فاعلية استخدام السبورة التفاعلية في تنمية الدافعية للتعلم وعلاقتها بمستويات الفهم القرائي من وجهة نظر طلبة الصف الخامس الابتدائي بمحافظة مسقط بسلطنة عمان

The Effectiveness of Using Interactive Whiteboards on Learning Motivation and Its Relationship with Reading Comprehension Levels: From the Perspective of Fifth Grade Students in Muscat Governorate, Sultanate of Oman

أ. **يحيى بن صالح راشد:** مرشح للحصول على درجة الدكتوراه في تكنولوجيا التعليم، جامعة السلطان إدريس، ماليزيا.

د. محمد يوسف: أستاذ بقسم تكنولوجيا التعليم، جامعة السلطان إدريس، ماليزيا.

Mr. Yahya bin Saleh Rashid Masoud Al-Ghafri: PhD, Candidate at the Educational Technology, Sultan Idris University, Malaysia.
Email: one.e567@gmail.com

Prof: Muhammad Youssef: Professor at the Educational Technology, Sultan Idris University, Malaysia.

DOI: https://doi.org/10.56989/benkj.v5i1.1309

تاريخ الاستلام: 2024-10-20 تاريخ القبول: 2024-12-03 تاريخ النشر 2024-01-01

الملخص:

هدفت هذه الدراسة إلى التعرف على أثر استخدام اللوح التفاعلي في تحفيز الطلبة وعلاقتها بمستويات الفهم القرائي، من منظور طلاب الصف الخامس في محافظة مسقط، سلطنة عمان. سعت الدراسة إلى التعرف على العلاقة بين الدافعية نحو التعلم والفهم القرائي، وكذلك هدفت إلى دراسة تأثير استخدام اللوح التفاعلي على الدافعية نحو التعلم على طلبة الصف الخامس. تم اختيار عينة من 120 طالبًا وطالبة، تم تقسيمهم إلى مجموعتين: مجموعة تجريبية ومجموعة ضابطة، تم اختيارهم عشوائيًا من مدرستين في محافظة مسقط. لم تستخدم المجموعة الضابطة اللوح التفاعلي، بينما كانت المجموعة التجريبية تستخدمها خلال الدراسة.

أظهرت النتائج أن المجموعة التجريبية، التي استخدمت اللوح التفاعلي، أظهرت مستويات دافعية أعلى وارتباطات أقوى مع الفهم القرائي عبر جميع المستويات (المستوى الحرفي، والاستنتاجي، والنقدي، والإبداعي/الانفعالي) مقارنة بالمجموعة الضابطة. على وجه الخصوص، في المجموعة التجريبية، كانتبعد "مسؤولية المتعلم" هو الأكثر ارتباطًا مع الفهم القرائي في المستوى الحرفي (0.707) واستمر في إظهار ارتباطات عالية في المستويين الاستنتاجي والنقدي. تشير هذه النتائج إلى أن استخدام اللوح التفاعلي عزز العلاقة بين الدافعية نحو التعلم والفهم القرائي، خاصة في تعزيز مسؤولية الطلاب، وكفاءتهم الذاتية، ومثابرتهم في التعلم.

كما أبرزت الدراسة فروقًا كبيرة بين المجموعتين الضابطة والتجريبية عبر أبعاد الدافعية نحو التعلم الأربعة. أظهرت المجموعة التجريبية درجات أعلى في المثابرة والجدية، وقيمة وفائدة التعلم، ومسؤولية المتعلم، والكفاءة الذاتية، مما يشير إلى أن استخدام اللوح التفاعلي أثر بشكل إيجابي على أبعاد الدافعية نحو التعلم. تؤكد هذه النتائج على إمكانات اللوح التفاعلي كأداة فعالة لتحسين التحفيز والفهم القرائي في الفصول الدراسية، مما يشير إلى أن اللوح التفاعلي يلعب دورًا حاسمًا في تعزيز مشاركة الطلاب وأدائهم الأكاديمي.

الكلمات المفتاحية: مستويات الفهم القرائي، الدافعية نحو التعلم.

Abstract:

This research examineed the effectiveness of using interactive whiteboards (IWBs) on learning motivation and its relationship with reading comprehension levels, from the perspective of fifth-grade students in Muscat Governorate, Sultanate of Oman. The study aimed to (1) investigate whether learning motivation affects reading comprehension,

and (2) determine the impact of IWBs on learning motivation among fifth-grade students. A sample of 120 students, divided into control and experimental groups, was selected from two randomly chosen schools in Muscat Governorate. The control group did not use the interactive whiteboard, while the experimental group had access to it during the study.

The results show that the experimental group, which used IWBs, exhibited significantly higher motivation levels and stronger correlations with reading comprehension across all levels (Literal, Inferential, Critical, and Appreciative/Creative) when compared to the control group. Notably, in the experimental group, the "Responsibility of the Learner" dimension had the strongest correlation with reading comprehension at the Literal level (0.707) and continued to show high correlations at the Inferential and Critical levels. These results suggest that the IWB enhanced the relationship between motivation and reading comprehension, particularly in fostering students' responsibility, self-efficacy, and persistence in learning.

The research also highlighted significant differences between the control and experimental groups across four motivational dimensions. The experimental group showed higher scores in Persistence and Seriousness, Value and Benefit of Learning, Responsibility of the Learner, and Self-efficacy, indicating that IWBs positively influenced these motivational aspects. These findings underline the potential of IWBs as an effective tool for improving both motivation and reading comprehension in the classroom, suggesting that IWBs play a critical role in enhancing students' engagement and academic performance.

Keywords: levels of reading comprehension, Learning Motivation.

Introduction:

The use of modern technology is crucial in the educational process, especially in teaching language, including Arabic. Technology is not limited to using machines and modern devices; it fundamentally represents a methodology in thinking, involving an organized approach and method of work. This approach leverages the potential of technology according to modern educational theories. This technological integration can be considered the foundation for enhancing language learning, such as through the use of modern tools or software that facilitate interaction between teachers and students. The success of the educational process largely depends on tools that enhance student motivation, engagement, and enthusiasm for the subject. The more enjoyable, effective, and collaborative these tools are, the more enriching they become for the learning material. Hence, the importance of using interactive whiteboards in education, particularly in teaching Arabic, is emphasized (Zeinati, 2020).

Al-Anzi (2021) pointed out that interactive whiteboards play a key role in enhancing reading comprehension and acquiring related skills, as well as boosting student motivation. They serve as essential windows through which individuals access knowledge and culture, connecting them with both historical and contemporary sources. As the volume of knowledge increases, it becomes vital to equip students with reading skills to connect with their communities and understand their past and present through functional reading. Functional reading stands out among other language skills as it accompanies students throughout various stages of their education and beyond, providing them with vital information to address problems and stimulate thinking. Thus, reading is an essential skill in modern life that cannot be neglected or compromised. Acquiring reading skills should be a priority in education. According to researchers, using interactive whiteboard technology can improve student achievement,

provided that teachers are trained in using these technologies and have confidence in them within the classroom.

