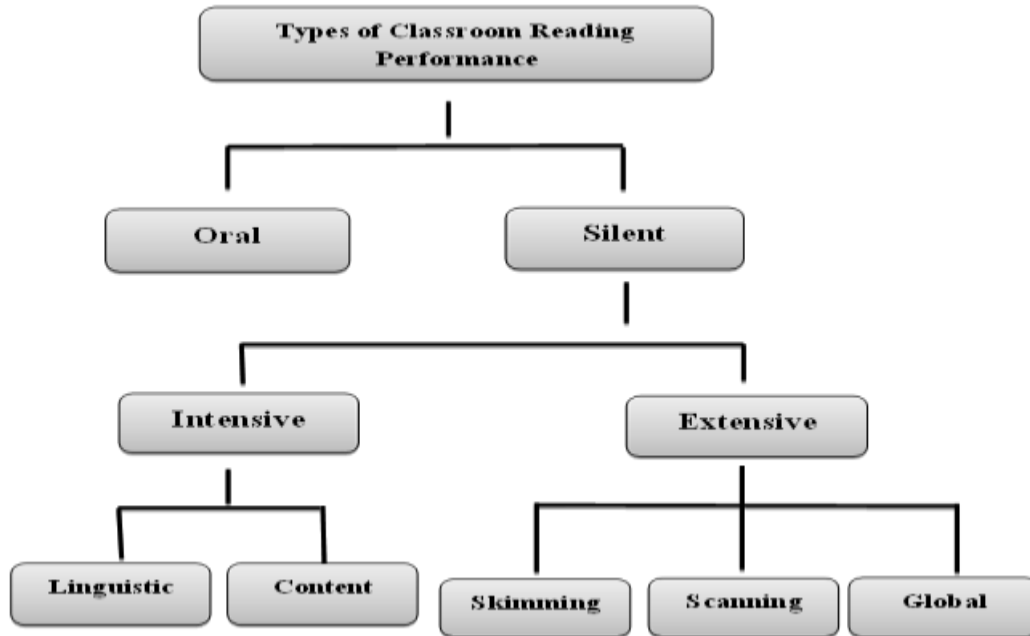
3. Reading aloud ;

It takes place inside classrooms. A great number of students think that reading aloud can help them understand the text. Lewis(1999). It has a significant role in teaching. It is recommended for a primary level rather than a secondary one. If learners do not have enough reading aloud practicing in the early stages, they will face difficulties in the secondary stage. Reading aloud is useful to develop the ability of speaking, pronouncing or expressing ideas.(Pater and Praveen,2008).

4. Silent reading

It has an important role in EFL teaching English. Teachers can use it to develop students' ability to read correctly. It can save time since all learners read at the same time. It makes learners very active if the subject matter is interesting

Figure (1) Types of classroom reading



2.2.2 Elements of Reading Skills.

Brown (2004) says that explicit reading skills consist of two big elements, namely micro-skills and macro- skills. The micro-skills present a way where the learners:

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different length in a short-term memory
- 3.Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words and interpret word order patterns and their significance.

5. Recognize grammatical word classes (noun, verb, etc.), system (e.g. , tense, agreement, pluralization) patterns, rules, and elliptical forms.

6. Recognize that a particular meaning may be expressed in different grammatical forms.

7. Recognize cohesive devices in a written discourse and their role in signaling the relationship between and among clauses.

Meanwhile, macro-skills include recognizing the rhetorical forms of written discourse and their significance for interpretation, recognizing the communicative functions of a written text according to form and purpose, inferring context that is not explicit by using background knowledge, a distinguishing between literal and implied meanings, detecting cultural specific references and interpreting them in a context of the appropriate cultural schemata, developing and using patterns of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, activating schemata for the interpretation of texts, inferring links and connections between supporting ideas, new information , given information, generalization and exemplification from described events, ideas, etc.