Based on the above, this study aimed to measure the impact of using the interactive whiteboard on reading comprehension, motivation and attitudes toward learning among fifth-grade students in Arabic at Al-Wattiya Basic Education School in Muscat Governorate, Sultanate of Oman. The study also aimed to build an educational system to develop and improve motivation and attitudes toward learning of fifth-grade students in the Arabic language in Muscat Governorate, and to examine the effect of using the interactive whiteboard on learning Arabic. Additionally, it seeks to enable students to read and understand different types of texts with ease and accuracy, while increasing their motivation to learn Arabic, so they can identify information effectively. Furthermore, the study aimed to assist students in understanding how information is presented in texts in various forms, including illustrations and charts, and to focus on contemporary standards that support confidence in the Arabic language, its expressive ability, and its development, deepening the students' loyalty to the Arabic language, linking it to their identity. Therefore, the research idea was developed to measure the impact of using the interactive whiteboard on reading comprehension and motivation, and attitudes toward learning among students in Muscat Governorate, Sultanate of Oman.

Research Problem:

Scholars, researchers, educators, and teachers have agreed that traditional methods of teaching Arabic language and conventional approaches alone have not succeeded in enabling individuals who wish to learn Arabic to enjoy the richness of its meanings and the abundance of its vocabulary. The failure to achieve the desired goals has driven them to seek alternative tools and methods for teaching reading and writing skills.

Moreover, integrating technology into education helps accommodate individual differences, provide feedback to learners, enhance academic achievement, develop learning skills, and acquire computer skills used in the educational process. It also promotes the development of positive attitudes and motivations, reduces learning time, fosters problem-solving skills, facilitates the implementation of complex experiments, reinforces and clarifies concepts, preserves historical facts, and reduces the burden on teachers (Abd al-Hamid, 2019).

A study by Thabit (2017) indicated that, based on an analysis of the reality and results of previous studies, the reality of enhancing and influencing motivation reveals weaknesses in students' self-learning skills, as well as their desire and passion for learning new sciences. This was confirmed by a study conducted by the Ministry of Education in 1998 on sixth-grade students, which showed that students – the study sample – faced difficulties in understanding sentences and paragraphs, as well as in extracting the main idea. Another study conducted by the Ministry of Education in 2000 revealed a low level of reading comprehension among students, as well as various difficulties in reading comprehension and a lack of motivation and effectiveness. This manifested in the students' inability to understand the meaning of the text, their weakness in critiquing what they read, and their lack of skill in expressing opinions. The results showed that reading comprehension was 37% below the required level. Al-Mathani's (2018) study also pointed out the weakness in reading comprehension among primary school students in Arab countries. Nasser (2009) attributed this weakness to students' inability to use these processes in a logical sequence, with writing processes ranked first and planning processes ranked last.

In the Sultanate of Oman, several studies have addressed language weaknesses, aiming to identify their causes and contributing factors. One such study is the Reading Weakness Treatment Team's study of first-

cycle basic education students in Oman (2005). This study concluded that students exhibited weaknesses in basic reading skills and lacked vocabulary. Additionally, students showed low engagement in learning reading and preparing for it, and struggled with pronouncing certain letters in words. Factors contributing to this included the limited practical exercises for reading skills in the textbooks, neglect of student homework, lack of focus on developing students' reading interests, and limited awareness of free reading (Alwan, 2010).

Research questions:

This study seeks to answer the following questions:

1. Is there a relationship between motivation to learn and reading comprehension levels from the perspective of fifth-grade students when using the interactive whiteboard?
2. What is the impact of using the interactive whiteboard on the motivation for learning among fifth-grade students in Muscat Governorate, Sultanate of Oman?

Research Objectives:

1. Investigating relationship between motivation to learn and reading comprehension levels from the perspective of fifth-grade students when using the interactive whiteboard.
2. Determining the impact of using the interactive whiteboard on the motivation for learning among fifth-grade students in Muscat Governorate, Sultanate of Oman.

Research Hypotheses:

1. There is a positive association between motivation to learn and reading comprehension levels from the perspective of fifth-grade students when using the interactive whiteboard.

2. There is an effect of using the interactive whiteboard on enhancing motivation for learning among fifth-grade students in Arabic language in Muscat Governorate, Sultanate of Oman.

Research Terminology:

- **Interactive Whiteboard:**

The interactive whiteboard is defined as a flat electronic screen that is connected to computers and data projection devices, transforming it into a powerful interactive tool for education through control and adjustment to achieve high clarity and resolution, reaching up to (400 x 400 pixels). This is done through touch or by using a pen from a self-contained pen holder (Abu Nahla, 2018).

In this study, the researcher defines the interactive whiteboard operationally as the process of editing the educational material in the fifth-grade reading book, storing it on an iPad, and sharing it with the students in the experimental group.

- **Reading Comprehension:**

The ability of fifth-grade students in the Sultanate of Oman to comprehend reading texts as a form of mental activity in processing information, where the student utilizes prior knowledge to understand the text at different levels: literal, inferential, and evaluative. This is measured by the test prepared by the researcher (Al-Filini, 2017).

In this study, the researcher defines reading comprehension operationally as the process in which fifth-grade students correctly pronounce the words and sentences of the read text, articulating letters correctly and from their proper points of articulation, while adhering to Arabic grammar rules during the teaching of prescribed reading topics throughout the experiment period.

- **Motivation:**

The continuous desire to strive for success, accomplish difficult tasks, and overcome obstacles efficiently, with the least amount of effort and time, and at the highest level of learning" (Al-Muhassina, 2023).

Review of Related Literature:

First: Reading Comprehension

Reading comprehension is the essential process that enables a student to understand and construct experiences that enhance focus and the connection of ideas while reading texts. It involves not only decoding the words but also interpreting and connecting the meaning behind the words. This process requires the reader to use prior knowledge and experiences to understand the text at various levels, including literal, inferential, and evaluative comprehension. Additionally, reading comprehension involves making connections between word symbols and their meanings, as well as capturing the meaning of smaller units of ideas that, together, form a cohesive understanding of the text.

Ashour et al (2009) describes reading comprehension as a core process that helps students understand and build experiences that enhance focus and the ability to connect ideas while reading texts. Yoakam (1995) emphasizes that reading comprehension is taught by providing students with multiple opportunities to read various types of texts, initially with guidance from the teacher. During this phase, the teacher and students exchange methods for reading the texts and discussing how to organize the information. Subsequently, the teacher provides students with more texts of the same level of difficulty. The teacher acts as a supportive guide, encouraging students to recall and apply what they have learned. Finally, the teacher supplies a series of texts related to real-life situations that require comprehension.

Coates et al (2020) suggests that early childhood reading increases skills related to interacting with social variables and decision-making in learning and education processes. This helps both the teacher and the learner apply reading strategies and their conceptualizations during reading comprehension and facilitates interaction between the teacher and the learner. Since students must independently select and apply reading skills, strategies, and prior knowledge, teaching reading comprehension requires the teacher to adjust their approach. Initially, the teacher's role is more directive and supportive, transitioning to a training style, and eventually expecting students to guide themselves.

Yoakam also emphasizes that the primary goal of teaching reading is to improve the ability to understand texts. Reading comprehension is an internal process occurring in the reader's mind. He further notes that reading comprehension involves connecting word symbols to their meanings and the ability to grasp the meanings of smaller units of ideas that collectively form a larger, unified concept. Barrett (1979) argues that reading comprehension is the outcome of the reading process, whether through acquiring new knowledge from daily reading or enhancing the concept of the enjoyment of reading.

Reading comprehension is influenced by a variety of interrelated factors. Al-Mathani (2018) identifies key factors related to the reader, such as their ability, motivation, psychological state, goals, language proficiency, and prior experiences. Environmental factors, including natural elements like lighting and seating arrangements, as well as social and cultural influences, also playing a role. Teacher-related factors, such as their experience, knowledge, teaching methods, and ability to present material, significantly impact comprehension. The characteristics of the text itself, including its structure, language style, and difficulty, also affect how well a reader can understand the material. Further identifies emotional factors (such as self-concept and teacher influence), economic

and social factors (such as family background), and educational factors (such as inadequate teaching strategies) as determinants of reading comprehension.

Levels of Reading Comprehension:

Amro and Al-Natour (2016) described reading comprehension as consisting of multiple levels that follow a hierarchical progression. The understanding at higher levels depends on the reader's ability to grasp the lower levels. Researchers have varied in the number of levels, their names, and the associated skills. However, significant similarities exist across these classifications, which are reflected in the various levels of comprehension. For example, Bruce et al (1996) categorized reading comprehension into the following levels:

1. **Literal Comprehension** refers to the reader's ability to understand what the writer has conveyed in the text. This level focuses on the surface structure of the text, with sub-skills including recalling facts and details, identifying the sequence and flow of the text, and understanding word meanings.

2. **Inferential Comprehension** involves the reader's ability to integrate the information they have understood at the literal level with their prior knowledge to make inferences. Sub-skills at this level include identifying contradictions, cause-and-effect relationships, explanations, predictions, and inferring main ideas.

3. **Evaluative Comprehension** focuses on the reader's ability to form personal judgments based on the information in the text. Sub-skills include making judgments about the text and evaluating the alternatives presented, as well as taking a stance on issues in the text by either supporting or rejecting them.

4. **Critical Comprehension** refers to the reader's ability to analyze the text in terms of style and content. Sub-skills at this level include distinguishing between fact and opinion, recognizing the logical consistency of the text, identifying the emotional tone of the author, and evaluating the different perspectives presented in the text.

Students with learning difficulties often face challenges in monitoring their understanding, recalling facts, remembering the logical sequence of events, and identifying appropriate titles for texts (Al Til, 2018). They also struggle with predicting story outcomes and summarizing texts after reading them.

In a study by ALBeja (2017) examining the impact of the paraphrasing strategy on reading comprehension at the literal and inferential levels, a sample of three fourth-grade students with learning difficulties (including hyperactivity and communication issues) was used. The study was conducted in a resource room, using the strategic intervention model. The results indicated that the paraphrasing strategy had a positive effect on overall reading comprehension, with a greater improvement in inferential comprehension compared to literal comprehension. The results also showed that the students maintained their progress, with the positive impact of the strategy continuing two months after the follow-up. Additionally, Al Barkat (2017) aimed to investigate the effectiveness of the paraphrasing strategy in improving reading comprehension skills at both the literal and inferential levels. The study employed a single-case methodology and applied the AB research design (baseline phase and intervention phase). The participant was a student with mild intellectual disability selected from the group.

Second: Motivation towards Learning

Motivation is considered one of the fundamental concepts in educational psychology, defined as the process that stimulates, directs,

and sustains behavior toward achieving a specific goal (Asvio et al., 2017). Motivation is one of the most important factors influencing the learning process and academic achievement, as it directly affects students' diligence and perseverance in facing academic challenges. According to Self-Determination Theory, motivation is classified into two main types: intrinsic (internal) motivation and extrinsic motivation. Intrinsic motivation refers to engaging in an activity for the enjoyment or challenge it provides, while extrinsic motivation is related to performing an activity to achieve a specific outcome or avoid a punishment (Asvio et al., 2017).

Factors Affecting Motivation:

Motivation is a vital factor in guiding individuals' behavior toward achieving their goals. Several factors play a role in influencing the level of motivation, either by increasing or decreasing individuals' drive.

- **Student's Goals:** Personal goals serve as a strong motivator for students. When students have clear goals, whether long-term, such as graduation, or short-term, such as achieving a high grade on a specific exam, these goals enhance their sense of direction and focus. Measurable and achievable goals help motivate students to track their progress and feel a sense of accomplishment upon achieving these goals, which boosts their intrinsic motivation to continue.
- **Learning Environment:** The learning environment plays a crucial role in motivating students. A supportive environment that provides necessary resources and opportunities for social interaction enhances students' motivation. For example, classrooms that encourage participation and interaction, and provide diverse educational materials, motivate students to actively engage in the learning process. Additionally, having supportive teachers who listen to students and offer assistance when needed fosters a sense of belonging and safety, which increases motivation.

- **Feedback**: Feedback is a powerful tool for motivating students. When students receive constructive feedback about their performance, whether positive or aimed at improvement, it helps them understand their strengths and identify areas that need improvement. Positive feedback motivates students to keep striving, while feedback focused on improvement helps them develop better strategies to achieve their goals.
- **Peer Influence**: Peers play a significant part in students' daily lives and have a strong impact on their motivation. Having enthusiastic and high-achieving friends can inspire students to strive for higher levels of success. Students are often influenced by the behavior of their peers, so being part of a supportive and motivating peer group contributes to enhancing their motivation.
- **Family Support**: The support students receive from their families can have a significant impact on their level of motivation. Families that encourage learning and show interest in their children's academic progress enhance their motivation for success. Family support can come in the form of moral encouragement, providing a conducive study environment at home, or even participating in school activities.

The Role of Motivation in Reading Comprehension:

Motivation plays a crucial role in improving students' reading comprehension, as it is considered one of the key psychological factors that directly impact a student's ability to absorb and understand texts. Motivation is the internal force that drives a student to engage in reading activities and increases their commitment to achieving educational goals (Merç, A., & Subaşi, G., 2015). When students have high motivation, they are more willing to immerse themselves in reading tasks, which enhances their ability to focus and understand texts more deeply. Research indicates that motivation influences reading comprehension through

several mechanisms. First, motivation increases the level of effort students put into the reading process, leading to improved performance and greater understanding (Purwanto, M., & Atmaja, K., 2022). Second, students with strong motivation tend to have a positive attitude toward learning, making them more willing to tackle difficult texts and the comprehension challenges they may encounter (Youssef et al., 2022).