2.2.3 Skills of Reading

Readers read for different purposes and interests. Hence, reading is a set of skills that involves making sense and deriving meaning from the printed word. The reading process is classified into different skills:

2..1.5.1 Scanning

Readers usually scan a text to get specific pieces of information and keep on scanning until they obtain the information they want. However, their reading will be dedicated to part of the text, e.g., looking for a number in a telephone book. (Spratt and Florian ,2011). Scanning involves moving the eyes rapidly over the pages. We don't have to read all the words in the text, we only concentrate on

specific words to find out the information related to our concern. This process can help readers identify words faster. (Jeffries and Mikulecky ,1986).

2. 1.5. 2 Skimming

It is a process of quickly moving the eyes over the text to get only the main idea or general survey of the content. Hassan(2015). "In skimming, the reader goes through a text quickly, without noting every word but trying to get the main idea of what the text is about". Nation(2009, p. 70). Skimming is reading for the main point (gist), sometimes it is called reading for general understanding. It occurs when a reader looks quickly through books in a library to choose suitable ones to buy. As mentioned above, students use skimming by glancing their eyes quickly to get the main idea, for example, looking quickly at the report`s topic to find out important information. Generally, there are two purposes of skimming: (1) locating a specific word and (2) getting a rapid general impression of the material. Many ways can be used by interested readers to examine the text. If they are not sure whether the content is interesting or beneficial to them, they may skim it to prove that their impression is correct or to save time. Spratt and Florian(2011)

3.0 Methodology and Procedures

The experimental design is a blueprint of the procedures that enable the researcher to test hypotheses by arriving at valid conclusions concerning the relationship between dependent and independent variables. Best & khan(2006) Moreover, Creswell (2012,p. 294) also defines the experimental design as a "traditional approach to conducting quantitative analysis or evaluate an idea or procedure to determine whether it affects an outcome or dependent variable".

The pretest technique is used to make sure that both groups are equivalent and the posttest is used to find out whether there is a difference between in their achievement. Two groups have been selected randomly. Both groups (EG and CG) are submitted to posttest for collecting data. The independent variable 3H strategy

is administered to the EG only,. Students' scores on the dependent variables RS are compared to see whether there is any significant difference between students' achievement in both groups. The design of this study is an experimental design in which there are pre-test and posttest, and the EG is taught by using 3H strategy, While the CG is taught by using the conventional method.

3.1 Population and Sampling

Richards and Schmitt (2010) define population as any group of items, persons, that share the common and observable features and from which a sample can be chosen. Lehman and Mehrens (1972) also use the term "population" to refer to all of the specified groups of objects. Alvi (2016,p.10) states that " a population refers to all members who meet the particular criterion specified for a research investigation." The population of the current study consists of EFL Iraqi Preparatory school students of the fifth scientific stage for girls in Dyala city during the academic year 2023-2024. The total number of the fifth grade student ' population is (280)

For the current study, Creswell (2012) states that a sample is a subset of the target population that the researcher intends to research in order to make generalizations about the target population. Frey et al. (2000,p.125) claim that sample is a " subgroup of a population' 'The target sample of the present study includes 75 at Al-Rawasy Preparatory School students for girls in AL –Dyala City during the academic year 2023-2024. The students are grouped into three sections: (A, B, and C). Section (A)has been randomly selected to be the experimental group ,section (B) represents the control group, and section(C) is a pilot study. Section (A) consists of (30) students and section (B) consists of (30) students while section (C)consists of (15) students as shown in table(3.1)below .

Table (3.1)
The Population and Sample of the Study

Groups	sections	Number	Total
Experimental	A	30	75
Control	B	30	
pilot	C	15	

3.2 Test Construction

Researchers utilize post-tests as a way to verify whether there are statistically significant changes between control and experimental groups, therefore they designed a test based on the subject chosen at the beginning of their study.

3.3 Face Validity

Face validity is the degree to which a test looks right, and appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the testees who take it, the administrative staff who decide on its use, and other psychometrically simple observers.(Mousavi ,2009),

Face validity refers to the degree to which a test looks right, and appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the examinees who take it, the administrative personnel who decide on its use and other psychometrically unsophisticated observers. (Cumming & Berwick ,1996). In order to ensure the face validity of the test, it has been exposed to a jury of specialists in the field of linguistics, methods of teaching English and English literature. All the notes and modifications stated by jurors have been considered.