Additionally, motivation enhances students' ability to use effective reading strategies. Motivated students are more likely to adopt strategies such as note-taking, summarizing, and asking questions during reading, which helps them analyze texts more effectively and understand the content on a deeper level (Samuels, P., 2016). It is crucial to foster motivation in students through supportive learning environments that encourage independence and appreciation of individual achievements. Teachers can play a pivotal role in enhancing motivation by providing positive feedback and offering opportunities for self-directed learning (Subedi, K.R., 2021).

Third: Interactive Whiteboard

The effective use of the interactive whiteboard is defined as the ability to understand and apply written forms of language that are valued by society and essential to individuals. Young readers can derive meaning from various texts, as they engage in reading both for learning and as part of reading communities in school and daily life, as well as for the enjoyment of what they read. This approach aligns with several reading theories that view reading as a dynamic and interactive process. In this process, young readers demonstrate the ability to generate meanings and employ effective reading strategies, which are clearly evident in their reading. They also possess positive attitudes toward reading as a whole, particularly when using the interactive whiteboard. Therefore, this reading

concept aligns with theories that suggest readers actively construct meanings from the text (Clay, 1991).

Students can also learn from a variety of texts and gain knowledge about the world around them. They can access knowledge through multimedia that presents texts reflecting their local environment. Meaning is built through the interaction between the reader and the text within the context of the reader's personal experience. Before, during, and after reading, the reader uses a range of linguistic, cognitive, and metacognitive skills, in addition to their background knowledge. The text contains specific language and structural elements that focus on a particular reading subject (Ministry of Education, 2018). Thabet (2017) outlines the standards used to evaluate the interactive whiteboard, which are as follows:

Focusing on and recalling the information in the text:

This involves identifying information related to the main purpose of reading, searching for the meanings of words or phrases, understanding the context (such as time or place), and extracting the main idea or central thought from the text. Searching for specific ideas is crucial, as students need to recall information explicitly stated in the text to answer questions in reading activities or to assess the development of their comprehension of certain aspects of the text's meaning. This process requires not just understanding what is stated, but also understanding how the text relates to the required information.

1. **Making inferences and drawing conclusions directly from the text:** This involves inferring from the events in the text, where each event leads to the next. The main idea can be inferred from various pieces of evidence, such as identifying pronouns and their meanings, defining generalizations within the text, and describing and explaining relationships between characters. Students also form inferences about

ideas and information not directly stated by thinking beyond the concepts explicitly found in the text.

2. **Interpreting and synthesizing information and ideas**: This includes identifying the central idea of the text, suggesting alternatives for characters' actions, comparing information and ideas within the text, analyzing the overall tone or mood, and deducing the type or style of the narrative. When interpreting and synthesizing information, students rely more on their experiences and prior knowledge than on making direct or clear inferences. Therefore, the meanings they derive from interpreting and synthesizing ideas vary depending on their individual experiences and the knowledge they possess to perform this task.

3. **Evaluating the content, language, and linguistic elements**: This includes evaluating the possibility of events described in the text occurring in reality, assessing the text and its events, and relying on the reader's background knowledge to do so.

Previous Studies:

A study by Hidayatullah, Muhammad (2022) titled *Measuring the Effect of Educational Interaction on Motivation in Learning Arabic Among Third Grade Students at Al-Falah Islamic Elementary School in Batu* utilized a quantitative research approach. This approach is a process of acquiring knowledge using data in the form of numbers as a tool to analyze information about the subject of interest. Simple linear regression, which involves one independent variable (X) and one dependent variable (Y), was applied. The aim of this regression analysis was to examine the impact of variable X on variable Y. The dependent variable refers to the variable being affected, while the independent variable refers to the influencing variable.

The findings of the study showed that the level of educational interaction in the third grade at Al-Falah Islamic Elementary School in Batu for learning Arabic was 73.1%, classified as good. The motivation level for learning among third-grade students in Arabic at the same school was 71.9%, also classified as good. The study revealed a significant impact of educational interaction on the motivation for learning Arabic, with a momentary correlation of 0.768 and a coefficient of determination of 58.9%. This indicates a positive effect, meaning that as educational interaction increases, students' motivation to learn Arabic also increases. The remaining 41.1% is attributed to other factors not examined in the study.

Nur Hady (2022) conducted a study aimed at clarifying the relationship between online learning and motivation to learn Arabic among students in the Arabic Language Education Department at the State Islamic University of Maulana Malik Ibrahim Malang. The researcher used a quantitative approach in this study, specifically a correlational study. The data collection method employed in this research was a questionnaire, which served as a tool to assess the level of online learning achievement and motivation to learn Arabic.

The obtained data were analyzed and described. Also, the results were presented to assess the level of online learning achievement and motivation to learn Arabic. The subjects of this study were students from the Arabic Language Education Department at the State Islamic University of Maulana Malik Ibrahim Malang. Based on the analysis and discussion of the data, the researcher concluded that among the 88 students who completed the questionnaire, the level of online learning achievement for students in the Arabic Language Education Department was categorized as average, and the motivation level for learning Arabic was categorized as moderate. A relationship was found between the online learning variable and the motivation to learn Arabic variable, with a significance

value of 0.097, and a correlation value of 0.178. This indicates that while the relationship between the two variables is very weak, there is indeed a connection between them.

The results of the study showed the following: There were statistically significant differences at the $(\alpha < 0.05)$ level between the mean scores of the experimental group and the control group in the post-test of critical reading skills, in favor of the experimental group. Additionally, there were statistically significant differences at the $(\alpha < 0.05)$ level between the mean scores of the experimental group and the control group in the post-test of motivation to learn Arabic, in favor of the experimental group. The effectiveness of the Literature Circles strategy in developing critical reading skills among the experimental group students was greater than (0.91) according to the Eta-squared equation. Similarly, the effectiveness of the Literature Circles strategy in enhancing the motivation of the experimental group students to learn Arabic was greater than (0.91) according to the Eta-squared equation.

Study Methodology:

Based on the nature of the study and the information to be obtained, a quasi-experimental design was used. The quasi-experimental methodology is one of the most important research methods used in applied sciences, in particular. It is defined as a method that involves studying human phenomena as they exist in reality without making any changes to them, or as a study of the relationship between two variables in their natural state without controlling the variables. The fundamental principle of the quasi-experimental method is careful observation and practical experiments, which contribute to uncovering facts and the ability to derive theories and postulates. This method is characterized by aligning with human curiosity and the desire for experimentation.

Study Population and Sample:

The study sample consists of a control group and an experimental group. The researcher randomly selected two schools, one for males and the other for females, from Muscat Governorate to conduct the experiment on their students. Two sections were chosen randomly to represent the control group and the experimental group. The research sample will consist of 120 male and female students, distributed between the experimental group and the control group. Table (1) shows the distribution of the study sample.

Table (1): Statistics of the Research Sample from Fifth Grade Students by Gender

Group	Gender	Number
Experimental Group	Male	29
	Female	28
	Total	57
Control Group	Male	29
	Female	29
	Total	58

Study Instrument:

Through reviewing the theoretical aspects and referencing previous studies and related research on reading comprehension, the researcher designed and developed a reading comprehension scale, drawing on Al-Junaibi's study (2020). The scale consists of four levels: literal level, inferential level, critical level, and aesthetic and creative level. The items of the reading comprehension scale were formulated so that students could assess their level of proficiency in each skill using a five-point Likert scale, ranging from: very high, high, moderate, low, to very low.

The researcher also developed a reading comprehension test, referred to as a benchmark, with the aim of measuring reading

comprehension skills among fifth-grade students in Muscat Governorate. The objective of the test is to assess the impact of interactive board usage on the proficiency of fifth-grade students in mastering reading comprehension skills. The test will consist of 44 items, including multiple-choice and short-answer questions, measuring each skill from the literal, inferential, critical, aesthetic, and creative levels. The validity and reliability of the reading comprehension achievement test and the comprehension scale have been verified.

Validity and Reliability of the Reading Comprehension Scale

As shown in Table (2), the correlation values between the items of the literal skills level and the total mean of the dimension ranged from (0.7760 to 0.874), all of which were statistically significant at the (α = 0.01) level, indicating a high internal consistency validity of this dimension.

Table (2): Internal Consistency Validity of the Literal Skills Dimension

No.	Statement	Correlation with Dimension
1	I can determine the meaning of a word or its synonym.	0.858**
2	I can identify the antonym of words mentioned in the text.	0.805**
3	I can mention the relationship between two words.	0.874**
4	I can identify the singular form of some plurals or plural forms of some singular words.	0.776**
5	I can identify information required after reading the text.	0.863**
6	I can identify the main idea of the text.	0.871**
7	I can arrange events, ideas, words, or sentences in their logical sequence.	0.840**

Statistically significant at (α = 0.01)

Table (3) shows that the inferential skills dimension has good internal consistency validity, with the correlation values between the items of the

inferential skills dimension and the total mean of the dimension ranging from (0.8170 to 0.908), all of which were statistically significant at the (α = 0.01) level.

Table (3): Internal Consistency Validity of the Inferential Skills Dimension

No.	Statement	Correlation with Dimension
1	I can infer the traits of characters mentioned in the text.	0.817**
2	I can infer the values conveyed in the text.	0.841**
3	I can identify an appropriate title for the text.	0.854**
4	I can infer the writer's purpose for writing the text.	0.832**
5	I can infer the type of the text (dialogue, poem, story, article, etc.).	0.908**
6	I am able to follow instructions and predict results and inferences.	0.830**

Statistically significant at (α = 0.01)

As shown in Table (4), the correlation values between the items of the critical skills dimension and the total mean of the dimension ranged from (0.7930 to 0.899), all of which were statistically significant at the (α = 0.01) level, indicating a high internal consistency validity of this dimension.

Table (4): Internal Consistency Validity of the Critical Skills Dimension

No.	Statement	Correlation with Dimension
1	I can distinguish between what is a personal opinion and what is a proven fact.	0.890**
2	I can form a judgment about the text.	0.816**
3	I can differentiate between the main idea and supporting ideas.	0.793**
4	I can express my opinion on the issue discussed in the text.	0.788**
5	I can distinguish between correct and incorrect opinions based on the text.	0.899**

Statistically significant at (α = 0.01)

Table (5) indicates that the aesthetic and creative skills dimension has good construct validity, with correlation values between the items of

the aesthetic and creative skills dimension and the total mean of the dimension ranging from $(0.6470$ to $0.841)$, all of which were statistically significant at the $(\alpha = 0.01)$ level.

Table (5): Internal Consistency Validity of the Aesthetic and Creative Skills Dimension

No.	Statement	Correlation with Dimension
1	I can perceive the semantic value of certain phrases and words in the text.	0.880^{**}
2	I can analyze some of the aesthetic aspects of the text.	0.926^{**}
3	I can identify the evidence and arguments in the text.	0.885^{**}
4	I can create a new beginning and ending for the text's topic.	0.815^{**}

Statistically significant at $(\alpha = 0.01)$

Internal Consistency Validity:

The motivation scale for learning was applied to a pilot sample consisting of 30 male and female students from outside the main sample, to verify the clarity of the items for the students and the internal consistency of the scale items. This was done by calculating the Pearson correlation coefficient between the average of each item and the overall average of the dimension it belongs to. Table (3.26) shows the correlation coefficient between the average of each item and the overall average of the dimension it belongs to.

From Table (6), the correlation coefficients between the items of the perseverance and seriousness dimension and the overall average of the dimension ranged from 0.730 to 0.92, and all were statistically significant at the $(\alpha=0.01)$ level, indicating that this dimension exhibits high internal consistency validity.

Table (6): Internal Consistency Validity of the Perseverance and Seriousness Dimension

No.	Item	Correlation with Dimension
1	The reading comprehension sessions increased my desire to put more effort into learning what I want in reading skills.	0.73**
2	The reading comprehension sessions increased my perseverance in completing my schoolwork related to reading skills.	0.88**
3	The reading comprehension sessions made me challenge failure.	0.74**
4	I feel joy and happiness when participating in reading comprehension sessions.	0.92**
5	I feel satisfied when I am able to participate in reading comprehension sessions.	0.91**

Statistically significant at the (α=0.01) level

Table (7) indicates that the dimension of the value and benefit of learning has good internal consistency, with correlation coefficients ranging from 0.640 to 0.93, and all were statistically significant at the (α=0.01) level.

Table (7): Internal Consistency Validity of the Value and Benefit of Learning Dimension

No.	Item	Correlation with Dimension
1	Reading comprehension sessions increased my desire to learn Arabic and succeed in the future.	0.88**
2	Reading comprehension sessions helped me think better to solve Arabic language activities.	0.64**
3	My participation in reading comprehension sessions earns me the respect of my peers.	0.64**
4	Reading comprehension sessions increased my ambition to serve my country in the future.	0.83**
5	Reading comprehension sessions made Arabic language activities a priority for me.	0.84**
6	Reading comprehension sessions increased my ability to use	0.71**

	educational games during lessons, which positively affected my performance.	
7	Reading comprehension sessions made it easier for me to understand the material in lessons.	0.93**

Statistically significant at the (α=0.01) level

Table (8) shows the correlation coefficients between the items of the learner responsibility dimension and the overall average of the dimension, ranging from 0.710 to 0.85, and all were statistically significant at the (α=0.01) level, indicating that this dimension also exhibits high internal consistency validity.