3.4 Content Validity

According to Anastasia and Urbina (1997,p.14), content validity refers to "the systematic examination of the test content to determine whether it covers a representative sample of behaviour domain to be measured" . As for the current

study, the content validity of the test is achieved by designing the test based on a table of specifications.

3.5 Reliability of the Test

The reliability of a test is critical characteristic of a good test. It is said that a test is trustworthy if the degree of accuracy of the exam is stable and consistent each time it is administered under the same conditions to the same sample of students .Veram and Beard (1981).The two administrations have been performed within a period of thirteen days, taking into consideration the time, place, and quietness of the administration of the test on the two occasions. The Alpha-Cronbach formula is used to measure the reliability of the posttest. The coefficient is found to be (0.91), which is considered acceptable.

3.6 Pilot Study

The pilot test is carried out in order to help the researcher to try out the test before it takes its final shape. (Abbot and Wingard,1981). The aims of conducting a pilot study are as follows:1- To make sure whether the items are suitable ,2- To analyze the test items, the difficulty level and the discrimination power of the items,3- To evaluate the clarity of the test instructions , and4- To know how much time required for the examinees to answer the given questions. achieve these goals, the test has been given to a sample of fifteen students, who purposefully excluded from the total participants. The test implemented on the fifth preparatory students in Al-Rawasy preparatory school on Monday the 8th of February 2023.

After administering the pilot study, the researcher found out that:

1. The test questions and the items are related to teaching material which is taught according to the3H strategy .
2. There is no serious ambiguity in the instructions of the posttest.

3. The time required to answer the test items ranges between 40-55 minutes. This means that the average length of time required for performing the test.

3.7 Item Analysis

Bachman and Palmer (1996) mentions that item analysis is a process that comprises different statistical means directed to investigate the quality of test items that have been given to students.. Item analysis is a number of procedures adopted to analyze test items properties regarding difficulty level and discrimination power. The quality of the test is estimated through investigating its internal consistency in terms of the students' responses according to a statistical formula mentioned later.

3.7.1 Difficulty Level

Difficulty level(henceforth :DL) refers to the measurement device that measures the students' failure or pass in a specific item. Devellis, (2003). The DL of the item is measured by selecting the higher group which has the highest mark and the lower group which has the lowest mark. The items of this test are considered acceptable because they range from 0.31 to 0.72 which indicates the suitability of items.

3.7.2 Discrimination Power

According to Groulund (1974), the discrimination power (henceforth: DP) is defined as the instrument which is used to find out the items of the test whether they are effective or not. So, the DP formula is used to find out the DP of the items. The items are considered effective because they extend from 0.30 to 0.72.

3.8 Final Administration of the posttest Test

After checking the pilot administration, validity and reliability, the test is finally applied on the 8th of February / 2024 to the two groups of students (E and C). Test papers were distributed to the testees and asked them to read the instructions of the questions carefully and state their responses within the limited time of the test. All the test papers have been collected, and scored by the researcher herself at the time limit according to the designed scoring scheme.

4.0 Analysis of Data and Discussion of Result

4.1 .Results related to the First hypothesis

In order to achieve the first of the current study ,the following hypothesis is verified " There are no statistically significant differences in the mean scores of the EG which is taught by using 3H strategy and that of the Control Group(henceforth: CG)which is taught by using the conventional method in the RS .

To find out if there is any significant difference between the M of the EG and those of the CG in the posttest. Statistics show that the M of the EG are 75.26 and those of the CG are 58.93, with SD 12.62 and 8.39 respectively. By using the t-test formula for two independent variables, the calculated t-value is found to be 5.901, while the tabulated t-value is found to be 2.000 at the degree of freedom 58 and level of significance 0.05. This means that there is a significant difference between the achievements of the two groups, in favor of the EG .

Therefore, the null hypothesis is rejected and an alternative hypothesis is stated that " There are statistically significant differences in the mean scores of the EG which is taught by using 3H strategy and that of the Control Group(henceforth: CG)which is taught by using the conventional method in the RS. Effect Size: refers to the strength of the conclusions about group differences or the relationships among variables. Eta-squared is used to measure effect size, the coefficient is found to be 0.80, which refers to the large effect, as shown in table (4.1).