Table (8): Internal Consistency Validity of the Learner Responsibility Dimension

No.	Item	Correlation with Dimension
1	Reading comprehension sessions enhanced my experiences and performance in Arabic language.	0.76**
2	Reading comprehension sessions increased my efficiency in completing my homework.	0.79**
3	Reading comprehension sessions helped me gain the ability to take responsibility.	0.83**
4	Reading comprehension sessions taught me how to handle different situations with care and responsibility.	0.81**
5	Reading comprehension sessions made me more precise in answering and participating during lessons.	0.71**
6	Reading comprehension sessions gave me new ideas for dealing with difficult tasks in lessons.	0.80**
7	Reading comprehension sessions helped me better understand the material.	0.77**
8	Reading comprehension sessions made me complete my work to	0.85**

	the best of my ability.	

Statistically significant at the (α=0.01) level

Table (9) indicates that the self-efficacy dimension exhibits good internal consistency, with correlation coefficients ranging from 0.570 to 0.84, and all were statistically significant at the (α=0.01) level.

Table (9): Internal Consistency Validity of the Self-Efficacy Dimension

No.	Item	Correlation with Dimension
1	My participation in reading comprehension sessions increased my confidence in my completed work.	0.74**
2	Reading comprehension sessions enhanced my skills in using technology and technical devices.	0.81**
3	Reading comprehension sessions increased my skills in reading comprehension.	0.57**
4	Reading comprehension sessions improved my ability to perform the role of the "little teacher."	0.84**
5	Reading comprehension sessions increased my participation and that of my peers during lessons.	0.71**
6	Reading comprehension sessions increased my attention during lessons.	0.63**
7	Reading comprehension sessions raised my academic performance in reading comprehension.	0.61**
8	Reading comprehension sessions increased the number of senses I rely on during lessons.	0.76**
9	Reading comprehension sessions increased my self-reliance in learning.	0.77**

Statistically significant at the (α=0.01) level

Reliability of the Tool (Cronbach's Alpha)

To determine the reliability coefficients for the dimensions of the motivation scale, it was applied to the pilot sample of 30 students outside the main sample. The researcher will use the Statistical Package for

Social Sciences (SPSS) to find the Cronbach's Alpha reliability coefficient. For the reliability coefficient to be considered good, it should fall between the values of $(0.60 - 0.90)$ to ensure that the motivation scale is suitable for final application and that the results are trustworthy. Additionally, the researcher will use the results from the pilot sample to improve and refine the final version of the scale and to overcome any challenges encountered during the pilot sample application to avoid them in the actual application.

Table (10) illustrates the reliability coefficients for the dimensions of the motivation scale for learning and the discriminative ability of the items.

Table (10): Reliability Coefficients for the Motivation Scale for Learning Dimensions

Dimension	Number of Items	Reliability Coefficient	Discriminative Ability
Perseverance and Seriousness	5	0.89	Ranges from 0.60 to 0.85
Value and Benefit of Learning	7	0.87	Ranges from 0.46 to 0.90
Learner Responsibility	8	0.91	Ranges from 0.62 to 0.78
Self-Efficacy	9	0.88	Ranges from 0.47 to 0.76

Results

Q1. Is there a relationship between motivation to learn and reading comprehension levels from the perspective of fifth-grade students when using the interactive whiteboard?

To answer this question, Pearson correlation coefficient was used, and Table (11) shows the Pearson correlation coefficients between motivation

to learn and reading comprehension levels for both the **control group** (which did not use the interactive whiteboard) and the **experimental group** (which did). The correlations are presented for four motivational dimensions—**Persistence and Seriousness**, **Value and Benefit of Learning**, **Responsibility of the Learner**, and **Self-efficacy**—and across four levels of reading comprehension: **Literal level**, **Inferential level**, **Critical level**, and **Appreciative and Creative level**.

Control Group:

In the control group, the correlations between motivation and reading comprehension levels are generally weaker compared to the experimental group. However, several significant correlations were observed, especially in the **Literal level** of reading comprehension, which shows moderate to strong relationships with motivation dimensions.

- **Persistence and Seriousness** has a 0.397 correlation with the **Literal level**, indicating a moderate positive relationship.
- **Value and Benefit of Learning** correlates with the **Literal level** at 0.384, which is also a moderate correlation.
- **Responsibility of the Learner** shows a 0.306 correlation with the **Literal level**, significant at the 0.05 level.
- The **Self-efficacy** dimension shows a 0.358 correlation with the **Literal level**, suggesting that as students' self-efficacy increases, their understanding of literal content also improves.

At the **Inferential level**, the control group exhibits weaker correlations. **Responsibility of the Learner** shows the strongest correlation of 0.521 with the **Inferential level**, significant at the 0.01 level, but other dimensions show relatively weaker relationships, particularly with **Literal** and **Critical levels**. **Critical** and **Appreciative and Creative** levels also show moderate correlations with motivation dimensions like

Responsibility of the Learner and **Self-efficacy**, though these tend to be weaker than at the **Literal level**.

Experimental Group:

In the experimental group, the interactive whiteboard seems to have a noticeable impact on the strength of the relationships between motivation to learn and reading comprehension, with significantly higher correlation values across all reading comprehension levels.

- The **Literal level** in the experimental group shows the strongest correlations across all dimensions of motivation. **Responsibility of the Learner** has a correlation of 0.707 with the **Literal level**, followed by **Self-efficacy** at 0.588 and **Value and Benefit of Learning** at 0.476. These are notably stronger correlations than those found in the control group, suggesting that the interactive whiteboard enhances the motivation and comprehension connection, especially at the foundational **Literal level**.
- At the **Inferential level**, the **Responsibility of the Learner** shows the highest correlation (0.718), followed by **Value and Benefit of Learning** at 0.590. The **Self-efficacy** dimension also shows a high positive correlation of 0.576 with **Inferential level**, further indicating that as students feel more responsible and self-efficacious, their ability to make inferences from the text improves.
- In the **Critical level**, all dimensions continue to show significant positive correlations, with **Responsibility of the Learner** at 0.616 and **Self-efficacy** at 0.463. These values are higher than those found in the control group, suggesting the interactive whiteboard supports higher-order thinking and critical engagement with texts.
- The **Appreciative and Creative level** also shows strong correlations in the experimental group, particularly for **Responsibility of the Learner**

(0.681), **Self-efficacy** (0.597), and **Persistence and Seriousness** (0.611). These results demonstrate that students in the experimental group, motivated by a sense of responsibility and self-efficacy, show stronger engagement and creativity in their reading comprehension, suggesting the interactive whiteboard's role in promoting higher cognitive and creative processing of texts.

Overall, the experimental group shows significantly stronger and more consistent correlations between motivational dimensions and reading comprehension levels across all dimensions. The interactive whiteboard appears to enhance the relationship between students' motivation to learn and their ability to comprehend texts at various levels. The **Responsibility of the Learner** dimension consistently shows the strongest positive correlations across both groups, particularly in the experimental group, suggesting that fostering student responsibility might be key to improving reading comprehension. The interactive whiteboard, therefore, seems to be an effective tool in supporting both basic and higher-order comprehension skills, especially when students exhibit higher motivation in terms of persistence, self-efficacy, and responsibility.