Table (4.1) Means, Standard Deviation, and t-Values of the Two Groups in the Achievement post Test

Groups	No. of students	Mean	SD.	T-Value		DF	Effect Size	Level of Significance
				Calculated	Tabulated			
EG.	30	75.26	12.62			58	0.80	0.05
CG.	30	58.93	8.39	5.901	2.000			

4.2. Results Related to the Second Hypothesis

In order to achieve the second of the current study ,the following hypothesis is verified "There are no statistically significant differences between the mean scores of the students in the experimental group's achievement in reading skills at the recognition and production levels in the post-test".

It is found that the M of the difference between the students' performance of the EG in the recognition is 31.73 with a SD of 6.02. Whereas the production level is 44.23 with a SD of 13.30. The calculated t-value is 4.320, which is found to be higher than the tabulated t-value, which is 2.045. The degree of freedom is 29, with a level of significance of 0.05. Thus, the second hypothesis, which states that there is no statistically significant difference between the experimental groups' performance in recognition and their performance in production level, is in favor of the production level.

Therefore, the null hypothesis is rejected and an alternative hypothesis is stated that "There are statistically significant differences between the mean scores of the students in the experimental group's achievement in reading skills at the recognition and production levels in the post-test".As shown in the table (4.2).

Table (4.2) The T-test Value of paired samples, the Experimental Group Performance in the Posttest

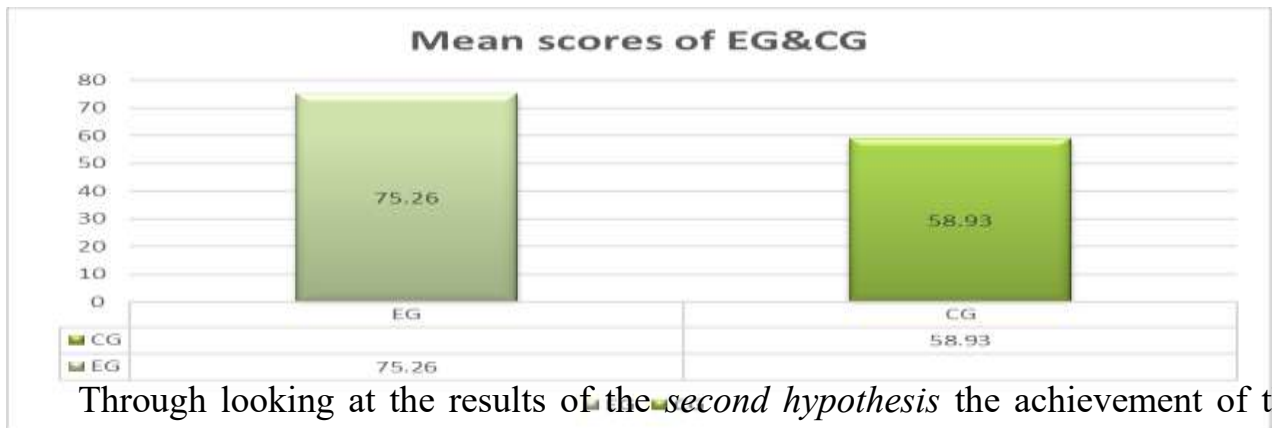
Group	No. of students	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Recognition	30	31.73	6.02	4.320	2.045	29	0.05
Production	30	44.23	13.30				

4.3 Discussion of the Obtained Results

The statistical analysis of the data indicates that the achievement of the EG in RS is significantly higher in average than that of the CG. The results of the study affirm the contribution of to the fifth-preparatory students' RS . This indicates that 3H strategy is more favorable to learning than the conventional method.