Table (11): Pearson correlation coefficient of relationship between motivation to learn and reading comprehension levels from the perspective of fifth-grade students when using the interactive whiteboard

Group		Persistence and seriousness	Value and benefit of learning	Responsibility of the learner	Self-efficacy
control group	Literal level	.397**	.384**	.306*	.358**
	Inferential level	0.207	.442**	.521**	.300*
	Critical level	0.177	.369**	.410**	.348**
	Appreciative and creative	0.141	0.225	.416**	.354**

	level				
	Literal level	.483**	.476**	.707**	.588**
	Inferential level	.577**	.590**	.718**	.576**
experimental group	Critical level	.573**	.416**	.616**	.463**
	Appreciative and creative level	.611**	.579**	.681**	.597**

*** Correlation is significant at the 0.05 level (2-tailed).**

**** Correlation is significant at the 0.01 level (2-tailed).**

Based on the previous results, the first research hypothesis has been confirmed. "There is a positive association between motivation to learn and reading comprehension levels from the perspective of fifth-grade students when using the interactive whiteboard".

Q2. What is the impact of using the interactive whiteboard on the motivation for learning among fifth-grade students in Muscat Governorate, Sultanate of Oman?

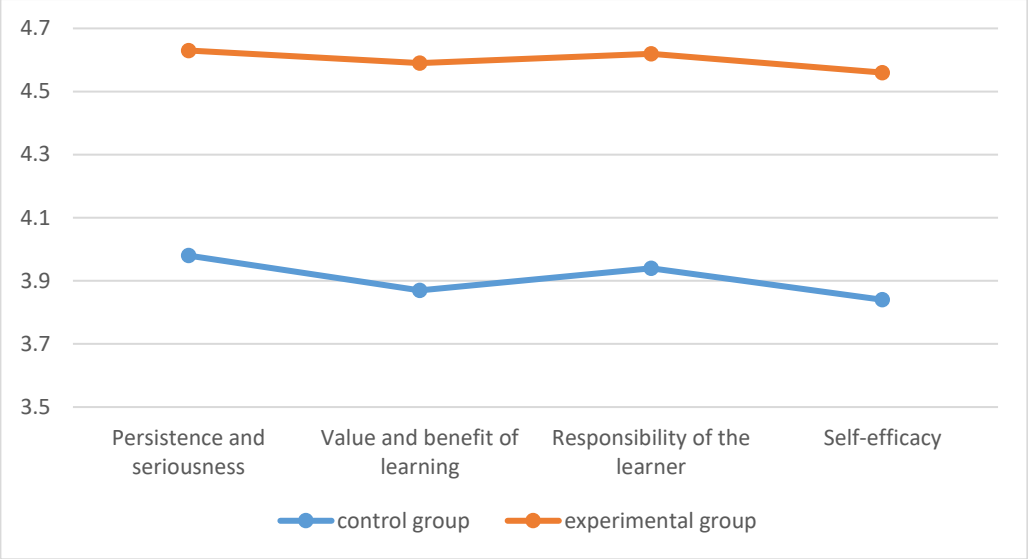
The results of the study, as presented in the table (12), highlight significant differences between the control and experimental groups across four dimensions related to motivation and learning. For the dimension of **Persistence and Seriousness**, the experimental group showed a significantly higher mean score (4.63) compared to the control group (3.98), with a t-value of −10.607 and a p-value of 0, indicating a statistically significant difference. This suggests that the use of the interactive whiteboard positively influences students' persistence and seriousness towards learning.

Similarly, in the dimension of **Value and Benefit of Learning**, the experimental group again demonstrated a higher mean (4.59) compared to the control group (3.87), with a t-value of −8.897 and a p-value of 0. This finding further supports the positive effect of the interactive

whiteboard on students' perceptions of the value and benefit of learning. The same trend is observed in the dimensions of **Responsibility of the Learner** and **Self-efficacy**, where the experimental group reported significantly higher mean scores (4.62 and 4.56, respectively) than the control group (3.94 and 3.84), with both dimensions showing statistically significant differences (p = 0). These results collectively indicate that the use of the interactive whiteboard enhances students' sense of responsibility and self-efficacy, emphasizing the potential of this tool to positively impact various motivational aspects of learning.

Table (12): Results of the t-test to examine the effect of the interactive whiteboard on motivation to learn from the perspective of fifth-grade students in Muscat Governorate, Sultanate of Oman

dimension	group	N	Mean	Std. Deviation	t	P-value
Persistence and seriousness	control group	58	3.98	0.32	-10.607	0
	experimental group	57	4.63	0.33		
Value and benefit of learning	control group	58	3.87	0.50	-8.897	0
	experimental group	57	4.59	0.37		
Responsibility of the learner	control group	58	3.94	0.47	-8.883	0
	experimental group	57	4.62	0.34		
Self-efficacy	control group	58	3.84	0.44	-10.013	0
	experimental group	57	4.56	0.32		



Based on the previous results, the second research hypothesis has been confirmed "There is an effect of using the interactive whiteboard on enhancing motivation for learning among fifth-grade students in Arabic language in Muscat Governorate, Sultanate of Oman".

Recommendations:

Based on the results above, here are some recommendations to enhance reading comprehension through motivational dimensions, especially in the context of using interactive whiteboards:

1. Foster Student Responsibility:

- **Recommendation:** The dimension of *Responsibility of the Learner* shows the most consistently strong correlations with reading comprehension, particularly in the experimental group. This suggests that fostering a sense of responsibility among students is crucial to improving reading comprehension across all levels.
- **Action:** Educators should encourage students to take ownership of their learning by setting clear expectations and providing opportunities for students to reflect on their learning progress. This can be achieved through goal-setting, self-assessment, and

opportunities for self-directed learning, all of which can be easily facilitated using the interactive whiteboard's features.

2. **Enhance Self-Efficacy**:

- **Recommendation**: The dimension of *Self-efficacy* shows strong correlations with reading comprehension in both groups, especially in higher-level comprehension tasks like Inferential, Critical, and Appreciative levels.
- **Action**: To further enhance self-efficacy, educators can create tasks that progressively challenge students, allowing them to experience success and build confidence. Interactive whiteboards can be used to provide immediate feedback, visual aids, and interactive learning experiences, which can help students feel more capable of tackling complex comprehension tasks.

3. **Leverage the Interactive Whiteboard for Engagement**:

- **Recommendation**: The use of the interactive whiteboard in the experimental group has been shown to strengthen the relationship between motivation and reading comprehension, particularly in students' Literal and Inferential comprehension levels.
- **Action**: Teachers should integrate the interactive whiteboard to make lessons more engaging and interactive. This could involve interactive quizzes, visual representation of reading materials, and collaborative group activities that promote active participation and deeper understanding of texts. The visual and dynamic features of the interactive whiteboard can help students connect motivation with comprehension at various cognitive levels.