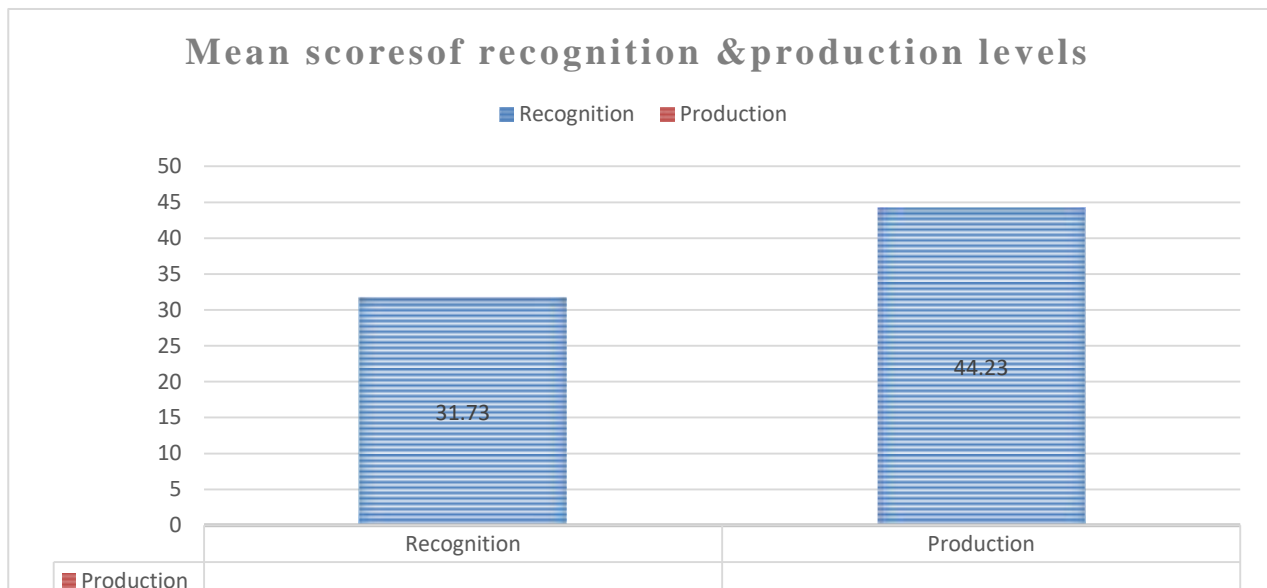
Figure 2 shows that there is a significant difference between the M of EG which is 75.26 and the mean scores of the CG which is 58.93 and the SD of the EG is 12.62 and the SD of the CG is 8.39. As a result, the first hypothesis that states, "There is no a statistically significant difference between the mean scores of the control group and the mean scores of the experimental group in the posttest", is rejected.

Figure (2) Mean scores and standard deviation of the two groups Achievement in the posttest



Through looking at the results of the *second hypothesis* the achievement of the students at the level of production is higher than their achievement at the recognition level as clarified in figure (3). the mean scores of production level is 44.23 and the M of the recognition level is 31.73 and the SD of the is production 13.30 and the SD of the recognition is 6.02. As a result, the second hypothesis that states "There are no statistically significant differences between the mean scores of the experimental group's reading skills at the recognition level and production level in the post-test" is rejected.

Figure (3).Students Achievement in the production and Recognition



5.1 Conclusions

The current study has come up with some conclusions, which are:

- 1- Teaching RS through 3H strategy proves to be more useful for the EFL students than through conventional method.
- 2- English language teacher in schools should be involved in applying the 3Hstrategy in classroom.
- 3- The subjects of the EG seem to be engaged with the lessons more than the students taught by the conventional method. Therefore, they have more positive attitudes about learning RS .
- 4- Students' planning improve in terms of awareness, actual engagement in pre-reading listening and time spend on listening.
- 5- students can learn to distinguish between significant and less significant answering which can be included before reading process.

5.2 Recommendations

Based on the conclusions above, some recommendations are given, as follows:

- 1- English teachers are recommended to use 3H strategy in their teaching-learning process in order to improve the students "reading ability".
- 2- Since reading is a tool for communication, EFL students should be taught how to formulate and organize their thoughts systematically and effectively in order to enable them to achieve effective reading.
- 3-Evaluation of reading should be focused on different skills like the identifying the word meaning, , finding answers to questions, literal comprehension, finding main ideas and forming judgments.
- 4- The syllabus designers need to revise their curriculum according to the principles of 3H strategy.

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