4. **Promote Persistence and Seriousness**:

- **Recommendation**: *Persistence and Seriousness* also showed moderate correlations with Literal and Inferential reading

comprehension, suggesting that persistence in learning is an important factor for reading success.

- **Action**: Educators should develop strategies to cultivate persistence in students, such as encouraging them to tackle challenging texts and rewarding effort rather than just outcome. The interactive whiteboard can be used to break down tasks into smaller, manageable chunks and provide real-time support when students encounter difficulties, fostering a persistent attitude toward learning.

5. **Focus on Higher-Order Comprehension Skills**:

- **Recommendation**: The experimental group demonstrated stronger correlations at the higher-order comprehension levels (Inferential, Critical, Appreciative and Creative), indicating that motivation is crucial for engaging with these more complex tasks.
- **Action**: Educators should design activities that promote critical thinking and creative engagement with texts. These could include group discussions, debates, or projects where students analyze and interpret texts in depth. The interactive whiteboard can facilitate these activities by providing tools for brainstorming, organizing ideas visually, and promoting collaborative work among students.

6. **Target the Value and Benefit of Learning**:

- **Recommendation**: *Value and Benefit of Learning* showed a moderate positive correlation with reading comprehension, particularly at the Literal and Inferential levels in the experimental group.
- **Action**: To further motivate students, teachers can make the relevance of reading tasks clear by connecting them to real-world applications and students' personal interests. The interactive whiteboard can be used to showcase practical examples and allow

students to interact with multimedia content that highlights the value and benefits of learning.

7. **Personalize Learning Experiences:**

- **Recommendation:** Given that the interactive whiteboard enhances motivation and reading comprehension, it is important to use it for personalized learning experiences.
- **Action:** Teachers can tailor learning activities to the individual needs and interests of students, offering differentiated instruction through the interactive whiteboard's features. This allows students to progress at their own pace and engage with the material in ways that are most effective for them, thus strengthening motivation and improving comprehension.

8. **Monitor and Adjust Strategies Based on Feedback:**

- **Recommendation:** The results suggest that motivation has a significant impact on comprehension, and that these relationships are strengthened by the interactive whiteboard.
- **Action:** Teachers should regularly assess students' motivation levels and reading comprehension performance, using the interactive whiteboard's feedback tools to adjust teaching strategies accordingly. This could include conducting quick polls, quizzes, or interactive reflection sessions to gauge student engagement and comprehension.

Conclusion:

Overall, integrating the interactive whiteboard as a tool for fostering motivation appears to be effective, particularly in promoting responsibility, self-efficacy, and persistence. By strategically using the interactive whiteboard to support these motivational dimensions, educators can improve reading comprehension at various levels, especially in terms of

both basic understanding and higher-order cognitive skills. Focused efforts on enhancing motivation in these areas will likely yield improvements in students' overall reading comprehension abilities.

References:

- Abdul-H., M. (2019). *The Effectiveness of Using Digital Stories in Developing Oral Reading Skills in Arabic for Second-Grade Students and Their Motivation Toward It*. College of Education, Middle East University.
- Abu Nahla, D. (2018). *The Use of the Interactive Whiteboard in Creative Thinking in Mathematics for Eighth-Grade Female Students in Jordan*. Published Master's Thesis.
- Al-Alwan, A., F. & Al-Tall, S., A. (2010). The Impact of the Purpose of Reading on Comprehension. *Journal of Damascus University*, 26(3), pp. 367-404.
- Al-Anzi, L. (2021). *The Effect of Using Interactive Whiteboards on Improving Writing Skills for Learning Disability Students and Their Attitudes*. Published Study on the website: Lubna85anazey@gmail.co.
- Al-Bajeh, A., H. (2017). *The Foundations of Teaching Arabic: Between Theory and Practice in the Upper Basic Stage*. Jordan: Dar Al-Fikr for Printing, Publishing, and Distribution.
- Al-Barakat, A., A. (2010). The Effectiveness of a Training Program Based on the Story Strategy in Developing Reading Comprehension in Third-Grade Students and Their Attitudes Toward It. *Journal of Umm Al-Qura University for Educational and Psychological Sciences*, Saudi Arabia, 2(11), pp. 391-451.
- Al-Muhassina, M., S. (2023). *Motivation Theories*. Published Article on the website: https://al3loom.com/.

- Al-Muthani, A., M. (2018). *The Effect of Independent Learning and Reading Ability on Reading Comprehension*. Unpublished Master's Thesis, Faculty of Education, Yarmouk University, Jordan.
- Al-Qulaini, At. (2017). *The Effectiveness of a Proposed Program to Develop Reading Comprehension and Writing Expression Skills for Fifth-Grade Students*. Unpublished PhD Thesis, Faculty of Education, Menoufia University, Egypt.
- Al-Tall, S. (2019). The Impact of Reading Pictures, Reading Level, and Gender on Reading Comprehension Among Eighth-Grade Students. *Yarmouk Research Journal*, 7(4), pp. 10-42.
- Asvio et al. (2017). The Influence of Learning Motivation and Learning Environment on Undergraduate Students' Learning Achievement of Management of Islamic Education, Study Program of Iain Batusangkar In 2016. *Noble International Journal of Social Sciences Research*, 2(2), P 16-31.
- Barrett, T.C. (1979). *A Taxonomy of reading comprehension. In R.F Smith & T. C. Barrett, Teaching Reading in the Middle Grades*. Addison-Wesley Publishing Company.
- Bruce, M. &Robinson, G.(1996). *A metacognitive program formproving the word identification and reading comprehension skills of upper primary poor readers*. Paper presented at the E AARE joint.
- Clay, M. (1991). Becoming Literate: The construction of control.
- Coates, J., Harris, J., & Waring, M. (2020). The effectiveness of a special school experience for improving preservice teachers' efficacy to teach children with special educational needs and disabilities. *British Educational Research Journal*, 46(5), 909-928.
- Hidayatullah, Muhammad (2022) *The Effect of Educational Interaction on Motivation in Learning Arabic Among Third Grade Students at Al-*

Falah Islamic Primary School in Bat. Masters thesis, Universitas Islam Negeri Maulana Malik Ibrahim.

- Ministry of Education. (2005). *Reading Weakness in the First Cycle of Basic Education in the Sultanate of Oman*. Sultanate of Oman.
- Ministry of Education. (2018). *Language Performance Development Committee Study* (First Edition). Sultanate of Oman.
- Nasr, Hamdan. (2009). The Effect of Accompanying Writing and Speaking Activities on Developing Some Critical Reading Skills. *Arab Journal of Education*, Tunisia, 16(1), pp. 650-694.
- Thabit, S. (2017). *The Effect of Using Interactive Whiteboards on Third-Grade Female Students in Science and Their Motivation to Learn in Nablus*. Unpublished Master's Thesis, An-Najah National University.
- Zinati, M. (2021). The Use of Modern Technologies in Teaching Arabic. *Journal of Humanities and Natural Sciences*, 2(4), pp. 635-643.